



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

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**Intermediate School 392**

**23K392**

**104 Sutter Avenue  
Brooklyn  
NY 11212**

**Principal: Ingrid Joseph**

**Date of review: January 20, 2015  
Lead Reviewer: Cheryl McClendon**

## The School Context

Intermediate School 392 is a middle school with 268 students from grade 6 through grade 8. The school population comprises 80% Black, 15% Hispanic, 1% White, and 4% Asian students. The student body includes 0% English language learners and 5% special education students. Boys account for 41% of the students enrolled and girls account for 59%. The average attendance rate for the school year 2013-2014 was 96%.

## 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>Proficient</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>Proficient</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>Proficient</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>Well Developed</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>Well Developed</b>
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### Findings

The training provided for teachers is commensurate with the consistently conveyed high expectations of school leaders to support them in meeting those expectations. School leaders and staff successfully partner with parents to communicate expectations and provide supports for student progress towards college and career readiness.

### Impact

Professional development supports teachers toward meeting school leaders' high expectations. Families feel well-informed and supported by the school.

### Supporting Evidence

- School leaders issue “The Monday Message” to all faculty members weekly. This leaflet contains instructional tips and supports regarding the use of assessment data, safety, the ladder of discipline, expectations for parent communication, professional learning opportunities and upcoming events.
- There is a comprehensive professional development plan that reflects sessions that have been scheduled from September 2014 through June 2015. Some of the topics covered are as follows: alternate assessment, aligning curriculum maps to the Common Core Learning Standards, goal setting, child abuse, MY Library NYC program, Respect for All, performance series assessment, Science Technology Engineering and Math (STEM) opportunities, assessment binders and portfolios, Framework for Teaching – Domain 3B and 3C, creating task-specific rubrics, Common Core unit planning and standardized test-preparation. For each workshop, expected “Next Steps” for the targeted audience are charted. School leaders monitor teachers’ implementation of next steps.
- During the parent meeting, parents stated that there is “strong communication” between the school and families. Parents asserted that they receive timely information regarding their children’s grades, attendance and behavior in school on their smart phones through the Pupil Path online student information system. In addition, parents stated that the school conducts Common Core workshops for parents, wherein they have opportunities to explore the content and concepts that their children are learning in school.
- The faculty publishes the “I.S. 392 Parent Newsletter” each month to inform families of school wide initiatives, the school mission, upcoming events, honor roll recipients, school wide attendance data, and special projects such as the on-going letter-writing campaign through which students communicate with United States troops.
- The school emphasizes The Four Pillars; specifically pillar #3 – Engage parents and families in every aspect of school life. Each month, one section of pillar #3 is implemented to ensure that parents are informed and engaged. For example, in January, the parent coordinator hosted a session on how to improve the school. In addition, a family workshop on gang awareness and recruitment was facilitated by the New York City Police Department.

## Area of Focus

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Proficient**

### Findings

While across classrooms curricula-aligned teaching practices reflect the school's beliefs about how students learn best, these practices are not yet evident in the vast majority of classrooms. A high level of student thinking was reflected in some student work products.

### Impact

Multiple entry points facilitate student learning, however the level of questioning and scaffolding impacts the efficacy of entry points in the support of each learner. Assignments and projects elicit high-level student thinking.

### Supporting Evidence

- The principal stated that the faculty believes, "All children can learn with multiple entry points. Evidence of this belief was apparent across classrooms. For example, in an 8<sup>th</sup> grade science class students worked in groups of 4 to 6 to engage in level 3 and 4 -Depth of Knowledge (DOK) performance tasks related to heredity. Tasks were differentiated to accommodate students' learning style and ability. For example group 1, which comprised students who favored math, engaged in a probability-focused math exploration to predict gender. Another group read a passage on inherited traits and wrote about it, while other groups engaged in the use of technology to explore the topic.
- During the leadership meeting, the principal stated that the instructional focus, Danielson Framework for Teaching indicator 3B – Using Questioning and Discussion Techniques was chosen based upon the analysis that "teachers are at various stages in this indicator". Classroom observations confirmed the principal's analysis. Across classrooms visited teachers were observed using questioning and scaffolds that provided multiple entry points, however some teachers were observed to be more strategic in their questioning and scaffolding than others.
- Analysis of student work products such as group newspapers containing student-authored feature articles and editorials related to the Civil War, detailed timelines tracing the development of technological innovations from inception to present-day, and student problem-solving using linear equations and ratios and proportions reflected high levels of student thinking across classrooms.

