

## Receivership

### Quarterly Report *and* Continuation Plan (2016-17)

*3<sup>rd</sup> Quarter - January 18, 2016 to April 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	Yellow	Cohort 6
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	Aimee Horowitz, Executive Superintendent for Renewal Schools Michael Alcoff, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	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. Last 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.



**Part I – Demonstrable Improvement Indicators**

<b><u>LEVEL 1 – Indicators</u></b>					
Please list the school’s Level 1 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.					
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
4-Year Graduation Rate	Y	39%	40%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>A 3<sup>rd</sup> quarter data analysis has led to a projection of a total on-track graduation rate of 60%. 60% comprises the total number of students in the cohort who are on track for on-time graduation. 5% of this total will receive local diplomas, and 55% will receive Regents diplomas. Additionally, 5% of this graduating cohort accounts for students with disabilities.</p> <p>3<sup>rd</sup> quarter activities and/or strategies that have impacted this data include:</p> <ul style="list-style-type: none"> <li>▪ One-on-One graduation counseling</li> <li>▪ CBO Mentorship Programming</li> <li>▪ Continued progress toward graduation</li> </ul>	N/A



				<p>scholarship data for teachers, departments, and school</p> <ul style="list-style-type: none"> <li>▪ Continued use of New Visions Student Sorter used to gather data</li> <li>▪ Programming in expanded learning time</li> <li>▪ Continued use of NYCDOE STARS data</li> <li>▪ NYCDOE Office of Renewal School Progress Monitoring</li> <li>▪ AMHS administration mentorship</li> <li>▪ Operation graduation</li> </ul>	
5-Year Graduation Rate	Y	53%	54%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>As of the 3<sup>rd</sup> quarter, the current number of AMHS students who are “on track or potentially eligible” remains 19 from the class of 2015. Additionally, 64 students from this cohort have been identified as on track, January grads, and potential YABC graduates, which would increase the projected 5-year rate. With last year’s 4-year graduation rate at 25%, and 23% of the Class of 2015 slated for graduation, we can safely estimate that the 5-year graduation rate will likely be 58%. This takes into consideration January discharges to the YABC program or enrollment in other transfer schools.</p> <p>Activities and/or strategies that have impacted this</p>	N/A



				data include those listed above for the 4-year graduation rate.	
College Readiness Index	Y	6.0%	7.0%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>3<sup>rd</sup> quarter data shows a total of 10 combined college level courses: Honors, Advanced Placement, College Now (offered at York College) being provided at AMHS. The number of students enrolled in higher-level math (Alg2/Trig) or science (Chemistry, Physics) is 113 overall. Aside from these courses, college readiness will also be apparent from the projected 43% of students who will likely earn a Regents diploma. It is also estimated that this percentage will more than double by August as students choose to re-take Regents exams to avoid having to take college remediation courses.</p> <p>Activities and or Strategies that have impacted this data:</p> <ul style="list-style-type: none"> <li>▪ NYCDOE STARS data</li> <li>▪ NYCDOE Office of Renewal School Progress Monitoring</li> <li>▪ New Vision Data Sorter</li> <li>▪ Renewal School Comprehensive Education Plan</li> <li>▪ Individualized Programming</li> </ul>	N/A



<p>English Regents Percent Pass By Year 3</p>	<p>Y</p>	<p>28%</p>	<p>29%</p>	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>A 3<sup>rd</sup> quarter Regents data analysis cannot fully assess the passing rate of all Year 3 students since most are scheduled to take the English Regents in June. However, preliminary numbers of those who took the January Regents in English Language Arts (Common Core) are promising in terms of meeting the target. According to the Scholarship School report from STARS, sixteen Year 3 students took the January Regents on January 26, 2016, and 56.25% passed.</p> <p>Current passing rates in Year 3 English courses also point to improved passing rates on English Regents exams. 85.9% of students passed Year 3 English courses at the close of the first semester. 58% of these same students earned grades of 80 or higher. While passing English classes may increase student likelihood of passing the English Regents, there is never a 1:1 correspondence relevant to this indicator. This is why the ranking is “Yellow,” but the school remains confident that this target will be met.</p>	<p>N/A</p>
<p>Make Priority School Progress</p>	<p>Y</p>	<p>N/A</p>	<p>Meet progress criteria</p>	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this</p>	<p>N/A</p>



