



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Mapleton School

Elementary School 048

**6015 18th Avenue
Brooklyn
NY 11204**

Principal: Diane Picucci

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Lead Reviewer: Anne Evanoff

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Part 1: The school context

Information about the school

Mapleton School is an elementary school with 618 students from pre-kindergarten through grade 5. The school population comprises 1% Black, 17% Hispanic, 28% White, and 54% Asian students. The student body includes 29% English language learners and 5% 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 94.7%. The school is in receipt of Title 1 funding with 78% eligibility.

Part 2: Overview

What the school does well

- The principal and the data team have developed effective systems for organizing data from a variety of sources to identify learning needs and to plan purposefully.
- Teachers engage in collaborative processes to use data well to set targets, plan instructions, monitor progress and track the effectiveness of interventions.
- The school monitors closely the achievement of those students who are in the greatest need of improvement and intervenes well to support them.
- The administrative team provides good instructional leadership and support to build the capacity of teachers, including those who are new to the profession.
- The staff uses periodic assessments effectively to measure students' progress in the core subjects and to realign instructional practices with learning needs.
- Administration and staff have high expectations for student learning that focuses on high academic achievement and positive behavior.
- The school provides a broad and compelling curriculum, including the arts, to extend learning within and outside the school day.
- There is a high level of mutual trust and respect in the school among staff, students, parents and administrators.
- Parents are proud of what the school represents in the community and believe that their children are privileged to be able to attend Mapleton.
- The school has developed positive relationships with outside agencies and organizations to enhance the academic and personal growth of students.

What the school needs to improve

- Set specific and measurable whole school goals derived from trends and patterns in the data, and use these to plan more strategically.
- Develop a system to plan for those students who require greater challenges so they do not have to repeat lessons they already understand.
- Set interim goals for particular teacher and student outcomes that can be measured over time to demonstrate the impact of differentiated instruction.
- Share students' goals with parents and caregivers and regularly update them about their children's progress in reaching them.

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.

Mapleton School serves as a model for bridging the community and school. All members of the school community feel part of the historical school family (several generations) because of the respect and care they are shown. The administration and the staff encourage and support parents as partners in their children's education. There is a high degree of communication and shared general information about how to help your child at home. Now the school wishes to give parents more specific information about how their children are doing. As one parent stated, "this school is all about kids".

Since the last review, the school has continued to develop strategies to increase translation services and has hired several support staff who speak more than one language. The school is making good progress in targeting its Asian population and exploring ways to encourage their active participation.

Currently, the school is highly engaged in gathering a variety of data and information about student achievement to inform instruction. It has been very effective in making comparisons of the data from one year to the next and with similar schools, looking at different subgroups such as gender and ethnicity. Teachers are actively involved in analyzing data and in using ARIS as a tool to identify trends and patterns in the data. The inquiry team is playing a key role in identifying students who are in the greatest need of improvement, and is making good progress in planning next steps to accelerate student learning.

The school has yet to develop specific whole school goals to support goal setting at the classroom and student level. However, there is no doubt among staff, students and parents that the school's aim is to have all children reach higher in all of the core subjects. The staff are developing the capacity to plan instruction that is differentiated and challenging in order to meet the learning needs of all children. There is still more to do in this respect. New teachers, in particular, are supported through mentoring and grade level conferences and opportunities to observe good practice. The school is in the process of developing interim goals for both teacher and student outcomes that are measurable. It recognises the need to determine how well students are performing at key intervals and so provide teachers with opportunities to make adjustments in their planning to raise achievement.

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 and the assistant principal know the students very well. They have thoroughly gathered, organized and analyzed the data in a format that makes sense for the staff and for the smooth operation of the school. Each teacher has an assessment binder that lists developmental reading scores, conference notes, observations and proficiency rates from the ARIS system. Teachers have an overview of the item analysis of strengths and weaknesses in the content areas from the State test results, as well as information from periodic and interim assessments that are administered at regular intervals. This system ensures that teachers can effectively plan instruction, track daily learning and monitor progress over time.

The data team has been highly successful in gathering and organizing the data for special education students and English language learners. It has created tracking systems for these students to ensure that Individual Education Plan or language development goals are being met. The team has also carefully examined proficiency rates for all students and through this analysis, has been able to identify the "slippage" in the performance of students at levels 3 and 4. They recognize the need to develop a system to track progress and how important it is to actively challenge these students to achieve at a higher level. The school acknowledges that without ARIS, they would not have been able to identify this group and has subsequently set a goal to fill this gap in achievement.

The school regularly examines its data to compare performance by class, grade, student, and with peer schools that achieved better results. The data team is setting a schedule to visit these sites to explore what is making the difference. The school is diligent in its collection of information to plan for individualized instruction, small group instruction and whole group instruction in order to achieve a high degree of consistency.

