

Quality Review Report 2010-2011

Juan Morel Campos Secondary School

Middle and High School K071

**215 Heyward Street
Brooklyn NY
11206**

Principal: Howard Fineman

Dates of review: January 5-6, 2011

Lead Reviewer: Karen Watts

Part 1: The school context

Information about the school

Juan Morel Campos School is a secondary school with 903 students from grade 6 through grade 12. The school population comprises 19% Black, 76% Hispanic, and 3% White students. The student body includes 23% English language learners and 28% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2009 - 2010 was 90%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- Students benefit from a broad standards-based curriculum that purposefully addresses students learning needs and increases student achievement.
 - School leaders align all curricula to State standards and provide instruction to adequately help students develop rigorous habits through research projects and skills to help students at all levels to meet the standards. The school is also transitioning its curriculum maps to include the new common core standards resulting in higher performance by the students. The curriculum includes courses ranging from advanced placement and college courses to courses in the Arts and technology that adequately prepare students to graduate in four years and for the challenges and rigor of college. With a strong emphasis in the Arts, the curriculum taps into students' interests and fosters a strong desire to learn.
- Leaders make informed and effective organizational decisions across all aspects of the school to support improvements in learning and attain school goals.
 - As part of the school's long range goal of increasing the number of students transitioning to college, the school has invested in a college awareness and preparation program, College Summit, to develop a college going culture at the school. Former graduates and currently attending college students return to speak with students around their post-secondary experiences and different careers they are considering based on their college experience. The school organizes a college fair where multiple college representatives meet directly with students and families to discuss post-secondary plans. The iMentor program provides students with a mentor from the business industry and encourages students to pursue higher education as they prepare for the work force. As a result, more students are indicating that they want to attend college and some students are receiving scholarships.
 - Middle school teacher assignments are purposefully scheduled to allow for teachers to meet weekly by grade and by subject area to support inquiry work and revise the curriculum as needed to meet instructional goals. According to periodic assessment data middle school students were on target towards meeting the school's proficiency goals in English language arts and math.
- Teachers collaboratively develop tools to successfully analyze data so they can plan and revise curriculum and instruction to address students' needs and increase pedagogy.
 - Teachers analyze Acuity assessment data to create flexible groupings that address students' academic needs. In those groups instruction is targeted towards the students' identified needs. Teacher teams use item analyses of uniform assessments to gather information around the effectiveness of classroom level curriculum and instruction. The 9th grade

team identified note-taking and summarizing as an area of need for students. The teachers incorporated the Cornell strategy for note-taking and summarizing, with a specific focus on their target group of inquiry students. The team also developed a common rubric to consistently assess students. Due to the success of this practice, the 8th grade teachers have begun to incorporate that strategy.

- The principal has created school wide goals focused on student outcomes with a vision to accelerate learning and increase the graduation rate.
 - School leaders and counselors carefully scrutinize data relative to attendance, State and classroom assessments, and report card grades to identify students not making adequate progress toward graduation. From this, school leaders and faculty have identified increasing the graduation rate as a primary goal to improving student achievement. Curricula adjustments have been made so that students receive rigorous instruction, attend tutoring as needed and are programmed for credit recovery and Regent prep classes to ensure student achievement leading to graduation. Weekly meetings are held with the identified students to ensure a level of tracking of student performance which is communicated monthly to parents.
- School leaders have established effective systems for monitoring teaching practice and managing staff development so that teachers attain instructional goals.
 - Administrators observe teachers regularly during structured learning walks and provide prompt feedback to teachers to improve their practice. Using a walkthrough protocol, school leaders measure the effective implementation of instructional strategies shared at professional development sessions. Administrators hold scholarship conferences and post observation conferences to discuss the evaluation of teacher practice. The ongoing cycle of observation and scholarship review have led to improvements in teacher effectiveness and the discontinuance of some staff.
 - A literacy consultant works with identified teachers to provide targeted support based on observational data and teacher choice. Focused intervisitations are an embedded practice that provides teachers with effective feedback to improve their pedagogy and provide support towards their instructional goals. Using lab sites within the network provides opportunities for teachers to experience researched based strategies to enhance the effectiveness of their instructional strategies. New teachers meet weekly with mentors and monthly with the principal. Teachers feel highly supported as they learn and grow professionally.
- Leaders have systems in place to monitor the effectiveness of the teacher teams and instructional leaders to make adjustments within the school's professional development plan to better meet staff learning needs.
 - School leaders meet monthly with team leaders to assess data on the effectiveness of teacher team work and the growth of teacher leaders. This provides opportunities for administrative feedback on how teacher team work can continue to achieve school goals. Successful strategies

within a team are then extended to other teams or school wide through professional development.

What the school needs to improve

- Strengthen the level of student engagement through differentiated instruction across classrooms based on data in order to maximize student learning.
 - Teaching strategies incorporate technology and the Arts to engage students through instruction that is planned for different groups based on identified needs. English language learners receive instruction to strengthen foundational literacy skills, while other students strengthen reading comprehension and writing skills. In the absence of more strategic choices made around the instructional materials used to target student s' unique learning needs, student engagement in their learning is minimized.
- Establish a systematic approach and tool to gather data for analysis on student performance trends of subgroups in order to adjust instructional approaches to better meet students' needs.
 - The English department utilizes a common tool for the aggregation and organization of data for analysis. Other teams are less uniform in their practice. Without a strategic tool that systematically captures student performance trends, school leaders and teacher teams struggle to purposefully target the needs of subgroups in useful ways for making classroom level decisions.
- Develop student learning goals that are based on data and are measurable towards students' achievement of learning.
 - Teacher teams set general goals around student skills and curriculum. Students develop individual goals that target passing a course or completing homework. However, goals struggle to be firmly based on data analysis and measureable towards achieving a learning outcome. Therefore, student achievement is not pushed towards its fullest potential through the practice of setting learning goals.
- Improve evaluative systems for measuring progress towards goals across the school in order to monitor progress and growth.
 - Although the school leadership team meets monthly to collect and analyze data to establish the school's goals that focus on improvement, embedded structures are now in place for the team including parents and students to monitor and evaluate the achievement of goals. However, the annual planning is not purposefully aligned with the long-range plan of the school.
 - The school has implemented goal setting protocols for all teachers that they use to set goals for individual students, however there are now developing systems to effectively manage goal setting for groups of students to accelerate the academic achievement of students in various subgroups.

Part 3: School Quality Criteria 2010-2011

School name: Juan Morel Campos Secondary School	UD	D	P	WD
Overall QR Score			X	
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?				X
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?			X	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?				X
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			X	
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?			X	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			X	

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.							
<i>To what extent does the school ...</i>	UD	D	P	WD			
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			X				
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?		X					
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			X				
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?			X				
Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school's goals and student learning and emotional needs.							
<i>To what extent does the school...</i>	UD	D	P	WD			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?				X			
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			X				
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			X				
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			X				
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent does the school...</i>	UD	D	P	WD			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?			X				
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			X				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed