



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

**Quality Review  
Office of School Quality  
Division of Teaching and Learning  
2013-2014**

# **Quality Review Report 2013-2014**

**Peace and Diversity Academy**

**12X278**

**1180 Reverend Polite Avenue  
Bronx  
NY 10459**

**Principal: Andrew Turay**

**Dates of review: May 12, 2014  
Lead Reviewer: Elena Rovalino**

## Part 1: The school context

### Information about the school

Peace and Diversity Academy is a high school with 189 students from 9 through grade 12. The school population comprises 44% Black, 53% Hispanic, 1% White, and 0% Asian students. The student body includes 19% English language learners and 27% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2012 - 2013 was 73.5%.

### Overall Evaluation

**This school is developing.**

## Part 2: Overview

### What the school does well

- The school leader makes organizational decisions to support the instructional goals and structures time for teachers to meet in order to improve instruction and student outcomes. (1.3)
  - The principal has strategically scheduled some teachers to co-teaching opportunities in order to support the needs of English language learners and special education students. The school allocates resources to support students, who are struggling in their classes and need preparation to pass the regents exam, after school and on Saturday. The principal allocates time for teachers to meet daily in grade level teams and in content teams focusing on instructional work in an effort to reach their goal of “80% of students will gain one or more points on New York City Performance assessments”. The mathematics team, for example, was reviewing the lesson that one of the teachers was delivering in her mathematics class and the team examined student work that accompanied that lesson. A computer lab has been recently made available to provide students access to technology and research opportunities during class time. For example, a social studies class was using the computer room to help students create a PowerPoint presentation about the Renaissance using one of the artists they have researched and studied during this unit. Resources have been placed on supporting teachers through coaches to develop units of study as they continue alignment to the Common Core Standards. Therefore, student’s academic tasks and work products are starting to show evidence of challenging work and closer alignment to the curriculum.
- All teachers participate in structured professional collaborations and are beginning to focus on improving teacher practice and analyzing student work in order to promote student learning. (4.2)
  - All teachers meet on a daily basis during either grade team meetings or content team meetings. Each content area has set goals for the school year, for example, in living environment the goals are to increase pass rates by 10%; 80% of students will satisfactorily complete 1200 minutes of the lab requirement; and a 5% increase in students taking the science regents. The English department goals include, 100% of students will be able to identify an author’s claim from a text 75% of the time, 100% of students will be able to identify supporting evidence from a text 75% of the time. These goals align with the school-wide goal, “to intensify literacy across all areas”. Teams have focused on annotation and looking at student work. As a result, Regents scores are beginning to improve and the “School Progress” section in the Progress Report has improved from an “F” to a “B”.
  - Distributive leadership structures are developing at Peace and Diversity Academy. Team leaders have been identified and their responsibilities include leading the team meetings, creating agendas, gathering agenda items from team members, and documenting minutes. The assistant principal meets with team leaders individually and provides guidance as to the content of each meeting. As a result, the school is beginning to

engage teacher voice in the decision making process that affects student learning across the school.

- School leaders and staff promote a culture of mutual respect and support the social emotional development of students in order to improve academic and personal achievement. (1.4)
  - The school has an advisory program in place that supports the social and emotional development of students across the grades, and all students are well-known by their advisors. Parents and students feel safe in this school and parents speak highly of how welcoming the school is for parents. The curriculum for the ninth grade advisory includes topics such as diversity, community appreciation, school pride, who I am and what I can do, how well do I communicate with others, and bullying. A student council is in place, and the school is working on building a more inclusive community where students' voice has a stronger impact. In addition, the school offers a Women's Initiate Class focused on college readiness. A partnership with Embrace your Future provides workshops on self-confidence, goal setting, college readiness and leadership in support of the social and emotional development of students at the school. Bank of America, a partnership through Pencil provides workshops focused on career readiness, such as resume writing and interview techniques. Consequently, the school and its partners support the academic, personal, social and emotional behaviors of students and help to support an environment that is conducive to learning.

