



**New York State Education Department  
LEA School Improvement Grant Update Application, FY 2011  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

**SECTION III: TEACHER AND PRINCIPAL EVALUATION SYSTEM REQUIREMENTS**

Directions: Provide documentation that your APPR plan has been approved by the Commissioner, and include a web-link to your approved plan. Also, check the statement that describes your current APPR:

In addition to your district's agreement to comply with the requirements outlined in this SIG application, your district has an approved APPR plan that describes how the district is implementing Education Law §3012-c and Commissioner's regulations for all classroom teachers and building principals in the district in 2012-2013, and ensures that all classroom teachers and building principals will be evaluated in accordance with these provisions.

In addition to your district's agreement to comply with the requirements outlined in this SIG application, your district has an approved APPR plan that describes how the district is implementing Education Law §3012-c and Commissioner's regulations and all of its provisions for all classroom teachers and building principals in SIG Transformation and Restart schools in 2012-2013, and ensures that all classroom teachers and building principals in these schools will be evaluated in accordance with these provisions.

NOTE: Your district must submit proof of approval (in the manner described in the directions above) by no later than July 1, 2012. At the time of submission, the district must also clarify whether the APPR applies to all classroom teachers and principals in the district, or only those in the SIG Transformation and Restart Schools, in 2012-2013.

**APPR documentation will be submitted to NYSED prior to the July 1, 2012 deadline.**

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**SECTION IV: DISTRICT SUPPORT OF PLA SCHOOLS UPDATE  
Cohort 2, Year 2**

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it related to district support of PLAs. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2012-2013 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '10 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued.

Brief description of each LEA-level approved '10 SIG Plan Activity (no more than one paragraph for each activity)	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
Albany High School (AHS) and Hackett Middle School (HMA) established School Redesign Teams during the SIG planning and development (AHS December 2009 and HMS January 2011) Teams were comprised of District and School Leadership, bargaining unit representation, community and parent membership. These teams consulted and collaborated to develop the redesign plan in alignment with all initiatives and funding sources. These teams will convene along with other sub-committees to build leadership and sustain the change process.	The School Improvement Teams at both AHS and HMS meet 1-2x per month to review progress and ensure coordination and communication across all funding sources and programs. The Building Leadership Teams meet monthly to monitor and steer the overall Transformation model. Additionally, sub-committees have been formed at each school for the efficient and effective implementation of the Transformation model activities and meet on a monthly basis.	These teams and committees will continue to meet to monitor and steer the implementation of the Transformation models at each school.	Proceeding according to approved '10 SIG Plan

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Brief description of each LEA-level approved '10 SIG Plan Activity (no more than one paragraph for each activity)	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
<p>The district will establish the Office of School Redesign. A Transformation Officer for PLA Schools will be hired along with clerical support for the office. The Transformation Officer will oversee and support the implementation of Transformation model activities at each PLA school, manage the School Improvement Grants, maintain and ensure communications within and among all stakeholder groups, establish data protocols and coordinate professional development to teachers and administrators for using protocols to inform instruction, ensure all data associated with PLA schools is coordinated and disseminated in a timely and ongoing manner for data analysis to inform instruction and overall decision making surrounding the Transformation models in each school</p>	<p>The Transformation Officer was hired in January 2012. The primary role of this position has been to provide technical assistance and support for the overall implementation of the Transformation Model at each PLA School- Hackett Middle School and Albany High School. Since this position has been filled, there have been significant improvements in the coordination of the many initiatives associated with the Transformation Model. The collection, analysis and dissemination of data regarding the activities have served to inform midcourse action that will better meet the needs of the school community. The Office of School Redesign is essentially a satellite office for the Transformation Officer at each of the PLA schools. The secretary hired for this office in January, 2012, assists with all clerical needs associated with the Transformation Officer's responsibilities and is housed at the Albany High School satellite office.</p> <p>The Transformation Officer is working with the communications department to develop a SIG website linked to the district website. This will serve as another mode of communication with</p>	<p>The Transformation Officer will remain in Year 2. The communication structures will continue to be developed and refined. The next phase of 90-90-90 data protocol training will occur in the summer of 2012. Continued training opportunities will be made available to administration and teachers to ensure all have received.</p>	<p>Delayed, but proceeding according to approved '10 SIG Plan</p>

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	<p>stakeholder groups regarding SIG activities and progress.</p> <p>The 90-90-90 School Improvement model data protocol has been selected. The phase-in of training for all district and school leadership as well as teacher teams at AHS and HMS began in November, 2011 and will continue in May-June, 2012. The Transformation Officer and SIM have begun modeling these data protocols for core subject teacher teams.</p>		
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Brief description of each LEA-level approved '10 SIG Plan Activity (no more than one paragraph for each activity)	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
<p>The district will conduct monthly Bargaining Unit Labor Management meetings to discuss and develop Memorandums of Agreement to address barriers to full implementation of the plan in each PLA school and negotiate Memorandums of Agreement necessary for full implementation of the Transformation Plans at each PLA school including what is needed for 3012-c APPR regulations.</p>	<p>Labor Management meetings are conducted monthly. There have been no new contractual agreements negotiated as there have not been any barriers to date that would impact implementing the plans at each school.</p> <p>All agreements for APPR were conducted and mutually agreed upon by the district and both bargaining units. The APPR committee continues to meet on a regular basis and is currently working to revise the plan to be in compliance for 2012-2013 by July 1, 2012</p>	<p>Labor management meetings will continue for this same purpose in Year 2.</p>	<p>Proceeding according to approved '10 SIG Plan</p>

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<p>AHS and HMS will establish Small Learning Communities (four magnet academies at Albany High School and two houses at Hackett Middle School) beginning in the fall of 2012. AHS will:</p> <ul style="list-style-type: none"> <li>• Conduct Lottery</li> <li>• Hire Theme Coordinators</li> <li>• Establish Teacher Teams</li> <li>• Facilities remodel and configuration</li> <li>• Develop and implement marketing plan</li> <li>• Ongoing development of Academies</li> </ul> <p>• At HMS: Assign students, faculty and staff to houses</p>	<p>The four magnet academies at AHS were created and implemented for the 2011-2012 school year. Each Academy has a dedicated Principal and Theme Coordinator as well as Teacher Teams.</p> <p>HMS created the two house structure assigning one Assistant Principal and one Guidance Counselor to each house.</p>	<p>The magnet academies will continue to develop their identity and themes.</p> <p>The two house structure at HMS will continue in Year 2.</p>	<p>Proceeding according to approved '10 SIG Plan</p>

