



**NYCDOE**

**Quality Review: Final Report**

# **The New York City Department of Education**



# **Quality Review Report**

**The Jacqueline Kennedy Onassis School**

**Elementary School 66**

**85-11 102 Street  
Queens  
NY 11418**

**Principal: Phyllis Leinwand**

**Dates of review: January 14 - 15, 2008**

**Lead Reviewer: Anne Evanoff**

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## Part 1: The school context

### Information about the school

The Jacqueline Kennedy Onassis School is an elementary school with 425 students from kindergarten through grade 5. The school population comprises 8% Black, 65% Hispanic, 10% White, and 17% Asian students. The student body includes 22% English language learners and 8% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2006-2007 was 93.6%. The school is in receipt of Title 1 funding with 76% eligibility.

## Part 2: Overview

### What the school does well

- The principal has a clear vision for the future development of the school and uses data strategically to make highly effective decisions to enhance learning.
- The school diligently gathers and analyzes a variety of data to identify the strengths and weaknesses in teaching and learning.
- Teachers work well collaboratively to identify learning needs, set targets, plan lessons and monitor student progress.
- Teachers are highly committed to working with students to identify individual goals for improvement, differentiate instruction and improve learning.
- The school is very dedicated in using periodic assessments and benchmarks effectively to measure progress and identify next steps.
- The principal and her team provide outstanding leadership by involving all staff in strategic planning and researching exemplary practices and programs.
- The principal is extremely effective in holding teachers accountable for instruction and in strategically differentiating professional development.
- The principal supports new teachers effectively through mentoring and coaching.
- The school provides a broad and compelling curriculum that enhances student learning across the subjects.
- The school is creatively piloting innovative curriculum programs that align with its goals to challenge students to think more critically.

### What the school needs to improve

- Fine-tune the differentiation of instruction to ensure that no slippage occurs in the performance of higher achieving students.
- Build the capacity of students to set goals, evaluate their own performance and identify specific next steps.
- Continue to explore ways to increase student access to technology.

## Part 3: Main Findings

### **Progress made since the last review**

The school has made good progress in addressing the issues identified in the previous Quality Review report.

### **Overall Evaluation**

#### **This school is well developed.**

Students really enjoy learning at the Jacqueline Kennedy Onassis School and are proud of the school's history in the community. As one student stated, "Teachers here have high expectations and they believe in us." The school goes to great lengths to create a feeling of family and this is reflected in the great care and respect that is shown to all stakeholders. Parents appreciate the level of accessibility that they have with administrators and teachers. They feel that the staff really know their children. There is a continuous exchange of information between home and school. Teachers regularly share learning goals with parents so they can help their children to take the next steps in their learning.

The school has addressed the recommendations of the last Quality Review successfully. It has continued to provide more training for teachers on how to differentiate instruction, sought more partnerships to enhance learning and set interim goals against which to measure student progress. The principal has focused on the needs of gifted and talented students, actively supporting teachers in differentiating instruction to an even higher level. The principal and assistant principal provide exceptional instructional leadership and use the data very effectively to plan strategically for school improvement. As a result, the school provides professional development in a continuous way that is directly related to specific teacher outcomes. The school collaboratively engages in a thorough analysis of the data and is closely monitoring the number of scaled points that students need to maintain one year's growth. The school is goal driven and the staff regularly engage in reviewing and revising interim goals in the core subjects. The school offers a challenging and innovative curriculum and continues to explore ways to extend learning for higher achieving students. They recognize the need to enhance the quality of the feedback to achieve "next steps" particularly for these students, and to provide greater access to technology. The inquiry team is making good progress and has developed a comprehensive plan to improve reading.

### **How well the school meets New York City's evaluation criteria**

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor the student's progress over time.**

#### **This area of the school's work is well developed.**

The principal, assistant principal and cabinet gather and analyze student performance data thoroughly and effectively. They make it a priority to identify the strengths and weaknesses of every student in the school to create a focal point for discussion. For

example, when they noticed that some students did not accumulate enough scaled points in English language arts and math to achieve a year's progress, they immediately took action. They identified higher achieving schools in their peer group and visited those sites to find out how they were addressing the learning needs of students in similar situations. As a result, the school purchased two innovative software programs to provide meaningful practice in language and math skills, both at school and at home. The school trains parents how to use the programs. Students who do not have a computer take laptops home. Since the school implemented this remedial approach, periodic assessment data indicates that student performance is beginning to improve in the core subjects.

