

New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

**School Improvement Grants
Application**

**Section 1003(g) of the
Elementary and Secondary Education Act**

Cover Page

LEA BEDS Code

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District: City School District of Albany	
Address: Academy Park (Elk Street), Albany, NY 12207	
Contact Person: Raymond Colucciello, Ed.D (Tresa Diggs)	Telephone: (518) 475.6010
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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, Appendix A, 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.

Authorized Signature of Chief School Officer (in blue ink)

Typed Name: Raymond Colucciello, Ed.D

Date:

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General Information

Eligible Applicants

This grant is open to Local Education Agencies (LEAs) receiving Title I, Part A serving one or more of the 67 identified Tier I and II persistently lowest-achieving schools in the State. Although LEAs are required to identify Tier III schools that they commit to serve within this application, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully. Priority will be given to LEAs that commit to serve all identified Tier I and Tier II schools, and that demonstrate through their application the strongest commitment and capacity to fully implement the four intervention models and raise student achievement. Please see Commissioner Steiner's Press Release regarding Persistently Lowest-Achieving Schools, at <http://www.oms.nysed.gov/press/PersistentlyLowestAchievingAndSURRDec2010.html> for the complete list of schools.

Funds Available and Award Amounts

LEAs with Tier I and II schools will be able to receive up to \$2 million per school annually to implement a model selected by the LEA and approved by the New York State Education Department (NYSED). SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully. This funding is contingent on the LEA's capacity to implement the selected models and an approved application and budget that includes sufficient funds to implement the selected intervention model fully and effectively in each school. Each grant will be renewable based upon demonstrated success in at least one of the following areas:

- Progress towards meeting achievement goals;
- Progress shown through leading indicators; and/or
- Fidelity of implementation of required model actions.

Funding Period

The proposed funding period is anticipated to be July 1, 2011 through September 30, 2014. Based on USED guidance, awards must be made before July 31, 2011.

Expectations

Through the SIG program, the USED requires State educational agencies (SEAs) to prioritize funding to local educational agencies (LEAs) with the lowest-achieving schools that have the greatest need and demonstrate the strongest commitment to use the funds to significantly raise the achievement of their students. It is USDE's expectation that SIG funds are used for the implementation of one of four rigorous school intervention models—turnaround, restart, school closure, and transformation—in each persistently lowest-achieving school.

Models

The New York State Education Department will provide LEAs with SIG grants under 1003(g) to facilitate implementation of one of the following four school intervention models in Tier I and Tier II schools:

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- **Turnaround:** Phase out and replace the school with a new school(s) or completely redesign the school, including replacing the principal and at least half the staff.
- **Restart Model:** Either convert a school to a charter school or replace a public school with a new charter school that will serve the students who would have attended the public school. Under certain circumstances, districts may also enter into contracts with the City University of New York or the State University of New York for them to manage public schools.
- **Transformation:** Similar to the turnaround model, but with a requirement for an evaluation of staff effectiveness developed by the LEA in collaboration with teachers and principals that takes into account data on student growth, multiple observation-based assessments, and portfolios of professional activities. Evaluations would serve as the basis for rewarding effective teachers and removing ineffective teachers after ample professional development opportunities. A school that opts for a transformation model does not close but rather remains identified as persistently lowest-achieving until it demonstrates improved academic results.
- **School closure:** Close the school and enroll the students who attended the school in higher achieving schools in the LEA.

For the USDOE description of each of the models, please see:

<http://www.oms.nysed.gov/press/ATTAUSDOETurnaroundModels.2010.htm>

Definitions

LEA - Local Education Agency, typically a public school district or charter school.

SEA - State Education Agency

Tier I, II and III schools - The USED requires each SEA to identify three tiers of schools:

- **Tier I** schools: any Title I that has been identified as persistently lowest-achieving;
- **Tier II** schools: any secondary school that is eligible for but does not receive Title I, Part A funds that has been identified as persistently lowest-achieving;
- **Tier III** schools: any Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

Leading Indicators- detailed in section III of the final requirements, these are the school-level data that must be annually reported to the SEA:

- (1) Number of minutes within the school year;
 - (2) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
 - (3) Dropout rate;
 - (4) Student attendance rate;
 - (5) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
 - (6) Discipline incidents;
 - (7) Truants;
 - (8) Distribution of teachers by performance level on an LEA's teacher evaluation system;
- and

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(9) Teacher attendance rate.

Increased learning time- (A-18 & 19, Guidance on School Improvement Grants): “Increased learning time” means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition, although the Department encourages LEAs to closely integrate and coordinate academic work between in school and out of school. To satisfy the requirements in Section I.A.2(a)(1)(viii) of the turnaround model and Section I.A.2(d)(3)(i)(A) of the transformation model for providing increased learning time, a before- or after-school instructional program must be available to all students in the school.

Job-imbedded professional development- professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded professional development is usually characterized by the following:

- It occurs on a regular basis (e.g., daily or weekly);
- It is aligned with academic standards, school curricula, and school improvement goals;
- It involves educators working together collaboratively and is often facilitated by school instructional leaders or school-based professional development coaches or mentors;
- It requires active engagement rather than passive learning by participants; and
- It focuses on understanding what and how students are learning and on how to address students’ learning needs, including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data.

Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice.

When implemented as part of a turnaround model, job-embedded professional development must be designed with school staff.

Pre-implementation activities - activities that an LEA may carry out using SIG funds in the spring or summer prior to full implementation. Funds for activities that are designed to prepare for full implementation in the 2011-2012 school year come from the LEA’s first year SIG grant, which may be no more than \$2 million per school being served with SIG funds. Therefore, the LEA needs to be thoughtful and deliberate when developing its budget. Some examples of

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possible pre-implementation activities include activities focused on family and community engagement, a rigorous review of external providers, recruitment of staff, selection and implementation of instructional programs, professional development and support for staff, and activities that increase school and district capacity in the areas of data gathering and analysis. As with all SIG funds, funds used for pre-implementation activities may not be used to supplant non-Federal funds. An LEA must continue to provide all non-Federal funds that would have been provided to the school in the absence of SIG funds.

Rule of 9- An LEA with nine or more Tier I and Tier II schools, including both schools that are being served with FY 2009 SIG funds and schools that are eligible to receive FY 2010 SIG funds, may not implement the transformation model in more than 50 percent of those schools. See section II.A.2(b) of the final requirements. Given that the cap only applies to an LEA with nine or more Tier I and Tier II schools, an LEA with, for example, four Tier I schools and four Tier II schools, for a total of eight Tier I and Tier II schools, would not be impacted by the cap. However, an LEA with, for example, seven Tier I schools and two Tier II schools, for a total of nine Tier I and Tier II schools, would be impacted by the cap. Thus, continuing the prior example, the LEA with seven Tier I schools and two Tier II schools would be able to implement the transformation model in no more than four of those schools. For example, for FY 2009, LEA 1 had seven Tier I schools and two Tier II schools, so it was impacted by the cap. Using FY 2009 SIG funds, it implemented the transformation model in four of those schools. For FY 2010, LEA 1 has two additional Tier I schools and two additional Tier II schools, so it now has a total of 13 Tier I and Tier II schools, which means it may implement the transformation model in a total of six schools, or two schools in addition to those that are being served with FY 2009 funds.

Additional Information or Assistance

For additional information or assistance, please see:

- New York Education Department Field Guidance Memorandum regarding School Improvement Grants 1003(g), posted at :
<http://www.p12.nysed.gov/accountability/memos.html>
- New York State Education Department's Race to the Top Application, posted at:
<http://usny.nysed.gov/rttt/>
- USDOE Guidance on School Improvement Grants, at:
<http://www2.ed.gov/programs/sif/faq.html>.

If you have any questions regarding the application, please contact:

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518-473-0295

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Application Format

Directions for completion of the application materials should be carefully read and followed.

The Application has 9 sections:

1. Application Cover Sheet
2. Assurances and Waivers Form
3. Section A: Schools to be served list
4. Section B: Descriptive Information
5. Appendix A: Baseline Data- This must be completed for each school the LEA commits to serve
6. Appendix B: Model Implementation Form- This must be completed for each school the LEA commits to serve
7. Appendix C: Consultation and Collaboration Form
8. Appendix D: Suggested Language for Commitment Letter regarding Education Law 3012-c
9. Budget Narrative: School Level Activities
10. Budget Narrative: LEA Level Activities
11. Budget, FS-10

Applicants should use the attached rubrics (Overall LEA Application Rubric and Model Implementation Plan Rubric) to complete the application, and ensure that the quality of the application meets expectations.

Application Submission Due Date

Grant applications are due to the New York State Education Department by **April 30th, 2011.**

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Assurances (specific to School Improvement Grant)

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements:
 - a. Number of minutes within the school year;
 - b. Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
 - c. Dropout rate;
 - d. Student attendance rate;
 - e. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
 - f. Discipline incidents;
 - g. Truants;
 - h. Distribution of teachers by performance level on an LEA’s teacher evaluation system; and
 - i. Teacher attendance rate.

Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.
- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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Section A: Schools to be Served:

An LEA must identify each Tier I, II, and III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and II school. SED has no preference in regards to the models chosen by the LEAs for identified schools. Applications will only be reviewed based on the quality of the plan submitted.

School Name	NCES #	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround	Restart	Closure	Transformation
Albany High School	360246000014		✓					✓
William S. Hackett Middle School	360246000032	✓						✓
North Albany Academy	360246000024			✓				
Giffen Memorial Elementary School	360246000029			✓				

*Although LEAs are required to identify Tier III schools that they commit to serve, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully.

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Section B: Descriptive Information

Directions: When completing this section, LEAs should refer to the Overall LEA SIG Application Rubric, to ensure quality responses.

1. Describe the capacity of the LEA to implement one of the four models in each Tier I and Tier II schools that the LEA has committed to serve.

The City School District of Albany (CSDA) has the **capacity and willingness** to implement the Transformation Models at Albany High School and Hackett Middle School, as described in this application.

Not only has the district built these Transformation Models based upon the collective conscience of its stakeholder groups, but it has also aligned them with the enduring values outlined in its District Strategic Plan and the tenets of existing school improvement initiatives, including the 1003(a) grants, Magnet Schools Assistance Program, and Smaller Learning Communities partnerships.

Letters signed by union and district representatives committing to the creation of an evaluation system for teachers and principals assigned to the identified schools, as required by New York State Education Law 3012-c, has been attached as evidence of this capacity and willingness [see Appendix D1: Jointly-Signed Certification for the Creation of an Evaluation System].

RFI UPDATE, JUNE 20, 2011: Please see Rubric Attachment 1: Teacher and Administrator Evaluation Timeline.

In addition, LEAs may also demonstrate capacity to fully implement the four models through taking the following actions:

In addition, CSDA will also demonstrate capacity to fully implement the Transformation Models by taking the following actions:

- **Submission of any revised collective bargaining agreements that support full implementation of models or a jointly signed letter indicating the status of discussions.**

District and union representatives are committed to revising collective bargaining agreements in order to support full implementation of the Transformation Models [see Appendix D2: Jointly-Signed Certification for Full Implementation of the Models]. Upon identification of both PLA schools and throughout the redesign planning phases, increased discussion related to obstacles and activities associated with the implementation of the Transformation Models that will be subject to negotiating collective bargaining agreements has been conducted with both the teachers' and administrators' bargaining unit leadership. The Superintendent meets with each bargaining unit's labor management committee on a monthly basis and will continue to do so during the implementation of the models in each PLA school. There will be

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dedicated time on the agenda devoted specifically to this topic so that any contractual barriers can be identified and resolved through the negotiation and MOA process.

- **Hiring a fulltime School Implementation Manager (SIM) for each PLA school. A SIM will be equivalent to an assistant principal and will assume most non-instructional responsibilities in the school.**

Albany High School will continue to employ the **School Implementation (Improvement) Manager (SIM)** hired under the 2010-2011 School Improvement 1003(a) planning grant. The SIM is responsible for the day-to-day implementation of the school improvement elements, as outlined in the recommendations of the JIT report and this application. As part of the overall leadership governance model, the SIM is a member of the Building Leadership Team and School Redesign Team, ensuring all school improvement and transformation activities are coordinated and implemented. The SIM at Albany High School will be the direct contact at the building level for the district-level Transformation Officer for PLA Schools (see Appendix E: Organizational Chart).

Additionally, the SIM will continue to work directly with the Albany High building Principal and Magnet School Administrator to provide leadership for the overall implementation of the Transformation Model, ensuring the alignment of the Magnet School Assistance Program (MSAP) grant, Small Learning Communities (SLC) grant, and this School Improvement Grant (SIG). This team will continue to work directly with Albany High's Building Leadership Team to monitor the implementation of the Transformation Model and all school improvement efforts.

At Hackett Middle School, a **School Implementation Manager (SIM)** will be hired prior to the start of the 2011-2012 school year and will assume the role of a second Assistant Principal. Hackett will shift from a comprehensive school structure, with one building Principal and one Assistant Principal overseeing all students, to a two-house structure, with an Assistant Principal and Guidance Counselor assigned to each house. The building Principal will assume all instructional leadership responsibilities focused on monitoring program implementation, improving instruction, and student achievement; the building Principal will be responsible for the successful implementation of the school's Transformation Model. This adjusted school structure will allow for more personalized learning and support for the academic and social-emotional needs of middle-level students. Hackett will use the NYS Middle School Association's "Essential Elements of Standards-Focused Middle Level Schools and Programs" as the framework for delivering research-based, proven programs as part of the Transformation Model.

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RFI UPDATE, JUNE 20, 2011: *The Transformation Officer will be a district-level employee responsible for overseeing all school improvement activities implemented by the SIM at Albany High and the Building Principal at Hackett, ensuring they are aligned with the district's systemic curriculum and Strategic Plan for K-12 instruction. This individual will be highly-qualified in data collection, analysis/interpretation, and dissemination practices and will be responsible for supervising the implementation of these practices within the PLA schools.*

The Transformation Officer will coordinate meetings and communicate on a biweekly basis with other district-level administrators and offices including Central Administration, Special Education Director, Pupil Personnel Services Director, Chief Information Officers and K-12 Instructional Supervisors for English Language Arts, Math, Science, Social Studies and English as a Second Language/Foreign Language.

The Albany High SIM will be responsible for the day-to-day implementation of the Transformation Model and recommendations outlined in the JIT Review Report.

The Hackett SIM will function as an Assistant Principal for one of the two "houses", allowing the Building Principal to implement the Transformation Model and recommendations outlined in the preliminary JIT Review Report.

As members of the Building Leadership Team and other teams associated with the Model within their individual schools (School Culture and Climate Committee, Professional Development Committee, Curriculum Sub-Committee, School Redesign Team, Administrative Team), the Albany High SIM and Hackett Building Principal will be in constant communication with all stakeholders of the school community. They will also be in daily communication with and host weekly visits from the district-level Transformation Officer.

Please see Rubric Attachment 2: Job Descriptions.

▪ **Requiring Principals of PLA schools to complete training focused on strategies for implementation of chosen models.**

All building Principals, Academy Principals, and Assistant Principals of the identified schools will participate in leadership training focused on strategies for implementing the Transformation Model activities. Participation in these and other professional development activities associated with the Transformation Model will ensure that these school leaders have the capacity to support, supervise and assess teachers in all programs.

The trainings will be offered through an expansion of existing partnerships between the district, the **Center for Secondary School Redesign (CSSR)** and the **Capital Area School Development Association (CASDA)**. Both CSSR

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and CASDA will provide educational consultant services to the district, Albany High School and Hackett Middle School staff in order to provide vertical and systemic alignment and continuity for grades 6-12.

CSSR will provide a minimum of 15 days of training and coaching in Systematic and Cultural Change Through Effective Leadership and Governance. The training will focus on supporting the transition to Small Learning Communities (magnet academies at Albany High and houses at Hackett) and leadership skills necessary to sustain meaningful change. Through this process, leaders will gain a thorough understanding of the motivational and influence requirements necessary to institute sustainable change.

CASDA will provide monthly professional development in Secondary Principal Professional Learning Communities (PLCs) for curriculum/observation alignment; development of a systematic procedure for evaluating the implementation of activities and initiatives, including formative assessment of professional development; and technical assistance, coaching, and team building for the Building Leadership Teams at each school. This model helps leaders understand and improve quality teaching and learning.

- **Establishing an LEA Turnaround Office or Officers to manage the school-level implementation of the models and coordinate with NYSED.**

Prior the start of the 2011-2012 school year, the district will establish an **Office of School Redesign**, consisting of a **Transformation Officer for PLA Schools**, a Data Analyst and a Data Coach (see Appendix E: Organizational Chart). The top priority of this district-level office will be to improve student achievement and provide overall direction for the successful implementation of the Transformation Models at each school. A Transformation Officer for PLA Schools will be hired to manage, monitor and evaluate the implementation of the redesign efforts, and work directly with the SIM at Albany High and building Principal at Hackett (as described on the previous page). The Transformation Officer will also serve as the Manager of the 1003(g) School Improvement Grants and will be the contact person for the New York State Education Department.

The Transformation Officer will also be responsible for supervising the MSAP-funded Data Analyst and Data Coach. Together, these individuals will establish a formal, standardized, district-wide protocol for the collection, analysis and dissemination of student data. The Transformation Officer will ensure this data reaches the SIM at Albany High and the building Principal at Hackett, who will, in turn, disseminate the data to all the appropriate staff, teacher teams and Building Leadership Teams Hackett in a timely manner. Each member of these teams will participate in ongoing professional development to learn how to utilize the data to inform instruction and decision-

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making processes. This structure will ensure a focus on building capacity for long-term sustainability and improving student learning outcomes.

The Office of School Redesign will collaborate with the directors and chairpersons of all departments across the district, including the District Office Cabinet, Special Education Director, Pupil Personnel Director and K-12 Instructional Supervisors for a systematic approach that is efficient, coordinated, and focused on accountability. The Transformation Officer will work with these groups and the district Communications Office to develop a communication system for the purpose of providing all stakeholders with information and opportunities for involvement in the redesign process.

RFI UPDATE, JUNE 20, 2011: *The Transformation Officer will be a district-level employee responsible for overseeing all school improvement activities implemented by the SIM at Albany High and the Building Principal at Hackett, ensuring they are aligned with the district's systemic curriculum and Strategic Plan for K-12 instruction. This individual will be highly-qualified in data collection, analysis/interpretation, and dissemination practices and will be responsible for supervising the implementation of these practices within the PLA schools.*

The Transformation Officer will coordinate meetings and communicate on a biweekly basis with other district-level administrators and offices including Central Administration, Special Education Director, Pupil Personnel Services Director, Chief Information Officers and K-12 Instructional Supervisors for English Language Arts, Math, Science, Social Studies and English as a Second Language/Foreign Language.

The Albany High SIM will be responsible for the day-to-day implementation of the Transformation Model and recommendations outlined in the JIT Review Report.

The Hackett SIM will function as an Assistant Principal for one of the two "houses", allowing the Building Principal to implement the Transformation Model and recommendations outlined in the preliminary JIT Review Report.

As members of the Building Leadership Team and other teams associated with the Model within their individual schools (School Culture and Climate Committee, Professional Development Committee, Curriculum Sub-Committee, School Redesign Team, Administrative Team), the Albany High SIM and Hackett Building Principal will be in constant communication with all stakeholders of the school community. They will also be in daily communication with and host weekly visits from the district-level Transformation Officer.

Please see Rubric Attachment 2: Job Descriptions.

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- **Adding at least one period of instructional time per day and/or extending school year for each PLA school.**

The district and teachers' bargaining unit negotiated the **addition of two instructional days** to the school year, which will increase learning time for all students; the MOA was signed on May 2, 2011 (see Appendix D3).

Beginning in September 2011, all Hackett Middle School grade 6-8 students will have **90 minutes for daily ELA instruction**, which is a 100% increase from previous years. In addition, all grade 6 students will enroll in a 10-week daily Math Seminar to improve their transition to State Core Content Standards-based math instruction.

Albany High will also provide increased learning time for students during **after school** hours, in **Saturday and Evening Academies**, and in **summer months**. In each of these opportunities for increased learning time, students of all academic levels will use the on-line digital curriculum APEX Learning for credit and unit recovery, to build foundational skills, and to participate in advanced courses.

During the 2011-2012 school year, Hackett will contract with scheduling consultants from external partner CSSR to develop a **flexible schedule**, such as a block schedule, that can be implemented beginning in September 2012. The flexible schedule will provide longer instructional periods that will support a project-based learning and interdisciplinary instructional model; provide opportunities for increased collaboration for teacher teams; and increase the time students are engaged in learning.

Incoming Hackett students will participate in a two-week **summer transition camp** to help ease their transition from elementary school and prepare them for success in middle school. A series of **summer transition, thematic and Advanced Placement (AP) preparation camps** will be offered to Albany High students in grades 9-10 in addition to the traditional summer school program. These camps are designed to meet academic needs, help prepare incoming 9th graders for the transition to the redesigned high school, and provide creative enrichment experiences with a focus on career paths and post-secondary opportunities for students in grades 10-12.

The district will expand the Albany High **English as a Second Language Afterschool Program (ESLAP)** for Level 1 and 2 English Language Learners (ELLs) to include two additional days of weekly afterschool tutoring and academic support, as well as local field experiences and cultural celebrations with families throughout the school year. The district has also recently secured funding to implement a similar ESLAP at Hackett and Myers Middle School via the 1003(a) LEP grant. This initiative includes not only afterschool activities, but also instructional activities that will supplement the middle-level summer school program for ELLs. This program will continue at Hackett via 1003(g) SIG funds as part of the school's redesigned Extended Day Program.

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Hackett's expanded and reorganized **Extended Day Program** will increase learning time and opportunities that address academic, college- and career-preparedness, as well as social-emotional needs of students. The program will include before school (30 minutes prior to the school day start time Monday – Friday), after school (Monday – Thursday for 2 hours) with Friday as a staff development day for the adults and volunteers working in the program.

Each of these programs is described in greater detail in Appendices B1 and B2.

RFI UPDATE, JUNE 20, 2011: *The Extended Day Program and Saturday Academies began in March 2011 under the Albany High School SIG 1003(a). Both programs have been well-attended. In order to ensure student attendance, the district has done the following:*

- *Designated program sites throughout the City of Albany for accessibility in neighborhoods*
- *Worked with the city of Albany and Capital District Transit Authority (CDTA) to allow students to use CDTA bus cards on Saturday*
- *Established protocols for attendance*
- *Provided students with access to the APEX Program in these sessions, which offers unit and credit recovery so students are motivated to attend*

▪ **Providing each teacher in PLA schools, 90 minutes of time dedicated to professional learning communities.**

The master schedule at each PLA for 2011-12 has been redesigned to provide time dedicated to **professional learning communities (PLCs)**. Albany High's core content area, Special Education, and ESL teachers will participate in 168 minutes of weekly common planning time (4 days x 42 minutes); Hackett's teachers will participate in 180 minutes of weekly common planning time (4 days x 45 minutes). During these dedicated PLC times, teachers will review data and plan for instruction based on student results; examine student work and make curricular decisions; plan interdisciplinary units; and receive targeted professional development associated with the Transformation Model initiatives. Teachers will also participate in mandatory monthly all-faculty meetings, department (vertical team) meetings, and non-instructional days set aside for professional development.

External partner CSSR will work with PLCs to introduce methodologies for implementing effective teaming practices (e.g., creating common purpose, group work protocols, communication system, etc.), as well as the roles and responsibilities of team members. CASDA will provide ongoing coaching to PLCs, helping teachers to increase collaboration and student involvement through integrated units.

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- **Providing at least 10 days of site-based training each school year for all teachers in PLA schools.**

Teachers at Albany High and Hackett will be provided with **site-based training** each school year, including four days in the last week of June, up to five days over the summer, three superintendent's conference days and staff development faculty meetings. The teachers' bargaining unit has negotiated with the district and an MOA was signed on May 2, 2011 to add three additional days to the school year for professional development (see Appendix D3). This training will include professional development in the areas outlined in the JIT recommendations for both schools and is described throughout this application.

- **Providing training to new teachers that join PLA schools after the implementation of the model has begun and throughout the three year grant period.**

The **Office of School Redesign** and **SIMs** at each PLA will work directly with the district's Mentor Teacher Internship Program Coordinator to ensure that all new teachers receive induction training and receive professional development associated with all school and Transformation Model initiatives. **Instructional Supervisors and Coaches** will provide an additional layer of support for all new and tenured teachers.

- **Identifying partner organizations and the role that they will play in supporting implementation of a model.**

As described throughout this application, the district will continue to partner with the **Center for Secondary School Redesign (CSSR)**, who will provide technical assistance and coaching for the overall implementation of the Transformation Model at each PLA, as they have done for the 1003(a) grant activities. CSSR will support and train teachers and administrators on essential elements to building a high-performing team through change leadership. CSSR's work with Hackett will be guided by the vision for middle schools that is embodied in *Breaking Ranks In the Middle Level™*. CSSR has combined the recommendations included in *Breaking Ranks in the Middle Level™* with proven change leadership strategies to develop a process for creating high-performing middle schools.

The district will also continue its partnership with the **Capital Area School Development Association (CASDA)**, who has been providing professional development consultant services for Albany High, with specific focus on assisting the Building Leadership Team implement JIT recommendations. CASDA will provide similar educational consultant services to Hackett, including professional development in the areas of curriculum development,

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instructional improvement, learning environment and team development as it relates to the JIT.

The district will continue to collaborate with **Capital Region BOCES**, who has been an integral partner in the Smaller Learning Communities SLC21 Consortium Grant (SLC). BOCES will continue to provide a Project Director to oversee SLC21 activities conducted at Albany High, as well as an Innovation Coach and other supports. Capital Region BOCES will also provide additional coaching and support through Network Teams as part of the Race to the Top initiatives.

The district will also purchase services from a number of providers of professional development, research, program supports, including Teaching and Learning Solutions, New York State United Teachers, Harvard Graduate College, New York State Middle Schools Associates, National Board for Professional Teaching Standards, CollegeBoard, National Coalition Building Institute, APEX Learning, Advancement Via Individual Determination (AVID), Wilson Language Training Corporation, Pearson, KIDS Consortium, and Curriculum Associates. The New York State University at Albany, College of St. Rose, Hudson Valley Community College, local businesses and community members will provide academic tutoring, early college/dual-enrollment opportunities, apprenticeships, and enrichment via summer camps and extended day program activities.

RFI UPDATE, JUNE 20, 2011: *Please see Rubric Attachment 3: External Partner Services*

In addition, the LEA should indicate that it has the ability to get the basic elements of its selected models up and running by the beginning of the 2011-2012 school year.

CSDA has the ability to implement the basic elements of the Transformation Models by the beginning of the 2011-12 school year.

RFI UPDATE, JUNE 20, 2011: *Under the direction of external partner CSSR, the district conducted an initiative mapping; the results are reflected in the SIG as the identified programs and activities that constitute the Transformation Model. The Transformation Officer will be responsible for working with the SIM at Albany High and the Building Principal at Hackett to analyze student outcomes and other relevant data points on a regular basis. Working together, these individuals will review the effectiveness of each program, make adjustments (as necessary), and determine the continuation of programs over time as part of the overall monitoring and evaluation of the implementation of the model in each school.*

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- 2. Describe any obstacles (ex: collective bargaining, lack of professional staff, etc.) the LEA faces in implementing the four models in identified schools. Describe the LEA’s plan for addressing these obstacles, including specific activities, responsible personnel and expected timeline for overcoming the obstacles.**

The district has faced obstacles in the form of contractual language in collective bargaining agreements, particularly in the areas concerning the creation of evaluation systems for teachers and principals. Ongoing discussions between the district and union representatives will continue in order to align the evaluation systems with the APPR, Education Law §3012-c, and Commissioner’s regulations. As stated in **jointly signed letters** (see Appendix D1: Jointly-Signed Certification for the Creation of an Evaluation System), by no later than January 1, 2012, all new and/or existing collective bargaining agreements for classroom teachers and building principals assigned to Albany High and Hackett will be consistent with and/or amended and/or modified as necessary to require that these individuals are evaluated in accordance with the provisions of Education Law §3012-c and Commissioner’s regulations.

The district faced a similar obstacle involving contractual language regarding the rewarding and recruitment of staff using financial incentives. As stated above, the district and union representatives will continue their discussions on how to best include new language in all collective bargaining agreements or MOAs; by January 1, 2012, this provision will be included in the contracts.

- 3. Describe any LEA level activities or services (including establishing operating conditions, planning, implementation, and monitoring) that will support the implementation of the four models in identified schools. Provide a timeline of these activities that extends over the three year grant period, and includes any pre-implementation activities. Identify who will be responsible within the LEA for these activities, and include a description of their specific duties.**

LEA level Activities for Tier I and II Schools

Type of Activity/ Description	Timeline	Persons Responsible	Description of duties
Established School Redesign Teams	<p>AHS: December 2009 - April 2011</p> <p>HMS: January 2011 - April 2011</p>	<ul style="list-style-type: none"> • Assistant Superintendent for Secondary Education • School Administrators including the SIM, District Magnet and Small Learning Community Leaders • Teachers including bargaining unit officers • Community and parent representatives 	<ul style="list-style-type: none"> • Review analysis of current data • Develop redesign plan in alignment with all initiatives and funding sources • Provide leadership for innovation and sustainable change

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Type of Activity/ Description	Timeline	Persons Responsible	Description of duties
Establish Office of School Redesign	July 2011 - June 2014	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent for Secondary Education • Albany High SIM • Hackett building Principal • Magnet and Small Learning Community Leaders 	<ul style="list-style-type: none"> • Hire Transformation Officer for PLA Schools and clerical support • Oversee and support implementation of Transformation Model activities at each PLA school • Management School Improvement Grants and maintain communication with NYSED • Maintain and ensure communications within and among all stakeholder groups • Establish Data Protocols and coordinate professional development to teachers and administrators for using protocols to inform instruction • Ensure all data associated with PLA schools is coordinated and disseminated in a timely and ongoing manner for data analysis to inform instruction and overall decision making surrounding the Transformation Models in each school
<p><u>RFI Response: June 20, 2011</u> Establish Office of School Redesign</p>	<p>July 2011</p> <p>August 2011</p> <p>September 2011 - throughout the entire grant period - September 2014</p>	<ul style="list-style-type: none"> • <i>Superintendent</i> • <i>Assistant Superintendent-secondary</i> • <i>Albany High SIM</i> • <i>Building Principal Hackett</i> • <i>Transformation Officer</i> • <i>Chief Information Officer</i> • <i>Assistant Superintendent-secondary</i> • <i>Transformation Officer</i> 	<ul style="list-style-type: none"> • <i>Hire Transformation Officer and Clerical</i> • <i>Establish data protocols</i> • <i>Train data coaches, analysts, and Instructional Supervisors on use of data protocols with PLCs</i> • <i>Create rotating schedule in collaboration with building-level PD committees for PLC facilitation and training using data protocols</i> • <i>Communication to stakeholder groups through established communication system, school redesign subcommittees, newsletters</i> • <i>Data collection, analysis and dissemination of data</i> • <i>Oversight and management of implementation of models at each PLA School and School Improvement Grants</i>

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Type of Activity/ Description	Timeline	Persons Responsible	Description of duties
Conduct District and Bargaining Unit Labor Management Meetings	July 2010 - monthly/ ongoing	<ul style="list-style-type: none"> • Superintendent • Union Presidents • Executive Bargaining Unit Members 	<ul style="list-style-type: none"> • Conduct meetings • Ensure Transformation Model part of agenda • Discuss and develop Memorandums of Agreement to address barriers to full implementation of the plan in each PLA school • Negotiate and articulate Memorandums of Agreement necessary for full implementation of the Transformation Plans at each PLA school including what is needed for 3012-c APPR regulations
<i>RFI Response: June 20, 2011</i> <i>Conduct District and Bargaining Unit Labor Management Meetings</i>	<i>July 2010 – Meetings will occur 1x per month for each bargaining unit (teacher’s and administrator’s) throughout the entire grant period - September 2014</i> <i>By January 1, 2012</i>	<ul style="list-style-type: none"> • <i>Superintendent</i> • <i>Union Presidents (teacher’s and administrator’s)</i> • <i>Executive Bargaining Unit Members</i> • <i>Superintendent Union Presidents (teacher’s and administrator’s)</i> • <i>Executive Bargaining Unit Members</i> 	<ul style="list-style-type: none"> • <i>Prioritize from timelines in the School Improvement grant the implementation model activities that will need collective bargaining and subsequent MOA in order to fully implement; add monthly agenda items to labor management meetings</i> • <i>MOA for Evaluation System</i> • <i>Identify rewards/school-wide recognition celebrations; rubric (scale) for identifying teachers and leaders who show increased academic performance and graduation rates</i> • <i>Plan for removal of teachers who do not show improvement after ample opportunities have been provided</i>
Establish Small Learning Communities (four magnet academies at Albany High School and two houses at Hackett Middle School)	AHS: October 2010 – ongoing HMS: July 2011 - ongoing	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent Secondary Education • Magnet School Leader/ Administrator • Albany High SIM • Hackett building Principal • Building Leadership Team at each PLA • School Redesign Team at each PLA 	<ul style="list-style-type: none"> • At AHS: <ul style="list-style-type: none"> • Established and conducted Lottery • Hire Theme Coordinators • Establish Teacher Teams • Facilities remodel and configuration • Develop and implement marketing plan • Ongoing development of Academies • At HMS: <ul style="list-style-type: none"> • Assign students, faculty and staff to houses

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Type of Activity/ Description	Timeline	Persons Responsible	Description of duties
<p><u>RFI Response: June 20, 2011</u> Establish Small Learning Communities (four magnet academies at Albany High)</p>	<p><i>February-March 2011</i></p> <p><i>June 2011</i></p> <p><i>June 2011</i></p> <p><i>July 2011-August 2011</i></p> <p><i>April 2011 - throughout the entire grant period - September 2014</i></p>	<ul style="list-style-type: none"> • <i>Assistant Superintendent-secondary</i> • <i>Magnet School Leader</i> • <i>Assistant Superintendent</i> • <i>Magnet School Leader</i> • <i>SIM</i> • <i>Building Principal</i> • <i>SIM</i> • <i>Magnet School Leader</i> • <i>Superintendent</i> • <i>Assistant Superintendent-secondary</i> • <i>Buildings and Grounds Dept. and School Redesign Facilities Subcommittee</i> • <i>Magnet School Leader</i> • <i>Communications Department</i> • <i>SIM</i> • <i>Building Principal</i> 	<ul style="list-style-type: none"> • <i>Conducted Lottery for the Magnet Academies</i> • <i>Hired Theme Coordinators for the Four Magnet Academies</i> • <i>Established Magnet Academy Teacher Teams</i> • <i>Facilities remodel and configuration</i> • <i>Develop and implement Magnet Program Marketing Plan</i> • <i>Ongoing development of Academies</i>
<p><u>RFI Response: June 20, 2011</u> Establish Small Learning Communities (two houses at Hackett Middle School)</p>	<p><i>June - July 2011</i></p>	<ul style="list-style-type: none"> • <i>Assistant Superintendent-secondary</i> • <i>Building Principal</i> 	<ul style="list-style-type: none"> • <i>Assign students, faculty and staff to one of the two Houses</i>
<p>Development and Alignment of Curriculum</p>	<p>March 2010 - ongoing</p>	<ul style="list-style-type: none"> • Assistant Superintendent Secondary Education • Instructional Supervisors • Teacher Teams 	<ul style="list-style-type: none"> • Rubicon Atlas with 30 teachers in Pilot SLC at Albany High (2010-2011) • Purchase Rubicon Atlas licenses for all teachers for 2011-12 and beyond • Professional Development for school leaders, Instructional Supervisors, Coaches and teachers

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Type of Activity/ Description	Timeline	Persons Responsible	Description of duties
<p><u>RFI Response: June 20, 2011</u> <i>Development and Alignment of Curriculum</i></p>	<p><i>March 2010</i></p> <p><i>April - May 2011</i></p> <p><i>July 2011</i></p> <p><i>July - August 2011</i></p> <p><i>September 2011</i></p> <p><i>October 2011 - and throughout the entire grant period - September 2014</i></p>	<ul style="list-style-type: none"> • <i>Assistant Superintendent-secondary</i> • <i>Instructional Supervisors</i> • <i>Teacher Teams</i> • <i>Instructional Supervisors</i> • <i>Core Content Area teacher representatives</i> • <i>Assistant Superintendent-secondary</i> • <i>Assistant Superintendent-secondary</i> • <i>Instructional Supervisors</i> • <i>SIM Albany High</i> • <i>Building Principal Hackett</i> • <i>Assistant Superintendent-secondary</i> • <i>Instructional Supervisors</i> • <i>SIM Albany High School</i> • <i>Building Principal Hackett</i> • <i>Assistant Superintendent-secondary</i> • <i>Instructional Supervisors</i> • <i>SIM Albany High School</i> • <i>Building Principal Hackett</i> 	<ul style="list-style-type: none"> • <i>Pilot Rubicon Atlas with 30 Albany High School teachers</i> • <i>First Rubicon Atlas training</i> • <i>Purchase Rubicon Atlas licenses for all teachers Albany High School and Hackett Middle School</i> • <i>First Rubicon Atlas training with Hackett Middle School teachers, Building Leadership Team members, and teacher representatives from grades 6-8</i> • <i>Second Rubicon Atlas training for teachers, coaches, and school leadership</i> • <i>Continued use of Rubicon Atlas for curriculum/instruction mapping, alignment, implementation</i>
<p>Provide ongoing, high-quality and job-embedded Professional Development</p>	<p>July 2010 - ongoing</p>	<ul style="list-style-type: none"> • Transformation Officer • Curriculum/Instruction and Professional Development Committee at each building • Professional development committee/sub-committee 	<ul style="list-style-type: none"> • Continuous update and maintenance of Professional Development calendar • Coordinate and communicate professional development opportunities • Conduct Professional Development surveys and feedback • Coordinate with Transformation Officer to collect, analyze and use data associated with evaluation of Professional Development and impact on instruction

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Type of Activity/ Description	Timeline	Persons Responsible	Description of duties
<u>RFI Response: June 20, 2011</u> Provide ongoing, high-quality and job-embedded Professional Development	July - August 2010	<ul style="list-style-type: none"> • SIM Albany High School • Curriculum/Instruction and Professional Development leader Albany High School • Professional development committee/sub-committee 	<ul style="list-style-type: none"> • Building-Level Professional Development Administrator and subcommittee convened
	September 2010	<ul style="list-style-type: none"> • SIM Albany High School • Curriculum/Instruction and Professional Development leader Albany High School • Professional development committee/sub-committee 	<ul style="list-style-type: none"> • Building- Level Professional Development Calendar created
	October 2010- June 2011	<ul style="list-style-type: none"> • SIM Albany High School • Curriculum/Instruction and Professional Development leader Albany High School • Professional development committee/sub-committee 	<ul style="list-style-type: none"> • Continuous update and maintenance of Building-Level Professional Development Calendar • Coordinate and communicate professional development opportunities and requirement to teachers and staff • Conduct surveys for feedback and evaluation of professional development
	June 2011 – August 2011	<ul style="list-style-type: none"> • SIM Albany High School • Curriculum/Instruction and Professional Development leader Albany High School • Professional development committee/sub-committee 	<ul style="list-style-type: none"> • Meetings to articulate detailed Building-Level Professional Development Calendar including CASDA and CSSR PD, schedule of topics, and job-embedded PD for PLCs
	June - August 2011	<ul style="list-style-type: none"> • SIM Albany High School • Curriculum/Instruction and Professional Development leader Albany High School 	<ul style="list-style-type: none"> • Scheduled Professional Development for Rubicon Atlas, COMPASS, Transition Camp Teacher training, Horizontal Teaming training, NYSUT/AFT Innovation Evaluation training, Academy Development training, Co-teaching and differentiated instruction training, Administrator PLC development training, Project Based Learning, New teacher Evaluation System Training
	July 2011- August 2011	<ul style="list-style-type: none"> • Building Principal Hackett 	<ul style="list-style-type: none"> Scheduled Professional Development for Rubicon Atlas, COMPASS, Project Based Learning, NYSUT/AFT Innovation Evaluation training, Administrator PLC development training, New Teacher Evaluation System
	September 2011	<ul style="list-style-type: none"> • Building Principal Hackett 	<ul style="list-style-type: none"> • Establish Building-Level Professional Development Committee • Create Building-Level PD Plan and Calendar including CASDA, CSSR PD, schedule of topics, and job-embedded PD for PLCs

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Type of Activity/ Description	Timeline	Persons Responsible	Description of duties
<u>RFI Response: June 20, 2011</u> <i>Provide ongoing, high-quality and job-embedded Professional Development</i>	<i>September 2011 - throughout the entire grant period - September 2014</i>	<ul style="list-style-type: none"> • <i>SIM Albany High School</i> • <i>Curriculum/Instruction and Professional Development leader Albany High School</i> • <i>Building Principal Hackett</i> 	<ul style="list-style-type: none"> • <i>Continuous update and maintenance of Building-Level Professional Development Calendar</i> • <i>Coordinate and communicate professional development opportunities and requirement to teachers and staff</i> • <i>Conduct surveys for feedback and evaluation of professional development</i> • <i>Coordinate with Transformation Officer to collect, analyze and use data associated with evaluation of Professional Development and impact on instruction</i>
Create and Maintain Communication System	May 2011 - ongoing	<ul style="list-style-type: none"> • Transformation Officer • Albany High SIM • Hackett building Principal 	<ul style="list-style-type: none"> • Coordination of system for communication among and across stakeholder groups • Development of monthly School Redesign Newsletters • Maintain and distribute newsletter • Identify gaps in communication structure and address
<u>RFI Response: June 20, 2011</u> <i>Create and Maintain Communication System</i>	<i>May 2011 - June 2011</i> <i>August 2011</i> <i>September 2011- throughout the entire grant period - September 2014</i>	<ul style="list-style-type: none"> • <i>SIM Albany High School</i> • <i>Transformation Officer</i> • <i>Transformation Officer</i> 	<ul style="list-style-type: none"> • <i>Identify gaps in communication structure and address</i> • <i>Create and distribute first newsletter</i> • <i>Coordination of system for communication among and across stakeholder groups</i> • <i>Development of monthly School Redesign Newsletters</i> • <i>Maintain and distribute newsletter</i>
Establish Building-Level RTI Team in Each PLA	April 2011 - ongoing	<ul style="list-style-type: none"> • Assistant Superintendent for Secondary Education • Albany High SIM • Hackett building Principal 	<ul style="list-style-type: none"> • Coordinate with district-level RTI Committee • Develop building-level RTI plan • Identify tiered interventions • Coordinate professional development for all teachers

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<u>RFI Response: June 20, 2011</u> <i>Establish Building-Level RTI Team in Each PLA</i>	<i>April 2011 - June 2011</i>	<ul style="list-style-type: none"> • <i>Assistant Superintendent for Secondary Education</i> • <i>Albany High SIM</i> • <i>Hackett building Principal</i> 	<ul style="list-style-type: none"> • <i>Coordinate with district-level RTI Committee for development of building level RTI planning</i>
	<i>September 2011</i>	<ul style="list-style-type: none"> • <i>Albany High SIM</i> • <i>Hackett building Principal</i> 	<ul style="list-style-type: none"> • <i>Establish Building Level RTI team</i>
	<i>October 2011- June 2012</i>	<ul style="list-style-type: none"> • <i>Albany High SIM</i> • <i>Hackett building Principal</i> • <i>Building-Level RTI Teams</i> 	<ul style="list-style-type: none"> • <i>Research programs and best practice for middle level and high school level RTI models</i> • <i>Identify tiered interventions</i> • <i>Develop building-level RTI plan</i> • <i>Coordinate and implement professional development for all teachers</i>
	<i>July 2012- September 2012</i>	<ul style="list-style-type: none"> • <i>Albany High SIM</i> • <i>Hackett building Principal</i> • <i>Building-Level RTI Teams</i> 	<ul style="list-style-type: none"> • <i>RTI PD continued</i>
	<i>September 2012 - throughout the entire grant period - September 2014</i>	<ul style="list-style-type: none"> • <i>Albany High SIM</i> • <i>Hackett building Principal</i> • <i>Building-Level RTI Teams</i> 	<ul style="list-style-type: none"> • <i>Implementation of RTI Model</i>

RFI UPDATE, JUNE 20, 2011: *With a greater emphasis on providing a more personalized learning environment, establishing high academic standards, and instilling personal responsibility among all students, recommendations have been made to modify the current School Leadership Model so that a true two-house structure can be operationalized.*

Beginning with the 2011-2012 school year, the entire Hackett student body will be randomly divided into two houses. The population within each house will consist of approximately 275-300 students, with an equal percentage of boys and girls. The students will remain in their assigned house throughout their middle school experience, which will allow for better individualized learning plans for all students, while emphasizing the importance of establishing healthy student-to-student and student-to-teacher relationships.

A House Principal and guidance counselor will be assigned to each house, along with teams of teachers. Common planning time will be provided on a daily basis for all teams and will be used to provide professional development trainings, conduct parent meetings, and/or discuss student needs. A Home School Coordinator will assist both houses in addressing individual student and family engagement needs.

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This Two House structure is a completely different model previously implemented at Albany High School. The Leadership Model and master schedule have been thoughtfully developed with student needs as the primary focus. Each house has a manageable number of students and resembles the size of a smaller learning community.

- 4. For each Tier I and Tier II school that the LEA commits to serve, please complete the baseline data chart (Appendix A) and appropriate LEA Model Implementation Plan (Appendix B). When completing the LEA Model Implementation Plan, LEAs should refer to the Model Implementation Plan Rubric, to ensure quality responses.**

Appendix A baseline data is reflected in the charts on the following page.

Please refer to Appendix B1: Transformation Model – Albany High School and Appendix B2: Transformation Model – Hackett Middle School for the LEA Model Implementation Plan for each school.

- 5. Describe the annual goals the LEA has established for monitoring student achievement on the State’s assessments in reading/language arts and mathematics and/or annual goals the LEA has established for graduation rate in Tier I and II schools that receive school improvement funds. Additionally, please include annual goals for the leading indicators listed on page 18.**

The City School District of Albany has set annual goals to include a 20% increase in the number of students meeting or exceeding NYSED proficiency standards for ELA and Math each year, beginning in 2011-12 as compared to baseline data from 2009-10, as evidenced by mean scale scores in levels 3 and 4. By 2013-14, 100% of CSDA students will meet or exceed these proficiency standards. Additional annual goals include:

- 46% increase in the number of minutes of instructional time per school year at Albany High
- 66% increase in the number of minutes of instructional time per school year at Hackett
- 4-8% increase in the number of students who complete AP courses at Albany High
- 50% increase in the number of students completing AP coursework at Hackett
- 33% reduction in truancy at both schools
- 50% reduction in discipline incidents at both schools
- 50% reduction in drop outs at Albany High
- 95% student attendance rate at both schools
- 98% teacher attendance rate at both schools
- 100% student participation rate on ELA and Math Assessments, including all sub-groups

The chart below shows the district’s annual progress targets for 2011-2012.

Baseline and Annual Progress Targets	Albany High School		Hackett Middle School	
	2009-2010	2011-2012	2009-2010	2011-2012
ELA Performance Index (all students)	148	162	150	160

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Math Performance Index (all students)	136	153	142	150
Average Scale Scores for ELA and Math State Assessments	N/A	N/A	(see tables 1 and 2 below)	(see tables 1 and 2 below)
Graduation Rate	51%	60%	N/A	N/A

The chart below outlines the district's annual goals for the leading indicators.

Baseline and Annual Goals for Leading Indicators	Albany High School		Hackett Middle School	
	2009-2010	2011-2012	2009-2010	2011-2012
Number of minutes within the school year	60,480 (180 days x 336 minutes)	88,452 (Saturday and Evening Academies and 2 days per year)	56,700 (180 days x 315 minutes)	94,230 (Extended Leaning Day and additional 2 days per year and)
Student participation rate on State assessments in reading/language arts and in mathematics	(see table 3 below)	100%	(see table 3 below)	100%
Dropout Rate	9%	4%	1%	0%
Student Attendance Rate	85%	95%	91%	95%
Number and percentage of students completing advanced coursework	(see table 4 below)	(see table 4 below)	N/A	N/A
Discipline Incidents	1057	529	827	414
Truant Incidents	1451	963	341	227
Distribution of teachers by performance level on LEA's teacher evaluation system	98% at Satisfactory	100% of teachers at Developing, Effective or Highly Effective	100% at Satisfactory	100% of teachers at Developing, Effective or Highly Effective
Teacher Attendance Rate	93%	98%	87%	98%

Table 1: Mean scale scores on 2009-10 State ELA Assessments – Hackett Middle School

Student Subgroups (with 30 or more tested)	Grade 6				Grade 7				Grade 8			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All Students	629	653	673	694	625	653	674	729	609	642	667	760

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Black	630	653	670	-	631	653	673	698	611	641	665	790
Hispanic					616	651	673	790	603	639	665	-
White	631	653	675	694	625	656	676	729	605	644	671	745
Students with Disabilities	625	649	665	-	622	650	-	-	602	635	661	-
Economically Disadvantaged	629	652	670	694	625	653	673	698	608	641	665	790
Limited English Proficient												

Table 2: Mean scale scores on 2009-10 State Math Assessments – Hackett Middle School

Student Subgroups (with 30 or more tested)	Grade 6				Grade 7				Grade 8			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All Students	601	655	685	707	608	653	677	703	618	656	683	718
Black	601	655	685	705	618	652	674	699	619	655	684	704
Hispanic					592	652	678	697	614	657	-	-
White	629	655	987	707	581	659	680	702	615	659	682	721
Students with Disabilities	588	651	-	-	597	651	671	-	604	658	-	-
Economically Disadvantaged	616	654	684	707	605	652	676	706	619	656	683	704
Limited English Proficient					594	652	674	-				

Table 3: Student Participation Rate in NYS ELA & Math Assessments by Student Subgroup

School and Student Subgroups	ELA		Math	
	2009-2010	2011-2012	2009-2010	2011-2012
Albany High School				
All Students	98%	100%	98%	100%
Black	99%	100%	99%	100%
Hispanic	98%	100%	98%	100%
White	98%	100%	97%	100%
Students with Disabilities	100%	100%	100%	100%
Economically Disadvantaged	98%	100%	99%	100%
Limited English Proficient	< 30 students	< 30 students	< 30 students	< 30 students
Hackett Middle School				
All Students	98%	100%	98%	100%
Black	98%	100%	98%	100%
Hispanic	97%	100%	96%	100%
White	100%	100%	100%	100%

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Students with Disabilities	99%	100%	97%	100%
Economically Disadvantaged	98%	100%	98%	100%
Limited English Proficient	97%	100%	96%	100%

Table 4: Albany High School Students Completing Advanced Coursework

Advanced Program	2009 - 2010		2011 - 2012	
	Number	Percentage	Number	Percentage
Advanced Placement	512	24.2%	612	30%
International Baccalaureate	393	18.5%	528	26%
Early-College High School HVCC	230	10.8%	300	15%
RIT	125	5.9%	200	10%
CSR	23	1.1%	30	2%
UAlbany	102	4.8%	200	10%

RFI UPDATE, JUNE 20, 2011 Table 4: Albany High School Students Completing Advanced Coursework

Advanced Program	2009 - 2010		2011 - 2012	
	Number	Percentage	Number	Percentage
Advanced Placement	512	24.2%	612	30%
International Baccalaureate	393	18.5%	528	26%
Early-College High School <i>HVCC: Hudson Valley Community College</i>	230	10.8%	300	15%
<i>RTI: Rochester Institute of Technology</i>	125	5.9%	200	10%
<i>CSR: College of St. Rose</i>	23	1.1%	30	2%
<i>UAlbany: University at Albany</i>	102	4.8%	200	10%

Describe the LEA’s plan for assessing school progress on meeting those goals, and for monitoring the implementation of the four models.

The district is committed to establishing an Office of School Redesign, as described previously. The Transformation Officer will take the lead role in monitoring and evaluating the implementation of the Transformation Models in each PLA school and ensure timely dissemination of all data related to student performance and programs throughout each school year. Beginning in the 2011-2012 school year, the district will use **Pearson Inform** to integrate data from multiple sources including the student management system, State assessments, and district formative and summative assessments. This tool

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will facilitate efficient and ongoing data retrieval, analysis and reporting. A standardized data protocol will be established by the start of the 2011-2012 school year that all teacher teams and administrators will use to analyze and make instructional and programmatic decisions. Data Coaches will provide job-embedded professional development and provide support to teacher teams and administration on a bi-weekly and monthly basis. This systematic approach will enable District personnel to measure progress toward annual student achievement goals, target student interventions, and inform curriculum and professional development needs.

***RFI UPDATE, JUNE 20, 2011:** Students identified by the early warning system will participate in Saturday Academies and take APEX on-line learning courses for unit and quarter recovery. The Transformation Officer and SIM will review program and participant data on a regular basis and make immediate adjustments, where necessary. Measures such as attendance will be monitored weekly. Student performance data will be assessed in five-week intervals, as well as at the 10th week (benchmark assessments and report cards).*

- 6. Describe how the LEA has consulted with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and II schools. Identify stakeholders, and describe any relevant outcomes from the consultations.**

The district has collaborated with members of every relevant stakeholder group throughout the planning process, including teachers, administrators, students, parents, institutions of higher education, community members, and business leaders as part of the School Redesign Team and the Building Leadership Team established at each PLA school (please see Appendix C: Collaboration and Consultation Form). This entire application has been crafted based upon the relevant outcomes from the multiple consultations with these groups. Meeting agendas and minutes, email conversations, and notes from brainstorming sessions are on file and can be produced upon request.

***RFI UPDATE, JUNE 20, 2011:** The entire application was crafted based on the consultation and collaboration conducted during the school redesign planning meetings held weekly beginning in January 2011. Additionally, information regarding each school's status, JIT process, consultation and collaboration process, and building implementation plan activities were presented and discussed at each building's Building Leadership Team meetings, Parent Teacher Association meetings, labor management meetings and with the Board of Education. The relevant outcomes are reflected in the chosen and articulated programs and activities written into the application.*

- 7. Describe for each Tier III school that the LEA commits to serve, the services the school will receive or the activities the school will implement (including establishing**

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operating conditions, planning, implementation, and monitoring) that will support an increase in student achievement in identified Tier III schools. Provide a timeline of these activities that extends over the three year grant period, and includes any pre-implementation activities. Identify who will be responsible within the LEA for these activities, and include a description of their specific duties.*

As required by this application, the Tier III schools have been listed, but the district will not serve these schools using 1003(g) SIG funds.

- 8. Describe the annual goals the LEA has established for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA has established for graduation rate in Tier III schools that receive school improvement funds.***

As required by this application, the Tier III schools have been listed, but the district will not serve these schools as part of this program.

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SEE APPENDIX B1 AND B2: TRANSFORMATION MODELS

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BUDGET NARRATIVE: SCHOOL LEVEL ACTIVITIES FOR TIER I AND II

Directions: For each model type (turnaround, restart, closure, or transformation), complete the following budget narrative. List all of the schools implementing the model type, and complete the chart detailing the costs. For example, if the LEA is implementing turnaround in four schools, the individual schools would be listed below, but the budget narrative would detail the total costs associated for implementing turnaround in all four schools.

Model: Transformation Model

List of Schools implementing model:

School Name	NCES #:	Tier I	Tier II
Albany High School	360246000014		✓
William S. Hackett Middle School	360246000032	✓	

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ALBANY HIGH SCHOOL BUDGET NARRATIVE

Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations				Total Project Allocation
		Pre-implementation	Year 1 - Full Implementation	Year 2	Year 3	Pre-implementation	Year 1 - Full Implementation	Year 2	Year 3	
Professional Staff	as described in application	-	\$707,725	\$726,444	\$733,696	-	\$14,739,491	\$14,874,039	\$15,009,932	\$46,791,327
Support Staff	as described in application	-	\$32,500	\$33,475	\$34,480	-	\$3,954,650	\$4,069,030	\$4,186,172	\$12,310,307
Purchased Services (Consultants)	as described in application	-	\$552,020	\$319,890	\$288,903	-	\$1,233,539	\$1,233,539	\$1,233,539	\$4,861,430
Supplies and Materials	as described in application	-	\$64,350	\$43,714	\$22,800	-	\$608,516	\$527,856	\$527,856	\$1,795,092
Travel	as described in application	-	\$18,220	\$22,625	\$23,625	-	\$69,333	\$36,698	\$36,698	\$207,199
Employee Benefits	as described in application	-	\$257,379	\$261,542	\$263,297	-	\$3,986,071	\$3,997,773	\$4,050,478	\$12,816,540
Equipment	as described in application	-	\$310,800	\$268,800	\$268,800	-	\$4,987	\$4,987	\$4,987	\$863,361
Grand Total		\$0	\$1,942,994	\$1,676,490	\$1,635,601	\$0	\$24,596,587	\$24,743,922	\$25,049,662	\$79,645,256

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HACKETT MIDDLE SCHOOL BUDGET NARRATIVE

Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations				Total Project Allocation
		Pre-implementation	Year 1 - Full Implementation	Year 2	Year 3	Pre-implementation	Year 1 - Full Implementation	Year 2	Year 3	
Professional Staff	as described in application	-	\$668,963	\$699,242	\$652,981	-	\$6,361,063	\$6,421,405	\$6,482,351	\$21,286,005
Support Staff	as described in application	-	\$38,500	\$45,835	\$47,210	-	\$1,228,000	\$1,264,810	\$1,302,724	\$3,927,079
Purchased Services (Consultants)	as described in application	-	\$468,931	\$356,837	\$351,605	-	\$272,100	\$272,100	\$272,100	\$1,993,673
Supplies and Materials	as described in application	-	\$49,805	\$31,600	\$48,000	-	\$72,496	\$72,496	\$72,496	\$346,893
Travel	as described in application	-	\$34,075	\$81,225	\$81,825	-	\$5,657	\$5,657	\$5,657	\$214,096
Employee Benefits	as described in application	-	\$277,004	\$285,042	\$275,611	-	\$1,505,528	\$1,525,364	\$1,545,573	\$5,414,122
Equipment	as described in application	-	\$208,898	\$100,800	\$100,800	-	\$2,070	\$2,070	\$2,070	\$416,708
Grand Total		\$0	\$1,746,176	\$1,600,581	\$1,558,032	\$0	\$9,446,914	\$9,563,902	\$9,682,971	\$33,598,576

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BUDGET NARRATIVE: LEA LEVEL ACTIVITIES FOR TIER I AND II SCHOOLS

Directions: Complete the following budget narrative, describing the LEA level activities associated with implementing the models in the PLA schools the LEA has proposed to serve with SIG funds. This budget narrative should be in alignment with both the activities described on p. 12 and 16, and with those described in the model implementation plans (where applicable). Please keep in mind that SIG funds are generated by each PLA school, and while the LEA is permitted to use a portion of these funds for LEA level activities, LEAs will not receive additional SIG funds for these activities and LEAs are not permitted to use these funds to support schools beyond those they proposed to serve in this application.

Category	Description of Budget Item	Proposed LEA allocation				Total Project Allocation
		Pre-implementation	Year 1 - Full Implementation	Year 2	Year 3	
Professional Staff	as described in application	-	\$1,376,688	\$1,425,686	\$1,386,677	\$4,189,051
Support Staff	as described in application	-	\$71,000	\$79,310	\$81,690	\$232,000
Purchased Services (Consultants)	as described in application	-	\$1,020,951	\$676,727	\$640,508	\$2,338,186
Supplies and Materials	as described in application	-	\$114,155	\$75,314	\$70,800	\$260,269
Travel	as described in application	-	\$52,295	\$103,850	\$105,450	\$261,595
Employee Benefits	as described in application	-	\$534,383	\$546,584	\$538,908	\$1,619,875
Equipment	as described in application	-	\$519,698	\$369,600	\$369,600	\$1,258,898
Grand Total		\$0	\$3,689,170	\$3,277,071	\$3,193,633	\$10,159,874

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RFI UPDATE, JUNE 20, 2011: REVISED LEA-LEVEL ACTIVITIES

Category	Description of Budget Item	Proposed LEA allocation				Total Project Allocation
		Pre-implementation	Year 1 - Full Implementation	Year 2	Year 3	
Professional Staff	as described in application	-	\$85,000	\$85,850	\$86,709	\$257,559
Support Staff	as described in application	-	\$65,000	\$66,950	\$68,959	\$200,909
Purchased Services (Consultants)	as described in application	-	\$63,900	\$10,640	\$2,660	\$77,200
Supplies and Materials	as described in application	-	\$0	\$0	\$0	\$0
Travel	as described in application	-	\$0	\$0	\$0	\$0
Employee Benefits	as described in application	-	\$74,949	\$75,630	\$76,328	\$226,907
Equipment	as described in application	-	\$0	\$0	\$0	\$0
Grand Total		\$0	\$288,849	\$239,070	\$234,656	\$762,575

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Statement of Assurances

The following assurances are a component of your application. By signing the certification on the application cover page you are ensuring accountability and compliance with state and federal laws, regulations, and grants management requirements and certifying that you have read and will comply with the following assurances and certifications.

Federal Assurances and Certifications, General:

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- General Education Provisions Act Assurances

Federal Assurances and Certifications, NCLB (if appropriate):

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

- NCLB Assurances
- School Prayer Certification

General Federal Assurances

1. The program will be administered in accordance with all applicable statutes, regulations, program plans and applications;
2. Each LEA shall assure its compliance with all supplement not supplant requirements;
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency or in a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, nonprofit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
4. The applicant will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
7. The applicant agrees to comply with the following civil rights authorities, their implementing regulations, and appropriate federal and State guidelines: Title VI of the Civil Rights Act of 1964, Title IX of the Federal Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

As the duly authorized representative of the applicant, and by signing the application cover page, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

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4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction sub agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

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Standard Form 424B (Rev. 7-97), Prescribed by OMB Circular A-102, Authorized for Local Reproduction, as amended by New York State Education Department

CERTIFICATIONS REGARDING LOBBYING

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the Application Cover Page provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND
VOLUNTARY EXCLUSION — LOWER TIER COVERED TRANSACTIONS**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing the Application Cover Page, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ED 80-0014, as amended by the New York State Education Department

GENERAL EDUCATION PROVISIONS ACT ASSURANCES

These assurances are required by the General Education Provisions Act for certain programs funded by the U.S. Department of Education.

As the authorized representative of the applicant, by signing the application cover page, I certify that:

- (1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- (3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section [1232f](#) of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;
- (5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) that in the case of any project involving construction –
 - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
 - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section [794](#) of title [29](#) in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

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- (8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- (9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

NEW YORK STATE DEPARTMENT OF EDUCATION
NO CHILD LEFT BEHIND ACT ASSURANCES

These assurances are required for programs funded under the No Child Left Behind Act.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:

- (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (3) the applicant will adopt and use proper methods of administering each such program, including—
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
- (6) the applicant will—
 - (A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;
- (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment;
- (8) the applicant has consulted with teachers, school administrators, parents, nonpublic school representatives and others in the development of the application to the extent required for the applicant under the program pursuant to the applicable provisions of the No Child Left Behind Act;
- (9) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 3214(3)(d) and (f) and the Gun-Free Schools Act (20 U.S.C. § 7151);
- (10) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7908 on military recruiter access;
- (11) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7904 on constitutionally protected prayer in public elementary and secondary schools;
- (12) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 2802(7), and any state regulations implementing such statute and 20 U.S.C. § 7912 on unsafe school choice; and
- (13) in the case of a local educational agency, the applicant is complying with all fiscal requirements that apply to the program, including but not limited to any applicable supplement not supplant or local maintenance of effort requirements.

New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

SCHOOL PRAYER CERTIFICATION

As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB), the local educational agency hereby certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).

Application Appendices:

Appendix A: Baseline Data

Appendix B1: Albany High School Transformation Model Implementation Plan

Appendix B2: Hackett Middle School Transformation Model Implementation Plan

Appendix C: Consultation/Collaboration Documentation Form

Appendix D1: Jointly-Signed Certification for the Creation of an Evaluation System

Appendix D2: Jointly-Signed Certification for Full Implementation of the Models

Appendix D3: Memorandum of Agreement between District and ASPTA

Appendix E: Organizational Chart

Appendix F1: Albany High School Professional Development Calendar – CSSR

Appendix F2: Albany High School Professional Development Calendar – CASDA

Appendix F3: Hackett Middle School Professional Development Calendar – CSSR

Appendix F4: Hackett Middle School Professional Development Calendar – CASDA

APPENDIX A: BASELINE DATA

(This data can be found in Section B: Descriptive Information, page 18)

UPDATED APPENDIX B1: TRANSFORMATION MODEL – Albany High School

LEA Implementation Plan for the Transformation Model

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Transformation Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

LEA:	City School District of Albany
NCES #:	3602460
School:	Albany High School
NCES #:	360246000014
Grades Served:	9 - 12
Number of Students:	2668

In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with additional information from local assessment tools.

Needs Assessment Process	List Data Analyzed	Major Findings
<p>JIT REVIEW REPORT (May 2010)</p> <p>ANALYSIS OF CURRENT, LOCAL DATA (as listed in the adjacent column)</p>	<ul style="list-style-type: none"> ▪ Student data on deficits in grades 9 and 10 ▪ Student attendance rates ▪ Teachers’ years of experience, certifications and assignments ▪ Teacher evaluation for grades 9 and 10 in core areas of ELA and Math ▪ VADIR ▪ Discipline ▪ Regents ▪ Local Benchmark Assessments ▪ Enrollment ▪ CSSR Needs Assessment ▪ Graduation Rate ▪ 5-Week Interim and Report Cards ▪ Cohort Data 	<p>➤ Curriculum:</p> <ul style="list-style-type: none"> ▪ AHS does not have curricula aligned with NY State Standards, indicators and core competencies; written district level curricula; that includes scope and sequence; curriculum content and alignment; lesson plans, or instructional resources. There are curricula documents that include topics, resources and process maps (i.e. ELA and math). <p>(continued on next page)</p>

Major Findings (continued)

➤ **Teaching & Learning:**

- A teacher’s role as a “Sage on the Stage” is the primary instructional strategy observed at AHS. It includes teacher talking and students listening or sitting passively unengaged; teacher led questions and answers; students taking turns reading from a textbox or novel. The use of flexible and appropriate grouping for instruction is extremely rare. The use of Differentiated Instruction or project-based learning is extremely rare. In most classrooms, a large percentage of students were neither involved nor focused.
- It was difficult to identify and observe AIS classes. The few AIS classes that were observed did not meet students’ needs. ESL students in academic classes were often ignored and rarely participated. Special education classes are not serving students well.
- AHS is a collection of unrelated, uncoordinated, and unsupervised programs that are not assessed for effects on student achievement. A list of all programs was not available. The JIT could not find, and were not supplied with program descriptions and statements of purpose. Time, energy, personnel and material resources are being invested in a collection of programs that lack a clear purpose or accountability measures. The resources being consumed could be used for programs that have a clear purpose and a positive verifiable impact on student achievement.
- The JIT did not observe and were not informed of the existence of any school wide collaborative team.
- School attendance is a chronic problem. Absentee rates of 50% or higher are common. The problem is most pronounced in grades 9 & 10. Teachers’ explanations fall into four categories: lack of parental and community support/guidance, students entering grade nine with such severe learning deficits that they stop attending classes, lackluster classes that do not engage students so that they do not want to attend, and lack of a comprehensive and effective grade 8 to grade 9 transition program. All four causes must be considered to address the attendance problem and improve student achievement.

➤ **School Leadership:**

- AHS does not have clear shared values, mission and vision. The importance of maintaining order is one clear shared value and supervision and security have been increased. The school is safe and orderly. This is important but much more is needed if student achievement is to improve. Two years ago AHS was in a state of crisis. New procedures and rules with severe penalties were adopted (i.e. Automatic mandatory five week suspension for fighting with no consideration for the circumstances). In some instances, students are suspended for a whole day if they are late to one class.
- CSDA should reorganize the school’s administrative structure and create the position of Curriculum and Instruction and Professional Development Administrator- CI&PD Adm. The CI&PD Administrator should assume overall leadership role and take responsibility for the JIT Plan. A search should begin by June 15, 2010. The CI&PD administrator should select three very capable administrators in AHS to work with the CI&PD and take responsibility for parts of the plan. A comprehensive and sustained professional development program should be provided to the three administrators who will work with this leader. This will require the reorganization and changes in assignment of the current administrators in AHS. This is not a recommendation to create additional positions. The leaders should be selected and appointed by July 1, 2010. The three administrators should be selected by July 15, 2010. The professional development plan for the administrators should begin by August 1, 2010.

➤ **Infrastructure for Student Success:**

- The atmosphere in AHS is institutional and impersonal. There is no sense of a learning community.
- AHS is not well maintained. The carpets are worn, stained, and covered with gum spots. Student restrooms are intermittently functional and the cafeteria is barren. Albany has planned a capital project to address this need and the voters approved funds for the project on May 18, 2010.
- Student access to technology is limited and the use of technology for instruction is rare.
- AHS’ Library Media Center’s collection of books and other media is limited and much of it is not current.

UPDATED APPENDIX B1: TRANSFORMATION MODEL – Albany High School

Major Findings (continued)

➤ **Collection, Analysis and Utilization of Data:**

- The CSDA CIO assured the JIT that summative data is available for each grade level, subgroup and individual students. The Instructional Supervisors of each subject area receive summative data. They do an analysis of strengths and weaknesses and review the information at department meetings. Teacher attendance at these meetings is optional and many do not attend. The use of summative data stops at this point and there is no evidence of its use in instruction. There is no indication that formative data was collected or used to guide instruction.

➤ **District Support:**

- Over the past decade and a half the superintendent turnover has occurred every two or three years. Improving student achievement has not been a priority. The current interim superintendent is an experienced and accomplished administrator and has made the improvement of student achievement the district's top priority.

➤ **Professional Development:**

- Teachers are required to complete twenty hours of PD that is either approved or selected by the district's PD Committee. Teachers select options from this menu. This approach is not designed to change and improve curriculum and instruction. There are no required sessions for all teachers or specific groups of teachers (i.e. AIS, SPED, Academic Departments). There is no meaningful definition of professional development.

Describe how the Transformation Model addresses the major findings of the needs assessment.

The City School District of Albany has been charged with the task of developing and implementing a restructuring plan in order to transform Albany High School from an identified persistently lowest-achieving school to a school where every child graduates on time and well-prepared for post-secondary education or career. Over the past two years, the district has collaborated with all stakeholders to redesign the school, from the day-to-day operations to the big-picture philosophies surrounding learning and teaching. Albany High will open in September 2011 as a school housing four themed magnet academies – the Citizenship Academy, Discovery Academy, Innovation Academy and Leadership Academy – each with 400-600 students in grades 9-12, an Academy Principal and teamed teachers.

Funds to assist the district in this endeavor have been secured from the United States Department of Education via the Magnet School Assistance Program (MSAP) and 21st Century Smaller Learning Communities (SLC), as well as from the New York State Education Department via the 1003(a) School Improvement Grant, Smart Scholars Early College in the High School program and others. The district has also partnered with the New York State United Teachers on its Innovation Initiative to develop and pilot the Teaching Standards, Teacher Evaluation System and Peer Review Plan. The 1003(g) School Improvement Grant will ensure that all the missing pieces, as identified in the JIT, are thoughtfully and strategically aligned with these existing programs, thus allowing the district to bring drastic and sustainable change to Albany High beginning in 2011-12.

Through the Transformation Model, the district will:

- Restructure the administrative/governance structure to lead implementation of the Transformation Model;
- Reconfigure Albany High School into four smaller learning communities (magnet academies), each with 400-600 students, interdisciplinary teams of teachers, and redesigned instructional space beginning in September 2011;

Describe how the Transformation Model addresses the major findings of the needs assessment.

- Partner with the Center for Secondary School Redesign (CSSR) and Capital Area School Development Association (CASDA) to provide guidance and support in implementing the Transformation Model, including ongoing professional development, training, coaching and support to school leaders, teachers and Building Leadership Team in guiding data-driven school improvement for all students;
- Create and implement a NY State Common Core Standards-aligned curricula that engages students of all academic levels, including English Language Learners and Students with Disabilities, in project-based and other activities that stem from the analysis of student data and best practices for 21st century learning; and
- Provide extended learning opportunities and extensive transition programs to prepare students for success at Albany High.

As described throughout this application, the Transformation Model coordinates the multitude of activities designed to systematically improve student achievement, some of which have already begun:

NEW STRUCTURE AND ADMINISTRATION/GOVERNANCE MODEL

As part of the Magnet School Assistant Program (MSAP) grant and the overall Transformation Model for Albany High, the school will open in September 2011 as four academically- and racially-balanced smaller learning communities, or **thematic magnet academies**. Each academy will enroll 400-600 students in grades 9-12 and will have a full-time Academy Principal and Theme Coordinator. The lottery was held and students were enrolled in their choice of academies in February-March 2011. Under this model, the building Principal will oversee the four Academy Principals and their assigned staff. This redesigned school structure will allow for more personalized learning and support for the academic and social-emotional needs of Albany High’s students.

The building Principal, Dr. David McCalla, was hired in 2009 as part of a planned intervention to improve the programs and operations of the school. Dr. McCalla brings a wealth of experience in school administration in urban districts in New York and Florida, where he was a major force in high school reform efforts. As Principal in Homestead, Florida, he developed and implemented smaller learning communities, as well as magnet school programs. Dr. McCalla was co-chair of the MSAP Design Team and led the public forums and informational sessions throughout the community to keep parents and taxpayers abreast of the proposed changes and to garner their support. In addition, administrative and teaching staff were reassigned throughout the district to capitalize on the interests, skill set and professional strengths of each individual, as well as what each person could bring to his/her professional learning community.

Albany High School will continue to employ the **School Implementation (Improvement) Manager (SIM)** hired under the 2010-2011 School Improvement 1003(a) grant. The SIM is responsible for the day-to-day implementation of the school improvement elements, as outlined in the recommendations of the JIT report and this application. As part of the overall leadership governance model, the SIM is a member of the Building Leadership Team and School Redesign Team, ensuring all school improvement and transformation activities are coordinated and implemented. The SIM at Albany High School will be the direct contact at the building level with the district-level Transformation Officer for PLA Schools (see Appendix E: Organizational Chart).

ONGOING TRAINING AND SUPPORT FOR IMPROVED SCHOOL LEADERSHIP, TEACHING AND LEARNING

The district will partner with the Center for Secondary School Redesign (CSSR) and the Capital Area School Development Association (CASDA) to systematically build capacity within Albany High’s school leaders and teachers by providing ongoing, high-quality, job-embedded Professional Development (PD) identified in the JIT Report. CSSR will provide training and support to the Building Leadership Team (BLT), facilitated by the building Principal and consisting of members from all stakeholder groups (administrators, teachers, students and parents), in the broader areas of school governance, change in leadership, master scheduling, teacher teaming, and cultural competency. CASDA’s training and support will focus on specific areas relating to curriculum

Describe how the Transformation Model addresses the major findings of the needs assessment.

development, instructional improvement, and the learning environment, as outlined below:

Curriculum Development

- Support and Implementation of Rubicon Atlas Curriculum Mapping Software
- Training and Support of Common Core Learning Standards and Curriculum Map Updates
- Vertical/Horizontal Map Alignment (including Special Education/ESL)
- Departmental Coaching: Implementing the Developed Curricula

Instructional Improvement

- Common Core Standards-based Instruction and Assessment (direct instruction and coaching model)
- Differentiated Instruction (student engagement, study groups, job-embedded coaching)
- Co-Teaching Models for Special Education
- Data Access, Use and Implementation
- Flexible Grouping/Cooperative Learning
- Formative Assessment (design and utilization)
- Special Education Program Supports
- Increasing Rigor and Accelerated Learning (implementing project-based learning)
- Reaching and Teaching Reluctant Learners
- Literacy Across the Curriculum
- Technology Integration
- Project-based Learning

Learning Environment

- Team Development (Building Leadership Team, Interdisciplinary Teacher Teams, Professional Learning Communities)
- Changing School Climate and Culture
- Creating a Purposeful Advisory Program
- Development and Revision of a Positive Behavioral System for Students

The district will also purchase services from other providers of training and support, including the Harvard Graduate School's Institute for Urban School Leaders, NYS United Teachers, Pearson, Wilson, CollegeBoard, and the National Coalition Building Institute (NCBI). In addition, as part of meeting the four *Race to the Top Assurance Areas*, building-level teams will also receive more than 80 days of job-embedded coaching from Capital Region BOCES Network Teams and additional instructional coaches. Refresher courses and new teacher trainings will be held each year and coordinated with the existing Mentor Teacher Internship Program.

Additionally, through the MSAP and SLC grants, the district is in the process of hiring ELA, Math, Technology and Innovation **Coaches** to work directly with the district's **K-12 Instructional Supervisors** and **external partners** to provide job-embedded professional development and support for teachers at Albany High, helping them incorporate what they have learned and will learn through the professional development into practice. Using funds from the 1003(g) SIG, the district will hire an additional ELA Coach and Math Coach to provide this support in each Magnet Academy, thus reaching more teachers. These Coaches and Instructional Supervisors will meet with teachers in **Professional Learning Communities (PLCs)** on an ongoing, rotating basis to facilitate one-on-one

Describe how the Transformation Model addresses the major findings of the needs assessment.

and small-group professional development, as well as provide embedded coaching in the teachers' individual classrooms. These Coaches will also serve on Albany High's **Building Leadership Team (BLT)**.

The establishment of PLCs in each academy, in the form of horizontal and vertical teams, will ensure teachers have opportunities for professional growth. Beginning in September 2011, the core-content teachers in grades 9 and 10 will be horizontally teamed for one 42-minute period four days per week (**168 minutes) for common planning time, coaching and staff development**. Teachers of 11th and 12th grade courses will be horizontally and vertically teamed, with teams of 11th and 12th grade ELA and Social Studies, as well as teams of 11th and 12th grade Math and Science teachers. The redesigned 2011-12 master schedule allows for Special Education and English as a Second Language teachers to be part of vertical teams (and horizontal teams in September 2012) at department meetings.

In addition to collaborating in PLCS, all Albany High teachers will continue to assemble together afterschool on Wednesdays in mandatory departmental (vertical teaming) and all-faculty meetings, as well as non-instructional days set aside for **scaffolded professional development (PD)**, including the 3 additional school calendar days added via the new MOA dated May 2, 2011 (see Appendix D3) and over the summer months. Instructional Supervisors, Coaches, external partners, and service providers will facilitate these PD opportunities. The district will use the web-based services of Poll Everywhere, an on-line survey service that teachers and administrators can access using their internet-capable phones and other devices. The software can produce real-time results as the participants take the survey, thus providing immediate feedback to the presenters and facilitators.

The continuous use of student data to drive decision-making and to inform instructional programs will be modeled for the teachers by the district-level **Transformation Officer**, building Principal, SIM and members of the BLT. As described in **Section B: Descriptive Information** (page 11), the Transformation Officer will ensure student data reaches the SIM, who will, in turn, disseminate the data to all the appropriate staff, including the BLT and teacher teams, in a timely manner. Each member of these teams will participate in ongoing professional development to learn how to utilize the data to inform instruction and decision-making processes. This structure will ensure a focus on building capacity for long-term sustainability and improving student learning outcomes. In addition, CASDA will provide training to Instructional Supervisors, Coaches and teachers on how to develop classroom formative assessments that are aligned with curriculum and Common Core Standards. Teachers, working in their PLCs, will utilize student data to identify and implement immediate and targeted instruction to address individual student learning needs. The extent to which teachers implement the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students will be incorporated into teacher evaluations.

Working with CASDA, the district will **adopt a standardized, formal system of data protocols** that will be used consistently across teacher teams, as well as building- and district-level administration, to analyze and make instructional and programmatic decisions. To begin this process, the Transformation Officer and Albany High BLT members will join other district personnel in a **two-day Institute for COMPASS (COMPare, Assess, Select Levers to Improve, Set Goals)**, developed through the University at Albany's School of Education's NY Kids Project and CASDA in July 2011, to:

- Compare the district's current practices to those of high-performing schools throughout NYS serving similar populations;
- Assess the district's priorities for improvement;
- Select levers for improvement by examining online practices of higher-performing schools; and
- Set SMART Goals (Specific, Measurable, Attainable, Results Oriented/Relevant/Rigorous, and Time Bound) and develop an action plan for meeting them.

As a result, Albany High's BLT will have an action plan for using data to optimize student performance, increased capacity to gather and use a variety of data, resources to help guide the process, and access to follow-up meetings and assistance from CASDA on a monthly basis.

Describe how the Transformation Model addresses the major findings of the needs assessment.

CASDA will also work directly with the secondary Principals PLC (consisting of the building Principal and Academy Principals) to create a **system that will measure to what extent the instructional practices have changed as a result of the ongoing, embedded professional development and coaching**. This system will include mechanisms to assess curriculum/observation alignment, as well as formative assessment of professional development, such as “look-for” rubrics for daily, informal classroom walk-throughs. As a result, these individuals will be able to support, supervise and assess changes in practice based on lessons learned from professional development and to make correlations with increased student achievement.

The district will use **rigorous, transparent and equitable evaluation systems for teacher and principals** in order to hold each individual accountable for implementing the bold and drastic changes in school leadership, teaching and learning, as required by the JIT and described throughout this application. Effective leaders and teachers – those who have demonstrated improved student achievement as a result of implementing best practices learned from this professional development – will be rewarded, as per collective bargaining agreements. Examples of **rewards** may include recognition at school-wide celebrations and opportunities for additional professional development. In order to help attract and retain effective teachers, the district will provide opportunities that lead to **financial incentives**, including paying fees associated with individual teacher participation in the Take One! Program, a first step toward becoming National Board Certified, as well as fees associated with the Certification exam. Per the existing collective bargaining agreement, National Board Certified teachers receive an annual stipend of \$3,000 in addition to their salary. The district will also follow procedures consistent with Chapter 103 and outlined in the collective bargaining agreements to **remove ineffective leaders and teachers** who, having been given ample opportunity to improve their professional practice through staff development, coaching, mentoring and other strategies, have failed to do so.

As one of the five districts participating in the New York State United Teacher’s Innovation Initiative, “**The Educator Evaluation for Excellence in Teaching and Learning (E3TL) Consortium**”, CSDA is currently field testing the rigorous and comprehensive performance-based teacher evaluation system. A full pilot system will take place in two of CSDA’s schools – Delaware Community School and Stephen & Harriet Myers Middle School – beginning in the 2011-12 school year; NYSUT has agreed to allow the implementation of this system at Albany High School and Hackett Middle School in 2011-12 as part of the schools’ Transformation Models. The district will provide a stipend to an **Evaluation Site Coordinator**, who will work directly with the district’s NYSUT liaison to coordinate the implementation of the E3TL evaluation system at Albany High.

The E3TL system is designed to be more comprehensive and to support ongoing professional growth, with peer assistance and professional development support as an overarching goal. It’s aligned with the State’s teaching standards and based on multiple measures to capture the range of skills and abilities that define teacher effectiveness.

Objectives of E3TL System:

1. To create a training program and accompanying materials to education stakeholders about the purposes of performance-based teacher evaluation systems, the evaluation process, and professional teaching standards, including instruction of LEP students and students with disabilities.
2. To train and certify a cadre of evaluators to accurately assess teaching and performance, focusing on evidence collection.
3. To interpret teacher evaluation data to help teachers set goals for professional growth, development and improvement.
4. To implement high quality rigorous performance-based teacher evaluation systems.
5. To develop standards of effective practices in the teaching of students with disabilities and English Language Learners and to incorporate these standards into teacher evaluation systems.

Major Components of the Innovation Initiative:

1. Professional Teaching Standards (aligned with those approved by the Board of Regents in January 2011)

Describe how the Transformation Model addresses the major findings of the needs assessment.

2. Multiple Measures used to assess teaching performance (Evidence of Teaching Effectiveness 60% and Evidence of Student Growth 40%)
3. Standards of effective teacher evaluation
4. Conditions affecting successful teaching and learning
5. Teacher support and assistance (differentiated professional development)
6. Peer assistance and review (PAR)

Systematic Process for Evaluation:

1. Self-Reflection
2. Lesson Plan
3. Pre-Observation Conference
4. Observation
5. Post-Observation Conference
6. Summative Evaluation and Goal Setting

In order to **ensure maximum buy-in and understanding** of the new evaluation system, Albany High school leaders and teachers will participate in professional development on the new system and its implications before and during its implementation. Albany High administrators and teachers will participate in a **four-day Teacher Institute** in which the district’s Innovation Design Team, in partnership with consultants from Teaching and Learning Solutions, an affiliate of the Danielson Group, will provide an overview of the E3TL evaluation system and how it aligns with the new teaching standards and requirements of Ed Law §3012-c. Major components of this overview will include:

- The newly-adopted NYS Teaching Standards;
- How the E3TL evaluation tool links to the Standards;
- The observation process; and
- The overall APPR process, including other evaluation methods for tenured teachers.