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<p>Development and Alignment of Curriculum</p> <ul style="list-style-type: none"> <li>• Purchase Rubicon Atlas licenses for all teachers for 2011-12 and beyond</li> </ul> <p>Professional Development for school leaders, Instructional Supervisors, Coaches and teachers</p>	<p>Rubicon Atlas was purchased and installed Atlas was piloted by a group of teachers. Training and full implementation of Rubicon Atlas did not occur as planned this year.</p> <p>It was determined that a Curriculum Development Action Plan needed to be developed incorporating the 90-90-90 School Improvement curriculum principles. The ELA and Math Instructional Supervisors developed an Action Plan for curriculum development in alignment with the Common Core Learning Standards. The Supervisors and BOCES Network Team consultants began the curriculum and unit development process for ELA and Math this year.</p>	<p>The curriculum mapping and alignment process will continue this summer with for ELA and Math. Other departments will use the pacing maps to develop interval assessments during this summer.</p> <p>Curriculum development and refinement in the other core subjects will begin this summer and continue into Year 2. All curricula will be placed in Rubicon Atlas. Teachers will then be trained to create diary maps with professional development and support from CASDA.</p>	<p>Delayed, but proceeding according to approved '10 SIG Plan</p>

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<p>Provide ongoing, high-quality and job-embedded Professional Development</p> <ul style="list-style-type: none"> <li>• Continuous update and maintenance of Professional Development calendar</li> <li>• Coordinate and communicate professional development opportunities</li> <li>• Conduct Professional Development surveys and feedback</li> <li>• Coordinate with Transformation Officer to collect, analyze and use data associated with evaluation of Professional Development and impact on instruction</li> </ul>	<p>The building level Professional Development (PD) sub-committees at both AHS and HMS are established and meet monthly. These sub-committees are responsible for:</p> <ul style="list-style-type: none"> <li>• Creating and maintaining the building level PD calendar</li> <li>• Coordinating and communicating all PD opportunities and requirements</li> <li>• Conduct PD surveys for feedback and evaluation of PD</li> <li>• Monitoring all aspects of PD</li> </ul> <p>The Transformation Officer works with each PD sub-committee to collect, analyze and use data associated with evaluation of PD and impact on instruction. AHS is using Action Research weekly reports to help inform PD impact on instruction.</p>	<p>The building level PD sub-committees will continue to function in Year 2. The committees will increase communication using email and web-sites created using Weebly (AHS ) and Wiki (HMS) for this purpose. The PD focus will be in the areas of:</p> <ul style="list-style-type: none"> <li>• 90-90-90 School Improvement Model for rigorous curriculum development, instructional improvement, and data analysis for closing the achievement gap</li> <li>• Team Development</li> <li>• Differentiated Instruction</li> <li>• Learning Environment</li> <li>• Project Based Learning</li> <li>• Sheltered- Instruction Observation Protocol –SIOP for ESL</li> <li>• Cornell University Therapeutic Crisis Intervention</li> <li>• Rubicon Atlas</li> </ul> <p>The primary PD service providers for the SIG are CSSR, CASDA and the Leadership and Learning Center.</p> <p>Improve process for feedback and evaluation regarding PD using Survey Gizmo and Survey Monkey.</p>	<p>Proceeding according to approved '10 SIG Plan, with amended areas:</p> <p>Addition of the 90-90-90 School Improvement Model.</p>

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		<p>Additional PD offerings will be tied to the APPR. The district will utilize My Learning Plan, an online system for planning, management, and reporting of professional development offerings to support focused educator growth the will result in effective classroom instruction and improved achievement. The My Learning Plan web-based companion program, OASYS, will also be utilized. The OASYS program is an observation and appraisal management system for scheduling, managing, completing and reporting all components of the evaluation process for teachers, principals and administration. The NYSUT Rubric is integrated into this system. The program components include:</p> <ul style="list-style-type: none"><li>• Classroom observations</li><li>• Informal walkthroughs</li><li>• Self-reflective assessments</li><li>• Peer reviews and observation</li><li>• Student growth data analysis</li><li>• Portfolio evaluation</li><li>• Individual or team action research</li><li>• Principal evaluation</li><li>• Any custom components</li></ul> <p>This program allows for the development and management of TIPs and is linked to the professional development offerings in My Learning Plan.</p>	
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<p>Establish Building-Level RTI Team in Each PLA</p> <ul style="list-style-type: none"> <li>▪ Coordinate with district-level RTI Committee</li> <li>▪ Develop building-level RTI plan</li> <li>▪ Identify tiered interventions</li> <li>▪ Coordinate professional development for all teachers</li> </ul>	<p>Both AHS and HMS have established building level RtI sub-committees that meet 2x per month to research and review resources and best practices for secondary-level RtI programs. Each committee has accessed consultant services to assist with the development of a building level plan including identification of tiered interventions and Action Plan for implementation.</p> <p>AHS has contracted with <b>Education for Everyone</b> consultant-Sharon Poole to work with the RtI team to assess levels of readiness and specific development needs. Components of consultation include:</p> <ul style="list-style-type: none"> <li>• RtI Readiness Survey</li> <li>• Consideration of Universal Screening: schedule, areas of focus, tools &amp; data analysis</li> <li>• Tier I Instruction: research-based, match to standards &amp; core curriculum, specific areas indicated for professional development</li> <li>• RtI Team and Student Support Team: decision-making models, members, roles , communication &amp; schedules</li> <li>• Levels of Intervention:</li> </ul>	<p>AHS and HMS will continue with RtI consultant services from Sharon Poole and Roger Rooney in Year 2. The building level committees will continue work on the development of an RtI plan and Action Plan for implementation. It is anticipated that each school will have an articulated plan by the start of the 2013-2014 school year.</p>	<p>Delayed, but proceeding according to approved '10 SIG Plan</p>

