



Draft

Receivership
 Quarterly Report

2nd Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
27Q400: August Martin High School	342700011400	NYC GEOG DIST #27 - QUEENS	Y	SCEP
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Rory Parnell, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcott, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	9, 10, 11, 12	437

Executive Summary

Please provide a *plain-language summary* of the current reporting quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

The new State Receivership law requires that “Persistently Struggling Schools” be given an initial one-year period to improve student performance, and “Struggling Schools” be given an initial two-year period to improve student performance. The State Education Department designated 62 New York City schools as Struggling or Persistently Struggling, which requires them to be placed in receivership under the Chancellor’s direction.

As part of this Administration’s commitment to ensure that all of our students receive a high-quality education, Mayor Bill de Blasio and Chancellor Carmen Fariña launched the Renewal School program, which included a \$150 million commitment to provide unprecedented resources to turnaround 94 of our most challenged schools. Fifty of the 62 state-designated Struggling and Persistently Struggling Schools are in the City’s Renewal Program. The remaining 12 are receiving similar resources and all 62 benefit from State-mandated supports.

Renewal Schools are implementing significant interventions to accelerate student performance and help close achievement gaps. Those interventions



include an additional five hours of expanded learning time; working with partner community-based organizations to provide rich after-school programming; and, increased professional development for school leaders, teachers and other school-based staff through coaches and partnerships with institutions such as Teachers College at Columbia University. Additionally, each Renewal School is now a Community School, offering wraparound services to our students and their families.

The education reforms in the Renewal School Program have a strong record of driving improvement. First, strong, effective leadership is critical in initiating and sustaining turnaround efforts in struggling schools. Since the launch of the Renewal School Program, we have dispatched teams of experienced principals and assistant principals to strengthen leadership and to provide expertise these schools need to help change direction. Where it is needed, we have and will continue to replace school leadership to help transform a school and boost student achievement.

Second, increased high-quality professional development provides teachers and principals targeted support to develop their craft and improve classroom instruction practices. We are investing in deepening teachers' skills through professional development at every grade.

Third, expanded learning time extends the school day by one hour each day and enables struggling schools to create more time for core subject instruction, tailored academic support for students' unique needs, and enrichment activities provided in collaboration with community partners. Schools now have a more seamless school day that reinforces core subject material while providing students with helpful strategies and services that support active learning.

Finally, the Community School model, which incorporates academic and social services into the school environment, provides services to students and communities beyond the classroom needs, with the goal of helping students focus and stay on task during the school day.

To oversee these efforts we established the Office of Community Schools and the Office of Renewal Schools. We also hired a team of district-based Directors of School Renewal (DSR) to support Renewal schools. DSRs participate in monthly professional development sessions. These professional development sessions focus on building capacity and facility in the areas of continuous school improvement processes, instructional and leadership coaching, data driven progress monitoring, and establishing systems and structures for sharing best practices within and across their schools.

All Community Schools in the City have been matched with a lead community-based organization and have hired a community school director - a new leader in the school whose primary responsibility is to coordinate partnerships and interventions.

Through these partnerships, we are able to provide more time for learning, academic support, enrichment activities, health services and more. For example, some schools might have a food pantry so that hunger does not distract from learning. Others schools might have a physician's office on site to keep kids healthy so they do not miss school. Still others might offer English classes for families so parents can help kids with their homework. We are confident that these interventions and new programs will make this school year and those to come successful experiences, which will drive student achievement in our struggling schools.



We are closely tracking indicators that schools are moving in the right direction. Across Districts 1-32, attendance has increased from 91.5 percent in the 2013-14 school year to 92.1 percent in the 2014-15 school year and is at an all-time high. Citywide, we also saw a modest test score improvement over the past year, and while we are proud of this, we have much more work to do to ensure every child is reading on grade level and every student is graduating as a productive member of society.

Ensuring families are actively engaged in this work is critical. This summer we knocked on the doors of 35,000 families of Renewal School students to tell them what it meant for their school to be a Community School. We held family nights in all Community Schools in September to welcome families back to school, and get suggestions and feedback, and we're offering a 3-day training on Dr. Karen Mapp's Dual Capacity framework for all community schools. The training will be offered to teams from each school that are comprised of administration, parents, teachers and CBO staff.

