



**Department of
Education**
Carmen Fariña, Chancellor

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

Quality Review Report

2014-2015

Channel View School for Research

Middle - High School Q262

**100-00 Beach Channel Drive
Queens
NY 11694**

Principal: Denise Harper-Richardson

**Date of review: May 15, 2015
Lead Reviewer: Richard Cintron**

The School Context

Channel View School for Research is a secondary school with 683 students from grade 6 through grade 12. The school population comprises 50% Black, 31% Hispanic, 12% White, and 7% Asian students. The student body includes 1% English language learners and 13% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2013-2014 was 90.0%.

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

School leaders and faculty ensure curricula are aligned to Common Core Learning Standards and strategically integrate the instructional shifts. Teachers coherently emphasize higher order skills in curricula and tasks.

Impact

Coherence across grades and subjects provide all students, including English language learners (ELLs), students with disabilities and higher achieving learners with opportunities to consistently engage in higher level tasks across grades and content areas and are required to demonstrate their thinking leading to college and career readiness for all students.

Supporting Evidence

- The school has developed several systems and structures to ensure that all teacher work products are regularly reviewed and that teachers have the necessary supports to produce high quality teacher work products aligned to the Common Core Learning Standards (CCLS). Teachers attend curriculum retreats in June, August, November, and February. During these retreats, teachers submit work products to their peers and the administration and receive feedback on them. In addition to these retreats, teachers work in their teacher teams during the week creating individual lesson plans which are also peer reviewed. At the end of the year, the school holds a one day panel discussion with former and current students who discuss the relevance of the curriculum decisions made that year, how those decisions will potentially help to prepare them for college, and any suggestions they would like the faculty to consider as they begin to plan for the fall.
- The school has created templates for unit plans, lesson plans, and case studies which the vast majority of teachers use. In addition, the school has created a document that all teachers include when they submit their units and case studies that identifies specific modifications for struggling students. Teachers and the principal spoke to how these practices have helped to improve teacher's ability to plan, created coherence across the school, and have helped to create real ownership and accountability among the staff.
- Lesson plans across all content areas revealed that tasks consistently emphasize higher order thinking skills. In a grade 10 English language arts lesson plan, students are required to use evidence from the play Macbeth to demonstrate how complex characters develop over the course of a text and interact with other characters to advance the plot or develop the theme. In a grade 7 English language arts lesson plan, students are asked to analyze one section of the book Lyddie and use textual evidence to deepen their understanding of Lyddie's decision about whether or not to sign a petition granting her work place protections.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

Although teaching strategies consistently provide multiple entry points and high-quality supports for all learners, strategies to promote higher levels of student thinking and discussion varied across the school.

Impact

Across classrooms, all students, including English language learners and students with disabilities, are motivated and actively engaged in classroom activities and discussions. However, missed opportunities by teachers to assume a facilitator role, leads to not all students being able to demonstrate critical thinking and ownership of their own learning.

Supporting Evidence

- In a grade 7 English language arts class, students were observed sharing evidence from the book they were reading with their group members, to defend their position on whether or not the main character Lyddie should have signed a petition to grant her additional rights as a worker. After students worked collaboratively in their groups, all groups presented their reasoning to the rest of the class and defended their claim using their strongest piece of evidence. In a grade 10 English language arts class, students used evidence from the text to defend their claim as to whether or not Lady Macbeth is in control of Macbeth or Macbeth is really acting on his own true wishes. After students worked collaboratively, two groups shared their opposing positions by engaging in a debate using the evidence they had identified. Instead of having additional students facilitate the conversation or peer assess each group's presentation, the rest of the students watched while the teacher facilitated the discussion.
- In a grade 9 algebra class, as students worked in groups discussing various problems, when a student asked the teacher a question, instead of answering it, the teacher reminded the student of the steps that were listed on the board that they had recently discussed as a class. When they completed a similar sample problem, the student was encouraged to work with his group members to see if they can use the steps to answer the question or to at least determine at what step they are struggling.
- In most classes, teachers used a variety of strategies to ensure all students could access challenging tasks. In a grade 8 English language arts class, students were provided with a model piece of writing that was partially annotated to support them in understanding how writers use narrative structure in an argumentative essay. In a grade 7 English language arts class, students were provided two different graphic organizers to support them with organizing and recording their evidence.
- When asked, although all students could articulate what they were learning, not all could articulate why it was important. In a grade 7 English language arts class, students explained that in addition to learning about working conditions in the past, they were also learning that there are a lot of factors that go into making a decision and that we need to understand them all in order to fully understand someone's point of view. In a grade 6 math class; however, while students were able to make a connection between the activity they were doing in class to a lesson they had earlier in the week on mean, median, and medium, they were not sure how they could use this information in their everyday lives.

Additional Findings

Quality Indicator:	2.2 Assessment	Rating:	Well Developed
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Findings

Across the vast majority of classrooms, teachers use assessments and rubrics aligned to the school's curricula to create a portrait of student mastery. Across the school teachers use common assessments to track student progress and make adjustments to curricula and instructional decisions.

Impact

The monitoring of student progress at the teacher team and classroom level results in all students' having a clear understanding of their next steps from meaningful teacher feedback for demonstrating increased mastery in all content areas.

