



The New York City Department of Education



Quality Review Report

Juan Morel Campos School

Public School 290

**135 Schenck Avenue
Brooklyn
NY 11207**

Principal: Willena George

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Reviewer: Charlene Smith

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Part 1: The school context

Information about the school

The Juan Morel Campos School (PS 290) is an elementary school of 626 students, kindergarten through grade 5. It is located in the East New York section of Brooklyn. The school is housed in a three-story building which was built in 1977. The school population consists of a rich mixture of cultures with 70% Hispanic, 26% Black, 3% Asian, and 1% White. Over 9% of the students are recent arrivals from the Caribbean particularly Dominican Republic, Puerto Rico, Guyana and Jamaica. Over 70% of the students come from homes where Spanish is the first language. English language learners comprise 27% of the school population and special education students account for 9%. The school is Title 1 eligible with 78% of students qualifying, which is broadly equal to similar schools and the City average. Attendance at 91% is equal to similar and City schools.

The school motto is “Pride, Achievement and Excellence”.

Part 2: Overview

What the school does well

- The school utilizes assessment information well to individualize instruction particularly in English language arts.
- Most teachers employ best practices which lead to high student engagement.
- The principal provides very organized and collaborative leadership which empowers staff to accelerate student progress.
- The school is well developed in using assessment data in order to monitor and improve individual student performance.
- The school has made considerable progress in raising student achievement in English language arts and mathematics.
- The school uses the Comprehensive Education Plan very effectively to evaluate and review school goals and instructional plans.
- Intervention services are extremely well managed and provide targeted support to students who require additional help in their work.
- The school has a welcoming atmosphere where there is mutual respect among the members of the school community.
- There are clear expectations for all students which challenges them to achieve success.
- The school works closely with parents who greatly value and appreciate the work of the school.

What the school needs to improve

- Further analyze performance and progress data with particular emphasis on gender, ethnic groups and English language learners.
- Develop further consistent systems to measure student progress in science, social studies, creative arts and physical education.
- Continue to further develop differentiation of instruction across all curriculum areas in order to meet individual student needs.
- Develop further the use of technology as a tool for teaching and learning.

Part 3: Main findings

Overall Evaluation

This is a well-developed school.

Public School 290 is experiencing great success and doing a great deal to achieve the school motto “Pride, Achievement and Excellence”. Administrators, staff, and parents are working collaboratively to create a strong family atmosphere where individual needs of students are met. The school has been very successful in significantly raising student performance in English language arts and mathematics for all students over the past three years.

The principal is a strong leader who supports and encourages her staff to aspire to high expectations as professionals in order to meet the needs of students. Instructional leadership teams meet regularly to monitor student progress, set goals, and plan professional development. The school uses creative scheduling to differentiate instruction particularly in English language arts. Students feel they are in a caring and nurturing environment and teachers hold high expectations for their success. The school encourages parent participation through a variety of school activities and community organizations provide enrichment programs for students.

The decision to select the Core Knowledge Learning Support Organization was based on data and a desire to improve student performance through content area studies. Students are auditioning for Ballet Tech as part of the expansion of the arts program. The school is also continuing to develop consistent systems to measure student progress, expand implementation of differentiation of instruction, and increase the use of technology as a tool for teaching and learning.

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 consistently gathers a large quantity of data to develop an understanding of student performance and progress data by class and individual student is readily available in each classroom. Teachers and administrators use DIBELS, ECLAS, Peabody, Harcourt and Everyday Math unit exams, Princeton Review, Imagine Learning for English Language Learners, teacher made and regional assessments to monitor individual student progress in English language arts and mathematics. Student portfolios are aligned school wide in literacy and mathematics. Portfolios are consistently reviewed and students engage in self-assessment. The school does an excellent job using individual student data to differentiate instruction particularly in English language arts. Administrators and teachers consistently review and compare data of individual students, classes and grades during cabinet and grade meetings to review and compare trends across and within grade levels. The school is very effective in reviewing the performance of English language learners in mathematics and has met the Annual Yearly Progress. There has also been a significant decrease in level 1 for students with learning difficulties. The school has identified students

living in shelters and in foster care. The school identifies and tracks the progress of students to identify individual needs of these students both academically and socially. The school is making significant progress, is a school in good standing and an “A” School on the New York City Progress Report. The school is comparing its results with similar schools in the district, region and city.

There is insufficient analysis and comparison of data for ethnic groups, English language learners, and gender. The gathering of data for English language arts and mathematics is well developed. However, the school has yet to develop similar systems for gathering data in science and social studies.

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 school does an excellent job in using the data it gathers to plan and set goals. As a result, both administrators and teachers are well aware of the progress of individual students, classes, and grades. The principal meets regularly with her cabinet to review data, monitor goals, revisit teaching strategies and plan professional development. The cabinet sets both long and short term goals in English language arts and mathematics. The instructional team is involved in developing the Comprehensive Educational Plan within their specialist areas. The school teams consistently revise and adjust pre-set guidelines to more realistic and measurable goals as they review student data and progress at monthly meetings. Teachers use data to create “cohort groups” to identify students at risk and students approaching the next performance level. Teachers regularly engage in “kid watching” to improve performance of students at risk and document their individual learning needs.