Teaching and Learning Solutions (via NYSUT’s I3 Grant and the 1003(g) SIG), will provide an **Evaluator Academy**, consisting of a weeklong, extensive professional development series, to the building Principal, Academy Principals, Instructional Supervisors, Evaluation Site Coordinator, and a pool of National Board Certified teachers on each part of the systematic evaluation process. Teaching and Learning Solutions (via 1003(g) SIG funds) will also provide an **eight-day extensive Train-the-Trainer session** to these National Board Certified teachers on how to provide their fellow teachers with a deeper understanding of the E3TL evaluation process and assistance in preparation for being evaluated using the E3TL evaluation system.

These National Board Certified teachers will serve as **Turnkey Trainers**, training other Albany High teachers on this process during faculty meetings and in PLCs. (Note: As per the teacher’s existing collective bargaining agreement, Nationally Board Certified teachers receive a \$3,000 annual stipend. In exchange for receiving this stipend, the teacher shall provide additional services to the District consistent with the certification, which by consensus, are acceptable to the Superintendent, teacher and Association. Such services may consist of such things as mentoring and annual National Certification Awareness training.) The district will hire one of these National Board Certified teachers (or a teacher who has been actively involved in the E3TL pilot at other schools in the district) to serve at Albany High as a **Consultant Teacher/Evaluator** to work directly with the building Principal, Academy Principals, and Instructional Supervisors to perform all teacher evaluations using the E3TL evaluation system. The Consultant Teacher/Evaluator will provide assistance to teachers who, as part of this evaluation process, have been identified as “Developing” or “Ineffective” and will be involved in the creation of the individual Teacher

UPDATED APPENDIX B1: TRANSFORMATION MODEL – Albany High School

Describe how the Transformation Model addresses the major findings of the needs assessment.

Improvement Plan (TIP).

The effectiveness and success of the Consultant Teacher/Evaluator and the **Peer Assistance/Review (PAR)** process is dependent upon the quality of the individual and the training they receive to perform their responsibilities. The district will contract with Dal Lawrence, the former president of Toledo, Ohio's Federation of Teachers, who established a Peer Assistance and Review Plan in 1981, which has served as the template for numerous other districts across the country. Mr. Lawrence and two Consultant Teacher/Evaluators from Toledo's PAR program will provide two days of training to the Albany High Consultant Teacher/Evaluator and other school staff on:

- Role of consultant teacher
- Selection of consultant teachers
- Observing lessons and providing feedback and instructional support to teachers
- Record keeping and reporting of evidence
- Theories of Adult Learning
- Communication and facilitation skills

In addition, the district's existing rubric for teacher evaluation in its **Annual Professional Performance Review (APPR)** has been revised by the APPR Committee to align with the Quality Rating Categories/Criteria defined by NYSED. The revised APPR process will incorporate pre- and post-observation meetings between administrators and teachers to better support, supervise and assess teaching. The E3TL Design Team (as established by NYSUT's Innovation grant) and District APPR Committee will continue to meet on a regular basis between now and December 2011, as needed, for further refinement and alignment of the APPR to the E3TL Evaluation System and Education Law §3012-c.

Finally, the Superintendent, Assistant Superintendents, and administrative bargaining unit president, along with administrative representation, have been meeting on a monthly basis since November 2010 to review, research and discuss alignment of the current annual **administrator evaluation plan** with Education Law 3012-c to ensure preparation for areas of negotiation related to compliance with the new regulations.

INCREASED LEARNING TIME AND ACADEMICALLY RIGOROUS CURRICULUM ALIGNED WITH COMMON CORE STANDARDS

On May 2, 2011, the district and teachers' collective bargaining units approved **new contract language that adds two instructional days to the school year** for increased learning time beginning in 2011-12 (see Appendix D3).

During the 2010-11 school year, the Albany High School faculty began the process of reviewing its curricula to ensure alignment with the new **NYS Common Core Learning Standards**; this work will continue throughout the summer in preparation for a more rigorous educational experience for all students come September 2011. The goal in each content area is for the curricula to **align vertically** K-12, building on previous instruction and improving student achievement by reducing the amount that needs to be re-taught each year. Curricula will also **align horizontally**, with teams of teachers working in Professional Learning Communities using common planning time to design interdisciplinary units of study, again based upon the learning standards. Finally, Albany High will offer its students curricula that will incorporate the theme of their chosen magnet academy – Citizenship, Discovery, Innovation or Leadership – preparing them for **post-secondary education and careers** in a number of disciplines.

Each academy will offer students **rigorous coursework**, including opportunities to earn college credits as part of **Advanced Placement (AP)**, **International Baccalaureate (IB)**, and **Dual Enrollment** programs. All units of study in every content area will include **student-centered, project-based learning**

Describe how the Transformation Model addresses the major findings of the needs assessment.

opportunities designed to provide students with 21st Century Skills that will enable them to compete in the global economy. Albany High will also offer grade 9 students in the academic middle (those earning Bs – Ds in their coursework) who demonstrate a desire to attend college with the opportunity to enroll in the four-year **Advancement Via Individual Determination (AVID)** program. The AVID elective course will meet for one period a day to engage AVID students in activities that will improve their organizational, study and critical thinking skills. Students will also receive academic help from peers and college tutors, and participate in enrichment and motivational activities that make college more attainable. For the 2011-12 school year, the district will hire an AVID Elective teacher using local funds and establish an Albany High AVID Site Team, consisting of this teacher, an Avid Coordinator (Mr. George Benson), the building Principal, a Guidance Counselor, and a teacher from each core content area. This Site Team will participate in professional development at the AVID Institute to effectively implement each element of the program. Each year the program will expand to offer an additional elective course for students in the original cohort as they become 10th, 11th and 12th graders; 1003(g) funds will be used to hire an additional teacher in Years Two to accommodate more students.

Students will have opportunities to recover academic credits using **APEX Learning Digital Curriculum**, a web-based series of courses designed to support academic success for all students, including those currently in high school or transitioning from middle school who are underprepared for grade-level work, to those seeking accelerated coursework. APEX Foundation Courses, which provide structured remediation in math, reading and writing, will be used in all grade 9 and 10 AIS classrooms. Ninth graders who scored at level 2 on the previous year's ELA and Math assessments will have the opportunity to utilize APEX General Courses during **Saturday Academies**. Seniors at risk of not graduating on time will also have the opportunity to utilize APEX General Courses four days per week in the **after school Senior Academy**. APEX will be made available to students as part of their regular classes for enrichment through the APEX Honors curriculum, which are intended for motivated students seeking to prepare for the rigors of AP courses. Albany High will continue to build its APEX offerings throughout the grant period, with the pilot of an AP language course for students during the school day beginning in September 2011. Beginning the following summer (2012), students in grades 11 and 12 will have the opportunity to use APEX to earn original academic credits.

Technology will play an extremely important role both in teaching and learning, from curricula to assessment. With the guidance of CASDA, the district is currently piloting the use of **Rubicon Atlas Curriculum Mapping software**, a web-based tool for analyzing and aligning curricula based on individual students' needs. Beginning in September 2011, all teachers will gain access to and receive training on utilizing Rubicon Atlas software. Instructional Supervisors and Coaches will conduct periodic reviews of each teacher's implementation of the curricula as part of their ongoing rotation through PLCS and in monthly department and faculty meetings. They will use the maps created by Rubicon Atlas, individual teacher lessons, and evidence of student growth to measure success.

The district will also expand the existing **Student-Centered Active Learning Environments (SCALE) Project**, funded by the Enhancing Education Through Technology ARRA grant, to include 75% of Albany High's core content teachers/classrooms by the end of the 1003(g) grant period and 100% by the following year. (NOTE: the district will use local funds to train and equip the last 25% of teachers in the 2014-15 school year.)

Originally developed as a pilot for 20 teachers throughout the district, the SCALE Project was a partnership with Renaissance Technology to provide teachers with professional development using the TPACK Model and transform their classrooms by putting a wide range of digital communications tools into the hands of students. The goal of the Project is to provide the district with a continued longitudinal look at both technology skills and 21st Century skills for students, which was highlighted as an area for concern in the Albany High JIT Report. By using pre/post-assessments, the project permits the district to correlate the achievement data from both SCALE and non-SCALE classrooms to create a comprehensive look at student achievement, and help ensure long term student success. SCALE classrooms emphasize active student engagement through the use of technology and digital tools and resources that support inquiry-based learning. As a result of the project, the district proposed that teacher use of technology for teaching and student use of digital technology tools and resources

Describe how the Transformation Model addresses the major findings of the needs assessment.

for learning, especially use of technology in student-centered lessons that engage students, as well as teacher confidence levels and perception of technology skills, will increase as measured by a self-reporting web-based pre-post survey for teachers, a pre-post web-survey for students, and observational teacher competencies checklists.

At the mid-project point, the SCALE teachers have reported making changes in their classroom instruction, as well as the ability to provide more student-centered instruction and use technology to differentiate instruction. Students seem more engaged and display fewer disruptions; many who have had difficulties staying focused and on-task have taken on leadership roles within the classroom by teaching and modeling use of technology to other students. Based on this feedback from teachers, the district will expand the SCALE Project. In Year One, 16 ELA teachers will participate in the **TPACK Professional Development Model** (facilitated by the district’s existing Instructional Technologist, who participated in the PD model with Renaissance Technology as part of the original SCALE Project). Their classrooms will be equipped with a wide range of **digital communications tools**, including a SmartBoard, Document Camera, Student Response System (clickers), and a class set of Netbooks for student use. In Year Two, this process will be repeated with the Math teachers and their classrooms; Science teachers will participate in Year Three. The district will utilize local funds to train and equip Social Studies teachers and classrooms in Year Four. The district will utilize 1003(g) SIG funds to hire a part-time **Technology Specialist** to oversee the set-up and continual use of technology in these SCALE classrooms.

The **Library Media Center (LMC)** will also be equipped with better resources that facilitate learning, which as highlighted in the JIT Report, presently offers students and faculty limited access to current, reliable materials. With 1003(g) funds, the school will develop the LMC collection with additional print materials, including general reference materials, as well as digital learning materials, such as Rosetta Stone Language Acquisition software for Limited English Proficient students. In addition, the LMC will be equipped with a handicapped-accessible modular circulation desk and bookcases, as well as additional tables and seating for increased opportunities for class instruction, tutoring, independent study, and pleasure reading.

All Albany High teachers will participate in professional development, provided by Capital Region BOCES and the district’s Quality Improvement Plan, to learn how to utilize **co-teaching models for effective Special Education instruction**, based on the Special Education program service model that requires a general education teacher and a special education teacher to jointly deliver instruction to a diverse group of students. This model supports the policy of least restrictive environment, which seeks to ensure that students with disabilities remain an integral part of the entire school community.

Many Limited English Proficient (LEP) students who are identified at the Beginner or Novice levels are entering high school with little to no formal public school education and require intensive literacy instruction to accelerate their language acquisition and reading skills. Beginning with the 2011-2012 school year, English as a Second Language (ESL) teachers will participate in **Wilson Language Intervention Model** PD and implement the model using prescribed Wilson materials to provide this literacy program to such students. Additionally, Albany High will use the Pearson **Sheltered Instruction Observation (SIOP) Model** to implement an **ESL Sheltered Instruction Program** for 11th and 12th grade LEP students eligible for the Regents Exams in Social Studies and English. The SIOP Model is a proven program for facilitating high-quality instruction for LEP students in content areas. In this first year of implementing this program, six teachers (two ESL, two ELA, and two Social Studies) will participate in the 11-session SIOP Virtual Institute and begin co-teaching. In 2012-2013, two Science teachers will participate in the Institute and begin co-teaching; two Math teachers will participate and begin implementation in 2013-14.

Additionally, high school students at the Beginner and Novice level will be provided an “intensive literacy” program using the **Wilson Language Intervention Model**. LEP students entering high school at this level have received little to no formal public school education and require an intensive literacy program to accelerate their language acquisition and reading levels. ESL teachers will receive training in the Wilson Language Intervention Model

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and use the prescribed Wilson materials as part of the direct instruction to LEP students during their required ESL service time.

Additional supports will be offered to the entire school community through the expansion of the existing **ESL Afterschool Program (ESLAP)** for Level 1 and 2 English Language Learners (ELLs). The program began in the 2008-2009 school year and provided afterschool tutoring and homework help, monthly weekend field trips to introduce ESLAP members to local American experiences, and semi-annual celebrations with the students and their families to celebrate the diversity of cultures at Albany High. Great successes have been documented in relation to the academic achievement of ELLs on the NYSESLAT. Now part of the Magnet Schools program, ESLAP has been scaled back, providing just the afterschool tutoring and homework help. As part of the SIG 1003 (g), the district will expand the program to reinstate the local field experiences and family involvement activities, which were documented on member surveys to be strong motivators for participation. Additionally, the academic component of the after school program will be expanded to include two more days of tutoring per week in order to give students more time with content area instruction provided by the content area and ESL teacher.

INFRASTRUCTURE FOR STUDENT SUCCESS

Albany High will continue to increase the involvement of **Guidance Counselors** in order to better meet the academic needs of students. CASDA will conduct profession development training with all Guidance Counselors on the New York State School Counselor Association’s Comprehensive K-12 School Counseling Program in order to help provide their students with a more personalized learning environment and necessary supports for increased preparation for college and career pathways. As part of the approved 1003(a) SIG, Guidance Counselors began using **Naviance Succeed interactive software**, which provided them the resources to develop and manage individual, multi-year Student Success Plans for juniors based on the students’ personal goals related to post-secondary college and careers. The district will expand Albany High’s use of Naviance, allowing Guidance Counselors to continue helping the original cohort through graduation by incorporating their college applications and SAT Test Prep Method, as well as all students in grades 9-11 by January 2012.

Throughout each school year, Guidance Counselors will work with Albany High’s Building Leadership Team (BLT) to identify students who are failing to reach high standards based on **review of 5-week interval grades** from PowerSchool, the district’s Student Management System. Within one week of this review, Academy Principals and Guidance Counselors will coordinate and facilitate action meetings with these identified students, their parent(s), and teachers. The purpose of these meetings will be to create an individual student action plan to prevent failure and promote success. Follow-up review of articulated milestones will be determined based on individual students’ plan.

The district currently has a response to intervention (RtI) team, which will help Albany High transition to an RtI Model beginning with the **establishment of a building-level RtI team** consisting of administrators, Coaches, School Psychologist, Guidance Counselors and teachers. These teams will meet on a monthly basis to **research and review resources and best practices for secondary-level RtI programs**, such as those identified by the New York State RtI Technical Assistance Center (NYS RtI-TAC) and the National Center for RtI, among others. These teams will articulate the Albany High RtI Plan, including **identification of a universal screening tool and Tier I, II and III Interventions**. All building-level administrators, coaches and teachers will participate in **professional development** on the RtI Plan and have the capacity to begin implementing it by the beginning of the 2012-13 school year.

Incoming ninth grade students with identified mental health issues are currently served by Clinical Social Workers, a Behavioral Specialist, a Parent Engagement Partner and the Home School Liaison in the school’s A-PLUS Clinic. The **Albany Partnerships for Learning and Uniting Services (A-PLUS)** Program is funded through Safe Schools/Healthy Students federal initiative and is designed to improve academic outcomes for these students by providing community-based services in the school environment by licensed professionals. The A-PLUS coalition of public and private agencies includes the following organizations:

Describe how the Transformation Model addresses the major findings of the needs assessment.

- Albany County Department of Children, Youth and Families
- Albany County Probation Department
- Albany County System of Care
- Albany Police Department
- City of Albany Department of Youth and Workforce Services
- Committee for Safe and Substance Free Schools
- Families Together of Albany County
- Parsons Child and Family Center
- University of Albany School of Social Welfare

In order to continue to meet the needs of students exhibiting social/emotional risk factors as they transition from middle school into Albany High, the district will add to the existing 9th grade A-PLUS Mental Health Clinic by hiring an **additional Social Worker**. The new position will ensure mental health services are sustained at the high school, especially for those students transitioning into 10th grade who still exhibit the identified risk factors, stemming the abrupt loss of services.

The district will also partner with Albany County Probation, Albany County Department of Children & Family Services and the Albany Police Department to implement a **Back to School Attendance Intervention Plan** targeting the students who have the most severe history of problematic absenteeism, a predictor of academic failure. Within each academy, the 25 incoming 9th grade students who have been identified as having the most chronic absenteeism based on their attendance records from middle school (primarily 8th grade) will assigned to the academy’s Home School Coordinator (HSC), who will serve as their “family advocate”. The HSCs will partner with service providers, including Police Officers in the Neighborhood Engagement Unit, to begin outreach with families over the summer, conducting home visits in order to establish a positive home/school/community connection, a proven method to increase student and family investment in school. On these visits the HSCs will introduce the Attendance Intervention Program and the partners working with the school to help families eliminate the factors that contribute to chronic absenteeism.

At the beginning of the school year, HSCs will review attendance records of their assigned students to make sure they start school on time and are attending without difficulty, calling parents when students are absent. Students who show a pattern of absenteeism within the first 10 days of school will be referred to the Albany High School Attendance Officer, who will coordinate a **Community Intervention Team** meeting, consisting of the student, parent(s), HSC, Guidance Counselor, Academy Principal, Neighborhood Engagement Officer and other service providers, as needed. This team will create an individual student plan to address those factors that prevent the student from coming to school. HSCs will continue to monitor progress and have regular contact with students and families; students who are not satisfactorily adjusting to attending school after 30 days will again be referred to the School Attendance Officer for additional interventions.

Beginning in 2011, students entering grade 9 with academic needs in ELA and Math will participate in a five-week **Summer Transition Camp**, which will include teacher-led instruction along with online learning with APEX digital curriculum described previously. Teachers will use data from the APEX diagnostic tool that identifies individual students’ strengths and deficits to enroll them in the appropriate level math and/or English course(s) that will strengthen skills necessary to be successful in all grade 9 subjects. Highly-qualified teachers will support student learning and create a positive learning experience for all students. Ninth graders will also have the opportunity (on a first come, first serve basis) to participate in a week-long **Thematic Summer Camp**, designed specifically to introduce students to the academic and personal development threads that help define their chosen academy. Students will have a chance to meet other students and adults in their academy, making transition into high school a positive and welcoming experience.

Describe how the Transformation Model addresses the major findings of the needs assessment.

Albany High has encouraged students to take a leap of faith and enroll in AP courses instead of honors or Regents-level courses. As a support for these students, the school will offer a **weeklong AP Honors Summer Camp**, where students entering grades 9-11 will visit the Myers Historical Site, a recently-identified center for the underground railroad in Albany that is starting restoration efforts. Students will engage in archeological efforts on the site, take a walking tour of Albany to investigate the underground railroad, and research what furnishings would be appropriate for the 1850 restoration. The students will also research original documents in the New York State historical archives, utilize local libraries and museums for research. They will practice academic discourse and present to the Historical Site a report on appropriate furnishings. They will focus on 21st century learning skills and gain valuable insights to the expectations of an AP course while participating in an engaging week.

Beginning in September 2011, all ninth graders will participate in a bi-monthly **Freshman Seminar** workshop throughout the school year. ELA, Math, Science and Social Studies in each team will utilize one class period per month on a rotating schedule to teach study skills, time-management and organizational skills, etc. In addition, external partner CSSR will work with Albany High teams of administrators, teachers and students to create a purposeful **Student Advisory Program** based on theory, research and field expertise. These teams will develop specific purposes for the advisory program and explore the existing school procedures and structures that can support the success of these groups. Participants will learn best practices, engage a wide range of activities that can be utilized, investigate assessment mechanisms, and explore approaches to creating long-term sustainability of advisory groups. Teachers and other school faculty will participate in training to serve as Advisors for students. The district will design the master schedule to include an Advisory Period in order to fully implement the Student Advisory Program in September 2012.

The district partnered with CASDA during the 2010-11 school year to work with the Albany High **School Climate and Culture Committee** to review and research best practices around selecting a survey that would help identify the perceptions of students, parents, personnel and community members regarding the climate and culture of the school, including areas surrounding student performance, drop-out prevention, bullying, and the development of healthy and positive relationships. The committee chose to utilize the National School Climate Center's **Comprehensive School Climate Inventory (CSCI)**, which is scheduled to be administered for May-June 2011. CASDA will provide the Committee with a **Team Development Training** to conduct a leadership practices inventory with each Committee member to identify strengths, build the capacity of the Committee to work as a team, and create a communication plan to share survey results with stakeholders. CASDA will provide the Committee with a **Survey Review and Action Plan Training** to review the CSCI survey data; identify needs and the underlying causes for these needs; create a vision for school climate for Albany High that includes building capacity for meaningful student involvement; set priorities for action; develop an action plan with clear, measurable objectives; and identify subcommittees to work on the implementation of the action plan.

The newly-established **Albany High Falcon Council** (Student Government) will work closely with the BLT and School Climate and Culture Committee to implement the Comprehensive School Climate Inventory and members will participate in the follow-up training from CASDA. The Council began meeting during the 2010-11 school year and currently has 17 active members representing all four grade levels and magnet academies (based on their enrollment for the 2011-12 school year); elections for Academy Representatives and Falcon Council Officers will take place before the end of the school year. Members are in the process of finalizing their bylaws and planning an anti-violence event in response to the recent death of an Albany High student. In the future, membership will grow and the Council will continue to collaborate with the BLT to advise, inform and seek information, giving the students an active voice in decision-making processes.

As part of the MSAP, the district contracted with the **National Coalition Building Institute (NCBI)** in 2010-11 to provide extensive professional development and training series to build the *Albany High Diversity Resource Team*, consisting of students, parents, teachers, administrators and community partners, with the purpose of empowering them to be leaders in reducing racism and other forms of discrimination, resulting in a safer and more welcoming

Describe how the Transformation Model addresses the major findings of the needs assessment.

school environment. This series included the following activities: Project Ally - Reducing Homophobia and Building a Caring School Environment; Albany High and Albany Police Department Coalition-Building Sessions with focus groups conducted for students, staff and police on key issues between the groups; and the NCBI Train-the-Trainer Program. Based upon the needs identified in trainings to date and discussions with the School Climate and Culture Committee, NCBI will expand upon the first series by providing the following activities throughout the grant period:

2011-12 School Year (Building a Foundation)

- Conducting a Train-the-Trainer program for the NCBI “Welcoming Diversity - Building a Caring School Environment Program”;
- Conducting an NCBI anti-bullying and anti-violence training program for the *Albany High Diversity Resource Team*;
- Conducting the “Affinity Group Project” to reduce prejudice and to build allies;
- Coaching to support working with middle and elementary schools to provide continuity across K-12 school environments; and
- Conducting focus groups and workshops with parents and community groups to strengthen and build relationships to support Albany High.

2012-13 School Year (Building Capacity and Sustainability)

- Conducting another Train-the-Trainer program for the NCBI “Welcoming Diversity - Building a Caring School Environment Program” and Anti-Bullying/Violence Refresher, allowing Albany High to replenish the team and refresh skills of existing members;
- Coaching for the *Albany High Diversity Resource Team*, as needed, to work with the high -, middle - and elementary school groups; and
- Continue the “Affinity Group Project” to reduce prejudice and to build allies.

By the 2013-14 school year, the *Albany High Diversity Resource Team* will have an established train-the-trainer model and have the capacity to continue trainings and refresher workshops for K-12 students, families, staff, and community members throughout the 2013-14 school year and beyond.

Finally, the district will expand the FTE of the current **Family Engagement Coordinator**, who will help build parent capacity for strong parental involvement to improve their child's academic achievement, from part-time to full-time. This individual will assist parents in understanding academic content and student achievement standards; State and local academic assessments; how to monitor their child's progress; and how to partner with educators to improve the achievement of their child; provide materials and training to help parents work with their child's Academic Advisor; educate teachers, pupil services personnel, principals and other school staff in understanding the value and utility of a parent's contribution; and ensure that information related to school and parent-related programs, meetings, and other activities is sent to the parents in an understandable and uniform format, including alternative formats, upon request and to the extent practicable, in a language the parents can understand.

RFI UPDATE, JUNE 20, 2011: Description of connection between major findings of needs analysis and model chosen for school.

RFI: How was the lottery conducted to ensure balance in diversity and academic skill?

CSDA Response: *In accordance with the regulations of the Magnet Grant, the lottery was conducted using student choice as the first criteria. The students who did not choose a particular Academy were randomly distributed among the four Academies using Free and Reduced-price Lunch eligibility, which*

Describe how the Transformation Model addresses the major findings of the needs assessment.

was determined by the US Office of Civil Rights as an appropriate method to balance each Academy's student body racially and socio-economically, thus preventing minority isolation. Academic skill level was not an allowable criteria item.

RFI: If attendance is an issue; how will Albany City School District ensure Saturday Academies and after school academies have participants?

CSDA Response: *The Extended Day Program and Saturday Academies began in March 2011 under the Albany High School SIG 1003(a). Both programs have been well-attended. In order to ensure student attendance, the district has done the following:*

- *Designated program sites throughout the City of Albany for accessibility in neighborhoods*
- *Worked with the city of Albany and Capital District Transit Authority (CDTA) to allow students to use CDTA bus cards on Saturday*
- *Established protocols for attendance*
- *Provided students with access to the APEX Program in these sessions, which offers unit and credit recovery so students are motivated to attend*

RFI: How will students be selected for AVID & APEX in order to avoid duplication of services?

CSDA Response: *AVID and APEX are two district programs that could attract duplicate students. AVID will target incoming 9th graders with GPAs in the 65-80 range. As described on page 33 of Appendix B1: Albany High Transformation Model in the original application, "The [AVID] Site Team will recruit students to participate in the program by hosting Information Nights, interviews and an open house for students and parents." Students will enroll voluntarily if they and their parents decide that the program is right for them.*

For students who receive remediation services within their AVID coursework that are aligned with their AIS plan, they will not be required to participate in APEX on-line learning opportunities in their AIS class(es). As AVID students progress through the program, they may, however, also choose to participate in APEX on-line learning courses in Saturday Academies, as APEX will be open to all students who wish to recover units and/or course credits.

RFI: How will students be selected for AP, IB classes to ensure that all students are representative of the community?

CSDA Response: *Albany High faculty and administration will communicate to students and parents their expectation that each student enrolls in at least one AP, IB or dual-enrollment course in their four-year high school experience. Guidance Counselors will strongly encourage all students to enroll in this advanced coursework each year as they work together to develop their class schedule for the following year.*

More advanced-level courses will be offered to students as a result of an increased number of teachers qualified to teach them. During the 2010-11 school year, all Albany High teachers participated in professional development for SpringBoard AP and Level I IB training in order to learn how to incorporate these advanced-level instructional practices into all classes. Content Area AP and Level II IB training will be provided to teachers during the 2011-12 school year. This training will help teachers maintain and communicate high expectations for all students, which will ultimately lead to a greater number of students who normally would not enroll in advanced coursework to voluntarily enroll in these AP, IB and dual-enrollment courses.

Describe how the Transformation Model addresses the major findings of the needs assessment.

RFI: Curriculum:

1. How is student engagement, including that of English Language Learners & Students with Disabilities, being addressed in the creation and implementation of the NY State Common Core Standards-aligned curriculum?

CSDA Response: Increased student engagement will be a direct result of the more personalized learning environment within each smaller learning community. Each teacher will be trained and expected to use student-centered, project-based learning instructional strategies in order to encourage active participation from EVERY student, including those with disabilities and/or limited English proficiency. General Education teachers will also participate in professional development with Special Education and English as a Second Language teachers and, as a result, put into practice co-teaching models in order best reach students of all academic and linguistic abilities.

2. What items are identified in the “look-for” rubrics that are assessing alignment & implementation of instruction?

CSDA Response: The district administrative team met on May 16 and June 6, 2011 and will meet again on June 29 with external partner, CASDA, to develop these rubrics and will begin to implement a final product by October 1, 2011. Some items identified for inclusion on this rubric are: evidence of student work examples, transitions from learning activity to learning activity, and the essential question: “what is student engagement?”

3. Will all teachers be trained & using Rubicon Atlas Software in Sept. 2011?

CSDA Response: All teachers will be trained in September 2011 and will begin using the software during the 2011-12 school year in teams and department meetings.

4. What is the timeline for the PD being provided by CASDA?

CSDA Response: The building-level PD committee has two half-day planning sessions scheduled for June 29 and August 18, 2011 to develop the detailed monthly timeline for fall, winter and spring that particular professional development trainings will occur.

Please see Appendix F2 in the original application.

RFI: Teaching and Learning

5. What is the schedule and format for coaches and instructional supervisors to meet with teachers in PLCs and to provide embedded coaching? What is the timeline for team meetings? More information is needed on how this will be implemented.

CSDA Response: Common planning time will be built into the master schedule, with a total of 168 minutes per week dedicated for teachers to work in their PLCs. Coaches, Instructional Supervisors and Administrators will attend common planning periods on a weekly rotating schedule, which will be developed on June 29th and August 18th; this provides the opportunity for professional development every two weeks. Coaches and Supervisors will facilitate monthly department meetings beginning in September and concluding in June. They will also facilitate summer workshops in order to provide opportunities for PD during July and August.

Describe how the Transformation Model addresses the major findings of the needs assessment.

6. Why aren't the 9th & 10th grade teachers vertically teamed with 11th & 12th grade teachers? Will this be added in a later year?

***CSDA Response:** Teachers in grades 9-12 will be vertically teamed for monthly department meetings, beginning in September 2011, in order to collaborate effectively on content, assessment, and curriculum.*

While the 9th and 10th grade teachers will be vertically and horizontally teamed within each Academy and will have daily common planning time, due to conflicts with the master schedule, and in particular with the variety of electives the school currently offers at the upper-levels, full vertical and horizontal teaming was not possible for the 11th-12th grade teachers. For the 2011-12 school year, the 11th and 12th grade ELA and Social Studies teachers will be teamed, and the 11th and 12th grade Math and Science teachers will be teamed.

The district will work with CSSR to develop a 2012-13 master schedule that will accommodate full 9-12th grade vertical and horizontal teaming.

7. More information is needed on the timeline for the PD on co-teaching and how all Albany High teachers will be trained and how implementation of this model/service will be monitored.

***CSDA Response:** Professional Development for co-teaching began in the spring of 2011 with the first group of teamed teachers in grades 9-10 attending ASPIRE training through the College of Saint Rose. CASDA will provide the next training in August 2011.*

As part of the School Improvement Grant, CASDA will also provide embedded professional development and coaching for teacher in grades 9-12 on a bi-weekly and monthly basis during common planning times. The schedule for these sessions will be determined by the building-level PD committee during their June and August calendar development sessions. Administrators from each academy, the SIM, Instructional Supervisors, and Coaches will participate in the same training so they can provide ongoing support to teachers and have a working knowledge of what to “look for” in order to monitor the model/service during observations and provide coaching for immediate course of action.

As part of the monitoring process, five-week accountability meetings will be conducted with the special education teachers, the SIM and administrators in order to review all data points for students with disabilities to inform professional development and interventions to the model/service.

If attendance has been an issue, how will students be encouraged/ motivated to enroll in Summer Transition, Thematic Summer or AP Honors Camps? Will transportation be provided?

***CSDA Response:** There has been a growing excitement within the student body of Albany High in regards to all the new changes that are coming for September 2011. Many students are looking forward to getting a “sneak peak” at the themed-curriculum of their chosen Academy, which will be provided in the summer camps. Building- and district-level staff members have used the web, list-serves, mailings, school assemblies and public forums to attract students.*

Transportation will be provided to students from the high school to the individual camp sites. As the camps expand in the future, it may be possible to locate successive camps in elementary schools, creating neighborhood camps similar to the current Saturday Academy model.

*Please see **Rubric Attachment 4: Summer Camp Flyers.***

8. How will students be chosen to participate in AVID? Will there be an opportunity to expand the number of students participating in AVID beyond 50 each year?

UPDATED APPENDIX B1: TRANSFORMATION MODEL – Albany High School

Describe how the Transformation Model addresses the major findings of the needs assessment.
<p><i>CSDA Response: As stated above, AVID will target incoming 9th graders with GPAs in the 65-80 range. As described on page 33 of Appendix B1: Albany High Transformation Model in the original application, “The [AVID] Site Team will recruit students to participate in the program by hosting Information Nights, interviews and an open house for students and parents.” Students will enroll voluntarily if they and their parents decide that the program is right for them.</i></p> <p><i>Initially, the program will serve 50 freshmen during the 2011-12 school year and expand each year:</i></p> <p><i>2011-12: 50 freshmen</i> <i>2012-13: 100 freshmen 50 sophomores</i> <i>2013-14: 100 freshmen 100 sophomores 50 juniors</i> <i>2014-15: 100 freshmen 100 sophomores 100 juniors 50 seniors</i> <i>2015-16: 100 freshmen 100 sophomores 100 juniors 100 seniors</i></p> <p><i>By the 2015-16 school year and thereafter, 400 students will participate in the AVID program – 25 from each grade level in each academy.</i></p>

The chart that follows identifies which action steps are needed to address the JIT findings and the components of the Transformation Model.

ACTION REQUIRED BY TRANSFORMATION MODEL	DESCRIPTION OF HOW THE ACTION WILL BE ACCOMPLISHED BY LEA	DESCRIBE WHEN THE ACTION WILL OCCUR DURING THE GRANT PERIOD AND WHY AT THAT TIME	DESCRIPTION OF COSTS ASSOCIATED WITH THE ACTION
1. Required Activities: <u>Developing and increasing teacher and school leader effectiveness</u>			
<p>1a. Replace the principal who led the school prior to commencement of the transformation model</p>	<ul style="list-style-type: none"> ▪ The principal, Dr. David McCalla, has been in place for less than two (2) years and has the necessary competency to be a transformational leader. Dr. McCalla was hired at the beginning of the 2009-2010 school year as part of school intervention efforts. He brings a wealth of experience in school administration in urban districts in New York and Florida, where he has developed and implemented smaller learning communities and magnet school programs. ▪ Dr. McCalla will continue to participate in leadership training and professional development with other school leaders, 	<p>Professional development began during the 2010-2011 school year as part of the planning and beginning stages of the Transformation Model and will continue throughout project period in order to systematically build Dr. McCalla’s leadership capacity to transform the school (see Appendices F1 and F2)</p> <p>July 2012 and 2013: Dr. McCalla and the Academy Principals will attend the National Institute for Urban School</p>	<p>CSSR and CASDA Leadership Training Costs associated with leadership PD from CSSR and CASDA are included in the budgets provided by external partners (see section 4b)</p> <p>National Institute for Urban School Leaders YR 1 = \$0 (MSAP funds) YR 2 = \$22,625 YR 3 = \$22,625</p>

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	<p>including:</p> <ul style="list-style-type: none"> • CSSR’s professional consultant services relating to the coordination of Albany High’s strategies for implementing the Transformation Model; • CASDA’s Leadership Training Seminar and ongoing Principals Professional Learning Community (PLC) development and coaching for secondary principals (curriculum/observation alignment, formative assessment of professional development, coaching and teambuilding, and facilitated mapping of roles and responsibilities for school improvement efforts); and • Harvard Graduate School’s National Institute for Urban School Leaders. <p>Participation in these PD activities associated with the Transformation Model will ensure that Dr. McCalla has the capacity to support, supervise and assess other school leaders and teachers in all programs.</p> <ul style="list-style-type: none"> ▪ The district will continue to monitor Dr. McCalla’s effectiveness throughout the project period using the agreed-upon principal evaluation system currently under development. 	<p>Leaders</p> <p>July 2011 – September 2014: The district will continue to monitor Dr. McCalla’s effectiveness throughout the project Period</p>	
<p>1b. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:</p> <p>(1) Take into account data on student growth (as defined in this notice) as a significant factor</p>	<ul style="list-style-type: none"> ▪ The district will scale up the existing pilot of NYSUT Innovation Initiative through the implementation of “The Educator Evaluation for Excellence in Teaching and Learning” (E3TL) evaluation system, which takes into account data on student growth and other factors, and includes teacher and principal involvement (see 	<p>In order to ensure maximum buy-in and understanding of the new evaluation system, Albany High school leaders and teachers will participate in professional development on the new system and its implications before and</p>	<p>Teaching and Learning Solutions – Teacher Institute YR 1 = \$4,592 YR 2 = \$0 YR 3 = \$0</p> <p>Salary - Teacher Institute</p>

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<p>as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement.</p>	<p>page 7).</p> <ul style="list-style-type: none"> ▪ Albany High administrators and teachers will participate in a four-day Teacher Institute in which the district’s Innovation Design Team and consultants from Teaching and Learning Solutions, an affiliate of The Danielson Group, will provide an overview of the E3TL evaluation system and how it aligns with the new teaching standards and requirements of Ed Law §3012-c. ▪ The district will provide a stipend to one of these teachers to serve as an Evaluation Site Coordinator to work directly with the district’s NYSUT liaison to coordinate the implementation of the E3TL evaluation system. ▪ Teaching and Learning Solutions (via NYSUT’s I3 Grant and 1003(g) SIG) will provide an Evaluator Academy, consisting of a weeklong, extensive professional development series, to the building Principal, Academy Principals, Instructional Supervisors, Evaluation Site Coordinator, and a pool of National Board Certified teachers on each part of the systematic evaluation process. ▪ Teaching and Learning Solutions (via 1003(g) SIG funds) will also provide an eight-day extensive Train-the-Trainer session to these National Board Certified teachers on how to provide their fellow teachers with a deeper understanding of the E3TL evaluation process and assistance in 	<p>during its implementation.</p> <ul style="list-style-type: none"> ▪ June 2011 and August 2011: The district’s Innovation Design Team and Teaching and Learning Solutions consultants will conduct the Teacher Institute (4 days, offered twice to ensure maximum participation) ▪ July 2011: The district will hire the Evaluation Site Coordinator ▪ August 2011: Teaching and Learning Solutions will provide the Evaluator Academy (5 days) ▪ August 2011 – January 2012: Teaching and Learning Solutions will provide the Train-the-Trainer series (8 days) ▪ August 2011: The district will hire the Consultant Teacher/Evaluator ▪ September 2011 – September 2014: The Turnkey Trainers will provide training and guidance to Hackett teachers in PLCs and faculty meetings ▪ October – December 2011: 	<p>participants (80 x 4 days) YR 1 = \$32,000 plus fringe YR 2 = \$0 YR 3 = \$0</p> <p>Stipend - Evaluation Site Coordinator (1) YR 1 = \$4,275 plus fringe YR 2 = \$4,275 plus fringe YR 3 = \$4,275 plus fringe</p> <p>Teaching and Learning Solutions - Evaluator Academy YR 1 = \$5,743 YR 2 = \$0 YR 3 = \$0</p> <p>Teaching and Learning Solutions - Train-the-Trainer Series YR 1 = \$11,000 YR 2 = \$0 YR 3 = \$0</p> <p>Salary - Consultant Teacher/ Evaluator – (1 FTE) YR 1 = \$85,000 plus fringe YR 2 = \$85,850 plus fringe YR 3 = \$86,709 plus fringe</p> <p>Dal Lawrence – PAR Training YR 1 = \$1,575 YR 2 = \$0 YR 3 = \$0</p>

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	<p>preparation for being evaluated using the E3TL evaluation system.</p> <ul style="list-style-type: none"> ▪ These National Board Certified teachers will serve as Turnkey Trainers, training other Albany High teachers on this process during faculty meetings and in PLCs. ▪ The district will hire one of these Turnkey Trainers to serve as a Consultant Teacher/Evaluator to work directly with the building Principal, Academy Principals, and Instructional Supervisors to perform all teacher evaluations using the E3TL evaluation system. ▪ Mr. Lawrence and two Consultant Teacher/Evaluators from Toledo’s Peer Assistance Review (PAR) program will provide two days of training to the district’s Consultant Teacher/Evaluator and other school staff (see page 9). ▪ The district’s existing rubric for teacher evaluation in its Annual Professional Performance Review (APPR) has been revised by the APPR Committee (consisting of teachers, principals and other administrators) to align with the Quality Rating Categories/Criteria defined by NYSED. The current APPR process incorporates pre- and post-observation meetings between administrators and teachers to better support, supervise and assess teaching. The APPR Committee and the E3TL Design Team (as established by NYSUT’s Innovation grant) will continue to meet on a regular basis between now and December 2011, as needed, for further refinement and alignment of the APPR to the 	<p>The Consultant Teacher/ Evaluator and other school staff will participate in the PAR program training (1 day) and Cognitive Coaching (8 days)</p> <p>July - December 2011: The APPR and E3TL teams will meet regularly, as needed.</p> <p>September 2011: The new evaluation system will be implemented</p> <p>July - December 2011: Discussions between the district and bargaining unit agents will continue</p> <p>January 1, 2012: New collective bargaining agreements will be finalized</p>	

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	<p>E3TL Evaluation System and Education Law 3012-c.</p> <ul style="list-style-type: none"> ▪ The Superintendent and the administrative bargaining unit president convened discussions during the 2010-11 school year regarding plans to revise the annual administrator evaluation plan to reflect alignment with Education Law §3012-c and Commissioner’s regulations. ▪ The district will continue to work with collective bargaining unit agents to design new evaluations for teachers and principals that are aligned with the district’s APPR and meet the provisions of Education Law §3012-c and Commissioner’s regulations (see Appendix D1). 		
<p>1c. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.</p>	<ul style="list-style-type: none"> ▪ The district and collective bargaining units will include in their new contractual agreements (or in an MOA) specific language regarding the identification and reward of school leaders, teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates. ▪ Rewards may include school-wide recognition celebrations or opportunities for additional professional development. 	<p>January 1, 2012: New collective bargaining agreements will be finalized (see Appendices D1 and D2)</p>	<p>School-wide Celebrations and PD Opportunities YR 1 = \$20,000 YR 2 = \$20,000 YR 3 = \$20,000</p>
<p>RFI: Please clarify how teachers will be rewarded in the school wide recognition celebrations.</p> <p>Please provide information on the rubric (scale) that will be used to identify teachers/ administrations that have students who show increased academic performance</p>	<p><i>RFI UPDATE, JUNE 20, 2011: The practice of identifying and rewarding teachers needs to be negotiated in the scheduled upcoming APPR and Labor Management meetings; these items will be determined by January 1, 2012.</i></p> <p><i>Please see <u>Rubric Attachment 1: Teacher and Administrator Evaluation Timeline</u></i></p>		

