



**Department of
Education**
Carmen Fariña, Chancellor

**Office of School Quality
Division of Teaching and Learning**

Quality Review Report

2015-2016

Juan Morel Campos Secondary School

Secondary School K071

**215 Heyward Street
Brooklyn
NY 11206**

Principal: Eric Fraser

**Date of review: March 18, 2016
Lead Reviewer: Claudette Essor**

The School Context

Juan Morel Campos Secondary is a secondary school with 629 students from grade 6 through grade 12. In 2015-2016, the school population comprises 1% Asian, 15% Black, 78% Hispanic, and 5% White students. The student body includes 21% English Language Learners and 33% students with disabilities. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2014-2015 was 89.8%.

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	Additional Findings	Proficient
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 <i>Framework for Teaching</i> , 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	Proficient
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	Celebration	Proficient
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	Proficient

Area of Celebration

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

School leaders communicate high expectations for learning across the school and provide supports for staff and families to collaborate towards achieving success in meeting the expectations.

Impact

Communication of expectations for high quality teaching and learning contributes to the engagement of all staff and families in activities that promote accountability for improvement in staff and student achievement.

Supporting Evidence

- Using weekly memoranda, tools such as templates for examining student work, analyzing data, and designing lessons and units, school leaders identify content-specific instructional strategies, supports, and materials that must be evident in all classrooms. For example, school leaders distribute to all teachers, two “preferred lesson plan templates” and instructional memoranda that reflect explicit expectations for lesson planning grounded in practices linked to components of *Understanding by Design (UbD)* and *Universal Design for Learning (UDL)*. A schoolwide instructional focus on designing engaging and rigorous tasks for all students further underscores high expectations for teaching and learning linked to the targeted components of the Danielson *Framework for Teaching*. Administrators use reviews of unit and lesson plans, feedback from observations, and analyses of student work, to hold staff accountable for all expectations.
- All teachers receive targeted support towards meeting expectations via workshops and other professional learning events facilitated by a team of instructional coaches, lead teachers, staff developers, and school leaders. The members of this team collaborate to assist teachers in designing, aligning and revising curricula, and in the schoolwide implementation of instructional expectations. Each coach works with a group of teachers to design and refine unit plans and tasks and identify strategies for delivery of high quality instruction. For example, one coach guides a group of teachers in professional learning about the case study model of unit design while another works with foreign language teachers to incorporate elements of visual arts into foreign language instruction. Teachers have also learned how to incorporate *Depth of Knowledge (DoK)* questioning practices in unit and lesson planning.
- Through parent meetings, phone calls and workshops, families learn about and receive suggestions in how to help their children meet identified expectations. In addition, teachers send home progress reports and invite families to parent teacher conferences to keep them informed about school events and student progress. A special team of staff members coordinates family outreach activities that include phone calls and meetings with families to develop interventions for struggling students. During a meeting with families, participants expressed gratitude for the school leaders’ work in maintaining an open door policy and facilitating regular meetings, particularly on Tuesdays, where families are able to meet one-to-one with teachers who advise them of their children’s strengths and any expectations not yet met. Families also praised school leaders for the supports they receive through the school’s partnerships with Community Based Organizations (CBOs) such as BRIC Arts and Outward Bound.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
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Findings

Across classrooms, lessons provide multiple entry points to rigorous learning for all students and teachers facilitate student engagement in discussions. However, opportunities for in-depth discussions and extensions of tasks, especially for advanced learners, were not evident.

Impact

Although teaching practices foster student participation in discussions and result in high quality student work across classrooms, there are missed opportunities to further elevate thinking and learning by all students, via tasks matched to their diverse ability levels.

