

MSIP Performance Standard	Goal #	Written Goal	Action Step(s) / Strategy to Meet Goal	Alignment to Strategic Plan	Person(s) Responsible	Data Source	Start Date	End Date	Met/Progressing/Not Met
Academic Achievement	1	Trautwein students will be reading on grade level or show 1 year reading growth from the start of the year, as measured by the NSGRA.	1. Teachers will implement the reading workshop model (mini lesson, guided reading, conferring, literature circles, word work, read aloud, shared reading, etc.) focused on grade level learning targets, utilizing the Lucy Calkins units of study. 2. Student reading levels will be assessed, shared collaboratively, and analyzed 4 times a year, including but not limited to NSGRA and running records. 3. Learning targets and units of study, along with iReady data will be analyzed to group students, set data goals with PDSA cycles, and provide differentiated instruction for the purpose of increasing the percentage of standards met on the beginning of the year (pre-assessment) to the end of the year (post-assessment), as measured by Mastery Connect. Kindergarten-2nd grade will implement Calkins phonics units, which align with reading and writing units of study. 4. Students who require additional support and qualify for reading services will receive these. 5. Students who are not meeting grade level expectations will receive additional literacy instruction (small group) with the academic interventionist. 6. The Building Leadership Team will meet monthly to analyze school-wide data, including literacy, to determine needed tier 2 and 3 supports.	Continuous Improvement	All Staff	NSGRA, iReady	Aug. 2021	May 2022	
Academic Achievement	2	Increase student engagement and ownership through opportunities for increased depth of knowledge and authentic, transferrable learning experiences through differentiation and personalized learning.	1. School-wide CCI goal and progress monitoring on engagement. 2. Regular class inventory and data collection of types of engagement, to be shared through Collaborative Team Time and all school assemblies (with students). 3. Teachers will participate in conversations regarding depth of knowledge and rigor. 4. Administrators IPI a minimum of 3 times a year.	Student Engagement	All certified staff	PDSA cycles, iReady, running records, teacher created assessments	August 21	May 2022	
MTSS & Interventions	3	Increase access to tier 2 and 3 supports for students, with an emphasis on closing the gap for students performing significantly below grade level expectations.	1. Review and analyze data during Building Leadership Team/MTSS meetings to determine effectiveness and need for additional tier 2 and 3 school-wide supports. 2. Grade levels and tier 2/3 Leadership Team will analyze student specific (social-emotional and academic) data to determine effectiveness and needed tier 2 and 3 supports. 3. Provide students who are performing significantly below grade level expectations with target, small group or one-on-one instruction with the SEL or academic interventionist. 4. Provide embedded opportunities for targeted small group instruction within the school day, extended learning, with the use of ACS funds. 4. Utilize PDSA cycles to determine students who would benefit from additional instruction.	Access & Opportunity	All certified staff	PDSA cycles, iReady, running records, teacher created assessments, Panorama	August 21	May 2022	
Safety	4	All students will feel a sense of belonging and safety, demonstrating learned self-regulation skills and mental wellness, while at Trautwein.	All staff will embrace the value of teaching the whole child, including the social-emotional well-being. This includes teaching and emphasizing: 1) The Trautwein touchstones of integrity, respect, responsibility, and self-control. 2) Teaching a minimum of 1 weekly SEL lesson. 3) Teaching the Zones of Regulation in their learning environment. 4) Hosting daily classroom meetings to address the needs of the class/team. 5) Supporting the lessons provided by the school counselor. 6) Hosting "buddies" as appropriate to build community among different grade levels. 7) Utilize Panorama to assess/determine risk factors related to the social-emotional well-being of individual students, as well as whole school goals. 7) Utilize the SEL interventionist to provide tier 2 and 3 supports to students who are significantly dysregulated and/or disruptive or unsafe. 8) Utilize the school counselor to provide tier 1, bi-monthly classroom lessons, and tier 2 and 3 interventions as needed for students demonstrating dysregulation. 9) Utilize Check In Check Out and student-teacher mentorships to support who would benefit from tier 2 supports. 10) the MTSS and Tier 2/3 Leadership Teams will analyze school wide and school-wide data to determine the effectiveness of tier 2 and 3 supports, as well as the need for additional instruction/supports. 11) The School Community and Zones Action Teams will work to build community, while also emphasizing the mental-wellbeing of all stakeholders.	Belonging	All certified staff	Panorama, counselor and teacher-created assessments, school-wide climate surveys	August 21	May 2022	

