Quality Review Report
2018-2019

P.S. 048 Mapleton
Elementary 20K048
6015 18 Avenue
Brooklyn
NY 11204

Principal: Diane Picucci

Dates of Review:
January 30, 2019 - January 31, 2019

Lead Reviewer: Kimberly Bradley
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the **Area of Celebration** to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the **Area of Focus** to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as **Additional Finding**. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

P.S. 048 Mapleton serves students in grade PK through grade 5. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

### Instructional Core

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products</td>
<td>Area of Celebration</td>
<td>Proficient</td>
</tr>
<tr>
<td>2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
### School Quality Ratings continued

#### School Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>

#### Systems for Improvement

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</td>
<td>Area of Focus</td>
</tr>
</tbody>
</table>
Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
</thead>
</table>

Findings

Across classrooms, teaching practices reflect the articulated set of beliefs that students learn best when they are provided with clear expectations, and explicit instruction. Teaching strategies provide students with multiple entry points into the curricula.

Impact

As a result of consistent implementation of these schoolwide beliefs all learners, including English Language Learners and students with disabilities, demonstrate higher-order thinking and are engaged in appropriately challenging tasks.

Supporting Evidence

- Across classrooms, teaching practices reflect the belief that students learn best when they are provided with explicit instruction with opportunities to discuss and share their thinking as they work in small groups. During a fifth grade reading class, the teacher first modeled her thinking for the class through a think-aloud. Subsequently, students transitioned to working in different groups reading a piece of non-fiction text. They practiced various strategies when they encountered a difficult part of the text. Strategies included getting a bird’s eye view of the text, going back and reading the text more than once and making connections to what they learned during their preview. The teacher worked with specific groups of students with a focus on re-teaching and providing guided practice. In a fourth grade math lesson addressing solving multistep fractions, there were opportunities for students to turn and talk regarding how they would solve the problem using fraction circles. Students selected the problem they wanted to solve from a menu of increasingly challenging problems. Students were to use fraction circles, fraction strips or act it out as they worked on a solution. As a result of teacher modeling and opportunities for students to practice their learning, students are provided opportunities to share their thinking.

- Multiple entry points allowed all learners access to the material. In a fourth grade social studies lesson, the teacher used a mini-lesson about primary and secondary sources to prepare students for the main part of the lesson. The teacher showed an etching from the Boston Massacre and asked students to identify whether it is a primary or secondary source. Students were asked to think about why the etching was created and what Paul Revere wanted people to think about as they viewed it. Students transitioned to working in small heterogeneous groups with each group focused on looking at primary source documents for their research picking from topics such as Paul Revere, Boston Tea Party, taxes, Declaration of Independence, and George Washington. Across classrooms, multiple entry points are highlighted with differentiated tasks for student groups based on assessed levels of need for support.

- Across classrooms, the use of a variety of instructional strategies was evident, including the use of sentence starters, graphic organizers, color-coding, and accountable talk prompts. In a fifth grade reading class, students used a graphic organizer and colored pencils to identify the evidence and claims made in the assigned text. In a science class, students referred to sentence stems such as, "My investigation found..." and "My results show..." posted in the classroom as they conducted their investigation on how their senses help them. When asked, students were able to clearly explain how they used the stems in writing their responses. Explicit instruction led to all students being engaged.
**Area of Focus**

| Quality Indicator: | 5.1 Monitoring and Revising Systems | Rating: Proficient |

**Findings**

School leaders have a process in place to evaluate and adjust curricular and instructional practices using frequent analysis of assessment data to support student learning needs. Teacher surveys are administered to evaluate professional development.

**Impact**

Although purposeful adjustments to curricular and instruction are in place they have not as yet resulted in school wide coherence.

**Supporting Evidence**

- School leaders and grade level teams regularly evaluate the curricular and instructional practices through reviewing curricular documents, assessment data collected by teachers and teacher observation data in Advance. A review of documents indicates that grade level teams are working on revising curricular documents to provide entry points for all students including English Language Learners and Students with Disabilities, but this is not yet coherent across all grade levels and content areas. Although there is a process in place to evaluate curricular and instructional practices, this process has yet to demonstrate how strategic adjustments to these areas increases coherence across the school community.

- School leaders assess the quality of professional learning through teacher surveys. Teachers were asked to comment on the professional development workshops they found most useful, and what professional development opportunities would best support their goals. Teacher responses indicated that previous workshops on advanced literacy strategies, analytic nonfiction reading and read-alouds were useful and they wanted to continue with professional learning supports from Teachers College. School leaders and the professional development committee review the results and make adjustments to professional learning teams by adjusting the professional development calendar for the school. However, the adjustments that were made do not yet result in increasing schoolwide coherence in the use of resources to support teacher development.