Supporting Evidence

- In classrooms visited, teachers provided visual supports and scaffolds to engage students in learning. One teacher presented a mini-lesson about symbolism, using posters with texts and images that illustrated a point of view about a social issue. Then she distributed markers and chart paper and invited students to break up into groups, choose an issue from topics listed at workstations, and collaboratively create similar posters with texts and images to express their views. Another teacher used an interactive white board to display lesson steps and present “Power Words” such as “DNA” and “nucleotide”, in a lesson about “the structure of DNA.” Then the teacher directed students to use a packet of worksheets to answer questions on properties of DNA. Student leaders known as Teaching Assistant Scholars (TAS) supported struggling learners, including students with disabilities and English Language Learners (ELLs), by reviewing parts of the lesson and offering tips for task completion.
- In most classrooms visited, teachers presented tasks that challenged students to think deeply about lesson content. In one of these classes, the teacher reviewed previous work on causes of the Russian Revolution and followed up by presenting students with a sample argumentative letter, a persuasive letter, a checklist and rubric, and a template for responding to a writing task. The task required students to write to the Russian Minister of War, who wants citizens to tell him about two events that were “triggers” in starting the Revolution. In a few other classrooms, tasks were less demanding, as in a class for advanced learners who spent most of the observed period looking at two photos that the teachers distributed, and engaging in a turn-and-talk with peers to describe what they saw in each photo and how the photos differed. Most students quickly shared their thoughts, wrote a few words in the limited space below each photo, and then sat waiting for next steps.
- Tasks and lessons facilitated student-to-student dialogue across the classrooms visited. For example, the teacher used an interactive white board, a list of vocabulary words, calculators, and color-coded Popsicles, to engage students in a discussion of the mean, median, and mode, of sets of data and the difference between these terms. Students worked in groups, to find mean, median, and mode. During share-out time, they held up a green Popsicle to indicate agreement on a given solution or a red Popsicle if they did not agree with a solution, and followed up with a rationale for their positions. The high-level discussion and peer-peer questioning in this class was not evident in a few other classrooms, where the teachers spent most of the observed period in a teacher-student pattern of repeated questioning and explanation and students received little time to complete the follow-up task.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

All curricula are aligned to the Common Core Learning Standards and illustrate the integration of instructional shifts. During horizontal and vertical planning meetings, teachers use student work and data to develop engaging tasks for all learners.

Impact

All students have access to curricula and tasks designed to promote college and career readiness and foster high levels of engagement in learning.

Supporting Evidence

- Curriculum maps provide an overview of topics, content and sample tasks for each unit of instruction, across grades and subjects. Units of study that reflect alignment to Common Core Learning Standards and instructional shifts include focus questions, texts, assessments, target vocabulary, and strategies for guided and independent work. Each unit also includes a culminating performance task and Common Core-aligned rubrics for assessing levels of student mastery of content and skills taught. A sample task from a grade 6 unit required students to research three articles on heroism and use the information to write an essay that describes the qualities of a hero and provide examples of real life heroes who exhibit those qualities. An argumentative writing rubric outlined expectations for the finished product.
- Teachers use modules from *Code X* curriculum for English Language Arts (ELA) instruction in the middle school. Math curricula include content from *Connected Mathematics Project 3 (CMP3)* and units of study linked to *EngageNY* resources for additional focus on math instructional shifts. New York State and City Scope and Sequence documents guide curriculum development for inquiry-based instruction aligned to Common Core and related content area standards in social studies and science. Curricula also include units of instruction for advanced placement courses in Language and Composition, Literature and Composition, Spanish Language and Culture, Spanish Literature, and US History. School leaders allocate professional learning time, which teachers use to collaboratively develop curriculum maps, unit plans and syllabi for instruction in these and other courses, across grades and content areas. Curricula for an Extended Learning Time (ELT) program provide additional tasks and content designed to build student readiness for their next level.
- Driven by the school wide instructional focus on designing engaging and rigorous tasks, school leaders and teacher leaders collaborate with all teachers to use student work and data to craft tasks for diverse learners. The principal indicated that teachers routinely meet with supervisors and instructional coaches to engage in an assessment of gaps in student learning and refine tasks in grade-level maps, as related to the expectations of the Common Core Learning Standards. At the end of each marking period, teachers analyze all available student data to plan or revise unit tasks and differentiate instruction based on the identified learning needs of students. For example, teachers noted that analysis of student work samples resulted in regular use of flexible grouping, guided writing templates, sentence starters, and graphic organizers, to enhance learner access to tasks. Tasks for ELL students and students with disabilities incorporate opportunities for them to work with peers known as TAS, who, as part of a Peer Enabled Restructured Classroom (PERC) initiative, are trained to provide needed supports.

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

Across classrooms teachers use assessment tools and practices to identify and address student learning needs and to also engage students in self-assessment. Data from assessments highlight student progress towards learning goals and inform adjustments to curricula and instruction.

Impact

Teachers and students gain access to data that they use to formulate and implement plans that address learning needs and contribute to improvement in student achievement.

