

# BALDWIN SCHOOL IMPROVEMENT ACTION STEPS 2008-2009

| <b>LITERACY</b>  |  |   |
|--|--|---|
| <b>K-5 AGGREGATE</b>   | <b>6-8 AGGREGATE</b>   | <b>K-8 SUBGROUPS</b>  |
| <b>L.1.1</b> Teachers will engage in dialogues at cluster meetings aimed at increased fidelity to the implementation of the Literacy Collaborative                         |  | <b>S.L.1</b> Restructure TAT in order to reflect a Response To Intervention framework with a focus on concrete data.  |
| <b>L.1.2</b> Teachers will participate in bimonthly vertical discussion facilitated during early release days to increase coherence in literacy curriculum implementation. | <b>L.2.2</b> (Teachers will participate in bimonthly vertical discussion facilitated during early release days to increase coherence in literacy curriculum implementation.) | <b>S.L.2</b> Develop Tier I interventions in literacy that are aligned with curriculum and standards, including pre and post assessment.  |
| <b>L.1.3</b> Teachers will continue to use data from formal and informal assessments to inform whole-class, small group, and individual instruction.                       | <b>L.2.3</b> (Teachers will continue to use data from formal and informal assessments to inform whole-class, small group, and individual instruction.)                       | <b>S.L.3</b> Analyze disaggregated subgroup data and be familiar with specific literacy needs within classrooms, including student membership across multiple subgroup identifiers. |
| <b>L.1.4</b> Teachers will focus reading instruction on nonfiction texts, text analysis and response skills, and open response skills across a variety of genres.          | <b>L.2.4</b> Teachers will focus reading instruction on vocabulary building, comprehension strategies, and text analysis and response skills across a variety of genres.     | <b>S.L.4</b> Maintain an “intervention and support list” of students who score in the bottom 15% on reading and writing benchmark assessments. Track support and progress.          |
| <b>L.1.5</b> Teachers will focus writing instruction around topic development.   | <b>L.2.5</b> Teachers will focus writing instruction around idea development, organization, and effective use of language in multi-paragraph compositions.                   | <b>S.L.5</b> Provide before and after school MCAS and academic support to eligible and/or interested students.  |
|  |  | <b>S.L.6</b> Facilitate optional study group sessions on race and class issues in American public schools.  |

# BALDWIN SCHOOL IMPROVEMENT ACTION STEPS 2008-2009

| <b>MATH</b>  |   |   |
|--|---|---|
| <b>K-5 AGGREGATE</b>   | <b>6-8 AGGREGATE</b>  | <b>K-8 SUBGROUPS</b>  |
| <b>M.1.1</b> Teachers faithfully implement TERC curriculum and employ supplementary materials as needed.   | <b>M.2.1</b> Establish protocol for SPED and Math teachers to coordinate schedule, materials, expectations, and math content strategies for individuals and small groups.           | <b>S.M.1</b> (Restructure TAT in order to reflect a Response To Intervention framework with a focus on concrete data.)  |
| <b>M.1.2</b> .5 Math Intervention teacher will target work with grade 1-3 students not yet meeting benchmarks.   | <b>M.2.2</b> Incorporate instructional strategies into math lessons that support student comprehension of math texts. (Expand Word Generation to address specific math vocabulary.) | <b>S.M.2</b> (Develop Tier I interventions in math that are aligned with curriculum and standards, including pre and post assessment.)  |
| <b>M.1.3</b> Integrate MCAS open response questions and rubrics into year-long curriculum.   | <b>M.2.3</b> Develop approaches to enhance student motivation, engagement and accountability. Develop approaches to communicate and recognize progress.                             | <b>S.M.3</b> (Analyze disaggregated subgroup data and be familiar with specific math needs within classrooms, including student membership across multiple subgroup identifiers.) |
| <b>M.1.4</b> Teachers will review end of unit assessment data in grade-level and cluster groups to plan intervention                                     | <b>M.2.4</b> Achieve full accessibility of CMP2 digital resources to all teachers and students.   | <b>S.M.4</b> (Maintain an “intervention and support list” of students who score in the bottom 15% on math assessments. Track support and progress.)                               |
| <b>M.1.5</b> Teachers will maintain individual math folders with benchmark checklists, samples of student work, and ongoing and end of unit assessments. |   | <b>S.M.5</b> (Provide before and after school MCAS and academic support to eligible and/or interested students.)  |
|  |   | <b>S.M.6</b> (Facilitate optional study group sessions on race and class issues in American public schools.)  |

# BALDWIN SCHOOL IMPROVEMENT ACTION STEPS 2008-2009

## SCHOOL CLIMATE

### K-8 AGGREGATE

**C.1.1** Continue to develop “Developmental Design” program at the Baldwin

**C.1.2** Develop a data collection system for school-wide implementation of Responsive Classroom and Developmental Design that reflects who, how often, and when students “take a break,” visit the “buddy room” and other program components.

**C.1.3** Create a student panel or student council of middle school students to gather student input and feedback on school climate and serve as “action researchers.”

**C.1.4** Create and implement mentoring workshops, orientation, and handbooks to enhance our Professional Development School partnership with Lesley University.

**C.1.5** Articulate our responsibilities as a professional learning community.