



**NYCDOE**

**Quality Review: Final Report**

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



# **Quality Review Report**

**Emanuel Kaplan**

**Elementary School 229**

**67-25 51st Street  
Queens  
NY 11377**

**Principal: Dr. Sibylle Ajwani**

**Dates of review: March 24 - 25, 2008**

**Lead Reviewer: Jo Cheadle**

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## Part 1: The school context

### Information about the school

Emanuel Kaplan is an elementary school with 1293 students from pre-kindergarten through grade 6. The school population comprises 3.7% Black, 27% Hispanic, 36% White, and 32% Asian students. The student body includes 13.7% English language learners and 10.7% 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 94.8%. The school is not in receipt of Title 1 funding.

## Part 2: Overview

### What the school does well

- There is a very clear vision of how the school must be to ensure maximum gains for all its students.
- The principal works in a wise and sensitive way to encourage strengths and gives an unambiguous indication of where improvements are necessary.
- Roles and responsibilities are effectively delegated and school procedures well embedded, ensuring good communication and focus on priorities.
- Leaders clearly establish goals for school development and improvement and effectively communicate them to the whole community.
- Useful data generation, collection and analysis are firmly embedded as part of everyday practice.
- Leaders regularly and rigorously monitor the progress the school makes towards reaching its development goals.
- The school has a very collegiate style of working and levels of professional trust and respect are high.
- There are good opportunities for professional development matched to individual and whole school needs.
- Parents are very involved in the school's work and their participation is valued greatly.
- There is a wide and diverse range of extended activities to enhance the core curriculum.

### What the school needs to improve

- Create simple procedures for sharing “next-step” goals with students and parents.
- Improve consistency in teachers’ use of data to plan instruction that meets students’ academic needs and personal interests.
- Make effective use of assessment information to revise immediately instructional plans and programs.
- Encourage students’ personal and social development by providing a suitable forum for them to express opinions and make suggestions.

## 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.**

The Emmanuel Kaplan School prides itself on a good reputation that spans many years of service to the children of the local community. Over time, the local area has changed and the school has responded positively to new challenges. Firm foundations have enabled leaders to plan the school's future with confidence. The principal clearly communicates her vision of enabling every student to make maximum progress. She leads the school wisely and sensitively through all aspects of growth and development, celebrating all that is good and driving improvements where they are necessary. Staff respect and value each other professionally, and the climate for learning is very productive. Parents see the school as an extension of their families. They appreciate all that the school does to involve them in their children's learning. Leaders constantly seek ways to further this involvement. They recognize that there are not yet consistent systems for ensuring that parents are aware of their children's "next steps" in learning. They also understand that students must share an awareness of their learning goals too.

The school enjoys the stability of many long-serving staff members who know the children and their families well. Newer members of staff quickly become part of the team. Teachers enjoy working at the school and appreciate the well-organized manner in which the school is led and managed. Teachers say that effective routines and systems enable them to get on with their jobs and focus on school priorities. The school now has embedded practice for the collection, analysis and use of data that teachers say, "focuses our teaching attention". The work of the inquiry team exemplifies the effective use of data to guide intervention strategies for an identified group of students. Good data analysis that drives instruction is encouraging a good match of work to student needs in many classrooms. Leaders fully understand that consistency in this area is essential to ensure that all students reach their full potential. Equally, they recognize that they must make regular use of teachers' assessments of student work to confirm that all programs, resources and scheduling have maximum influence on student outcomes. Students love their school and are happy that their teachers "push them to get better". They express well-articulated ideas and opinions about the school. As yet however, there is no forum for them to share these ideas and make suggestions to improve the school further.

The school has made good progress since the last Quality Review. Use of technology has improved overall curriculum provision and supports both teaching and learning. Leaders share whole school goals effectively and teachers work with good levels of collaboration to devise specific goals for students. The school continually strives for consistency in the differentiation of student work. Effective use of data is enabling growing success in this area.

## **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's approach to the generation, collection and evaluation of data is very rigorous. Improving the use of data has been a major focus since the last Quality Review. Despite having a large student population, knowledge of individual students is very good. This is aided by positive relationships with parents who feel that they can easily share their concerns with teachers. There are good systems for baseline assessments in September, followed by an established program of mid-term and end of year reviews. Leaders closely analyze outcomes for boys and girls. Analysis has shown that over time girls have been slightly more successful in state English tests. In response, the school has purchased reading materials to better interest the boys. Good attention is also given to the progress of special education students, including those students who take alternative assessments as determined by their learning needs. Outcomes for this group of students have been of particular concern for the school and leaders are determined in their approach to providing clear evidence of the progress they make. Data is also disaggregated by ethnicity, rates of attendance, punctuality and for the school's small, but significant, transient population. This group of students do not live in permanent accommodation and sometimes move between schools more often than is desirable. The school supports the group closely and sensitively, not only to ensure that they have all that is needed to aid their learning, but also to build productive and supportive relationships with parents.