- School leaders evaluate and adjust the use of resource allocation aligned to school goals in order to increase the quality of student work products. A school wide goal was established to increase the number of teachers participating in professional development to improve teacher practice as well as student outcomes. School leaders maintain a professional development log of support for each teacher and monitor the participation of teachers who attend professional development sessions. While the logs provide evidence of increased participation and some improvement in teacher practice, as yet evidence does not clearly indicate that participation is having an impact on improved teacher practice for the vast majority of teachers or resulting in mastery for all students.
Findings

School leaders and faculty ensure that curricula are aligned to the Common Core State Standards and integrate the instructional shifts with a focus on using real world application in math instruction. Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills.

Impact

Coherent curricula promote college and career readiness for all students. Diverse learners have access to the curricula and are cognitively engaged.

Supporting Evidence

- Review of curricular documents revealed alignment to the Common Core State Standards and New York State content standards where applicable, as well as integration of the instructional shifts across grades and content areas. The school uses the Teachers College Reading and Writing Project (TCRWP) curriculum for reading and writing, and Go Math is used for mathematics. Curriculum documents include evidence of modification by adding extensions that were not included in the adopted curriculum. The school also ensures curricular coherence through the implementation of New York City (NYC) Social Studies Scope and Sequence and the Next Generation Science Standards.

- The instructional shift requiring that students apply math concepts in real world situations is evident in curricular documents. In a fourth grade math plan problems with real situations are presented and students are to solve them using fractions. One such problem asked students to calculate the fractional size of each tangram piece within a larger square based on how far a student walks to school over the course of a regular school week based on the fractional amount the student walks each day. In a fifth grade English Language Arts (ELA) plan, students are tasked with giving evidence to support each of their opinions in an argumentative essay and how to anticipate potential counterclaims to an argument. In a first grade class, students are learning how to convince their reader by providing details in their introduction related to their topic.

- Unit and lesson plans emphasize rigor. A science lesson requires students to develop their own investigation about their senses and changing one variable at a time. Students were provided specific supports based on their needs such as models, an investigation plan template, and key academic and content specific vocabulary. An Italian lesson had students drawing a picture of someone wearing winter clothes and having students working with partners to label the clothing in Italian. The lesson includes a list of vocabulary related to winter clothes and pictures associated with each word. The lesson includes differentiated supports for users and provides opportunities for students to practice with a partner to identify something they are wearing and translate into Italian before working on the lesson’s main activity. A fourth grade social studies lesson had students rotating to different stations and responding to questions such as, “How would the event be different if it happened today? Would you rather live in the setting from your subtopic or your setting now? Why?” and “How would you describe the sequence of actions your historical person took during that time period?” Across curricular documents there is evidence that students are provided opportunities to engage in activities that emphasize rigorous habits and higher-order skills.
Findings

Across classrooms, teachers use and create assessments and rubrics that are aligned with the school’s curricula. Teachers’ assessment practices consistently reflect the use of ongoing checks for understanding through pre and post writing assessments, self-assessment, conferencing, and common assessments aligned to the school’s curricula.

Impact

Teachers provide actionable feedback to students and teachers regarding student achievement as well as guide them to make effective adjustments that support all students’ learning needs.

Supporting Evidence

- Across classrooms, samples of student work products included the use of checklists and rubrics aligned to the curricula and are used to provide feedback to students. The students used a reading self-assessment rubric. One example from the rubric included, “When asked to talk about the importance of a part in a story, I thought about how that part fits into the sequence of events. I could talk about what came before and what came after.” A checklist specific for opinion writing has students reflect on their ability to make a claim about a topic or text and tried to support their reasons. One student stated, “I wrote a few sentences to hook my readers, perhaps by asking a questions, explaining why the topic mattered, telling a surprising fact or giving background information.” Another example explained, “I wrote an ending for my piece in which I restated and reflected on my claim, perhaps suggesting an action or response based on what I had written.” The use of rubrics and checklists aligned to the curricula provide opportunities for teachers and students to assess their level of understanding.

- Assessments and rubrics are used across all classes and grade levels. A math rubric included student friendly language, with categories such as solve, explain, vocabulary, connections and showing their work. A column where students can self-identify as a novice, apprentice, practitioner or expert enables self-assessment. An example reads, “I did well with organization and I need to work on transitions.” Another example states, “My next step is to go back to the paragraph and jot the important parts of it and compare to the whole story. In student meetings, students spoke of working with partners in their class to check on each other’s writing and providing suggestions of what to work on such as finding better details and examples. As a result of the use of assessments, rubrics and providing peer feedback, students can articulate and identify next steps they will take to improve their writing.