				<p>demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are taking steps in order to make every effort to meet our target. Data to evaluate this indicator will be available pending SED release of information.</p> <p>48% of all students tested earn a 65 or better on last year’s ELA Regents exam (according to State data). 44% of students who took it in January passed. However, many who took the January test were re-taking to earn a higher score and potentially meet college readiness thresholds. Most Year 3 students will not take the ELA Regents until June. Retaking the Regents is also be expected of students who did not pass the Common Core Algebra Regents in January.</p> <p>During the school’s Quality Review on March 15, 2016, the school received a preliminary rating of “Proficient” on every one of the Qualitative Indicators reviewed during the visit. This includes:</p> <ol style="list-style-type: none"> <li>1. 1.1, Curriculum</li> <li>2. 1.2, Rigorous Instruction</li> <li>3. 2.2, Use of Assessment</li> <li>4. 3.4, Setting High Expectations</li> <li>5. 4.2, Teacher Teams</li> </ol> <p>This is a strong sign that, with the school’s new principal, August Martin, is poised to make priority progress.</p>	
Math Regents Percent Pass By Year 2	Y	24%	25%	The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is	N/A



			<p>articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>Year 2 passing rates in math classes culminated in the 3<sup>rd</sup> marking period with a 72% pass rate. 30.4% of all students passing earned a final semester grade of 80 or higher.</p> <p>The percentiles listed below account for students on track to take math Regents exams:</p> <p><b>Benchmark Analysis:</b></p> <table border="1" data-bbox="753 769 1346 1114"> <thead> <tr> <th>Cohort</th> <th>Total</th> <th>Number Passed Math Regents</th> <th>Percentage of Class on Track with Math Regents</th> </tr> </thead> <tbody> <tr> <td>U</td> <td>88</td> <td>0</td> <td>Taking June 2016</td> </tr> <tr> <td>T</td> <td>110</td> <td>21</td> <td>19%</td> </tr> <tr> <td>S</td> <td>105</td> <td>23</td> <td>21%</td> </tr> </tbody> </table> <p>Activities and or Strategies that have impacted this data:</p> <ul style="list-style-type: none"> <li>▪ Continued tracking progress toward graduation scholarship data for teachers, departments, and school;</li> <li>▪ Professional Learning in unpacking and implementation of EngageNY Math</li> <li>▪ Office of School Renewal Coaching of math</li> </ul>	Cohort	Total	Number Passed Math Regents	Percentage of Class on Track with Math Regents	U	88	0	Taking June 2016	T	110	21	19%	S	105	23	21%	
Cohort	Total	Number Passed Math Regents	Percentage of Class on Track with Math Regents																	
U	88	0	Taking June 2016																	
T	110	21	19%																	
S	105	23	21%																	



				<p>teachers</p> <ul style="list-style-type: none"> <li>▪ Implementation of WiTSI</li> <li>▪ Continued use of New Visions Student Sorter used to gather data</li> <li>▪ Continued use of NYCDOE STARS data</li> <li>▪ NYCDOE Office of Renewal School Progress Monitoring</li> </ul>	
School Survey - Safety	Y	1.72	1.76	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> <li>• The average monthly attendance exceeded 80%, improving from last year’s average of 78.87% to 81.46%, a gain of 2.58%.</li> <li>• Cohort 2017, 2018 &amp; 2019 students have attained 5 credits (4 in core content areas).</li> <li>• 80% of students have responded that they “agree” or “strongly agree” to the statement “Adults in my school care about me” on a school wide survey.</li> <li>• A ceremony took place to honor students in the following categories: Academic Achievement; Attendance; Community Involvement and Most Improved.</li> <li>• ISS and ELL coordinators have met weekly to ensure that students are receiving appropriate support</li> <li>• The school has benefitted from a 10% increase in parent participation in parent workshops and PTA meetings</li> </ul>	N/A