The school has well developed data collection systems and action plans for special education students and English language learners. They have been successful in updating and monitoring student progress on a variety of specific skill sets. Moreover, the school has undertaken a comparative analysis of the performance and progress of ethnic and gender groups, as well as the gifted and talented, comparing its data by individual, grade and subject with the specific goal of improving instruction. The principal and her cabinet provide continuous professional development opportunities for staff to build high levels of skill and understanding in how to use data to inform instruction.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.**

**This area of the school's work is outstanding.**

A substantial anchor at this school is the teacher's data folio. Teachers engage in exceptional collaborative processes and meet daily with coaches and a variety of other support staff to share and examine student data profiles, tracking sheets and conference logs. The staff also make good use of the data from the Gains Report and ARIS to scrutinize and analyze student achievement in relation to scaled points and learning needs. They are actively involved in trying to understand what would constitute a full year's growth in order to plan even more effectively for student success. The school is extremely competent in using data to align weekly, monthly and annual goals in order to better inform and plan instruction for all students. As a result, the school is totally focused in setting goals and targeting instruction to ensure that performance continues to rise.

The school is thoroughly dedicated to using data to understand each student's next steps and to set high goals for accelerating student learning. Parents and students are very well informed of the school's high expectations and are actively engaged, as partners, in supporting the school to achieve its goals. The principal and the cabinet are exceptionally committed to sharing whole school goals through a variety of tools such as "School Scoop", Newsletters, Open Houses, workshops and conferences. The school trains parents to ask their children, "What is your goal in learning this?", and then, to work with their children to achieve it. The school recognizes that it still has work to do in this area, especially with the gifted and the talented students. Staff are implementing a higher level of student goal setting that embeds self-evaluation to increase student involvement in identifying next steps.

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.**

**This area of the school's work is outstanding.**

Whenever a challenge arises in the school, the principal is able to channel an enormous amount of energy into the strategic decision making process by involving all of the key stakeholders. For example, the entire early years and kindergarten staff were involved in selecting a core curricular approach based on current research and best practices. In reviewing its ECLAS data, the school decided that a program was needed in English language arts that was more closely aligned with the learning needs of students. The school was unrelenting in the ways in which it went about finding the right approach to match students' different needs. Recently, the school agreed to pilot an interdisciplinary program from Core Knowledge to support students' critical thinking processes and encourage them to make real life connections to text. As a result, the staff have observed that students are more attentive and motivated to "dig deeper" and to become actively engaged in their learning. The school is highly selective in how it chooses its curriculum programs, resources and supplementary materials, and so is able to provide an extraordinary curriculum that is not only broad and engaging but captures the interest and attention of students. Although the school has limited space to provide after-school programs in the arts, it has taken extraordinary steps to integrate the arts during the regular school day. It has hired a full time project arts teacher for fine arts and music and regularly invites guest artists from the Queen's Museum to enrich the experiences of students. As a result, students are highly motivated and enthusiastic about what they are learning and convey a high degree of confidence in their ability to create outstanding works of art.

Teachers are held highly accountable for providing a compelling instructional program and for ensuring that all students are learning and making progress. They are extremely consistent in using data to plan effectively and provide engaging lessons that align with pre-identified student needs. They are dedicated in tracking individual student learning to measure goals and identify next steps as well as appropriate interventions. The school is not complacent. Although there is a coordinated approach to differentiating instruction, the school has also identified a need to further explore strategies for creating even greater challenge for students who need enrichment. There is an impressive degree of mutual trust and respect between parents, students and the school staff. Parents see the great lengths to which the school goes to ensure that their children are successful and they totally support the vision of the principal.

**Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.**

**This area of the school's work is well developed.**

The principal and assistant principal are extremely diligent in visiting classrooms with specific agendas related to exemplary instruction. They skillfully provide feedback that enhances teaching and learning and seek out staff training to align with differentiated needs. Teachers highly value this feedback and welcome opportunities to refine and improve their craft. They frequently visit each other's classrooms and other schools to

observe and share best practices. New teachers are also well supported with a site based mentor and strategic coaching. During the implementation of a number of new programs involving technology, staff benefited from focused professional development based on individual and group needs with follow-up support on request. This is another example of how the school provides an extremely high level of support for teachers with varying expertise. The goal of these sessions is to develop exceptional skill levels and to reinforce teacher confidence and competence. The school is extremely successful in building capacity among the staff.

The school offers social services support and counseling to students when required. The parent coordinator is also regularly involved in supporting parents in the community to ensure easy access to the services and programs they need. Teachers provide good levels of support to individual children through an advisor/advisee program. Effective procedures allow the school to operate smoothly and efficiently with very few discipline issues. The school is currently in the process of reaching out to organizations and agencies within the community to find funding or sponsorship to purchase class sets of laptop computers. It recognizes the need to find more innovative ways to increase student access to technology in spite of the lack of space.

**Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

**This area of the school's work is well developed.**

The whole school community shares a powerful commitment to achieving its vision. The principal, assistant principal and staff continually monitor interim goals for student progress, making adjustments and organizing immediate interventions when necessary. For example, results from the first predictive revealed a group of students who had serious problems with decoding text. Staff immediately revised their interim goals and organized interventions to address the problem.

Teachers regularly engage in grade conferences and work well in collaboration to "stop and rewrite the prescription". These deliberations resulted in the appointment of a master teacher and part-time teacher who provided training for teachers in running literature circles for gifted and talented students. Such a strategic focus on the professional learning needs of teachers has created a strong, collaborative, learning community that results in high impact teaching and learning. The school is outstanding in its use of periodic assessments and diagnostic tools to create "fluid groups" and identify specific learning goals for peer-tutoring sessions. Because of the very thorough analysis of data, the school is exceptional in its ability to identify what is impeding student learning. This knowledge builds staff confidence in being able to address the learning needs of each student. As a result, teachers are developing a huge repertoire of instructional strategies and techniques that result in higher achievement. This is another example of how deeply committed the staff is to going "above and beyond the call of duty" to provide the best possible education for all students.

## Part 4: School Quality Criteria Summary

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| <b>SCHOOL NAME: Jacqueline Kennedy Onassis School</b> | Δ | ▷ | ✓ | + | ◇ |
| <b>Quality Score</b>                                  |   |   |   | X |   |

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.**

| <b>To what extent do school leaders and faculty provide . . .</b>   | Δ | ▷ | ✓ | + | ◇ |
|---|---|---|---|---|---|
| 1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?   |   |   |   |   | X |
| 1.2 an objective, constantly updated understanding of the performance and progress of special education students?   |   |   |   | X |   |
| 1.3 an objective, constantly updated understanding of the performance and progress of English language learners?  |   |   |   | X |   |
| 1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?    |   |   |   | X |   |
| 1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?                       |   |   |   | X |   |
| 1.6 a measurement of performance and progress based on comparisons with similar schools?  |   |   |   | X |   |
| 1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students? |   |   |   |   | X |
| <b>Overall score for Quality Statement 1</b>  |   |   |   | X |   |

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.**

| <b>To what extent do school leaders and faculty . . .</b>   | Δ | ▷ | ✓ | + | ◇ |
|---|---|---|---|---|---|
| 2.1 engage in collaborative processes to set demanding, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?                             |   |   |   |   | X |
| 2.2 focus on each student, classroom, grade level, academic subject and group of students whose performance or progress has been identified by the school as a particular focus area?           |   |   |   | X |   |
| 2.3 identify and improve the performance and progress of those students in greatest need of improvement?  |   |   |   |   | X |
| 2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?   |   |   |   |   | X |
| 2.5 convey consistently high expectations to students and their parents/caregivers?   |   |   |   |   | X |
| 2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve? |   |   |   | X |   |
| 2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?                                    |   |   |   |   | X |
| <b>Overall score for Quality Statement 2</b>  |   |   |   |   | X |

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.**

| <b>To what extent does the school . . .</b>  | Δ | ▷ | ✓ | + | ◇ |
|--|---|---|---|---|---|
| 3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?   |   |   |   |   | X |
| 3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?   |   |   |   |   | X |
| 3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment? |   |   |   |   | X |
| 3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?                                    |   |   |   | X |   |
| 3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?  |   |   |   |   | X |
| 3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?   |   |   |   |   | X |
| 3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance?   |   |   |   |   | X |
| <b>Overall score for Quality Statement 3</b>   |   |   |   |   | X |

| <b>Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.</b>                |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|
| <b>To what extent does the school . . .</b>  | <b>Δ</b> | <b>➤</b> | <b>✓</b> | <b>+</b> | <b>◇</b> |
| 4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher’s instruction?   |          |          |          |          | X        |
| 4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?   |          |          |          |          | X        |
| 4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment? |          |          |          | X        |          |
| 4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?  |          |          |          | X        |          |
| 4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?   |          |          |          | X        |          |
| 4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning?   |          |          |          | X        |          |
| 4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?   |          |          |          | X        |          |
| <b>Overall score for Quality Statement 4</b>   |          |          |          |          | X        |

| <b>Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.</b> |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|
| <b>To what extent do . . .</b>   | <b>Δ</b> | <b>➤</b> | <b>✓</b> | <b>+</b> | <b>◇</b> |
| 5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?  |          |          |          | X        |          |
| 5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?  |          |          |          | X        |          |
| 5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?   |          |          |          |          | X        |
| 5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?   |          |          |          | X        |          |
| 5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?                                    |          |          |          |          | X        |
| 5.6 school leaders and staff use each plan’s interim and final outcomes to drive the next stage of goal setting and improvement planning?  |          |          |          | X        |          |
| 5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?   |          |          |          | X        |          |
| <b>Overall score for Quality Statement 5</b>   |          |          |          |          | X        |

|   |  |
|---|--|
| ◇ | <b>Outstanding</b>                             |
| + | <b>Well Developed</b>                          |
| ✓ | <b>Proficient</b>                              |
| ➤ | <b>Underdeveloped with Proficient Features</b> |
| Δ | <b>Underdeveloped</b>                          |