

**NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability**

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	500201060012
District Name:	Haverstraw - Stony Point (North Rockland) Central School District
School Name:	West Haverstraw Elementary School
School Address:	71 Blauvelt Avenue , West Haverstraw, NY
Principal:	Peter DiBernardi
Accountability Phase/Category:	Improvement (year - 1) - Focused
Area of Identification:	English Language Arts - Students with Disabilities and English Language Learners
Dates of On-site Review:	January 4 - 5, 2012

PART 1: MISSION STATEMENT

"The mission of the West Haverstraw Elementary School, in partnership with its multicultural community, is to create a positive learning environment and to establish a vision of success in order to maximize the potential of all learners through academics, self-motivation, values, responsibility, and self-esteem."

PART 2: SCHOOL STRENGTHS

- The school leader, Assistant Principal, and staff of the school have created a safe, welcoming, and nurturing environment for all students.
- Positive relationships and mutual respect are evident among school leaders, teachers, and students. Open communication exists, and students feel comfortable asking teachers and their peers for help.
- There is a strong, positive culture as evidenced by classroom rituals and routines, smooth transitions, and behavioral strategies that are clearly evident and in place.
- Best practice instructional strategies, including modeling, explicit instruction, guided practice, readers' workshop and independent application of learning were observed by the review team.
- Small group instruction with differentiated strategies, materials, and tasks was evident in most classrooms that were observed by the team.

- Academic Intervention Services (AIS) are provided during the day through *Leveled Literacy, Reading Recovery, and Soar to Success* programs, and an afterschool program is offered three days a week with transportation provided.
- English language learners (ELLs) and students with disabilities are provided with grade appropriate curriculum.
- The school has implemented a continuum of services, including bilingual and transition classes for students in grades three and four. Additionally, the kindergarten screening process effectively identifies and provides supports for emerging learners.
- Parents interviewed by the review team indicated that school leaders and classroom teachers support their children. The Family Resource Center Coordinator serves as a liaison between parents and the school and connects parents to a variety of community-based activities and supports. Communication with parents is provided in Spanish and English, including translation services by high school honor students.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- Currently, State testing results are not routinely analyzed or used to inform instruction, particularly for ELLs and students with disabilities.
- Teachers do not consistently analyze and use the Diagnostic Reading Assessment (DRA) and Indicators of Progress data to inform instruction and improve student achievement.

RECOMMENDATIONS:

- The District should develop and implement an ongoing and consistent professional development (PD) plan for all teachers that will enable them to effectively use data to maximize achievement for all students.
- The school leadership, with the District support, should provide training to ensure that teachers are skilled in the analysis of data, including the development and use of formative and interim assessments to inform instruction.

II. TEACHING AND LEARNING

FINDINGS:

- Teacher collaboration and planning time is limited, and articulation between grade levels is not apparent.

- Rigor, in the form of teachers asking students higher-order thinking questions, was not evident in many special education settings.

RECOMMENDATIONS:

- The school leader should provide formal, scheduled times for teachers and staff to meet in grade and vertical planning teams.
- The school leadership should provide targeted PD for special education teachers that is focused on the use of higher order questioning.

III. SCHOOL LEADERSHIP

FINDINGS:

- Staff interviewed by the review team perceive deficiencies in the clear communication and articulation of school goals and a lack of active involvement of teachers in the development and implementation of schoolwide plans.
- Interviews by the review team revealed that the purpose and structure of the "Greatest Area of Need" meetings are unclear to the staff.

RECOMMENDATIONS:

- The school leader should clearly communicate and articulate school goals and involve teachers more actively in the development and implementation of the schoolwide plan.
- The school leader should communicate the purpose and structure of the "Greatest Area of Need" meetings and involve teachers in evaluating the effectiveness of this initiative.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- The school is in the early stage of developing a plan to assist the parents of newcomers and struggling students so that they can better provide academic support for their children.
- A comprehensive and inclusive plan is lacking for maximizing the usefulness of staff meeting times.
- Teachers interviewed by the review team question the effectiveness of the current scheduling of push-in services for English language learners (ELLs) and students with disabilities as well as the pull-out model for reading instruction.

RECOMMENDATIONS:

- The school should continue to expand efforts to provide information on curricular programs and assessments, in multiple languages, to help parents understand and support student learning.
- The school leadership should develop a comprehensive and inclusive plan for maximizing the usefulness of staff meeting times.
- The school leader should establish a staff team to evaluate the effectiveness of the current scheduling of push-in and pull-out services.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- Teachers expressed a need for training in the differentiation of instructional strategies, specific to ELLs and students with disabilities.
- Clearly articulated goals, expectations, and outcomes for team and faculty meetings are lacking.
- PD is not currently differentiated.

RECOMMENDATIONS:

- There should be additional training in second language acquisition so that teachers can more effectively promote students' language development.
- The District and school leadership should ensure that teachers and staff have the opportunities to participate in PD that directly enhance teaching.
- The school leadership should establish clear expectations for all meetings and continually monitor their effectiveness and impact on student achievement.
- The school leadership should provide differentiated PD for staff that is aligned with identified professional goals.

VI. FACILITIES AND RESOURCES

FINDINGS:

- Teachers interviewed by the review team are concerned about the adequacy of resources and support staff, given the complex needs of the students.
- Interviews with parents by the review team revealed that they feel there is a lack of resources/programs for gifted students.

RECOMMENDATION:

The District should clearly communicate how school resources are allocated and seek input from staff on how to ensure that the complex needs of all students are understood and met across schools.

PART 4: CONCLUDING STATEMENT

The findings and recommendations noted in the report are intended to guide the school's inquiry, planning, and the development of the Comprehensive Educational Plan (CEP) for school year 2012-13. The school should also continue its efforts in the implementation of the following Regents Reform Agenda initiatives: P-12 Common Core Learning Standards, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.