				<p>All the supports listed above have contributed to demonstrable improvement with this indicator as further evidenced by a 25.5% reduction in Level 3 or higher suspensions during the 3<sup>rd</sup> quarter. This data accounts for 13 fewer high-level suspensions in comparison to the same time period a year prior.</p>	
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<b>LEVEL 2 Indicators</b>					
Please list the school's Level 2 indicators below Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.					
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Plan
Framework: Collaborative Teachers	Y	3.00	3.04	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> <li>• Teacher teams have worked to ensure that 80% of cohort 2017 &amp; 2018 students have accumulated 5 credits (4 in core content subjects).</li> <li>• 85% of core content area teachers have attended at least 2 professional development sessions on unpacking CCLS aligned curriculum.</li> <li>• Four inter-disciplinary teacher teams are engaged in WiTSI based inquiry work.</li> </ul>	N/A
Framework: Rigorous Instruction	Y	2.36	2.40	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This</p>	N/A



				<p>work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> <li>• 55% of senior students have been identified as “potential” graduates.</li> <li>• 70% of cohort 2017 &amp; 2018 students have earned 5 credits (4 of which will be in core content subjects).</li> <li>• 80% of students have at least 1 major piece of extended student work aligned with CCLS per class.</li> </ul> <p>During the school’s Quality Review conducted on March 15, 2016, the school showed demonstrable improvement in rigorous instruction when 4 out of 5 quality indicators, including Instruction, Curriculum, and Assessment earned positive preliminary ratings. Moreover, all of these quality indicators improved by at least one categorical rating from the Quality Review conducted during the previous school year.</p>	
Implement Community School Model	G	N/A	Implement	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> <li>• The average monthly attendance exceeded 80%, improving from last year’s average of 78.87% to 81.46%, a gain of 2.58%.</li> <li>• Cohort 2017, 2018 &amp; 2019 students have attained 5 credits (4 in core content areas).</li> <li>• 80% of students have responded that they “agree” or “strongly agree” to the statement “Adults in my school care about me” on a school wide survey.</li> <li>• A ceremony took place to honor students in the following categories: Academic Achievement; Attendance;</li> </ul>	N/A



				Community Involvement and Most Improved.	
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator:</p> <ul style="list-style-type: none"> <li>• 55% of senior students have been identified as “potential” graduates.</li> <li>• 70% of cohort 2017 &amp; 2018 students have earned 5 credits (4 of which will be in core content subjects).</li> <li>• 80% of students have at least 1 major piece of extended student work aligned with CCLS per class.</li> </ul> <p>Expanded learning time has allowed the school to increase its course offerings to students in SY 2015-2016. For example, ELT now offers Trigonometry, Algebra 2, and Chemistry. This expansion of academic offerings has led to an increase in potential graduates.</p>	N/A
Regents Completion Rate	Y	18.8%	19.8%	<p>The school engages in a process of evaluating their formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available September 30, 2016.</p> <p>The 3<sup>rd</sup> quarterly report evidenced the following work within this demonstrable improvement indicator.</p> <p><b>Benchmark Analysis:</b> Regents completion data will continue to fluctuate due to Regents appeals from January that are still pending. Overall, math</p>	N/A



completion rates remain an area of focus. The June Regents Examination period will lead to additional increases in the percentiles listed below.

**Regents Completion Data**

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	19%	19%
Class of 2017	105	19%	19%	TEST JUNE 2016	<b>21%</b>	<b>19%</b>
Class of 2016	99	<b>44%</b>	<b>NA</b>	<b>12%</b>	<b>4%</b>	<b>19%</b>

<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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

### Key Strategies

*As applicable*, identify any key strategies being implemented during the current reporting period that are *not described above*, but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. 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. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.