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	<p style="text-align: center;">methods, materials, determinants, frequency, parent notification &amp; monitoring</p> <ul style="list-style-type: none"> <li>• Data Collection: method, responsibility, instructional decision-making</li> <li>• Process for CSE Referral.</li> </ul> <p>HMS has contracted with Independent Contractor, Roger Rooney, to meet with the RtI Committee on a monthly basis to provide research support and review resources and best practices for secondary-level RtI programs. The team has selected Aimsweb as the Universal Screening tool and will pilot its use in the fall of 2012 with a 6<sup>th</sup> grade pilot group in the area of ELA.</p>		
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<p>Create and Maintain Communication System</p> <ul style="list-style-type: none"> <li>• Coordination of system for communication among and across stakeholder groups</li> <li>• Development of monthly School Redesign Newsletters</li> <li>• Maintain and distribute newsletter</li> <li>• Identify gaps in communication structure and address</li> </ul>	<p>Communication among and across stakeholder groups occurs in a variety of ways at both AHS and HMS. The Building Leadership Team at each school is representative of all stakeholder groups and each member serves as a communication liaison to their respective groups regarding the monitoring and progress of the SIG Transformation model activities. Each school newsletter contains information and updates related to the SIG. Information is disseminated to parents at monthly PTA meetings. Faculty meetings at each school serve as the venue to communicate and gain feedback and input from teachers and staff. Specifically, additional means of communication include:</p> <ul style="list-style-type: none"> <li>• SIG Website</li> <li>• School Climate monthly newsletter</li> <li>• AHS Falcons Nest Student Newspaper</li> <li>• AHS Academy Website</li> <li>• Faculty Focus Groups</li> <li>• Roundtable discussions</li> <li>• Survey Monkey</li> </ul>	<p>The communication structures currently in place will continue in Year 2.</p>	<p>Proceeding according to approved '10 SIG Plan</p>

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**SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE  
Transformation Model**

Complete for **each Cohort 2 school which received SIG funds** to implement the Transformation Model in the 2011-2012 SY.

School: \_\_\_\_\_Albany High School\_\_\_\_\_                      NCES#: \_\_\_3602246000014\_\_\_\_\_

Grades Served: \_\_\_9-12\_\_\_\_\_    Number of students: \_\_\_2236\_\_\_\_\_

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2012-2013 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '10 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued. LEAs must address any findings provided by SED during PLA school visits or during Cohort 1 SIG monitoring visits in the *Characterization of Activity Progress*.

<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
Replace the principal who led the school prior to commencement of the transformation model	The principal, Dr. David McCalla, was appointed in July of 2009 as part of the planned school intervention efforts. He will remain the principal of Albany High School.  Academy Principals attended the National Institute of Urban School Leaders in July, 2012.	Dr. McCalla, along with the Academy Principals will attend the National Institute for Urban School Leaders in July, 2012.	Proceeding according to approved '10SIG Plan, with amended areas:  Addition of 90-90-90 School Improvement Model.

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	<p>Dr. McCalla received support in leadership development and coaching provided by the Center for Secondary School Re-Design (CSSR). Building and district level leadership attended the Leadership and Learning Center 90-90-90 School Improvement Model Summit and Data Teams Seminar in October, 2011 and will attend another session in May, 2012.</p> <p><i>RFI Response:</i></p> <p><i>The Assistant Superintendent for Secondary Education along with the SIM, Transformation Officer and an Academy Principal are at the core of Albany High School's curriculum, assessment and instructional decisions. There are bi-weekly School Improvement Team meetings under the direction of the Assistant Superintendent for Secondary Education attended by all high school administrators, Instructional Supervisors and Department Directors in which information around the instructional core is communicated and monitored.</i></p>	<p>Executive Principal Coaching will be provided by Capital Area School Development Association (CASDA).</p> <p>Participation and continued development for Leadership on the 90-90-90 School Improvement Model.</p>	

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p>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>	<p>The Innovation Design Team and consultants from Teaching and Learning Solutions provided an overview of the new evaluation system and teaching standards in June 2011. In September another offering was provided to those who did not attend in June. Throughout the fall, faculty and other meeting times were utilized to provide teachers with this overview prior to being evaluated this year. These sessions were held during teachers scheduled attendance time in school, therefore budgeted funds to compensate teachers during the summer were not expensed for this purpose.</p> <p>Dr. McCalla, along with the Academy Principals, instructional supervisors and a national board certified teachers attended a weeklong Evaluator Academy provided by Teaching and Learning Solutions consultants. A follow-up training session for using the NYSUT Rubric is scheduled for May 22-23. These individuals will have a refresher session on observation skills, evaluating teaching practice using the NYSUT Rubric, and assessment of participants' skills on teacher assessment/evaluation processes and skills.</p>	<p>Continued follow-up and refresher training will occur on at least a quarterly basis throughout next year to ensure fidelity and reliability of the process.</p>	<p>Completed</p> <p>Proceeding according to approved '10 SIG Plan</p>

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	<p>The Consultant Teacher/Evaluator (PAR) was hired in January, 2012.</p> <p>The Evaluation Site Coordinator stipend position budgeted for in the SIG was not hired. It was deemed that the district's NYSUT liaison to coordinate the implementation of the new teacher evaluation system would have the capacity to support Albany High School.</p> <p>The train- the- trainer program did not occur this year. Informational meetings pertaining to the implementation of the new APPR have been provided to all Albany High School faculty via professional development workshops presented by the APPR committee members and Consultant Teacher Evaluator (PAR CT). Teachers have also been provided one to one or small group assistance and information about the new evaluation process upon request from the APPR committee members and PAR CT.</p> <p>The PAR Program training did not</p>	<p>The Consultant Teacher/Evaluator (PAR) will continue in Year 2.</p> <p>The APPR committee members and PAR CT will continue to provide information sessions to Albany High School faculty and staff related to any revisions in the APPR process as needed throughout the school year. Additionally, the PAR CT will provide summer training as well as on-going training to teachers around the APPR plan for 2012-2013. Sessions will focus on introducing the evaluation process, collecting evidence, the actual observation model, reviewing student work and setting professional goals.</p> <p>In Year 2, the Peer Assistance Review</p>	<p>Proceeding according to approved '10 SIG Plan</p> <p>Discontinued</p> <p>Proceeding according to approved '10 SIG Plan, with amended areas:</p> <p>In lieu of the train-the-trainer model, members of the APPR Committee and PAR CT will provide informational sessions and related training to teachers during the summer and throughout the school year during faculty meetings, mandatory PD times and other afterschool PD times.</p> <p>Proceeding according to approved</p>

