

INSTRUCTIONAL GROUPING
STEERING COMMITTEE MEETING

January 18, 2005

MINUTES

Study Group Progress Reports- The Committee received a progress report from the Washington-Irving Study Group regarding a visitation made to the Edison School, a K-5 building in the Port Chester School District. The following was noted regarding the English/Language Arts program during the site visit:

- Utilized balanced literacy approach
- Provided staff with structured ELA training component
- Staffed with 1 FTE reading teacher
- Utilized Writers' Workshop (3x wkly)
- Utilized Fountas and Pinell, K-3
- Held 90 minute ELA blocks (AIS pull-out)
- Employed AUSSIE trainer
- No teaching assistants
- Summer grade level articulation (2 meetings per grade)
- Assessment driven approach
- After-School support (Manhattanville Partnership)
- Utilized technology for data management
- No gifted/enrichment programming

In addition, there was a joint visitation to a K-5 building in the Harrison School District, Parsons School. Participants reported the following to the Committee:

- Diverse student population with significant representation of Japanese students
- Utilized a balanced literacy program
- Utilized centers in classrooms
- Utilized Successmaker
- Reading support delivered as push-in service
- Reading teacher support 4.5 FTE (400 students)
- Limited teaching assistant staffing
- No gifted/enrichment programming
- Weekly grade level coordination (before school)
- Library Media Center
- Limited facility

Members of the Sleepy Hollow Study Group reported on the progress of the grades 5-8 curriculum articulation which has facilitated improvements in the mapping and planning of the ELA program,

particularly at the 5th and 6th grade levels. In addition, middle school teachers continue their work on the integration of the English and social studies curriculum. While the Middle School staff reports the ELA swing period is an effective model for providing remediation and enrichment, Carol Conklin and members of the English department are closely examining the ELA support period to improve the quality of services provided to low performing students.

Future Visits- Study groups were reminded that all visitations must ensure the careful and close scrutiny of the organization and structure of English/Language Arts programs, including but not limited to, balanced literacy, reading and gifted education. At the February meeting, the Committee expects to learn about joint study group visits to the White Plains School District and the Hunter College School.

NEXT MEETING: **Thursday, February 17th @ 3:15PM**
Administration Building-Board Room

NEXT AGENDA **Study Groups' Progress Reports**