



The New York City Department of Education



Quality Review Report

The Marino Jeantet School

Elementary School 019

**98-02 Roosevelt Avenue
Queens
NY 11368**

Principal: Genie Calibar

Dates of review: May 15 - 16, 2008

Reviewer: Christina Lewis

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Part 1: The school context

Information about the school

The Marino Jeantet School is an elementary school with 1981 students from kindergarten through grade 5. The school population comprises 89% Hispanic, 1% Black, 2% White and 8% Asian students. The student body includes 68% English language learners and 9% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2006-2007 was 95.0%. The school is in receipt of Title 1 funding with 87% eligibility.

Part 2: Overview

What the school does well

- The school effectively collects and analyzes a wide range of data to understand and meet students' needs.
- The school maintains a positive learning environment where students and adults thrive and make progress in their learning.
- Teamwork and collaboration between staff is a very strong feature of the school.
- The school uses a good range of support services and intervention strategies to meet the diverse needs of all learners.
- The principal is a good leader, well supported by a team of assistant principals, and together they drive the school forward to achieve success.
- The five academies within the school offer a wide range of opportunities that enrich and enhance students' learning.
- The school actively promotes students' social and emotional wellbeing and a sense of family within the school.
- Parents value highly the high expectations and the aspirations the school has for their children.
- Students are well motivated to enjoy all aspects of school life and, as a result, are fully engaged in their learning
- There are very good opportunities for professional development based on individual and whole-school improvement.

What the school needs to improve

- Share with students and their parents the explicit next steps needed to achieve interim and long-term goals in English language arts and math.
- Further develop ways of tracking students' progress through the school, especially in math.
- Identify the highest achieving students and provide enrichment and differentiated programs to challenge and enhance their learning.
- Rigorously evaluate and review the impact of the strategic plan to prepare for the next stage of school improvement.

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.

A student said, “PS 19 is an extraordinary school because it is so big yet we all feel part of a family.” As the biggest elementary school in New York it is very successful in creating a positive learning environment that runs very smoothly and is very effective in meeting the diverse needs of its high percentage of English language learners. The academies within the school are organized to provide smaller communities for the students and their families to identify with and thus feel nurtured and safe. “I feel that the academies mean that our kids are really treated like individuals,” quoted one happy parent. The academies also provide enrichment activities, each with their own particular flavor and focus. The newest academy for example, focuses on dual language and as a result these students rapidly become fluent in their home language as well as in English.

The school uses and analyzes a wide range of data to understand the needs of students. A good range of intervention strategies and support is used in meeting their needs and as a result underachieving students make good progress. The school has yet to focus on ensuring that high achievers are also provided with opportunities that extend their learning, particularly in math. Students and their parents value the high expectations the school has for their academic success and, although students know their long-term goals, the school has not yet broken these into explicit next steps to enable a clearer understanding of what has to be done to achieve these. Students and their parents, therefore, are not always aware of how they can improve. The principal is a very strong leader, very well respected by the whole community. Her sense of purpose and vision has successfully built a strong staff team committed to improving outcomes for students. A high level of quality professional development provides staff with the skills needed to improve and adapt their practice. “We love the support and teamwork, it makes PS19 a great place to work,” said one staff member who had been at the school for twenty years. A good strategic action plan identifies areas for improvement but has yet to be rigorously evaluated to plan for the next cycle of school development.

The inquiry team has made a very good start on working with their target group of students. By closely looking at data they identified a need for developing programs to increase students’ ability in acquiring higher order English skills. Strategies have been developed that address this and the implications for more focused teaching in this area was shared with all staff. As a result of their research, the team has gained a deeper understanding of the story behind the data and is enthusiastic about the difference this depth of knowledge can make in understanding the needs of individual students.

The school has made good progress since the last Quality Review and has successfully addressed the areas for improvement. The analysis of data is much deeper and gives a clear picture of students’ needs. The action plan has given the school a strong focus on areas for development.

