



Office of Innovative School Models
 Persistently Lowest Achieving (PLA) Schools
 School Improvement Grant (SIG)

Progress Review Report — 2011-2012

School:	August Martin High School	School District:	Community School District (CSD) 27
Date of Site Visit:	March 14, 2012	Team Member(s)	Kalimah Geter and Major Capers

Address: 156-10 Baisley Boulevard, Queens, NY 11434

Principal Telephone: (718)528-2920

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School Principal: Anthony Cromer

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SIM: Heather Berman

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Grade Configuration: 9 to 12

Total Enrollment: 1,100

PLA identification: Graduation, ELA, Math

Identified subgroups: All Students

Intervention model:

Re-start model— The Educational Partnership Organization (EPO) is the Institute for Student Achievement. The current principal is in his sixth year as principal of the school and the effective date of his tenure was July 1, 2007.

The school's community-based organization (CBO) partner(s) and major vendors:

1.	Child Center of New York	8.	York College
2.	Community Mediation Services	9.	Children's First Network #611
3.	Teen Intervention and Prevention Program	10.	Teen Action Service
4.	Relationship Abuse and Prevention Program (RAPP)	11.	United Black Men of Queens
5.	Columbia University, Teacher's College	12.	Kaplan
6.	Teaching Matters	13.	College Board College Readiness Program
7.	Novanet		

STAFFING	
Organization and Structure	<ul style="list-style-type: none"> • The principal was appointed on July 1, 2007. • The school employs seven English language arts (ELA) teachers, seven math teachers, ten special education teachers and two English as second language (ESL) teachers. • During the 2011-12 school year, the school hired one ELA turnaround teacher, one ELA master teacher, one math master teacher and one science master teacher, funded by the School Improvement Grant (SIG). The school was approved to hire one social studies turnaround teacher which was not in place at the time of the NYSED site visit. • The F-status supervisor helps coordinate the SIG implementation efforts. • A consultant firm has been hired to provide support for classroom observations, coaching and planning with the school leadership team.
Teacher Evaluation	<ul style="list-style-type: none"> • The principal and assistant principals of ELA and math conduct all teacher evaluations. • The school uses the rubric from the Charlotte Danielson Framework for Teaching (Danielson Framework) to guide teacher evaluations. • According to the principal, one hundred teacher evaluations, including formal and snap-shot evaluations had been completed at the time of the NYSED site visit. • Teachers receive feedback from the snap shot observations on the same day, and feedback from the formal observations within three to five days of the observation.
PLANNING	
Student Enrollment	<ul style="list-style-type: none"> • The average daily student attendance rate was 82 percent when the NYSED site visit occurred. • The school has two part-time attendance teachers who have aided in the school decreasing its overall number of students with attendance issues. • The school reported 66 students as potential long-term absentees at the time of the NYSED site visit. • The school's partner, Community Mediation Services (CMS), has provided support regarding students with chronic absences. • The attendance teachers conduct home visits to the homes of chronically absent students. • The school utilizes the Achieve Now program which works with 125 students, providing smaller class settings, extended class time in core subject areas and double credits to assist students in recovering missing credits and seat time. • The school has an Intensive Care Intervention Unit (ICU) which works with students identified as having academic deficiencies that can be addressed in smaller group settings.
Student Performance	<ul style="list-style-type: none"> • Students were selected to participate in intervention programs through an on-site committee which looks at student attendance and academic performance. • The committee meets with individual students and reviews their

	transcripts and progress reports to provide necessary interventions.
Outcomes	<ul style="list-style-type: none"> • School administrators reported progress of interventions are monitored by the school's guidance counselor, assistant principals and the Children's First Network #611(the Network) attendance specialist. • Reports are run by CMS and Achieve Now and the team analyzes the data.
Teacher Attendance	<ul style="list-style-type: none"> • Teacher attendance was at 96 percent at the time of the NYSED site visit. School administrators did not report teacher attendance as a concern.