The school uses data to set clear expectations for students’ work. Teachers use data during common planning time to develop and revise curriculum maps, discuss teaching strategies and plan professional development to address the learning needs of students. Parents are invited to participate in many learning events. For example “2nd Cup of Coffee” meets monthly to inform parents about curriculum and strategies for helping their children at home. The school leadership team reviews data to set interim learning and performance goals in the Comprehensive Educational Plan. Teachers effectively use individual Pupil Intervention Plans to track progress and adjust teaching for struggling students. Administrators and teachers collaboratively review data to determine how community and academic Intervention programs meet the needs of all students. For example the Cypress Hills Development Corporation provides an after school program for level 3 and 4 students.

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

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

The school selected the Everyday Mathematics program prior to the Children First initiative and began the balanced literacy program in 2003. The school has added other curriculum initiatives based on the ability to generate student data from the programs. For example, the Reading First initiative promotes differentiation of instruction and use of technology

particularly in the lower grades. The Core Knowledge curriculum is selected for the coming school year to further develop consistent systems to improve student achievement in science and social studies.

Teachers are held accountable for improving instruction and student outcomes through formal and informal lesson observations and learning walks. Teachers do an outstanding job using common planning time to review varied student assessments, revise curriculum maps and engage in lesson study to align practice with individual student needs.

The principal hires additional staff to provide push-in and pull out support for students at risk, a mentor for new teachers and a family assistant to monitor student attendance. There is a 120 minute literacy block when all staff “push in” to classrooms to reduce class size and address students’ individual learning needs. As a result the school is in Good Standing on State Accountability measures in English language arts and mathematics.

Classroom observations reveal that most lessons are engaging for the students. Many teachers organize group work, facilitate accountable talk, and utilize technology to involve students in literacy assignments. Students benefit from the use of manipulatives in mathematics and work with their peers during lessons. The principal plans to further develop teachers’ ability to move away from solely direct instruction towards alternative ways of facilitating student learning.

Staff hold high expectations for students and their ability to succeed. Students like their teachers, feel they can get help if needed, and are proud that the principal recognizes and celebrates their accomplishments. There are many procedures and incentives in place to monitor and constantly improve attendance. The parents appreciate the focus on attendance through early outreach, telephone calls and home visits. Work is also made available for students with long term absences.

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

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

The principal very effectively selects staff at recruitment fairs, based on their knowledge and skill in differentiation and ability to analyze and interpret data. The principal and assistant principals meet regularly with teachers to design professional development based on the review of individual, class and grade-wide student data. The school has been identified as a Collaborative Community of Practice for literacy. Schools from around the city visit to observe best practices in literacy. The principal has created this “learning lab” environment by providing multiple opportunities for staff to participate in interclass visitation and visits to other schools. Regular visits to classrooms to support teacher practice and provide feedback to the administration have also added to exemplary practices in literacy instruction. The principal conducts individual conferences with her teachers which results in a good understanding of the professional development needs of her staff as they align with curriculum needs.

The principal facilitates work in collaborative teams to align and revise curriculum content, pacing, and assessments to drive student improvement. Teachers self-reflect on instructional practices during “Lunch & Learn” meetings to identify best practices to meet the learning needs of students. Teachers respect the distributive leadership style of the principal which provides many opportunities for responsibility and professional development. Parents appreciate the open lines of communication established by the

principal to address their concerns, value the work of the school and are confident in the principal's ability to continue to move the school forward. Parents and teachers agree that there are clear expectations for students and the school is well run. The school has developed partnerships with community based organizations. For example Cypress Hills Local Development Corporation provides assistance to English language learners and students with poor attendance. The school also partners with Brooklyn Botanical Gardens, Ballet Tech, a local swimming program, and the Brooklyn District Attorney's office to widen students' learning experiences. The school has recently acquired a permanent custodian after many years of temporary care. The school acknowledges that it is important to work with the new custodian to address issues of cleanliness and appropriate storage areas.

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.

The school effectively uses the Comprehensive Educational Plan to meet goals for student learning and progress. For example, the state Local Education Agency Program report indicated in September that the English language learners did not meet the Annual Yearly Progress target in English language arts. An after school program is now provided to address the needs of English Language Learners. The principal recognizes that the mandated targets are unrealistic and collaboratively sets realistic goals based on periodic assessments and teacher feedback. Classroom teachers regularly review progress monitoring charts to address student learning needs on an ongoing basis. The school effectively uses pupil intervention plans to monitor monthly progress of at risk students and shares action plans with parents. The school utilizes assessments embedded in the instructional programs to regularly monitor student progress. The school consistently adjusts mathematics content and pacing as indicated by needs identified by periodic assessments.

The cabinet meets weekly to review school wide data and identify trends in student progress and performance by class and grade. The cabinet uses the information to determine needs for professional development. For example: the cabinet reviewed data and determined cross grade professional development needs to support teacher practice for incoming students in September 2007. The administrators meet regularly with classroom teachers to monitor professional goals and teaching practices based on student progress. The principal conducts mid-year planning meetings with the cabinet to monitor utilization of funds to ensure that the needs of students are met as indicated by the data. This year the school found that funds were available to create additional support programs for English language learners. The cabinet meets regularly and adjusts professional development, curriculum focus, teaching practices, and pacing based on short term goals and student progress. The school is considering adding new technology in the form of smart boards and additional lap tops to enhance the use of technology and improve student outcomes in mathematics, science and social studies.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Juan Morel Campos School (PS 290K)	∅	✓	+
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