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 school collects and analyzes a wide range of data. The administrative team ensure that the results of State tests, together with all internal assessment data, are presented clearly and that the interpretations of what the data means are communicated to staff. As a result, teachers throughout the school have a clear understanding of their students' individual achievements that is constantly updated. The teachers use the assessment information very effectively in their planning and instruction to meet the needs of the students. The majority of the school's population are English language learners. Meeting their needs is a major and ongoing focus of the school's work. As a result of this, effective strategies have been put in place across all grades to ensure that students are supported in their acquisition of English, and are also able to access other areas of the curriculum. For example, dual language classes are taught in the lower grades in addition to bilingual classes. Older students have the support of English as a Second Language (ESL) teachers in their lessons, as well as the opportunity to attend ESL classes as part of the extended-day program. Interim assessment shows that these strategies have successfully improved these students' rate of progress. Low-achieving students gain the support they require through the very good academic support services that use a variety of programs and strategies targeting the needs of this group of students. The progress made by special education students is tracked with equal care. The school has yet to fully identify its high-achieving learners and to plan enrichment activities to extend their learning. Through the work of the inquiry team, the school is now further developing its data analysis to identify subgroups throughout the school that may not be making expected progress. The school has also developed its own assessments in reading to track students' progress over time and is beginning to use this information to identify trends and patterns in student achievement. It has yet to apply the same degree of focus to other subject areas, particularly in math, to gain a clearer understanding of the expected progress of the higher-achieving students.

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 well developed.

Collaboration and teamwork is a very strong feature of the school and student progress is monitored and discussed regularly by the school leaders, who set goals for the overall improvement of the school. These are shared with the school community and as a result all understand what has to be done to reach these long-term goals. From the good analysis of data, long-term and interim goals are set for each grade and class based on adequate yearly progress benchmarks in reading. Teachers produce action plans and set the goals for students. Different types of intervention are created based on students' performance level and identified areas of need. These include extended-day literacy and math programs and the very successful Saturday academy. Progress towards meeting goals are reviewed and monitored regularly and adapted when necessary. As a result the groupings are very flexible in being able to respond quickly to address areas of underachievement. The students understand their long-term and interim goals in reading

but the school is not explicit enough in sharing short-term next steps goals, in other subject areas. This means students and their parents do not have a clear enough understanding of the small steps needed to achieve success.

Parents are very supportive of the school and value the high expectations that the school has for their children. There is good communication between home and school and the school encourages the active involvement of parents in all aspects of school life. Language classes and other workshops are provided regularly for parents as well as orientation meetings for parents new to the school or community. "We have as much to learn as our kids and the school really helps," said one parent. They are full of praise for the accessibility of the teachers and the work of the parent coordinator in maintaining a strong home school partnership.

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 well developed.

The school has adopted a core curriculum that is very focused on the needs of its student population. It is constantly reviewed to ensure that programs used are effective in meeting this need. For example, school data highlighted a need for a phonics-based program in kindergarten and more vocabulary work in the higher grades. New programs were immediately introduced and have had a positive impact on improving language skills. The four academies within the school provide a broad and engaging curriculum, each with a different flavor that enriches and enhances students' learning. A project being done by one grade, for example on non-fiction writing, is followed up in the academies through their individual disciplines of technology, creativity, writing and social studies. Fairs and presentations are held by each grade in the academy so that the whole school can share the end product of the work completed. All students also have an opportunity to use a wide range of technology and the school is very well resourced for this, in addition to having a well-stocked media library that is available to all students. As a result, students confidently use technology to enrich and support their learning.

Lessons in most subjects are planned well around the workshop model and have clear learning objectives and differentiated activities for the low-achieving students. However, the school recognizes that it has yet to focus on high achievers, particularly in math, who do not always receive the enrichment and challenge to extend their thinking. Students are generally well motivated and enjoy school. "Teachers here combine work and fun and make school a great place to be," is a common view among students.