## Additional Findings

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

School leaders and faculty ensure that the standards-aligned curricula integrate key instructional shifts and make purposeful decisions to build coherence and promote college and career-readiness for all students. Across grades and subjects, curricula and tasks engage all students in rigorous habits and higher order skills.

### Impact

Through the modification and integration of Common Core aligned curricula, all students are engaged in rigorous curricula that elicit higher order skills.

### Supporting Evidence

- The school uses Expeditionary Learning for English Language Arts instruction. The principal states that teachers have modified this curriculum by adding teacher-created components and projects. In addition, the principal reported that teachers use Pixton. Pixton is an on-line site that provides tools for students and teachers to transform curricular writing into comic strips. In the area of math, teachers integrate units from Engage New York with Glencoe math modules and use New York Ready for test preparation. Teachers follow the New York State scope and sequence in science with integration of Glencoe instructional units. And the New York State scope and sequence is used in social studies with integration of Holt-McDougal Social Studies material. The principal shared that curriculum alignment with the standards is also supported through the leadership of three teachers who participated in the New York City Department of Education Common Core Fellows project in math and English language arts
- Unit plans and lesson plans reflect essential questions, Common Core or content standards, student learning objectives, activities and tasks, academic vocabulary, assessments and resources. Also reflected through these documents is focus on key instructional shifts such as citing textual evidence to support claims and the development of conceptual understandings in math.
- Students engage in rigorous Common Core-aligned tasks such as identifying, solving and graphing various types of algebraic functions and are required to fully explain their solutions in writing. English language arts is integrated with social studies and science as students write rubric-aligned informational essays on topics such as “The Age of Exploration” and persuasive essays on topics, such as “Should Junk Food be Banned from Schools?”

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Proficient</b>
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### **Findings**

Curricula-aligned assessments and rubrics facilitate actionable feedback to students and teachers. Common assessments are used to monitor student progress and inform instructional and curricular adjustments.

### **Impact**

Common assessments facilitate feedback and inform instructional adjustments.

### **Supporting Evidence**

- Standards-aligned content rubrics are provided for students at the onset of each unit of study. The principal states that students use rubrics to guide them through the tasks and projects of each unit. Rubrics are attached to final products and teachers assess student work based upon rubric criteria and provide feedback to students. In addition, students receive procedural rubrics such as the “classwork rubric” to provide clear expectations for participation, classwork completion and notebook organization.
- Common assessments used across classrooms and grades include portfolio assessments, Performance series, New York Ready, periodic assessments, curriculum-based end-of-unit tests and exit tickets comprising quick writes or short responses to the prompts: Today I learned..., “One skill I used was...” and “A question I have is...”
- Teachers stated that based upon analysis of student work and data, they adjust and supplement instructional materials to support student learning. For example, in math teachers use representational bar models and other representational diagrams to scaffold some students’ problem-solving skills, however teachers asserted that they have identified students who are more analytical. These students are expected to problem-solve at the abstract level, using algorithms.

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

Teacher teams' consistent practice of data and student work analysis typically results in enhancement of pedagogy and student progress. Distributed leadership structures support leadership development and teacher participation in decision-making.

**Impact**

Teacher team work and distributed leadership structures support pedagogy and student progress.

**Supporting Evidence**

- During a teacher team meeting teachers analyzed a persuasive writing essay that was shared by the presenting teachers. After teachers analyzed the essay, they shared analyses and made recommendations for "next steps" to the presenting teacher. One teacher recorded notes from the meeting on a graphic organizer.
- During the meeting teachers identified the observed trend across classrooms was that students lacked textual evidence to support their claims and arguments. They shared strategies to scaffold this skill, as they made reference to the five trait argument/debate rubric.
- The school has many distributed leadership structures. There are lead teachers on each grade, model teachers and Common Core Fellows.