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	<p>occur this year.</p> <p>The district continues to work collaboratively with the collective bargaining unit agents to ensure compliance with Education Law §3012-c. The APPR for 2011-2012 was SED approved. The APPR committee, district and bargaining unit agents continue to meet on a regular basis (monthly and weekly when needed) to revise the APPR for compliance in 2012-2013.</p>	<p>(PAR) training will be provided on site at the Montgomery County Maryland PAR program. Montgomery County, Maryland's PAR program, is nationally recognized as the standard on how all PAR programs should function. We have established a relationship between NYSUT and Montgomery County that will allow a group to travel, learn, and witness their PAR program in the fall of 2012. The PAR CTs will use what they learn from these sessions to inform the design and function of the CSDA program.</p> <p>Full implementation of the revised APPR compliant with Education Law §3012-c.</p> <p>Development of Student Learning Objectives will continue during July-August, 2012.</p>	<p>'10 SIG Plan, with amended areas:</p> <p>The original plan for PAR training involved consultant Dal Lawrence. Upon further review and information provided through the NYSUT Innovation Project, it was determined that the nationally recognized, Montgomery County program would provide a superior model and training to inform the CSDA PAR program.</p> <p>Proceeding according to approved '10 SIG Plan</p>
<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities</p>	<p>There have been no new contractual agreements negotiated to specify language regarding the identification and reward of school leaders, teachers and other staff.</p>	<p>The district and collective bargaining unit agents plan to meet this requirement as articulated in the approved '10 SIG Plan in Year 2.</p>	<p>Delayed</p>

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<p>have been provided for them to improve their professional practice, have not done so.</p>	<p>As part of the 11-12 approved APPR plan, teachers identified as “Developing” or “Ineffective” will have a TIP. The TIP is articulated in the APPR in compliance with the Commissioner’s Regulations. Removal of teachers who have had ample opportunities to improve their professional practice through the TIP process, but have not done so will be consistent with the Commissioner’s Regulations.</p>	<p>The TIP process as articulated in the APPR plan and approved by SED will be fully implemented. Any teacher placed on a TIP will be provided with supports and a professional development plan around the identified areas of weakness. Specific professional development will be offered to support those teachers that are on a TIP plan from a variety of providers including, but not limited to PAR CTs, outside professional consultants, BOCES, and NYSUT.</p> <p>The district will utilize My Learning Plan, an online system for planning, management, and reporting of professional development offerings to support focused educator growth. This resource will support effective classroom instruction and assist in improving student achievement. The My Learning Plan web-based companion program, OASYS, will also be utilized. The OASYS program is an observation and appraisal management system for scheduling, managing, completing and reporting all components of the evaluation process for teachers, principals and administration. The NYSUT Rubric,</p>	<p>Proceeding according to approved ’10 SIG Plan, with amended areas:</p> <p>Addition of My Learning Plan and OASYS to support the APPR and TIP process.</p>

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		<p>is integrated into this system. The program components include:</p> <ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Informal walkthroughs</li> <li>• Self-reflective assessments</li> <li>• Peer reviews and observation</li> <li>• Student growth data analysis</li> <li>• Portfolio evaluation</li> <li>• Individual or team action research</li> <li>• Principal evaluation</li> <li>• Any custom components</li> </ul> <p>This program allows for the development and management of TIPs and is linked to the professional development offerings in My Learning Plan. Both programs are essential for the efficiency of conducting, managing and monitoring the entire evaluation process including TIPs.</p> <p>All evaluators and teachers will be trained on how to use the MLP and OASYS systems for professional development and evaluations.</p>	
Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific	The partnerships with the <b>Center for Secondary School Redesign (CSSR)</b> and the <b>Capital Area School</b>	Partnerships with CSSR and CASDA will continue into Year 2. CSSR will provide professional	Proceeding according to approved '10 SIG Plan, with amended areas :

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<p>pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>	<p><b>Development Association (CASDA)</b>, for school leader and teacher job-embedded professional development have proceeded according the scope of services and timeline in the approved ’10 SIG Plan.</p> <p><i>RFI Response:</i></p> <p><i>We are currently in an information gathering, planning and decision making phase with the student advisory. We have been challenged by the master schedule and contractual issues. We need to work on an agreement around advisories and their relation to a teacher’s class load. At the December providers’ meeting, facilitated by CASDA, CSSR worked on this item with Capital Region BOCES director for the Small Learning Communities Grant (SLC). This is a strategy in the SLC grant as well as written into the SIG with CSSR as the consultant organization. The SLC grant director stated she would do this work and CSSR agreed. Faculty, along with the Leadership Academy Principal, attended a Stephen Covey conference “The</i></p>	<p>development and coaching to support the learning environment and transitional needs for and between the Albany High School and their Alternative Learning Center. CSSR will provide 45 school coaching days in the following areas of:</p> <ul style="list-style-type: none"> <li>• Creating purposeful Advisory</li> <li>• Leadership Capacity and development of culture for change related to the Albany High School and Hackett Middle School programs including the Alternative Learning Center</li> </ul> <p>CASDA will provide support and consultation services in the areas of:</p> <ul style="list-style-type: none"> <li>• <b>Curriculum Development</b>-training, coaching and support for vertical/horizontal alignment of departmental curriculum</li> <li>• <b>Instructional Improvement</b> –Differentiating Instruction, implementation of common interval assessments, professional development program review</li> <li>• <b>Learning Environment</b>-School Climate/Culture subcommittee and technical</li> </ul>	<p>CSSR Partnership will shift to include support of Albany High School’s Alternative Learning Center (ALC) program to support the articulation of programmatic and transitional needs of students accessing the ALC.</p>

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	<p><i>Leader in Me” as a potential program for advisories within the Academy.</i></p>	<p>assistance; training and implementation of the DISC human behavior model</p> <ul style="list-style-type: none"> <li>• <b>Team Development-</b> Executive Principal Coaching, Building Leadership Team and subcommittees coaching, Coaches PLC to build capacity</li> </ul> <p>CASDA will work with teachers and administrators to create a PD evaluation plan.</p> <p><i>RFI Response: The Special Education Department is rolling out Cornell’s researched based, Therapeutic Crisis Intervention (TCI) program to provide teachers with effective classroom strategies to manage student behaviors. Also note, we believe and support teachers in employing an action research based cycle of problem solving that will also support pro-social behaviors within the classroom setting.</i></p> <p><i>CASDA training and implementation of the DISC Dominance – Influence – Steadiness – Compliance human behavior model - helps reveal how individuals instinctively prefer to behave when confronted with conflict or challenged by the environment, how</i></p>	