- Across classrooms, teachers’ assessment practices consistently reflect the use of ongoing checks for understanding. For example, throughout the year teachers use running record data to monitor the reading progress of students and adjust the grouping of students. Teachers administer the TCRWP pre and post on-demand writing prompts to monitor and adjust their instruction based on the progress of students. Teachers maintain data binders for the students they are teaching where they record their student observations and conferencing notes. Conferencing notes include what the student was unsure of and clear actions to be taken by the student. The clear next steps provided students a path to improving their work.
Findings
School leaders consistently convey high expectations to staff through principal memos, emails, ongoing feedback and professional learning aligned to the Danielson *Framework for Teaching*. The school provides ongoing information to families regarding student progress towards college and career readiness.

Impact
Ongoing communication and support by school leaders support teachers’ understanding and awareness of expectations regarding teaching and learning. Communication from school leaders and teachers provides opportunities for families to understand student progress towards meeting standards.

Supporting Evidence

- School leaders conduct frequent classroom observations and provide feedback utilizing the Danielson *Framework for Teaching* as the standard for professionalism and high quality instruction. Teachers discussed the classroom visits by school leaders, and the feedback they generated. One report stated, “When conferring with students, it may be helpful to use an exemplar and/or mentor text when providing next steps. Consider referring to the exemplar and modeling where the details can be found in the example.” Another reads, “Students appear to be aware of the assessment criteria and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teachers shared they use the feedback to adjust their instruction. One teacher explained that feedback indicated a need to increase opportunities for students to engage in accountable talk. Based on the feedback, the teacher adjusted the classroom instruction to include more student voice thereby increasing students’ engagement.

- The principal sends out regular memos that outline expectations for staff members including items to include in their assessment binders, emergency procedures, school trip procedures, and schoolwide areas of focus. At the beginning of the year teachers receive documents that cover expectations ranging from Chancellor’s Regulations, attendance, establishing and maintaining orderly classrooms, and staff attendance. A professional development plan supports teachers in their understanding of expectations addressing topics such as primary grades opinion writing, effectively using scaffolds, and advanced literacy strategies. During meetings with teachers, they shared they clearly understand the expectations of school leaders.

- The school communicates with families through monthly newsletters in addition to parent teacher conferences, parent-outreach Tuesdays, phone calls and text messages. Parents shared that the school provides parent workshops regarding the middle school process, supporting student literacy, Internet safety and understanding the state math and ELA tests. As a result of the regular communication from school and targeted workshops parents are supported in understanding the progress their students are making toward meeting their goals.
Findings

The majority of teachers are engaged in inquiry-based grade-level teams that promote achievement of school goals and implementation of the Common Core Learning Standards. Teacher teams consistently use running records and on demand pre and post writing prompts to track the progress of students they share.

Impact

Collaborations within grade-level teams have strengthened teachers’ instructional capacity. Teacher teamwork typically results in progress toward goals for groups of students.

Supporting Evidence

- A first grade inquiry team used an inquiry cycle protocol during their meeting as they looked at student work focused on short vowels and blends. Teachers took turns reviewing students’ work samples and discussing the strategies they tried with students and the results of those strategies. The team proceeded to discuss trends and patterns that surfaced in order to determine next steps. Each member of the team selects a student upon which they will focus. Data based on the specific strategies being tested is collected and the student’s progress is monitored. Some of the strategies included the use of sentence strips that highlight the difference between vowel and consonant sounds, and the use of sight words. Next steps were identified as including color-coding and designing lesson plans that incorporate these skills into interactive writing. As a result of teachers working in inquiry teams, focusing on selecting specific strategies to be implemented and monitoring how a specific student is progressing, improved student achievement for groups of students is in evidence.

- The majority of teachers participate in grade level inquiry teams that meet twice a month during extended time on Mondays and during their common prep periods. At the beginning of the school year grade level teams were provided guidance from school leaders about the format for each inquiry meeting including the identification of a focus student, reviewing pre and post assessment data, and creating an agenda for the next meeting. Teachers reported that the impact of working in grade level inquiry teams included learning from colleagues and stepping out of their comfort zone to learn new strategies and improving their teacher practice.

- Student progress towards goals is evidenced by data from running records and assessment binders that contain conferencing notes and pre and post on-demand writing results. At the start of the year teacher inquiry teams analyzed data from the state ELA exam. Students’ common strengths that surfaced included describing story elements, interpreting information, and inferring word meaning. The identified areas of growth included describing character changes, determining themes, analyzing events, and sequencing. Next steps identified by the teams addressed modeling part to whole in read-alouds and color-coding for sequence. The work of the teacher teams has led to improvement in these areas of growth.