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and improved graduation rates.			
<p>1d. Identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<ul style="list-style-type: none"> ▪ As part of the district APPR, teachers identified as “Developing or “Ineffective” will have an individual Teacher Improvement Plan (TIP) created with a specific time period in which strategies for improvement must be implemented along with ample opportunities to improve their professional practice. ▪ Removal of teachers who have been provided with ample opportunities to improve their professional practice but have not done so will be consistent with Chapter 103. 	<p>January 1, 2012: New collective bargaining agreements will be finalized (see Appendices D1 and D2)</p>	<p>N/A</p>
<p>RFI: Please provide information on the district’s plan to remove those teachers who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p><i>RFI UPDATE, JUNE 20, 2011: The removal of teachers will be consistent with 3012C Chapter 103. Please see <u>Rubric Attachment 1: Teacher and Administrator Evaluation Timeline</u></i></p>		
<p>1e. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity</p>	<ul style="list-style-type: none"> ▪ The district will continue to partner with the Center for Secondary School Redesign (CSSR) and the Capital Area School Development Association (CASDA), who will collaborate to provide a seamless, comprehensive and systematic approach to improving district and school leadership. These partners will build capacity within Albany High’s school leaders and teachers by providing ongoing, high-quality, job-embedded professional development (PD) identified in the JIT Report. ▪ CSSR and CASDA will conduct a partner meeting in July 2011 and have additional 	<p>Professional development began during the 2010-2011 school year as part of the planning and beginning stages of the Transformation Model and will continue throughout project period in order to continually and systematically build staff capacity to transform the school</p> <p>September 2010: The building-level PD Committee was established</p> <p>December 2010 – February</p>	<p>Salary - ELA Coach (1 FTE) YR 1 = \$65,000 plus fringe YR 2 = \$65,650 plus fringe YR 3 = \$66,307 plus fringe</p> <p>Salary - Math Coach (1 FTE) YR 1 = \$65,000 plus fringe YR 2 = \$65,650 plus fringe YR 3 = \$66,307 plus fringe</p>

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<p>to successfully implement school reform strategies;</p>	<p>meetings each fall and spring throughout the grant period to monitor the implementation of the goals, objectives, and activities of the Transformation Model.</p> <ul style="list-style-type: none"> ▪ CSSR will provide training and support to the Building Leadership Team in the areas of school governance, change in leadership, master scheduling, teacher teaming and cultural competency; CASDA’s training and support will focus specifically on areas relating to curriculum development, instructional improvement, and the learning environment (see page 4). ▪ The district established a building-level Professional Development (PD) Committee and assigned an administrator (Ms. Cecily Wilson) to facilitate this committee. ▪ The district will hire additional ELA and Math Coaches to work with Magnet- and SLC-funded Coaches, K-12 Instructional Supervisors, and partners to provide PD that is aligned with the school’s comprehensive instructional program to teachers in their Professional Learning Communities (PLCs). <ul style="list-style-type: none"> ▪ The school will build at least 168 minutes of Common Planning Time into the master schedule each week for teacher teams to participate in PLCs. ▪ Professional development will also take place during mandatory, monthly all-faculty meetings and in PLCs. ▪ One-on-one and small-group coaching and support will take place in the classroom 	<p>2011: The district established partnerships with CSSR and CASDA</p> <p>July 2011 – September 2014: CSSR and CASDA will conduct a partner meeting; additional meetings will take place each fall and spring throughout the grant period</p> <p>July 2011: The district will hire the Coaches</p> <p>August 2011: Detailed PD Calendar will be finalized</p> <p>July 2011 – September 2014: The Coaches and Instructional Supervisors will provide PD to teachers</p> <p>September 2011 – September 2014: Teachers will meet four days per week in their PLCs for 42 minutes (168 minutes total each week); Coaches and Instructional Supervisors will rotate between PLCs on a bi-weekly or monthly basis</p>	

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	and in PLCs.		
<p>RFI: Please provide more information on the differentiated professional development that will be provided to effective and ineffective teachers.</p>	<p><i>RFI UPDATE, JUNE 20, 2011: The differentiated PD will be individualized for each teacher based on the teacher evaluation system rubric. Areas identified on the rubric will be part of the differentiated PD offered to the individual teacher; these areas will be developed and implemented as part of the Peer Assistance Review.</i></p>		
<p>RFI: Please provide additional information on the professional development provided to teachers on implementing effective strategies for students with disabilities. Who will provide professional development on co-teaching strategies and what is the timeline for delivery of these strategies?</p>	<p><i>RFI UPDATE, JUNE 20, 2011: CASDA will provide professional development to teachers on implementing effective strategies for students with disabilities beginning in August 2011. Job-embedded professional development and coaching will continue throughout the school year during common planning times on a bi-weekly and monthly basis with a specific schedule for these sessions to be developed prior to the start of the school year by the building-level professional development committee. Sessions will include professional development for flexible grouping, differentiated instruction, special education coaching model, and cooperative learning.</i></p>		
<p>1f. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>	<ul style="list-style-type: none"> ▪ The district and collective bargaining units will include specific language regarding the implementation of opportunities for career growth in their new contractual agreements (or in an MOA). Strategies will include offering teachers the opportunity to participate in the Take One! Program as a first step toward becoming nationally board-certified and further opportunities to become a candidate for National Board Certification, in which case they would receive a \$3,000 annual stipend per the existing teachers’ collective bargaining agreement. ▪ The district will pay all expenses related to mandatory professional development, which are aimed at providing opportunities for promotion and career growth. 	<p>January 1, 2012: New collective bargaining agreements will be finalized (see Appendices D1 and D2)</p>	<p>Take One! Program (40 teachers and 3 admin) YR 1 = \$10,270 YR 2 = \$7,900 YR 3 = \$0</p> <p>National Board Certification fees (20 teachers) YR 1 = \$0 YR 2 = \$0 YR 3 = \$61,300</p> <p>Stipends for National Board Certification (20 teachers) YR 1 = \$0 (local funds) YR 2 = \$0 (local funds) YR 3 = \$0 (local funds)</p>

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RFI: What are the criteria being used to select teachers to participate in the “Take One” program?	<i>RFI UPDATE, JUNE 20, 2011: The Take One program is open to all teachers who wish to participate. There is no criterion for selection.</i>		
1. Permissible Activities: <u>Developing and increasing teacher and school leader effectiveness</u>			
1g. Instituting a system for measuring changes in instructional practices resulting from professional development	<ul style="list-style-type: none"> ▪ School leaders will participate in all professional development opportunities alongside the teachers in order to better support, supervise and assess teachers’ utilization of information and strategies learned. ▪ CASDA will work with the secondary Principals PLC to create a system to measure changes in instructional practices resulting from professional development and coaching (see page 7). ▪ The district will provide teachers with a mechanism to provide feedback regarding the effectiveness and relevancy of individual PD sessions by using real-time, web-based participant surveys (such as Poll Everywhere). 	<p>July 2011 – September 2014: School leaders will participate in PD with teachers</p> <p>August 2011: The secondary Principals PLC will create and implement a system to measure changes in instructional practices</p> <p>August 2011: The district will purchase Poll Everywhere services</p>	Poll Everywhere Survey YR 1 = \$600 YR 2 = \$600 YR 3 = \$600
1h. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority	<ul style="list-style-type: none"> ▪ The district’s current hiring policies and procedures ensure that schools are not required to accept a teacher without the mutual consent of the teacher and principal. 	N/A	N/A
2. Required Activities: <u>Comprehensive instructional reform strategies</u>			
2a. Use data to identify and implement an instructional program that is research-based and vertically aligned from one	<ul style="list-style-type: none"> ▪ The district will use Pearson Inform to integrate data from multiple sources including the student management system, State assessments, and district formative and 	Data collection, analysis and dissemination, as well as professional development, began during the 2010-2011 school year	Institute for COMPASS YR 1 = \$4,500 YR 2 = \$1,500 YR 3 = \$1,500

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<p>grade to the next as well as aligned with State academic standards</p> <p>2b. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>summative assessments. This tool will facilitate efficient and ongoing data retrieval, analysis and reporting.</p> <ul style="list-style-type: none"> ▪ The district will hire a Transformation Officer (see Section B: Descriptive Information page 11), who will coordinate the collection, analysis and dissemination of data to the Albany High BLT in a timely and ongoing manner in order to drive decision-making and to inform instructional programs that are research-based and vertically aligned from one grade to the next as well as aligned with NYS Common Core Learning Standards. ▪ Working with CASDA, the district will adopt a standardized, formal system of data protocols that will be used consistently across teacher teams, as well as building- and district-level administration, to analyze and make instructional and programmatic decisions. To begin this process, the Transformation Officer and Albany High BLT members will join other district personnel in a two-day Institute for COMPASS (see page 6). ▪ The Instructional Supervisors and Coaches will provide embedded professional development to teachers on how to utilize the data to drive decisions and inform instructional programs at every level. They will also provide training on how to develop their own classroom formative assessments that are aligned with curriculum and Common Core Standards. This coaching will take place in team meetings and PLCs. ▪ Teachers, working in their PLCs, will utilize student data to identify and implement 	<p>as part of the planning and beginning stages of the Transformation Model and will continue throughout project period in order to continually and systematically build staff capacity to transform the school</p> <p>August 2010 – June 2011: The Building Leadership Team was formed and began meeting two times per month</p> <p>July 2011 – September 2014: The Building Leadership Team will continue to meet monthly through the grant period</p> <p>July 2011: The district will purchase and begin using Pearson Inform</p> <p>July 2011: The district will hire a Transformation Officer</p> <p>July 2011: The Transformation Officer and BLT members will participate in the Institute for COMPASS (2 days)</p> <p>September 2011: The district will adopt a formal system of data protocols</p> <p>July 2011 – September 2014: Teachers will meet in their PLCs for 42 minutes four days per week</p>	<p>Salary – Transformation Officer (.5 FTE) Costs associated with this position are outlined in section 4b</p> <p>Pearson Inform YR 1 = \$0 (local funds) YR 2 = \$0 (local funds) YR 3 = \$0 (local funds)</p>

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	<p>immediate and targeted instruction to address individual student learning needs. The extent to which teachers implement the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students will be incorporated into teacher evaluations.</p> <ul style="list-style-type: none"> ▪ District-, building- and teacher teams will review formative (benchmark/interval) and summative assessments (quarterly report cards) to ensure instruction is synchronized with curriculum pacing maps. 	<p>(168 minutes total)</p> <p>July 2011 – September 2014: The Secondary Principals PLC will meet monthly</p>	
<p>RFI: Please provide additional information on the Pearson Inform program, and any professional development that administrators and teachers will received on its use.</p>	<p><i>RFI UPDATE, JUNE 20, 2011: The district has chosen to utilize Pearson Inform, an achievement data analysis tool designed specifically for K-12 use, because it can be seamlessly be integrated with PowerSchool, which the district currently uses as a student information system.</i></p> <p><i>An implementation meeting with Pearson has been scheduled for July 2011; the timeline for complete implementation will be mapped out at this meeting.</i></p> <p><i>The district anticipates a 6-9 month process for full implementation of the program into PowerSchool, allowing for the creation of necessary processes and protocols, as well any reformatting of past data. The Technology Department will also use this time to work with all stakeholders to determine which data sets will be imported and how often.</i></p> <p><i>Once the data has been successfully imported, the Technology Department will train select administrators and teachers on the use of the product. These individuals will serve as turnkey trainers who will train the rest of the administrators and teachers district-wide. The district anticipates this training to begin in February 2012 and be complete for all teachers at Albany High School and Hackett Middle School by June 2012. All other teachers in the district will be trained by February 2013.</i></p>		
<p>RFI: Please provide information on how data will be used to revise the instructional program, especially related alignment of the curriculum with State standards. Specifically, how will the transformation officer ensure that the data is being used to</p>	<p><i>RFI UPDATE, JUNE 20, 2011: The Transformation Officer will have overall responsibility for working collaboratively with the Director of Technology, who oversees the systems for collecting, organizing and retrieving all data related to student demographics, enrollment, and performance, as well as for programs. The Transformation Officer will supervise and provide training to the Data Coaches and Data Analysts hired under other funding sources to ensure collection, analyses and timely dissemination of data to supervisors and teacher teams. This individual will also have overall responsibility for ensuring K-12 alignment and that K-12 Instruction Supervisors, Coaches, and teachers use established data protocols to identify areas in need of change. This will be done in the context of working with the Rubicon Atlas Mapping system to ensure curriculum alignment. The common planning times built into the master</i></p>		

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vertically align programs at the elementary, middle and high schools?	<p><i>schedule, monthly vertical team meetings, and monthly after-school PD sessions will be the venue for this work.</i></p> <p><i>In addition, the Building Leadership Team and Instructional Supervisors are currently training staff how to use data. By September 2011, data analysis will be an integral part of PLCs and used to make programmatic decisions. The established data analysis protocol will incorporate guiding questions to ensure teachers’ dialogue during PLCs is focused on student work, analysis of common assessments and other relevant data points. Coaches and supervisors will facilitate and model this dialogue so that it becomes part of the school PLC culture and to ensure curriculum/instructional plans are articulated and implemented to improve results for struggling students and to enrich/extend learning for students at or above proficiency.</i></p>		
RFI: Please provide additional information on how teachers will be held accountable for using data to inform and differentiate instruction. How will this be monitored and by whom?	<p><i>RFI UPDATE, JUNE 20, 2011:</i> Teachers are required to attend all PLC and PD sessions devoted to the use of data to inform and differentiate instruction; attendance will be monitored. Subsequent ‘walk-throughs’ and job-embedded coaching times will be utilized to observe and hold teachers accountable for follow-through with curriculum and instructional changes resulting from the data analysis.</p>		
RFI: What is the timeline for training teachers on the use of data?	<p><i>RFI UPDATE, JUNE 20, 2011:</i> Training has already started. Data Coaches, Analysts, and Instructional Supervisors will provide ongoing job-embedded training during PLCs. This will be scheduled on a rotating basis within the building-level PD calendar.</p>		
RFI: What is the timeline for the development of benchmark assessments? How often will assessments be administered in each content area?	<p><i>RFI UPDATE, JUNE 20, 2011:</i> Benchmark assessments are currently given four times per year and coordinated by the content-area teachers under the direction of the Instructional Supervisors. Assessments will be refined and revised based on the data analysis and curriculum alignment.</p>		
<p>2. Permissible Activities: <u>Comprehensive instructional reform strategies</u></p>			
<p>2c. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective</p>	<ul style="list-style-type: none"> ▪ Working with CASDA, the district piloted the use of Rubicon Atlas Curriculum Mapping Software at Albany High School and trained the Instructional Supervisors and building-level administrators on its use. The district will continue to work with CASDA to utilize Rubicon Atlas in all subject areas at Albany High to map curriculum vertically and horizontally, including mapping to the Common 	<p>April 2011: CASDA trained Instructional Supervisors and administrators in the development of Rubicon Atlas field header template</p> <p>July 2011: The district will purchase additional Rubicon Atlas software licenses for all</p>	<p>Rubicon Atlas Software YR 1 = \$12,000 YR 2 = \$12,000 YR 3 = \$12,000</p>

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	<p>Core Learning Standards (see page 10).</p> <ul style="list-style-type: none"> ▪ Instructional Supervisors and Coaches will conduct periodic reviews as part of their rotations through PLCS and in monthly Departmental meetings. They will use the maps developed by Rubicon Atlas, individual teacher lessons and evidence of student work. ▪ Building leaders, Instructional Supervisors and the Consultant Teacher/Evaluator will use the “look-for” rubrics to assess individual teachers’ alignment and implementation of instruction to curriculum pacing maps and Common Core Standards (see page 7). 	<p>Albany High teachers</p> <p>July – August 2011: The initial curriculum maps will be uploaded; revised maps will be uploaded on an ongoing basis throughout the grant period</p> <p>September 2011: All Albany High faculty will participate in CASDA’s Rubicon Atlas training</p> <p>July 2011 – September 2014: Teachers will utilize Rubicon Atlas software in their PLCs</p>	
<p>2d. Implementing a school-wide “response-to-intervention” model</p>	<ul style="list-style-type: none"> ▪ With the guidance of the district-level RtI team, Albany High will establish a building-level RtI team consisting of administrators, Coaches, School Psychologist, Guidance Counselors and teachers. ▪ The district- and building-level RtI teams will meet on a monthly basis to research and review resources and best practices for secondary-level RtI programs, such as those identified by the New York State RtI Technical Assistance Center (NYS RtI-TAC) and the National Center for RtI, among others. ▪ These teams will articulate the Albany High RtI Plan, including identification of a universal screening tool and Tier I, II and III Interventions. ▪ All building-level administrators, coaches and teachers will participate in professional development on the RtI Plan and have the 	<p>September 2011: The district will establish the building-level RtI team</p> <p>July 2011 – September 2014: The district- and building-level RtI teams will meet monthly</p> <p>July 1, 2012: The Albany High RtI Plan will be fully articulated</p> <p>September 2012: Albany High faculty and staff will be trained and begin implementing the RtI Plan;</p> <p>June 2013: The complete RtI Plan will be implemented by the end of the grant period</p>	<p>Consultant for RtI Training (such as NYS RtI-TAC or the National Center for RtI)</p> <p>YR 1 = \$2,500</p> <p>YR 2 = \$1,500</p> <p>YR 3 = \$0</p>

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	<p>capacity to begin implementing it by the beginning of the 2012-13 school year.</p>		
<p>2e. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content</p>	<ul style="list-style-type: none"> ▪ Albany High will implement an ESL Sheltered Instruction Program for LEP students in grades 11 and 12 who are eligible for the Regents Exams in Social Studies and English. <ul style="list-style-type: none"> • Two ESL teachers and two teachers in each core content area (10 teachers total) will participate in the Sheltered Instruction Observation Protocol (SIOP) Virtual Institute, an 11-session on-line training on the SIOP Model, a proven program for facilitating high-quality instruction for LEP students in content areas. ▪ ESL teachers will participate in training in and begin to use the Wilson Language Intervention Model and materials to provide intensive literacy instruction to Beginner and Novice LEP students. ▪ Special Education and ESL teachers will participate in PLCs for common planning time and vertical team meetings alongside core content area teachers. In these PLCs, all teachers will learn strategies for co-teaching, based on the Special Education program service model that requires a general education teacher and a special education teacher to jointly deliver instruction to a diverse group of students. This model supports the policy of least restrictive environment, which seeks to ensure that <u>all students</u> remain an integral part of the entire school community. ▪ The existing ESL Afterschool Program 	<p>Professional development began during the 2010-2011 school year as part of the planning and beginning stages of the Transformation Model and will continue throughout project period in order to continually and systematically build staff capacity to transform the school</p> <p>July 2011 – September 2014: Special education and ESL teachers will participate in PLCs</p> <p>July 2011 – September 2014: Sheltered Content ESL Instruction models will be implemented</p> <p>September – October 2011: ESL teachers will participate in the Wilson Language Intervention Model workshop (3 days) and begin using the Reading System materials</p> <p>October – November 2011, 2012, 2013: ESL and core content area teachers will participate in the Pearson SIOP Virtual Institute (11 sessions)</p> <p>July 2011 – September 2014:</p>	<p>Pearson – SIOP Virtual Institute (10 teachers) YR 1 = \$1,500 YR 2 = \$500 YR 3 = \$500</p> <p>Wilson Language Intervention Model Introductory Workshop (4 teachers) YR 1 = \$2,100 YR 2 = \$0 YR 3 = \$0</p> <p>Wilson Reading System Starter Set and Student Workbooks YR 1 = \$2,072 YR 2 = \$0 YR 3 = \$0</p> <p>Stipend - ESLAP Coordinator YR 1 = \$0 (MSAP funds) YR 2 = \$0 (MSAP funds) YR 3 = \$0 (MSAP funds)</p> <p>Salary – ESLAP Facilitators (4 teachers x 65 hours) YR 1 = \$0 (MSAP funds) YR 2 = \$0 (MSAP funds) YR 3 = \$0 (MSAP funds)</p>

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	<p>(ESLAP) will be expanded to include monthly weekend field trips to introduce ESL students to local American experiences, and semi-annual celebrations with the students and their families to celebrate the diversity of cultures at Albany High.</p>	<p>The expanded ESLAP program will continue</p>	<p>Salary – ESLAP Content Area Teacher Tutors (2 teachers x 152 hours) YR 1 = \$11,400 YR 2 = \$11,516 YR 3 = \$11,628</p> <p>ESLAP Instructional/Cultural Materials YR 1 = \$1,500 YR 2 = \$1,500 YR 3 = \$1,500</p> <p>ESLAP Field Experiences (admission fees and bus transportation) YR 1 = \$3,000 YR 2 = \$3,000 YR 3 = \$3,000</p>
<p>2f. Using and integrating technology-based supports and interventions as part of the instructional program</p>	<ul style="list-style-type: none"> ▪ The district will expand the existing Student-Centered Active Learning Environments (SCALE) Project, funded by the Enhancing Education Through Technology ARRA grant, to include all core content area teachers at Hackett (see page 10). <ul style="list-style-type: none"> ▪ The district will hire a part-time Technology Specialist to provide oversight of the set-up of SCALE classrooms and ongoing technical support to SCALE teachers. ▪ Core content area teachers will systematically be trained on the SCALE Project using the TPACK PD Model. The district’s existing Instructional Technologist 	<p>July 2011: The district will hire the Technology Specialist</p> <p>July 2011 – September 2014: The school will purchase the equipment for SCALE classrooms and other digital curricular materials, as listed</p> <p>July 2011 – September 2014: The Technology Specialist will equip the SCALE classrooms</p> <p>September 2011 – June 2012: ELA teachers will participate in TPACK PD series and begin</p>	<p>Salary – Technology Specialist (.5 FTE) YR 1 = \$17,500 plus fringe YR 2 = \$18,025 plus fringe YR 3 = \$18,566 plus fringe</p> <p>SCALE Classroom Equipment YR 1 = \$268,800 YR 2 = \$268,800 YR 3 = \$268,800</p> <p>SmartBoards for other Classrooms YR 1 = \$42,000 YR 2 = \$0</p>

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	<p>will train ELA teachers in Year One, Math teachers in Year Two, and Science teachers in Year Three. (NOTE: The district will utilize local funds to train and equip Social Studies teachers and classrooms in Year Four).</p> <ul style="list-style-type: none"> ▪ The district will equip each SCALE classroom a wide range of digital communication tools for technology-integrated instruction, including a SmartBoard, document camera, Student Response System, and a cart of netbooks for student use. ▪ In addition to the supplies purchased for SCALE classrooms, the school will also purchase SmartBoards for teacher and student use throughout the building; software licenses for Smart Notebook Math Tools for math teachers; software licenses for EPals student email system; and Adobe Creative Suite Software. Each of these digital tools will be used to integrate technology into curricula. ▪ Students will have opportunities to use APEX Learning Digital Curriculum for credit and unit recovery; to build foundational skills; and to participate in advanced courses (see page 10). <ul style="list-style-type: none"> ▪ All ninth and tenth grade students enrolled in AIS for ELA and Math will use APEX Foundation Courses in the classroom. Ninth graders who scored at level 2 on ELA and Math assessments will have the opportunity to utilize APEX General Courses during Saturday Academies. Seniors at risk of not graduating on time will have the opportunity 	<p>implementing the SCALE Project</p> <p>September 2012 – June 2013: Math teachers will participate in TPACK PD series and begin implementing the SCALE Project</p> <p>September 2013 – June 2014: Science teachers will participate in TPACK PD series and begin implementing the SCALE Project</p> <p>September 2014 – June 2015: Social Students teachers will participate in TPACK PD series and begin implementing the SCALE Project (NOTE: The district will use local funds to pay for any costs associated with the SCALE Project after the end of the grant period)</p> <p>July 2011: The district will purchase APEX licenses</p> <p>September 2011: APEX tutors will be trained</p> <p>July 2011 – September 2014: Students will utilize APEX; APEX will be used in the after school Senior Academy beginning in October 2011, after the first 5-week interim</p>	<p>YR 3 = \$0</p> <p>Smart Notebook Math Tools Software Licenses YR 1 = \$2,000 YR 2 = \$2,000 YR 3 = \$2,000</p> <p>EPals Licenses YR 1 = \$11,340 YR 2 = \$11,340 YR 3 = \$11,340</p> <p>Adobe Creative Suite Licenses YR 1 = \$15,000 YR 2 = \$15,000 YR 3 = \$15,000</p> <p>APEX Digital Curriculum Licenses and Training YR 1 = \$40,000 YR 2 = \$40,000 YR 3 = \$40,000 (plus Magnet = \$20,000; GF = \$25,000 per year)</p> <p>APEX Digital Curriculum Books YR 1 = \$1,200 YR 2 = \$1,200 YR 3 = \$1,200</p> <p>Salary – APEX Coordinator (240 hours) YR 1 = \$9,000 plus fringe YR 2 = \$9,090 plus fringe</p>

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	<p>to utilize APEX General Courses four days per week in the afterschool Senior Academy. APEX AP Language courses will be piloted in September 2011. Students in grades 11 and 12 will have the opportunity to use APEX to earn original credits beginning in September 2012.</p> <ul style="list-style-type: none"> • APEX will provide technical training to select Albany High teachers on how to utilize the product; these teachers will serve as on-site tutors to students who use the program. 		<p>YR 3 = \$9,181 plus fringe</p> <p>Salary – APEX Saturday Tutors (16 tutors x 105 hours) YR 1 = \$63,000 YR 2 = \$63,630 YR 3 = \$64,266</p> <p>Salary – APEX Afterschool Tutors (2 tutors x 350 hours) YR 1 = \$26,250 YR 2 = \$26,513 YR 3 = \$26,778</p>
<p>RFI: What will be the per student case load for the 2 After school tutors and the 16 Saturday tutors?</p>	<p><i>RFI UPDATE, JUNE 20, 2011: Each tutor will work with four or five students at any one time.</i></p>		
<p>2g. Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for</p>	<ul style="list-style-type: none"> ▪ As part of the Magnet School Assistant Program grant and the overall transformation model for Albany High, the school will open in September 2011 as four academically- and racially-balanced smaller learning communities, or thematic magnet academies. Each academy will enroll 400-600 students in grades 9-12 and will have a full-time Academy Principal and Theme Coordinator. The lottery for placing students in their first choice of academies was conducted in February-March 2011. ▪ Each academy will offer students opportunities to earn college credits via Advanced Placement (AP), International Baccalaureate (IB) and dual-enrollment courses at numerous partnering institutions of higher education. All Albany High teachers have been provided with 	<p>February – March 2011: Students were enrolled in the academy of their choice via a lottery system</p> <p>August 2011: Student schedules will be finalized</p> <p>September 2011 – June 2012: Teachers will participate in CollegeBoard and IBO trainings</p>	<p>CollegeBoard - SpringBoard Training YR 1 = \$26,000 YR 2 = \$0 YR 3 = \$0</p> <p>CollegeBoard - SpringBoard Curriculum Materials YR 1 = \$0 (MSAP funds) YR 2 = \$0 (MSAP funds) YR 3 = \$0 (MSAP funds)</p> <p>IBO – Level II IB Training YR 1 = \$85,000 YR 2 = \$0 YR 3 = \$0</p>

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college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework	<p>SpringBoard AP and Level I IB training during the 2010-11 school year. Content Area AP and Level II IB training will be provided to teachers during the 2011-12 school year.</p> <ul style="list-style-type: none"> ▪ Each academy will also offer its students opportunities to participate in a Career & Technology Education and exploration programs that provide students with quality, word-based learning experiences. Career pathways will continue to be established with the support of local business/industry and institutions of higher education. ▪ Students in each academy will also have the opportunity to utilize APEX Learning, as described on the previous page. 		
<p>2h. Improving student transition from middle to high school through summer transition programs or freshman academies</p>	<ul style="list-style-type: none"> ▪ Students entering 9th grade with deficiencies in ELA and Math will be encouraged to participate in a five-week Summer Transition Camp, which include teacher-led instruction along with online learning with APEX programs (see page 14). ▪ All grade 9 will have the opportunity to participate in a weeklong Thematic Summer Camp, designed specifically to introduce students to the academic and personal development threads that help define their chosen academy. Students in grades 9-11 will also have the opportunity to participate in a weeklong AP Honors Summer Camp to prepare for participation in AP classes throughout the school year. ▪ All grade 9 students will participate in a bi-monthly Freshman Seminar workshop 	<p>July 2011, 2012, 2013: Grade 9 students will participate in the 5-week Summer Transition Camp</p> <p>August 2011, 2012, 2013: Grade 9 students will participate in Thematic Summer Camps; Students in grades 9-11 will participate in AP Honors Summer Camp</p> <p>July 2011 – September 2014: Core content teachers will facilitate bi-monthly Freshman Seminar workshops</p>	<p>Salary - Staff for Transition Camp (16 teachers x 87.5 hours) YR 1 = \$52,500 plus fringe YR 2 = \$53,032 plus fringe YR 3 = \$53,550 plus fringe (plus staff funded by MSAP and local monies each year)</p> <p>Materials & Supplies for Transition Camp YR 1 = \$2,400 YR 2 = \$2,400 YR 3 = \$2,400 (plus materials funded by MSAP each year)</p> <p>Salary - Staff for Thematic Camps (8 teachers x 35 hours)</p>

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	<p>throughout the school year. ELA, Math, Science and Social Studies in each team will utilize one class period per month on a rotating schedule to teach study skills, time-management and organizational skills, etc.</p>		<p>YR 1 = \$10,500 plus fringe YR 2 = \$10,605 plus fringe YR 3 = \$10,711 plus fringe (plus staff funded by MSAP monies each year)</p> <p>Salary - Staff for Thematic Camps (4 TAs x 35 hours) YR 1 = \$2,800 plus fringe YR 2 = \$2,884 plus fringe YR 3 = \$3,913 plus fringe (plus staff funded by MSAP monies each year)</p> <p>Salary - Staff for AP Camp (4 teachers x 30 hours) YR 1 = \$4,500 plus fringe YR 2 = \$4,546 plus fringe YR 3 = \$4,590 plus fringe (plus staff funded by SLC monies each year)</p> <p>Materials & Supplies for Thematic Camps YR 1 = \$1,200 YR 2 = \$1,200 YR 3 = \$1,200 (plus materials funded by MSAP each year)</p>
<p>2i. Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based</p>	<ul style="list-style-type: none"> Albany High will shift from a comprehensive school structure to four magnet academies (see section 2g). Two School Guidance Counselors will be assigned to each academy to help provide their students with a more personalized learning environment and necessary supports for increased preparation for college and career 	<p>July 2011 – September 2014: Albany High will have four magnet academies</p> <p>July 2011 – September 2014: CASDA will provide training for Guidance Counselors (5 days)</p>	<p>CASDA Training and Support Costs associated with PD from CASDA are included in the budgets provided by external partners (see section 4b)</p>

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<p>assessments, and acceleration of basic reading and mathematics skills</p>	<p>pathways.</p> <ul style="list-style-type: none"> ▪ CASDA will provide School Guidance Counselors with professional development training and support regarding the use of the NYS Comprehensive Counseling Program for increasing graduation rates. ▪ Guidance Counselors began using Naviance Succeed software as part of the approved 1003(a) SIG to develop and manage a multi-year plan for 11th to help them chart a path toward graduation while achieving college- and career-readiness (see page 12). They will expand the use of this program to include all students in grades 9-12. ▪ Albany High will also implement the four-year Advancement Via Individual Determination (AVID) program by phasing in each grade level, beginning with 50 grade 9 students in 2011-12 and adding additional cohorts over the next four years (see page 10). <ul style="list-style-type: none"> ▪ The district has identified an AVID Coordinator (Mr. George Benson), who will establish an AVID Site Team consisting of AVID teachers (to be hired), the building Principal, a Guidance Counselor, and a teacher from each core content area. ▪ The district will hire one AVID teacher for 2011-12 using local monies; 1003(g) SIG funds will be used to hire a second AVID teacher in 2012-13. ▪ The Site Team will participate in the AVID Institute, a 4-day training to effectively 	<p>and provide ongoing support for standards-based strategic planning</p> <p>April 2011: Guidance Counselors began using Naviance Succeed with all 11th graders</p> <p>September 2011: Guidance Counselors will expand use of Naviance to include all 11th and 12th graders</p> <p>January 2012 – September 2014: Guidance Counselors will use Naviance will all students</p> <p>June 2011: The AVID Coordinator will establish an AVID Site Team</p> <p>July 2011, July 2012: The district will hire one AVID teacher each year</p> <p>July - August 2011: The Site Team will participate in the AVID Institute</p> <p>July 2011 – September 2014: The Site Team will recruit students</p> <p>September 2011– September 2014: Students will participate in AVID elective courses</p>	<p>Naviance School Counseling Software YR 1 = \$7,000 YR 2 = \$7,000 YR 3 = \$7,000</p> <p>Salary – AVID Coordinator YR 1 = \$0 (local funds) YR 2 = \$0 (local funds) YR 3 = \$0 (local funds)</p> <p>Salary – AVID Teacher (1 FTE) YR 1 = \$0 YR 2 = \$60,000 plus fringe YR 3 = \$60,600 plus fringe (plus staff funded by local monies each year)</p> <p>AVID Institute (8 participants) YR 1 = \$16,720 YR 2 = \$0 YR 3 = \$0</p> <p>AVID Materials YR 1 = \$0 (local funds) YR 2 = \$0 (local funds) YR 3 = \$0 (local funds)</p> <p>Library Media Center Print Materials and Supplies YR 1 = \$39,478 YR 2 = \$20,914 YR 3 = \$0</p>

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	<p>implement each element of the program.</p> <ul style="list-style-type: none"> ▪ The Site Team will recruit students to participate in the program by hosting Information Nights, interviews and an open house for students and parents. Up to 50 students will be chosen to participate each year. ▪ Students in each academy will also have the opportunity to utilize APEX Learning, as described previously. 		
<p>RFI: The library appears to be receiving new furniture along with new technologies. What is the plan, as recommended in the JIT for the school building renovation (rugs, lockers, paint, etc.)?</p>	<p><i>RFI UPDATE, JUNE 20, 2011: Building renovations will include new flooring in classrooms on the first and third floors (tile instead of carpeting), as well as new lighting. Each Academy will be distinguished physically by banners, a colored stripe painted on the walls, and a theme-based Specialty Room (Citizenship will be royal blue and will house a UN Room; Discovery will be black and will house a Music Production Room; Innovation will be light blue and will house a Clean Room; Leadership will be gray and will house a Mock Courtroom). These changes will take place over the summer months and will be funded using local monies and the Magnet Grant.</i></p>		
<p>2j. Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate</p>	<ul style="list-style-type: none"> ▪ Guidance Counselors will work with the BLT will identify students who are failing to achieve to reach high standards or graduate based on review of 5-week interval grades from the Student Management System (PowerSchool). ▪ Guidance Counselors and Academy Principals will coordinate and facilitate action meetings with these identified students, their parent(s), advisor (see section 3d), teachers and Academy Principal; the purpose of these meetings will be to create an individual student action plan to prevent failure and promote success. Follow-up review of articulated milestones will be determined based on individual student’s plan. 	<p>October 2011 – September 2014: Guidance Counselors and the BLT will conduct a review of 5-week interval grades every five weeks</p> <p>October 2011 – September 2014: Action meetings will be coordinated within one week of each 5-week interval period on ongoing basis</p> <p>July 2011, July 2012, July 2013: The School Attendance Officer will facilitate a partner meeting; students will be assigned to Home School Coordinators (HSCs);</p>	<p>Blackberries for building Principal and School Attendance Officer</p> <p>YR 1 = \$2,600 YR 2 = \$2,600 YR 3 = \$2,600</p>

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	<ul style="list-style-type: none"> ▪ The district will implement the Back to School Attendance Intervention Program for incoming grade 9 students who have been identified as having a history of problematic attendance (see page 13). <ul style="list-style-type: none"> • The School Attendance Officer will coordinate a meeting with all Home School Coordinators (HSC) and partners to describe the roles and responsibilities of each in implementing the program. • The district will assign up to 25 students to each academy’s HSC. The HSCs & Neighborhood Engagement Officer will receive each student’s contact information, as well as coordinate and conduct summer outreach visits to homes. • The HSCs will track student attendance for the first 10 days of school and will call the parents when a student is absent. The Principal and Attendance Officer will be part of the Police Department’s Blackberry communication system, enabling them to contact a police officer in the field, who will follow-up with a visit to the home and a neighborhood watch for the student, if necessary. • The HSCs will refer students with a pattern of absenteeism in these first 10 days to the School Attendance Officer, who will coordinate a Community Intervention Meeting. The HSCs will continue to monitor student attendance for the next 30 days and will refer students who are still not attending school to the School Attendance 	<p>HSCs and Neighborhood Engagement Officers will receive student information</p> <p>July – August 2011, July – August 2012, July – August 2013: HSCs and Neighborhood Engagement Officers will conduct home visits</p> <p>September 2011, September 2012, September 2013: HSCs will track student attendance and coordinate with Neighborhood Engagement Officers to contact parents of absent students</p> <p>September 2011-September 2014: HSCs will continue to monitor attendance and the School Attendance Officer will coordinate Community Intervention Meetings, as needed</p>	

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	Officer for additional interventions.		
<p>RFI: Please provide additional information on what supports/interventions will be available to students identified by the early warning system.</p>	<p><i>RFI UPDATE, JUNE 20, 2011:</i> Students identified by the early warning system will participate in Saturday Academies and take APEX on-line learning courses for unit and quarter recovery. The Transformation Officer and SIM will review program and participant data on a regular basis and make immediate adjustments, where necessary. Measures such as attendance will be monitored weekly. Student performance data will be assessed in five-week intervals, as well as at the 10th week (benchmark assessments and report cards).</p>		
<p>RFI: The Back to School Intervention Program indicates that it will call identified 9th grade students within the first 10 days of school to monitor attendance and if there are signs of excessive absence, the parents will receive a call. According to ACSD, then the Principal and Attendance Officer will call the police officer in the field to make a home visit. Please clarify: are these interventions happening simultaneously?</p>	<p><i>RFI UPDATE, JUNE 20, 2011:</i> Yes. The district realizes that poor attendance is a critical issue for Albany High students and that it needs to take serious action in order to improve the amount of time each student spends in school if it is to successfully transform the school. The district also realizes that for some students, particularly those targeted by the Back to School Intervention Program, an entire team of school- and community-based partners will be needed in order to make substantive change.</p>		
<p>3. Required Activities: <u>Increasing learning time and creating community-oriented schools</u></p>			
<p>3a. Establish schedules and strategies that provide increased learning time</p>	<ul style="list-style-type: none"> ▪ On May 2, 2011, the district and teachers’ collective bargaining units approved new contract language that adds two instructional days to the school year for increased learning time beginning in 2011-12. ▪ Students in each academy will also have the opportunity to utilize APEX Learning, as described previously in section 2f. 	<p>September 2011 – September 2014: The number of instructional days in the school year will increase from 180 to 182 (see Appendix D3 - MOA)</p>	<p>Additional Instructional Days YR 1 = \$0 (local funds) YR 2 = \$0 (local funds) YR 3 = \$0 (local funds)</p>
<p>RFI: As stated in the JIT, attendance and motivation for learning have been a challenge;</p>	<p><i>RFI UPDATE, JUNE 20, 2011:</i> Increased student engagement, motivation and attendance will all be direct results of the more personalized learning environment within each smaller learning community. The more students want to be in school, the more they will learn; the more they learn, the more they will want to be in school.</p>		

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<p>how will school address these issues as they relate to the planned increase in learning time?</p>			
<p>RFI: Please provide additional information on how the two additional instructional days be used to provide support to students.</p>	<p><i>RFI UPDATE, JUNE 20, 2011:</i> In addition to the two instructional days listed in the original application, the high school calendar will now include four more days in January with the State’s elimination of the Regents exams. These six days will provide students with over 2,000 more minutes of additional contact with their teachers and rigorous learning experiences.</p> <p>The district also negotiated the addition of three professional development (PD) days to the teachers’ calendars, which already consists of 12 days for this purpose (4 days at the end of June, 5 days over the summer, and 3 Superintendent Conference days). The sole purpose of this PD is to improve the academic achievement of students.</p>		
<p>RFI: Please provide additional information regarding the decision not to lengthen the school day.</p>	<p><i>RFI UPDATE, JUNE 20, 2011:</i> The district considered lengthening the school day. However, after discussions with stakeholder groups, especially students and parents, the district decided that due to the number of activities students are involved with after school (both school and non-school related), the length school day would remain the same. The focus then shifted to making the most effective use of the instructional time within the school day and adding additional days to the school calendar.</p>		
<p>3b. Provide ongoing mechanisms for family and community engagement</p>	<ul style="list-style-type: none"> ▪ The district hired a half-time Family Engagement Coordinator as part of the approved 1003(a) SIG and will increase the FTE of this position to full-time (see page 15). This individual will expand current mechanisms for family and community engagement, including disseminating the Parent Information Outreach Brochure and quarterly Parent Newsletter, and facilitating monthly Parent Forums. 	<p>March 2011: The district hired the part-time Family Engagement Coordinator</p> <p>July 2011 – September 2014: The Family Engagement Coordinator position will increase to full-time</p>	<p>Salary – Family Engagement Coordinator (1 FTE) YR 1 = \$54,000 plus fringe YR 2 = \$54,540 plus fringe YR 3 = \$55,045 plus fringe</p>
<p>RFI: Please provide additional information on the parent monthly forums and how families and communities are engaged through this forum.</p>	<p><i>RFI UPDATE, JUNE 20, 2011:</i> Parent Forums will be held twice each month from September through June. Each month will focus on a different strategy that will help parents become advocates for the child’s education and will build the partnerships between the parent and the school in order to best meet each child’s academic and social needs. As an example, one forum will be dedicated to training participants on how to use the Parent Portal on the district’s website, which is a direct link to PowerSchool that enables parents to see their child’s grades and attendance at any time.</p>		
<p>RFI: What is the timeline of activities for the Family</p>	<p><i>RFI UPDATE, JUNE 20, 2011:</i> Please see <u>Rubric Attachment 5: Family Engagement Coordinator – Timeline of Activities.</u></p>		