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

- Build consistency in the development of curriculum that aligns to the Common Core Learning Standards and incorporates rigorous habits in order to meet the needs of all students and improve college readiness. (1.1)
  - Units of study have been developed in all subject areas and some mathematics and English teachers are using units from EngageNY that are aligned to the Common Core Learning Standards. However, there is inconsistency in the creation of units that support the curriculum. For example, in visiting one classroom, the teacher provided a copy of the lesson plan for that lesson, when asked where I could get a copy of the unit of study that the lesson is from, the teacher indicated that he had not created the unit yet. Another teacher, for example, uses a modified Understanding by Design (UbD) unit model that includes key points, key vocabulary, Formulas/Reference Table, Regents Skills/Problems and an Essential Question; however, there is no indication of assessments and no State Standards or Common Core Standards listed in these plans. In contrast, another subject includes from 15 to 28 State Standards in each individual unit of study. However, neither one addresses differentiation to meet the needs of special education students which comprises 27% of the population and the needs of the English language learners who comprise 19% of the population, nor instructional shifts to emphasize rigorous habits and higher order thinking skills for students. Currently, the school does not offer college level courses that help students engage in rigorous content and prepare them to succeed in college. As a result, students are inconsistently exposed to curriculum that meets the rigor of the Common

Core Learning Standards hindering the school's capacity to increase graduation rates.

- Strengthen teachers' pedagogical skills and practices in order to build a student-centered environment across all subjects that are aimed at increasing student engagement. (1.2)
  - Teachers' lesson plans are beginning to align to the curriculum and pedagogical practices are focused on the Danielson Framework for Teaching. The school has identified areas of the framework to focus, questioning techniques, rigor, and student engagement. However, the training provided in this area is not yet evident in the delivery of instruction. Classes continue to be teacher-centered and the level of questioning does not provide students with an opportunity to engage in higher order thinking and academic discourse. For example in a foreign language class where many students were native speakers, a teacher asked, "Why does half the island speak French and the other speak Spanish? What are some jobs people have in the newspaper? Students gave one-word responses. In another class where students had been reading "*Night*", the teacher asked, "There are forces in life that we have no control of?" a student responded and the teacher then asked the class, "do you agree?"; -no response from students. Then the teacher asked, "Yes? No? Maybe so?" A student then answered, "They had no control, that was God's will." The teacher followed with the question, "do you have control over sickness?" a student responded, "no". The teacher then proceeded to direct the class to the reading leaving missed opportunities to engage students in a student-centered discussion. Similarly, in classes observed students are left unengaged and unable to improve their academic outcomes.
- Establish systems and structures that are suitable to evaluate curriculum, resources and professional development in order to make adjustments and meet the rigorous expectations of the Common Core Learning Standards. (5.1)
  - Teacher leaders have been identified to lead teacher teams and many teachers take part in professional development sessions provided by the network. However, systems are not in place to evaluate the effectiveness of the professional development nor the implementation of skills learned at those sessions. Teacher teams are working on developing curriculum, however, there is no formalized system for administrators to evaluate the work of those teams. A full time English as a Second Language (ESL) teacher is on staff to support the needs of English Language Learners; however, only 15 students are serviced in the stand-alone ESL classes. One class has two students, another one has one student, and others have three and nine students. The teacher also provides push-in services in two other classes. The professional opportunities for teachers are not planned using the observation process and a strategic plan has not been developed to support teacher growth. The school has no systems in place to assess and evaluate the effectiveness of organizational decisions, such as programming and professional development. Therefore, leaving the school unable to ascertain that resources are maximized to support the implementation of the Common Core Learning Standards.
  - Teachers are in the process of developing units of study that are aligned to the Common Core Learning Standards. Social studies units include the

Content and Common Core Standards and follow the Understanding by Design model. However, there is no formalized system to monitor and evaluate the development of curriculum across the school. Some subjects have units and lesson plans that are cohesive and aligned to the curriculum while others such as in the case of Science and English are inconsistent in the alignment to Standards, questioning, rigor and engagement. The lack of systems to evaluate the development and implementation of curriculum prevents teachers from making adjustments to improve the delivery of instruction and provide a curriculum that meets the Common Core expectations.

## Part 3: School Quality Criteria 2013-2014

<b>School name: Peace and Diversity Academy</b>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
<b>Overall QR Score</b>		<b>X</b>					
<b>Instructional Core</b>							
<i>To what extent does the school regularly...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</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>X</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>X</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>X</b>					
<b>School Culture</b>							
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults?		<b>X</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>X</b>					
<b>Systems for Improvement</b>							
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products?		<b>X</b>					
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?		<b>X</b>					
4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection?		<b>X</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>X</b>					
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?	<b>X</b>						
<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>