



**NYCDOE**

**Quality Review: Final Report**

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



# **Quality Review Report**

**The Mayflower School**

**Public School**

**85 – 15 258 Street  
Queens  
NY 11001**

**Principal : Michael Ranieri**

**Dates of review: November 21 – 22, 2006**

**Reviewer : Jan Lomas**

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## Part 1: The school context

### Information about the school

The Mayflower School, Public School 191, is an elementary school which serves a population of 363 students from re-kindergarten through grade 5.

The highest proportion of students is from Asian and other backgrounds (62.4%) with another 25.1% White students, 8% Hispanic and 4.4% Black. The number of families who are newly arrived in the country is high compared to other similar schools and the City overall. The highest proportion of these (11.2%) is from India while other groups have migrated to this country from Pakistan and Guyana.

A small proportion of students (5%) are special education students and 13% are English language learners. The school is not Title 1 eligible.

Rates of attendance at 96.8% have historically been maintained at higher levels than those of similar schools and are much higher than the City average.

## Part 2: Overview

### What the school does well

- The principal is well respected by all and leads a positive, cohesive school community.
- The principal's enthusiasm, energy and drive towards achievement for all are infectious and secure the commitment of others.
- All staff work collaboratively to bring about continuous improvement.
- Monitoring and tracking of individual students' progress are thoroughly and consistently maintained and used to good effect to guide planning for instruction.
- The school is an orderly and inviting place in which to work and learn.
- The principal and all staff know each student very well and, in turn, students feel supported and that understands their needs are understood.
- Students have positive attitudes to their learning, respond well and speak confidently about their enjoyment of school life.
- There are excellent relationships between adults and students.
- Enrichment programs stimulate and engage students in their learning.
- Parents value the close and productive relationships with the school.

### What the school needs to improve

- Ensure that all teachers differentiate instruction effectively to provide appropriately challenging activities for all students.
- Extend data analysis, goal-setting and associated planning to focus on the specific needs of all student groups of interest to the school.
- Build on the mapped curriculum so that all enrichment, extension and cross-curricular activities are planned to provide clear links to key content areas.
- Continue to empower all staff to fully utilize their strengths and professional learning to share in collaborative leadership.

## Part 3: Main findings

### Overall Evaluation

#### **This is a well developed school.**

The Mayflower School is a high achieving school which strives to provide the very best for its students within a culture of enjoyment in learning and care for the whole individual. The smaller school environment is well used to ensure that all staff understand the needs of their students and their families very well. Consequently, students and parents feel secure and valued.

The principal is well respected by the whole school community. He successfully leads a unified building where all members of staff collaborate effectively to share : data, planning, decision-making and best practice.

### 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 detailed data on the performance and progress of each student. Staff use a variety of effective tools to assess and monitor student achievement. Teachers have access to all data and are comfortable with using them to guide their planning.

In addition, teachers also assess students regularly to check specific skills on a regular basis. They keep careful records from observations and discussions with students in class. The principal meets teachers regularly, together with academic intervention and mathematics specialists. They carefully analyze and discuss data through a range of well-structured meetings. This means that all information is quickly analyzed and used flexibly to guide instruction and focused interventions. This use of data, and the collaborative style of the principal and his team, plays an important part in the high achievement of students.

The principal carefully monitors students' overall performance by scrutinizing content areas, classes and grades to analyze relative performance each year and over time. He keeps a close eye on the performance of groups such as: special education students, English language learners and different ethnic groups, to identify any areas where further analysis and subsequent intervention is needed. Comparisons with other schools are noted where this is useful.

Overall, the principal and faculty have a clear view of the profile of students' academic needs within the school. They work well together and use data in focused ways to accelerate students' progress. However, the school does not always fully utilize data to put the spotlight on all groups of interest to confirm that all is going well, monitor the impact of interventions or to ensure that teaching is as effective as possible. For example, although the school carefully monitors the progress of individual students to check that enrichment programs are proving effective in extending learning for all, it does not always

specifically identify its highest achieving students as a focus group. This data might be analyzed to investigate whether progress could be further accelerated.

**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 principal and his staff capitalize upon the relatively small team size to ensure that planning and goal setting is a collaborative activity whether this is at whole school level for the Comprehensive Education Plan or at class and individual level. This means that the faculty is well informed about school priorities and consequently their response to students’ needs in class, or through additional interventions, is timely and agile. Goal setting carefully indicates areas where improvement is needed. This ranges from an increased focus at whole school level to support for individual students. However, as previously mentioned, it sometimes does not pinpoint all interest groups within the school to ensure that planning is fully effective for all students.

Teachers use the results of assessments very carefully to adapt their teaching methods. They ensure that pupils are working at the right level and have the best chance to progress. Results of tests are quickly analyzed and utilized to refine instruction where necessary. Staff constantly discuss their students’ progress and adapt instruction to meet students’ academic needs.

Discussion aligns and overlaps with school priorities for professional development. This means that school improvement planning and professional learning are closely interwoven. For example, team meetings discuss the progress of groups and individuals and the instruction methods used. This is then reinforced by grade conferencing with the principal and the mathematics coach to support the planned focus on differentiated instruction.

The school places a strong emphasis upon ‘congruence’ between academic intervention strategies and class teaching strategies. Discussions between grade teachers and specialists ensure that on-going records are kept which enable ‘push-in’ and ‘pull-out’ activities to be flexibly adapted in response to the fine-tuning of student progress. Staff discuss which methods have been used with students so that alternative strategies can also be tried where needed. Additional support strategies, and the extended school day are carefully planned and monitored to see if they are effective; different opportunities are provided to target all ability groups and learning needs.