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	<p>The district has held periodic partner meetings throughout the year to monitor implementation and to ensure services are on track and meeting the targeted needs in the JIT Report and approved SIG Plan.</p> <p>The building level professional development (PD) committee meets on a monthly basis. The calendar for PD was created and the committee monitors and coordinates all aspects of PD at AHS. Cecily Wilson is the assigned administrator that facilitates this process and committee.</p> <p>The ELA and Math Coaches were hired in December, 2011. These coaches provide embedded PD and support to teachers. These coaches along with Instructional supervisors and partner consultants provide PD</p>	<p><i>they prefer to show their emotions, react to change or accommodate other people or situations.</i></p> <p><i>Appropriate instruction for each student will improve on task behaviors within the classroom.</i></p> <p>Partner meetings will continue throughout the Year 2 grant period.</p> <p>This committee will remain in Year 2.</p> <p>The ELA and Math Coaching positions and their functions will continue throughout the Year 2 grant period. PD will continue to occur during common planning time and monthly mandatory PD times. One to</p>	<p>Proceeding according to approved '10 SIG Plan</p> <p>Proceeding according to approved '10 SIG Plan</p> <p>Proceeding according to approved '10 SIG Plan</p>

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	during the 168 minutes of common planning and team times built into the master schedule as well as during the monthly mandatory PD sessions.	one and small group embedded PD and support will also continue in Year 2.	
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>All teachers were afforded the opportunity to participate in the Take One! Program as part of the initial step toward becoming nationally board certified (NBC). One teacher at Albany High School took advantage of this opportunity.</p> <p>There were no opportunities to fund expenses for professional development aimed at providing opportunities for promotion or career growth.</p>	<p>This strategy will remain for Year 2. Academy Principals along with our Mentor and NBC coordinator will continue to promote the program through focused information sessions on a regular basis.</p> <p>This strategy will remain for Year 2. The Principal will work with the APPR committee and faculty to promote and identify those teachers and opportunities that qualify.</p>	<p>Delayed</p> <p>Delayed</p>
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 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>Pearson Inform has been purchased and installed. The migration of data to the program has started. In the meantime, the data retrieval and analysis for the SIG has been prioritized and a formal request procedure has been implemented to facilitate the access and use of student data to inform instruction.</p> <p>The Transformation Officer was hired in January, 2012 and has assumed the primary role and responsibility for</p>	<p>Data collection, analysis and dissemination will continue with the systems/structures and protocols devised this school year to meet the ongoing and expedient needs for such data. Administration will receive Pearson Inform training between June and July, 2012. Teachers will receive training beginning in September, 2012 The use of Pearson will be built into the current data request system.</p> <p>The Transformation Officer will continue to provide the leadership and coordination of data collection,</p>	<p>Delayed, but proceeding according to approved '10 SIG Plan</p> <p>Delayed, but proceeding according to approved '10 SIG Plan</p>

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	<p>coordinating the collection, analysis and dissemination of data. Requests for data are submitted to the Transformation Officer. The Transformation Officer works directly with the Principal, Building Leadership Team, subcommittees and teacher teams to analyze data and model change in instructional practices.</p> <p>Albany High School Leadership Team members attended the two day COMPASS institute with CASDA consultants for the purpose of adopting a standardized, formal system of data protocols. This system was not fully implemented and subsequently abandoned for the data protocols incorporated into the 90-90-90 School Improvement Model. The School Improvement Manager along with Academy Principals and district level staff attended the Leadership and Learning Center 90-90-90 School Improvement Summit in November of 2011. As part of that conference the team learned more about the data protocol associated with 90-90-90 research and determined that it would better suit the needs for continuous use of student data to inform instructional practices.</p>	<p>analysis and dissemination as articulated in the approved '10 SIG Plan.</p> <p>Albany High School teachers and leadership will continue to expand and implement the data analysis protocols using the collaborative and constructive 90-90-90 model. Faculty and staff will attend a professional development workshop presented by the Leadership and Learning Center on the implementation of Data Teams and development of rigorous curriculum and Common Formative Assessments.</p>	<p>Proceeding according to approved '10 SIG Plan, with amended areas:</p> <p>Addition of 90-90-90 School Improvement Model.</p>

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	<p>Following this November conference, attendees (Administration and Instructional Coaches) built an Action Research Model, provided professional development and implemented the model to monitored student progress in the content area. Teacher Teams were re-aligned for common planning/meeting time for this purpose.</p> <p>Continued training for all teachers and building leadership is planned for May – June, 2012 with an emphasis on how to effectively develop a rigorous curriculum in preparation for summer curriculum work and development of Common Formative Assessments.</p> <p>The Instructional Supervisors for ELA and Math coaches, Academy Theme Coordinators, AHS Administrators, and CASDA consultants meet with teachers during common planning times, team meetings, and individual planning times for professional development on how to utilize the data.</p> <p>Teacher in content area teams are using Action Research to identify and implement immediate and targeted instruction to address individual</p>	<p>Instructional Supervisors and coaches will continue to provide professional development in this area throughout the Year 2 grant period. Additionally, they will participate in the May-June, 2012 90-90-90 workshops to become facilitators of these protocols. The 90-90-90 common formative assessment process will also become part of the systematic data protocol. Supervisors and coaches will work with teacher teams using these protocols to develop common formative assessments aligned with the newly articulated Common Core Learning Standards curriculums in ELA and Math.</p> <p>Teacher teams will continue to use Action Research as well as expand to include the use of the 90-90-90 data protocols during Year 2. Building leadership, Instructional Supervisors,</p>	<p>Proceeding according to approved '10 SIG Plan, with amended areas:  Addition of 90-90-90 School Improvement Model</p> <p>Proceeding according to approved '10 SIG Plan, with amended areas:  Addition of 90-90-90 School Improvement Model.</p>

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	<p>student learning needs. The extent to which teachers utilize data to meet the academic needs of students is built into the NYSUT Rubric and teacher evaluation system and will be reflected in overall evaluations. Teachers scoring ineffective or developing in this area on the rubric will have a plan to address this in the TIP.</p> <p>The current formative and summative assessments have been and continue to be reviewed by district-, building- and teacher teams to ensure instruction is aligned with current curriculum pacing maps. Supervisors and teacher teams will begin work on developing updated common formative assessments for the core subjects.</p>	<p>and coaches will facilitate the process and provide the necessary ongoing support for implementation.</p> <p>This will continue as outlined in the approved '10 SIG Plan. Supervisors and teacher teams will continue to develop and refine common formative assessments during July-August, 2012.</p>	<p>Proceeding according to approved '10 SIG Plan</p>
<p>Establish schedules and strategies that provide increased learning time</p>	<p>The district added two instructional days to the school calendar beginning this year as per the May 2, 2011 collective bargaining agreements.</p> <p>The APEX (Learning Digital Curriculum for credit recovery and remediation) Saturday and After School Academies were implemented and will continue through June 2012. An average of 400 students participate in these academies.</p>	<p>The additional days will remain for 2012-2013.</p> <p>The APEX programs will continue in Year 2.</p>	<p>Completed</p> <p>Proceeding according to approved '10 SIG Plan</p>