List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
<p>1. <b>Rigorous Instruction</b>  <b>Goals:</b>                      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><b>Key Strategies:</b>                      School leaders, and grade-level and content area teams will receive Professional development on WiTSI to elevate instructional rigor in ELA and math.</p>	<p>Y</p>	<p>In the framework area of Rigorous instruction, the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>• 55% of senior students have been identified as “potential” graduates.</li> <li>• 70% of cohort 2017 &amp; 2018 students have earned 5 credits (4 of which will be in core content subjects).</li> <li>• 80% of students have at least 1 major piece of extended student work aligned with CCLS per class.</li> </ul> <p>During the school’s Quality Review conducted on March 15, 2016, the school showed demonstrable improvement in rigorous instruction when 4 out of 5 quality indicators including, Instruction, Curriculum, and Assessment earned positive preliminary ratings.</p>	<p>N/A</p>



	<p><b>Renewal School Priority Areas:</b> Classroom Implementation of Curricula/Writing Strategies</p> <p>Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p> <p>Professional Development: Academics</p>		<p>Moreover, all of these quality indicators improved by at least one categorical rating from the Quality Review conducted during the previous school year.</p>	
<p>2.</p>	<p><b>Supportive Environment Goals:</b> 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><b>Key Strategies:</b> A grade specific advisory program will support a nurturing environment inclusive of restorative discipline practices.</p> <p>Attendance Systems &amp; Structures</p>	<p>Y</p>	<p>In the framework area of Supportive Environment, the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>• The average monthly attendance exceeded 80%, improving from last year’s average of 78.87% to 81.46%, a gain of 2.58%.</li> <li>• 80% of students have responded that they “agree” or “strongly agree” to the statement “Adults in my school care about me” on a school wide survey.</li> <li>• A ceremony took place to honor students in the following categories: Academic Achievement; Attendance; Community Involvement and Most Improved.</li> </ul> <p>CBO/AMHS Advisory</p>	<p>N/A</p>



			<ul style="list-style-type: none"> <li>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.</li> </ul> <p>During the 3<sup>rd</sup> quarter, advisory was used to support scholar attendance. Advisory provides an opportunity for teachers to develop relationships outside of content area perimeters. Monthly attendance for January, February and March improved more this year than during each of those same months for the previous year. Over the span of those three months, attendance peaked at 81.7% in March. The school’s guidance staff, attendance teachers, and CBO contributed greatly to impactful attendance initiatives.</p>	
3.	<p><b>Collaborative Teachers</b>  <b>Goals:</b>                  By June 2016, credit accumulation of 10<sup>th</sup> and 11<sup>th</sup> 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</p>	Y	<p>In the framework area of Collaborative Teachers, the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>Teacher teams have worked to ensure that 80% of cohort 2017 &amp; 2018 students have accumulated 5 credits (4 in core content subjects).</li> <li>85% of core content area teachers have attended at least 2 professional development sessions on unpacking CCLS aligned</li> </ul>	N/A



	<p>Algebra Modules and New Visions Global History and Science curriculums effectively.</p> <p><b>Key Strategies:</b> Core content teacher teams will meet for 58 minutes per week at minimum to plan cohesive units in ELA and math.</p> <p><b>Renewal School Priority Areas:</b> Inquiry</p>		<p>curriculum</p> <ul style="list-style-type: none"> <li>• Four inter-disciplinary teacher teams are engaged in WiTSI based inquiry work.</li> </ul>	
<p>4.</p>	<p><b>Effective School Leadership Goals:</b> August Martin High School will develop and implement a calendar of cyclical observations and learning walks and ensure 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><b>Key Strategies:</b> Develop a year-long PD plan that incorporates DDI and the Danielson framework</p> <p>Implementation of observation cycles</p>	<p>Y</p>	<p>In the framework area of Effective School Leadership, the school has focused on the following work throughout SY 15-16.</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>• 50% of staff members have been involved in distributive leadership opportunities.</li> <li>• School leaders have provided written, timely and actionable feedback on Danielson’s Framework for Teaching – within 15 days of an observation.</li> <li>• A good portion of teachers have moved up one level on the MOTP scale in Advance, teacher development and evaluation system.</li> <li>• During the school’s Quality Review conducted on March 15, 2016, the school improved by one categorical rating on 4 out of 5 quality indicators including instruction, curriculum,</li> </ul>	<p>N/A</p>