The school works well to maintain its close and productive working relationships with parents. They are kept well informed and value the guidance and resources given to enable them to best support their children’s progress. Parent workshops are varied and events enable parents to enjoy school activities alongside students. The school tries hard to reach out to parents who are less willing or able to attend. Students are developing their ability to talk about their learning in class and to assess themselves and their peers. They are able to clearly identify the learning objectives for their lessons and appreciate that teachers differentiate instruction to provide the right challenge for each individual or group.

**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 proficient.**

The school provides a balanced curriculum with a clear focus on the key content areas of English language arts and mathematics. Opportunities are also planned for learning in science, social studies, art, computer technology, physical education and library studies. Students are actively engaged with their learning and they develop interests and talents alongside their teachers when they join cross-grade groups for weekly enrichment activities. They talk about their enjoyment in their learning and the enrichment activities increase their motivation to learn. Partnerships with a number of organizations extend the curriculum and provide opportunities to involve parents. For example, dance programs with City Center are provided for students, staff and parents, which culminate in a performance of multicultural dance.

Teachers develop rubrics to enable staff and students to assess learning gains. Pre and post unit assessments are used to enable the fine tuning of differentiated instruction in mathematics. However, the school does not map its cross-curricular, enrichment and extension activities to show clear links between key content areas and enable the skills, concepts and understanding developed to be fully assessed.

Professional development to increase the quality of differentiated instruction, especially in mathematics, is currently a high priority. Teachers are piloting developments, initially in grade 4, with the mathematics coach and the principal who both provide support, guidance and practical assistance. The focus is driven by the plan to further improve mathematics performance following analysis of progress data. It is being diligently taken forward by teachers although further time is needed to ensure consistency across the team.

Staffing, scheduling and budgeting decisions are all carefully made in response to analysis of data and performance to ensure the best possible opportunities for the students. The members of staff form a cohesive team that works closely together towards the aim of providing high quality instruction appropriate to the needs of learners. The principal and staff know students and their families well and parents' praise the care demonstrated. They feel that the school is like 'a family'.

Rates of attendance are monitored carefully and consistently. For example, calls are made each day to the home of every absent child. The school works hard to try to change parental attitudes towards extended trips away during term time.

**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.**

Staffing is a stable feature of the school. Any new staff are selected through an appropriately structured interview procedure which includes questioning about the use of assessment and data.

Professional development is aligned with school priorities and is well supported by the varied range of collaborative meetings where issues and strategies are discussed to

reinforce and extend learning. This is a relatively small school staff but opportunities are arranged for teachers to observe the practice of others as well as to visit other schools and attend development courses. The strengths of each team member are used to support whole team and individual professional learning. The principal provides 'hands-on' support by modeling and supporting in practical ways. The appointment of a mathematics coach, in response to the drive to further improve mathematics instruction and performance, provides effective support for teaching, planning and differentiation. These initiatives have encouraged teachers to be reflective practitioners. They readily contribute to discussions about their instruction and engage in goal-setting for, and review of, their professional learning.

Classroom observation is regularly undertaken by the principal on a formal and informal basis. He knows teachers and students very well and has a good overview of the work of the school. This means that there is a clear focus on school priorities and areas for development. He is well respected and because of his supportive, enthusiastic and inclusive style, he engages the commitment of staff, the parent body and the school's varied partners towards the school's aims. The school runs smoothly; student classrooms are well organized and communal areas celebrate students' work in attractive displays.

**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.**

Although this is a successful school, the principal is eager to ensure that data is analyzed in detail to maximize all students' achievements. Staff readily participate in decision-making and ongoing collaborative review; actively and effectively encouraged by the principal. Their response augurs well for the identified need for further empowerment of staff so that their strengths and professional learning can be fully utilized to share in collaborative leadership.

Priorities for the Comprehensive Education Plan are established through collaborative activity involving the school leadership team. Measurable objectives are set and there is detailed commentary about how action planning will be accomplished. Sometimes the format does not sufficiently break down timeframes to say when elements of each strand will take place, or indicate who will take the specific lead to ensure that each element of the plan is on track.

The revision of plans and strategies to ensure the best progress of each individual is also a key feature of all team meetings. Observation and ongoing assessment in class, whether by the class-teacher or by the academic intervention team through push-in, pull out and extended day groups, are shared. Careful amendments and alternative strategies are made in order to move students on with their learning. The result is high achievement throughout the school.

The principal keeps a well-informed overview of developments within school priorities and is quick to move when new initiatives need to be planned, or where the strategic deployment of resources needs to be reconsidered. The close collaboration among staff ensures that they are all kept well informed about changes and developments.

## Part 4: School Quality Criteria Summary

SCHOOL NAME: The Mayflower School (PS191)		∅	✓	+
<b>Quality Score</b>				<b>X</b>
<b>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.</b>		∅	✓	+
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"> <li>each student, classroom, grade level,</li> </ul>			<b>X</b>
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"> <li>ethnic groups, English Language Learners, special education students*</li> </ul>			<b>X</b>
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"> <li>all other categories of interest to the school*</li> </ul>		<b>X</b>	
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.			<b>X</b>
<b>Overall score for Quality Statement 1</b>				<b>X</b>

\* 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.

<b>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.</b>		∅	✓	+
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.			<b>X</b>
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.		<b>X</b>	
2.3	Particular attention is given to improving the performance and progress of students in greatest need of improvement.			<b>X</b>
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.			<b>X</b>
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.			<b>X</b>
<b>Overall score for Quality Statement 2</b>				<b>X</b>

<b>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.</b>	Ø	✓	+
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
<b>Overall score for Quality Statement 3</b>		X	
<b>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.</b>	Ø	✓	+
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
<b>Overall score for Quality Statement 4</b>			X
<b>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.</b>	Ø	✓	+
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
<b>Overall score for Quality Statement 5</b>			X