



**Department of
Education**

Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

P.S. 290 Juan Morel Campos

Elementary 19K290

**135 Schenck Avenue
Brooklyn
NY, 11207**

Principal: Dr. Willena George

**Date of review: Nov 14, 2014
Lead Reviewer: Dr. Buffie Simmons**

The School Context

P.S. 290 Juan Morel Campos is an Elementary school with 574 students from K through grade 5. The school population comprises 24% Black, 70.6% Hispanic, 1.4% White, and 3.5% Asian students. The student body includes 18.5% English language learners and 12.2% special education students. Boys account for 48.8% of the students enrolled and girls account for 51.2%. The average attendance rate for the school year 2012 - 2013 was 92.9%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
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	Celebration	Well Developed
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	Focus	Proficient
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	Additional Findings	Well Developed
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Additional Findings	Well Developed
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Findings	Well Developed

Area of Celebration

Quality Indicator:

1.1 Curriculum

Rating:

Well Developed

Findings

All curricula are aligned to Common Core Learning Standards (CCLS). Higher-order skills are emphasized in academic tasks and embedded coherently across grades and subjects for all learners.

Impact

The principal and staff have developed engaging rigorous curricula aligned to the Common Core Learning Standards (CCLS) with the instructional shifts offering meaningful learning experiences to improve student achievement for all students.

Supporting Evidence

- School leaders and teachers articulate how they ensure curricula are aligned to the Common Core Learning Standards and other content area standards and chosen strategies for integrating the instructional shifts coherently across grades and subjects evidenced during the principal interview and teacher team meeting.
- Curriculum maps are consistently revised with specific guidelines for English language learners and students with disabilities. These maps include: enduring understandings, time frames of six weeks, targeting standards, with specific outcomes and skills, key concepts and content, assessment products, materials, resources, and instructional adjustments
- Teacher teams use a variety of data, summative and formative; to continuously analyze student work to plan and challenge students' thinking for English language learners, students with disabilities, and high and low achieving students. A variety of academic tasks, with multiple entry points are provided to allow students to work in small groups and show various ways to solve a problem.
- Rigorous habits, such as class discussion and on-demand writing, are incorporated into every lesson and are the outgrowth of the end of module performance-based tasks. Students are to create their own meaning, integrate skills into processes, and use what they have learned to solve real world problems. For example, fifth grade students will choose an example of inequality/injustice that inspires them and write a speech advocating for change.
- In every classroom, teachers posted the colleges/universities they attended with pictures, memorabilia of the school. Word walls incorporate concepts needed for the lesson and new vocabulary words, possible morphological, semantic or narrative links to ensure success in college.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

Classroom instruction provides consistent opportunities for meaningful student engagement in lessons that motivate students to reach their highest potential and teaching strategies are consistent across the school.

Impact

Continue to elevate the use of teaching strategies, particularly questioning, in all classrooms that more complex higher-order thinking skills remain evident in discussions and student work products for all students.

Supporting Evidence

- The principal visits teachers, one grade per week, and observes and coaches on the delivery of content and engagement to monitor teacher practice. Teacher practices reflect the belief that all children can learn by creating independent learners and problem solvers as such teachers use differentiated activities and resources for flexible groups.
- Across all classrooms, student-led discussion correlates to the school's foci, evidenced in argument, as a springboard for debate techniques observed during visit.
- Teachers use opportunities for choice to create a variety of ways for students to access the content and task.
- Teachers meet regularly, including during their lunch hour to discuss student progress, plan and share strategies to increase student growth and achievement. Children are grouped according to specific needs identified by data and provided multiple entry points and differentiated instruction.
- High level Bloom's Taxonomy of questioning was evident in some, but not all classrooms. Differentiation of tasks for sub groups including higher achieving and lower achieving students and English language learners were also observed in some classes.

Additional Findings

Quality Indicator:

2.2 Assessment

Rating:

Well Developed

Findings

School leaders and faculty systemically collect and analyze a wide range of data that successfully identifies the needs of students and adjusts instruction in order to improve student progress and performance.

Impact

The school's systems to consistently monitor progress through data analysis, as well as, during instruction are used regularly to guide adjustments in units and lessons to meet students' learning needs.