Supporting Evidence

- A school assessment calendar shows that at the beginning of the school year teachers administered common assessments, including Measures of Student Learning (MOSL) baseline assessments in reading, writing, and math, used for measuring student proficiency and content knowledge across varied performance tasks. Additional data on student performance was generated via math benchmarks and Degrees of Reading Power (DRP) assessments, and teachers used the data to inform adjustments to unit plans. For example, based on assessments, grade level teams revised curricula to add more tasks for students to practice citing relevant evidence from texts, creating summaries of reading selections and argumentative writing, all of which were identified as areas of weakness for many students. Intervention logs and spreadsheets that identify students who meet or do not meet assessment and credit accumulation targets, also indicate that staff members regularly analyze assessment data and monitor student progress.
- Lesson plans and observations of instruction indicate that teachers use ongoing assessment to group students and adjust lesson plans. For example, after identifying specific skills and standards that students struggle with, teachers redesign tasks and develop plans for re-teaching, re-grouping, or small group intervention. Further, during instruction viewed, teachers used assessment tools such as questioning, exit tickets, and index cards for Do-Nows, to gather data to inform instruction and assess student progress on learning tasks. In addition, most teachers routinely engage in checks for understanding as they walk around the room monitoring students at work. Some teachers used their observations to drive follow-up questioning or reinforce teaching points during the observed period. In a class where groups of students were editing samples of short responses to a question about Paul Revere and “The Boston Tea Party”, the teacher interrupted the class to remind them that feedback to peers should reflect language from a rubric given to them.
- Conversations with students, review of student portfolios, and observation of work on bulletin boards, showed that students regularly engage in self-assessment, using criteria outlined in rubrics and checklists to complete performance tasks. During the meeting with students, one student presented a narrative writing rubric and described how he used it to check his writing in an essay about events in World War I. Another student displayed a checklist that he used to create slides for a presentation about sexism and wage gaps between males and females. Students also reported that they engage in self-assessment relative to their progress in each of their subject classes, using goal sheets given to them by teachers. The principal stated that students and staff use assessment data to implement interventions needed to accelerate progress towards goals such as improvement in course passing and credit accumulation rates. Adjustments in these areas include staff providing additional targeted tutoring to students via the ELT program and students participating in credit recovery and Regents preparation work, through the Apex program.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

Teams of teachers regularly analyze student work and data and share instructional strategies for improving teaching and learning. Distributive leadership practices facilitate teacher input in school level decision-making.

Impact

Through teamwork, all staff members are empowered to take responsibility for progress towards goals such as improved teacher practice and student learning. Teamwork fosters teacher voice in high-level decisions about teaching and learning.

Supporting Evidence

- Teachers meet regularly as members of teams that engage in activities designed to strengthen teacher capacity and promote student achievement. For example, inquiry teams engage in cycles of data analysis, aligned to the six marking periods, during which they gather and analyze student performance data to plan instructional strategies and refine learning tasks. Team meeting documents indicate that, to date, they have completed three of these cycles and are using the data to target student needs. The school leader used a spreadsheet with teacher performance data to illustrate how teamwork is strengthening teacher capacity relative to analysis and use of data, and the delivery of instruction around targeted components of the Danielson *Framework for Teaching*. Data reports show improvement in course passing and credit accumulation rates for students across grades.
- During the inquiry team meeting observed, participants examined samples of student work to evaluate the impact of Writing Is Thinking through Strategic Inquiry (WITsi) strategies that they had taught. Using a WITsi checklist, the team created a class data profile that identified strengths and weaknesses in each work sample, with specific focus on sentences in which students used “since” and “although”. They debated areas that did not seem to align with criteria on the checklist and one teacher stated that he needed to know more about the task in order to make accurate inferences about the students’ level of mastery. They identified trends and brainstormed ways in which to address the learning needs and gaps noted across the various work samples. One teacher suggested re-teaching with more modeling of how to correctly use “since” and “although” in sentences and then following-up with a similar task for additional practice by students. The team agreed to move forward with that next step and planned to report on the result at a future meeting.
- Distributed leadership practices are evident across the school, with several teachers serving in leadership roles across teams that include the PLCs, School Leadership Team (SLT), Community School Team (CST), and several academic inquiry teams. In addition, teachers identified with high levels of expertise serve in roles such as instructional lead, grade leader, support services staff, coach, and /or member of the administrative cabinet. In collaboration with school leaders and consultants from partner organizations such as Eskolta, Outward Bound, and Generation Ready, teacher leaders represent peers in decisions about teaching and learning. For example, through discussions with school leaders, about the needs and interests of their individual grade teams, teacher leaders participate in decisions about school wide, grade specific, or individual level professional learning activities. They also facilitate grade team meetings, host one-to-one coaching sessions, model instructional strategies, and help coordinate peer-peer intervisitations.