



The New York City Department of Education



Quality Review Report

Juan Morel Campos Secondary School

Intermediate School 071

**215 Heyward Street
Brooklyn
NY 11206**

Principal: Howard Fineman

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Reviewer: Richard Woolf

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Part 1: The school context

Information about the school

The Juan Morel Campos Secondary School is an institution growing in numbers, currently standing at 878, as it progresses to an all through high school from September 2007.

The population of the school is made up of approximately 67% Hispanic, 27% Black with Asian, Pacific Islander or White at 5%. The female population, at 52% is slightly higher than similar schools and subsequently the male percentage is lower at 48%. The number of English language learner students is approximately 18% and is higher than both similar and City schools. Special education students make up 16% of the school population and this is comparable to similar schools but higher than City schools. Student attendance consistently runs at around 90% which is above both similar and City schools. The school receives Title 1 funding for 90% of the students and this higher than both similar schools and City schools.

Part 2: Overview

What the school does well

- The principal clearly articulates his personality on the vision, collegiality and capacity to build Juan Morel Campos.
- There is proficient and increasing use of data to inform instruction.
- The size of the school assists students and staff to know each other and this creates a happy atmosphere.
- High levels of commitment are demonstrated by a staff supportive of the administration.
- The growing strength of sport, music and art acts as a unifying force on school morale and ethos.
- The smaller class sizes are an important aid in improving overall instruction.
- The administration is fully supportive of the principal and his efforts to further advance the school.

What the school needs to improve

- More challenging targets need to be in place to raise attainment of level two students.
- Further develop the use of differential instruction to improve overall achievement in every grade.
- Develop a consistency in lesson structure and planning as well as aspects of behaviour.
- Engage the parent body more in overall decision making.
- Technology needs to be used more consistently and effectively by both staff and students.
- Develop further strategies to raise the levels of attendance.

Part 3: Main findings

Overall Evaluation

This is a proficient school.

The principal, who is an experienced educator, is in his second year as leader of the school and provides strong leadership which is valued by staff, parents and students. He is determined that the school will deliver an academic program which enhances the opportunities of all the students in his care. The improvements seen over the last two years are appreciated and valued by the entire school community. Through effective use of data, the staff is being challenged to rethink their approach to differentiation and the expected norms of the past. This approach is fully endorsed by senior colleagues who are acting as change agents alongside the principal. The principal recognizes he has to take a more strategic overview of the school's future and in doing so is further developing the professional development of senior colleagues. However, data is starting to provide classroom teachers with the information they need to help them raise academic achievements.

Parents are increasingly aware of the efforts being made by the staff to raise their children's expectations. The school has very good links with supportive outside agencies and this is beginning to impact upon the school.

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 proficient.

The school is building on the work undertaken over the last two years in its use of data and is therefore proficient. It does use all data as accorded by the State and City tests as a basis to plan teaching groups and to identify students in need of extra support and guidance. This year more detailed data is being generated in house to inform instruction and to take into account performance of its ethnic groups, English language learners and students with special education needs. The increasing use of data over the last two years has had an impact upon outcomes although not with the year on year progress the school might have hoped for. Teacher assessments, observations and conferencing activities are used extensively to monitor specific skills.

Teachers have detailed data on their students, which allows for an immediate response to any identified or perceived concerns. The use of the faculty structure is beginning to play a significant role in highlighting and assisting early identification of student needs within the general population as well. While instructional leaders are appropriately focused on the needs of lower-performing students, not enough attention is given to those level 2 students which would enable them to progress to level 3 and above. Similarly the data has highlighted the need to continue analyzing within faculty areas but also to look at what can be achieved across each grade level. The school has comparative data on schools of a similar nature and is building capacity to analyze its own internal data year on year to compare class and grade level performance.

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 proficient.

The principal is using the Comprehensive Education Plan as tool to further academic instruction. Over the last two years more planning of a detailed nature has been undertaken. Each assistant principal who is responsible for an academic area of the school has been required to produce an action plan for their subject area. The outcome is a more detailed break down of the overall school aims to have measurable outcomes. These are conveyed to faculty members and revisited at intervals during common preparation time and professional development sessions. Teachers are set individual targets from these plans. However it is appreciated that more work has to be undertaken for them to become the dynamic documents required to continuously impact upon instruction. Similarly the setting of individual student targets is a growing feature of the faculty’s work. A key planning feature for this year has been the development of literacy across the curriculum. An interesting feature of this was the expectation that English language students and special education students were required to participate with the same rigor as general education students.