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	<p>An Extended Learning Opportunity (ELO) planning committee was formed to expand and monitor all after school opportunities for students as well as increase student awareness and enrollment in programs. The mission is to increase the engagement of students by creating multiple extended learning opportunities in sports, clubs, credit recovery, tutoring and other school based activities. The committee works to ensure that all after school programs are coordinated and communicated to maximize participation. Opportunities include APEX Academies, Night School, English as a Second Language After School Program (ESLAP), Regents Prep, Academy Clubs and Activities.</p> <p>The focus is on 8<sup>th</sup> graders and 9<sup>th</sup> grade students as a way of changing student expectations on the length of the school day beginning with guidance and scheduling meetings in the spring. To date, we have gone to middle school parent nights to provide information about extended day learning opportunities. This is an integral part of all spring and summer transition work.</p>	<p>The ELO committee will continue to meet as an executive board and monitor the after school opportunities for all students in Year 2.</p>	

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	<p><i>RFI Response:</i>  <i>Student success rate for APEX: Forty-one students recovered credit for at least one quarter in at least one course. Some students recovered credit in more than one course and/or more than one quarter. There was a total of 47 credits (quarter marks) recovered.</i></p>		
<p>Provide ongoing mechanisms for family and community engagement</p>	<p>A full time Family Engagement Coordinator (FEC) through Trinity Alliance began in January, 2012. The primary focus of this position has been to build community relationships for the Academies, family engagement to support improved attendance through individual parent meetings and collaboration with community agencies. The FEC has conducted three parent workshops and attended many events across the city's communities. She supports parents at the Community Intervention Council (CIC) meetings and has published a PIRC newsletter for insertion in QIII report cards. She has developed working relationships with the Refuge Center. She attends PTA meetings on a monthly basis.</p>	<p>The Family Engagement Coordinator through Trinity Alliance will continue for Year 2.</p> <p><i>RFI Response:</i></p> <p><i>A full time Family Engagement Coordinator (FEC) through Trinity Alliance began in January, 2012.</i></p>	<p>Delayed, but proceeding according to approved '10 SIG Plan</p> <p><i>RFI Response:</i>  <i>Plan to increase student attendance: From budget narrative sections of SIG update and recently approved amendment:</i></p> <p><i>Albany High School's <b>Back to School Attendance Intervention Plan</b> as outlined in the 2011-2012 School Improvement Grant has made some impact on student attendance. As a result, the district would like to expand their partnership with the City of Albany Truancy Abatement department to include using some of these funds to purchase the services of an <b>Attendance Outreach Monitor</b> to intervene with 8<sup>th</sup> grade students who have the most severe history of</i></p>

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			<p><i>problematic absenteeism to begin outreach with families during the month of June, 2012 as part of the transition to the high school and to prepare for summer orientation and home visits. This service will continue throughout the summer with the coordinator conducting home visits in order to establish a positive home/school/community connection with the goal of improving attendance beginning at the start of the 2012-2013 school year. <b>Partner with City of Albany</b> for attendance support from the Truancy Abatement Department to target</i></p> <p><i>Monitor and intervene with incoming 9<sup>th</sup> grade at risk students with chronic attendance issues as part of the Attendance Intervention Program.</i></p> <p><i>Add position of the <b>Community Intervention Coordinator</b> – to coordinate internal and external partners, families and students for the development of a comprehensive plan to increase student connectedness to school. Integral member of the Attendance Intervention Program to increase</i></p>

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			<p><i>attendance and reduce the dropout rate at Albany High School.</i></p> <p><i>Summer Attendance Officer and Community Intervention Coordinator hours for early family intervention and relationship building throughout the summer to increase attendance from the start of school.</i></p> <p><i>ELT program mission to increase engagement and connectedness to school as a means of contributing to increased attendance</i></p>
<p>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>	<p>The Albany High School has successfully shifted from a comprehensive high school to a school structure of four small learning communities – Magnet Academies: Leadership, Citizenship, Innovation, and Discovery. Each Academy has a dedicated Academy Principal, Theme Coordinator and two guidance counselors. The structure and approach within each Academy has resulted in more personalized learning and support for the academic and social -emotional needs of Albany High's students. Students have an increased sense of belonging in the</p>	<p>The Albany High School will continue to operate under this new Magnet Academy High school structure.</p> <p><i>RFI Response: No major changes to the Academy structure for the 2012-2013 school year. The Smart Scholars program has been moved from the Innovation Academy into the Citizenship Academy.</i></p>	<p>Completed</p>

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	<p>academy both with the teachers and principal.</p> <p>The School Improvement Manager (SIM), Ms. Dale Getto, has facilitated and led the day-to-day implementation of the school improvement activities related to the recommendations outlined in the JIT and the approved SIG. Ms. Getto is an integral team member of the Building Leadership Team and School Improvement Team. In her role as the SIM, Ms. Getto works with these teams to ensure the coordination and implementation of the Transformation model activities. Additionally, in order to effectively and efficiently operationalize the Transformation model activities, Ms. Getto has facilitated the formation of additional ad-hoc committees to deal with individual Transformation model activities. They include: AVID Site Team, ESL Task Force, School Climate and Culture Committee, Attendance Committee, Response to Intervention Team, Grading Committee, Professional Development Building Level Committee, Building Level Inquiry Team.</p>	<p>Ms. Dale Getto will remain as Albany High's SIM for Year 2 of the grant period.</p>	<p>Proceeding according to approved '10 SIG Plan</p>

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		<p><i>RFI Response: The focus of the Albany School District's commitment to implement the AHS and HMS Transformation models is grounded in building capacity for long-term sustainability. The district coordinates multiple funding sources available to support the programs at each school.</i></p> <p><i>The district is committed to the full implementation of the transformation model programs at each school, 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 &amp; 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.</i></p>	

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<p>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>	<p>The Transformation Officer was hired in January 2012. The primary role of this position has been to provide technical assistance and support for the overall implementation of the Transformation Model at each PLA School- Hackett Middle School and Albany High School. Since this position has been filled, there have been significant improvements in the coordination of the many initiatives associated with the Transformation Model. The collection, analysis and dissemination of data regarding the activities have served to inform midcourse action that will better meet the needs of the school community. The Office of School Redesign is essentially a satellite office for the Transformation Officer at each of the PLA schools. The secretary hired for this office in January, 2012, assists with all clerical needs associated with the Transformation Officer's responsibilities and is housed at the Hackett Middle School satellite office.</p>	<p>The Office of School Redesign structure and personnel will continue in Year 2.</p>	<p>Delayed, but proceeding according to approved '10 SIG Plan</p>