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 school has good strategies in place to monitor the quality of teaching. Regular walkthroughs by the assistant principals form the basis for discussion on the quality of instruction. The administrative team and coaches regularly observe lessons and provide feedback. The teachers value the feedback and acknowledge that it is really helpful in improving their practice. The coaches also support the teaching by modelling lessons and

providing individual professional development designed to specific need. Teachers are actively encouraged to share practice and learn from each other. Planning times are collaborative activities where teachers reflect and evaluate their practice in an open and professional environment. Weekly study groups are held across grades and provide professional development activities based on school improvement or individual need. A number of external consultants work with groups of teachers to improve practice and support teaching. Teachers who attend external conferences present the training to other staff members. Staff also have opportunities to enhance their technological skills through professional development workshops. The leadership team regularly attend seminars to build capacity in leadership and management. The principal said, "Everyone in this school is a learner." As a result of these opportunities, staff feel valued and motivated in their work and really make a difference to students' lives. "We have the best teachers who really care about us," said one student. New teachers are well supported by a mentor buddy program and because of this they are quickly made to feel part of the team.

The school uses a wide range of support and guidance services to support the emotional and social, as well as the academic needs of the students. These include extended-day classes, small-group interventions and a Saturday academy, all of which are aligned to the identified needs of the students. The "schools within school" organization is very effective in ensuring that students feel safe and supported. The smaller academies create a nurturing family environment that students thrive on during their time at the school.

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 principal is a strong leader with a very clear vision for the academic and personal success of students. She believes in giving them every opportunity to achieve success and prepare them for life in the 21st century. With the administrative team, she has developed a strategic action plan with clear goals for school improvement. It includes time frames and actions necessary to achieve these goals. The plan is derived from a comprehensive analysis of available data. This is shared and understood by the school community and constantly revised and updated. Because of this, all staff share a common vision for the school's development and know what must be done to bring the vision to reality.

Interim reviews ensure that the school is on track to meet its goals and, where necessary, plans are changed and modified. The school has yet to fully evaluate the longer-term impact of the current plan to prepare for the next cycle of school improvement, although interim evaluations indicate that they have been successful in raising student achievement and improving instruction. The use of a wide range of summative and formative assessments, including interactive programs and diagnostic tools, is effective in tracking and monitoring the progress of each student. All of this information is stored in portfolios, which are shared on transition to the next grade. As a result, teachers know their students' strengths as well as areas that need improving. Interventions and support are planned around students' identified needs and are carefully monitored to ensure students are on track to achieve their goals.

Part 4: School Quality Criteria Summary

| | | | | | |
|---|---|---|---|---|---|
| SCHOOL NAME: The Marino Jeantet School | Δ | ➤ | ✓ | + | ◇ |
| Quality Score | | | | 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.

| To what extent do school leaders and faculty provide . . . | 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 | |
| Overall score for Quality Statement 1 | | | | 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.

| To what extent do school leaders and faculty . . . | Δ | ➤ | ✓ | + | ◇ |
|---|---|---|---|---|---|
| 2.1 engage in collaborative processes to set rigorous, 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 | |
| Overall score for Quality Statement 2 | | | | 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.

| To what extent does the school . . . | 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 and tardiness? | | | | X | |
| Overall score for Quality Statement 3 | | | | X | |

| 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. | | | | | |
|--|----------|----------|----------|----------|----------|
| To what extent does the school . . . | Δ | ➤ | ✓ | + | ◇ |
| 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, and effectively address discipline related incidents? | | | | X | |
| 4.7 create effective partnerships with outside entities that support the academic and personal growth of the students? | | | | X | |
| Overall score for Quality Statement 4 | | | | | X |

| 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. | | | | | |
|--|----------|----------|----------|----------|----------|
| To what extent do . . . | Δ | ➤ | ✓ | + | ◇ |
| 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 |
| Overall score for Quality Statement 5 | | | | | X |

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|---|--|
| ◇ | Outstanding |
| + | Well Developed |
| ✓ | Proficient |
| ➤ | Underdeveloped with Proficient Features |
| Δ | Underdeveloped |