While teachers meet regularly to discuss issues relating to performance, there is not sufficient emphasis placed on the needs of the vast numbers of students, in the middle school, who are functioning at level 2. Further consideration is needed on how to support the progress of this group, across the school, as well as in individual classrooms. The work of the lead professionals in supporting both teachers and students, and the impact this is having on instruction, is greatly appreciated at a professional and personal level. Students are aware of their individual progress and speak positively about what is expected of them, however, some intimated they would like help in knowing how to progress to the next levels.

Parents are encouraged to be active partners in their child’s learning. However due to the school’s recent past, increasing parental involvement is a strong challenge for the principal and his staff. The principal is aware that the parents would appreciate having a greater involvement in the planning process.

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 principal is responsible for deciding an appropriate curriculum for all his students. Whilst the mathematics is mandatory he has the freedom to decide on the English language arts and science curriculum based on data and relevance.

Differentiation is a key feature of development of the school but as yet it is still in an embryonic stage. However, as a result of more detailed data analysis strategies are being considered for the introduction of ways to further differentiate work and assist in raising overall achievements. To assist in this development the principal issues a weekly

document named 'Principally Speaking' which encourages staff to look at their practice and by careful budgeting he has purchased individual staff reference books to help them. .

To further assist, monies have been found to purchase a large quantity of notebook computers to aid both staff and students further their use of technology. The principal has very effectively used data to determine where increased staffing is required to supplement deficiencies in instruction. Similarly scheduling of classes to satisfy departmental planning is a key feature within the school. The majority of class instruction actively engages the students in their learning and they work well together in groups, pairs or as a whole class. Students felt the organization of classes before and after school was beneficial to improving their attainment. They felt confident that the teachers planned their work to get the best out of them.

The data suggests the school's attendance policy is producing higher rates than similar or other City schools. An assistant principal has responsibility for monitoring attendance issues. However there is an acknowledgement of the need to raise further the rate to provide an opportunity for more students to be engaged in learning. Parents were also appreciative of the efforts now being made to raise attendance and the procedures in place to affect this.

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 proficient.

The principal's staff selection policy is very clear in that new staff have to be personable, knowledgeable, intrinsic learners themselves and, where shown by the data, bi-lingual. He is building a team who appreciates and understands that their students can succeed in life by being given a positive and encouraging atmosphere in which to learn. Teachers accept that his management style allows them more professional freedom. This has the effect of making the staff feel trusted and valued. There are good opportunities for professional development both within the school and outside and with the use of external consultants. The data and professional development generated from these ventures are impacting upon instruction and understanding of student need. The furtherance of professional development programs to develop staff working within grades and not primarily within faculties will assist in aligning the learning of each student.

The principal sets high standards and demonstrates these to the whole school community on a daily basis. He is respected for being approachable and is a constant presence in the school. He and his assistant principals visit staff informally as well as conducting formal classroom observations. He has detailed knowledge of his staff. The school is well managed and organized, which encourages learning. The parent body is responding more favorably as the new management establishes itself. The principal is cognizant of this and realizes the vital role parents can play in working in partnership with the school. Under the leadership of the assistant principals team working within subject areas is becoming more effective as a means of driving improvement.

Excellent links have been developed with outside community based organizations and groups such as Family Dynamics, 21st Century, The Rotunda Gallery, New York State Council of the Arts and Nurture Arts who are supporting student aspirations. The school has an excellent band of over sixty musicians which has City wide recognition.

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 proficient.

Monitoring takes place at a number of levels during the school year. However, the current system is not sufficiently rigorous and a more detailed analysis of collective and individual student data is needed in order to demonstrate that across all grades sufficient progress is being made. At present there is not enough information available to set new and more challenging short-term and long-term goals.

The principal has a very clear vision of how goals should be set and the measures necessary to demonstrate success in achieving them. However, his understanding of the way effective monitoring takes place is not yet sufficiently disseminated throughout the whole school. Checks against the Comprehensive Education Plan via the faculty action plans are undertaken during the year and any variances are addressed accordingly by the revision of individual student, class or grade goals to show progress towards overall targets. There is evidence to show monitoring among the various learning teams plays an important part in highlighting individual concerns. However, this does not pay sufficient attention to the overall picture of what is needed to move the whole school forward. This will be of particular importance when the school reassesses its goals for next year as a result of the work being undertaken in the faculties.

Intermediate School 071 is a school which cares for its students and is creating rich learning experiences for them. It is positioned to undertake the next phase, which will involve setting higher targets for students, teachers and each faculty and grade, by more carefully monitoring of progress toward the school's challenging goals.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The Juan Morel Campos Secondary School (IS 071)	∅	✓	+
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	