The State-mandated receivership hearings have played a critical part in our larger goal of involving families in their children's education. The DOE held public meetings at all 62 Struggling and Persistently Struggling schools to discuss receivership and its requirements, and the Renewal Schools Program. We were pleased to hear directly from parents, students, and community members about what their schools need to improve to be successful. We recognize that families are key partners in achieving academic excellence for their children, and family engagement will continue to be a key element in these efforts.

All stakeholders at August Martin High School are committed to the continued improvement and the success of our students academically, socially and emotionally. Collectively, students, staff and families contribute to a school community that is safe and conducive to learning. We have aligned our resources to build systems that are informed by input and feedback from the School Leadership Team (SLT) and Community Engagement Team (CET), and implemented by school staff and leadership, which meet regularly to evaluate progress based on qualitative and quantitative data.

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcome of key strategies related to Receivership, and as such should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web site.



Part I – Demonstrable Improvement Indicators

LEVEL 1 - Indicators																						
Please list the school's Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.																						
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out																		
4-Year Graduation Rate	Y	39%	40%	<p>Benchmark Analysis: Tracking for Graduation Total in Cohort 2016</p> <table border="1"> <thead> <tr> <th>Diploma</th> <th>June</th> <th>August</th> </tr> </thead> <tbody> <tr> <td>Local</td> <td>4%</td> <td>1%</td> </tr> <tr> <td>Regents</td> <td>44%</td> <td>11%</td> </tr> <tr> <td>Total On Track</td> <td>21%</td> <td>12%</td> </tr> <tr> <td>Percentage of SWD population</td> <td>4%</td> <td>1%</td> </tr> <tr> <td>Total On Track for On-Time Graduation</td> <td colspan="2">60%</td> </tr> </tbody> </table> <p>Activities and or Strategies that have impacted this data:</p> <ul style="list-style-type: none"> ▪ One-on-One graduation counseling ▪ CBO Mentorship Programming ▪ Continued progress toward graduation scholarship data for teachers, departments, and school ▪ Continued use New Visions Student Sorter used to gather data ▪ Programming in expanded learning time ▪ Continued use of NYCDOE STARS data ▪ NYCDOE Office of Renewal School Progress Monitoring ▪ AMHS administration mentorship ▪ Operation graduation 	Diploma	June	August	Local	4%	1%	Regents	44%	11%	Total On Track	21%	12%	Percentage of SWD population	4%	1%	Total On Track for On-Time Graduation	60%	
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5-Year Graduation Rate	Y	53%	54%	<p>Benchmark Analysis: Class of 2015 (n= 129) Current Graduates: 18 (23%)</p> <table border="1" data-bbox="1318 362 1969 773"> <thead> <tr> <th>Group</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Current AMHS Students “on track or potentially eligible”</td> <td>19</td> </tr> <tr> <td>January Graduates from Discharge and YABC (Data will continue to be gathered)</td> <td>35</td> </tr> <tr> <td>Enrolled in other transfer schools and YABC programs</td> <td>10</td> </tr> <tr> <td>Total</td> <td>64</td> </tr> <tr> <td colspan="2">On Track, January Grads, and potential YABC graduates: 64</td> </tr> </tbody> </table> <p>Activities and or Strategies that have impacted this data:</p> <ul style="list-style-type: none"> ▪ One-on-One graduation counseling ▪ CBO Mentorship Programming ▪ Continued progress toward graduation scholarship data for teachers, departments, and school ▪ Continued use New Visions Student Sorter used to gather data ▪ Programming in expanded learning time ▪ Continued use of NYCDOE STARS data ▪ NYCDOE Office of Renewal School Progress Monitoring ▪ AMHS administration mentorship ▪ Partnership with Pathway’s to Graduation 	Group	Total	Current AMHS Students “on track or potentially eligible”	19	January Graduates from Discharge and YABC (Data will continue to be gathered)	35	Enrolled in other transfer schools and YABC programs	10	Total	64	On Track, January Grads, and potential YABC graduates: 64	
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College Readiness Index	Y	6.0%	7.0%	<p>Benchmark Analysis: Class of 2016 (n=99)</p>												



