



The New York City Department of Education



Quality Review Report

Mapleton School

Public School 048

**6015 18 Avenue
Brooklyn
NY 11204**

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Information about the school

The Mapleton School has 618 students enrolled from pre-kindergarten through grade 5. Just over 50% of students are Asian, which is a much larger proportion than similar and City schools. In addition, there are 31% White, 16% Hispanic, and a small proportion of Black students making up the school population. At 28% there are more English language learners than in similar and City school. A very small proportion (2%) in comparison are special education students. A much higher proportion of students has arrived recently into the country than in other schools across the City. Many of these students were born in China, while others have come from the Ukraine and Poland.

Attendance is 95% which is above that of similar and City schools. The school receives Title 1 funding.

Part 2: Overview

What the school does well

- All members of the school community feel part of the historical school family because of the respect and care they are shown.
- Comprehensive, diligent and detailed attention is paid to the learning needs of each and every student.
- All staff learn collaboratively from each other and work together flexibly in a team for the benefit of each student and the school.
- Quality staff are selected to optimize the capacity of the school and are then encouraged to continue to develop professionally.
- The principal leads by subtle yet influential example, consistently demonstrating how to bring out the best in people through a considered and caring approach.
- Considerable attention is paid to planning the personal interaction required for students to be able to take the fullest advantage of the instruction offered them.
- The great care and attention that staff pay to the school environment stimulates and enriches students' learning.
- Technology is used effectively to differentiate, enrich and enhance students' learning.

What the school needs to improve

- Supplement further the substantial amount of translated information, so the small number of non-English speaking parents is aware that the school is as approachable as it is.
- Extend the opportunities for a students' recess with fresh air, exercise and play, and more attractive, healthy lunches that would meet students' wishes.

Part 3: Main findings

Overall Evaluation

This is a well-developed school.

This is a school that takes new external developments and expectations and incorporates them appropriately and reflectively for the benefit of its students. Yet at the same time, it is rightly proud and protective of its tradition and culture as a safe, happy, caring, learning institution. Parents actively choose for their children to attend it and staff seek positions here, so that they can benefit from, and contribute to, the high quality learning environment. Every opportunity and resource is utilized to develop students' academic, personal and social skills. Considerable opportunities for enrichment of student and adult experiences and learning are offered on a daily basis within and outside the school day, week and semester. The principal leads by example, encouraging constant open communication, as well as genuine delegation of accountability and responsibility. This results in all members of the school community continuously growing and developing as individuals and ensures that the high standing and reputation of the school are maintained.

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 student progress over time.

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

The school collects a comprehensive range of objective and standards-based data, including evidence from external test results, published programs and teacher observation. In addition teachers gather substantial informal information about all students, grades, classrooms, categories of children and academic subject areas. The data is used rigorously and effectively to monitor the performance and progress of all students.

Each staff member is familiar with, or has immediate and direct access to, relevant information about each student for whom they have some responsibility. This allows them to accurately plan the next steps in the students' learning and to cater for their individual needs. Data is both gathered and used collaboratively, creating a culture within the school where team work thrives and information is seen as a vital tool to enhance performance.

The school analyzes and compares the performance of different groups within the school to make sure that one group is not performing higher and making faster progress than another. The school continues to be challenged by the number of English language learners, many of whom are new to the country. It monitors their progress closely to enable the majority to reach grade standards by the time they leave the school. Comparisons with other schools, between grades and subjects enables the school to track students' progress closely in each subject as they move through the grades. The outcome of this careful and comprehensive approach is reflected in the continued long-term improvement in the school's results.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student’s next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student’s learning.

This area of the school’s work is well developed.

The administration and faculty constantly and collaboratively set measurable goals, and formulate plans with timeframes for improvement. They do this through formal meetings and informal discussions. This enables staff to meet the needs of individual students and to focus on necessary developments in classrooms, grades, and academic subjects.

The group of students in this school with the greatest needs are the English language learners who have a limited time to become proficient before taking the English language arts tests. They are given the maximum support through a combination of assistance in the classroom and pull out sessions and so make good progress. Some parents of these children are unaware of how approachable the school is, and seek advice from other parents rather than consulting the school directly. The Parent Coordinator and the Parent Teacher Association offer substantial support and are keen to develop communication further.

All students with specific needs are identified at the earliest opportunity through testing and observations by all staff involved with them. Research into the factors affecting their performance and progress is pursued with diligence, persistence and sensitivity. It is carried out in collaboration with all relevant personnel until a satisfactory explanation is found. Remedial action is then agreed, all appropriate staff alerted and the results of interventions comprehensively monitored and evaluated. Through this process, barriers to achievement are frequently overcome and so these students make good progress.

This is a school characterized by universal high expectations. They begin with the principal, and are owned and known by all staff, parents and students who rise to the challenge of meeting them. The school has good procedures in place to ensure that these expectations and other appropriate information are shared at regular formal events, and also more frequently on an informal basis. The result is that the revision of planning for the achievement of goals, and a drive for school improvement, is constantly ongoing. Students are therefore aware of their current position, where they are heading, and how to get there. They know that all the adults involved with them will be supporting their progress.

Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.

This area of the school’s work is well developed.

The mandated curriculum is fully implemented and generates meaningful data which supports the school’s high expectations and improvement plans. Firmly established within the culture of the school is the fact that every member of staff is accountable for improving instruction and student outcomes. The high quality teamwork within the school is one of its most notable features. Teachers collaboratively plan the curriculum and differentiate instruction according to the school’s goals. These are based on individual, group, classroom and grade needs for each subject. The development of the use of computers

and smart boards is a recent example of how students learning at their own level is being enriched and accelerated by the use of self-directed differentiated activities.

Budgeting decisions ensure the highest quality environment possible to support students' learning and performance. The limited external areas have been adapted to provide a safe and secure play area. The custodian, teaching and other staff ensure the building is clean, well-maintained, bright and colorful, but uncluttered. The processes for planning the scheduling of staff start well in advance of the academic year. This ensures that they are utilized according to their strengths to meet the identified needs of the students. Staff and student time is scheduled flexibly. This ensures that time is used effectively and focused on improving every student's performance.

Students love the school, the principal, their teachers and learning for its own sake. They are actively engaged in lessons and in the substantial number of enrichment activities offered before, during and after the school day. They know they can speak with any adult in the school about any matter, and that it will be dealt with appropriately and sensitively. Lateness and attendance are not major issues, but each case is investigated thoroughly and followed through to promote any necessary improvements.

Students appreciate that the staff know them well, and obviously care for them and their academic and personal development. They are consequently eager to learn and apply themselves diligently to their work. As a result, students want to come to school, feel safe, comfortable and supported in their work and play. Students are hard-working and delight in improving their achievements. However, all is not perfect. Students would appreciate tastier lunches and more opportunities to exercise and play outside.

Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.

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

The hiring of new staff takes place through a range of formal and informal avenues. The school is adept at seizing opportunities to ensure that they are able to hire high quality people. Teachers are selected for their zest for learning, their inspirational approach, their devotion to young people and their professional skills in using data effectively to plan interesting and well-matched learning. All of these must resonate with the high expectations and caring culture of the school.

Professional development occurs in a broad range of ways. Staff learn constantly from observing the way the principal communicates with adults and students, and from her clear principles, vision and sensitive and subtle guidance. Formal observations with constructive feedback are carried out regularly, and informal ones on a daily basis. Consequently, staff know how well they are doing and what they need to do to improve. Staff are encouraged and supported in seeking out their own professional development related to student needs, and to evaluate and share with others what they have learned from it. Professional development also occurs continuously through meetings, and through formal and informal inter-visitations between classrooms. Staff want to improve their instructional skills, and both experienced and newly licensed teachers learn from each other in an open and collaborative manner. Staff meet regularly to discuss and evaluate their work and are always looking for ways to improve classroom instruction and the curriculum to best meet the needs of all students.

All members of the school have a high regard for the principal. Through her measured, comprehensive, but light touch approach to enhancing confidence, she maintains continuous improvement in the school. Her constant expectation of full and open communication ensures that there are no surprises in the day-to-day running of the school. It means for instance, that parents in particular leave satisfied from any meeting with her, even after the most difficult discussions. Procedures and protocols are in place for all predictable eventualities. They are regularly evaluated and reinforced when appropriate. It is rare for them not to be followed.

Youth development and support services are an integral element of the school. These are enhanced on a daily basis and for specific events by many community organizations that enrich the students' experiences in school, and promote their enjoyment and learning.

Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

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

Goal setting and planning are continuous elements of this school's culture. All adults, and the student council when appropriate, are involved in the ongoing process of reflection and revision. Frequent and regular assessments inform flexible, immediate and carefully considered and evaluated developments designed to improve student outcomes. Good examples of this successful approach include weekly pupil personnel team meetings, which focus on individual student needs, and monthly school leadership team meetings to discuss and evaluate progress towards goals in the Comprehensive Education Plan. This constant reflective focus on procedures and innovations positively affects the acceleration of student learning on a daily basis.

This is a school with a long and proud tradition of success and achievement. Staff, students and the parents all believe in the school and value it for the way in which it supports, motivates and develops them. High endeavor, high standards and a spirit of teamwork and co-operation are the hallmarks, which typify its nature.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The Mapleton School (PS048)	∅	✓	+
Quality Score			X

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 student progress over time.	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • each student, classroom, grade level, 			X
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • ethnic groups, English language learners, special education students* 			X
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • all other categories of interest to the school* 			X
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.			X
Overall score for Quality Statement 1			X

* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.			X
2.2 Goals and plans focus on the school as a whole and 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 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			X
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.			X
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.			X
Overall score for Quality Statement 2			X

Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.			X
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.			X
3.6 Instructional programs actively engage students.			X
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.			X
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.			X
Overall score for Quality Statement 3			X
Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.			X
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.			X
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.			X
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.			X
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.			X
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.			X
Overall score for Quality Statement 4			X
Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.			X
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.			X
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.			X
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.			X
Overall score for Quality Statement 5			X