

BALDWIN SCHOOL IMPROVEMENT ACTION STEPS 2008-2009

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

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

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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.