PROFESSIONAL DEVELOPMENT (PD)	
Professional Development	<ul style="list-style-type: none"> • Teachers participate in common planning sessions four days per week. Many sessions have focused on the Danielson Framework during the 2011-12 school year. • Coaches from the school's educational partner organization (EPO), the Institute for Student Achievement, have provided professional development (PD) regularly. • The school has a United Federation of Teachers (UFT) Teacher Center. The teacher assigned to the center provides PD regarding the Danielson Framework. • The school formed a "re-start committee" which created a Joint Intervention Team (JIT) matrix that helps school administrators align the JIT recommendations to the small learning communities (SLC) approved actions. The JIT matrix has assisted the principal with creating the PD calendar and topics for the 2011-12 school year. • The school conducts weekly academic department meetings. • Attendance records for PD sessions were provided to the NYSED Site Visit Team and reviewed at the time of the site visit. • The school's master and turnaround teachers provide PD sessions after school for teachers interested in participating; however, this is not mandatory. • NYSED Site Visit Team members were provided with a calendar of PD sessions for the remainder of the 2011-12 school year. • A consultant was hired to provide PD to the school leadership and data inquiry teams based on their identified needs. • The consultants work to help teachers learn how to modify teaching based on the needs of students. • Teachers have input in the development of the school's PD plan. Administrators conducted a PD survey and created a cross-functional team to create the PD plan. • The achievement coach works in collaboration with the EPO to provide PD regarding curriculum mapping and inquiry learning methodology.
Instructional and Support	<ul style="list-style-type: none"> • Teachers College is providing instructional PD for teachers. • The Network, the consultants and the F-status supervisor also provide on-site instructional support. • Teachers stated there are many PD opportunities available during the school day during common planning time (CPT). Every day of the

	<p>week has a dedicated topic that supports teacher development in such areas as the use of data, curriculum and Common Core Learning Standards (CCLS) implementation.</p>
<p>Monitoring and Analysis</p>	<ul style="list-style-type: none"> • Professional development sessions are monitored by assistant principals on a daily basis through classroom observations and team meetings. Monitoring occurs to make sure PD and curriculum topics are being implemented. • School leaders work with teachers to ensure goals are aligned with the PD plan and are being implemented in the classroom.

DATA ANALYSIS	
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<p>Data that Informs Instruction</p>	<ul style="list-style-type: none"> • Data is used to inform decisions related to selection of students for intervention programs. Identified students participate in the school's tutoring and after school programs. • English language learners (ELL) are provided with tutoring from bilingual teachers on staff. • The Achieve Now program operates Monday through Friday from 11:00 a.m. to 5:30 p.m. providing additional support to students at risk of failure. • The school offers a Saturday program for credit recovery on Saturdays from 9:00 a.m. to 2:00 p.m. • Guidance counselors analyze student academic progress regularly to update student credit accumulation. • According to the principal, the school has inquiry cycles for teachers to look at summative assessment data and students performing in the lower third of the school's population to make adjustments to instruction. • The network data specialist provides teachers with assistance in collecting student data through the Achievement Reporting and Innovation System (ARIS) and Student Transcript and Academic Reporting System (STARS). • Students are identified for extra support after an analysis of their assessment data. The lowest one third of students are provided with Academic Intervention Services (AIS) during an intensive tutoring period on Wednesdays.
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<p>Data & Student Achievement</p>	<ul style="list-style-type: none"> • Data is collected using ARIS and City-wide progress reports. • Teachers collect additional data through school-wide checklists and assessments. As a result, teachers create curriculum maps and look at progress toward meeting benchmarks. • The school uses the Scantron assessment to monitor student reading levels. • Teachers collect data through summative and periodic assessments, including the use of old Regents exams to assess student strengths and weaknesses. • Teachers reported there are inquiry teams that conduct data analysis to inform instruction. Additionally, one common planning period per week is used to analyze formative and periodic assessment data.
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CURRICULUM AND TEACHING	
Learning Time	<ul style="list-style-type: none"> The length of the school day for students is from 8:10 a.m. to 2:55 p.m. This schedule is new and began at the start of the 2011-12 school year.
Mapped & Paced Curriculum	<ul style="list-style-type: none"> At the time of the NYSED site visit, the school stated they were implementing the CCLS in math and ELA. The vendor, Teaching Matters, and the EPO have provided PD to familiarize teachers with performance tasks. Kaplan supports the school's literacy efforts by providing curriculum materials. Teaching Matters offers a series of workshops on data, identifying student learning difficulties, establishing individualized SMART goals that support student achievement, and developing improved lesson plans and individualized curriculum maps. Novanet provides support for credit recovery.
Instructional Programming Linked to Student Needs Assessment	<ul style="list-style-type: none"> The school has established teams to create protocols for observing classrooms, creating model classrooms, analyzing student data, lesson design review, and supporting classroom inter-visitations. The school tested students using Acuity assessments and determined students need help with literacy response and expression. School leaders use ARIS to provide interventions to students who need extra academic support and for those students who do not have enough credits to graduate.
Effective Teaching Practices	<ul style="list-style-type: none"> The EPO has provided coaches to support teachers in all subject areas. School leaders assign mentors to new teachers to support their instructional growth. The school has inquiry team meetings to discuss student achievement on a weekly basis. During classroom visits, NYSED Site Visit Team members observed instructional tasks relevant to the lives of urban teenage students. Teachers reported ELA, math, science and social studies coaches are very helpful in working with teachers on instruction. Teachers were observed using Smartboards to support instruction. The Math Department is using a common rubric based on the College Board's College Readiness program called Spring Board. Spring Board also helps teachers embed Pre-AP and AP teaching and learning strategies into the curriculum. The school has implemented a standardized lesson plan template. Teachers stated rubrics have been established for each subject area. Some of the staff is still working on becoming effective in the use of rubrics as both teaching and grading tools. During classroom visits, NYSED Site Visit Team members observed co-teaching models that did not seem effective in sharing instructional responsibilities. In many visited classrooms, students worked in small groups without clearly defined roles and outcomes.

