

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:**

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- 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:**

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- 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

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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,

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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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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

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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

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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 lack of motivation to the more complex challenges faced by students with limited English proficiency and the unique hurdles presented to readers with print

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

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 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

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

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

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

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 harassment, prejudice reduction, conflict resolution, violence prevention, etc.), as well increasing their capacity for coalition building and leadership

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

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 students, and propose recommendations to improve student attendance. As a result of the efforts of the Attendance Committee, student attendance for***

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

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	
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, formative assessment of professional 	<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 Urban School Leaders</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	
	<p>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>July 2011 – September 2014: The district will continue to monitor Mr. Paolino’s effectiveness throughout the project period</p>	
<p>RFI: According to ACS D, 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 Committee, Professional Development Committee, Curriculum Sub-Committee, School Redesign Team, Administrative</i></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	
	<i>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 teachers on each part of the systematic 	<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 will hire the Consultant 	

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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	
	<p>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 by NYSED. The current APPR process 	<p>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>	

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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	
	<p>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>RFI: Please clarify how teachers will be rewarded in the school</p>	<p><i>RFI UPDATE, JUNE 20, 2011: The practice of identifying and rewarding teachers needs to be negotiated in the upcoming APPR meetings; these items will be determined by January 1, 2012. The removal of teachers will be</i></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	
<p>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>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>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</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 school leaders and teachers by providing 	<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>	

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<p>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>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>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>RFI: Please provide information on how professional development</p>	<p><i>RFI UPDATE, JUNE 20, 2011: Hackett will establish a Professional Development (PD) Committee at the building level beginning in September 2011. This committee will be responsible for the development of a PD Plan for the school; the</i></p>		

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<p>and planning time is incorporated into the middle school schedule.</p>	<p><i>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>RFI: What are the criteria being used to select teachers to participate in the “Take One”</p>	<p><u>RFI UPDATE, JUNE 20, 2011:</u> <i>The Take One program is open to all teachers who wish to participate. There is no criterion for selection.</i></p>		

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program?			
1. Permissible Activities: <u>Developing and increasing teacher and school leader effectiveness</u>			
<p>1g. Instituting a system for measuring changes in instructional practices resulting from professional development</p>	<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>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>	<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>		
<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</p>	<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	
2. Required Activities: <u>Comprehensive instructional reform strategies</u>			

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<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 own classroom formative assessments that are aligned with curriculum and Common Core 	<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 protocols</p>	

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	<p>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>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 the instructional program, especially related alignment of</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 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</i></p>		

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<p>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>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 impact on student achievement,</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 	<p>April 2011: CASDA trained Instructional Supervisors and administrators in the development of Rubicon Atlas field header template</p>	

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and is modified if ineffective	<p>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>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>	
2d. Implementing a school-wide “response-to-intervention” model	<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 Interventions. ▪ All building-level administrators, coaches and 	<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 end of the grant period</p>	

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	<p>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>		
<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 policy of least restrictive environment, which seeks to ensure that <u>all students</u> remain an 	<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 implemented</p>	

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	<p>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>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>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). 	<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</p>	

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	<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 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 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 	<p>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>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>	

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	equipment (microphones and headphones), E-readers, E-books, DVDs, Playaways, color printer, scanner and photocopier (see page 12).		
<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>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>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 	<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>	

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	<p>time beginning in 2011-12.</p> <ul style="list-style-type: none"> ▪ 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 Instruction</i> program, which is aligned to the Common Core State Standards to deliver quality supplemental instruction. • 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 	<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>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</p>	

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	<p>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.</p> <ul style="list-style-type: none"> ▪ 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 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. ▪ 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 	<p>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>	

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	<p>(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.</p> <ul style="list-style-type: none"> • 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. 		
<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> <i>Negotiating two additional instructional days with the teachers’ bargaining unit serves 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</i></p>		

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	<i>areas.</i>		
<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. ▪ 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>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>	
<p>RFI: Please provide additional information on strategies that will be used to increase parental involvement.</p>	<p><i>RFI UPDATE, JUNE 20, 2011:</i> <i>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</i></p>		

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	<p><i>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 committee chose to utilize the National School Climate Center’s Comprehensive School Climate Inventory, which is scheduled to be administered for May-June 2011. <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 	<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 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</p>	

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	<p>with stakeholders.</p> <ul style="list-style-type: none"> ▪ 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>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>RFI: How will the district support HMS in its partnership with Parsons Child & Family Center and Catholic Charities?</p>	<p>RFI UPDATE, JUNE 20, 2011: <i>The district provides financial support for these partnerships within the school. The 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>		
<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). ▪ 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 	<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</p>	

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	<p>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.</p> <ul style="list-style-type: none"> ▪ 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 be assigned to 6th grade Advisory Families the following year to serve as role models for younger students. 	<p>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>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 	<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</p>	

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	other approaches described throughout this application, will improve school climate and discipline.	to transform the school	
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"> ▪ 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 BLT and will chair the building-level professional development sub-committee. ▪ 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>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 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</p>	<p>RFI UPDATE, JUNE 20, 2011: <i>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-</i></p>		

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the plan.	<i>weekly meetings with Albany High School’s SIM in order to ensure full alignment of activities and services.</i>		
<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 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>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>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:</i> 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.</p> <p><i>Please see Appendices F3-F4 in the original application.</i></p>		

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4. Permissible Activities: <u>Providing operational flexibility and sustained support</u>			
<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>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>RFI: Please provide a description of the district’s local procurement process.</p>	<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> 		
<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</i></p>		

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	<i>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>		

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
\$33,598,576	\$4,904,789	\$28,693,787

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

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.

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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.