Supporting Evidence

- The use of rubrics accompanied by specific, actionable feedback from teachers to students is an established ritual for improving student achievement across the school that the principal, teachers and students were able to speak about. Student work displayed in classrooms and hallways included rubrics and targeted feedback from teachers. Samples of feedback on English language arts papers included next steps for how students could include stronger evidence from the text to strengthen their claim. Feedback on social studies papers included how students could incorporate evidence from a variety of sources, such as articles and documents to strengthen their essay. Feedback on math papers included how students should use math vocabulary to strengthen their written responses to word problems.
- The school has developed a comprehensive assessment plan that includes baselines, benchmark interim assessments in November, January, and April, common end-of-unit assessments, and end-of-year assessments for all classes. After each interim assessment, teachers analyze student work to create a Data Summary by Assessment, that identifies the strengths, areas of improvement, trends, next steps for instructional skill development, and which students will receive additional targeted support. Teachers then create several lessons to address all areas for improvement and schedule small group and individual meeting to support targeted students. The principal spoke to how this consistent approach to assessment has allowed teachers to target those students who need the most support which has led to greater gains in student achievement, such as increases over the course of the year in student ability to cite evidence in their argumentative essays in English language arts and their document-based essays in social studies.
- Teacher teams engage in cycles of inquiry that are related to the school's instructional focus and aligned to the school assessment calendar so that teams can use student work from the interim assessments in November, January, and April, to drive future inquiry cycles throughout the year. All teams consistently analyze high, middle, and low samples of student work as well as samples of student work from English language learners and students with disabilities to ensure that all learners' needs are being addressed. For example, the ninth grade team started the year focusing on supporting students with using evidence in their writing, moved to helping students elaborate on their use of evidence after the November interim assessment, and has currently been examining the impact of actionable feedback from teachers to students on improving student writing based on results from the April interim assessment.

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

School leaders consistently communicate high expectations to the entire staff. Staff has established a culture that provides all students with clear, focused, and effective feedback, guidance, and ongoing support for college and career readiness.

Impact

A culture of mutual accountability exists among all staff members. Students are motivated to own their own educational experience and support their peers so that they are prepared for college and career decisions.

Supporting Evidence

- A review of the school's faculty handbook clearly outlines all staff professional responsibilities and expectations and is regularly reviewed and updated each school year to ensure familiarity and relevance. Topics include the school's expectations connected to the school's instructional focus, city-wide instructional expectations, the Expeditionary Learning design principles, supporting positive student relationships through Habits of Work and Learning Standards (HOWLS) and the school's Advisory program Crew, curriculum design, supporting the celebration of student work, interactions and communications with parents, as well as all other professional expectations and responsibilities.
- The school has a very detailed professional development calendar that is aligned to the Six Elements of the Capacity Framework. Specific topics include creating high quality research case studies, the Danielson Framework for Teaching, curriculum development, assessment for and of learning, conducting effective Crew sessions, instructional and behavior strategies for struggling students, inquiry teams, teacher leadership, and engaging parents and the community. In addition, the school has created differentiated professional learning opportunities for all teachers to support teachers' growth in areas of need that have been identified individually by teachers or in collaboration with the administration. Instructional lead teachers frequently facilitate or co-facilitate with the administration to highlight best practices across all departments.
- During a student meeting, students spoke to how staff across all grade levels regularly speaks to them about obtaining the best possible diploma option and the right college or career choice that fits their interest. The school has a number of different partnerships with various businesses, non-profit organizations, and colleges that support students with all aspects of the college application process. College and Career readiness begins in middle school when students first enter the building, and students begin visiting colleges in eighth grade and attend multiple college trips every year they are in high school. In addition, the school regularly hosts college and career fairs on campus and offers students a wide-variety of internships during the school year and the summer.
- When asked how they own their own education, students spoke at length about student-led parent conferences where students explain their performance in their classes to their parents, identify goals, explain how their parents can support them, and then set specific times frames for when they will accomplish these goals. Parents stressed that this practice has been instrumental in helping their students know what is expected of them and in motivating them to continuously strive for mastery. Parents also spoke to how teachers work as a team to help students learn academic as well as social-emotional skills, such as responsibility and perseverance which helps them to be better students and citizens.

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

All teachers consistently examine teacher practice and analyze student data within structured, inquiry-based professional collaborations. Distributed teacher leadership is embedded across all areas of the school.

Impact

School-wide coherence that strengthens teacher instructional capacity and promotes the implementation of Common Core Learning Standards is evident throughout all classrooms. Teachers play an integral role in key decisions that affect teaching and learning across the school, leading to increased student achievement.

Supporting Evidence

- All teachers regularly meet in department and grade level teams during the week, as well as informally during common preparation periods to review student and teacher work products to ensure alignment to the Common Core Learning Standards, and share best practices for increasing student achievement. Teachers and the principal spoke to how these formal and informal meetings have helped to create instructional coherence across the school, provided teachers with regular feedback opportunities from their peers, and helped teachers focus support for targeted groups of students. For example, all teacher teams have adopted a common method of conducting inquiry and conducting inter-visitations. In addition, the vast majority of teachers have adopted a common way of providing students with written feedback, in designing case studies, unit plans, and lesson plans, and in using model papers during classroom instruction.
- During two teacher team meetings, teachers spoke about how they have a strong voice in school-wide decisions and in proactively driving the direction of the school. Teachers spoke about how they collaboratively plan the curriculum retreats during the year, how they regularly co-facilitate professional learning and sharing of best practices, how they design their own case studies and provide each other with detailed feedback during teacher work product reviews and during teacher led inter-visitations. Teachers also spoke about how as Crew leaders, they have perhaps the greatest impact on school-wide decisions as they are the main conduit between students, parents, and the school and regularly meet with the instructional leads and the administration to discuss ways in which Crew can be improved to better support all student’s needs.
- The principal meets weekly with instructional team leaders to discuss student scholarship, curriculum development and modification, observation trends, Crew, and other issues related to the school culture. These meetings frequently result in the modification of school-wide plans to better target support for teachers and students. For example, after the November interim assessment data was analyzed, classes were re-programed to ensure greater support for targeted groups of students. After the April interim assessments data was analyzed, Saturday academies were created to ensure additional support for all students who would be taking Regent exams in June.