ELL/SWD	<ul style="list-style-type: none"> • The school has certified teachers providing support to ELL and students with disabilities (SWD). • Teachers College is providing PD to teachers on the use of writing in the curriculum focused on supporting special education students. • School leaders reported Teachers College has provided workshops on differentiation. • The school has developed an ESL/Bilingual Resource Guide for mainstream teachers. • The ELL population receives tutoring on Mondays, Tuesdays and Wednesdays, and there is an additional program in place for students who are new to the country.
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SCHOOL LEADERSHIP	
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Effective Leadership and Principal Evaluation	<ul style="list-style-type: none"> • The EPO, teachers and the Network reported the principal provides strong leadership to the school. • The principal has worked with the EPO to create the JIT matrix which is instrumental in keeping the school on target and moving toward higher levels of student achievement. • The principal is a graduate of August Martin High School and seems invested in working to improve the school. • At the time of the NYSED site visit, the principal did not report receiving an evaluation.
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Leadership Development	<ul style="list-style-type: none"> • School leaders are being provided with leadership training. • School leaders and teachers have participated in PD using data to drive instruction, student engagement, instructional strategies, the Danielson Framework and differentiated instruction. • The Network has provided PD for administrators regarding “High School Academic Policies and Systems.”
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School Improvement Manager/External Providers	<ul style="list-style-type: none"> • The school works with a School Improvement Manager (SIM). The SIM is in communication with the principal two to three times per month and visits at least once a month. The SIM worked with the school in preparation for the NYSED site visit. • The SIM participated in a mock quality review activity which was facilitated by the CFN #611 network support team. This helped the school gauge the progress of curriculum, teaching and instruction at the school, as indicated in the NYC Quality Review Rubric. • The SIM has been in collaboration with the EPO regarding teacher observations and SIG implementation.
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Building Level Leadership Team	<ul style="list-style-type: none"> • According to the EPO and school leaders, building leadership meetings take place weekly using the JIT matrix to guide next steps and to identify successes toward SIG implementation and student achievement.
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STUDENT SUPPORT	
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Additional Social/Emotional Support	<ul style="list-style-type: none"> • Students are receiving additional support from school leaders, guidance counselors, teacher advisors, social workers and school psychologists. • Teachers meet during CPT to discuss student academic and social
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	<p>needs.</p> <ul style="list-style-type: none"> • Students have many opportunities to participate in a variety of clubs, such as, band, aviation, drama, chess, and Key Club. • Students reported they would like to have an additional representative on the school leadership team. • Students stated the ninth grade academy structure and advisories are very supportive.
Counseling	<ul style="list-style-type: none"> • Guidance counselors, social workers and school psychologists provide extra social/emotional support to students in the areas of education, career counseling, attendance and behavior. • Students reported guidance counseling is very strong as students stated they have met with counselors to discuss careers and course selections.
Enrichment Opportunities	<ul style="list-style-type: none"> • According to school administrators, the school held a college fair in the fall of 2011. • The school conducts a college tour for students once a month. In addition, colleges also visit the school and present information about their schools to all grade levels. • The principal reported the school has a career counseling program to help students look at their strengths and identify possible future careers. • The school offers various elective courses such as aviation, culinary arts, communications, broadcast video, business, a law academy, mock trials and media technology. • The school's partnership with the Child Center of New York provides service learning opportunities for students on a weekly basis. • The students have a student government that meets regularly to discuss student issues. The student government meets with the principal to communicate the needs of the student body. • Students receive information regarding career paths, academy trips and college fairs. • Students like the leadership development program and its mentoring component. • Students expressed they'd like to have more advanced placement and college course options. • Students would like more opportunities to participate in internships at community organizations.

