

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

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	222000010017
District Name:	Watertown City School District
School Name:	Harold T. Wiley Intermediate School
School Address:	1351 Washington Street, Watertown, NY 13601
Principal:	Patricia LaBarr
Accountability Phase/Category:	Improvement (year 1) - Focused
Area of Identification:	English Language Arts - Students with Disabilities and Economically Disadvantaged Students
Date of On-site Review:	January 19, 2012

PART 1: MISSION STATEMENT

“We, the Wiley family, are dedicated to a SAFE educational environment so that all students and staff are able to experience personal and academic growth. We value working together in our atmosphere of RESPECT, RESPONSIBILITY, and tolerance.”

PART 2: SCHOOL STRENGTHS:

- The school leadership's top priority is to monitor, supervise, and support instruction. Instructional leaders direct activities to sustain the school's continuous improvement efforts.
- The school enlists Community-Based Organizations (CBOs) to support the health, social, and emotional well being of students and families, and offers several extended day and extended year activities.
- The school offers professional development (PD) and mentoring for staff members who have been identified as needing PD based upon the use of data and classroom observations. The PD provides ongoing support and is differentiated as applicable.
- The school has an adequate number of textbooks, instructional materials, technology, library materials and science equipment.
- The school's hallways, stairwells, cafeteria, auditorium and lavatories are clean and safe environments for student use. The classroom environment is orderly and clean.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- There is no evidence of consistent analysis and interpretation of formative, interim, or summative assessments to inform planning for instruction or develop interventions for students.
- The review team found that the collection, disaggregation, analysis and use of student data are a District-wide concern for the Watertown City school system.

RECOMMENDATION:

- The school should provide PD in the use of interim and formative assessments and ensure that staff analyzes English language arts (ELA) data to develop specific instructional initiatives that will improve student performance.
- The District should focus PD activities on data collection and disaggregation techniques for school leaders, while PD for the instructional staff should focus on interpreting and using disaggregated data to create individual student learning plans.

II. TEACHING AND LEARNING

FINDINGS:

- There is evidence of strong curriculum alignment with the 2005 State Learning Standards and some movement toward alignment with the New York State (NYS) P-12 Common Core Learning Standards (CCLS).
- There is evidence that initial training on School Based Inquiry Teams (SBIT) has occurred and will continue through the Network Team.
- The review team found evidence that instruction is provided in compensatory strategies, but not for transition to independence, for students with disabilities.
- There is no evidence that services for students with disabilities are maximized.
- The current ELA curriculum is somewhat out-of-date.

RECOMMENDATIONS:

- The school leadership should provide PD in the effective use of co-teaching models and adapting curriculum to meet the needs of individual students, including students with disabilities.

- The District should support the school leader in continuing to engage all teachers in understanding the elements and implementation of the new CCLS.
- The school should provide special education and general education teachers PD in implementing strategies that lead to increased independence for students with disabilities. The strategies should be included in Individualized Educational Programs (IEPs) and include a plan to decrease dependence on accommodations.
- The school should work with the Network Team to build teacher skills in the use of data to solve instructional problems.
- The ELA curriculum should be updated to reflect NYS's shift to the CCLS.

III. SCHOOL LEADERSHIP

FINDINGS:

- The school is working on instituting the CCLS and implementing the Annual Professional Performance Review (APPR).
- The school leadership team will continue to share its vision and mission with the staff.
- Trainings on the new evaluation system have not been completed.
- There is no evidence of interim assessments to support the adjustment of instruction in the content areas.

RECOMMENDATIONS:

- The school should continue to use collaborative school teams and shared leadership practices to enhance the shared values, mission and vision of the school.
- The District should continue to train school leaders on the new evaluation system; all leaders should become certified.
- The school leader should support departments as they continue to develop common assessments for instructional planning.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

There were no findings for this Section.

V. PROFESSIONAL DEVELOPMENT

See Sections I and II.

VI. FACILITIES AND RESOURCES

There were no findings for this Section.

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 CCLS, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.