As the school's community has grown and changed, leaders have responded well to the needs of students who are English language learners. There are very good support programs for the largest groups of students learning to speak English in kindergarten and first grade. The school often receives new English language learners during the spring semester. Their needs are met through extended day opportunities, small group work and 1:1 support. Progress is measured closely and programs adapted as a result. Leaders have encouraged staff awareness of proficiency levels through detailed discussion of overall school performance data. Teachers understand clearly where priorities lie with particular student groups to ensure better whole school outcomes. The school now has a wide and useful data set, which will support future comparisons with other schools to establish areas for improvement and highlight successes.

**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.**

From a shared understanding of whole school priorities, teachers work with high levels of collaboration to set precise goals for students. Leaders provide a full picture of where particular attention is necessary to support the groups with the greatest needs. For instance, they establish specific goals for the small group of students who begin school

with limited pre-kindergarten experience. In addition, analysis has shown that many students' comprehension skills need improvement. With this knowledge, teachers identify the most appropriate strategies to encourage better progress. The work of the inquiry team highlights the good results of intensified intervention in this area of learning for a group of fifth grade students. Overall, there are good systems for goal setting that support individual student progress, the progress of specific groups and whole school priorities. However, there are not consistent enough procedures for sharing these goals with students and their parents on a regular basis. For this reason, students cannot always articulate exactly what they need to do or learn as a "next step" towards a long-term goal. Moreover, without these short-term goals, parents cannot consistently provide effective support for learning at home. The school acknowledges that such specific communication with parents would enhance the already well-developed systems for sharing information and provide an even clearer picture of how students are doing. Parents truly appreciate the respect the school affords them. They are very complimentary about the work of the parent co-coordinator, who they feel has "a good pulse on parents". They are equally happy that the school shares their very high expectations for students and encourages them to do their best.

**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.**

Students love coming to school and rates of attendance are high. Nevertheless, leaders monitor attendance figures closely and there is clear evidence that they continue to rise. The school has many systems for rewarding 100% attendance and good punctuality. Leaders, the guidance counselor and the parent coordinator work sensitively and effectively with those families who struggle to attend regularly or get to school on time. There is a very clear understanding of the importance of regular and prompt attendance. Students are also very aware of the school's expectations in this area. They are equally articulate about what makes learning fun. They give very pertinent examples of how teachers support them to get "better at things". The school has a well-developed core curriculum that facilitates ample opportunities for regular assessment of how students progress throughout the year in each subject. Students share their successes in math, reading and technology. Their comments indicate that teachers talk with them often about their progress.

A wide range of interesting extended activities supplements the curriculum. These include visits out of school, visitors to school, environmental programs, art, music, drama and dancing activities. Students are very motivated by these opportunities and explain how they help them to learn. However, they also talk about subjects and styles of teaching that are less interesting. A good example they give is the difference between science lessons where they carry out experiments and those where they do a lot of reading and writing. Leaders are very aware that lessons must compel and engage students. Currently, not all teachers make full use of the extensive information they have about students to plan learning that exactly meets their academic needs, learning styles and personal interests. There are many examples of very good practice, but a lack of consistency overall.

**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 runs in a very calm and orderly manner, based on well-established systems and procedures. Leaders and faculty have clear roles and responsibilities that facilitate good levels of communication, uninterrupted attention to everyday matters and a shared focus on whole school priorities. The school is open to continual learning and as such, makes the best use of links with a range of supportive partners. These include Teachers College of Columbia, for whom the school has been a project school for over seven years, and after school programs such as Virtual Y and Maspeth Town Hall. These partners not only aid in the induction of new teachers and enhance the school's very good programs for professional development, but also support students' academic, personal and social learning. The school pays high regard to the balance between academic and personal development. As a result, students have a good understanding of personal responsibility and social accountability. This is exemplified in their respect for the environment encouraged through a very 'hands-on' recycling project. They have a lot to say about many issues and vocalize their ideas and opinions in a structured and thoughtful way. Currently however, there is no formal forum for students to share their thoughts or make suggestions in a way that might further support their personal and social awareness and add another dimension to school development decisions. Leaders are very open to providing opportunities for students to take a greater role in evaluation and decision making.

**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 has established a strong, clear vision of what the school should be like in the future. Her vision incorporates all that is good about the past, exact expectations about current development needs and clear strategic thinking to meet any challenges that lie ahead. Leaders and faculty understand where the school is heading and accept their role in realizing the vision. This is a "thinking school" where review and reflection are central to good leadership and management. Regular and rigorous assessment of progress towards established goals is an integral part of the school's work. Leaders are acutely aware that even better and ongoing use must be made of teacher assessment and other measurement tools. They understand that focused analysis will enable them to be absolutely sure that all programs, scheduling, grouping, resources and interventions are exactly those needed to ensure the best possible progress for all students. They are currently mindful that support for the lowest performing and highest achieving students might have more positive influence than that provided for the "average student". The theory, also suggested by parents, has yet to be supported or denounced by precise analysis of these students in all classrooms and across grade levels. Leaders embrace the opportunity to use data in this way to encourage the continued success of the school. There are very good processes for self-evaluation and development planning that support the school in reaching its established goals.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Emanuel Kaplan</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.

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	
<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.

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	
<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.

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	
<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, 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	
<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>