UPDATED APPENDIX B1: TRANSFORMATION MODEL – Albany High School

ACTION REQUIRED BY TRANSFORMATION MODEL	DESCRIPTION OF HOW THE ACTION WILL BE ACCOMPLISHED BY LEA	DESCRIBE WHEN THE ACTION WILL OCCUR DURING THE GRANT PERIOD AND WHY AT THAT TIME	DESCRIPTION OF COSTS ASSOCIATED WITH THE ACTION
engagement Coordinator?			
3. Permissible Activities: <u>Increasing learning time and creating community-oriented schools</u>			
<p>3c. Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs</p>	<ul style="list-style-type: none"> ▪ The School Climate and Culture Committee worked with CASDA during the 2010-11 school year to select an instrument to assess the perceptions of the school community regarding the school environment and the extent to which it meets the needs of students. The Committee will work with the newly-established Falcon Council (Student Government) to administer the National School Climate Center’s Comprehensive School Climate Inventory (CSCI) to students, parents, school personnel, and community members using 1003(a) SIG funds (see page 14). <ul style="list-style-type: none"> ▪ Following the survey, CASDA will provide the Committee and Falcon Council with Team Development Training and Survey Review and Action Plan Training in order to facilitate the creation of safer school environment that meets the social, emotional, and health needs of students. ▪ The district has developed partnerships with parents through the coordinated efforts of the Albany High Parent-Teacher-Student Association and the Family Engagement Coordinator. Increasing the FTE of the Family Engagement Coordinator (<u>as described in section 3b</u>) will allow for the time and resources needed for a true expansion of these partnerships. ▪ In order to meet the needs of students exhibiting social/emotional risk factors as they transition from middle school into Albany High, the 	<p>September 2011 – September 2014: The School Climate and Culture Committee began meeting monthly in September 2010 and will continue to meet monthly throughout the grant period</p> <p>May – June 2011: The Committee and Falcon Council will administer the CSCI Survey</p> <p>June – August 2011: CASDA will provide the Team Development Training (1 day) and the Survey Review and Action Plan Training provide (2-3 days) to the Committee and Falcon Council</p> <p>August 2011: The district will hire an additional Social Worker</p>	<p>National School Climate Center – Comprehensive School Climate Survey YR 1 = \$6,400 YR 2 = \$6,400 YR 3 = \$6,400</p> <p>Salary – Social Worker (1 FTE) YR 1 = \$57,000 plus fringe YR 2 = \$57,570 plus fringe YR 3 = \$58,146 plus fringe</p>

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	<p>district will expand the existing 9th grade A-PLUS Mental Health Clinic (see page 13) by hiring an additional Social Worker. This expansion of personnel will also enable the clinic to provide school-based mental health services to students transitioning into 10th grade who still exhibit the identified risk factors, stemming the abrupt loss of services.</p>		
<p>RFI: Please provide additional information on how the district will work to change the image the community, parents, and the students have of the building.</p>	<p><i>RFI UPDATE, JUNE 20, 2011: The district understands that changing the perception of the building will take time. In partnership with CASDA and through the work of the School Climate & Culture Committee and the National Coalition Building Institute, the district is in the process of developing an Action Plan to address identified areas of concern in the School Climate & Culture Survey conducted earlier this month.</i></p> <p><i>The district will continue to use its website, list-serves, school news notifier (an email and text alert system), mailings, assemblies and public forums to share the excitement and progress of the high school redesign. Many of the public forums will continue to be held at locations throughout the community (at the public library or Albany Housing Authority, for example) in order to reach more parents and community members. The district will also continue to have a presence within the community by having information tables and booths at neighborhood and city-wide events such as the Tulip Festival and Juneteenth Celebration; engaging in dialogue about the positive changes happening within the school will help transform the perception of students, parents and community members.</i></p>		
<p>3d. Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff</p>	<ul style="list-style-type: none"> ▪ CSSR will work with Albany High teams of administrators, teachers and students during the 2011-12 school year to create a purposeful Student Advisory Program (see page 14). <ul style="list-style-type: none"> • Teachers and other school faculty will participate in training to serve as Advisors for students. • The district will design the master schedule to include an Advisory Period in order to fully implement the Student Advisory Program in September 2012. 	<p>September – December 2011: CSSR will facilitate the creation of an Student Advisory Program</p> <p>January 2012: Students and staff will be assigned to Advisory Teams</p> <p>January – June 2012: CSSR will conduct Advisor Training for all staff</p> <p>September 2012 – September 2014: Albany High will implement the Student Advisory</p>	<p>CSSR Training and Support Costs associated with PD from CSSR are included in the budgets provided by external partners (see section 4b)</p>

UPDATED APPENDIX B1: TRANSFORMATION MODEL – Albany High School

ACTION REQUIRED BY TRANSFORMATION MODEL	DESCRIPTION OF HOW THE ACTION WILL BE ACCOMPLISHED BY LEA	DESCRIBE WHEN THE ACTION WILL OCCUR DURING THE GRANT PERIOD AND WHY AT THAT TIME	DESCRIPTION OF COSTS ASSOCIATED WITH THE ACTION
		Program	
<p>3e. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment</p>	<ul style="list-style-type: none"> ▪ The district contracted with the National Coalition Building Institute (NCBI) to take steps to eliminate bullying and student harassment. NCBI provided the initial “Building a Diversity Resource Team” series of trainings to students, families, staff, and community partners during the 2010-11 school year. Based upon the needs identified in trainings to date and discussions with the School Climate and Culture Committee, NCBI will provide the “Building a Foundation” and “Building Capacity and Sustainability” series of trainings throughout the 2011-12 and 2012-13 school years, respectively. ▪ By the 2013-14 school year, the NCBI-trained <i>Albany High Diversity Resource Team</i> will have an established train-the-trainer model and the capacity to continue trainings and refresher workshops for K-12 students, families, staff, and community members. They will conduct these trainings and workshops throughout the remainder of the grant period and beyond. ▪ CASDA will provide technical assistance and mentoring to teacher teams in PLCs on the revisions and continued development of a Positive Behavioral System for students to improve school climate and discipline. ▪ The personalization of the school environment, through the implementation of the new school governance structure, the Student Advisory Program and other approaches described throughout this application, will 	<p>September 2010 – March 2011: NCBI provided the “Building a Diversity Resource Team” series of trainings</p> <p>September 2011 – May 2012: NCBI will conduct the “Building a Foundation” training series</p> <p>September 2012 – May 2013: NCBI will conduct the “Building Capacity and Sustainability” training series</p> <p>September 2013 – September 2014: The Albany High Diversity Resource Team will continue to provide peer trainings throughout the remainder of the grant period and beyond</p> <p>September 2011 – September 2014: CASDA will provide technical assistance and mentoring on the Positive Behavioral System</p>	<p>National Coalition Building Institute Training YR 1 = \$13,400 YR 2 = \$15,000 YR 3 = \$0 (MSAP funds) (plus funding from the MSAP in years 1 and 2)</p> <p>CASDA Training and Support Costs associated with PD from CASDA are included in the budgets provided by external partners (see section 4b)</p>

UPDATED APPENDIX B1: TRANSFORMATION MODEL – Albany High School

ACTION REQUIRED BY TRANSFORMATION MODEL	DESCRIPTION OF HOW THE ACTION WILL BE ACCOMPLISHED BY LEA	DESCRIBE WHEN THE ACTION WILL OCCUR DURING THE GRANT PERIOD AND WHY AT THAT TIME	DESCRIPTION OF COSTS ASSOCIATED WITH THE ACTION
	improve school climate and discipline.		
4. Required Activities: <u>Providing operational flexibility and sustained support</u>			
<p>4a. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates</p>	<ul style="list-style-type: none"> ▪ Albany High will shift from a comprehensive school structure to four magnet academies (see section 2g). ▪ Albany High will continue to employ Ms. Dale Getto, the full-time School Implementation (Improvement) Manager (SIM) hired under the 2010-2011 School Improvement 1003(a) planning grant. Ms. Getto is responsible for the day-to-day implementation of the school improvement elements, as outlined in the recommendations of the JIT report and this application. As part of the overall Leadership Governance Model, Ms. Getto is a member of the Building Leadership Committee and School Redesign Team, ensuring all school improvement and transformation activities are coordinated and implemented. Ms. Getto will be the direct contact at the building level with the Transformation Officer for PLA Schools (see Appendix E: Organizational Chart). 	<p>July 2011 – September 2014: Ms. Getto will continue to serve as Albany High’s SIM and will be responsible for the day-to-day implementation of the school improvement elements throughout the grant period</p>	<p>Salary – School Improvement Manager (1 FTE) YR 1 = \$123,000 plus fringe YR 2 = \$124,230 plus fringe YR 3 = \$125,472 plus fringe</p>
<p>RFI: Please provide information on how the School Implementation Manager will ensure that the school will receive the support needed to implement the plan.</p>	<p><i>RFI UPDATE, JUNE 20, 2011:</i> The SIM will be in constant contact with the district-level Transformation Officer, who will ensure that the SIM and other individuals implementing the Transformation Model at Albany High receive the technical assistance, support and guidance needed to do so effectively. This will include daily conversations via telephone and email, weekly site visits to the school, and bi-weekly meetings with Hackett Middle School’s Building Principal in order to ensure full alignment of activities and services.</p>		
<p>4b. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external</p>	<ul style="list-style-type: none"> ▪ The district will establish an Office for School Redesign to provide ongoing, intensive technical assistance and related support to the PLA schools. The top priority of this district-level office, under the supervision of a newly- 	<p>July 2011: The district will establish the Office for School Redesign and hire the Transformation Officer</p>	<p>Salary – Transformation Officer (.5 FTE) YR 1 = \$42,500 plus fringe YR 2 = \$42,925 plus fringe YR 3 = \$43,354 plus fringe</p>

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ACTION REQUIRED BY TRANSFORMATION MODEL	DESCRIPTION OF HOW THE ACTION WILL BE ACCOMPLISHED BY LEA	DESCRIBE WHEN THE ACTION WILL OCCUR DURING THE GRANT PERIOD AND WHY AT THAT TIME	DESCRIPTION OF COSTS ASSOCIATED WITH THE ACTION
<p>lead partner organization (such as a school turnaround organization or an EMO)</p>	<p>hired Transformation Officer, will be to improve student achievement and provide overall direction for the successful implementation of the Transformation Model at each PLA school. The Transformation Officer will serve as the manager of the 1003(g) School Improvement Grant (see Appendix E: Organizational Chart).</p> <ul style="list-style-type: none"> ▪ The district will continue to work with and receive ongoing, intensive technical assistance and related support from the New York State Education Department’s Title I School and Community Services Team throughout the grant period. ▪ The district will also partner with the Center for Secondary School Redesign (CSSR) and the Capital Area School Development Association (CASDA) to provide educational consultant services, including professional development, coaching and technical assistance for implementing the Transformation Model at Albany High. 	<p>July 2011 – September 2014: The district began working with CSSR and CASDA in the 2010-11 school year as part of the approved 1003(a) SIG and will continue to partner with them throughout the grant period</p>	<p>Salary – Clerical Staff for Office of School Redesign (.5 FTE) YR 1 = \$15,000 plus fringe YR 2 = \$15,450 plus fringe YR 3 = \$15,914 plus fringe</p> <p>CSSR Educational Consultant Services, Training and Support YR 1 = \$102,400 YR 2 = \$76,800 YR 3 = \$57,600</p> <p>CASDA Educational Consultant Services, Training and Support YR 1 = \$179,500 YR 2 = \$114,750 YR 3 = \$66,063 (plus additional funds from the MSAP each year)</p>
<p>RFI: Please provide additional information on the types and frequency of technical assistance the district will provide to the school.</p>	<p><i>RFI UPDATE, JUNE 20, 2011: Please see the response to the previous question. Additionally, external partners CASDA, who will spend over 180 days with district and building-level staff from July 2011-June 2012, and CSSR, who will spend over 75 days within the same time period, will provide the district with coaching on how to better support the school with technical assistance.</i></p> <p><i>Please see <u>Appendices F1-F2</u> in the original application.</i></p>		
<p>4. Permissible Activities: <u>Providing operational flexibility and sustained support</u></p>			
<p>4c. Allowing the school to be run under a new governance arrangement, such as a</p>	<ul style="list-style-type: none"> ▪ As described throughout this application, the district will establish an Office for School Redesign and the school will be restructured into 	<p>July 2011: The district will establish the Office for School Redesign</p>	<p>Costs for these activities have been listed in sections 4a and 4b</p>

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ACTION REQUIRED BY TRANSFORMATION MODEL	DESCRIPTION OF HOW THE ACTION WILL BE ACCOMPLISHED BY LEA	DESCRIBE WHEN THE ACTION WILL OCCUR DURING THE GRANT PERIOD AND WHY AT THAT TIME	DESCRIPTION OF COSTS ASSOCIATED WITH THE ACTION
turnaround division within the LEA or SEA	four magnet academies (see sections 4a and 4b).	July 2011 – September 2014: Albany High will have four magnet academies	
4d. If external partners will be used to accomplish all or any of the actions described - Recruit, screen, and select external providers to ensure their quality	<ul style="list-style-type: none"> ▪ The district followed the established local procurement policy to recruit, screen and select external partners (CSSR and CASDA). 	July 2011 – September 2014: The district began working with CSSR and CASDA in the 2010-11 school year as part of the approved 1003(a) SIG and will continue to partner with them throughout the grant period	Costs for these activities have been listed in sections 4a and 4b
RFI: Please provide a description of the district’s local procurement process.	<p><i>RFI UPDATE, JUNE 20, 2011:</i> <i>The district’s local procurement process begins with issuing a Request for Proposals (RFP) for professional services, which contains details of the engagement, including the methods which it will use in order to select the services. The district sends the RFP to a minimum of three professionals and requests that they submit written proposals. The RFP is also publically advertised in the Times Union Newspaper. RFPs may include negotiations on a fair and equal basis.</i></p> <p><i>A team of district personnel that has a complete understanding of the services in the RFP is assembled to conduct the evaluation of the submitted proposals. This team considers the following factors before contacting listed references and making a recommendation for award and subsequent contract for services to the Superintendent and Board of Education:</i></p> <ol style="list-style-type: none"> <i>1. Special knowledge or expertise of the professional or consultant service</i> <i>2. Quality of the service to be provided</i> <i>3. Staffing of the service</i> <i>4. Suitability for the district’s needs</i> <i>5. Time and effort toward service in relation to overall cost</i> 		
RFI: How will the district evaluate the quality of services being provided by external partners?	<p><i>RFI UPDATE, JUNE 20, 2011:</i> <i>As the external partnerships for the last quarter of the 2010-11 come to a close, the district has determined that both CADSA and CSSR have fulfilled their contractual obligations. The district is in the process of finalizing a Quarterly Partner Rating Rubric based on the North Central Regional Educational Laboratory’s (NCREL) Guide to Working with External Partners. This evaluation tool will be used to assess these partners’ services in multiple categories, including Outcomes, Staff, Materials, and Professional Development, and as a method to acquire more qualitative evaluation data. The district-level Transformation Officer will be responsible for utilizing and communicating the results of this rubric quarterly with all stakeholder groups, including the partners in order to ensure that it is used to guide the delivery of future services.</i></p>		

UPDATED APPENDIX B1: TRANSFORMATION MODEL – Albany High School

COST OF IMPLEMENTATION OF MODEL (OVER 3 YEARS)	AMOUNT OF 1003(G) FUNDS LEA WILL ALLOCATE TO THE SCHOOL	AMOUNT OF ADDITIONAL FUNDS LEA WILL ALLOCATE TO THE SCHOOL
\$79,645,256	\$5,255,085	\$74,390,171

Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.

The City School District of Albany conducted a comprehensive review of the funding sources available to support the interventions outlined in this application. The 1003 (g) SIG, local funds, and the grants listed below have been coordinated in order to fund the actions described in this model. The level of funding from these sources is detailed in the Budget Narrative section of this application.

- Magnet School Assistance Program Grant
- Small Learning Communities Grant
- IDEA
- Race to the Top
- Smart Scholars Grant
- Safe Schools / Healthy Students

The district is committed to the full implementation of this model, including the continual evaluation of each program and activity to assess effectiveness. Programs and activities associated with this Transformation Model that provide evidence of positive impact on student achievement, graduation rate, and students’ college- and career- readiness will continue to be supported by local funds and grants. The district’s Office of Grants & Program Development is devoted solely to seeking and securing private, State and Federal funding to support proven and innovative programs that improve student achievement; this department has a demonstrated success rate.

RFI UPDATE, JUNE 20, 2011: The district is committed to fully implementing the programs associated with this model. Activities and principles deemed effective will become ‘how school is done’ and will be supported by the budget process with local funds. The continued work of the district’s Office of Grants & Program Development to seek funding streams that support current, effective programming, as well as innovative programming, will advance these efforts. While the district seeks additional grants, these programs will be subject to the effects of the economy and School Board support. As the number of four-year Graduates increases, the cost per diploma will decrease and more funds will be available to sustain these programs.

Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces at this school, and how the LEA plans to address these challenges.

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The district has faced obstacles in the form of contractual and collective bargaining agreements, particularly in the areas concerning the creation of evaluation systems for teachers and principals. Ongoing discussions between the district and union representatives will continue in order to align the evaluation systems with the APPR, Education Law §3012-c, and Commissioner's regulations. As stated in an attached **jointly signed letters**, by no later than January 1, 2012, all new and/or existing collective bargaining agreements for classroom teachers and building principals assigned to Albany High School will be consistent with and/or amended and/or modified as necessary to require that these individuals are evaluated in accordance with the provisions of Education Law §3012-c and Commissioner's regulations.

This district faced a similar obstacle involving contractual language regarding the rewarding and recruitment of staff using financial incentives. As stated above, the district and union representatives will continue their discussions on how to best include new language in all collective bargaining agreements or MOAs; by January 1, 2012, this provision will be included in the contracts.

RFI UPDATE, JUNE 20, 2011: *As indicated previously in this document, increased student engagement will be a direct result of the more personalized learning environment within each smaller learning community. Each teacher will be trained and expected to use student-centered, project-based learning instructional strategies in order to encourage active participation from EVERY student, including those with disabilities or limited English proficiency. General Education teachers will also participate in professional development with Special Education and English as a Second Language teachers and, as a result, put into practice co-teaching models in order best reach students of all academic and linguistic abilities.*

More advanced-level courses will be offered to students as a result of an increased number of teachers qualified to teach them. During the 2010-11 school year, all Albany High teachers participated in professional development for SpringBoard AP and Level I IB training in order to learn how to incorporate these advanced-level instructional practices into all classes. Content Area AP and Level II IB training will be provided to teachers during the 2011-12 school year. This training will help teachers maintain and communicate high expectations for all students, which will ultimately lead to a greater investment in each child's educational experience – on the part of both the individual student and the teacher.

Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively in this school.

The district is committed to the successful implementation of the Transformation Model activities described in this application and will modify practices and policies through the Board of Education approval process, bargaining unit negotiation process, and through building-level shared governance procedures in order to fully implement the intervention model.

RFI UPDATE, JUNE 20, 2011: *The district-level Office for School Redesign will be organized with the Transformation Officer overseeing all school improvement activities implemented in each of the PLA schools, ensuring they are aligned with the district's systemic curriculum and Strategic Plan for K-12 instruction. This individual will be highly-qualified in data collection, analysis/interpretation, and dissemination practices and will be responsible for supervising the implementation of these practices within the PLA schools. Other members of this Office will include the Data Coaches and Analysts hired with non-SIG funds.*

The Transformation Officer and Data Team will engage in constant contact with SIM and other individuals implementing the Transformation Model at Albany High to ensure they receive the technical assistance, support and guidance needed to do so effectively. This will include daily conversations via telephone and email and weekly site visits to the school.

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The Office will also coordinate meetings and communicate on a biweekly basis with other district-level administrators and offices including the Central Administration, Special Education Director, Pupil Personnel Services Director, Chief Information Officers and K-12 Instructional Supervisors for English Language Arts, Math, Science, Social Studies and English as a Second Language/Foreign Language.

UPDATED APPENDIX B2: TRANSFORMATION MODEL – Hackett Middle School

LEA Implementation Plan for the Transformation Model

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Transformation Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

LEA:	City School District of Albany
NCES #:	3602460
School:	William S. Hackett Middle School
NCES #:	360246000032
Grades Served:	6 - 8
Number of Students:	555

In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with additional information from local assessment tools.

Needs Assessment Process	List Data Analyzed	Major Findings
<p>DRAFT JIT REVIEW REPORT (May 2011)</p> <p>ANALYSIS OF CURRENT, LOCAL DATA (as listed in the adjacent column)</p>	<ul style="list-style-type: none"> ▪ Student attendance rates ▪ Teachers’ years of experience, certifications and assignments ▪ NYS Assessments for ELA & Math in grades 5 - 8 ▪ VADIR ▪ Discipline ▪ Local Benchmark Assessments ▪ Enrollment ▪ 5-Week Interim and Report Cards 	<p>➤ Curriculum:</p> <ul style="list-style-type: none"> ▪ ELA curriculum lacks rigor and is inconsistent in identification of core competencies important at each grade level. Evidence was present to demonstrate that the curriculum has been narrowed to focus on test preparation. ▪ Although ad hoc efforts to update curriculum based on student data occur, there isn’t a systemic approach to modifying curriculum, instruction and assessment based on data to meet students’ needs in all subjects. <p>(continued on next page)</p>
<p>Major Findings (continued)</p>		

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➤ **Curriculum (continued):**

- There are insufficient supplies, materials, and curricular materials to support differentiated instruction across all student /subject populations (i.e.: leveled reader libraries, mathematics manipulatives, science textbooks, school library collections to support instruction).
- Vertical team meetings are held monthly for members of each core department (English, Mathematics, Social Studies, and Science), however these are held during the school day and take teachers out of their classrooms.

➤ **Teaching & Learning:**

- Academic expectations for students are generally low.
- Whole group, direct instruction predominated throughout the school. There was little evidence of flexible grouping or differentiation to address the diverse learning needs of all students. Little opportunity exists for students to work together or to share ideas. Students are generally disengaged.
- Processes to develop higher order thinking skills were not evident in tasks assigned to students, with emphasis remaining on the acquisition of basic skills and test preparation.
- Limited use of literacy strategies is evident in content areas.
- Some evidence of a basic integrated co-teaching model is present; however, a full continuum of special education and LEP services is not available in grade 6.
- Grading practices do not demonstrate clear expectations for student academic performance across content or grade levels. Data reveals inconsistency between state assessment scores and local grades.
- There was little evidence of technology integration in the classroom or equipment to support such, resulting in students having limited to no opportunity to develop technological literacy skills.

➤ **School Leadership:**

- In the recent past, significant turnover in teachers and students has occurred for a variety of reasons. This has deteriorated the sense of community at HMS which has contributed to a lack of shared vision and mission for student success and school improvement.
- The relationship between school administrators and district administrators for special education is inconsistent and unclear resulting in confusion about leadership in such areas as curriculum, instruction, and professional development.
- The principal and the assistant principal devote the large majority of their time to school management, leaving little time for instructional supervision or program and policy development.
- The Building Leadership Team (BLT) has written the Comprehensive Education Plan (CEP) and begun implementation in the school, but does not have a progress monitoring protocol in place.
- There is little evidence that administrators conduct classroom walkthroughs to provide feedback to the teaching staff. This results in a lack of formative feedback related to instructional quality and weak teacher accountability for implementing the curriculum as well as strategies gained in professional development.
- The master schedule creates isolation of various student groups (high honors, AIS). It also inhibits students from accessing technology equipment to support instruction and technological literacy development.

➤ **Infrastructure for Student Success:**

UPDATED APPENDIX B2: TRANSFORMATION MODEL – Hackett Middle School

- Little evidence indicated that teachers have been trained in behavioral management strategies. This results in high numbers of referrals to school administrators.
- Teacher absenteeism contributes to high use of substitute teachers, lowered instructional quality, inconsistency of content delivery, and problems in management of student behaviors.
- The Full Service Room provides a comprehensive set of early interventions and strategies in collaboration with school PPS staff. However, appropriate interventions for highest risk students are not systematically provided by HMS.
- The administration supports the school’s PTO and includes parents on the BLT. However, some parents remain disconnected from the school community.
- The Academic Intervention Services (AIS) program is disconnected from regular classroom instruction. AIS strategies are primarily worksheet driven and not customized to meet student needs.
- Although students are involved in afterschool programs and connected with community partners (ACAN), they have limited opportunity to play an active role in the culture and community of the school.
- Parents expressed safety concerns about the length of time that students are prohibited from entering the building before school.
- The library media center is adequate but collections are out of date. Access to the technology in the library is inconsistent as is the working condition of equipment to support instruction.

➤ **Collection, Analysis and Utilization of Data:**

- The district regularly collects a variety of assessment data and makes this available to the school. Through vertical team efforts and modification of the pacing maps, early data driven processes are evident. However, the data are not being used to drive classroom instruction or inform school-wide improvement efforts. Faculty generally are implementing programs rather than matching instructional strategies to student needs revealed by the data.
- Benchmark assessments are being used in ELA and Math, but few formative assessments have been developed and implemented by classroom teachers.

➤ **Professional Development:**

- There is no evidence of a comprehensive Professional Development Plan to support school goals of continuous improvement. Activities generally take the form of episodic, initiative-driven training rather than comprehensive efforts aligned with school goals to improve teacher capacity based on data that reflect student needs. The intensity, duration, and frequency of professional development have not been consistent.
- Professional development to meet the needs of all at-risk students is insufficient. Training of general and specialist teachers on how to effectively use co-teachers in a classroom has been lacking.

➤ **District Support:**

- The district action plan component of the Hackett CEP has not been completed.
- The district Professional Development Plan does not provide guidance to inform professional development efforts at HMS.
- Upon entering Hackett Middle School, a high percentage of students are below grade level in reading ability.
- Coordination between school administration and district supervisors is variable and inconsistent.

➤ **Review Team Implementation Recommendations:**

UPDATED APPENDIX B2: TRANSFORMATION MODEL – Hackett Middle School

- Provide additional administrative leadership to this school in order to permit the principal time to focus substantially on school improvement efforts.
- Provide ongoing training and support to the Building Leadership Team to fulfill its role in shared leadership in guiding school improvement at HMS. This team should be structured to lead the school's capacity to analyze student performance data to make decisions and differentiate instruction for all students, particularly students with disabilities (SWD's), and those requiring Academic Intervention Services (AIS).
- Restructure the school day to include time for school reform strategies and communication building among students, faculty, and other school staff including special education and AIS providers.
- Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified when ineffective based on student performance data.
- Provide additional intensive supports and professional development to teachers and administrators to implement effective strategies to support at-risk populations.
- Provide ongoing mechanisms to develop a professional learning community among the staff as well as opportunities for family and community engagement.

Describe how the Transformation Model addresses the major findings of the needs assessment.

The City School District of Albany (CSDA) has been charged with the task of developing and implementing a restructuring plan in order to transform Hackett Middle School from an identified persistently lowest-achieving school to a school where every child moves forward on time and well-prepared for a rigorous high school education. With the closure of Philip Livingston Magnet Academy in June 2009, the majority of its students enrolled in Hackett. Since then, the district has collaborated with all stakeholders to redesign the school, from the day-to-day operations to the big-picture philosophies surrounding learning and teaching, with the goal of improving the academic achievement of all students.

Funds to assist the district in this endeavor have been secured from the New York State Education Department via the Title grants and the 1003(a) School Improvement Grant, which has served as a foundation upon which this application has been built. The 1003(g) School Improvement Grant will ensure that all the missing pieces, as identified in the JIT, are thoughtfully and strategically aligned with existing, successful programs, thus allowing the district to bring drastic and sustainable change to Hackett Middle School beginning in July 2011.

Through the Transformation Model, the district will implement the recommendations of the Review Team by:

- Restructuring the administrative/governance team and the school to include a two-house system, each with an Assistant Principal (one of whom will serve as the SIM) and Guidance Counselor, thus permitting the Building Principal time to focus substantially on school improvement efforts;
- Partnering with the Center for Secondary School Redesign (CSSR) and Capital Area School Development Association (CASDA) to provide guidance and support in implementing the Transformation Model, including ongoing professional development, training, coaching and support to school leaders, teachers and Building Leadership Team in guiding data-driven school improvement for all students;
- Creating an infrastructure for student success that provides opportunities for extended learning time and communication-building among all members of the school community; and
- Continuing to develop and periodically review the curriculum for core content areas, beginning with ELA and Math, to include rigorous and coherent grade-level competencies aligned with Common Core Standards.

As described throughout this application, the Transformation Model coordinates the multitude of activities designed to systematically improve student

Describe how the Transformation Model addresses the major findings of the needs assessment.

achievement, some of which have already begun:

NEW STRUCTURE AND ADMINISTRATION/GOVERNANCE MODEL

Hackett will shift from a comprehensive school structure, with one building Principal and one Assistant Principal overseeing all students, to a two-house structure, with 250-300 students in grades 6-8, an Assistant Principal and a Guidance Counselor assigned to each house. The building Principal will assume all instructional leadership responsibilities focused on monitoring program implementation, improving instruction, and student achievement; **the building Principal will be responsible for the successful implementation of the school's Transformation Model** and will be the school's direct contact for the district-level Transformation Officer for PLA Schools. This adjusted school structure will allow for more personalized learning and support for the academic and social-emotional needs of all Hackett students.

The current building Principal, Mr. Michael Paolino, was hired at the beginning of the 2009-2010 school year, as Hackett merged with the closed Philip Livingston Magnet Academy and a completely new administrative team was brought in to implement school intervention efforts. He was hired because he brings a wealth of experience in middle and high school administration in urban and suburban districts, with demonstrated leadership in the development of educational philosophy and the implementation of best practices for student success. Since becoming Principal at Hackett, he has led the school in addressing the overall academic needs of students and has demonstrated large gains in school safety and order, creating an environment conducive to learning, as highlighted in the JIT Report. Mr. Paolino will use the NYS Middle School Association's "*Essential Elements of Standards-Focused Middle Level Schools and Programs*" as the framework for delivering research-based, proven programs as part of the Transformation Model.

The district will hire an additional Assistant Principal, who will serve as the **School Improvement Manager (SIM)**. The SIM will be a member of the Building Leadership Team (BLT) and will chair the building-level professional development sub-committee (see Appendix E: Organizational Chart).

ONGOING TRAINING AND SUPPORT FOR IMPROVED SCHOOL LEADERSHIP, TEACHING AND LEARNING

The district will partner with the Center for Secondary School Redesign (CSSR) and the Capital Area School Development Association (CASDA) to systematically build capacity within Hackett's school leaders and teachers by providing ongoing, high-quality, job-embedded Professional Development (PD) identified in the JIT Report. CSSR will utilize the *Breaking Ranks at the Middle Level* framework to provide training and support to the Building Leadership Team (BLT), facilitated by the building Principal and consisting of members from all stakeholder groups (administrators, teachers, students and parents), in the broader areas of school governance, change in leadership, master scheduling, teacher teaming, and cultural competency. CASDA's training and support will focus on specific areas relating to curriculum development, instructional improvement, and the learning environment, as outlined below:

Curriculum Development

- Support and Implementation of Rubicon Atlas Curriculum Mapping Software
- Training and Support of Common Core Learning Standards and Curriculum Map Updates
- Vertical/Horizontal Map Alignment (including Special Education/ESL)
- Departmental Coaching: Implementing the Developed Curricula

Instructional Improvement

- Common Core Standards-based Instruction and Assessment (direct instruction and coaching model)
- Differentiated Instruction (student engagement, study groups, job-embedded coaching)

Describe how the Transformation Model addresses the major findings of the needs assessment.

- Co-Teaching Models for Special Education
- Data Access, Use and Implementation
- Flexible Grouping/Cooperative Learning
- Formative Assessment (design and utilization)
- Special Education Program Supports
- Increasing Rigor and Accelerated Learning (implementing project-based and service learning)
- Reaching and Teaching Reluctant Learners
- Literacy Across the Curriculum
- Technology Integration
- Project-based Learning

Learning Environment

- Team Development (Building Leadership Team, Interdisciplinary Teacher Teams, Professional Learning Communities)
- Changing School Climate and Culture
- Development and Revision of a Positive Behavioral System for Students
- Flexible/Block Scheduling

The district will also purchase services from other providers of training and support, including the NYS Middle Schools Association, Harvard Graduate School's Institute for Urban School Leaders, NYS United Teachers, KIDS Consortium, Curriculum Associates, Pearson, and the National Coalition Building Institute (NCBI). In addition, as part of meeting the four *Race to the Top Assurance Areas*, building-level teams will also receive more than 80 days of job-embedded coaching from Capital Region BOCES Network Teams and additional instructional coaches. Refresher courses and new teacher trainings will be held each year and coordinated with the existing Mentor Teacher Internship Program.

The district will hire additional staff, including an **ELA Coach** and a **Math Coach**, who will work directly with existing K-12 Instructional Supervisors, external partners and service providers to deliver one-on-one and small-group, hands-on training and in-classroom support for teachers, helping them incorporate what they have learned through the professional development into practice. A **Behavioral Intervention Specialist** will also be hired to provide classroom teachers with coaching and consulting services related to classroom management and/or positive reinforcement behavioral strategies. This individual will be responsible for conducting professional development training to teachers struggling with maintaining positive and supportive classroom environments, as well as all new teachers. Working collaboratively with all teachers, the Behavioral Intervention Specialist will assist in developing effective, functional behavioral assessments and behavior intervention plans for students with challenging behaviors, including students identified as emotionally disturbed. The training and coaching will also assist teachers in the collection of data to progress monitor the effectiveness of interventions identified in students' behavior intervention plan. These Coaches and the Behavioral Intervention Specialist will serve on Hackett's **Building Leadership Team (BLT)**.

Much of this professional development will take place in teachers' **Professional Learning Communities (PLCs)** beginning in September 2011. The core-content, Special Education and English as a Second Language (ESL) teachers in grades 6-8 will continue to be horizontally teamed in each house and will have one 45-minute period four days per week (180 minutes) for common planning time, coaching and staff development. Other opportunities for PD will be delivered during mandatory, monthly vertical team and all-faculty meetings, on non-instructional days within the school year, including the 3 additional school calendar days added via the new MOA dated May 2, 2011(see Appendix D3), and over the summer months. Instructional Supervisors, Coaches, external partners and serviced providers will facilitate these PD opportunities. Special Education and ESL teachers will be required to participate in vertical team meetings to co-plan for the delivery of effective instruction to all students. These teachers will be divided among the four main content areas - ELA, Math,

Describe how the Transformation Model addresses the major findings of the needs assessment.

Science and Social Studies - will meet one time each month with members of their respective department to report back and provide direct feedback regarding curriculum and delivery of instruction.

The continuous use of student data to drive decision-making and to inform instructional programs will be modeled for the teachers by the district-level **Transformation Officer**, building Principal, SIM and members of the BLT. As described in **Section B: Descriptive Information** (page 11), the Transformation Officer will ensure student data reaches the building Principal at Hackett, who will, in turn, disseminate the data to all the appropriate staff, including the BLT and teacher teams, in a timely manner. Each member of these teams will participate in ongoing professional development to learn how to utilize the data to inform instruction and decision-making processes. This structure will ensure a focus on building capacity for long-term sustainability and improving student learning outcomes. In addition, CASDA will provide training to Instructional Supervisors, Coaches and teachers on how to develop classroom formative assessments that are aligned with curriculum and Common Core Standards. Teachers, working in their PLCs, will utilize student data to identify and implement immediate and targeted instruction to address individual student learning needs. The extent to which teachers implement the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students will be incorporated into teacher evaluations.

Working with CASDA, the district will **adopt a standardized, formal system of data protocols** that will be used consistently across teacher teams, as well as building- and district-level administration, to analyze and make instructional and programmatic decisions. To begin this process, the Transformation Officer and Hackett BLT members will join other district personnel in a **two-day Institute for COMPASS (COMPare, Assess, Select Levers to Improve, Set Goals)**, developed through the University at Albany’s School of Education’s NY Kids Project and CASDA in July 2011, to:

- Compare the district’s current practices to those of high-performing schools throughout NYS serving similar populations;
- Assess the district’s priorities for improvement;
- Select levers for improvement by examining online practices of higher-performing schools; and
- Set SMART Goals (Specific, Measurable, Attainable, Results Oriented/Relevant/Rigorous, and Time Bound) and develop an action plan for meeting them.

As a result, Hackett’s BLT will have an action plan for using data to optimize student performance, increased capacity to gather and use a variety of data, resources to help guide the process, and access to follow-up meetings and assistance from CASDA on a monthly basis.

CASDA will also work directly with the secondary Principals PLC (consisting of the building Principal and Assistant Principals) to create a **system that will measure to what extent the instructional practices have changed as a result of the ongoing, embedded professional development and coaching**. This system will include mechanisms to assess curriculum/observation alignment, as well as formative assessment of professional development, such as “look-for” rubrics for daily, informal classroom walk-throughs. As a result, these individuals will be able to support, supervise and assess changes in practice based on lessons learned from professional development and to make correlations with increased student achievement.

The district will use **rigorous, transparent and equitable evaluation systems for teacher and principals** in order to hold each individual accountable for implementing the bold and drastic changes in school leadership, teaching and learning, as required by the JIT and described throughout this application. Effective leaders and teachers – those who have demonstrated improved student achievement as a result of implementing best practices learned from this professional development – will be rewarded, as per collective bargaining agreements. Examples of **rewards** may include recognition at school-wide celebrations and opportunities for additional professional development. In order to help attract and retain effective teachers, the district will provide opportunities that lead to **financial incentives**, including paying fees associated with individual teacher participation in the Take One! Program, a first step toward becoming National Board Certified, as well as fees associated with the Certification exam. Per the existing collective bargaining agreement, National

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Board Certified teachers receive an annual stipend of \$3,000 in addition to their salary. The district will also follow procedures consistent with Chapter 103 and outlined in the collective bargaining agreements to **remove ineffective leaders and teachers** who, having been given ample opportunity to improve their professional practice through staff development, coaching, mentoring and other strategies, have failed to do so.

As one of the five districts participating in the New York State United Teacher’s Innovation Initiative, “**The Educator Evaluation for Excellence in Teaching and Learning (E3TL) Consortium**”, CSDA is currently field testing the rigorous and comprehensive performance-based teacher evaluation system. A full pilot system will take place in two of CSDA’s schools – Delaware Community School and Stephen & Harriet Myers Middle School – beginning in the 2011-12 school year; NYSUT has agreed to allow the implementation of this system at Albany High School and Hackett Middle School in 2011-12 as part of the schools’ Transformation Models. The district will provide a stipend to an **Evaluation Site Coordinator**, who will work directly with the district’s NYSUT liaison to coordinate the implementation of the E3TL evaluation system at Hackett.

The E3TL system is designed to be more comprehensive and to support ongoing professional growth, with peer assistance and professional development support as an overarching goal. It’s aligned with the State’s teaching standards and based on multiple measures to capture the range of skills and abilities that define teacher effectiveness.

Objectives of E3TL System:

1. To create a training program and accompanying materials to education stakeholders about the purposes of performance-based teacher evaluation systems, the evaluation process, and professional teaching standards, including instruction of LEP students and students with disabilities.
2. To train and certify a cadre of evaluators to accurately assess teaching and performance, focusing on evidence collection.
3. To interpret teacher evaluation data to help teachers set goals for professional growth, development and improvement.
4. To implement high quality rigorous performance-based teacher evaluation systems.
5. To develop standards of effective practices in the teaching of students with disabilities and English Language Learners and to incorporate these standards into teacher evaluation systems.

Major Components of the Innovation Initiative:

1. Professional Teaching Standards (aligned with those approved by the Board of Regents in January 2011)
2. Multiple Measures used to assess teaching performance (Evidence of Teaching Effectiveness 60% and Evidence of Student Growth 40%)
3. Standards of effective teacher evaluation
4. Conditions affecting successful teaching and learning
5. Teacher support and assistance (differentiated professional development)
6. Peer assistance and review (PAR)

Systematic Process for Evaluation:

1. Self-Reflection
2. Lesson Plan
3. Pre-Observation Conference
4. Observation
5. Post-Observation Conference
6. Summative Evaluation and Goal Setting

In order to **ensure maximum buy-in and understanding** of the new evaluation system, Hackett school leaders and teachers will participate in professional

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Describe how the Transformation Model addresses the major findings of the needs assessment.

development on the new system and its implications before and during its implementation. Hackett administrators and teachers will participate in a **four-day Teacher Institute** in which the district's Innovation Design Team, in partnership with consultants from Teaching and Learning Solutions, an affiliate of the Danielson Group, will provide an overview of the E3TL evaluation system and how it aligns with the new teaching standards and requirements of Ed Law §3012-c. Major components of this overview will include:

- The newly-adopted NYS Teaching Standards;
- How the E3TL evaluation tool links to the Standards;
- The observation process; and
- The overall APPR process, including other evaluation methods for tenured teachers.

Teaching and Learning Solutions (via NYSUT's I3 Grant and the 1003(g) SIG), will provide an **Evaluator Academy**, consisting of a weeklong, extensive professional development series, to the building Principal, Assistant Principals, Instructional Supervisors, Evaluation Site Coordinator, and a pool of National Board Certified teachers on each part of the systematic evaluation process. Teaching and Learning Solutions (via 1003(g) SIG funds) will also provide an **eight-day extensive Train-the-Trainer session** to these National Board Certified teachers on how to provide their fellow teachers with a deeper understanding of the E3TL evaluation process and assistance in preparation for being evaluated using the E3TL evaluation system.

These National Board Certified teachers will serve as **Turnkey Trainers**, training other Hackett teachers on this process during faculty meetings and in PLCs. (Note: As per the teacher's existing collective bargaining agreement, Nationally Board Certified teachers receive a \$3,000 annual stipend. In exchange for receiving this stipend, the teacher shall provide additional services to the District consistent with the certification, which by consensus, are acceptable to the Superintendent, teacher and Association. Such services may consist of such things as mentoring and annual National Certification Awareness training.) The district will hire one of these National Board Certified teachers (or a teacher who has been actively involved in the E3TL pilot at other schools in the district) to serve at Hackett as a **Consultant Teacher/Evaluator** to work directly with the building Principal, Assistant Principals, and Instructional Supervisors to perform all teacher evaluations using the E3TL evaluation system. The Consultant Teacher/Evaluator will provide peer assistance to teachers who, as part of this evaluation process, have been identified as "Developing" or "Ineffective" and will be involved in the creation of the individual Teacher Improvement Plan (TIP).

The effectiveness and success of the Consultant Teacher/Evaluator and the **Peer Assistance/Review (PAR)** process is dependent upon the quality of the individual and the training they receive to perform their responsibilities. The district will contract with Dal Lawrence, the former president of Toledo, Ohio's Federation of Teachers, who established a Peer Assistance and Review Plan in 1981, which has served as the template for numerous other districts across the country. Mr. Lawrence and two Consultant Teacher/Evaluators from Toledo's PAR program will provide two days of training to the Hackett Consultant Teacher/Evaluator and other school staff on:

- Role of consultant teacher
- Selection of consultant teachers
- Observing lessons and providing feedback and instructional support to teachers
- Record keeping and reporting of evidence
- Theories of Adult Learning
- Communication and facilitation skills

In addition, the district's existing rubric for teacher evaluation in its **Annual Professional Performance Review (APPR)** has been revised by the APPR Committee to align with the Quality Rating Categories/Criteria defined by NYSED. The revised APPR process will incorporate pre- and post-observation

Describe how the Transformation Model addresses the major findings of the needs assessment.

meetings between administrators and teachers to better support, supervise and assess teaching. The E3TL Design Team (as established by NYSUT’s Innovation grant) and District APPR Committee will continue to meet on a regular basis between now and December 2011, as needed, for further refinement and alignment of the APPR to the E3TL Evaluation System and Education Law §3012-c.

Finally, the Superintendent, Assistant Superintendents, and administrative bargaining unit president, along with administrative representation, have been meeting on a monthly basis since November 2010 to review, research and discuss alignment of the current annual **administrator evaluation plan** with Education Law 3012-c to ensure preparation for areas of negotiation related to compliance with the new regulations.

INCREASED LEARNING TIME AND ACADEMICALLY RIGOROUS CURRICULUM ALIGNED WITH COMMON CORE STANDARDS

On May 2, 2011, the district and teachers’ collective bargaining units approved **new contract language that adds two instructional days to the school year** for increased learning time beginning in 2011-12 (see Appendix D3).

Throughout the 2010-11 school year, the Hackett faculty has been in the process of vertically aligning curricula and beginning in July 2011 will align it with the new **NYS Common Core Learning Standards**; this work will continue throughout the grant period in preparation for a more rigorous educational experience for all students come September 2011. The goal in each content area is for the curricula to **align vertically** K-12, building on previous instruction and improving student achievement by reducing the amount that needs to be re-taught each year. Curricula will also **align horizontally**, with teams of teachers working in Professional Learning Communities using common planning time to design interdisciplinary units of study, again based upon the learning standards. Teacher teams will collect, analyze and utilize individual **student data from formative assessments** in order to drive curricular decisions, including modifying pacing maps and units of study to provide differentiated instruction for improved student achievement.

Beginning in September 2011, all Hackett students will receive an **additional 45 minutes of daily ELA instruction** by enrolling either a Writers Workshop or ELA AIS course. Students who performed at Levels 3-4 on the previous year’s NYS ELA assessment will participate in Writers Workshop, which will consist of four, ten-week mini units taught by the ELA teachers, with an emphasis on building students’ fluency in writing through continuous, repeated exposure to the process of writing. Unit topics will include poetry, film review, public speaking and journalism.

Students who scored at Levels 1-2 on the Assessment will be assigned to an ELA AIS program. With an emphasis on smaller classroom settings, ELA AIS teachers will utilize technology-based support and interventions to differentiate instruction and target identified areas of student deficiency. As described in more detail on page 12, students assigned to the ELA AIS program will be administered the *i-Ready Reading Diagnostic Assessment*, which measures students’ reading abilities along five sub-skills, including high-frequency words, phonics, phonemic awareness, oral vocabulary, and reading comprehension. On-going progress monitoring will occur as the *i-Ready Diagnostic Assessment* is administered at the end of each quarter to measure student growth and to provide teachers with immediate student feedback to inform instruction. Newly-hired certified Reading Teachers will also push-in to the ELA AIS classrooms, providing additional targeted, direct reading instruction using leveled classroom library resources.

In addition, all grade 6 students will participate in a **10-week Math Seminar** as part of their required rotation of exploratory elective courses. The Seminar, designed to foster a deeper understanding of mathematics through a variety of content-rich investigations and problem-solving experiences rather than the traditional rote recall of facts, will meet for one period each day for one marking quarter. This program will support the transition to the recently-adopted Common Core State Standards by giving students opportunities to use manipulatives and their surroundings to simulate math experiences connected to real-life situations. Students will be grouped heterogeneously using data from multiple measures, such as NYS Math Assessment, district assessments, and the *i-Ready Math Diagnostic Assessment*. Project-based experiences will focus on incoming students’ areas of weakness, identified by these same assessments, in

Describe how the Transformation Model addresses the major findings of the needs assessment.

order to strengthen and promote success in grade 6 math.

Technology will play an extremely important role both in teaching and learning, from curricula to assessment. With the guidance of CASDA, the district is currently piloting the use of **Rubicon Atlas Curriculum Mapping software**, a web-based tool for analyzing and aligning curricula based on individual students' needs. Beginning in September 2011, all teachers will gain access to and receive training on utilizing Rubicon Atlas software. Instructional Supervisors and Coaches will conduct periodic reviews of each teacher's implementation of the curricula as part of their ongoing rotation through PLCS and in monthly department and faculty meetings. They will use the maps created by Rubicon Atlas, individual teacher lessons, and evidence of student growth to measure success.

The district will expand the existing **Student-Centered Active Learning Environments (SCALE) Project**, funded by the Enhancing Education Through Technology ARRA grant, to include 75% of Hackett's core content teachers/classrooms by the end of the 1003(g) grant period and 100% by the following year. (NOTE: the district will use local funds to train and equip the last 25% of teachers in the 2014-15 school year.)

Originally developed as a pilot for 20 teachers throughout the district, the SCALE Project was a partnership with Renaissance Technology to provide teachers with professional development using the TPACK Model and transform their classrooms by putting a wide range of digital communications tools into the hands of students. The goal of the Project is to provide the district with a continued longitudinal look at both technology skills and 21st Century skills for students, which was highlighted as an area for concern in the Hackett JIT Report. By using pre/post-assessments, the project permits the district to correlate the achievement data from both SCALE and non-SCALE classrooms to create a comprehensive look at student achievement, and help ensure long term student success. SCALE classrooms emphasize active student engagement through the use of technology and digital tools and resources that support inquiry-based learning. As a result of the project, the district proposed that teacher use of technology for teaching and student use of digital technology tools and resources for learning, especially use of technology in student-centered lessons that engage students, as well as teacher confidence levels and perception of technology skills, will increase as measured by a self-reporting web-based pre-post survey for teachers, a pre-post web-survey for students, and observational teacher competencies checklists.

At the mid-project point, the SCALE teachers have reported making changes in their classroom instruction, as well as the ability to provide more student-centered instruction and use technology to differentiate instruction. Students seem more engaged and display fewer disruptions; many who have had difficulties staying focused and on-task have taken on leadership roles within the classroom by teaching and modeling use of technology to other students. Based on this feedback from teachers, the district will expand the SCALE Project. In Year One, ELAs teacher from each team (for a total of 8 teachers) will participate in the **TPACK Professional Development Model** (facilitated by the district's existing Instructional Technologist, who participated in the PD model with Renaissance Technology as part of the original SCALE Project). Their classrooms will be equipped with a wide range of **digital communications tools**, including a SmartBoard, Document Camera, Student Response System (clickers), and a class set of Netbooks for student use. In Year Two, this process will be repeated with the Math teachers and their classrooms; Science teachers will participate in Year Three. The district will utilize local funds to train and equip Social Studies teachers and classrooms in Year Four. The district will utilize 1003(g) SIG funds to hire a **part-time Technology Specialist** to oversee the set-up and continual use of technology in these SCALE classrooms.

The **Library Media Center (LMC)** will also be equipped with better technology and print resources that facilitate learning, which is a need highlighted in the JIT Report. Presently students and faculty have limited access to current, reliable materials; the average age of the Hackett collection is more than 25 years old and technology is limited to one class-set of computers and one black and white printer. With 1003(g) funds, the school will equip the LMC with a wider variety of print materials beginning at the 2nd grade reading level and spanning all genres and subjects with attention paid to relevancy, diversity and curricular significance. Non-print materials will include E-readers, E-books, DVDs, and Playaways (self-contained units that look much like an iPod but contain an audio recording of a book accompanied by the traditional text version), which have the potential to remedy a wide range of reading challenges from a simple

Describe how the Transformation Model addresses the major findings of the needs assessment.

lack of motivation to the more complex challenges faced by students with limited English proficiency and the unique hurdles presented to readers with print disabilities. These materials will support **literacy skills development and foster pleasure reading for struggling and reluctant readers**, which, in turn, will improve academic achievement. The purchase of basic audio equipment, including laptops, microphones and headsets for on-site student use, will support more self-directed, inquiry learning. Finally, a class set of new computers, a color printer, a scanner, and a photocopier will help support the integration of library resources into instructional curricula to support student learning.

Beginning in September 2011, all Hackett students will be required to take the **Acuity Benchmark Assessment in ELA and Math** each fall and spring semester. Student performance on the Acuity assessment, coupled with their performance on the previous year's state assessment, will be the main criteria used to determine if a student requires additional Academic Intervention Services (AIS). As described on page 11, those identified as needing AIS will then use Curriculum Associate's award-winning web-based *i-Ready Reading and Math Diagnostic Assessments* (formerly DORA/DOMA and Unique Reader/Math, which was previously funded using 1003(a) monies) to measure growth in their reading and math skills at the end of each quarter. The *i-Ready Diagnostic* will help AIS teachers determine which additional resources, if any, each individual student needs in their daily schedule. The data from the *i-Ready Diagnostic* will be used to automatically prescribe a series of lessons in the accompanying *i-Ready Reading and Math Instruction* program, based upon each student's unique needs. A customized lesson plan will be developed for each student with support from the AIS teacher, who will have access to *Strategies to Achieve Reading [or Math] Success*, instructional print materials referenced in the *i-Ready Diagnostic Assessment* reports, to further support student learning. Both *i-Ready Diagnostic and Instruction* for Reading and Math are aligned to the Common Core State Standards (CCSS) and will help Hackett Middle School as it transitions to the CCSS. The *i-Ready* program measures instructional gains and provides teachers with robust reports of student data, which enables them to monitor whether or not individual students are on track to make Adequate Yearly Progress. Curriculum Associates will provide professional development to ELA, Reading and Math teachers on how to analyze this student data to design coherent lessons to address deficiencies.

Hackett will implement English as a Second Language (ESL) **sheltered content area classes** for Beginner and Intermediate levels in one section per grade level beginning in September 2011. These sheltered content area classes will provide grade-specific curriculum emphasizing vocabulary and concept development for students with Beginner or Intermediate English proficiency using cooperative learning, hands-on activities, visuals, demonstrations, and modeling. Each ESL teacher will have stand-alone ESL classes, as well as sheltered instruction classes for Math, Science or Math. All core content and ESL teachers will participate in PD to utilize the Pearson **Sheltered Instruction Observation (SIOP) Model**, a proven program for facilitating high-quality instruction for Limited English Proficient (LEP) students in content areas. The district will hire an additional ESL teacher in order to implement this instructional program.

Hackett will also continue the existing **ESL Afterschool Program (ESLAP)** for Level 1 and 2 English Language Learners (ELLs). The program began in Albany High School during the 2008-2009 school year and provided afterschool tutoring and homework help, monthly weekend field trips to introduce ESLAP members to local American experiences, and semi-annual celebrations with the students and their families to celebrate the diversity of cultures at Albany High. Great successes have been documented in relation to the academic achievement of ELLs on the NYSESLAT. Now replicated at Hackett as part of the 1003(a) SIG LEP initiative, ESLAP has been scaled up to include **summer supports and learning opportunities**. ESL students who are required to attend summer school for their core-content classes will benefit from having ESL-certified teachers in their classroom, co-teaching with the traditional summer school teacher. These classes will be offered from 8:30am – 11:30am, Monday through Thursday, for a five-week period, for a total of **60 hours of instruction, during the months of July and August**. In addition, all middle school ESL students will be encouraged to participate in an additional two-hour academic ESL Summer Program to be held from 12:00pm – 2:00pm, for an **additional 40 hours of instruction**. A free lunch will be provided via alternate funding from 11:30am – 12:00pm and each student will receive a CDTA Swiper Pass in order to be transported home after the program ends each day. The academic design of the summer component will be informed by the data collected from the Afterschool Program, building on the most effective activities and the feedback received from the participants. Over the summer, the facilitators, students and families will plan a cultural event to celebrate the contributions

Describe how the Transformation Model addresses the major findings of the needs assessment.

each individual has brought to the program and the educational progress of all students. The events will be pot-luck - students, families and staff members will bring dishes from home to share with others. The district will continue this year-round program throughout the grant period and coordinate it with the other extended day activities to ensure ESLAP members have equal access and opportunities for maximum participation in the entire Extended Day Program.

The building Principal has established a Planning Committee, consisting of school leaders, teachers, parents and students, and charged it with coordinating the reorganization and expansion of the school's **Extended Day Program** to include activities for all Hackett students. The committee began meeting in spring 2011 and is committed to increasing student engagement and achievement through implementing evidence-based practices that have proven to be successful with middle level youth. Thus far, the committee has developed a draft plan that provides all Hackett students with opportunities for on-site, "whole child" activities each Monday-Friday **before school** (7:30 - 8:00am, which will help alleviate concerns highlighted in the JIT Report of students being prohibited from entering the building before classes) and Monday-Thursday **after school** (3:00 – 5:00pm). Program activities will include homework assistance; group and one-to-one core subject area tutoring (provided by a professional tutor agency, teachers and/or volunteers); computer learning lab to maximize differentiated learning opportunities; study skills development (e.g., SOARS Study Skills curriculum); life-based skills education (character development, self-esteem, decision making, conflict resolution); team-building/relationship-building; enrichment programs (sports, arts, leagues, journalism, media, theatre, etc.); leadership opportunities (e.g., youth mentors, youth input into the development of the Extended Day Program); local business apprenticeships (career mentoring, experiential learning); and college connections. The development of meaningful family and community partnerships will be a top priority of this Program.

The Committee is currently in discussions with the Police Athletic League (PAL) to expand its existing partnership to include a contractual agreement to serve as an **Extended Day Program Architect**, providing oversight of a comprehensive Extended Day Program. The district anticipates this contract to include the hiring of a **full-time Extended Day Coordinator**, who will be responsible for collaborating with the Albany Community Afterschool Network (ACAN), an existing coalition of school district personnel, city and county government, non-profit youth service providers, and parents, to continue building relationships with a diverse group of supporters to help govern and sustain quality afterschool programs for Hackett students. This individual will participate in training and be responsible for maintaining the Extended Day Data Tracking Software by Youthservices.net, which facilitates day-to-day tasks by automating registration, enrollment and attendance-taking and by generating print media that reduces the time needed for records management and outreach. The Coordinator will become proficient in using the software to create a set of measures and benchmarks that support site monitoring and overall service evaluation. Other personnel for the program will include two Hall Monitors for the afterschool period, as well as Extended Day Tutors.

The building Principal will meet with the Planning Committee throughout the summer months; by September 2011, the contract with PAL (or a similar service provider) will be established, an Extended Day Coordinator will be hired, and the Committee will shift to a Steering/Advisory Committee. During the fall months, the Coordinator and Steering/Advisory Committee will conduct surveys and focus groups to determine which programs will provide the best opportunities for students based on their academic needs and personal interests. **By January 2012, a comprehensive, board-approved Extended Day Program for all Hackett students will be implemented.**

INFRASTRUCTURE FOR STUDENT SUCCESS

Throughout each school year, Hackett's Building Leadership Team (BLT) will identify students who are failing to reach high standards based on **review of 5-week interval grades** from PowerSchool, the district's Student Management System. Within one week of this review, the BLT will disseminate this information to each house's Assistant Principal and Guidance Counselor, who will coordinate and facilitate action meetings with these identified students, their parent(s), academic advisory team member (see page 15), and teachers. The purpose of these meetings will be to create an individual student action plan

Describe how the Transformation Model addresses the major findings of the needs assessment.

to prevent failure and promote success. Follow-up review of articulated milestones will be determined based on individual students' plan.

The district currently has a response to intervention (RtI) team, which will help Hackett transition to an RtI Model beginning with the **establishment of a building-level RtI team** consisting of administrators, Coaches, Behavioral Intervention Specialist, Psychologist, Guidance Counselors and teachers. These teams will meet on a monthly basis to **research and review resources and best practices for secondary-level RtI programs**, such as those identified by the New York State RtI Technical Assistance Center (NYS RtI-TAC) and the National Center for RtI, among others. These teams will articulate the Hackett RtI Plan, including **identification of a universal screening tool and Tier I, II and III Interventions**. All building-level administrators, coaches and teachers will participate in **professional development** on the RtI Plan and have the capacity to begin implementing it by the beginning of the 2012-13 school year.

A Hackett Summer Transition Team, consisting of the Building Principal, Instructional Supervisors and teachers, will be established to plan and implement a two-week **Summer Transition Camp** for all incoming students from their feeder elementary schools. Students transitioning from 5th to 6th grade (from Delaware Community School, New Scotland Elementary and Thomas O'Brien Academy of Science and Technology) and students transitioning from 6th to 7th grade (from Arbor Hill Elementary and Eagle Point Elementary) will attend camp for 3.5 hours for 10 days; each student will participate in 35 total hours of transitional activities. Camp participants will have opportunities to reinforce and enrich their **ELA and math skills**; be provided with strategies to enhance **study skills and note-taking abilities** at the middle-school level; and engage in various **team-building** activities designed to promote a safe and secure learning environment. Hackett's Guidance Counselors and Parent Partner Resource Center staff will work collaboratively with teachers and administrators at each feeder elementary school to ensure each student and family receives information about the Camp via flyers, postings on the school website, articles in parent newsletters and other mailings, and announcements at PTA meetings.

Hackett will also continue to conduct a **New Student Orientation Day** during the summer for new and incoming students, which provides students and their parents an opportunity to become familiar with the structure and design of Hackett Middle School. Areas emphasized during the Orientation include review of bell schedule and student schedules, Code of Conduct, Course Requirements, class-to-class transitions, a walking tour of the building, and an introduction to extended-day programs.

During the 2011-2012 school year, Hackett will contract with scheduling consultants from CSSR to **redesign the master schedule** to incorporate more flexibility, such as a **block schedule with 7-8th grade "looping"**, which will be implemented beginning in September 2012. This flexible schedule will provide longer instructional periods that increase the time students are engaged in learning, as well as increased collaboration for teacher teams. Looping will be implemented in order to increase teacher-student connections and permit continuity and connection of instruction from year to year. Using the 2011-2012 school year as a building block for subsequent years will allow for proper development of a schedule that matches the unique needs of the students, as well as the time necessary for teachers to participate in professional development for teaching during longer blocks of time, project-based and service learning, as well as interdisciplinary planning.

As a means of creating community within Hackett and a more personalized learning environment where all students are well known by at least one adult, the school will establish a **weekly Student Advisory Program** for all students in grades 6-8. Beginning in September 2011, the bell schedule will be revised on Fridays to accommodate a **55-minute Student Advisory Period** in which students and staff will meet. The Student Advisory Period will provide a structure and set of practices for monitoring and supporting students' academic and non-academic needs, as well as emphasizing the significance of academic, character, and civic development.

The building Principal will introduce the program in June 2011 by inviting 25 staff members to participate in a **4-6 hour summer training session** conducted by the National Coalition for Building Institute (NCBI) to become **Advisory Facilitators**. In this training, Facilitators will identify potential topics for the Advisory Periods and increase their facilitation skills in leading group discussions and activities surrounding potentially sensitive issues (bullying, student

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harassment, prejudice reduction, conflict resolution, violence prevention, etc.), as well increasing their capacity for coalition building and leadership development. This training session will take place in the summer of 2011.

Following the training, the building Principal and four to six of these staff members will establish a **Student Advisory Committee (SAC)**, which will continue meeting over the summer to design the goals and expectations of the Student Advisory Program and create the Advisory Families, each consisting of approximately 25 students (grouped by grade and by team) and 4 faculty/staff members. Students assigned to self-contained programs will be included in the design of these Advisory Families. The committee will also work with NCBI to conduct a **one-day Welcoming Diversity workshop for all staff** at the beginning of the school year to introduce a focus on diversity and associated impacts on the school and the environment in which the school exists. The SAC will continue to meet on a monthly basis throughout the school year to review the effectiveness of the Advisory Periods, as well as to prepare the weekly agendas for their fellow Advisory Facilitators. In spring 2012, the SAC will recruit interested 8th graders to participate in a **Peer Leader Training Program** facilitated by external partner CSSR. Beginning in September 2012, these peer leaders will be assigned to 6th grade Advisory Families with the responsibility of assisting in the delivery of the agenda and serving as role models by providing support and advice to younger students who need help.

The district partnered with CASDA during the 2010-11 school year to work with the Albany High School Climate and Culture Committee to review and research best practices around selecting a survey that would help identify the perceptions of students, parents, personnel and community members regarding the climate and culture of the school, including areas surrounding student performance, drop-out prevention, bullying, and the development of healthy and positive relationships. The committee chose to utilize the National School Climate Center's **Comprehensive School Climate Inventory (CSCI)**, which is scheduled to be administered in May-June 2011. CASDA will then provide the committee with a Team Development Training in June, in which it will conduct a leadership practices inventory with each member to identify strengths, build the capacity of the committee to work as a team, and create a communication plan to share survey results with stakeholders. The partner will also provide the committee with a Survey Review and Action Plan Training in June, in which it will facilitate the review the CSCI survey data; identify needs and the underlying causes for these needs; create a vision for school climate that includes building capacity for meaningful student involvement; set priorities for action; develop an action plan with clear, measurable objectives; and identify subcommittees to work on the implementation of the action plan.

Hackett will replicate this process, beginning with the establishment of a **School Climate and Culture Committee** by September 2011 and administration of the **CSCI** during the second half of the first quarter of each school year, which will ensure maximum participation from students and parents, as Back-to-School events are in full swing. CASDA will conduct the **Team Development Training** and **Survey Review and Action Plan Training** within two weeks of the implementation of the Inventory.

RFI UPDATE, JUNE 20, 2011: Description of connection between major findings of needs analysis and model chosen for school.

NYSED: Please provide additional information on how the district will address the attendance and truancy issues and the low expectations of staff and students.

CSDA Response: Teacher attendance issues and low expectations are being addressed in the following ways:

- ***All sub-committee meetings and Professional Development trainings will be scheduled during non-instructional times and after school.***
- ***Quarterly tracking of teacher attendance will be performed by the Building Principal. Conferences will be held with teachers displaying attendance concerns.***
- ***The Hackett Middle School (HMS) Attendance Committee meets on a monthly basis to review attendance data, target high absenteeism/high tardy***

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students, and propose recommendations to improve student attendance. As a result of the efforts of the Attendance Committee, student attendance for the 2010-2011 has increased.

Low expectations for student achievement will be addressed in the following ways:

- Beginning with the 2011-2012 school year, HMS will implement a Student Advisory Program, which will be held one period per week. One of the primary goals of the Student Advisory Program is to build healthy student-teacher relationships for the purpose of creating a school culture committed to high academic expectations.*
- Implementation of Project-Based Learning and Interdisciplinary activities.*
- Establishment of a School Culture and Climate Committee, which will meet on a monthly basis. This committee will conduct periodic surveys for the purpose of identifying student needs and concerns, and proposing interventions to improve the learning environment of HMS.*

The chart that follows identifies which action steps are needed to address the JIT findings and the components of the Transformation Model.

ACTION REQUIRED BY TRANSFORMATION MODEL	DESCRIPTION OF HOW THE ACTION WILL BE ACCOMPLISHED BY LEA	DESCRIBE WHEN THE ACTION WILL OCCUR DURING THE GRANT PERIOD AND WHY AT THAT TIME	DESCRIPTION OF COSTS ASSOCIATED WITH THE ACTION
1. Required Activities: <u>Developing and increasing teacher and school leader effectiveness</u>			
<p>1a. Replace the principal who led the school prior to commencement of the transformation model</p>	<ul style="list-style-type: none"> The principal, Mr. Michael Paolino, has been in place for less than two (2) years and has the necessary competency to be a transformational leader (see page 5). Mr. Paolino will continue to participate in leadership training and professional development with other school leaders, including: <ul style="list-style-type: none"> CSSR’s professional consultant services relating to the coordination of Hackett’s strategies for implementing the Transformation Model; CASDA’s Leadership Training Seminar and ongoing Principals Professional Learning Community (PLC) development and coaching for secondary principals (curriculum/observation alignment, 	<p>Professional development began during the 2010-2011 school year as part of the planning and beginning stages of the Transformation Model and will continue throughout project period in order to systematically build Mr. Paolino’s leadership capacity to transform the school (see Appendices F3 and F4)</p> <p>October 2011, October 2012 and October 2013: Mr. Paolino will attend the NYSMSA Annual Conference</p> <p>July 2012 and 2013: Mr. Paolino and the Assistant Principals will attend the National Institute for</p>	<p>CSSR and CASDA Leadership Training Costs associated with leadership PD from CSSR and CASDA are included in the budgets provided by external partners (see section 4b)</p> <p>NYSMSA Conference YR 1 = \$575 YR 2 = \$575 YR 3 = \$575</p> <p>National Institute for Urban School Leaders YR 1 = \$0 YR 2 = \$12,875 YR 3 = \$13,475</p>

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	<p>formative assessment of professional development, coaching and teambuilding, and facilitated mapping of roles and responsibilities for school improvement efforts);</p> <ul style="list-style-type: none"> • New York State Middle School Association’s (NYSMSA) Annual Conference; and • Harvard Graduate School’s National Institute for Urban School Leaders. <p>Participation in these PD activities associated with the Transformation Model will ensure that Mr. Paolino has the capacity to support, supervise and assess other school leaders and teachers in all programs.</p> <ul style="list-style-type: none"> ▪ The district will continue to monitor Mr. Paolino’s effectiveness throughout the project period using the agreed-upon principal evaluation system currently under development. 	<p>Urban School Leaders</p> <p>July 2011 – September 2014: The district will continue to monitor Mr. Paolino’s effectiveness throughout the project period</p>	
<p>RFI: According to ACSD, the building principal will be responsible for the transformation model and the SIM will work with the building level personnel. How will the SIM, Transformation Officer and Principal coordinate their efforts to implement the plan?</p>	<p><i>RFI UPDATE, JUNE 20, 2011: The Transformation Officer will be a district-level employee responsible for overseeing all school improvement activities implemented by the Building Principal at Hackett, ensuring they are aligned with the district’s systemic curriculum and Strategic Plan for K-12 instruction. This individual will be highly-qualified in data collection, analysis/interpretation, and dissemination practices and will be responsible for supervising the implementation of these practices within the school.</i></p> <p><i>The Transformation Officer will coordinate meetings and communicate on a biweekly basis with other district-level administrators and offices including Central Administration, Special Education Director, Pupil Personnel Services Director, Chief Information Officers and K-12 Instructional Supervisors for English Language Arts, Math, Science, Social Studies and English as a Second Language/Foreign Language.</i></p> <p><i>The Hackett SIM will function as an Assistant Principal for one of the two “houses”, allowing the Building Principal to serve as the school’s primary instructional leader, ensuring the day to day implementation and supervision of the Transformation Model’s program activities and instruction.</i></p> <p><i>As a member of the Building Leadership Team and other teams associated with the Model (School Culture and Climate</i></p>		

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	<i>Committee, Professional Development Committee, Curriculum Sub-Committee, School Redesign Team, Administrative Team), Hackett’s Building Principal will be in constant communication with all stakeholders of the school community. He will also be in daily communication with and host weekly visits from the district-level Transformation Officer.</i>		
<p>1b. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:</p> <p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement.</p>	<ul style="list-style-type: none"> ▪ The district will scale up the existing pilot of NYSUT Innovation Initiative through the implementation of “The Educator Evaluation for Excellence in Teaching and Learning” (E3TL) evaluation system, which takes into account data on student growth and other factors, and includes teacher and principal involvement (see page 8). <ul style="list-style-type: none"> ▪ Hackett administrators and teachers will participate in a four-day Teacher Institute in which the district’s Innovation Design Team and consultants from Teaching and Learning Solutions, an affiliate of The Danielson Group, will provide an overview of the E3TL evaluation system and how it aligns with the new teaching standards and requirements of Ed Law §3012-c. ▪ The district will provide a stipend to one of these teachers to serve as an Evaluation Site Coordinator to work directly with the district’s NYSUT liaison to coordinate the implementation of the E3TL evaluation system. ▪ Teaching and Learning Solutions (via NYSUT’s I3 Grant and 1003(g) SIG) will provide an Evaluator Academy, consisting of a weeklong, extensive professional development series, to the building Principal, Assistant Principals, Instructional Supervisors, Evaluation Site Coordinator, and a pool of National Board Certified 	<p>In order to ensure maximum buy-in and understanding of the new evaluation system, Hackett school leaders and teachers will participate in professional development on the new system and its implications before and during its implementation.</p> <ul style="list-style-type: none"> ▪ June 2011 and August 2011: The district’s Innovation Design Team and Teaching and Learning Solutions consultants will conduct the Teacher Institute (4 days, offered twice to ensure maximum participation) ▪ July 2011: The district will hire the Evaluation Site Coordinator ▪ August 2011: Teaching and Learning Solutions will provide the Evaluator Academy (5 days) ▪ August 2011 – January 2012: Teaching and Learning Solutions will provide the Train-the-Trainer series (8 days) ▪ August 2011: The district 	<p>Teaching and Learning Solutions – Teacher Institute YR 1 = \$4,592 YR 2 = \$0 YR 3 = \$0</p> <p>Salary - Teacher Institute participants (40 x 4 days) YR 1 = \$16,000 plus fringe YR 2 = \$0 YR 3 = \$0</p> <p>Stipend - Evaluation Site Coordinator (1) YR 1 = \$4,275 plus fringe YR 2 = \$4,275 plus fringe YR 3 = \$4,275 plus fringe</p> <p>Teaching and Learning Solutions - Evaluator Academy YR 1 = \$5,743 YR 2 = \$0 YR 3 = \$0</p> <p>Teaching and Learning Solutions - Train-the-Trainer Series YR 1 = \$11,000 YR 2 = \$0 YR 3 = \$0</p> <p>Salary - Consultant Teacher/</p>

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	<p>teachers on each part of the systematic evaluation process.</p> <ul style="list-style-type: none"> ▪ Teaching and Learning Solutions (via 1003(g) SIG funds) will also provide an eight-day extensive Train-the-Trainer session to these National Board Certified teachers on how to provide their fellow teachers with a deeper understanding of the E3TL evaluation process and assistance in preparation for being evaluated using the E3TL evaluation system. ▪ These National Board Certified teachers will serve as Turnkey Trainers, training other Hackett teachers on this process during faculty meetings and in PLCs. ▪ The district will hire one of these Turnkey Trainers to serve as a Consultant Teacher/Evaluator to work directly with the building Principal, Assistant Principals, and Instructional Supervisors to perform all teacher evaluations using the E3TL evaluation system. ▪ Mr. Lawrence and two Consultant Teacher/Evaluators from Toledo’s Peer Assistance Review (PAR) program will provide two days of training to the district’s Consultant Teacher/Evaluator and other school staff (see page 10). ▪ The district’s existing rubric for teacher evaluation in its Annual Professional Performance Review (APPR) has been revised by the APPR Committee (consisting of teachers, principals and other administrators) to align with the Quality Rating Categories/Criteria defined 	<p>will hire the Consultant Teacher/Evaluator</p> <ul style="list-style-type: none"> ▪ September 2011 – September 2014: The Turnkey Trainers will provide training and guidance to Hackett teachers in PLCs and faculty meetings ▪ October – December 2011: The Consultant Teacher/Evaluator and other school staff will participate in the PAR program training (1 day) and Cognitive Coaching (8 days) <p>July 2011 - December 2011: The APPR and E3TL teams will meet regularly, as needed.</p> <p>September 2011: The new evaluation system will be implemented</p> <p>July - December 2011: Discussions between the district and bargaining unit agents will continue</p> <p>January 1, 2012: New collective bargaining agreements will be finalized</p>	<p>Evaluator – (1 FTE) YR 1 = \$85,000 plus fringe YR 2 = \$85,850 plus fringe YR 3 = \$86,709 plus fringe</p> <p>Dal Lawrence – PAR Training YR 1 = \$1,575 YR 2 = \$0 YR 3 = \$0</p>

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	<p>by NYSED. The current APPR process incorporates pre- and post-observation meetings between administrators and teachers to better support, supervise and assess teaching. The APPR Committee and the E3TL Design Team (as established by NYSUT’s Innovation grant) will continue to meet on a regular basis between now and December 2011, as needed, for further refinement and alignment of the APPR to the E3TL Evaluation System and Education Law 3012-c.</p> <ul style="list-style-type: none"> ▪ The Superintendent and the administrative bargaining unit president convened discussions during the 2010-11 school year regarding plans to revise the annual administrator evaluation plan to reflect alignment with Education Law §3012-c and Commissioner’s regulations. ▪ The district will continue to work with collective bargaining unit agents to design new evaluations for teachers and principals that are aligned with the district’s APPR and meet the provisions of Education Law §3012-c and Commissioner’s regulations (see Appendix D1). 		
<p>1c. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.</p>	<ul style="list-style-type: none"> ▪ The district and collective bargaining units will include in their new contractual agreements (or in an MOA) specific language regarding the identification and reward of school leaders, teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates. ▪ Rewards may include school-wide recognition celebrations or opportunities for additional professional development. 	<p>January 1, 2012: New collective bargaining agreements will be finalized (see Appendices D1 and D2)</p>	<p>Professional Development Opportunities YR 1 = \$20,000 YR 2 = \$20,000 YR 3 = \$20,000</p>
<p>RFI: Please clarify how teachers</p>		<p><u>RFI UPDATE, JUNE 20, 2011:</u> The practice of identifying and rewarding teachers needs to be negotiated in the</p>	

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<p>will be rewarded in the school wide recognition celebrations.</p> <p>Please provide information on the rubric (scale) that will be used to identify teachers/ administrations that have students who show increased academic performance and improved graduation rates.</p> <p>Please provide information on the district’s plan to remove those teachers who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p><i>upcoming APPR meetings; these items will be determined by January 1, 2012. The removal of teachers will be consistent with 3012C Chapter 103.</i></p> <p><i>Please see <u>Rubric Attachment 1: Teacher and Administrator Evaluation Timeline.</u></i></p>		
<p>1d. Identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<ul style="list-style-type: none"> ▪ As part of the district APPR, teachers identified as “Developing or “Ineffective” will have an individual Teacher Improvement Plan (TIP) created with a specific time period in which strategies for improvement must be implemented along with ample opportunities to improve their professional practice. ▪ Removal of teachers, who have been provided with ample opportunities to improve their professional practice but have not done so, will be consistent with Chapter 103. 	<p>January 1, 2012: New collective bargaining agreements will be finalized (see Appendices D1 and D2)</p>	<p>N/A</p>
<p>1e. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated</p>	<ul style="list-style-type: none"> ▪ The district will continue to partner with the Center for Secondary School Redesign (CSSR) and the Capital Area School Development Association (CASDA), who will collaborate to provide a seamless, comprehensive and systematic approach to improving district and school leadership. These partners will build capacity within Hackett’s 	<p>Professional development began during the 2010-2011 school year as part of the planning and beginning stages of the Transformation Model and will continue throughout project period in order to continually and systematically build staff capacity</p>	<p>CSSR and CASDA Training and Support Costs associated with PD from CSSR and CASDA are included in the budgets provided by external partners (see section 4b)</p>

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<p>instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>	<p>school leaders and teachers by providing ongoing, high-quality, job-embedded professional development (PD) identified in the JIT Report.</p> <ul style="list-style-type: none"> ▪ CSSR and CASDA will conduct a partner meeting in July 2011 and have additional meetings each fall and spring throughout the grant period to monitor the implementation of the goals, objectives, and activities of the Transformation Model. ▪ CSSR will provide training and support to the Building Leadership Team in the areas of school governance, change in leadership, master scheduling, teacher teaming and cultural competency; CASDA’s training and support will focus specifically on areas relating to curriculum development, instructional improvement, and the learning environment (see page 5). ▪ The district will hire ELA and Math Coaches to work directly with CSSR, CASDA and Instructional Supervisors to deliver PD. The district will also hire a Behavioral Intervention Specialist to provide coaching and consulting services in PLCs and individual classrooms related to classroom management and/or positive reinforcement behavioral strategies (see page 6). ▪ The Hackett master schedule will include 45 minutes of daily Common Planning Time (4 days per week), equaling 180 minutes per week, for teacher teams to participate in PLCs. 	<p>to transform the school</p> <p>December 2010 – February 2011: The district established partnerships with CSSR and CASDA</p> <p>July 2011 – September 2014: CSSR and CASDA will conduct a partner meeting; additional meetings will take place each fall and spring throughout the grant period</p> <p>July 2011: The district will hire the Coaches and Behavioral Intervention Specialist</p> <p>August 2011: Detailed PD Calendar will be finalized</p> <p>July 2011 – September 2014: The Coaches, Behavioral Intervention Specialist and Instructional Supervisors will provide PD to teachers</p> <p>September 2011 – September 2014: Teachers will meet four days per week in their PLCs for 45 minutes (180 minutes total each week); Coaches, Behavioral Specialist and Instructional Supervisors will rotate between PLCs on a bi-weekly or monthly basis</p>	<p>Salary - ELA Coach (1 FTE) YR 1 = \$65,000 plus fringe YR 2 = \$65,650 plus fringe YR 3 = \$66,307 plus fringe</p> <p>Salary - Math Coach (1 FTE) YR 1 = \$65,000 plus fringe YR 2 = \$65,650 plus fringe YR 3 = \$66,307 plus fringe</p> <p>Salary – Behavioral Intervention Specialist (1 FTE) YR 1 = \$65,000 plus fringe YR 2 = \$65,650 plus fringe YR 3 = \$66,307 plus fringe</p>
<p>RFI: Please provide information</p>	<p><i>RFI UPDATE, JUNE 20, 2011: Hackett will establish a Professional Development (PD) Committee at the building level</i></p>		

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<p>on how professional development and planning time is incorporated into the middle school schedule.</p>	<p><i>beginning in September 2011. This committee will be responsible for the development of a PD Plan for the school; the establishment of a monthly PD calendar that is tied to learning goals outlined within the SIG; and the monthly monitoring and assessment of PD goals.</i></p> <p><i>Hackett will form a partnership with CASDA and CSSR to provide PD technical assistance during the summer of 2011 and throughout the 2011-2012 school year. These PD trainings will focus on Curriculum and Instruction, Culture and Climate, Team Building, and Change Leadership.</i></p> <p><i>The 2011-2012 Hackett building calendar provides time for monthly vertical team meetings; PD trainings will be provided to all content-area teams during these meetings. Through the newest collective bargaining agreement, all Hackett faculty and staff are required to attend at least one PD training each month.</i></p> <p><i>Common planning times for all teams and departments have been included within the master schedule for the 2011-2012 school year. Teams will be provided 45 minutes of common planning four times each week, for a total of 180 minutes.</i></p> <p><i>The Building Leadership Team will meet twice monthly to review the PD calendar and assess the overall effectiveness of the PD trainings related to the identified school needs.</i></p>		
<p>1f. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>	<ul style="list-style-type: none"> ▪ The district and collective bargaining units will include specific language regarding the implementation of opportunities for career growth in their new contractual agreements (or in an MOA). Strategies will include offering teachers the opportunity to participate in the Take One! Program as a first step toward becoming nationally board-certified and further opportunities to become a candidate for National Board Certification, in which case they would receive a \$3,000 annual stipend per the existing teachers’ collective bargaining agreement. ▪ The district will pay all expenses related to mandatory professional development, which are aimed at providing opportunities for promotion and career growth. 	<p>January 1, 2012: New collective bargaining agreements will be finalized (see Appendices D1 and D2)</p>	<p>Take One! Program (40 teachers and 3 admin) YR 1 = \$9,085 YR 2 = \$7,900 YR 3 = \$0</p> <p>National Board Certification (20 teachers) YR 1 = \$0 YR 2 = \$0 YR 3 = \$61,300</p> <p>Stipends for National Board Certification (20 teachers) YR 1 = \$0 (local funds) YR 2 = \$0 (local funds) YR 3 = \$0 (local funds)</p>
<p>RFI: What are the criteria being used to select teachers to</p>	<p><u>RFI UPDATE, JUNE 20, 2011:</u> The Take One program is open to all teachers who wish to participate. There is no</p>		

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participate in the “Take One” program?	<i>criterion for selection.</i>		
1. Permissible Activities: <u>Developing and increasing teacher and school leader effectiveness</u>			
1g. Instituting a system for measuring changes in instructional practices resulting from professional development	<ul style="list-style-type: none"> ▪ School leaders will participate in all professional development opportunities alongside the teachers in order to better support, supervise and assess teachers’ utilization of information and strategies learned. ▪ CASDA will work with the secondary Principals PLC to create a system to measure changes in instructional practices resulting from professional development and coaching (see page 7). ▪ The district will provide teachers with a mechanism to provide feedback regarding the effectiveness and relevancy of individual PD sessions by using real-time, web-based participant surveys (such as Poll Everywhere). 	<p>July 2011 – September 2014: School leaders will participate in PD with teachers</p> <p>August 2011: The secondary Principals PLC will create and implement a system to measure changes in instructional practices</p> <p>August 2011: The district will purchase Poll Everywhere services</p>	<p>Poll Everywhere Services YR 1 = \$600 YR 2 = \$600 YR 3 = \$600</p>
RFI: What will the results from Poll Everywhere be used for, besides to collect reflections from individual PD sessions? How and where will the responses be maintained?	<p><i>RFI UPDATE, JUNE 20, 2011:</i> <i>Poll Everywhere is an audience response system that allows presenters/PD instructors the ability to collect real-time reactions from their audience. Poll Everywhere is described as an “interactive social assessment” that increases engagement, participation and overall effectiveness of PD sessions. Presenters/instructors can differentiate PD immediately to meet the needs of their audience through this real-time polling system. Polls are downloaded as PowerPoint slides and responses are maintained electronically. The poll results will be used as a needs assessment for future PD, as well as to gather frequency and effectiveness of implementing instructional strategies and other best practices learned during the PD sessions.</i></p>		
1h. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority	<ul style="list-style-type: none"> ▪ The district’s current hiring policies and procedures ensure that schools are not required to accept a teacher without the mutual consent of the teacher and principal. 	N/A	N/A

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2. Required Activities: <u>Comprehensive instructional reform strategies</u>			
<p>2a. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</p> <p>2b. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<ul style="list-style-type: none"> ▪ The district will use Pearson Inform to integrate data from multiple sources including the student management system, State assessments, and district formative and summative assessments. This tool will facilitate efficient and ongoing data retrieval, analysis and reporting. ▪ The district will hire a Transformation Officer (see Section B: Descriptive Information page 11 who will coordinate the collection, analysis and dissemination of data to the Hackett BLT in a timely and ongoing manner in order to drive decision-making and to inform instructional programs that are research-based and vertically aligned from one grade to the next as well as aligned with NYS Common Core Learning Standards. ▪ Working with CASDA, the district will adopt a standardized, formal system of data protocols that will be used consistently across teacher teams, as well as building- and district-level administration, to analyze and make instructional and programmatic decisions. To begin this process, the Transformation Officer and Hackett BLT members will join other district personnel in a two-day Institute for COMPASS (see page 7). ▪ The Instructional Supervisors, ELA Coach and Math Coach will provide embedded professional development to teachers on how to utilize the data to drive decisions and inform instructional programs at every level. They will also provide training on how to develop their 	<p>Data collection, analysis and dissemination, as well as professional development, began during the 2010-2011 school year as part of the planning and beginning stages of the Transformation Model and will continue throughout project period in order to continually and systematically build staff capacity to transform the school</p> <p>August 2010 – June 2011: The Building Leadership Team was formed and began meeting two times per month</p> <p>July 2011 – September 2014: The Building Leadership Team will continue to meet monthly though the grant period</p> <p>July 2011: The district will purchase and begin using Pearson Inform</p> <p>July 2011: The district will hire a Transformation Officer</p> <p>July 2011: The Transformation Officer and BLT members will participate in the Institute for COMPASS (2 days)</p> <p>September 2011: The district will adopt a formal system of data</p>	<p>Institute for COMPASS YR 1 = \$3,000 YR 2 = \$1,500 YR 3 = \$1,500</p> <p>Salary – Transformation Officer (.5 FTE) Costs associated with this position are outlined in section 4b</p> <p>Pearson Inform YR 1 = \$0 (local funds) YR 2 = \$0 (local funds) YR 3 = \$0 (local funds)</p>

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	<p>own classroom formative assessments that are aligned with curriculum and Common Core Standards. This coaching will take place in team meetings and PLCs.</p> <ul style="list-style-type: none"> ▪ Teachers, working in their PLCs, will utilize student data to identify and implement immediate and targeted instruction to address individual student learning needs. The extent to which teachers implement the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students will be incorporated into teacher evaluations. ▪ District-, building- and teacher teams will review formative (benchmark/interval) and summative assessments (quarterly report cards) to ensure instruction is synchronized with curriculum pacing maps. 	<p>protocols</p> <p>September 2011 – September 2014: Teachers will meet in their PLCs for 45 minutes four days per week (180 minutes total)</p> <p>September 2011 – September 2014: The Secondary Principals PLC will meet monthly</p>	
<p>RFI: Please provide additional information on the Pearson Inform program, and any professional development that administrators and teachers will received on its use.</p>	<p><i>RFI UPDATE, JUNE 20, 2011:</i> <i>The district has chosen to utilize Pearson Inform, an achievement data analysis tool designed specifically for K-12 use, because it can be seamlessly be integrated with PowerSchool, which the district currently uses as a student information system.</i></p> <p><i>An implementation meeting with Pearson has been scheduled for July 2011; the timeline for complete implementation will be mapped out at this meeting.</i></p> <p><i>The district anticipates a 6-9 month process for full implementation of the program into PowerSchool, allowing for the creation of necessary processes and protocols, as well any reformatting of past data. The Technology Department will also use this time to work with all stakeholders to determine which data sets will be imported and how often.</i></p> <p><i>Once the data has been successfully imported, the Technology Department will train select administrators and teachers on the use of the product. These individuals will serve as turnkey trainers who will train the rest of the administrators and teachers district-wide. The district anticipates this training to begin in February 2012 and be complete for all teachers at Albany High School and Hackett Middle School by June 2012. All other teachers in the district will be trained by February 2013.</i></p>		
<p>RFI: Please provide information on how data will be used to revise</p>	<p><i>RFI UPDATE, JUNE 20, 2011:</i> <i>The Transformation Officer will have overall responsibility for working collaboratively with the Director of Technology, who oversees the systems for collecting, organizing and retrieving all data related to</i></p>		

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<p>the instructional program, especially related alignment of the curriculum with State standards. Specifically, how will the transformation officer ensure that the data is being used to vertically align programs at the elementary, middle and high schools?</p>	<p><i>student demographics, enrollment, and performance, as well as for programs. This Transformation Officer will supervise and provide training to the Data Coaches and Data Analysts hired under other funding sources to ensure collection, analyses and timely dissemination of data to supervisors and teacher teams. This individual will also have overall responsibility for ensuring K-12 alignment and that K-12 Instructional Supervisors, Coaches, and teachers use established data protocols to identify areas in need of change. This will be done in the context of working with the Rubicon Atlas Mapping system to ensure curriculum alignment. The common planning times built into the master schedule, monthly vertical team meetings, and monthly after-school PD sessions will be the venue for this work.</i></p> <p><i>In addition, the Building Leadership Team and Instructional Supervisors are currently training staff how to use data. By September 2011, data analysis will be an integral part of Professional Learning Communities (PLCs) and used to make programmatic decisions. The established data analysis protocol will incorporate guiding questions to ensure teachers’ dialogue during PLCs is focused on student work, analysis of common assessments, and other relevant data points. Coaches and Supervisors will facilitate and model this dialogue so that it becomes part of the school’s PLC culture and to ensure curriculum/instructional plans are articulated and implemented to improve results for struggling students and to enrich/extend learning for students at or above proficiency.</i></p>		
<p>RFI: Please provide additional information on how teachers will be held accountable for using data to inform and differentiate instruction. How will this be monitored and by whom?</p>	<p><i>RFI UPDATE, JUNE 20, 2011:</i> Teachers are required to attend all PLC and PD sessions devoted to the use of data to inform and differentiate instruction; attendance will be monitored. Subsequent ‘walk-throughs’ and job-embedded coaching times will be utilized to observe and hold teachers accountable for follow-through with curriculum and instructional changes resulting from the data analysis.</p>		
<p>RFI: What is the timeline for training teachers on the use of data?</p>	<p><i>RFI UPDATE, JUNE 20, 2011:</i> Training has already started. Data Coaches, Analysts, and Instructional Supervisors will provide ongoing job-embedded training during PLCs. This will be scheduled on a rotating basis within the building-level PD calendar.</p>		
<p>RFI: What is the timeline for the development of benchmark assessments? How often will assessments be administered in each content area?</p>	<p><i>RFI UPDATE, JUNE 20, 2011:</i> Benchmark assessments are currently given four times per year and coordinated by the content-area teachers under the direction of the Instructional Supervisors. Assessments will be refined and revised based on the data analysis and curriculum alignment.</p>		
<p>2. Permissible Activities: <u>Comprehensive instructional reform strategies</u></p>			
<p>2c. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended</p>	<ul style="list-style-type: none"> ▪ Working with CASDA, the district piloted the use of Rubicon Atlas Curriculum Mapping Software at Albany High School and trained the Instructional Supervisors and building-level 	<p>April 2011: CASDA trained Instructional Supervisors and administrators in the development of Rubicon Atlas field header</p>	<p>Rubicon Atlas Software YR 1 = \$12,000 YR 2 = \$12,000 YR 3 = \$12,000</p>

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<p>impact on student achievement, and is modified if ineffective</p>	<p>administrators on its use. The district will continue to work with CASDA to utilize Rubicon Atlas in all subject areas at Hackett to map curriculum vertically and horizontally, including mapping to the Common Core Learning Standards (see page 11).</p> <ul style="list-style-type: none"> ▪ Instructional Supervisors and Coaches will conduct periodic reviews as part of their rotations through PLCS and in monthly Departmental meetings. They will use the maps developed by Rubicon Atlas, individual teacher lessons and evidence of student work. ▪ Building leaders, Instructional Supervisors and the Consultant Teacher/Evaluator will use the “look-for” rubrics to assess individual teachers’ alignment and implementation of instruction to curriculum pacing maps and Common Core Standards (see page 7). 	<p>template</p> <p>July 2011: The district will purchase additional Rubicon Atlas software licenses for all Hackett teachers</p> <p>July – August 2011: The initial curriculum maps will be uploaded; revised maps will be uploaded on an ongoing basis throughout the grant period</p> <p>September 2011: All Hackett faculty will participate in CASDA’s Rubicon Atlas training</p> <p>July 2011 – September 2014: Teachers will utilize Rubicon Atlas software in their PLCs</p>	
<p>2d. Implementing a school-wide “response-to-intervention” model</p>	<ul style="list-style-type: none"> ▪ With the guidance of the district-level RtI team, Hackett will establish a building-level RtI team consisting of administrators, Coaches, Behavioral Intervention Specialist, School Psychologist, Guidance Counselors and teachers. ▪ The district- and building-level RtI teams will meet on a monthly basis to research and review resources and best practices for secondary-level RtI programs, such as those identified by the New York State RtI Technical Assistance Center (NYS RtI-TAC) and the National Center for RtI, among others. ▪ These teams will articulate the Hackett RtI Plan, including identification of a universal screening tool and Tier I, II and III 	<p>September 2011: The district will establish the building-level RtI team</p> <p>July 2011 – September 2014: The district- and building-level RtI teams will meet monthly</p> <p>July 1, 2012: The Hackett RtI Plan will be fully articulated</p> <p>September 2012: Hackett faculty and staff will be trained and begin implementing the RtI Plan;</p> <p>June 2013: The complete RtI Plan will be implemented by the</p>	<p>Consultant for RtI Training (such as NYS RtI-TAC or the National Center for RtI)</p> <p>YR 1 = \$2,500</p> <p>YR 2 = \$1,500</p> <p>YR 3 = \$0</p>

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	<p>Interventions.</p> <ul style="list-style-type: none"> All building-level administrators, coaches and teachers will participate in professional development on the RtI Plan and have the capacity to begin implementing it by the beginning of the 2012-13 school year. 	<p>end of the grant period</p>	
<p>2e. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content</p>	<ul style="list-style-type: none"> As described in section 1e, all Hackett teachers will have the opportunity to participate in one-on-one and small-group coaching from the Behavioral Intervention Specialist (see page 6) to develop effective functional behavioral assessments and behavior intervention plans for students with challenging behaviors, including students identified as emotionally disturbed. Hackett will equip its Library Media Center, which was cited in the JIT Report as being out of date and as providing inconsistent access to technology with new technology and current, reliable print resources. The school will purchase high-low texts to support the instruction of literacy skills development and foster pleasure reading of struggling and reluctant readers (many of whom are students with disabilities and those with limited English proficiency), E-readers, E-books, DVDs, and Playaways (see page 12). CASDA will provide Special Education teachers with 5 days of summer PD on co-teaching strategies based on the Special Education program service model that requires a general education teacher and a special education teacher to jointly deliver instruction to a diverse group of students. This model supports the 	<p>Professional development began during the 2010-2011 school year as part of the planning and beginning stages of the Transformation Model and will continue throughout project period in order to continually and systematically build staff capacity to transform the school</p> <p>July 2011 – September 2014: The school will purchase print and digital materials for the Library Media Center</p> <p>July – August 2011: CASDA will provide summer PD on co-teaching models for Special Education teachers (5 days)</p> <p>September 2011: The district will hire the ESL teacher</p> <p>July 2011 – September 2014: Special education and ESL teachers will participate in PLCs</p> <p>July 2011 – September 2014: Sheltered Content ESL Instruction models will be</p>	<p>Library Media Center Print Materials YR 1 = \$18,205 YR 2 = \$0 YR 3 = \$0 (Costs associated with technology purchases are listed in section 2f.)</p> <p>Salary – CASDA Co-Teaching Summer PD (6 teachers x 5 days) YR 1 = \$3,000 plus fringe YR 2 = \$0 YR 3 = \$0</p> <p>Salary – ESL Teacher (1 FTE) YR 1 = \$52,000 plus fringe YR 2 = \$52,520 plus fringe YR 3 = \$53,045 plus fringe</p> <p>Pearson – SIOP Virtual Institute (15 teachers) YR 1 = \$3,750 YR 2 = \$0 YR 3 = \$0</p> <p>Stipend - ESLAP Coordinator YR 1 = \$3,750 plus fringe</p>

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	<p>policy of least restrictive environment, which seeks to ensure that <u>all students</u> remain an integral part of the entire school community.</p> <ul style="list-style-type: none"> ▪ The district will hire an additional English as a Second Language (ESL) teacher to enable Hackett to implement sheltered content area classes for English Language Learners (ELLs) (see page 13) that are co-planned and co-taught by ESL and core content area teachers. ▪ All Hackett ESL and core content area teachers will participate in the Sheltered Instruction Observation Protocol (SIOP) Virtual Institute, an 11-session on-line training on the SIOP Model, a proven program for facilitating high-quality instruction for LEP students in content areas. ▪ Special Education and ESL teachers will participate in PLCs for common planning time and vertical team meetings alongside core content area teachers. In these PLCs, all teachers will learn strategies for co-teaching. ▪ The existing ESL Afterschool Program (ESLAP) and summer program will be continued and expanded to include monthly weekend field trips to introduce ESL students to local American experiences, and semi-annual celebrations with the students and their families to celebrate the diversity of cultures at Hackett (see page 13). 	<p>implemented</p> <p>October – November 2011: ESL and core content area teachers will participate in the Pearson SIOP Virtual Institute (11 sessions)</p> <p>July 2011 – September 2014: The expanded ESLAP program will continue</p>	<p>YR 2 = \$3,750 plus fringe YR 3 = \$3,750 plus fringe</p> <p>Salary – ESLAP Facilitators (4 teachers x 140 hours) YR 1 = \$21,000 plus fringe YR 2 = \$21,213 plus fringe YR 3 = \$21,420 plus fringe</p> <p>ESLAP Instructional/Cultural Materials YR 1 = \$1,500 YR 2 = \$1,500 YR 3 = \$1,500</p> <p>ESLAP Field Experiences (admission fees and bus transportation) YR 1 = \$3,000 YR 2 = \$3,000 YR 3 = \$3,000</p> <p>Salary – Summer ESLAP Coordinator YR 1 = \$0 (Title I LEP funds) YR 2 = \$1,894 plus fringe YR 3 = \$1,913 plus fringe</p> <p>Salary – Summer ESLAP Facilitators (4 teachers and 1 TA x 50 hours) YR 1 = \$0 (Title I LEP funds) YR 2 = \$8,606 plus fringe YR 3 = \$8,711 plus fringe</p> <p>ESLAP Summer Program Materials</p>

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			YR 1 = \$0 (Title I LEP funds) YR 2 = \$1,500 YR 3 = \$1,500 ESLAP Summer Transportation YR 1 = \$0 (Title I LEP funds) YR 2 = \$2,275 YR 3 = \$2,275
<p>2f. Using and integrating technology-based supports and interventions as part of the instructional program</p>	<ul style="list-style-type: none"> ▪ The district will expand the existing Student-Centered Active Learning Environments (SCALE) Project, funded by the Enhancing Education Through Technology ARRA grant, to include all core content area teachers at Hackett (see page 11). <ul style="list-style-type: none"> ▪ The district will hire a part-time Technology Specialist to provide oversight of the set-up of SCALE classrooms and ongoing technical support to SCALE teachers. ▪ Core content area teachers will systematically be trained on the SCALE Project using the TPACK PD Model. The district’s existing Instructional Technologist will train ELA teachers in Year One, Math teachers in Year Two, and Science teachers in Year Three. (NOTE: The district will utilize local funds to train and equip Social Studies teachers and classrooms in Year Four). ▪ The district will equip each SCALE classroom a wide range of digital communication tools for technology-integrated instruction, including a SmartBoard, document camera, Student 	<p>July 2011: The district will hire the Technology Specialist</p> <p>July 2011 – September 2014: The school will purchase the equipment for SCALE classrooms and other digital curricular materials, as listed</p> <p>August 2011 – September 2014: The Technology Specialist will equip the SCALE classrooms</p> <p>September 2011 – June 2012: ELA teachers will participate in TPACK PD series and begin implementing the SCALE Project</p> <p>September 2012 – June 2013: Math teachers will participate in TPACK PD series and begin implementing the SCALE Project</p> <p>September 2013 – June 2014: Science teachers will participate in TPACK PD series and begin implementing the SCALE Project</p>	<p>Salary – Technology Specialist (.5 FTE) YR 1 = \$17,500 plus fringe YR 2 = \$18,025 plus fringe YR 3 = \$18,566 plus fringe</p> <p>SCALE Classroom Equipment YR 1 = \$134,400 YR 2 = \$100,800 YR 3 = \$100,800</p> <p>SmartBoards for other Classrooms YR 1 = \$48,300 YR 2 = \$0 YR 3 = \$0</p> <p>Smart Notebook Math Tools Software Licenses YR 1 = \$2,000 YR 2 = \$2,000 YR 3 = \$2,000</p> <p>EPals Licenses YR 1 = \$2,520 YR 2 = \$2,520 YR 3 = \$2,520</p>

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	<p>Response System, and a cart of netbooks for student use.</p> <ul style="list-style-type: none"> ▪ In addition to the supplies purchased for SCALE classrooms, the school will also purchase SmartBoards for teacher and student use throughout the building; software licenses for Smart Notebook Math Tools for math teachers; software licenses for EPals student email system; and Discovery Digital Curriculum. Each of these digital tools will be used to integrate technology into curricula. ▪ Hackett will improve student and faculty access to technology in the Library Media Center with the purchase of five new on-line instructional databases, new computers, audio equipment (microphones and headphones), E-readers, E-books, DVDs, Playaways, color printer, scanner and photocopier (see page 12). 	<p>September 2014 – June 2015: Social Students teachers will participate in TPACK PD series and begin implementing the SCALE Project (NOTE: The district will use local funds to pay for any costs associated with the SCALE Project after the end of the grant period)</p>	<p>Discovery Digital Curriculum YR 1 = \$2,570 YR 2 = \$2,570 YR 3 = \$2,570</p> <p>Technology for LMC YR 1 = \$32,608 YR 2 = \$0 YR 3 = \$0</p>
<p>2g. Improving student transition from middle to high school through summer transition programs or freshman academies</p>	<ul style="list-style-type: none"> ▪ A Hackett Summer Transition Team, consisting of the Building Principal, Instructional Supervisors and teachers, will be established to plan and implement a two-week Summer Transition Camp to all incoming students from their feeder elementary schools. Each student will participate in 35 total hours of ELA and Math reinforcement/enrichment and transitional activities (see page 14). ▪ Hackett will also continue to conduct a New Student Orientation Day during the summer for new and incoming students, which provides students and their parents an opportunity to become familiar with the structure and design of Hackett Middle School. 	<p>June – July 2011, June – July 2012, June – July 2013: The Summer Transition Team will be established and will develop the curricular activities for the Transition Camp</p> <p>August 2011, August 2012, August 2013: The Summer Transition Camp will be held the last two weeks of August</p> <p>August 2011, August 2012, August 2013: The school will host New Student Orientation for students and parents</p>	<p>Salary – Summer Transition Team Planning/Curriculum Development (4 teachers x 20 hours) YR 1 = \$3,000 plus fringe YR 2 = \$0 (local funds) YR 3 = \$0 (local funds)</p> <p>Salary – Summer Transition Team Implementation (11 teachers x 35 hours) YR 1 = \$14,438 plus fringe YR 2 = \$14,582 plus fringe YR 3 = \$14,728 plus fringe</p> <p>New Student Orientation Day N/A</p>

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<p>2h. Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate</p>	<ul style="list-style-type: none"> ▪ The BLT will identify students who are failing to achieve to reach high standards or graduate based on review of 5-week interval grades from the Student Management System (PowerSchool). Within one week of this review, the building Principal, Assistant Principal and Guidance Counselors will coordinate and facilitate action meetings with these identified students, their parent(s), academic advisor team member, and teachers (see page 14). 	<p>October 2011 – September 2014: The BLT will conduct a review of 5-week interval grades every five weeks</p> <p>October 2011 – September 2014: Action meetings will be coordinated within one week of each 5-week interval period on ongoing basis</p>	<p>N/A</p>
<p>3. Required Activities: <u>Increasing learning time and creating community-oriented schools</u></p>			
<p>3a. Establish schedules and strategies that provide increased learning time</p>	<ul style="list-style-type: none"> ▪ On May 2, 2011, the district and teachers’ collective bargaining units approved new contract language that adds two instructional days to the school year for increased learning time beginning in 2011-12. ▪ All students will participate in an additional 45 minutes of daily ELA instruction for the entire school year in either Writer’s Workshop or ELA AIS classes, based on data from the previous year’s NYS ELA Assessment and Acuity Benchmark Assessments given each fall and spring (see page 11 and 12). <ul style="list-style-type: none"> • ELA AIS teachers will administer the <i>i-Ready Reading Diagnostic Assessment</i> to each student assigned to the program in order to identify individual needs in the areas of high-frequency words, phonics, phonemic awareness, oral vocabulary, and reading comprehension. The i-Ready Assessment will prescribe an individualized series of lessons for students based on their unique needs. The ELA AIS teacher will utilize the accompanying <i>i-Ready Reading</i> 	<p>September 2011 – September 2014: The number of instructional days in the school year will increase from 180 to 182 (see Appendix D3 - MOA)</p> <p>September 2011 – September 2014: Daily ELA and Math instructional will increase for all students</p> <p>September 2011 – September 2014: AIS teachers will begin using the <i>i-Ready Reading and Math Diagnostic Assessments</i> and <i>Instruction</i> programs</p> <p>August 2011: The district will hire two certified Reading Teachers</p> <p>July – December 2011: CSSR will assist the BLT in choosing a flexible schedule model</p>	<p>Additional Instructional Days YR 1 = \$0 (local funds) YR 2 = \$0 (local funds) YR 3 = \$0 (local funds)</p> <p>Curriculum Associates – i-Ready Reading and Math On-line and Consumable Materials YR 1 = \$32,797 YR 2 = \$32,797 YR 3 = \$32,797</p> <p>Salary – Reading Teacher (2 FTE) YR 1 = \$104,000 plus fringe YR 2 = \$105,040 plus fringe YR 3 = \$53,045 plus fringe (plus Title funds in YR 3)</p> <p>Leveled Reader Materials YR 1 = \$3,600 YR 2 = \$3,600 YR 3 = \$0</p>

UPDATED APPENDIX B2: TRANSFORMATION MODEL – Hackett Middle School

ACTION REQUIRED BY TRANSFORMATION MODEL	DESCRIPTION OF HOW THE ACTION WILL BE ACCOMPLISHED BY LEA	DESCRIBE WHEN THE ACTION WILL OCCUR DURING THE GRANT PERIOD AND WHY AT THAT TIME	DESCRIPTION OF COSTS ASSOCIATED WITH THE ACTION
	<p><i>Instruction</i> program, which is aligned to the Common Core State Standards to deliver quality supplemental instruction.</p> <ul style="list-style-type: none"> • The district will hire two certified Reading Teachers to provide targeted, direct reading instruction to ELA AIS students using leveled classroom library resources and the <i>i-Ready Reading Instruction</i> program. ▪ In addition, all grade 6 students will participate in nearly 250 additional hours of math instruction. As part of their required exploratory elective courses, each student will enroll in a 10-week Math Seminar, which will meet daily for 45 minutes for one quarter. <ul style="list-style-type: none"> • Students needing supplemental services for math based on their previous year’s NYS Math Assessment and Acuity Benchmark Assessments will be continue to be assigned to Math AIS program. Similar to the ELA AIS program described above, students in this program will take the <i>i-Ready Math Diagnostic Assessment</i>, which will prescribe a series of lessons for individual students based on their unique needs. The Math AIS teachers will utilize the accompanying <i>i-Ready Math Instruction</i> program, which is aligned to the Common Core State Standards to deliver quality supplemental instruction. ▪ Hackett’s BLT will work with CSSR scheduling consultants to redesign the master schedule for 2012-13 and beyond to incorporate more flexibility, such as in block scheduling, to accommodate opportunities for increased learning time and 7-8th grade looping. All 	<p>January – August 2012: Hackett teachers will participate in PD for block scheduling</p> <p>September 2012 – September 2014: The new schedule will be implemented</p> <p>September 2010 – December 2011: The Extended Day Program Planning Committee began meeting during the 2010-11 school year and will continue to meet until implementation begins</p> <p>August 2011: The district will contract with PAL or a similar agency to serve as the Extended Day Program Architect</p> <p>September 2011: the Extended Day Program Architect will hire an Extended Day Program Coordinator</p> <p>January 2012: The new Extended Day Program will begin and the Planning Committee will transition into a Steering/Advisory Committee</p>	<p>CSSR Training and Support Costs associated with PD from CSSR are included in the budgets provided by external partners (see section 4b)</p> <p>Extended Day Program Architect/Coordinator YR 1 = \$50,000 YR 2 = \$50,500 YR 3 = \$51,005</p> <p>Salary - Extended Day Program Tutors (10 x 100-200 hours) YR 1 = \$37,500 plus fringe YR 2 = \$75,750 plus fringe YR 3 = \$76,508 plus fringe</p> <p>Salary - Extended Day Program Hall Monitors (2 x 200-400 hours) YR 1 = \$6,000 plus fringe YR 2 = \$12,360 plus fringe YR 3 = \$12,728 plus fringe</p> <p>Extended Day Program Materials and Supplies YR 1 = \$10,000 YR 2 = \$10,000 YR 3 = \$10,000</p> <p>Extended Day Program Bus Transportation YR 1 = \$32,000 YR 2 = \$64,000</p>

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	<p>teachers will participate in professional development on best practices for teaching during longer blocks of time, project-based learning, and interdisciplinary planning in order to best meet the needs of all students.</p> <ul style="list-style-type: none"> ▪ Hackett’s building Principal has established a Planning Committee and charged it with coordinating the reorganization and expansion of the existing Extended Day Program; the goal is to extend learning time and opportunities that address academic, college- and career-preparedness, as well as social/emotional needs of <u>all Hackett students</u> (see page 13). <ul style="list-style-type: none"> • The Planning Committee is currently in discussions with the Police Athletic League (PAL) to explore the potential expansion of their existing partnership with the district to serve as an Extended Day Program Architect, providing oversight of all the school’s extended day activities. • The district anticipates contracting with PAL (or a similar agency), who will hire an Extended Day Coordinator, and implement a new program by January 2012. The Coordinator will utilize the Extended Day Data Tracking Software in order to create a set of measures and benchmarks that support site monitoring and overall service evaluation, as well as automated registration, enrollment and attendance-taking. • The district will also hire hall monitors and academic tutors for the Program. 		YR 3 = \$64,000
RFI: Please provide additional	<u>RFI UPDATE, JUNE 20, 2011:</u> Negotiating two additional instructional days with the teachers’ bargaining unit serves		

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<p>information on how the two additional instructional days be used to provide support to students.</p>	<p><i>as a preliminary step toward increasing learning time; the district is confident that this, coupled with a more effective use of the existing instructional days, will provide more opportunities for students to engage in high-quality, rigorous coursework than in past years.</i></p> <p><i>The district also negotiated the addition of three professional development (PD) days to the teachers’ calendars, which already consists of 12 days for this purpose (4 days at the end of June, 5 days over the summer, and 3 Superintendent Conference days). The sole purpose of this PD is to improve the academic achievement of students.</i></p>		
<p>RFI: What is the difference between the Police Athletic League (PAL) program and the Extended day tutors?</p>	<p><i>RFI UPDATE, JUNE 20, 2011:</i> <i>The Police Athletic League (PAL) will be a partner for the development of a new Extended Day program. Extended Day Tutors are the teachers who will provide the academic support component of this program.</i></p> <p><i>PAL already partners with the district to provide middle school students with the opportunity to participate in extended-day programming, including Chess Club, Cooking Club, Karate, Arts and Crafts, as well as various athletic opportunities. The Hackett Comprehensive Education Plan for the 2010-2011 school year provided opportunities for all students to receive skill enrichment and reinforcement in the area of English Language Arts (ELA). ELA and English as Second Language teachers at Hackett were responsible for providing the extended-day tutoring services in these areas.</i></p>		
<p>RFI: Why is PAL providing the Extended day coordinator and yet the teachers are the tutors? How will coordination occur?</p>	<p><i>RFI UPDATE, JUNE 20, 2011:</i> <i>The extended-day program at Hackett consists of programs offered through both PAL and A-CAN (Albany Community After-school Network). The district will employ an After-School Coordinator to oversee the coordination of all these programs. This individual will work closely with both partnerships to develop the calendar for the fall and spring programs.</i></p>		
<p>3b. Provide ongoing mechanisms for family and community engagement</p>	<ul style="list-style-type: none"> ▪ As described in section 3c, Hackett will establish a School Climate and Culture Committee, which will conduct a review and analysis of the existing systems and structures for family and community engagement (Home School Coordinator, Family/Community Resource Center, PTA, and New Extended Day Program and Coordinator). The Committee will make recommendations to the building Principal for improving the coordination of these individuals’ collective effectiveness and increasing their capacity to expand current mechanisms and provide increased opportunities for parent and community involvement. 	<p>September 2011 – September 2014: The Hackett School Climate and Culture Committee will be established and will begin conducting the review and analysis of the existing systems and structures for family and community engagement, for the purpose of making recommendations for improvement to the building Principal</p>	

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	<ul style="list-style-type: none"> ▪ Families and community members will participate in the School Climate and Culture Survey, as described in section 3c. ▪ The reorganized and expanded Extended Day Program will provide a multitude of opportunities for family and community involvement, including apprenticeships and service-learning experiences (see page 13). 		
<p>RFI: Please provide additional information on strategies that will be used to increase parental involvement.</p>	<p><i>RFI UPDATE, JUNE 20, 2011: Hackett has a very active Parent-Teacher-Association (PTA), which meets on a monthly basis to discuss all educational components of the school. The PTA has assisted in communicating with all families and agencies within the Hackett community for the purposes of increasing parental involvement. Members of the PTA have also played a vital role by actively participating on numerous Hackett sub-committees.</i></p> <p><i>Hackett is in the process of redesigning its school website, with the goal of providing all families with accurate, up-to-date information pertaining to school events and committees, which will lead to increased parental involvement. The school has also worked with the district’s Communications Office throughout the 2010-2011 school year to utilize the School News Notifier (SNN), which provides families and community members with quick information and notifications regarding all school events via email and text messages; this is a free, subscription-based service for all members of the school community.</i></p> <p><i>Finally, a Home School Coordinator (HSC) assigned to Hackett serves as a liaison between the school and community. The HSC will continue to make routine home visits to address individual student needs with their parents. Additionally, the HSC plays a vital role in increasing community involvement with the school.</i></p>		
<p>3. Permissible Activities: <u>Increasing learning time and creating community-oriented schools</u></p>			
<p>3c. Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs</p>	<ul style="list-style-type: none"> ▪ The district partnered with CASDA during the 2010-11 school year to work with the Albany High School Climate and Culture Committee to review and research best practices around selecting a survey that would help identify the perceptions of students, parents, personnel and community members regarding the climate and culture of the school, including areas surrounding student performance, drop-out prevention, bullying, and the development of healthy and positive relationships. The 	<p>July 2011 – September 2014: The Hackett School Climate and Culture Committee will be established and will begin meeting monthly</p> <p>September - October 2011, September - October 2012, September - October 2013: The Committee will administer the Comprehensive School Climate</p>	<p>CASDA Training and Support Costs associated with PD from CASDA are included in the budgets provided by external partners (see section 4b)</p> <p>Comprehensive School Climate Inventory YR 1 = \$6,400 YR 2 = \$6,400</p>

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	<p>committee chose to utilize the National School Climate Center’s Comprehensive School Climate Inventory, which is scheduled to be administered for May-June 2011.</p> <ul style="list-style-type: none"> ▪ Hackett will replicate this process by establishing a School Climate and Culture Committee, and administering the Comprehensive School Climate Inventory each year. ▪ Following the survey, CASDA will provide the Committee with a Team Development Training to build the capacity of the Committee to work as a team to create a communication plan to share survey results with stakeholders. ▪ The partner will also provide the Committee with a Survey Review and Action Plan Training. As a result, the Committee will review and share-out the survey results, and create an implementation plan for change. ▪ Hackett will continue to partner with Parsons Child & Family Center and Catholic Charities to staff the on-site Full Service Health Clinic. Through these partnerships, students in crisis have access to clinical social workers, behavioral specialists and case managers who provide one-on-one and small-group counseling, conflict mediation services, and individual student safety plans. The building Principal will encourage all Full Service Health Clinic staff to participate in monthly faculty meetings and PD that takes place on non-instructional days within the academic school year. 	<p>Inventory to students, parents, school personnel and community members as part of Back-to-School activities</p> <p>October - November 2011: CASDA will conduct the Team Development Training (1 day) and the Survey Review and Action Plan Training (2-3 days) for the Committee</p> <p>July 2011 – September 2014: The building Principal will encourage all Full Service Health Clinic staff members to attend faculty meetings and PD sessions</p> <p>July 2011 – September 2014: Hackett will continue to build meaningful partnerships with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to continue to create safe school environments that meet students’ social, emotional, and health needs</p>	<p>YR 3 = \$6,400</p>
<p>RFI: How will the district support</p>	<p><u>RFI UPDATE, JUNE 20, 2011:</u> <i>The district provides financial support for these partnerships within the school. The</i></p>		

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HMS in its partnership with Parsons Child & Family Center and Catholic Charities?	<i>school support staff (social workers, teachers, principal, AP) work collaboratively to coordinate services with the clinic to meet students' needs; this collaboration will continue.</i>		
<p>3d. Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff</p>	<ul style="list-style-type: none"> ▪ Hackett will establish a Student Advisory Program to build relationships between students, faculty, and other school staff (see page 15). <ul style="list-style-type: none"> ▪ The National Coalition Building Institute (NCBI) will conduct a one-day summer training for 25 Hackett instructional and non-instructional staff, who will become Advisory Facilitators. ▪ The building Principal and 4-6 of these Academy Facilitators will establish a Student Advisory Committee, which will be responsible for assigning Advisory Families (consisting of approximately 25 students and 4-5 staff members); work with NCBI to conduct a one-day Welcoming Diversity Workshop for all staff; and preparing agendas for the weekly Advisory Period. ▪ Advisory Families will meet every Friday for a 55-minute Student Advisory Period throughout the school year, with activities designed to help the faculty and staff members monitor and support students' academic and non-academic needs, as well as emphasize the significance of academic, character, and civic development. ▪ Incoming 8th grade students will be recruited by the Student Advisory Committee to participate in a CSSR summer training to become peer leaders. These students will 	<p>July 2011: The National Coalition Building Institute will conduct the Advisory Facilitator training (1 day)</p> <p>August 2012 – September 2014: The Student Advisory Committee will be established and will begin meeting to assign students and staff to Advisory Families and create agendas for weekly Advisory Periods</p> <p>August - September 2011, August - September 2012, August - September 2013: The Committee and NCBI conduct the Welcoming Diversity Workshop for all staff (1 day)</p> <p>September 2011 – September 2014: The entire Hackett student body and staff will participate in weekly Advisory Periods</p> <p>March – April 2012: The Committee will incoming 8th grade students to become peer leaders</p> <p>July 2012: Incoming 8th grade will participate in the CSSR Peer Leader training</p>	<p>National Coalition Building Institute – Advisory Facilitator Training YR 1 = \$3,900 YR 2 = \$0 YR 3 = \$0</p> <p>Salary - Advisory Facilitator Training Participants (25 teachers x 1 day) YR 1 = \$2,500 plus fringe YR 2 = \$0 YR 3 = \$0</p>

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	<p>be assigned to 6th grade Advisory Families the following year to serve as role models for younger students.</p>	<p>September 2012 – September 2014: Peer leaders will participate in grade 6 Advisory Periods as role models</p>	
<p>3e. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment</p>	<ul style="list-style-type: none"> ▪ CASDA will provide technical assistance and mentoring to teacher teams in PLCs on the revisions and continued development of a Positive Behavioral System for students to improve school climate and discipline. ▪ The personalization of the school environment, through the implementation of the new school governance structure, the Student Advisory Program, Extended Day Program and other approaches described throughout this application, will improve school climate and discipline. 	<p>Professional development began during the 2010-2011 school year as part of the planning and beginning stages of the Transformation Model and will continue throughout project period (July 2011 – September 2014) in order to continually and systematically build staff capacity to transform the school</p>	<p>CASDA Training and Support Costs associated with PD from CASDA are included in the budgets provided by external partners (see section 4b)</p>
<p>4. Required Activities: <u>Providing operational flexibility and sustained support</u></p>			
<p>4a. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates</p>	<ul style="list-style-type: none"> ▪ Hackett will shift from a comprehensive school structure with one building Principal and one Assistant Principal overseeing all students to a two-house structure, with 250-300 students in grades 6-8, an Assistant Principal and a Guidance Counselor assigned to each house. This new structure will allow for more personalized learning and support for the academic and social-emotional needs of middle-level students, which will improve student achievement outcomes. ▪ The district will hire a second Assistant Principal for Hackett, who will oversee one house and serve as the School Improvement Manager (SIM). The SIM will serve as a member of the 	<p>July 2011: The district will hire an Assistant Principal/SIM</p> <p>September 2011 - September 2014: Hackett will have a two-house structure</p> <p>July – December 2011: CSSR will assist the BLT in choosing a flexible schedule model</p> <p>January – August 2012: Hackett teachers will participate in PD for block scheduling</p> <p>September 2012 - September</p>	<p>Salary – Assistant Principal/SIM (1 FTE) YR 1 = \$85,000 plus fringe YR 2 = \$85,850 plus fringe YR 3 = \$86,709 plus fringe</p> <p>CSSR Training and Support Costs associated with services and CSSR are included in the budgets provided by external partners (see section 4b)</p>

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	<p>BLT and will chair the building-level professional development sub-committee.</p> <ul style="list-style-type: none"> As described in section 3a, Hackett’s BLT will work with CSSR scheduling consultants to redesign the master schedule for 2012-13 and beyond to incorporate more flexibility, such as in block scheduling, to accommodate opportunities for increased learning time and 7-8th grade looping. 	<p>2014: The new schedule will be implemented</p>	
<p>RFI: Please provide information on how the School Implementation Manager will ensure that the school will receive the support needed to implement the plan.</p>	<p><i>RFI UPDATE, JUNE 20, 2011: The Building Principal at Hackett will be responsible for implementing the Transformation Model while the SIM at Hackett will function as an Assistant Principal. The Building Principal will be in constant contact with the district-level Transformation Officer, who will ensure that the Building Principal and other individuals implementing the Transformation Model receive the technical assistance, support and guidance needed to do so effectively. This will include daily conversations via telephone and email, weekly site visits to the school, and bi-weekly meetings with Albany High School’s SIM in order to ensure full alignment of activities and services.</i></p>		
<p>4b. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</p>	<ul style="list-style-type: none"> The district will establish an Office for School Redesign to provide ongoing, intensive technical assistance and related support to the PLA schools. The top priority of this district-level office, under the supervision of a newly-hired Transformation Officer, will be to improve student achievement and provide overall direction for the successful implementation of the Transformation Model at each PLA school. The Transformation Officer will serve as the manager of the 1003(g) School Improvement Grant. The district will continue to work with and receive ongoing, intensive technical assistance and related support from the New York State Education Department’s Title I School and Community Services Team throughout the grant period. The district will also partner with the Center for 	<p>July 2011: The district will establish the Office for School Redesign and hire the Transformation Officer</p> <p>July 2011 – September 2014: The district began working with CSSR and CASDA in the 2010-11 school year as part of the approved 1003(a) SIG and will continue to partner with them throughout the grant period</p>	<p>Salary – Transformation Officer (.5 FTE) YR 1 = \$42,500 plus fringe YR 2 = \$42,925 plus fringe YR 3 = \$43,354 plus fringe</p> <p>Salary – Clerical Staff for Office of School Redesign (.5 FTE) YR 1 = \$15,000 plus fringe YR 2 = \$15,450 plus fringe YR 3 = \$15,914 plus fringe</p> <p>CSSR Educational Consultant Services, Training and Support YR 1 = \$102,400 YR 2 = \$76,800 YR 3 = \$57,600</p>

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	<p>Secondary School Redesign (CSSR) and the Capital Area School Development Association (CASDA) to provide educational consultant services, including professional development, coaching and technical assistance for implementing the Transformation Model at Hackett.</p>		<p>CASDA Educational Consultant Services, Training and Support YR 1 = \$205,000 YR 2 = \$153,750 YR 3 = \$115,313</p>
<p>RFI: Please provide additional information on the types and frequency of technical assistance the district will provide to the school.</p>	<p><i>RFI UPDATE, JUNE 20, 2011: Please see the response to the previous question.</i></p> <p><i>Additionally, external partners CASDA, who will spend over 180 days with district and building-level staff from July 2011-June 2012, and CSSR, who will spend over 75 days within the same time period, will provide the district with coaching on how to better support the school with technical assistance.</i></p> <p><i>Please see Appendices F3-F4 in the original application.</i></p>		
<p>4. Permissible Activities: <u>Providing operational flexibility and sustained support</u></p>			
<p>4c. Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA</p>	<ul style="list-style-type: none"> ▪ As described throughout this application, the district will establish an Office for School Redesign and the school will be restructured to reflect a two-house structure (see sections 4a and 4b). 	<p>July 2011: The district will establish the Office for School Redesign</p> <p>September 2011 – September 2014: Hackett will have a two-house structure</p>	<p>Costs for these activities have been listed in sections 4a and 4b</p>
<p>4d. If external partners will be used to accomplish all or any of the actions described - Recruit, screen, and select external providers to ensure their quality</p>	<ul style="list-style-type: none"> ▪ The district followed the established local procurement policy to recruit, screen and select external partners (CSSR and CASDA). 	<p>July 2011 – September 2014: The district began working with CSSR and CASDA in the 2010-11 school year as part of the approved 1003(a) SIG and will continue to partner with them throughout the grant period</p>	<p>Costs for these activities have been listed in sections 4a and 4b</p>
<p>RFI: Please provide a description of the district’s local procurement process.</p>	<p><i>RFI UPDATE, JUNE 20, 2011: The district’s local procurement process begins with issuing a Request for Proposals (RFP) for professional services, which contains details of the engagement, including the methods which it will use in order to select the services. The district sends the RFP to a minimum of three professionals and requests that they submit written proposals. The RFP is also publically advertised in the Times Union Newspaper. RFPs may include negotiations on a fair and equal basis.</i></p> <p><i>A team of district personnel that has a complete understanding of the services in the RFP is assembled to conduct the</i></p>		

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	<p><i>evaluation of the submitted proposals. This team considers the following factors before contacting listed references and making a recommendation for award and subsequent contract for services to the Superintendent and Board of Education:</i></p> <ol style="list-style-type: none"> <i>1. Special knowledge or expertise of the professional or consultant service</i> <i>2. Quality of the service to be provided</i> <i>3. Staffing of the service</i> <i>4. Suitability for the district’s needs</i> <i>5. Time and effort toward service in relation to overall cost</i> 		
<p>RFI: How will the district evaluate the quality of services being provided by external partners?</p>	<p><i>RFI UPDATE, JUNE 20, 2011:</i> <i>As the external partnerships for the last quarter of the 2010-11 come to a close, the district has determined that both CADSA and CSSR have fulfilled their contractual obligations. The district is in the process of finalizing a Quarterly Partner Rating Rubric based on the North Central Regional Educational Laboratory’s (NCREL) Guide to Working with External Partners. This evaluation tool will be used to assess these partners’ services in multiple categories, including Outcomes, Staff, Materials, and Professional Development; it will also provide a method to acquire more qualitative evaluation data. The district-level Transformation Officer will be responsible for utilizing and communicating the results of this rubric quarterly with all stakeholder groups, including the partners, in order to ensure that it is used to guide the delivery of future services.</i></p>		

COST OF IMPLEMENTATION OF MODEL (OVER 3 YEARS)	AMOUNT OF 1003(G) FUNDS LEA WILL ALLOCATE TO THE SCHOOL	AMOUNT OF ADDITIONAL FUNDS LEA WILL ALLOCATE TO THE SCHOOL
<p>\$33,598,576</p>	<p>\$4,904,789</p>	<p>\$28,693,787</p>

Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.