			<p>and assessment.</p> <p>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<sup>th</sup>, 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 support in meeting the expectations of frequent cycles of observation and feedback.</p>	
5.	<p><b>Strong Family-Community Ties</b>  <b>Goals:</b>                  August Martin High School will implement an authentic assessment event for the 9th &amp; 10th Grade scholars to increase family engagement, build community and support increased student outcomes.</p> <p><b>Key Strategies:</b></p>	Y	<p>In the framework area of Strong Family-Community Ties, the school has focused on the following work throughout SY 15-16</p> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> <li>Guidance counselors have completed their second review of student transcripts to</li> </ul>	N/A



	<p>Improve communication between teachers and parents through the use of SKEDULA/DataCation and Parent Block, which serve as dedicated time spent providing parental outreach.</p>		<p>ensure accuracy of courses needed to meet graduation requirements.</p> <ul style="list-style-type: none"> <li>• Advisory/support teachers have provided updated information to families via Skedula on a monthly basis.</li> <li>• School leaders actively monitor ongoing outreach by teachers to families.</li> <li>• ISS and ELL coordinators have met weekly to ensure that students are receiving appropriate support.</li> <li>• The school has benefitted from a 10% increase in parent participation in parent workshops and PTA meetings.</li> </ul> <p>The school’s CBO, Child Center of New York, has held monthly events during the 3<sup>rd</sup> quarter to support strong family and community ties. Child Center of New York supports family engagement through academic conversations with students, parent workshops, and parent-to-teacher conversations.</p>	
<p><b>Green</b></p>	<p>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>.</p>	<p><b>Yellow</b></p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p><b>Red</b></p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



### Part III – Community Engagement Team and Receivership Powers

<b>Community Engagement Team (CET)</b> 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. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<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><b>Superintendent-Approved CET Recommendations:</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conduct 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.</p> <p>The Superintendent will review and provide approved recommendations to the school, which will be used to inform planning, and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report 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's utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday</p>



	<ul style="list-style-type: none"> <li>▪ 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 conducted. Moving forward we will be having portfolio celebrations where students share their work and are rewarded for their academic accomplishments.</li> <li>▪ 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.</li> <li>▪ 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 trainings to consolidate them and have different groups attend on different days.</li> <li>▪ Community member recommends that a Community Committee is created that will serve as to council the new principal. Presently the CET and SLT are used as 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.</li> <li>▪ 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.</li> <li>▪ 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 eliciting individual student requests throughout the program to ensure targeted programming. We are partnering with multiple organizations, Child Center of NY , co-op tech, and New Visions, to ensure student success.</li> </ul>	<p>mornings</p>
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	<p><b>Goals/Outcome of CET meetings:</b></p> <ul style="list-style-type: none"> <li>• AMHS gatherings and Town Halls are being used to celebrate students and their accolades.</li> <li>• AMHS will focus on multi-year plan to obtain New York State CTE Program Approval in Culinary Arts and Aviation.</li> <li>• Individual Graduation Plans for each student have been generated to provide students and their families with a clear portrait of their academic performance, including any deficits which may exist on their transcript.</li> <li>• A professional development calendar highlights the year overview for topics and expected outcomes through collaboration and inquiry with a variety of strategies for the staff.</li> <li>• Course syllabi is now being provided to both students and parents with instructional outcomes to set clear expectations.</li> </ul> <p>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. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.</p>	
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**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	2016-17 School Year Plan
Green	Beginning in July 2015, the NYCDOE engaged in regular consultation	The NYCDOE will continue to engage in regular consultation with the



