

INSTRUCTIONAL GROUPING
STEERING COMMITTEE MEETING
December 16, 2004

MINUTES

Study Group Progress Reports- The Committee received progress reports from study groups/joint study groups at the building level:

Tappan Hill/John Paulding/Morse: A representative group from all 3 buildings conducted a visitation of the Liberty School in Nyack which has a K-5 configuration and a minority population of approximately 30%. The following was noted regarding the school's English/Language Arts program during the visit:

- Orchestrated balanced literacy program
- No enrichment/gifted programming (extracurricular Book Club)
- School Book Store (operated by PTA/students)
- Reading Specialist/Staff Developer
- Consultant Teacher model emphasis
- Book Room (pooled resources)
- Common Planning period (1x wkly)
- Technology Assisted Individualized Program
- ESL teachers providing ELL reading support
- Shared Teaching Assistants
- Staff Intensive Inclusion Program
- "Signs for Sounds" spelling program
- Universal writing program

Next steps will include a meeting of the joint Study Group to reflect and react to the Nyack visit. In addition, visitations are being planned to the Harrison and Port Chester School Districts as well as to a private school (TBD) to observe enrichment programming.

Washington-Irving/Morse: Representatives from each of the buildings' study groups visited the Mamaroneck Avenue School in the Mamaroneck School District whose minority population is close to 60%. Information regarding the English/Language Arts program was noted as follows:

- Data Driven approach using Tinker Plots program
- Organized balanced literacy program
- Reading Support with small student to teacher ratios
- Integrated Curriculum
- Team Meetings (1x mos/2 hrs)
- Book Room (content based)
- No gifted programming

- ESL services during literacy blocks
- Use of word walls
- Parent training

The Study Group plans to visit schools in the Ossining School District to learn more about the AUSSIE program which serves as the framework for the implementation of balanced literacy. In addition, the group will visit the Port Chester Schools which may be coordinated with the Tappan Hill/John Paulding/Morse Study Group.

Sleepy Hollow: Carol Conklin provided an overview of the English and Social Studies block which is based on an interdisciplinary approach. The grouping of students, the "swing period" is fluid and inclusive allowing teachers flexibility in organizing the students and the program. The Study Group's continued work will focus on the evaluation of this model using teacher lesson plans, curriculum maps, student assessments and teacher records. Additional opportunities to further support ELA instruction will also be examined.

Future Visits- There was agreement that all visitations will 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.

NEXT MEETING: **Tuesday, January 18th @ 3:15PM**
Administration Building-Board Room

NEXT AGENDA **Study Groups' Progress Reports**