

INSTRUCTIONAL GROUPING
STEERING COMMITTEE MEETING

March 14, 2005

MINUTES

Study Group Progress Reports- Representatives from Tappan Hill, Morse and Washington-Irving Study Groups reported on their recent visit to the Hunter College School which is designed to meet the needs of gifted students and is managed under the CUNY system. The following was reported:

- Variations in applied curriculum
- Rich cultural experiences
- Use of FOSS science kits
- Interest-based curriculum
- After-School programming
- Foreign language (kdg.-6)
- Math specialists
- Instrumental program

ELA Visits- The Committee received a debriefing from members of building teams who visited each of the elementary schools. The focus of the visits, which consisted of classroom observations and meeting times, was to examine the structure and organization of the balanced literacy program, K-6. As a result, the following conclusions were reached:

- there are differences in the teaching of handwriting skills among buildings;
- there is the need for additional leveled books, authentic literature and take home books at Morse;
- there is a need to redesign the Challenge Program at Morse and Washington-Irving to improve the quality of services to students;
- there are differences in the way in which teaching assistants are used in the instructional program.

Participants felt that the exchange among and between teachers was very useful and helped to further their understanding of one another's program allowing for the ability to compare and contrast practices. While study groups at each building are actively working to resolve most of the areas of concern, the issue of a handwriting program will require oversight. There was a suggestion from Marilyn Mercado-Belvin to explore the handwriting program aligned to the Preventing Academic Failure (PAF) program which was supported by the Committee.

Sleepy Hollow- Carol Conklin and Dan Allen provided an update on plans for improvement to the middle and high school programs for the 2005-2006 school year. It appears that the ELA support program will be integrated into the “swing period” for middle schoolers, which will allow for increased opportunity for coordination with the English curriculum. The administration continues to plan for a new 9th grade transition program for students at-risk which would permit smaller student-to teacher ratios in an interdisciplinary model for English and social studies.

Future Work- In order to proceed with the Study Groups’ remaining work, there was agreement that efforts will be coordinated by the building principals in order to ensure continuity and consistency. The following charts outlines the specific areas in need of resolution and the principal who will be responsible for overseeing each endeavor. Final plans will be presented to the Committee at the April Instructional Grouping meeting.

	Marilyn	Zbynek	Michele
AREA	Balanced Literacy Framework	Reading Model	Challenge Gifted/Enrichment Model
WI	good progress 5-6; grade 4 needs more work; need to identify handwriting program	need to develop design for push-in delivery	need to develop curriculum integration; need to design push-in/pull-out delivery
WLM	need to identify strands for grades 2-3; need to identify handwriting program	need to develop design for push-in delivery	need to develop curriculum integrated, interest-based model; push-in/pull-out design
JP	identification of strands complete for grade 1; need to identify handwriting program	push-in/pull-out model developed	need to extend interest- based book talk
TH	identification of strands complete for kindergarten; work needed in implementation; need to identify handwriting program	need to develop push-in model; need to refocus esl support	need to develop interest-based design

NEXT MEETING: **Thursday, April 14th @ 3:15PM**
Administration Building-Board Room

NEXT AGENDA **Study Groups’/Principals’ Progress Reports**