				<p>June Projections for Graduation</p> <table border="1"> <thead> <tr> <th>Diploma Type</th> <th>Total</th> <th>Percentage of Cohort</th> </tr> </thead> <tbody> <tr> <td>Local</td> <td>4</td> <td>3%</td> </tr> <tr> <td>Regents</td> <td>44</td> <td>43%</td> </tr> <tr> <td>Advanced Regents</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Total on Track R or Higher</td> <td>71</td> <td></td> </tr> <tr> <td>Total on Track</td> <td>71</td> <td></td> </tr> </tbody> </table> <p>August Projections</p> <table border="1"> <thead> <tr> <th>Diploma Type</th> <th>Total</th> <th>Percentage of Cohort</th> </tr> </thead> <tbody> <tr> <td>Local</td> <td>1</td> <td>1%</td> </tr> <tr> <td>Regents</td> <td>11</td> <td>99%</td> </tr> <tr> <td>Advanced Regents</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total on track for R or Higher</td> <td>5</td> <td>5%</td> </tr> <tr> <td>Total on track for R or Higher (JUNE AND AUGUST)</td> <td>83</td> <td></td> </tr> </tbody> </table> <p>Honors/AP Courses/College Now Courses: 10</p> <p>Number of students enrolled in higher level Math (Alg2/Trig) or science (Chemistry, Physics): 113</p> <p>Activities and or Strategies that have impacted this data:</p> <ul style="list-style-type: none"> ▪ NYCDOE STARS data ▪ NYCDOE Office of Renewal School Progress 	Diploma Type	Total	Percentage of Cohort	Local	4	3%	Regents	44	43%	Advanced Regents	0	0%	Total on Track R or Higher	71		Total on Track	71		Diploma Type	Total	Percentage of Cohort	Local	1	1%	Regents	11	99%	Advanced Regents	0	0	Total on track for R or Higher	5	5%	Total on track for R or Higher (JUNE AND AUGUST)	83	
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English Regents Percent Pass By Year 3	Y	28%	29%	Benchmark Analysis: <table border="1"> <thead> <tr> <th>Cohort</th> <th>Total</th> <th>Number Passed ELA Regents</th> <th>Percentage of Class on Track with ELA Regents</th> </tr> </thead> <tbody> <tr> <td>U</td> <td>88</td> <td>0</td> <td>100%</td> </tr> <tr> <td>T</td> <td>110</td> <td>0</td> <td>100%</td> </tr> <tr> <td>S</td> <td>105</td> <td>0</td> <td>100%</td> </tr> </tbody> </table> <p>Activities and or Strategies that have impacted this data:</p> <ul style="list-style-type: none"> ▪ Continued tracking progress toward graduation scholarship data for teachers, departments, and school; ▪ Professional Learning in unpacking and implementation EngageNY ELA ▪ Office of School Renewal Coaching of ELA teachers ▪ Implementation of Writing is Thinking (WITSi) ▪ Continued use New Visions Student Sorter used to gather data ▪ Continued use NYCDOE STARS data ▪ NYCDOE Office of Renewal School Progress Monitoring 	Cohort	Total	Number Passed ELA Regents	Percentage of Class on Track with ELA Regents	U	88	0	100%	T	110	0	100%	S	105	0	100%
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School Survey - Safety	Y	1.72	1.76	<p data-bbox="1318 1101 1570 1127">Benchmark Analysis:</p> <p data-bbox="1318 1133 1730 1159">Suspensions / Incidents: 174 / 127</p> <p data-bbox="1318 1170 1934 1232">Activities and or Strategies that have impacted this data:</p> <ul data-bbox="1362 1243 1892 1341" style="list-style-type: none"> Full-time dean AP of Safety CBO Mental Health and Wellness Center 																