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	<p>NYSED Title I and School Turnaround Office have provided support and technical assistance throughout the school year through site visits, scheduled phone conferences, and meetings. NYSED staff has been readily available for support and assistance outside of scheduled meetings and visits.</p> <p>Albany High School partnered with the Center for Secondary School Re-design) and Capital Area School Development Association (CASDA) for educational consulting services in the areas of professional development, coaching and technical assistance for implementing the Transformation model. The CSSR partnership continued through January, 2012. During the grant suspension period, the School Improvement Team evaluated the continued need for educational consulting services from CSSR. It was found that the building level leadership teams had built their leadership and governance capacity for implementing the Transformation model. For this reason, the functions of CSSR consultant work were shifted to provide support to the leadership and teachers at Albany High's</p>	<p>NYSED support and technical assistance will continue in Year 2.</p> <p>CSSR will continue to provide technical assistance for the articulation of programs between Albany High, Hackett Middle School and the ALC to ensure high quality collaboration, programming and transition between programs. CASDA will continue to provide technical assistance for Team Development, Instructional Improvement, Curriculum Development and School Climate.</p>	<p>Proceeding according to approved '10 SIG Plan</p> <p>Proceeding according to approved '10 SIG Plan, with amended areas:</p> <p>CSSR Partnership will shift to include support of Albany High School's Alternative Learning Center (ALC) program to support the articulation of programmatic and transitional needs of students accessing the ALC.</p>

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	Alternative Learning Center for the purposes of providing technical assistance and professional development for the articulation of programs between Albany High and the ALC to ensure high quality collaboration, programming and transition between programs.		
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	Through the district's local procurement – Request for Proposals were issued for the partnerships with CSSR and CASDA. As part of this process, the proposals were screened and evaluated against the contract award rubric.	The partnerships with CSSR and CASDA will continue in Year 2.	Proceeding according to approved '10 SIG Plan

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**SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE  
Transformation Model**

Complete for **each Cohort 2 school which received SIG funds** to implement the Transformation Model in the 2011-2012 SY.

School: \_\_\_\_\_ William S. Hackett Middle School \_\_\_\_\_ NCES#: \_\_\_3602246000032\_\_\_\_\_  
 Grades Served: \_\_\_6-8\_\_\_\_\_ Number of students: \_\_\_589\_\_\_\_\_

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2012-2013 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '10 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued. LEAs must address any findings provided by SED during PLA school visits or during Cohort 1 SIG monitoring visits in the *Characterization of Activity Progress*.

Required Action	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
Replace the principal who led the school prior to commencement of the transformation model	The principal, Mr. Michael Paolino, was appointed in August of 2009 in order to implement school intervention efforts. He will remain the principal of Hackett Middle School. He continues to demonstrate the leadership skills necessary for implementing the Transformation model. Mr. Paolino also attended The Leadership and Learning Center 90-90-90 School Summit: School	Participation and continued development for Leadership on the 90-90-90 School Improvement Model.	Proceeding according to approved '10 SIG Plan, with amended areas:  Addition of 90-90-90 School Improvement Model. Assistant Principal attendance at NYSMSA.

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	<p>Improvement Model in October 2012, while the Assistant Principal for School Improvement, Mr. David Amodeo, attended the New York State Middle Schools Association (NYSMSA) annual conference.</p> <p>Additionally, Mr. Paolino has received support in leadership development and coaching provided by partners: Center for Secondary School Re-Design (CSSR) and Capital Area School Development Association (CASDA). Participation in these conferences and embedded sessions have served to build capacity for leading and supervising the implementation of the Transformation model.</p> <p>*Mr. Paolino will also attend the following:</p> <p>Harvard Graduate School of Education School Turn Around Leaders Conference the week of May 29, 2012.</p> <p>Building and district level leadership attendance at the Leadership and Learning Center 90-90-90 School Improvement Model Summit and Data Teams Seminar.</p>	<p>Executive Principal Coaching will be provided by Capital Area School Development Association (CASDA).</p>	<p>Proceeding according to approved '10SIG Plan</p>

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<p>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>	<p>The Innovation Design Team and consultants from Teaching and Learning Solutions provided an overview of the new evaluation system and teaching standards in June 2011. In September another offering was provided to those who did not attend in June. Throughout the fall, faculty and other meeting times were utilized to provide teachers with this overview prior to being evaluated this year. These sessions were held during teachers scheduled attendance time in school, therefore budgeted funds to compensate teachers during the summer were not expensed for this purpose.</p> <p>Mr. Paolino, along with the assistant principals, instructional supervisors and national board certified teachers attended a weeklong Evaluator Academy provided by Teaching and Learning Solutions Consultants. A Follow-up training session for using the NYSUT Rubric is scheduled for May 22-23. These individuals will have a refresher session on observation skills, evaluating teaching practice using the NYSUT Rubric, and Assessment of participants' skills on teacher assessment/evaluation processes and skills.</p>	<p>Continued follow-up and refresher training will occur on at least a quarterly basis throughout next year to ensure fidelity and reliability of the process.</p>	<p>Completed</p> <p>Proceeding according to approved '10 SIG Plan</p>

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	<p>The Consultant Teacher/Evaluator (PAR) was hired in January, 2012.</p> <p>The Evaluation Site Coordinator stipend position budgeted for in the SIG was not hired. It was deemed that the district's NYSUT liaison to coordinate the implementation of the new teacher evaluation system would have the capacity to support Hackett Middle School.</p> <p>The train- the- trainer program did not occur this year. Informational meetings pertaining to the implementation of the new APPR have been provided to all Hackett faculty via professional development workshops presented by the APPR committee members and Consultant Teacher Evaluator (PAR CT). Teachers have also been provided one to one or small group assistance and information about the new evaluation process upon request from the APPR committee members and PAR CT.</p> <p>The Peer Assistance Review (PAR) Program training did not occur this year.</p>	<p>The Consultant Teacher/Evaluator (PAR) will continue in Year 2.</p> <p>The APPR committee members and PAR CT will continue to provide information sessions to Hackett faculty and staff related to any revisions in the APPR process as needed throughout the school year. Additionally, the PAR CT will provide summer training as well as on-going training to teachers around the APPR plan for 2012-2013. Sessions will focus on introducing the evaluation process, collecting evidence, the actual observation model, reviewing student work and setting professional goals.</p> <p>In Year 2, the Peer Assistance Review (PAR) training will be provided on site at the Montgomery County Maryland PAR program. Montgomery</p>	<p>Delayed, but proceeding according to approved '10 SIG Plan</p> <p>Discontinued</p> <p>Proceeding according to approved '10 SIG Plan, with amended areas:</p> <p>In lieu of the train-the-trainer model, members of the APPR Committee and PAR CT will provide informational sessions and related training to teachers during the summer and throughout the school year during faculty meetings, mandatory PD times and other afterschool PD times.</p> <p>Proceeding according to approved '10 SIG Plan, with amended areas:</p>

