



**Department of  
Education**  
*Carmen Fariña, Chancellor*

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**Dr. Peter Ray**

**Elementary School K305**

**344 Monroe Street  
Brooklyn  
NY 11216**

**Principal: Dr. Julia Mortley**

**Date of review: October 28, 2014  
Lead Reviewer: Barbara Freeman**

## The School Context

PS 305 is an elementary school with 186 students from grade Pre-kindergarten through grade 5. The school population comprises 78% Black, 11% Hispanic, 3% White, and 4% Asian students. The student body includes 9% English language learners and 6% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2013-2014 was 89.7%.

## School Quality Criteria

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

## Area of Celebration

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

The principal effectively communicates high expectations for teaching and learning throughout the school community, including sharing with students and families expectations for college and career readiness.

### Impact

Staff and students are well supported towards progress in meeting those expectations and parents understand the school's expectations for their children.

### Supporting Evidence

- School leader begins the year discussing expectations such as teaching and learning based on the Danielson framework, citywide instructional expectations (CIE), and student progress data.
- School leader conducts one to one conferences with all teachers to discuss classroom goals aligned with school goals.
- The school's handbook explains specific policies, procedures, and supports in order for explicit messaging of expectations for teachers, students, and families.
- Professional learning opportunities on analyzing student work/data, questioning, and student engagement are provided weekly for teachers.
- The school is stressing behavioral expectations including fostering independence and self-assessment in order to strengthen college and career readiness for all learners.

## Area of Focus

<b>Quality Indicator:</b>	<b>1.2 Pedagogy</b>	<b>Rating:</b>	<b>Developing</b>
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### Findings

While instructional practices are aligned to support the instructional shift demands of the curricula, effective teaching strategies are not consistently used across most classrooms.

### Impact

Teaching practices do not regularly offer students ample opportunities to engage fully in learning tasks via multiple pathways that support them in producing high quality work products.

### Supporting Evidence

- The school believes students learn best with explicit teaching points, time for practice in structured group activities aligned to the Danielson rubric.
- In a few classrooms, students participated in group activities that were differentiated and encompassed multiple levels of support from teachers and other school staff. For example, a grade 5 ICT class working on place value was broken into three distinct groups with tiered performance tasks and different levels of adult support.
- In most classes, children are presented with the same task and receive limited feedback from the teacher. Several students quickly completed tasks with no further direction while others struggled with minimal support.
- In most classes, student discussion was limited by low level questioning or low level tasks provided by the teacher. Many questions were recall and relied on a student's memory. For example, in a kindergarten math class, teacher asked students, "Can you draw 4 circles?"
- Teacher feedback on student work was general and did not provide students with next steps to improve their work. Comments included; "good job", "excellent use of details" and was limited in providing next steps so students know how to improve their work samples.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Developing</b>
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### Findings

The school's curricula materials support a more rigorous program for students. The school inconsistently stresses higher order thinking skills and academic behaviors.

### Impact

The school is limited in providing demanding curricula in all subject areas that promote college and career readiness for all learners.

### Supporting Evidence

- Units of study in Literacy and Mathematics incorporate Common Core Learning Standards (CCLS) and focus on close reading, citing text based evidence and problem-solving. However, there is inconsistency of higher order thinking skills in academic tasks across the grades.
- Although curriculum maps illustrate the use of additional materials to support increasing academic vocabulary and additional writing performance tasks, this is not evident across subject areas.
- Lesson plans invariably reflect an emphasis of promoting rigorous habits and higher order thinking skills through the use of Depth of Knowledge (DOK). For example, literacy lesson plans seldom reflected differentiated questions for Students with Disabilities (SWD's) , English Language Learners (ELL's) and other targeted students.
- Lesson plans seldom reflect differentiated activities and tasks in order to support a variety of learners.

**Findings**

The school's assessment program is aligned to the curricula. Teachers' analysis of student data leads limited determination of progress towards school goals.

**Impact**

The school ability to use common student data limits accurate feedback to teachers and students and necessary modifications to curricula on the team and classroom levels.

**Supporting Evidence**

- The school uses various types of assessments including, measures of student learning selections, pre-, mid-, and post unit tests, on demand writing samples, running records, exit slips, and performance tasks.
- Teachers use common assessments and modify curricula in ELA and mathematics; however they inconsistently use student data results to determine the curricula and instructional adjustments that need to be made.
- There are discrepancies in how student work/data is analyzed and used to modify teacher practice and units of study. For example, during the teacher team question and answer period, teachers describe using classroom data to group students into high, medium and low categories rarely discussing the implications of the data on instructional practices or implications for planning.
- A small number of students were able to speak to the feedback they received on their work. For example, during an interview students were not able to discuss what a level "4" on their work means or what needs to be done to improve their work.

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Proficient</b>
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**Findings**

The principal has created teacher leadership opportunities for staff. All teachers participate in professional teamwork to analyze student work and data results to make decisions that affect student learning across grades.

**Impact**

Teacher teams look at student work, examine data results, and guide their instructional decisions ensuring student progress toward goals and strengthening instructional practice.

**Supporting Evidence**

- Professional collaborations take place weekly. Based on student data, teachers are working toward school goals that include accurate data analysis, increasing academic vocabulary, close reading, and writing across the content areas.
- Teacher teams use protocols during meetings to ensure consistency between teams and structures to look at student work/data and implications to units of study and instructional practices.
- Lead teachers are identified and provide additional professional learning opportunities to strengthen the capacity of learning and productivity on each team. Teacher leads also meet with school leader to discuss the progress of grade teams in order to promote coherency across grades.