LEVEL 2 Indicators



Please list the school's Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
Framework: Collaborative Teachers	Y	3.00	3.04	<p>Benchmark Analysis: August Martin High School has fully and successfully organized into content-based teacher teams in which educators are actively collaborating and engaged in cycles of inquiry using the strategic inquiry approach in 9th thru 12th Grades to inform the instructional planning and strategies used in Writing is Thinking (WIT) practice to increase student literacy and achievement on state summative assessments.</p> <p>Activities and or Strategies that have impacted this data: As evidenced by two supervisory visits by the Office of Renewal Schools in Fall Term 2015, Office of Renewal Schools Progress Monitoring conducted in Fall Term 2015, and formative observations by the Director of School Renewal.</p>
Framework: Rigorous Instruction	Y	2.36	2.40	<p>Benchmark Analysis: Implementation a vertically aligned, Common Core based curricula (EngageNY in ELA and Math grades 9-11, Witsified in 9th grade and New Visions in social studies, Living Environment and Earth Science), adapted to meet the needs of the students is progressing at August Martin High School.</p> <p>Activities and or Strategies that have impacted this data: Evidenced by two supervisory visits by the Office of Renewal Schools in Fall Term 2015, Office of Renewal Schools Progress Monitoring conducted in Fall Term 2015.</p>
Implement Community School Model	G	N/A	Implement	<p>CBO Benchmark Analysis: Child Center of New York, the community based organization at August Martin High School has become a part of the August Martin community holistically. CCNY has implemented</p>



				<p>counseling, provided academic support, provided attendance support, and helped connect the school community with the home community providing a familial bridge for our students.</p> <p>Activities and or Strategies that have impacted this data:</p> <ul style="list-style-type: none"> ▪ Collaborative meetings with CCNY ▪ After-school activities for scholars ▪ Parent nights for scholars and their guardians ▪ Professional development for teachers ▪ Parent workshops to support their scholars academically and emotionally 																														
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	<p>Activities and or Strategies that have impacted this data:</p> <p>NYCDOE STARS data; NYCDOE Office of Renewal School Progress Monitoring has surfaced that August Martin High School is providing credit bearing and non-credit bearing enrichment courses during expanded learning time five days a week. In addition, expanded learning time has allowed the school to increase its course offerings to students in SY2015-2016, for example:</p> <ul style="list-style-type: none"> ▪ Trigonometry ▪ Algebra 2 ▪ Chemistry 																														
Regents Completion Rate	Y	18.8%	19.8%	<p>Benchmark Analysis:</p> <p>Regents Completion Data</p> <table border="1"> <thead> <tr> <th>Class</th> <th>Total Cohort</th> <th>English</th> <th>Global</th> <th>US</th> <th>Math</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>Class of 2019</td> <td>90</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>TEST JUNE 2016</td> <td>TEST JUNE 2016</td> </tr> <tr> <td rowspan="2">Class of 2018</td> <td rowspan="2">110</td> <td rowspan="2">21%</td> <td rowspan="2">NA</td> <td rowspan="2">NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>19%</td> <td>19%</td> </tr> <tr> <td>Class</td> <td>105</td> <td>19%</td> <td>19%</td> <td>TEST</td> <td>21%</td> <td></td> </tr> </tbody> </table>	Class	Total Cohort	English	Global	US	Math	Science	Class of 2019	90	NA	NA	NA	TEST JUNE 2016	TEST JUNE 2016	Class of 2018	110	21%	NA	NA	NA	NA	19%	19%	Class	105	19%	19%	TEST	21%	
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Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.													

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Part II – Key Strategies

<p>Key Strategies As applicable, identify any key strategies being implemented during the current reporting period that are <i>not described above</i>, but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.</p>		
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.
<p>1. Rigorous Instruction Goals: By August 2016 the school will increase overall regents completion rate from 22.9 % to 29.1% by implementing a vertically aligned, CCLS based curricula (EngageNY in ELA and Math grades 9-11, Witsified in 9 th grade and New Visions in Social Studies, Living Environment and Earth Science), adapted to meet the needs of the students, using the explicit pedagogical practices noted above.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> School leaders, grade-level and content area teams will receive Professional development on WITsi to elevate instructional rigor in ELA and math. <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p>	<p>Y</p>	<p>As evidenced by Office of Renewal Schools Progress Monitoring conducted in Fall Term 2015, the revision of curricula at August Martin High School to reflect Common Core standards in ELA and math is progressing in all grades. The inclusion of Writing is Thinking (WITsi) strategies has been incorporated into teacher professional learning as a means to further implementation of Common Core aligned curricula in all grade levels, increase student achievement, and build student literacy capacity. Administrators and Teachers Leads are attending EngageNY ELA and math as well as WITsi Trainings to turnkey to staff. Office of School Renewal provides participatory coaching on weekly basis to teachers/teacher leads in EngageNY ELA and math, as well as New Visions science and social studies. In addition, Office of School Renewal coaches plan and facilitate professional learning sessions for teachers as it related to: continued curriculum adaption in ELA, math, science and social studies.</p>



