

INQUIRY TEAM MEETING  
December 3, 2008

**Attendance Sign-In (Please sign in above your name):**

Vincent Maniscalco, Princ	Noelle Cibelli - ELA	Dorothy Mannino - ELA
Mark Erlenwein, AP	Diane Federico – ELA	Patrick Misciagna - ELA
Gia Koutsovasilis - ARIS	Kristen Grunwald – ELA	Elizabeth Murphy - ELA
Margaret Ferrigno - PPS	Therese Johnson - ELA	Joseph Manzo - SS
Barbara Malenfant - PC	Carol Lowe - ELA	Alexis Kirschbaum - SS

MINUTES 11/12/08

Continued grading freshmen and sophomore pre-writing papers for cohort Green by ELA teachers.

AGENDA

I. Coordinate Data to be Analyzed

- 8<sup>th</sup> Grade English Std Test Scores
- Acuity ELA Testing Results: ITA
- Acuity ELA Testing Results English Regents Predictive
- Writing Prompt Scores
- 9<sup>th</sup> Grade ELA Scores: E1 (Marking Period 1)
- 10<sup>th</sup> Grade ELA Scores: E1, E2, E3 - Marking Period 1

II. Establishing a Baseline of Long Term Goals / Learning Targets

- What amount of progress / specific performance goal will our selected students meet in the identified sub-skill and by what date

SETTING A LONG & SHORT-TERM GOALS

Schoolwide Focus Group:	
Skill:	Writing
Sub-Skills:	
Targent Population:	15 – 30 Students Struggling in
Learning Target	<b>Example:</b> Generalization and Bullet List, Exemplification, Venn Diagram/Chart, Narration, Annotate, Simplify, SOAPStone, Writing Prompt, Free Writing, Controlling Idea, Supporting Detail, Logical development and sequencing, etc.
Learning Target #1: by (Date) -	
a. Short Term Objective	
b. Short Term Objective	
Learning Target #2: by (Date) -	
a. Short Term Objective	
b. Short Term Objective	
Learning Target #3: by(Date) -	
a. Short Term Objective	
b. Short Term Objective	

III. Moving the Student

- What is taught (Curriculum)
- How it is taught (Lesson Design)
- How well is it taught (Best Practices)
- Who teachers it (Teacher Assignment and Student Grouping)

IV. Schedule Date of Next Meeting