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.

The principal views the school as a high-performing school where "we work together to make sure every child is learning, and this means ongoing communication and collaboration". Key to their success with students is how they use the data to understand next steps and set high expectations for learning. Administration, teachers, and support staff meet regularly during common preparation periods and block coverage sections to discuss the data and identify best practices that impact on student achievement. Teachers consistently develop action plans and daily lesson plans that take into account the baseline information for each student. School data is the priority focus at cabinet meetings, inquiry team meetings and grade-wide planning sessions.

These groups tend to focus on the immediate situation, rather than to take a wider view through setting whole school goals with time frames for reaching them.

There is an open exchange of information between parents, teachers, and administration to ensure that instruction and learning needs are effectively correlated. The staff clearly demonstrates a high commitment to identifying and improving the performance and progress of all students and they have the data to prove that their efforts are making a positive difference.

Student performance is constantly monitored. This is the first year that teachers have administered instructionally-targeted assessment in grades 3 through 5, and the results from this predictive tool was a primary focus for the first parent-teacher conference in the fall. Although parents are highly respected as important partners in educating children, the school has yet to share specific goals that are measurable with all parents and students. While some classroom teachers do share specific learning goals in the core subject areas with them, this practice is not yet consistent or embedded throughout the school. A variety of parent workshops, curriculum nights and curriculum week sessions is held to enable parents to understand the school's expectations of students in each grade, and to offer strategies to parents on how to help at home.

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 uses Everyday Math as its core program along with a Balanced Literacy approach to reading and writing. Teachers collect developmental reading scores to monitor improvement in reading and regularly conference with students either individually or in small group guided reading sessions. Students regularly complete writing assignments for each genre that contribute to the baseline data in their writing portfolios. There is a great deal of support for student learning both within and without the regular school day. In an effort to increase the "hands on" component of science, the principal created a cluster for science and hired subject specialists to teach and model a variety of strategies to make the curriculum more engaging. This decision has proven to be highly successful since it has become a staff focal point for discussion and classroom visits. The school recognizes that the differentiation of instruction is a key component in meeting the needs of all of its students. However, differentiation practices are not yet consistent throughout the school. In a few classrooms, students are required to go over concepts with their classmates even though there is no need for such repetition. The principal acknowledges that there is more distance to cover in this area.

Recently the school was acknowledged by The University of the State of New York Education Department as a High Performing/Gap Closing School. This is a reflection of the high degree of mutual trust and respect that is shared by all stakeholders in the community who together make a positive difference for all children. Another indicator is the fact that attendance at the school is good, because students want to be there, and there are effective systems in place to monitor absence.

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 the assistant principal provide a strong ongoing program of staff development to ensure professional growth. Staff members are active participants in this process and they engage in developing new practices. All teachers, including those new to the profession, are highly supported by literacy/math coaches, and consultants, who focus on how to support students both academically and socially. Teachers visit each other's classrooms, but these visits are not formally scheduled. The administration visits classrooms on a regular basis and provides feedback to staff with the shared purpose of further improving teaching and learning. As a result, teachers feel supported and affirmed in their professional growth and welcome feedback.

The administration is also effective in the way it uses data to make strategic decisions. For example, staff members were provided with professional development opportunities to encourage and support students to use the scientific method of investigation through a hands-on workshop model. Through a staff survey, it was determined that there was a need for a full time science cluster teacher and the administration utilized funds to hire one full time and one part time. The school also employs a full time guidance counsellor, who plays a central role in helping to meet the needs of students who are struggling academically or socially. The principal has established effective partnerships with outside agencies that enhance student growth. For example, the Federation of Italian American Organization maintains an extensive after-school program that offers an array of activities for both children and parents.

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 Comprehensive Education Plan is developed, reviewed and revised collaboratively within the committee structure that has been established within the school. The school leadership team, parent teacher association and instructional team are constantly "taking stock" of how much progress is being made toward the major goal of having all students achieve level 3 or higher. Although the school is involved in long-term goal setting for improving teaching and learning, it does not consistently set interim goals for either student or teacher outcomes that are measurable or have time frames. This makes it difficult to measure how much growth children have achieved in the core subjects in comparison to year end goals, or how effective certain interventions are compared to others.

The school uses periodic assessments effectively to measure the success of its intervention plans for students, and uses the information to determine next steps or revise action plans that include lesson planning and instructional strategies. The principal's vision for the school is one of rigor and high standards, and collaborative goal setting to ensure success for all students. This is shared by the entire school community, who work tirelessly to see it fulfilled.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Mapleton 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 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	
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?				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?				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 make 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	