SCHOOL CLIMATE AND COMMUNITY ENGAGEMENT	
Environment is Conducive to Learning	<ul style="list-style-type: none"> • During teacher interviews, staff reported the school was much calmer now than in past years. • Teachers reported that the number of suspensions has been reduced by half. • There are adults present in the hallways on each floor, and teachers stand outside of their classrooms during class changes to supervise and usher students to classes.
Parent Involvement	<ul style="list-style-type: none"> • The school has a parent compact in place that explains how parents can collaborate with the school. • School administrators reported difficulty in engaging parents. The

	<p>school is not a “neighborhood” high school, meaning students are not zoned to the school because of their home addresses.</p> <ul style="list-style-type: none"> • Staff members reported the school receives a tremendous amount of support from the nearby community. Community businesses have provided grants and technology upgrades for the school such as a recording studio, court room cafe and Smartboards. • The school has a parent coordinator who holds parent workshops and related activities.
Collaboration	<ul style="list-style-type: none"> • Teachers meet during CPT to discuss student achievement and to share best practices. • The school has a team of counselors, social workers and school psychologists who meet to discuss students and necessary interventions. • The school has a school leadership team which includes administrators, teachers and parents.
External/Community-Based Partners	<ul style="list-style-type: none"> • An assistant principal coordinates the external/community based partnership initiatives in the building. • The school has partnerships with the Child Center of New York, the Teen Action Service and the United Black Men of Queens, all of which provide community service opportunities and supports to students. • Child Center of New York provides education and services related to sexual and relationship health, supplemental educational services (SES) and student internships. • The Teen Action Service connects students with the community through different activities. • United Black Men of Queens focuses on increasing the graduation rates of minority male students through career development, scholarships, and community service activities.

DISTRICT SUPPORT AND PLANNING FOR DEVELOPMENT	
District Support	<ul style="list-style-type: none"> • NYCDoE is providing PD in the areas of teacher effectiveness, data, student behavior and curriculum development.
JIT/SIG Alignment	<ul style="list-style-type: none"> • Many of the JIT recommendations appear to be aligned with the SIG application.

BUDGET AND OTHER FUNDING SOURCES	
Budget Modifications	<ul style="list-style-type: none"> • At the time of the NYSED team site visit, modifications to the SIG had not been made.

<p>Use of 1003(g) or 1003(a) grant funding</p>	<ul style="list-style-type: none"> • According to the NYSED document entitled “<i>New York State Improvement Grant (1003g) Cohort 1 and 2 Awarded Amounts,</i>” the school was awarded \$1,150,000 for the 2011-12 school year. • The following actions, as per the SIG application, were not yet implemented at the time of the visit: <ol style="list-style-type: none"> 1. The hiring of the social studies master teacher. 2. The implementation of the Read 180 intensive reading intervention program.
<p>Use of Other Funding</p>	<ul style="list-style-type: none"> • At the time of the NYSED site visit, the principal reported the school has received several grants from local politicians and community businesses.

SUMMARY

The NYSED Site Visit Team conducted a full-day site visit at August Martin High School on March 14, 2012. The team was able to collect information about the school’s efforts to begin the implementation of their reform model for improving student learning.

The NYSED Site Visit Team met with various stakeholders and reviewed initiatives that appeared to provide the school with the opportunity to make progress towards improved student achievement. NYSED Site Visit Team members were made aware that the school had not been able to implement the Read 180 reading intervention program due to frozen SIG funds. Additionally, the school had not hired a social studies master teacher as was approved in the SIG.

During the site visit, the school provided evidence to support the implementation of most of the approved SIG actions. The school was safe, clean, and conducive to learning. Transitions between classes appeared to be smooth and the positive behavior expectations were enforced consistently. Staff, students, parents, and partners all spoke positively of the school’s efforts to improve student achievement; however, students reported they’d like more internship opportunities and advanced placement classes.

District and school representatives were candid with their comments and highly cooperative throughout the PLA monitoring visit. The school and the district appear to be working together to coordinate their efforts in the implementation of the Re-start model.