

# Quality Review Report 2012-2013

**The School for Future Leaders**

**20K310**

**942 62<sup>nd</sup> Street  
Brooklyn  
NY 11219**

**Principal: Yuqing Hong**

**Dates of review: April 29-30, 2013  
Lead Reviewer: Karina Costantino**

## Part 1: The school context

### Information about the school

P.S.310 is elementary school with 308 students from Pre-K through grade 3. The school population comprises 1% Black, 15% Hispanic, 8% White, and 75% Asian students. The student body includes 70% English language learners and 12% special education students. Boys account for 59% of the students enrolled and girls account for 41%. The average attendance rate for the school year 2011 - 2012 was 96.0%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- The school aligns all curricula to the Common Core State Learning Standards (CCLS) in a rigorous, purposeful environment where all students become independent learners. (1.1)
  - The school employs a rigorous set of curricula across content areas that are aligned to the CCLS and support teachers in shifting their practice. Aligned units in math and literacy are posted in Atlas, a web-based tool for designing and articulating curriculum, and shared across the school community. The unique foreign language programs, aligned to the National Standards for Foreign Language Education, focus on oral and written language, including viewpoints and comparisons to the languages studied. This offers students the opportunity to study Chinese or Spanish starting from pre-kindergarten in order to create global competency by helping them become multicultural and multilingual individuals. This results in students having an opportunity to develop language competency, and cultural awareness, in addition to deepening their understanding of syntax and the language features of English. Furthermore the school has adopted a School-wide Enrichment Model (SWEP) that promotes college and career readiness for all students. Partnerships for enrichment include The Salvadori Institute's architectural residency; a cultural dance program by Young Dancers Repertory's dance resident; Tape Art Program directed by the BRIC Foundation's resident artist and Gardening Design directed by the teachers. Hands-on experiences are provided to the school's large population of English language learners (ELLs) which supports the development of vocabulary and oral language in a wide range of contexts, as well as accelerating language acquisition. This was evidenced by students making substantial gains on the New York State English as a Second Language Achievement Test (NYSESLAT), including achieving 71.29% AMAO1 compared with the targeted 64.2% for 2011, in addition to 9 students scoring proficient in 2012, as compared to 2 students in 2011.
  - In order to provide quality tiered instruction and interventions to meet all the needs of sub groups, the school implements Response to Intervention (RTI). Three times a month, teachers meet to analyze data generated by bi weekly progress monitoring assessment to discuss the effectiveness of the ten day lessons that are skill driven. Instructional approaches and activities are then revised based on the findings. In addition, at the end of the eight week cycle, the bimonthly DIBELS assessment data is studied and groups of children, including English language learners and students with special needs are adjusted. The success of this approach is evidenced by 28 students to date exiting the intervention program this year.
- Throughout the school, teaching practice is aligned to the curriculum informed by a research based teaching framework that produces high levels of student thinking and participation. (1.2)

- Using the Danielson Framework for Teaching, all teachers look at best instructional practice through intervisitation and low inference observations. The principal ensures that teachers receive actionable feedback to improve their teaching practice. In addition, across most classrooms, teachers model effective use of Depth of Knowledge (DOK) in order to scaffold questioning to push student thinking, a school wide belief of how students learn best. An example of this was seen in a third grade general education science class where students were reviewing vocabulary to determine what the phrase “glassy as a mirror” meant. Children were given time to turn and talk to identify other analogies that had been used before in their writing. To further push student thinking, students were also asked, “What other questions do I have about what I am learning?” This provided all students with a rich environment to reflect and probe, resulting in improved academic outcomes for all sub-group populations as evidenced on the State Early Childhood Assessment.
- The principal makes informed and effective organizational decisions across all aspects of the school that are well aligned to school goals and support improvements in learning. (1.3)
  - The principal provides a variety of professional development opportunities, the most notable of which is a Summer Institute held for all teachers and tiered to provide specific training in areas of need. During this institute, new teachers are provided with a focus on 21st Century learning in order to gain a common understanding of the 2012-13 Citywide Instructional Expectations (CIE) in order to improve teacher effectiveness and how to work as a team with a common focus aligned to school goals. The impact of this is a strengthened coherence across all grades, which was evidenced during visits to classrooms.
  - The principal is diligent at looking at licensing when hiring new teachers and hires teachers with dual certification resulting in the ability to be flexible in program offerings to students. In addition, the school is departmentalized which purposefully capitalizes on the expertise of teachers and extends their enthusiasm and passion for content to the students. Both initiatives maximize resources in a small school and results in enrichment programs in music, art, technology and foreign language, for general education students and all sub group populations, providing everyone with the same opportunities to achieve high standards.
- The school leader uses frequent cycles of classroom observations to capture strengths and next steps with targeted supports to advance teacher development that leads to improved student performance. (4.1)
  - As an instructional leader, the principal strongly believes that teachers must focus and support all students to meet the Common Core standards. Through the strategic use of frequent formative observations for each teacher using selected components of Danielson’s Framework for Teaching as a lens, the school leader supports the development of teachers with immediate feedback. Post observation reports are posted on Teachboost, a web based tool that is utilized to improve professional conversation and formative feedback on line in a timely manner. The

observation process results in clearly articulated next steps for teachers with support offered to improve instructional practice in the identified competencies and across the common framework which improves academic outcomes.

- An ongoing needs assessment through survey feedback from teachers during the Summer Institute and an analysis of student work and assessment data throughout the year during teacher team meetings drives the school's professional development plan. In addition, the principal conducts individual teacher conferences to set professional goals. Frequent walk-throughs and continuous planning around developing a rigorous curriculum supports the CCLS and instructional goals of the school, providing a rich and varied setting which results in improvements to teacher practice.

### **What the school needs to improve**

- Strengthen structured teacher team work in inquiry based collaborations through a systematic use of assessments and student work in order to adjust teacher practice to meet goals for students. (4.2)
  - The majority of teachers engage in professional collaboration on teacher teams across grades and although they look at student work, their discussion is general and does not target a specific research based strategy for a targeted group of students. In addition, strategies that are successful are not shared school wide. This results in a lack of coherence among teachers to move all students toward June goals and the sphere of success using proven research based strategies.
- Develop assessment policies and rubrics that are aligned to key standards and provide support and professional development to teachers so that teaching can be adjusted during the lesson to meet all student needs. (2.2)
  - Although the school is immersed in the Common Core Learning Standards and teacher teams are beginning to develop student rubrics to the CCLS, they have not aligned the school's overall grading policy to key standards, such as, grade level report cards to key standards, thus limiting teacher feedback to student and parents. In addition, there should be more consistency in using on-going assessments on a daily bases to address student needs.

## Part 3: School Quality Criteria 2012-2013

School name: The School for Future Leaders	UD	D	P	WD			
<b>Overall QR Score</b>			X				
<b>Instructional Core</b>							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, 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 that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products?			X				
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?		X					
<b>School Culture</b>							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults?			X				
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?			X				
<b>Systems for Improvement</b>							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products?				X			
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?			X				
4.1 Use the observation of classroom teaching with a research-based, common teaching framework 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 <b>inquiry approach</b> that promotes shared leadership and focuses on improved student learning?		X					
5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?			X				
<b>Quality Review Scoring Key</b>							
<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>