	Professional Development: Academics		
2.	<p>Supportive Environment Goals: By June 2016, the school will increase the attendance rate from 71.4% to 81.8% through the development of a grade specific Advisory program that provides a nurturing environment to support the needs of all constituents and fosters civic and academic excellence through choice and collaboration.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • A grade specific advisory program will support a nurturing environment inclusive of restorative discipline practices • Attendance Systems & Structures 	Y	<p>CBO/AMHS Advisory Child Center of New York Child Center of New York provides attendance services to students who are Long-term absent (LTA) and excessively absent. The attendance team looks at multiple data sources weekly to ensure that attendance is properly monitored and counted.</p> <p>AMHS Advisory Advisory is used to support scholar attendance. Advisory provides an opportunity for teachers to develop relationships outside of content area perimeters. Additionally, scholars receive assistance and support on college and career readiness, conflict resolution, character development, academic planning, effective study habits, etc.</p>
3.	<p>Collaborative Teachers Goals: By June 2016 credit accumulation of 10th and 11th grade students will increase from 11.7% to 45.3%. This will be accomplished by ensuring that collaborative planning time is provided for core content teacher teams to meet and plan cohesive unit and lesson plans that use evidence of student learning in their design and development and by utilizing weekly PD time (58 minutes) to provide teachers with professional development on unpacking EngageNY ELA and Algebra Modules and New Visions Global History and Science curriculums effectively.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> • Core content teacher teams will meet for 58 minutes per week at minimum to plan cohesive units in ELA and math. 	Y	<p>As evidenced by two supervisory visits by the Office of Renewal Schools in Fall Term 2015, Office of Renewal Schools Progress Monitoring conducted in Fall Term 2015, and formative observations by the Director of School Renewal, August Martin High School has fully and successfully organized into content-specific teams in which teachers are actively collaborating and engaged in cycles of inquiry using the strategic inquiry approach in 9th and 10th Grades to inform the instructional planning and strategies used in Writing is Thinking (WIT) practice to increase student literacy and achievement on state summative assessments. In addition, the revision of curricula at August Martin High School to reflect Common Core standards in ELA and math is progressing in all grades. The leadership team at August Martin High School is also engaged in a cabinet level inquiry process in which instructional leadership strategies and practices are normed using a highly structured protocol and charting process to contribute to the professional learning of cabinet members and increase teacher capacity.</p>



	Renewal School Priority Areas: Inquiry		
4.	<p>Effective School Leadership</p> <p>Goals: August Martin High School will develop and implement a calendar of cyclical observations and learning walks and ensuring all observations (both evaluative and non-evaluative) provide teachers with actionable feedback aligned to goals in domain 1 (components a-e) and domain 3 (components a-d), with next steps for improvement.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Develop a year-long PD plan that incorporates DDI and the Danielson framework implementation/observation cycles 	Y	Supervisory visits for the Office of School Renewal and NYCDOE Advance data indicate that there continues to be time barriers that impede the completion of cycles of observation and feedback required to increase teacher capacity and student achievement at August Martin High School. As of January 18 th NYCDOE Advance data shows that 30% of required observations had been completed by administrators of August Martin High School. Action planning to provide more frequent cycles of observation and feedback at the school have begun in earnest and seek immediate remediation of the low observation completion rate. Administrators are being provided with time management guidelines and protocols aimed at fulfilling the required frequent cycles of observation and feedback in a more expeditious manner. Cabinet-Level Inquiry practices; norms, and structures will be reinforced to provide for support in meeting the expectations of frequent cycles of observation and feedback.
5.	<p>Strong Family-Community Ties</p> <p>Goals: August Martin High School will implement an authentic assessment event for the 9th & 10th Grade scholars to increase family engagement and in an effort to build community and support increased student outcomes.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Improve communication between teachers and parents through the use of SKEDULA/DataCation and Parent Block, which serves as dedicated time spent providing parental outreach. 	Y	CBO Child Center of New York holds monthly events to support strong family and community ties. Child Center of New York supports family engagement through academic conversations with students and parent’s workshops, and parent to teacher conversations.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET) Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
Y	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>Superintendent-Approved CET Recommendations:</p> <ul style="list-style-type: none"> ▪ Community member recommends a more aggressive process to ensure that the school curriculum is in alignment with Common Core standards. The recommendations have been incorporated through using the curriculum as recommended by Renewal. Additionally, the SLT has collaboratively decided to offer math courses for students who are interested; these courses include: trigonometry, chemistry, and physics. ▪ Community member recommends additional information on becoming a CTE school. August Martin High School has begun the work of becoming a CTE school. In preparation for this, the Aviation and Culinary CTE programs have been reinstated for the second semester of the 2015 – 2016 school year. ▪ Community member asks that the school: "do something...so that the community feels safe about their students here at this school." August Martin High School has had less infractions in the current school year than the last – data indicates there have been 47 less occurrences this school year. ▪ Community member urges the school to more actively celebrate student accomplishments. Community gatherings and town halls are being used to celebrate students. Additionally award ceremonies have been planned and conducting. Moving forward we will be having portfolio celebrations where students share their work and are rewarded for their academic accomplishments. ▪ Alumni member recommends updating the school library. The school library is in the process of being updated via a capital project that will support rebuilding. ▪ Community member recommends that teachers receive professional training on-site rather than off-site due to concerns about disruptions in the instructional process. Cut down the training to consolidate them and different groups are leaving on different days. ▪ Community member recommends that a community committee is created that will serve to council the new principal. Presently the CET and SLT is used as a council for the principal and a representation of key stakeholders. Additionally, student council and