Supporting Evidence

- Teachers collectively create and/or use assessments and design rubrics that are aligned to the curricula. Feedback is used as assessment and is tri-fold (teachers, peer and self). Teachers use all assessments as a picture of student needs to track progress and modify instruction.
- In English language arts, the school assesses through a variety of assessments aligned with state ELA & NYSELAT, as well as, teacher created rubrics, bulletin boards, conferencing, checklists and portfolios. Based on interviews, at the teacher team meeting, the school uses various methods of feedback, such as data spreadsheets, teacher data meetings, observation feedback (formal and informal), walkthrough feedback, teacher teams/lesson study and tri-fold feedback.
- During the visit, the fourth grade teams' work comprised of analyzing on-demand writing pieces for low, medium and high performing students using a mentor text, a rubric and the appropriate Common Core Learning Standard as well as the sharing of strategies regarding how high achieving students can be supported to accelerate their writing.
- Teams meet with the principal once a month to share agendas and next steps, providing the principal with data on their students as well as data on teacher instructional progress. This work has been instrumental resulting in English language learner students demonstrating meeting their target and closing the achievement gap on the latest School Quality Guide.
- Teachers shared, during the meeting, that they create learning goals and benchmark performances for tasks before using formative assessments to measure student proficiency of the goals.

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

High expectations are consistently messaged to staff via the use of the Danielson Framework for Teaching in trainings and other modes of communication. Workshops update keep families apprised of student progress towards college and career readiness.

Impact

Structures that support the school's high expectations build buy-in and accountability amongst staff, students and their families, providing a clear direction towards elevated student achievement and college and career readiness.

Supporting Evidence

- The school leaders have created high levels of expectations for all staff which is evidenced throughout the community via workshops, staff handbook, website, peer-visitations, progress reports, orientations, that emulate a culture where accountability is reciprocal between all stakeholders.
- During interviews, staff and parents expressed that they strive for the best in all that they do and are appreciative to have stability with the staff and administrative team. The principal has been at the school for 15 years and both assistant principals have worked at the school for over a decade.
- School leaders are instructional leaders and communicate high expectations on an ongoing basis through parent meetings, study groups, professional development workshops, observation feedback and memos to staff and parents.
- The school orchestrates ongoing events and creates multiple opportunities, such as partnership with Borough of Manhattan Community College and Brooklyn College to train student teachers. Additionally, each classroom features a college and maintains a display of their college and a mantra.
- The school has an open door policy. Caring and respect is modeled by everyone. The reviewer was greeted by a Safety officer who was warm and nurturing... Based on the interview, the principal inherently believes that collaboration among parents, students and staff will foster high expectations, academic rigor and critical thinking, thereby, enriching the learning experience of each student. To encourage the adoption of personal behaviors amongst students, positive behavior (good citizenship, acts of kindness, caring, cooperation, effort, generosity and spirit) is incorporated and reinforced in the school community. The Student Council meets regularly and also writes notes to the principal on an on-going basis with ideas and suggestions relative to school activities.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Well Developed
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Findings

Teachers are engaged in structured inquiry-based professional collaborations resulting in shared improvements in teacher practice.

Impact

Teacher teams meticulously examine student work and classroom practice and build instructional capacity, resulting in shared improved teacher practice leading students toward mastery of goals.

Supporting Evidence

- Teacher teams meet more than twice a week individually and collectively. Additionally, teachers meet with grade level leaders who are responsible for facilitating discussions regarding instruction, student work, and probable revisions to the curricula.
- During team meetings, student work is analyzed and a discussion of the conditions of learning and strategies implemented in the classroom are highlighted to inform the inquiry process. Further, all teams systemically use a protocol to record the minutes, topic of discussion, action taken, and outcome.
- Protocol includes a list of items, an action plan, and results of discussions with dates for next steps. Completed protocols are sent to the leadership who meet with the teams monthly to discuss the progress, provide feedback, to further support teachers, resulting in school-wide instructional coherence.
- Teachers come fully prepared to team meetings, with data collected from lessons and exemplars used in literacy, math, and practices and strategies that have determined the conditions for learning.
- Teachers built a culture of professional collaboration. Teachers reflect with open ended questions, such as "What do I plan to take away with me today? What am I going to try in my classroom before the next time we meet?"