	<p>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:</p> <ul style="list-style-type: none"> <li>-School Hiring Decisions</li> <li>-Inquiry Structure</li> <li>-Curricular Input</li> </ul>	<p>leadership of its collective bargaining units 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. 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.</p> <ul style="list-style-type: none"> <li>-School Hiring Decisions</li> <li>-Inquiry Structure</li> <li>-Curricular Input</li> </ul>			
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



### **Part IV – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)**

#### **2016-17 School Year Plan**

*As applicable*, please provide additional information to describe 2016-17 school year plans and rationale for required components of a Title I Schoolwide Program plan. If a required component has already been addressed in one or more section above, please use the “2016-17 School Year Plan” column to indicate which sections contain this information. A brief rationale should be included for *each* required component.

Ten Required Components of SWP		2016-17 School Year Plan	Rationale
1.	Comprehensive Needs Assessment	Diagnostic Tool School and District Effectiveness (DTSDE), both state-led and district-led satisfy this requirement.	N/A
2.	Schoolwide Reform Strategies	N/A	N/A
3.	Instruction by Highly Qualified Teachers	N/A	N/A
4.	High Quality and On-going Professional Development	N/A	N/A
5.	Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools	N/A	N/A
6.	Strategies to Increase Parental Involvement	N/A	N/A
7.	Transition Plans to Assist Pre-school Children from Early Childhood Programs to the Elementary School Program	N/A	N/A
8.	Measures to Include Teachers in Decisions Regarding the Use of Academic Assessment Data to Inform Instruction	N/A	N/A
9.	Activities to Ensure the Students Who Experience Difficulty Attaining Proficiency Receive Effective and Timely Additional Assistance	N/A	N/A
10.	Coordination and Integration of	N/A	N/A



	Federal, State and Local Services and Programs -	
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**Part V – Best Practices (Optional)**

<b><u>Best Practices</u></b>	
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.	
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.	



**Part VI – Fiscal**

**Budget Analysis/Narrative and Budget Documents** – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below. Please note, separate budget narratives and FS-10’s must be submitted for a SIG, SIF and/or Persistently Struggling Schools (PSS) grant.

Design Element	Status (R/Y/G)	Analysis of 2015-16 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.</u>	N/A	N/A
<p>Additionally, <u>under separate attachment</u>, the LEA/school must provide a <b>Budget Narrative</b> and an <b>FS-10</b> for the upcoming 2016-17 implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the 2016-17 Continuation Plan and/or Persistently Struggling Schools (PSS) grant. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of its intervention plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need. Schools no longer receiving SIG or SIF funds need not submit budget narratives and FS-10’s.</p>		



**Part VII – Attestation**

**RECEIVER:** 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): \_\_\_\_\_

Signature of Receiver: \_\_\_\_\_

Date: \_\_\_\_\_

**COMMUNITY ENGAGEMENT TEAM:** By signing below, I certify that the community engagement team (CET) was directly consulted in the preparation of this document.

Name and Position of CET Representative (Print): \_\_\_\_\_

Signature of Receiver: \_\_\_\_\_

Date: \_\_\_\_\_



**The University of the State of New York - THE STATE EDUCATION DEPARTMENT - Albany, NY 12234**

**2016-17**

**School Improvement Grant 1003(g)  
School Innovation Fund Grant  
Persistently Struggling Schools Grant**

**Continuation Plan Cover Page**

<b>District Name</b>	
<b>School Name</b>	
<b>Contact Person</b>	<b>Telephone (    )</b>
<b>E-Mail Address</b>	
<p>I hereby certify that I am the applicant’s chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature <b>(in blue ink)</b>	Title of Chief School/Administrative Officer
Typed Name:	Date: