

**CONTINUATION PLAN**  
 School Improvement Grant (SIG) 1003(g)  
 2015-16

<b>School:</b>	<b>William S. Hackett Middle School</b>	<b>District:</b>	<b>City School District of Albany</b>
<b>BEDS Code:</b>	<i>010100001030</i>	<b>District Contact:</b>	<i>Eileen Leffler</i>
<b>Enrollment:</b>	<i>665</i>	<b>SIG Model:</b>	<i>Transformational</i>
<b>Grades Served:</b>	<i>6-8</i>	<b>Cohort:</b>	<i>2</i>

**Guidance:** District and school staff should respond to the *Summary* sections of this document by both analyzing and summarizing the key strategies of the 2014-15 school year in light of their realized level of implementation and their impact on student learning outcomes. Collectively, the *Continuation Plan* sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. District and school staff should consider the impact of proposed key strategies, as well as their long-term sustainability and connectivity to diagnostic review feedback.

<b>Green</b>	<i>No barriers to plan implementation/expected results/budget expenditures encountered; school is expected to be able to fully implement its model.</i>
<b>Yellow</b>	<i>Some barriers to plan implementation/expected results/budget expenditures encountered; with adaptation/correction, school will be able to fully implement its model.</i>
<b>Red</b>	<i>Major barriers to plan implementation/expected results/budget expenditures encountered; full implementation of the model and its outcomes may not be possible.</i>

<b>District Accountability and Support</b> (District-Level Plan – Part A) - The LEA should have the organizational structures and functions in place at the district level to provide quality oversight and support for its identified Priority Schools in general, as well as specifically for the identified SIG school. The LEA plan for accountability and support should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify specific senior leadership that will direct and coordinate district turnaround efforts, and identify <u>individuals</u> at the district-level who are <u>responsible for providing oversight and support</u> to the LEA’s lowest achieving schools.	G	- Michael Paolino continued to serve in the capacity of Building Principal. Kathy Cioppa was assigned to HMS in the capacity as the second Assistant Principal. Overall district support for implementation of the SIG was provided by key district administrators, most notably Dr. Ken Lein, ASCD Assistant Superintendent and Eileen Leffler, Grant Supervisor.	- It is expectation that all administrative positions will remain the same at HMS for the 2015-2016 school year. Mr. Lawrence Moultrie will replace Mrs. Kathy Cioppa as the second Assistant Principal assigned to HMS. Overall district support will be provided by Mrs. Tonda Dunbar, ASCD Assistant Superintendent and Eileen Leffler, Grant Supervisor.

			<ul style="list-style-type: none"> <li>- In conjunction with the Receivership regulations, HMS will develop a Community Engagement Team (CET). The CET will be comprised of school administrators, faculty and staff, parents, community members and local business officials. The CET will meet periodically throughout the year and be charged with the responsibility of modifying, reviewing and assessing all aspects of the HMS Continuation Plan.</li> </ul>
<p>ii. Describe in detail how the structures identified above function in a coordinated manner to provide high quality accountability and support. Describe and <u>discuss the timeframe, specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership.</u> This response should be very specific about the type, nature, and frequency of interaction between district personnel, school leadership and identified external partner organizations.</p>	G	<ul style="list-style-type: none"> <li>- Weekly meetings were held between HMS Principal and Asst. Superintendent</li> <li>- Monthly meetings/communications were conducted between HMS principal and ACSD grants office.</li> <li>- HMS and ACSD continued a partnership with CASDA for the 2014-2015 SY. CASDA consultants provided monthly Executive Coaching Support for Building Principal and Assistant Principals. In addition, CASDA consultants provided monthly support to faculty and staff as it pertained to curriculum development, instructional improvement and implementation of a Safe and Healthy Learning Environment.</li> </ul>	<ul style="list-style-type: none"> <li>- Weekly meetings will continue between HMS Principal and Asst. Superintendent</li> <li>- Monthly meetings/communications between HMS principal and ACSD grants office will continue.</li> <li>- HMS and ACSD will continue a partnership with CASDA. Partnership will be limited to Team Development (Executive Coaching Support and Building Leadership Team (BLT) Development and Support).</li> </ul>

<b>Partnerships</b> (School-Level Plan – Part F) - The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. For partnerships selected to support the implementation of the SIG plan, the LEA/school must provide a response to each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify by name, the <u>partner organizations</u> that will be utilized to provide services critical to the implementation of the school design. Additionally, provide the rationale for the selection of each.	Y	<ul style="list-style-type: none"> <li>- Monthly meetings were held with CASDA consultants to ensure successful implementation of SIG Continuation Grant. Specific initiatives included:</li> </ul>	<p>HMS and ACSD will continue a partnership with CASDA. CASDA will provide support and assistance to HMS in the following areas:</p> <ul style="list-style-type: none"> <li>• Executive Coaching for all Building</li> </ul>

<p>Explain specifically, the services to be provided and the role they will play in the implementation of the new school design.*</p>		<ul style="list-style-type: none"> <li>• Reorganization of HMS cabinet</li> <li>• Development of Teacher Binder for clear articulation of school protocols related too: <ul style="list-style-type: none"> <li>○ Building-Wide goals relative to Student Academic Performance and Discipline</li> <li>○ Safety</li> <li>○ Common Planning Time Meetings</li> <li>○ DTSDE Review</li> <li>○ PBIS Implementation</li> <li>○ RTI Implementation</li> </ul> </li> <li>• Executive coaching and support for all building principals.</li> </ul> <p>CASDA consultants continued to provide professional training to HMS staff including:</p> <ul style="list-style-type: none"> <li>• Continued DI training</li> <li>• Professional Learning Community (PLC) effectiveness</li> <li>• Implementation of PBIS program</li> <li>• Data analysis</li> <li>• Book Study of Effective Student Engagement</li> </ul>	<p>Principals</p> <ul style="list-style-type: none"> <li>• Building Leadership Team (BLT) Support</li> </ul> <p>- CASDA provides professional development to administrators and teachers outside the school day and during the summer in differentiated learning and use of technology to enhance instruction.</p> <p>HMS will partner with local colleges and universities to recruit additional tutors to provide more intensive 1:1 support in regards to ELA and Math. Identified agencies will provide a pool of education students that can be hired to work with students on literacy and math 4 times a week during the after-school extended day program.</p>
<p>ii. For the key external partners funded through this plan, provide a clear and concise description of <u>how the LEA/school will hold the partner accountable for its performance.</u></p>	<p>Y</p>	<p>- The district and school held the partners accountable through regular meetings to review benchmarks, deliverables and desired measured outcomes associated with the training events and services they are responsible for. Performance data, survey results and program impact/needs were reviewed at these meetings.</p>	<p>- The district and school will continue to hold the partners accountable through regular meetings to review benchmarks, deliverables and desired measured outcomes associated with the training events and services they are responsible. Partner organizations will continue to provide bimonthly summaries of all meetings and activities, (including agendas</p>

		and materials) conducted to support program implementation.
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\* If the model chosen for this school is a *Restart*, the LEA must provide a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO and the broad achievement outcomes for the school. The fully executed EPO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED no later than August 15, 2015. If the fully executed EPO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated.

<b>Educational Plan</b> (School-Level Plan – Part H) - The LEA/school should provide an educationally sound and comprehensive plan for the school. The LEA/school should provide a detailed educational plan with a description of each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Describe the <u>curriculum</u> to be used, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program.	Y	<ul style="list-style-type: none"> <li>- Common Core Learning Standards (CCLS) were implemented in Math and ELA at HMS.</li> <li>- Teachers utilized NYS EngageNY modules in Math and ELA.</li> <li>- All other content areas continued to implement NYS Learning Standards along with developing implementation of relevant CCLS.</li> <li>- FACS teachers participated in PD workshop on Rigorous Curriculum Design (RCD). FACS teachers are in the process of re-designing their curriculum to support implementation of College and Career Readiness courses at the middle school and high school levels.</li> <li>- HMS participated in a state-led DTSDE Review in September 2014.</li> <li>- The K-12 Social Studies curriculum underwent a district-led review. The review revealed a need for revision in grades 6-8 to align to the new Social Studies framework. Work will commence summer 2015.</li> <li>- CASDA provided continued DI training to 3 cohorts of teachers.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Continued implementation of Math and ELA CCLS.</li> <li>- Increased focus on implementation of relevant CCLS in other content areas as evidenced in lesson planning and instructional practices.</li> <li>- FACS teachers will implement a revised curriculum that includes a 6-week College and Career Readiness unit.</li> <li>- HMS will work collaboratively with the ACSD District Curriculum Committee to ensure that full curricula in all core subjects are adopted in a timely manner.</li> </ul>

<p>ii. Describe the <u>instructional strategies</u> used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Describe the plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).</p>	<p>Y</p>	<ul style="list-style-type: none"> <li>- All HMS Math teachers participated in a professional development workshop focused around the Studio Model. The workshop consisted of five, 2-day sessions. The content of the math studio professional development workshops focused on the development of teachers' capacity to effectively plan and deliver instruction that center around the 6 shifts for Math.</li>   <li>- During the 2014-2015 school year, ELA teachers used the close reading and evidence based writing units from EngageNY that reinforced 2 CCLS shifts.</li>   <li>- The use of weekly common planning meetings was modified for the 2014-2015 school year. Specific expectations were provided to all core teachers at the start of the school year to identify the areas of focus relative to each Common Planning Meeting. Representatives from the RtI Committee attended weekly Monday Common Planning Time meetings to assist and instruct teachers on how to effectively utilize student performance data on district-wide assessments (NWEA, AMESWEB), and to share instructional strategies targeted at improving student achievement.</li>   <li>- The HMS Literacy Coach participated in weekly Tuesday Common Planning Time meetings to provide job-embedded professional development, coaching, and support relative to the 6 shifts in ELA. The</li> </ul>	<ul style="list-style-type: none"> <li>- The Studio Math workshops will continue for Year 2 for all Math teachers during the 2015-2016SY. Workshops will consist of five, one-day sessions, spread throughout the school year.</li>   <li>- In addition to Studio Math, HMS will also be participating in the Social Studies Literacy Studio for the 2015-2016SY. All Social Studies teachers in grades 6-8 will be required to participate in these 10 sessions (5, 2-day sessions).</li>   <li>- Teachers will continue to use and modify the NYS modules to increase students use of academic language and vocabulary acquisition.</li>   <li>- HMS will utilize two of the four common planning time meetings in order to provide faculty and staff with meaningful embedded professional development as it relates to RTI and PBIS planning.</li>   <li>- HMS will continue to have a dedicated Literacy Coach for the 2015-2016 SY.</li> </ul>
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		<p>focus for the Wednesday Common Planning Time was the development of action plans relative to identified students and/or student cohort groups for the purpose of implementing instructional strategies to improve overall academic performance.</p> <ul style="list-style-type: none"> <li>- The HMS RTI Committee met on weekly basis to further develop and implement a Response to Intervention model at HMS. Using the NWEA Reading and Math assessment, students were benchmarked three times throughout the school year. Data from each of these assessments was analyzed by the RTI Committee to identify those students whose scores indicated they were performing at a significantly different level from established norms and their peers. HMS has successfully implemented Tier 2 and Tier 3 interventions for students exhibiting difficulties with Reading. Tier 2 students receive Academic Intervention Services (AIS) on an every-other-day basis. The AIS teachers have successfully utilized NWEA student performance data to establish various learning centers directed at improving students close reading skills, reading comprehension and vocabulary acquisition. AIS teachers utilize the Study Island program to progress monitor student growth. Tier 3 students are provided with daily reading remediation support. Student performance data on the NWEA Reading assessment is used to determine student movement between Tier 2 and Tier 3.</li> <li>- In terms of students experiencing difficulties in Math, HMS provides</li> </ul>	<ul style="list-style-type: none"> <li>- The HMS RTI Committee will continue to monitor student performance on the NWEA assessments, and meet with grade level teams for the purpose of identifying struggling students and recommending interventions to support student learning.</li> <li>- HMS will be hiring two additional Math</li> </ul>
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	<p>students with Academic Intervention Services (AIS) on an every-other-day basis. At the present moment, HMS is in the process of identifying Tier 3 interventions for Math.</p> <ul style="list-style-type: none"> <li>- In June 2014, approximately HMS will be sending approximately 10-12 administrators, teachers and support staff to Tampa, FL to participate in a 3-day intensive workshop related to the AVID program. AVID (Advancement Via Individual Determination) brings research based strategies and curriculum to educational institutions in order to prepare students for success in high school, college, and a career. The AVID System will provide HMs teachers with training and methodologies that develop students' critical thinking, literacy, and math skills across all content areas. The AVID program targets students in the academic middle who have the desire to go to college and the willingness to work hard.</li> </ul>	<p>teachers to provide Tier 3 Intervention and Support to students identified as below grade level in Math on the NWEA assessments. Students provided Tier 3 interventions will meet on a daily basis. Class size will consist of approximately 3-5 students.</p> <ul style="list-style-type: none"> <li>- HMS will continue to provide intense daily small group (2-5 students per group) instruction in ELA for students currently at Level 1.</li> <li>- HMS will be implementing the AVID program in 7<sup>th</sup> grade starting with the 2015-2016 SY. The goal is to recruit approximately 20-25 students during the first year or implementation. Students selected for the AVID program will be provided with an AVID elective course. In the AVID elective course, students learn organizational and study skills, develop critical thinking, learn to ask probing questions, receive academic help from peers and college tutors, and participate in enrichment and motivational activities. HMS will send a team of 8<sup>th</sup> grade teachers to the AVID Summit in preparation for implementing AVID at both the 7<sup>th</sup> and 8<sup>th</sup> grade levels for the 2016-2017 school year.</li> <li>- HMS will implement a new school schedule for the 2015-2016 school year. The new schedule provides for all faculty</li> </ul>
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			<p>and staff to participate in weekly (Friday afternoon) professional development sessions. These professional development sessions focus on the following areas:</p> <ul style="list-style-type: none"> <li>○ Reading, writing, inquiry and collaboration strategies in all core and elective classes to teach the important skills of: recognizing, analyzing and responding to a variety of different viewpoints; communicating and listening effectively and respectfully; and writing clearly and cogently.</li> </ul> <p>- HMS will continue to expand the use of technology for learning. HMS will provide electronic access to text books and other on-line resources to support low-level readers' access to grade level content, and all students and their parents access to additional electronic features.</p> <p>- All 6th grader teachers at HMS will be assigned a 6th teaching assignment. This will result in smaller class sizes and ensure the engagement of all students. As a result, all 6th grade students will have a silent reading period as part of their daily schedule. During the silent reading period, students will be required to read a non-fiction novel at their appropriate level for 20-30 minutes. Students will be required to also write a summarization statement of the pages read during the period.</p>
iii. Describe the logical and meaningful set of	G	- All 6th grade students received an	- HMS will continue to provide all 6th grade



<p>strategies for the use of instructional time leading to a pedagogically sound structuring of the daily/weekly/monthly schedule <u>to increase learning time by extending the school day and/or year</u>. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time.</p>		<p>additional 44 minutes of Smart Math on an every other day basis.</p> <ul style="list-style-type: none"> <li>-</li> <li>- The Extended Day program continued to be offered to all students four days per week (Mon-Thurs). The Extended Day program provided all students the opportunity to obtain additional academic enrichment and reinforcement, while also providing opportunities to participate in various recreational and wellness programs.</li> </ul>	<p>students with an additional 44 minutes of Smart Math on an every other day basis.</p> <ul style="list-style-type: none"> <li>- HMS will extend the school day by an additional 30 minutes. Students will report to school at 7:55AM. School will dismiss at 3:20PM, Monday – Thursday. Students will be dismissed from school one period earlier on Friday to enable teachers to participate in embedded professional development trainings.. The additional 30 minutes of school will enable HMS to move from a 9 period day, to a 10 period day. Each period will be approximately 41 minutes in length. The goal is to incorporate the academic tutoring component of the Extended Day program within the normal school schedule. The newly created ‘10th period’ will be used to provide all students with additional academic reinforcement and or enrichment through various channels. Students will be provided time during their assigned Enrichment period to work towards completion of various service learning and/or project-based assignments.</li> <li>- HMS will provide additional literacy and math tutors for the after-school extended day program, supervised by the District to enable increased opportunities for intensive, one-on-one and small group remediation for students below grade level.</li> </ul>
<p>iv. Describe the school’s functional cycle of <u>Data-Driven Instruction/Inquiry</u> (DDI). Describe the type, nature and frequency of events (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the</p>	Y	<ul style="list-style-type: none"> <li>- HMS continued to implement the data analysis cycle. Members of the RTI Committee met weekly with grade level teachers during common planning meetings to provide support in analyzing student performance on NWEA assessments.</li> </ul>	<ul style="list-style-type: none"> <li>- The HMS RTI Committee will continue to conduct monthly meetings with grade level teams for the purpose of reviewing NWEA MAP reports, identification of individual students, and development of student action plans.</li> </ul>

<p><u>examination of interim assessment data</u> and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis.</p> <p><i>(Please see below for additional required information)*</i></p>		<ul style="list-style-type: none"> <li>- HMS continues to utilize the NWEA Diagnostic in reading and math tool to all students three times during the 14-15 school year.</li> <li>- Aimsweb assessment was administered to students three times during the 14-15 school year.</li> <li>- Science, Social Studies and Foreign Languages continued to administer CFAs. ELA and Math implemented mid-module assessments.</li> </ul>	<ul style="list-style-type: none"> <li>- HMS will continue to administer the NWEA reading and math assessments three times per year during the 15-16 SY. HMS will purchase the Compass Learning software program for all Tier 2 and Tier 34 students in Reading and Math. Compass Learning provides students with a prescribed personalized learning path relative to their NWEA performance.</li> <li>- HMS will continue to administer the Aimsweb assessments to students three times per year during the 15-16 SY.</li> <li>- Science, Social Studies and Foreign Languages will continue to administer a modified schedule of CFAs. ELA and Math mid-module assessments will continue.</li> </ul>
<p>v. Describe the school-wide framework for providing academic, social-emotional, and <u>student support</u> to the whole school population. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner.</p>	<p>G</p>	<ul style="list-style-type: none"> <li>- There were two guidance counselors, one school psychologist and two social workers assigned to HMS. As part of the Full Service team at HMS, there is also a Parson's Student Support Specialist, a Parson's Clinician and a Catholic Youth Charities Student Support Specialist assigned to HMS. The guidance counselors and full service team provided daily support to all students in addition to daily one-on-one and group counseling sessions.</li> <li>- A Home School Coordinator was assigned to HMS. The purpose of the HSC is to serve as a liaison between the school and the home in order to provide parents with resources and support for assisting in the</li> </ul>	<ul style="list-style-type: none"> <li>- The HMS guidance and Full Service teams will remain intact for the 15-16 SY.</li> <li>- The Home School Coordinator will continue in this position for the 2015-16 school year.</li> </ul>

		<p>academic, social and emotional needs of all students.</p> <ul style="list-style-type: none"> <li>- A full-time Behavior Specialist was also assigned to HMS. The Behavior Specialist works closely with the Full Service Team, faculty and staff to conduct FBAs and develop BIPS for identified students. The Behavior Specialist also is a member of the HMS PBIS Committee, playing an integral role in developing the PBIS matrix and implementing the monthly Town Hall meetings.</li> <li>- RTI Committee met on a monthly basis to establish tiered interventions to support academic and behavioral needs of all students. Roger Rooney, external consultant from the College of St. Rose, provided guidance and leadership to the RTI Committee in development of assessment and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>- The Behavior Specialist will continue in this position for the 2015-16 school year.</li> <li>- Roger Rooney will continue to serve as consultant to the RTI Committee.</li> <li>- Hackett Middle School will enter into a contract with The Albany Peace Project's Mindful Moments (APPMM). APPMM will create a culture-changing atmosphere, by decompressing students 3-4 times throughout the day (using quick quiet-time strategies, stress management techniques and mindfulness guides). An APPMM customized plan will ease transition times, lower violent incidents, lower absenteeism, and enhance academic performance. These techniques have resulted in significant increases between 10% and 25% of student GPA's, and substantial decreases in detentions and suspensions (45-90% reduction in code of</li> </ul>
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			<p>conduct violations). Similar research reports increased attendance as well. APPMM tools are highly effective because they work with the students' nervous systems to achieve two powerful goals: 1) Significantly reduce internal stress and 2) Cultivate the required mental focus critical for learning, which combined contributes to swift positive change.</p> <p>- The HMS CET will explore the concept of instituting a full-service Community School model, including wrap-around services (in health; mental health, etc.) to families as well as students.</p>
<p>vi. Describe the strategies to develop/sustain a safe and orderly <u>school climate</u>. Explain the school's approach to student behavior management and discipline for both the general student population and those students with special needs.</p>	<p>G</p>	<p>- HMS implemented Year 1 of the PBIS program. During Year 1, all faculty, staff and students were apprised of the PBIS matrix as it applied to the classroom, hallway, café, and bus. PBIS committee members reviewed with all students the expectations at the start of the school year. Teachers were provided with a PBIS lanyard and provided professional development for utilizing these strategies when addressing student misbehaviors. Monthly Town Hall meetings were held to recognize students exhibiting PBIS expectations on a daily basis and to share with students monthly disciplinary data.</p> <p>- The NCBI program continued for the 14-15 school year. Approximately 10-15 faculty and staff members, as well as an additional 30-40 students, were presented with the NCBI curriculum and became NCBI turn-key trainers. Monthly workshops were</p>	<p>- HMS will continue to implement PBIS for the 15-16 SY. The PBIS Committee will provide all faculty and staff at the start of the school year with training for recording daily student behavior utilizing student point sheets.</p> <p>- HMS will not enter into a contract with NCBI for the 15-16 SY. HMS will utilize NCBI trained faculty, staff and students to present the NCBI curriculum to all newly enrolled feeder school students.</p>

		<p>conducted, with all 6th grade students being exposed to the NCBI curriculum.</p> <ul style="list-style-type: none"> <li>- IOOV consultants continued the Youth Empowerment Student (YES) group as part of the Extended-Day program. The Youth Empowerment Student (YES) group met weekly to provide students with a safe environment in which to share and discuss personal and family concerns.</li> </ul>	<ul style="list-style-type: none"> <li>- HMS will be continuing the partnership with IOOV for the 2015-2016 SY to build on the previous years' efforts to create a healthier Hackett Middle School culture by shifting norms and creating a safe space for all students. This year they will implement monthly parent/student activities to increase protective factors around scholastic achievement.</li> <li>- HMS will conduct a survey of students, parents and staff regarding all aspects of school climate and culture. HMS will analyze and use survey results to monitor impressions and progress in the building.</li> </ul>
<p>vii. Describe the formal mechanisms and informal strategies for how the school encourages <u>parent/family involvement</u> and communicates to support student learning, and how it will gauge parent and community satisfaction.</p>	<p>Y</p>	<ul style="list-style-type: none"> <li>- Monthly PTA meetings are conducted.</li> <li>- Two days of parent-teacher conferences were conducted for the 2014-2015 school year.</li> <li>- New student orientation was conducted in August 2014.</li> <li>- Encouragement of family participation at various school celebrations including Honor Roll and Black History Month.</li> <li>- 6 evening "Strengthening Families" workshops were conducted.</li> <li>- HMS implemented a Parent University Program. The goal of the Parent University program is to provide parents with</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly PTA meetings will continue in the 2015-2016 school year.</li> <li>- Parent-teacher conference days will continue in the 2015-2016 school year.</li> <li>- New student orientation will be held in August 2014.</li> <li>- In the 2015-2016 school year, families will continue to be encouraged to participate in school celebrations.</li> <li>- HMS anticipates that 6 evening "Strengthening Families" workshops will be conducted.</li> <li>- Parent University will be implemented again for the 15-16SY. The goal is to conduct monthly parent meetings.</li> </ul>

		<p>strategies for providing academic, behavioral and social-emotional support to their children.</p> <ul style="list-style-type: none"> <li>- Quarterly AIS letters were mailed home.</li> <li>- Individual Student Reports on NYS Testing were mailed home.</li> </ul>	<ul style="list-style-type: none"> <li>- Quarterly AIS letters will be mailed home in the 2015-2016 school year.</li> <li>-</li> <li>- Individual Student Reports on NYS Testing will be mailed home in the 2015-2016 school year.</li> <li>- Summer Transition Camp will once again be held in August 2015 for incoming 6th and 7th grade feeder students.</li> <li>- HMS will plan and implement several parent and family engagement nights relative to the CCLS, ENL services, AVID as well as other family services.</li> <li>- HMS will implement a Comprehensive Parent/Family Engagement Plan which creates opportunities for parents to relate to HMS in different and more productive ways, and which empowers parents to support and assist their children towards academic success. The Plan will include the following: <ul style="list-style-type: none"> <li>o Survey parents annually to assess their experience at Hackett, how they feel their child experiences Hackett, and whether they feel they have the tools and support they need to monitor and support their child's academic growth at the school. Analyze survey results and incorporate them into quality improvement processes at Hackett.</li> <li>o Ensure parents have access to</li> </ul> </li> </ul>
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		<p>information to help them monitor what their child is learning, and guide their child's academic path. Helpful information includes: a description of courses and course sequences offered at the school, along with information about how to advocate for a child; syllabi for the courses a student is taking; grading rubrics, along with examples of what mastery looks like for that course; and access to textbooks for these courses, online and/or in print.</p> <ul style="list-style-type: none"> <li>○ Recruit, train, and pay community outreach workers to make home visits to parents of academically struggling students, with the goal of building positive connections with the family, encouraging practices that can build academic success, and offering support as needed. Give hiring preference for these positions to family members of Hackett students.</li> <li>○ Work in partnership with all entities in Albany (Mayor's office, community-based organizations, higher education institutions, faith-based organizations, libraries, and parent representatives, etc.) to maximize the impact of this outreach effort and related training of outreach workers.</li> <li>○ Provide trainings for parents in ELA and math standards to help parents understand the new Common Core shifts in these areas, so that they can better help</li> </ul>
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		their children meet these standards. Offer these trainings at a time and place which will maximize parent participation. Provide access to training documents for parents unable to attend.
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\* **Academic Achievement Data** - Under separate attachment, the LEA/school must provide summary data demonstrating the degree to which academic achievement targets (Attachment B of the school’s original application) have been met, or are on a trajectory for being met. This may include charts, tables, and/or graphs that summarize the current academic performance data for grade-levels and/or content area. This should be based on available data and include those data that can systematically measure school progress and/or are predictive of academic performance on annual targets.

<b>Training, Support and Professional Development</b> (School-Level Plan – Part I) - The LEA/school should have a coherent school-specific framework for training, support, and professional development clearly linked to the SIG plan and student needs. The framework articulated should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify and describe the <u>training, support, and professional development</u> events during the current implementation period and for the upcoming implementation period. For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which providers were/will be evaluated. Provide a rationale for each event and why it is critical to the successful implementation of the SIG plan.	G	<ul style="list-style-type: none"> <li>- CASDA provided:               <ul style="list-style-type: none"> <li>• Collaborative Differentiating Instruction</li> <li>• Planned and implemented a Book Study workshop, held during monthly faculty meeting times, using Eric Jensen’s book “Engaging Students with Poverty in Mind.”</li> <li>• Continued Executive Coaching to the HMS principal</li> <li>• Administrative Team Building workshops to establish expectations for each assistant principal and principal</li> <li>• Continued curriculum mapping support and review of on-going curriculum mapping efforts.</li> </ul> </li> <li>- Additional Professional Development Training included:</li> </ul>	<ul style="list-style-type: none"> <li>- HMS will consult with CASDA consultants on a more limited basis for the 2015-2016 SY. Professional development will continue to focus on:               <ul style="list-style-type: none"> <li>o Executive Coaching for Building Principals</li> <li>o Team Development and Support for the Building Leadership Team.</li> </ul> </li> <li>- HMS will continue to implement a</li> </ul>



		<ul style="list-style-type: none"> <li>○ NCBI</li> <li>○ Response to Intervention (RTI)</li> <li>○ Positive Behavior intervention and Supports (PBIS)</li> <li>○ Noodles Presentation (Technology Integration)</li> <li>○ Think Kids Behavior Program</li> <li>○ Cultural Competency (in Our Own Voices)</li> <li>○ Courageous Conversations (Beyond Diversity Training)</li> <li>○ Epilepsy Foundation</li> <li>○ Rigorous Curriculum Design (FACS Department)</li> <li>○ Curriculum Development</li> </ul>	<p>building-wide Professional Development Committee. The PD Committee will be charged with planning and implementing all PD activities related to school goals and measureables.</p> <p>- At the start of the school year, CASDA consultants will conduct a day-long team building exercise with all faculty and staff. The goal of the exercise is to provide opportunities for faculty and staff to participate in various team activities, with the ultimate goal being to identify school-wide expectations and goals in order to achieve the ‘demonstrable measurables’ of the SIG Receivership plan.</p>
<p>ii. Describe the schedule and plan for regularly <u>evaluating the effects of training, support, and professional development</u>, including any modifications to the plan as the result of evaluation. The training, support, and professional development plan described in this section should be job-embedded, school-specific, and/or linked to student instructional and support data, as well as teacher observation and interim benchmark data. The skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices.</p>	<p>Y</p>	<p>- Learning Walks occurred through the school year. The Building Principal participated in 5 sessions focused on the 5 Dimensions of Learning framework and engaged in an analysis of impact for teaching and learning, as well as, enhancing the ability to serve as instructional leaders.</p> <p>- Teacher Walkthroughs – HMS administrators conducted monthly classroom walkthroughs. Teachers were provided with immediate feedback following the walkthrough. When</p>	<p>- District-wide Learning Walks will continue for all building Principals for the 2015-2016 SY.</p> <p>- HMS Building Principals will continue to conduct weekly classroom walkthroughs of all faculty and staff throughout the 2015-2016 SY.</p>

		<p>necessary, meetings were scheduled with teachers to review walkthrough and develop plan for instructional improvement.</p> <p><b>Studio Classrooms:</b> October 7-8; November 17-19; January 7-8; March 3-5, 24, June 2-4</p> <p><b>NWEA:</b> October, January, May (in alignment with the completion of the NWEA assessment so planning focuses on recent data)</p>	<ul style="list-style-type: none"> <li>- Studio Classroom will continue in Math for the 2015-2016 SY. Math teachers will be provided PD five times throughout the school year. Studio Classrooms will be introduced to all Social Studies teachers beginning in the 2015-2016 SY. Social Studies teachers will participate in five, two-day sessions, every other month.</li> <li>- HMS will continue to administer the NWEA assessments in Reading and Math to all students three times during the school year (Fall, Winter and Math).</li> </ul>

<b>Project Plan and Timeline</b> (School-Level Plan – Part K) - The LEA/school should present a project plan that provides a detailed/specific, measurable, realistic, and time-phased set of actions/outcomes that reasonably lead to the effective implementation of the SIG plan and expected/projected results. The project plan should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Present and describe the timeline of <u>key strategies</u> for the current implementation period and for the upcoming implementation period that are aligned to the goals identified in the “School Overview” section of the original SIG application.	Y	<ul style="list-style-type: none"> <li>- Restructured the administrative school governance team with the addition of the 2nd Assistant Principal.</li> <li>- Continued partnerships with CASDA to provide guidance and support in implementing targeted SIG initiatives.</li> <li>- Aligned and Implemented ELA and Math Curricula to CCLS reflective of NYS ELA and</li> </ul>	<ul style="list-style-type: none"> <li>- Continue partnerships with CASDA consultants to provide Executive Coaching for Building Principals and School Governance support.</li> <li>- Continue development and refinement of curricular maps to ensure alignment with CCLS.</li> <li>- Implementation of AVID program and</li> </ul>

		<p>Math modules</p> <ul style="list-style-type: none"> <li>- Ongoing training and support provided by outside consultants to assist and support a school governance model. Development and coordination of school-wide subcommittees.</li> <li>- Provided ongoing and intensive professional development to assist all faculty and staff in implementing effective teaching strategies to support the needs of all students.</li> <li>- Implemented PBIS Matirx (Hallways, classroom and café).</li> <li>- Continued development of Rtl Model for Identifying tiered Academic and Behavior interventions.</li> </ul>	<ul style="list-style-type: none"> <li>- AVID elective class at the 7<sup>th</sup> grade level.</li> <li>- Redesign of grade 8 FACS curriculum to support AHS Secondary Transformation Grant.</li> <li>- Development and implementation of Tier 3 interventions within the Math curriculum.</li> <li>- Extend school day by an additional 25 minutes per day to provide additional academic support and enrichment to all students. In addition, provide teachers with weekly professional development workshops focused around the needs of identified students.</li> <li>- Implement Phase 2 of PBIS program. All faculty and staff will be responsible for recording daily student behaviors on tracking sheets.</li> <li>- Reconnect with PAL to provide support and assistance with Extended Day program.</li> </ul>
<p>ii. Identify the early/significant wins for the current period of implementation and significant wins for the upcoming period of implementation that will serve as indicators of successful SIG plan implementation and foster increased/sustained buy-in and support for the plan.</p>	<p>G</p>	<ul style="list-style-type: none"> <li>- Integration of PBIS program school-wide.</li> <li>- Development of RTI tiered interventions to support ELA and student literacy.</li> <li>- Continuation of embedded Professional Development by CASDA for administrators, teachers and staff to support development of common planning time, administration and data analysis of state and school assessments, review of curriculum maps, and implementation of CCLS.</li> <li>- Continued use of Behavioral Specialist to support the socio-emotional needs of the increasing student population, and assist teachers in developing behavior plans.</li> <li>- Continued to provide safe and supportive environment through ongoing work with</li> </ul>	<ul style="list-style-type: none"> <li>- HMS will offer a Summer Transition Camp prior to the start of the 2015-2016 SY for all new feeder school students.</li> <li>- Development and implementation of Tier 3 Interventions to support Math.</li> <li>- Continued roll-out of PBIS program to reduce the number of office discipline referrals.</li> <li>- Extension of the school day to support student enrichment and reinforcement while providing teachers with meaningful professional development opportunities.</li> <li>- Change to the teacher's collective bargaining agreement to support school-wide goals. Changes include but are not limited too:</li> </ul>

		<p>NCBI and IOOV.</p> <ul style="list-style-type: none"> <li>- Continued implementation of the Extended day program</li> <li>- Flexible block schedule</li> <li>- Utilization of BLT and other subcommittees to monitor and analyze various student data.</li> </ul>	<ul style="list-style-type: none"> <li>o Increase school day by 30 minutes.</li> <li>o Addition of Enrichment Period</li> <li>o Daily submission of teacher evidence of planning</li> <li>o Building Principal able to set agenda for two of the Common Planning Time meetings.</li> </ul>
<p>iii. Identify the <u>leading indicators of success that are examined on no less than a bi-monthly monthly basis.</u> Describe how these data indicators have been and/or will be collected; how and who will analyze them; and how and to whom they will be reported.</p>	<p>Y</p>	<ul style="list-style-type: none"> <li>- The BLT, on a monthly basis, is responsible for monitoring the progress of the following indicators: <ul style="list-style-type: none"> <li>o Student passing rate on quarterly report cards.</li> <li>o Student participation in the Extended Day Program and ESLAP Program.</li> <li>o Student attendance</li> </ul> </li> <li>- The Building Principal was responsible for monitoring the progress of the following indicators: <ul style="list-style-type: none"> <li>o RTI, RTI-B and Professional Development Committees.</li> <li>o Restructuring common planning team to align with DTSDE recommendations.</li> <li>o Implementation of NWEA and AiMSWEB assessments.</li> </ul> </li> <li>- RTI Committee was responsible for analyzing student performance on NWEA Reading and Math assessments. RTI Committee conducted weekly meetings with grade level teams to share data and assist in interpretation of student performance reports.</li> </ul>	<ul style="list-style-type: none"> <li>- Overall Student attendance rate at 95% or higher. The Building Assistant Principal will meet with the HMS Attendance Committee on a monthly basis to review attendance reports and identify students exhibiting high numbers of absenteeism and/or tardies to school. The HMS Building Principal will run monthly attendance reports and compare student attendance against building goals.</li> <li>- 10% decrease in the number of students suspended from school. The HMS PBIS Committee will meet on a monthly basis and review student discipline reports using our VADIR program. The PBIS Committee will identify students exhibiting high numbers of referrals, teachers writing excessive referrals, and times and locations when behaviors occur most often. The PBIS committee will provide recommendations to the BLT to address these issues.</li> <li>- 10% Increase in the number of students improving their NWEA Reading score from the previous year. The HMS RTI Committee will meet on a weekly basis</li> </ul>

		<ul style="list-style-type: none"> <li>- RTI-B Committee was responsible for analyzing student discipline reports. The RTI-B Committee meet periodically with grade level teams to share data, identify targeted students, and develop action plans for reducing office referrals.</li> <li>- Attendance Committee met on a monthly basis with the District Attendance Clerk to review student attendance data.</li> </ul>	<p>and analyze student performance on the NWEA Reading assessment. The RTI Committee will meet with grade level teams to share student data performance and identify learning strategies to assist students in improving their reading scores.</p> <ul style="list-style-type: none"> <li>- 10% decrease in the number of students failing one or more academic course each quarter. The BLT Committee will continue to monitor student academic performance on a quarterly basis.</li> <li>- Develop monthly opportunities to increase parent and family engagement at HMS. Parent and Family engagement opportunities will focus on ELA and Math, ESL, AVID and overall parent and family support (Parent University).</li> <li>- Creation and implementation of Tier III Math Interventions with start of the 2015-2016 school year.</li> <li>- Extension of the school day at HMS by an additional 25 minutes to provide all students with an opportunity for additional academic enrichment and/or reinforcement.</li> </ul>
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<b>Budget Analysis/Narrative and Budget Documents</b> (School-Level Plan – Part F) – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Priority school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.		
Design Element	Status (R/Y/G)	Analysis of 2014-15 School Year
Provide an analysis of the current implementation period expenditures in terms of desired outcomes,	G	SIG funds have been expensed to support the following activities: <b>1) Leadership: Management and Implementation of the Transformation Model</b>

<p><u>alignment to project plan/timeline, and impact</u> on instructional practices/key strategies/student engagement.</p>	<ul style="list-style-type: none"> <li>• Professional Development training provided by Capital Area School Development Association (CASDA). CASDA provided the following PD workshops to HMS for the 2014-2015 school year: <ul style="list-style-type: none"> <li>• Differentiation of Instruction Coaching</li> <li>• PLC sessions during monthly faculty meetings focused on Eric Jensen’s book entitled, “Engaging Students with Poverty in Mind.”</li> <li>• Executive Coaching Support for Principal and Assistant Principals</li> </ul> </li> </ul> <p><i>2) Educational Plan: Expand the Full Service Neighborhood School Model including an Extended Day Program</i></p> <ul style="list-style-type: none"> <li>• Hired Behavioral Specialist to assist teachers with developing Behavior Improvement Plans to meet the social, emotional, and academic needs of identified students.</li> <li>• Hired tutors for Extended-Day and ESLAP programs.</li> <li>• Hired teachers to support summer ESLAP program.</li> <li>• Hired Hall Monitor to support students behavioral needs during afterschool program.</li> <li>• Provided transportation to students enrolled in the Extended Day program.</li> </ul> <p><i>The number of students participating in the extended day program remained constant for the 2014-2015 school year. The extended day program continues to provide students with the opportunity to receive additional academic support and explore various recreational and apprenticeship programs. Modifications to the academic tutoring component of the program will be explored for the 2015-2016 school year. In addition, HMS will reconsider contracting with PAL to assist in the implementation of the program. Overall, no significant improvement can be observed in student academic performance due to the addition of the extended day program.</i></p> <p><i>3) Educational Plan: Redesign educational program-curriculum development, instructional delivery and support for students</i></p> <ul style="list-style-type: none"> <li>• Purchased Leveled Literacy Intervention Kits and leveled texts to support differentiated learning</li> <li>• Re-purchased the Study Island Intervention online program</li> <li>• Hired Behavior Specialist to support Tier 2 and Tier 3 students’ behavioral needs and support classroom teachers in the implementation of behavior support plans</li> <li>• Hired tutors for afterschool and summer programs</li> <li>• Partnered with NCBI and IOOV consultants to offer faculty, staff and students workshops to create awareness and support student diversity.</li> <li>• Purchased supplies to support the Extended Day program.</li> </ul> <p><i>All resources have been utilized to ensure that teachers and students have the materials necessary</i></p>
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	<p><i>to access the rigorous content of the Common Core standards. Teacher capacity to implement a more rigorous curriculum is evident from administrators' observations and walkthroughs. Ongoing analysis of student behavior indicates a decrease in overall office referrals, however, additional support and approaches are still necessary. HMS will continue implementation of the PBIS program to further address student misbehaviors</i></p> <p><b>4) Training, Support and Professional Development: Develop sustainable systems and structures to build teacher and leader capacity for continuous growth and school turnaround.</b></p> <ul style="list-style-type: none"> <li>• Worked collaboratively with CASDA consultants to provide teachers with professional development relative to team building and differentiation of instruction.</li> <li>• Hired Roger Rooney to serve as the RTI Committee consultant. Mr. Rooney worked with the HMS RTI Committee to develop teachers' capacity to effectively utilize NWEA results to target instruction and engage students in goal setting and progress monitoring.</li> </ul> <p><i>Preliminary results have shown overall increase on student performance relative to the NWEA ELA and Math assessments. Student performance on NYS assessments has not resulted in any significant gains.</i></p>
<p>Additionally, <u>under separate attachment</u>, the LEA/school must provide a <b>Budget Narrative</b> and an <b>FS-10</b> for the upcoming implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the Continuation Plan. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of the SIG plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need.</p>	

<b>Leading Indicators</b> – The LEA/school should provide progress report period averages for the metrics listed below, as well as summaries/descriptions of key initiatives for each.							
Design Element	Progress Report Averages				Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
	Per 1	Per 2	Per 3	Per 4			
Student Attendance	95%	90.4%	91.3%	91.4%	G	Daily contact is made to guardians of students who are absent from school. A daily report is emailed to all building staff. Students who exhibit chronic absences receive a home visit from the district's Attendance Officer.	Continue with daily contact and use of Attendance Officer. Continue to identify chronic students through attendance committee and make home visits with support of Home School Coordinator. HMS will look

						<p>Monthly attendance meetings are held with district attendance officer and school-wide committee to review chronic absenteeism and tardiness. Parent mailings are periodically sent home.</p> <p>This year HMS did not have a full-time attendance clerk. The attendance clerk duties were assigned to a different teacher each period of the day.</p>	to replace the full-time attendance clerk to ensure accurate recording of student attendance.
Teacher Attendance	95%	92%	92.7%	N/A	Y	Teacher attendance is reviewed on a quarterly basis. Teacher's with attendance concerns are spoken to directly by the building principal, and a written memorandum is provided for teacher's displaying continuous attendance concerns.	Teacher attendance will continue to be monitored on a quarterly basis. The building Principal will meet individually with teachers whose attendance at school is inconsistent.
Office Discipline Referrals	213	467	554	437	Y	<p>HMS implemented Year 1 of its PBIS program. All faculty and staff were provided with professional development workshops throughout the course of the school year. Faculty and staff were provided PBIS lanyards at the start of the year, and provided with guidance for how to use this tool in addressing student misbehaviors. The HMS RTI-B Committee (PBIS Committee) monitored student behavioral data on a monthly basis. Quarterly reports were shared with the Building Leadership Team and recommendations are made to address areas of concern. Members of the RTI-B Committee conduct monthly meetings with grade-level teachers, guidance counselors, and social workers to target behaviors, develop behavior plans and monitor student improvement. Monthly Town Hall meetings were held with each grade level to reinforce PBIS expectations and recognize students for their behavior. Student discipline has decreased since the previous year, however,</p>	<p>HMS will continue to implement PBIS for the 2015-2016 SY. The HMs RTI-B Committee will introduce to all faculty and staff individual student behavior sheets. All faculty and staff will be required to track daily student behavior, based upon selected criteria. Faculty and staff will need to follow PBIS protocol prior to issuing an office referral. The purpose of this protocol is to reduce the number of office referrals and decrease the number of student suspensions.</p> <p>The RTI-B team will continue to review student discipline on a monthly basis. Student discipline data will be shared on a monthly basis with teachers, guidance counselors and social workers.</p> <p>Monthly PBIS Town Hall meetings will continue to be held to reinforce behavioral expectations and recognize students demonstrating appropriate daily behaviors.</p>



						number of daily incidents still remains high.	
Extended Learning Time	125	150	175	150	Y	<p>The Extended Day program at HMS was offered to all students, Monday – Thursday, from 3:10 – 5:15PM. Students were provided with 1 hour of academic enrichment each day, followed, by 1 ½ hrs. of recreational and apprenticeship programs. This was the first year that HMS had full operational control over the Extended Day program. Similar to previous years, programs and activities were provided both before and after school for all students.</p> <p>HMS experienced several challenges this year with regards to the Extended Day program. Unlike previous years in which PAL operated the program, all vendor contracts and employee contracts required initial approval by the Board of Education. The approval process was timely and prevented HMS from starting the Extended day program on time. Additional restrictions in regards to utilization of program funds also made it more difficult to offer programs to support the interests of all students.</p>	<p>HMS will continue to implement the Extended Day program for the 2015-2016SY. HMS will look at the possibility of re-entering into a contract with PAL regarding day-to-day operations of the Extended Day Program.</p> <p>Should HMS extend the school day by an additional 20 minutes, modifications will be made to the existing Extended Day program. Academic reinforcement and enrichment will occur during normal school hours. Students experiencing academic difficult will be provided time during the normal school day (10<sup>th</sup> period) to meet with teachers for the purpose of completing outstanding assignments and/or receiving additional instructional support. With the conclusion of the school day, HMS will offer students the opportunity to participate in recreational and apprenticeship programs from 3:10 – 4:45PM. This new approach to the Extend day program will ensure that all students have access to their teachers, will increasing the amount of quality time to participate in recreational programs. The goal of the proposed changes is to increase student involvement in the Extended Day program will experiencing a decrease in the number of student’s failing one or more courses at the ends of each quarter.</p>