- town halls are used as forums where students can give their opinions and ideas to the principal in an organized way.
- Community member recommends that the school administration communicates more actively about all interventions that are in place at the school. Through SLT, CET, phone messenger, and mailings parents receive communication of events and important dates. Further. Skedula and regular weekly school announcements from the parent coordinator act as a resource of communication between parents and the school community.
 - Community member recommends that additional assistance be provided to targeted seniors to ensure that they will graduate in 2016. We are offering additional credits during the day, Regents prep, PM school and recovery over Spring break. We are doing individual student requests throughout the program to ensure targeted programming. We are partnering with multiple organizations to ensure student success includes but is not limited to Child Center of NY , co-op tech, and New Visions.

During the first week of the 2015-16 school year, written notice was sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school. Once the school’s hearing was held, a summary of recommendations was provided to the school based on commentary from speakers captured in a transcript of the public hearing, a recommendations form provided to participants at the hearing, an online survey on our NYCDOE website, any email feedback received to our receivership@schools.nyc.gov email address, or by mail. The CET met to review the public input and finalize school improvement plan recommendations, which were submitted to the Superintendent, acting on behalf of the Chancellor as Receiver, for review. Upon Superintendent determination of which CET recommendations would be incorporated, the improvement plan was revised and resubmitted.

The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings.

Powers of the Receiver

Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status (R/Y/G)	Analysis / Report Out
G	Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer



professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver:

Extended Learning Time

Extended learning time has been used to provide additional credits for students and as time to provide students with higher-level classes trigonometry and chemistry.

CBO - Child Center of New York (CCNY)

CCNY has provided the school community with resources in but not limited to the following areas:

- Social and emotional support
- Academic advisement
- Career and college readiness
- Afterschool clubs and advisement
- Attendance support
- Peer mediation services
- Family outreach

By providing our students and their families with support services that extend beyond academia our school community is able to service the whole scholar.

Renewal Coaching and DSR Support

August Martin renewal coaches are instrumental in ensuring a unified instructional vision. Renewal coaches:

- Lead WiTSI training and implementation
- Lead English, Science, social studies and math department planning
- Collaborate on inquiry work with administration
- Collaboratively plan, model, and implement lessons with teachers

The August Martin DSR is instrumental in providing advisement to the administrative cabinet on:

- Instructional initiatives
- Progress monitoring
- Providing high-leverage feedback to teachers to impact instructional practices
- Coordinate work for coaches in servicing the school community
- Provide instructional support
- Assist in building leadership capacity

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major
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		to achieve desired results.	strategy adjustment is required.
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Part IV – Best Practices (Optional)

<p><u>Best Practices</u></p> <p>The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.</p>	
List the best practice currently being implemented in the school.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	
2.	
3.	

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Part V – Attestation

ATTESTATION: By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): Superintendent, Michael Alcoff

Signature of Receiver: _____

Date: _____ February 2016 _____

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