The City School District of Albany conducted a comprehensive review of the funding sources available to support the interventions outlined in this application. The 1003 (g) SIG, local funds, and the grants listed below have been coordinated in order to fund the actions described in this model. The level of funding from these sources is detailed in the Budget Narrative section of this application.

- 1003(a) School Improvement Grant
- Title Funds (including Title I – LEP)
- IDEA
- Race to the Top

UPDATED APPENDIX B2: TRANSFORMATION MODEL – Hackett Middle School

The district is committed to the full implementation of this model, including the continual evaluation of each program and activity to assess effectiveness. Programs and activities associated with this Transformation Model that provide evidence of positive impact on student achievement, graduation rate, and students' college- and career- readiness will continue to be supported by local funds and grants. The district's Office of Grants & Program Development is devoted solely to seeking and securing private, State and Federal funding to support proven and innovative programs that improve student achievement; this department has a demonstrated success rate.

RFI UPDATE, JUNE 20, 2011: *As stated on page 38 of Appendix B2: Hackett Transformation Model of the original application, the district is committed to fully implementing the programs associated with this model. Activities and principles deemed effective will become 'how school is done' and will be supported by the budget process with local funds. The continued work of the district's Office of Grants & Program Development to seek funding streams that support current, effective programming, as well as innovative programming, will advance these efforts.*

While the district seeks additional grants, these programs will be subject to the effects of the economy and School Board support.

Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces at this school, and how the LEA plans to address these challenges.

The district has faced obstacles in the form of contractual and collective bargaining agreements, particularly in the areas concerning the creation of evaluation systems for teachers and principals. Ongoing discussions between the district and union representatives will continue in order to align the evaluation systems with the APPR, Education Law §3012-c, and Commissioner's regulations. As stated in an attached **jointly signed letters**, by no later than January 1, 2012, all new and/or existing collective bargaining agreements for classroom teachers and building principals assigned to Albany High will be consistent with and/or amended and/or modified as necessary to require that these individuals are evaluated in accordance with the provisions of Education Law §3012-c and Commissioner's regulations.

This district faced a similar obstacle involving contractual language regarding the rewarding and recruitment of staff using financial incentives. As stated above, the district and union representatives will continue their discussions on how to best include new language in all collective bargaining agreements or MOAs; by January 1, 2012, this provision will be included in the contracts.

Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively in this school.

The district is committed to the successful implementation of the Transformation Model activities described in this application and will modify practices and policies through the Board of Education approval process, bargaining unit negotiation process, and through building-level shared governance procedures in order to fully implement the intervention model.

New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

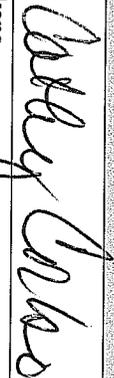
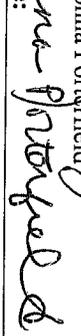
LEA Name: City School District of Albany

BEDS Code:	0	1	0	1	0	0	0	0	0	0
	Copy and use additional pages as necessary									

The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA's School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA's School Improvement Grant Application.

1. Individuals Consulted – Both Schools		2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Name: Cathy Corbo		President, Albany Public School Teachers' Association	School Redesign Team meeting 1/14/11, 3/10/11 Phone/Email conversations	
Name: Kimberly Wilkens		President, Albany Public School Administrators' Association	Phone/Email conversations	
Name: Donna Porterfield		President, Albany High School Parent-Teacher-Student Association	4/11/11 Presentation	
Name: Susan D'Entremont		President, Hackett Middle School Parent-Teacher-Association	PTA meetings: 3/3/11, 4/6/11, 5/3/11	PTA Meeting agendas and minutes

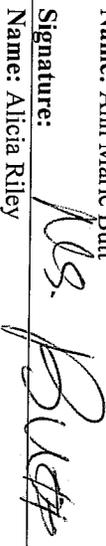
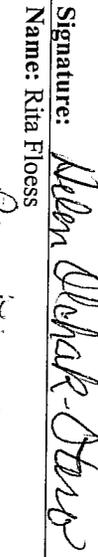
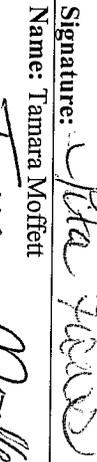
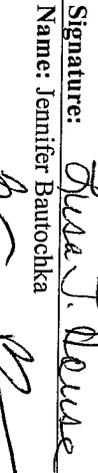
New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

1. Individuals Consulted – Albany High School	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Name: David McCalla Signature: <i>David C. McCalla</i>	Principal, Albany High School	School Redesign Team meetings AHS-1/14, 3/10	School Redesign Team Building Leadership - 3/24/11, 4/20/11 meetings AHS- 1/14, 3/10, 3/17, 3/24, 3/31, 4/20-2011
Name: Dale Getto Signature: <i>Dale Getto</i>	School Improvement Manager, Albany High School	School Redesign Team meetings AHS- 1/14, 3/10, 3/17, 3/24, 3/31, 4/20-2011 AHS- 2/14/11	PTSA - 4/11/11
Name: Stanley Harper Signature: <i>Stanley Harper</i>	Magnet Administrator, Albany High School	School Redesign Team meetings AHS- 1/14, 3/10	3/10, 3/17, 3/24, 3/31, 4/20-2011
Name: Cecily Wilson Signature: <i>Cecily Wilson</i>	House Principal, Albany High School	SCHOOL Redesign TEAM meetings AHS- 1/14/11, 3/10, 4/20-2011	Building Leadership
Name: Michael Panetta Signature: <i>Michael Panetta</i>	House Principal, Albany High School	SCHOOL Redesign TEAM meetings AHS - 3/17/11	
Name: Marie Taber Signature: <i>Marie Taber</i>	Teacher, Albany High School	SCHOOL Redesign TEAM meetings AHS - 1/14, 3/10, 3/17, 3/24, 4/20-2011	Building Leadership - 3/24, 4/20-2011
Name: Carol DiNovo Signature: <i>Carol DiNovo</i>	Teacher, Albany High School	SCHOOL Redesign TEAM meetings AHS-3/10, 3/17	3/24-2011
Name: Kathy Schadwald Signature: <i>Kathy Schadwald</i>	Project Director, SL/C21 Consortium, BOCES partner	SCHOOL Redesign TEAM meetings AHS - 3/10, 3/17, 3/24-2011	
Name: Michelle Rogers Signature: <i>Michelle Rogers</i>	Innovator Coach, SL/C21 Consortium, BOCES partner	SCHOOL Redesign TEAM meetings AHS- 3/10, 3/17, 3/24-2011	
Name: Miguel Mercedes Signature: <i>Miguel Mercedes</i>	Student, Falcon Council Rep	Building Leadership	3/24, 4/20-2011
Name: Signature:			

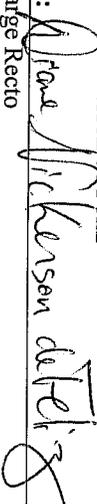
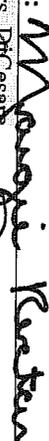
New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

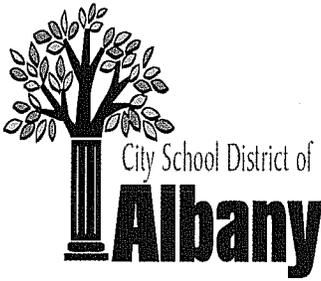
1. Individuals Consulted - Hackett Middle School	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Name: Anna Marie Lippitt Signature:	Parent/Community Member	School Redesign Team meetings PTA meetings - 3/31/11, 4/16/11, 5/13/11	meeting agendas minutes
Name: Dennis Mosley Signature:	Parent/Community Member	School Redesign Team PTA meetings - 3/3, 4/6, 5/3/11	meeting agendas minutes
Name: Mary Beth Farr Signature: <i>Mary Beth Farr</i>	Parent/Community Member	School Redesign Team PTA meetings - 3/3, 4/6, 5/3/11	meeting agendas minutes
Name: Deborah Chard-Wierschem Signature: <i>Deborah Wierschem</i>	Parent/Community Member	School Redesign Team PTA meetings - 3/3, 4/6, 5/3/11	Building Leadership 3/11, 3/29, 4/26, 2011
Name: Williams Thomas Signature:	Parent/Community Member	School Redesign Team PTA meetings - 3/3, 4/6, 5/3/11	meeting agendas minutes
Name: Valerie Tillou Signature: <i>Valerie Tillou</i>	Literacy Coach / Hackett Middle School	School Redesign Team PTA meetings - 3/3, 4/6, 5/3/11	Building Leadership 3/11, 3/29, 4/26, 2011
Name: Patricia Foley Signature: <i>Patricia Foley</i>	Parent/Community Member	School Redesign Team PTA meetings - 3/3, 4/6, 5/3/11	meeting agendas minutes
Name: Kim Finnegan Signature: <i>Kim Finnegan</i>	Teacher / Hackett Middle School	Building Leadership Team member 3/11, 3/29, 4/26, 2011	meeting agendas minutes
Name: Jim Hutchins Signature:	Teacher, Hackett Middle School	Building Leadership Team member 3/11, 3/29, 4/26, 2011	meeting agendas minutes
Name: Emily Hodges Signature:	Teacher, Hackett Middle School	Building Leadership Team member 3/11, 3/29, 4/26, 2011	meeting agendas minutes
Name: Kathleen Hagner Signature:	Teacher, Hackett Middle School	Building Leadership Team member 3/11, 3/29, 4/26, 2011	meeting agendas minutes

New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

1. Individuals Consulted – Hackett Middle School	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Name: Michael Paolino Signature: 	Principal, Hackett Middle School	School Redesign Team Meetings HMs - 2/14, 4/14, 4/28/2011 Building Leadership - 3/11, 3/24, 4/17, 4/28/11	PTA - 3/3, 4/6, 5/3-2011, 2/28, 3/10, 3/24, 4/7, 4/28/11
Name: Ann Marie Butt Signature: 	Teacher, Hackett Middle School	School Redesign Team Meetings HMs - 2/14, 4/14, 4/28/2011 Building Leadership - 3/11, 3/29, 4/20 - 2011	2/28, 3/10, 3/24, 4/7, 4/14, 4/28/2011
Name: Alicia Riley Signature: 	Teacher, Hackett Middle School	School Redesign Team Meetings HMs - 2/14, 4/14, 4/28/2011 Building Leadership - 3/11, 3/29, 4/20 - 2011	2/28, 3/10, 3/24, 4/7, 4/14, 4/28/2011
Name: Bernadette Knudsen Signature: 	Teacher, Hackett Middle School	School Redesign Team Meetings HMs - 2/14, 4/14, 4/28/2011 Building Leadership - 3/11, 3/29, 4/20 - 2011	2/28, 3/10, 3/24, 4/7, 4/14, 4/28/2011
Name: Chris Labuda Signature: 	Teacher, Hackett Middle School	School Redesign Team Meetings HMs - 2/14, 4/14, 4/28/2011 Building Leadership - 3/11, 3/29, 4/20 - 2011	2/28, 3/10, 3/24, 4/7, 4/14, 4/28/2011
Name: Helmh-Olach-Otero Signature: 	Teacher, Hackett Middle School	School Redesign Team Meetings HMs - 2/14, 4/14, 4/28/2011 Building Leadership - 3/11, 3/29, 4/20 - 2011	2/28, 3/10, 3/24, 4/7, 4/14, 4/28/2011
Name: Rita Floess Signature: 	Teacher, Hackett Middle School	School Redesign Team Meetings HMs - 2/14, 4/14, 4/28/2011 Building Leadership - 3/11, 3/29, 4/20 - 2011	2/28, 3/10, 3/24, 4/7, 4/14, 4/28/2011
Name: Tamara Moffett Signature: 	Teacher, Hackett Middle School	School Redesign Team Meetings HMs - 2/14, 4/14, 4/28/2011 Building Leadership - 3/11, 3/29, 4/20 - 2011	2/28, 3/10, 3/24, 4/7, 4/14, 4/28/2011
Name: Lisa House Signature: 	Teacher, Hackett Middle School	School Redesign Team Meetings HMs - 2/14, 4/14, 4/28/2011 Building Leadership - 3/11, 3/29, 4/20 - 2011	2/28, 3/10, 3/24, 4/7, 4/14, 4/28/2011
Name: Jennifer Bautochka Signature: 	Teacher, Hackett Middle School	School Redesign Team Meetings HMs - 2/14, 4/14, 4/28/2011 Building Leadership - 3/11, 3/29, 4/20 - 2011	2/28, 3/10, 3/24, 4/7, 4/14, 4/28/2011
Name: Diane Solomon Signature: 	Teacher, Hackett Middle School	School Redesign Team Meetings HMs - 2/14, 4/14, 4/28/2011 Building Leadership - 3/11, 3/29, 4/20 - 2011	2/28, 3/10, 3/24, 4/7, 4/14, 4/28/2011

New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

1. Individuals Consulted – Hackett Middle School	2. Individual's Title and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Name: Diane Nickerson de Feliz Signature:  Name: Marge Recto	Teacher, Hackett Middle School	School Redesign Team Meetings HWS - 2/28, 3/10, 3/24, 4/7, 4/14, 4/28-2011	
Signature:  Name: Mrs. Di Cesari	Teacher, Hackett Middle School	School Redesign Team Meetings HWS - 2/28, 3/10, 4/17/2011	
Signature:  Name: Ms. Hogan	Teacher, Hackett Middle School	School Redesign Team Meetings HWS - 2/28, 3/10, 3/24, 4/17/2011	
Signature:  Name: Mrs. Howard	Teacher, Hackett Middle School	School Redesign Team Meetings HWS - 2/28/2011	
Signature: _____ Name: _____			
Signature: _____ Name: Ms. Villa			
Signature:  Name: Dorraine Bell	Teacher, Hackett Middle School	School Redesign Team Meetings 4/17/2011	
Signature:  Name: Dorraine Bell	Guidance, Hackett Middle School	School Redesign Team Meetings 3/18/2011	
Signature:  Name: Sonji Greenaway	Library Media Specialist, Hackett Middle School	School Redesign Team Meetings 3/24/2011	
Signature:  Name: Donna Young	Parent/Community Member	School Redesign Team Meetings 3/24/2011	meeting agendas ~ minutes
Signature: _____ Name: Jessica Patnaude	Parent/Community Member	PTA meetings - 3/3/11	
Signature:  Name: Jessica Patnaude	Parent/Community Member	School Redesign Team meetings PTA meetings - 3/3/11, 4/6/11, 5/3/11	Building Leadership 3/11, 3/29, 4/26-2011



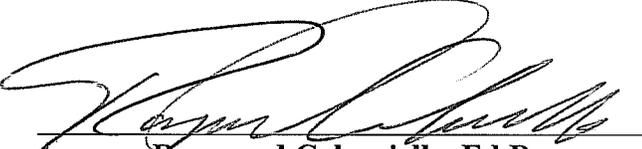
**APPENDIX D1: Jointly-Signed Certification
for the Creation of an Evaluation System**

David M. Steiner, Ph.D.
Commissioner of Education
New York State Education Department
89 Washington Avenue.
Albany, New York 12234

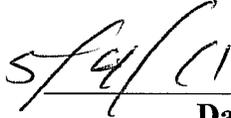
Dear Dr. Steiner:

As a condition for approval of the 2011-12 School Improvement Grant 1003(g), the school district and its collective bargaining agent hereby agree that, by no later than January 1, 2012, all new and/or existing collective bargaining agreements for building principals assigned to schools in which the district is receiving §1003(g) funds to implement the Transformation model will be consistent with and/or amended and/or modified as necessary to require that, beginning in the 2011-2012 school year, all building principals in such schools are evaluated in accordance with the provisions of Education Law §3012-c and Commissioner's regulations.

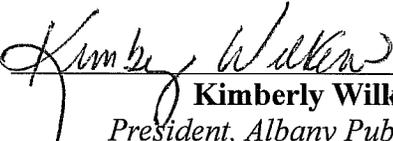
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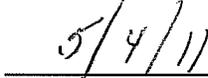
Raymond Colucciello, Ed.D
Superintendent of Schools



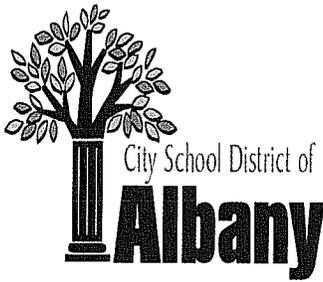
Date



Kimberly Wilkins
*President, Albany Public School
Administrators' Association*



Date



**APPENDIX D1: Jointly-Signed Certification
for the Creation of an Evaluation System**

David M. Steiner, Ph.D.
Commissioner of Education
New York State Education Department
89 Washington Avenue.
Albany, New York 12234

Dear Dr. Steiner:

As a condition for approval of the 2011-12 School Improvement Grant 1003(g), the school district and its collective bargaining agent hereby agree that, by no later than January 1, 2012, all new and/or existing collective bargaining agreements for classroom teachers assigned to schools in which the district is receiving §1003(g) funds to implement the Transformation model will be consistent with and/or amended and/or modified as necessary to require that, beginning in the 2011-2012 school year, all classroom teachers in such schools are evaluated in accordance with the provisions of Education Law §3012-c and Commissioner's regulations.

The current Albany Public School Teachers' Association (APSTA) contract has as part of its existing language regarding Teacher Evaluation the following Article:

- The District and APSTA have met to discuss and have come to agreement on an Annual Professional Performance Review (APPR) dated June 2007. Both parties recognize that the APPR will be an evolving plan which should be reviewed as appropriate. However, it is understood and agreed that the present APPR will continue in effect until such time as there is mutual agreement on any change. A joint committee shall meet at least four times per year to review the APPR process. Any changes to the evaluation procedures of teachers would only be effective upon mutual written agreement of the parties.

The first part of this process has already occurred with a successful MOA signed on April 25, 2011, where the above referenced Article was Amended to add the following:

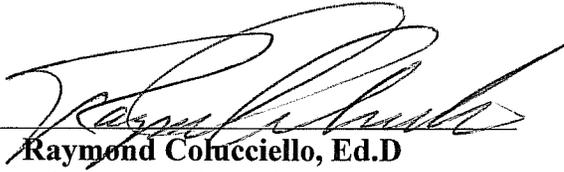
“The parties will meet to negotiate changes to the existing APPR plan to achieve compliance with NYS Education Department regulations and guidance promulgated pursuant to Chapter 103. Any such changes shall include, to the extent necessary, changes to the collective bargaining agreement including, but not limited to, Article 9 concerning evaluations.”

May 3, 2011

Additionally, the MOA includes a new section for the APPR Appeals Process.

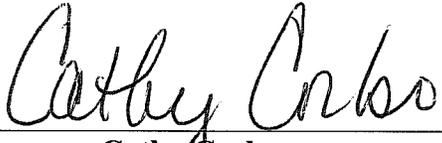
MOA enclosed as an Addendum to the School Improvement Grant Application.

Sincerely,



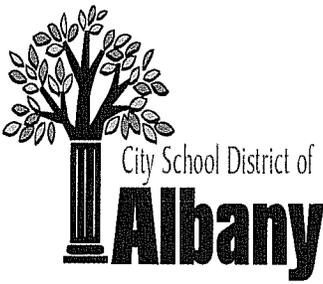
Raymond Colucciello, Ed.D
Superintendent of Schools

5/4/11
Date



Cathy Corbo
*President, Albany Public School
Teachers' Association*

5/3/11
Date



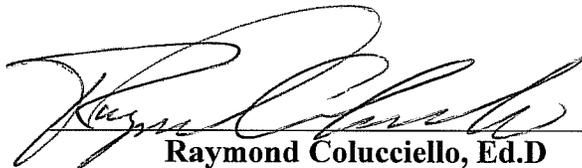
**APPENDIX D2: Jointly-Signed Certification
for Full Implementation of the Models**

David M. Steiner, Ph.D.
Commissioner of Education
New York State Education Department
89 Washington Avenue.
Albany, New York 12234

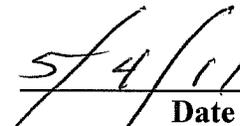
Dear Dr. Steiner:

This letter is being written in support of the School Improvement Grant 1003(g) for the district's two Persistently Lowest Achieving Schools - Albany High School and William S. Hackett Middle School. The City School District of Albany (CSDA) and Albany Public School Administrators' Association (APSAA) have agreed to work together to support the full implementation of a Transformation Model in each of the identified schools and hereby certify that discussions related to obstacles and activities that will be subject to negotiating collective bargaining agreements have been conducted and will continue to be conducted on a monthly basis with the goal of identifying and resolving contractual barriers through the negotiation and MOA process.

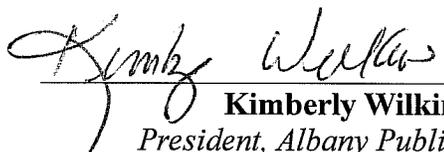
Sincerely,



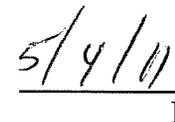
Raymond Colucciello, Ed.D
Superintendent of Schools



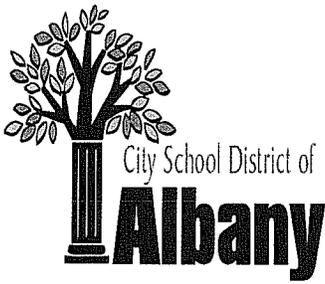
Date



Kimberly Wilkins
*President, Albany Public School
Administrators' Association*



Date



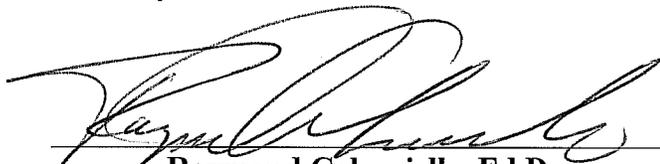
**APPENDIX D2: Jointly-Signed Certification
for Full Implementation of the Models**

David M. Steiner, Ph.D.
Commissioner of Education
New York State Education Department
89 Washington Avenue.
Albany, New York 12234

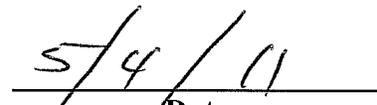
Dear Dr. Steiner:

This letter is being written in support of the School Improvement Grant 1003(g) for the district's two Persistently Lowest Achieving Schools - Albany High School and William S. Hackett Middle School. The City School District of Albany (CSDA) and Albany Public School Teachers Association (APSTA) have agreed to work together to support the full implementation of a Transformation Model in each of the identified schools and hereby certify that discussions related to obstacles and activities that will be subject to negotiating collective bargaining agreements have been conducted and will continue to be conducted on a monthly basis with the goal of identifying and resolving contractual barriers through the negotiation and MOA process.

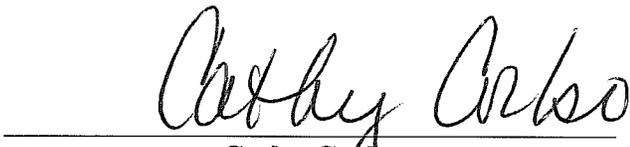
Sincerely,



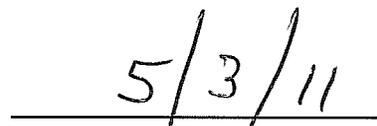
Raymond Colucciello, Ed.D
Superintendent of Schools



Date



Cathy Corbo
*President, Albany Public School
Teachers' Association*



Date

MEMORANDUM OF AGREEMENT

April 25, 2011

The Albany Public School Teachers Association (“Association”) and the City School District of Albany (“District”) hereby enter into the following Memorandum of Agreement to amend the 2006-2011 collective bargaining agreement (“Agreement”) between the parties. The terms of this Memorandum shall amend the prior collective bargaining agreement and shall be incorporated into a new agreement from July 1, 2011 through June 30, 2016. Any Articles, Sections or portions of the 2006-2011 Agreement not discussed herein shall continue and be incorporated into the successor collective agreement. The parties understand and agree that the terms of this Memorandum of Agreement shall not be effective unless and until they are approved by the Board of Education of the District and ratified by the Association.

1. Article 6.8 – Job Security – Add new section:

All APSTA unit members who are employed as of June 30, 2011 will be offered employment for the 2011-2012 school year. The Association acknowledges that not all existing positions will be filled due to attrition and that the District reserves the right to not fill vacancies created by retirement, resignation, or other reasons so long as it complies with the first sentence above. The Association further understands that some unit members may be offered positions that are not in their present tenure and/or certification area but for which they are qualified under the applicable Education Law and Regulations. Any such teachers shall retain any tenure or seniority rights consistent with applicable law and regulation. Any such affected members shall be excessed and placed on a preferred eligible list consistent with applicable law and regulation from their current position. Such Members shall be offered new positions in writing and afforded thirty (30) calendar days to respond to the offer in writing. Failure to respond shall constitute a declination of the offered position. This provision applies solely to the 2011-2012 school year and expires on June 30, 2012 and is not subject to continuation under the Triborough Law.

2. Article 9.2.1 – APPR – Amend to add the following:

“The parties will meet to negotiate changes to the existing APPR plan to achieve compliance with NYS Education Department regulations and guidance promulgated pursuant to Chapter 103. Any such changes shall include, to the extent necessary, changes to the collective bargaining agreement including, but not limited to, Article 9 concerning evaluations.”

3. Article 9.6 – APPR Appeals Process – Add new section:

Probationary teachers may submit a written rebuttal that will be attached to the APPR in the member’s personnel file. Probationary teachers may not appeal the APPR. A teacher improvement plan is not required for probationary teachers as such purpose is fulfilled by the APPR process.

Tenured teachers may only appeal the substance and rating, the adherence to the standards and methodologies required for such review, adherence to commissioner's regulations, issuance and/or implementation of the terms of an improvement plan in connection with "Ineffective" and "Developing" determinations. The appeal must be submitted in writing to the APPR/PAR panel ("Appeals Panel") (or any future similarly configured panel/committee) within ten school days of the issuance of the APPR or implementation of a Teacher Improvement Plan ("TIP") and shall set forth the basis of the appeal. Tenured teachers may submit written rebuttals of determinations of "Effective" and "Highly Effective" if desired, but may not appeal such ratings.

The Appeals Panel shall consist of four members appointed by District and four members appointed by APSTA. The Appeals Panel may modify the TIP, set aside the rating, uphold the rating and /or call for a new review conducted by an administrator (PAR trained or later agreed upon training) (not the original evaluator) and a consulting (PAR trained or later agreed upon training) teacher. In the event there is no majority opinion of the Appeals Panel, the APPR will be redone with an administrator (PAR trained or later agreed upon training) (not the original evaluator) and consulting (PAR trained or later agreed upon training) teacher conducting a joint APPR. Any new review will be completed within 30 days. The teacher may rebut this joint review in writing, but may not appeal the substance of the joint review.

The determination of the appeal pursuant to the above process is final and binding. It is not subject to any further appeal pursuant to the grievance procedure and is not subject to any appeal to the Commissioner of Education or courts. However, failure of either the District or Association to abide by the above agreed upon process is subject to the grievance procedure.

4. Article 12.6.2 (b) – Teacher Workday – Modify second paragraph:

“The content of two (2) of these meetings/opportunities shall be determined by the teachers and the content of one (1) of these meetings/opportunities shall be determined by the building principal.”

5. Article 12.12 – Extended School Year – Add new article:

Beginning in the 2011-2012 school year, the work year will increase from 180 days of work to 185 days. The additional five days will include two instructional days and three days that will be determined by teachers, in collaboration with administration, at each site for purposes such as education grant needs, professional development, parent meetings, data analysis, TIP support and teacher teaming.

6. Article 15.1.2.1 – Health Insurance for Retirees

Upon retirement and except as provided below, unit members and their dependents shall revert to having the District provide health insurance with the District paying 100% of the premium. Those who retire prior to the 2014-2015 school year will continue to have 100% district paid health insurance for the period of their retirement.

To be eligible for health insurance upon retirement from the District, a unit member must have been employed by the District for a minimum period of ten (10) consecutive years without a break in service. Leaves are not considered a break in service. Periods of unpaid leave (e.g., child care leaves) are not breaks in service but shall not count towards completing the required minimum of ten (10) years.

For those unit members who retire in the 2014-2015 school year only, any member who elects to receive health insurance in retirement shall contribute five percent (5%) of the cost of the premium for the type of plan selected. Effective for those who retire in the 2015-2016 school year and thereafter, any member who elects to receive health insurance in retirement shall contribute a percentage rate equal to what the percentage rate they are paying at the date of retirement. This percentage amount will then be fixed for the period of their retirement notwithstanding any future modifications to what active members contribute.

7. Article 17 – Compensation – Compensation for the 2011-2016 school years will be in accordance with the attached salary schedules. Compensation for the ALC salary schedule (Article 17.7.1) and the School Nurse schedule (Article 17.8) shall be adjusted in accordance with the attached schedules. There shall be no other adjustments to any rates or other methods of payment in the agreement during the new agreement.

These new schedules have been developed with the following understandings:

2011-2012 School Year – There shall be no increase to the schedule and no movement by unit members in the schedule or for longevities. Unit members will remain at their 2010-2011 step and longevity placements for the 2011-2012 school year. This year represents a freeze on base salaries for unit members.

2012-2013 School Year – Effective September 1, 2012, unit members eligible for step and longevity advancement will move one step up the scale. Step movement after this one-time adjustment will be automatic except for Article 17.18. There will be no percentage increase added to the 2010-2011 salary schedule for the 2012-2013 school year.

2013-2014 School Year – Effective September 1, 2013, the 2010-2011 salary schedule shall be increased by one (1) percent to create the 2013-2014 salary schedule.

2014-2015 School Year – Effective September 1, 2014, the ~~(2013-2014)~~ salary schedule shall be increased by one (1) percent to create the 2014-2015 salary schedule.

2015-2016 School Year – Effective September 1, 2015, the 2014-2015 salary schedule shall be increased by two (2) percent to create the 2015-2016 salary schedule.

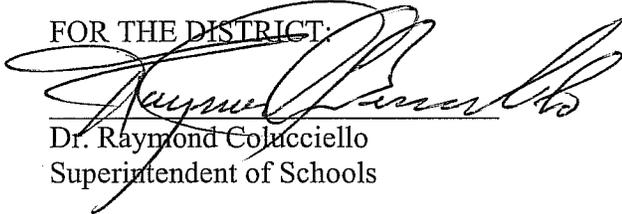
8. Article 17.14 – School year – Change to reflect 185 day school year.

9. Article 19 – Duration

Amend dates to reflect a new agreement from July 1, 2011 to June 30, 2016.

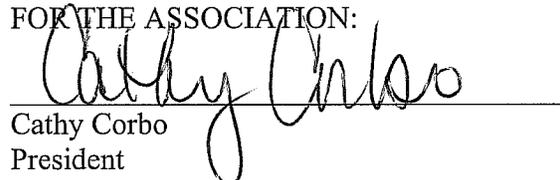
Dated: April 25, 2011

FOR THE DISTRICT:

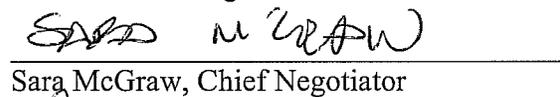


Dr. Raymond Colucciello
Superintendent of Schools

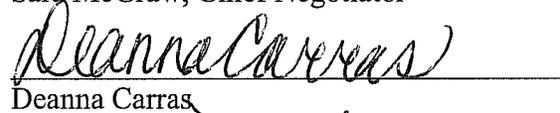
FOR THE ASSOCIATION:



Cathy Corbo
President



Sara McGraw, Chief Negotiator



Deanna Carras



Amy Dunbar



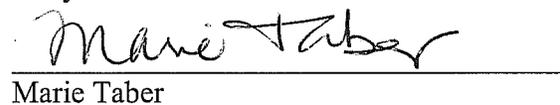
Jim Grove



Stephen Linehan



Mary Ann Kinnaird



Marie Taber

APTSA Proposed Salary Schedule

Prepared April 25, 2011

Step	BASE	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1	50,110	50,110	50,110	50,611	51,117	52,140
2	51,864	51,864	51,864	52,383	52,906	53,965
3	54,010	54,010	54,010	54,550	55,096	56,198
4	56,222	56,222	56,222	56,784	57,352	58,499
5	58,429	58,429	58,429	59,013	59,603	60,795
6	60,708	60,708	60,708	61,315	61,928	63,167
7	62,527	62,527	62,527	63,152	63,784	65,059
8	64,417	64,417	64,417	65,061	65,712	67,026
9	66,316	66,316	66,316	66,979	67,649	69,002
10	68,627	68,627	68,627	69,313	70,006	71,407
11	71,018	71,018	71,018	71,728	72,445	73,894
12	73,491	73,491	73,491	74,226	74,968	76,468
13	76,382	76,382	76,382	77,146	77,917	79,476
14	80,359	80,359	80,359	81,163	81,974	83,614
15	85,770	85,770	85,770	86,628	87,494	89,244
16	85,770	85,770	85,770	86,628	87,494	89,244
17	85,770	85,770	85,770	86,628	87,494	89,244
18	85,770	85,770	85,770	86,628	87,494	89,244
19	92,500	92,500	92,500	93,425	94,359	96,246
20	92,500	92,500	92,500	93,425	94,359	96,246
21	92,500	92,500	92,500	93,425	94,359	96,246
22	92,500	92,500	92,500	93,425	94,359	96,246
23	92,500	92,500	92,500	93,425	94,359	96,246
24	92,500	92,500	92,500	93,425	94,359	96,246
25	92,500	92,500	92,500	93,425	94,359	96,246
26	96,381	96,381	96,381	97,345	98,318	100,285
27	96,381	96,381	96,381	97,345	98,318	100,285
28	96,381	96,381	96,381	97,345	98,318	100,285
29	96,381	96,381	96,381	97,345	98,318	100,285
30	98,602	98,602	98,602	99,588	100,584	102,596

School Nurse

Level	BASE	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1	38,185	38,185	38,185	38,567	38,953	39,732
2	39,588	39,588	39,588	39,984	40,384	41,191
3	41,305	41,305	41,305	41,718	42,135	42,978
4	43,074	43,074	43,074	43,505	43,940	44,819
5	44,841	44,841	44,841	45,289	45,742	46,657
6	46,664	46,664	46,664	47,131	47,602	48,554
7	48,118	48,118	48,118	48,599	49,085	50,067
8	49,631	49,631	49,631	50,127	50,629	51,641
9	51,151	51,151	51,151	51,663	52,179	53,223
10	52,999	52,999	52,999	53,529	54,064	55,146

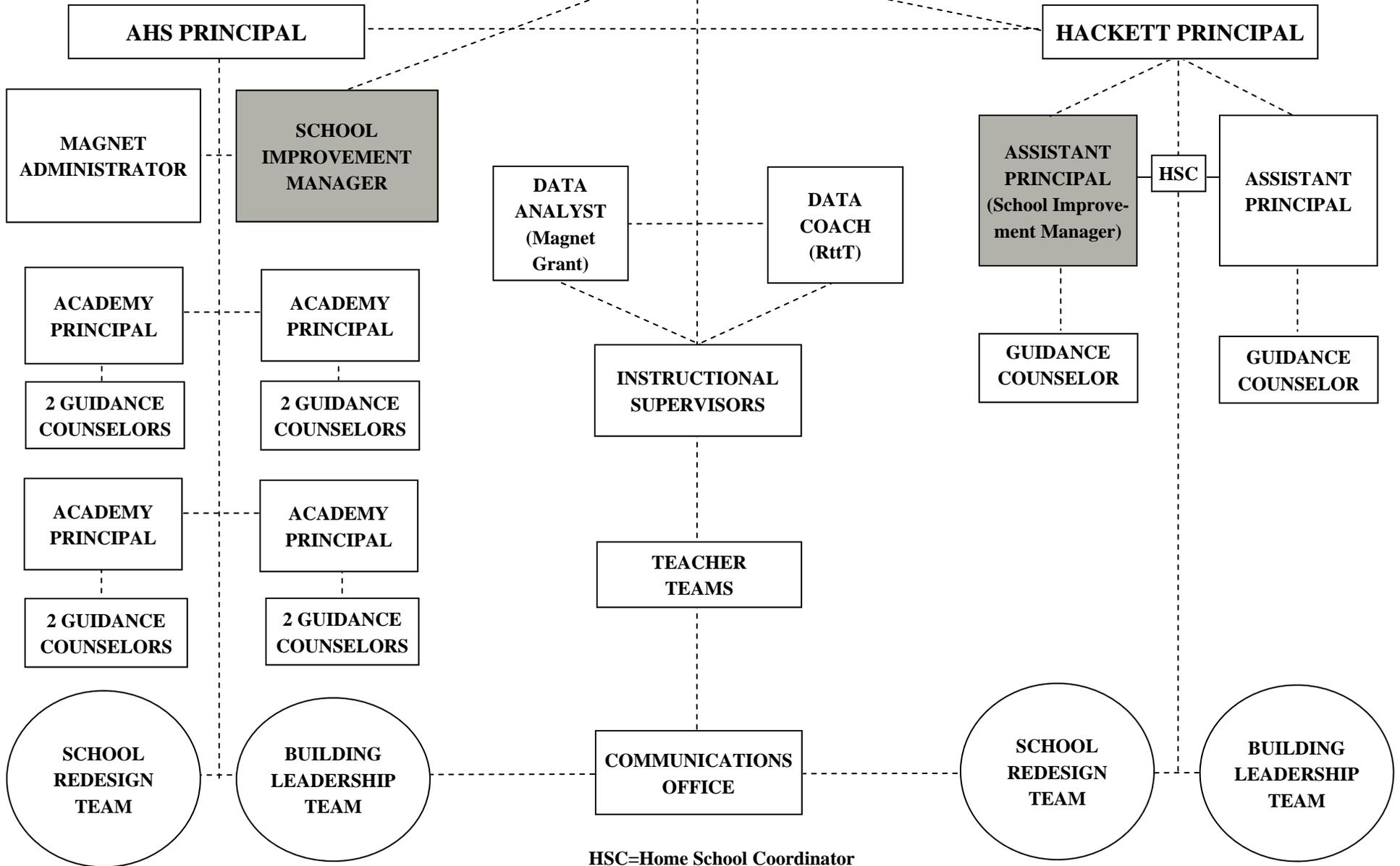
ALC Salary Schedule

Year	BASE	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1st	36.92	36.92	36.92	37.29	37.66	38.42
2nd	38.42	38.42	38.42	38.80	39.19	39.98
3rd	38.80	38.80	38.80	39.19	39.58	40.37
4th	49.81	49.81	49.81	50.31	50.81	51.83
5th-18th	52.75	52.75	52.75	53.28	53.81	54.89
19th plus	55.20	55.20	55.20	55.75	56.31	57.44

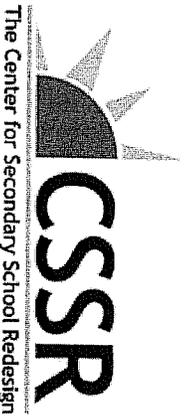
APPENDIX E: ORGANIZATIONAL CHART

OFFICE OF SCHOOL REDESIGN

TRANSFORMATION OFFICER FOR PLA SCHOOLS



HSC=Home School Coordinator

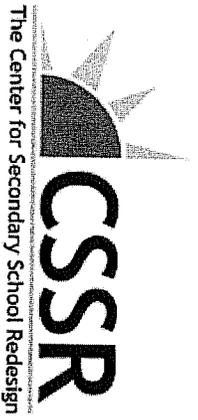


Albany High School
CSSR 2011/2012 SIG Technical Assistance
Total Days: 77

CSSR Strategies	Summer 2011	Fall 2011	Winter 2011/2012	Spring 2012
Organization Development	2.0 days on 1.0 days off	5.0 days on 2.5 days off	2.0 days on 1.0 days off	1.0 days on .50 days off
Advisory		5.0 days on 2.5 days off	3.0 days on 1.5 days off	2.0 days on 1.0 days off
Personal Learning Plans & SLC			5.0 days on 2.5 days off	5.0 days on 2.5 days off
Scheduling		4.0 days on 2.0 days off	2.0 days on 1.0 days off	2.0 days on 1.0 days off
Peer Supported Professional Dev.	2.0 days on 1.0 days off	4.0 days on 2.0 days off	4.0 days on 2.0 days off	4.0 days on 1.0 days off
TOTAL DAYS	4.0 days on 2.0 days off	18.0 days on 9.0 days off	16.0 days on 8.0 days off	14.0 days on 6.0 days off

Some basic assumptions:

- The summer months include July and August
- The fall months include September, October, and November
- The Winter months include December, January, and February
- The Spring months include March, April, and May



Hackett Middle School
CSSR 2011/2012 SIG Technical Assistance
Total Days: 77

CSSR Strategies	Summer 2011	Fall 2011	Winter 2011/2012	Spring 2012
Organization Development	2.0 days on 1.0 days off	5.0 days on 2.5 days off	2.0 days on 1.0 days off	1.0 days on .50 days off
Personal Learning Plans & SLC	-	5.0 days on 2.5 days off	5.0 days on 2.5 days off	5.0 days on 2.5 days off
Scheduling	-	4.0 days on 2.0 days off	6.0 days on 3.5 days off	3.0 days on 1.0 days off
Peer Supported Professional Dev.	2.0 days on 1.0 days off	4.0 days on 2.0 days off	4.0 days on 2.0 days off	4.0 days on 1.0 days off
TOTAL DAYS	4.0 days on 2.0 days off	18.0 days on 9.0 days off	17.0 days on 9.0 days off	13.0 days on 5.0 days off

Some basic assumptions:

- The summer months include July and August
- The fall months include September, October, and November
- The Winter months include December, January, and February
- The Spring months include March, April, and May