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	<p>The district continues to work collaboratively with the collective bargaining unit agents to ensure compliance with Education Law §3012-c. The APPR for 2011-2012 was SED approved. The APPR committee, district and bargaining unit agents continue to meet on a regular basis (monthly and weekly when needed) to revise the APPR for compliance in 2012-2013.</p>	<p>County, Maryland's PAR program is nationally recognized as the standard on how all PAR programs should function. We have established a relationship between NYSUT and Montgomery County that will allow a group to travel, learn, and witness their PAR program in the fall of 2012. The goal is bring what is learned there back to our PAR program and help better establish and operate our program.</p> <p>Full implementation of the revised APPR compliant with and as approved by SED with Education Law §3012-c.</p> <p>Development of Student Learning Objectives will continue during July-August, 2012.</p>	<p>The original plan for PAR training involved consultant Dal Lawrence. Upon further review and information provided through the NYSUT Innovation Project, it was determined that the nationally recognized, Montgomery County program would provide a superior model and training to inform the CSDA PAR program.</p> <p>Proceeding according to approved '10 SIG Plan</p>
<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done</p>	<p>There have been new contractual agreements negotiated to specify language regarding the identification and reward of school leaders, teachers and other staff.</p>	<p>The district and collective bargaining unit agents plan to meet this requirement as articulated in the approved '10 SIG Plan in Year 2.</p>	<p>Delayed</p>

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so.	<p>As part of the 11-12 approved APPR plan, teachers identified as “Developing” or “Ineffective” will have TIP. The TIP is articulated in the APPR in compliance with the Commissioner’s Regulations. Removal of teachers who have had ample opportunities to improve their professional practice through the TIP process, but have not done so will be consistent with the Commissioner’s Regulations.</p>	<p>The TIP process as articulated in the APPR plan and approved by SED will be fully implemented. Any teacher placed on a TIP will be provided with supports and a professional development plan around the identified areas of weakness. Specific professional development will be offered to support those teachers that are on a TIP plan from a variety of providers including, but not limited to PAR CTs, outside professional consultants, BOCES, and NYSUT.</p> <p>The district will utilize My Learning Plan, an online system for planning, management, and reporting of professional development offerings to support focused educator growth. This resource will support effective classroom instruction and assist in improving student achievement. The My Learning Plan web-based companion program, OASYS, will also be utilized. The OASYS program is an observation and appraisal management system for scheduling, managing, completing and reporting all components of the evaluation process for teachers, principals and administration. The NYSUT Rubric, is integrated into this system. The program components include:</p>	<p>Proceeding according to approved ’10 SIG Plan, with amended areas:</p> <p>Addition of My Learning Plan and OASYS to support the APPR and TIP process.</p>

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		<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Informal walkthroughs</li> <li>• Self-reflective assessments</li> <li>• Peer reviews and observation</li> <li>• Student growth data analysis</li> <li>• Portfolio evaluation</li> <li>• Individual or team action research</li> <li>• Principal evaluation</li> <li>• Any custom components</li> </ul> <p>This program allows for the development and management of TIPS and is linked to the professional development offerings in My Learning Plan. Both programs are essential for the efficiency of conducting, managing and monitoring the entire evaluation process including TIPS.</p> <p>All evaluators and teachers will be trained on how to use the MLP and OASYS systems for professional development and evaluations.</p>	
<p>Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff</p>	<p>The partnerships with the <b>Center for Secondary School Redesign (CSSR)</b> and the <b>Capital Area School Development Association (CASDA)</b>, for school leader and teacher job-embedded professional development have proceeded according the scope of services and timeline in the approved ’10 SIG Plan.</p>	<p>Partnerships with CSSR and CASDA will continue into Year 2. CSSR will provide 77 school coaching days in the following areas of:</p> <ul style="list-style-type: none"> <li>• Closing the Achievement Gap using 90-90-90 School Improvement Model best practices</li> <li>• Developing a Purposeful</li> </ul>	<p>Proceeding according to approved ’10 SIG Plan</p>

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<p>to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>		<p>Advisory</p> <ul style="list-style-type: none"> <li>• Teacher Teaming</li> <li>• Flexible Block Scheduling</li> </ul> <p>CASDA will provide support and consultation services in the areas of:</p> <ul style="list-style-type: none"> <li>• <b>Curriculum Development-</b> training, coaching and support for vertical/horizontal alignment of departmental curriculum based on the 90-90-90 approach</li> <li>• <b>Instructional Improvement</b> –Differentiating Instruction, implementation of common interval assessments, professional development program review</li> <li>• <b>Learning Environment-</b> School Climate/Culture subcommittee and technical assistance; training and implementation of the DISC(Dominance – Influence – Steadiness – Compliance) human behavior model</li> <li>• <b>Team Development-</b> Executive Principal Coaching, Building Leadership Team and subcommittees coaching, Coaches PLC to build capacity</li> </ul>	

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	<p>The district has held periodic partner meetings throughout the year to monitor implementation and to ensure services are on track and meeting the targeted needs in the JIT Report and approved SIG Plan.</p> <p>The Behavior Intervention Specialist was hired in November, 2011 and the Math and ELA Coaches were hired in January and March, 2012. These coaches work directly with teachers to provide coaching, consultation and professional development to teachers.</p> <p><i>RFI Response:</i></p> <p><i>Math and ELA Coaches were hired in January and March, 2012. Two reading teachers were hired in November of 2011</i></p> <p>The master schedule at Hackett was built to accommodate a daily common planning time for teachers teams equaling 180 minutes per week.</p>	<p>Partner meetings will continue throughout Year 2.</p> <p>These positions and their functions will continue throughout Year 2.</p> <p>The master schedule will continue to include the equivalent of 180 minutes per week of common planning time for teacher teams.</p>	<p>Proceeding according to approved '10 SIG Plan</p> <p>Delayed, but proceeding according to approved '10 SIG Plan</p> <p>Proceeding according to approved '10 SIG Plan</p>
<p>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</p>	<p>All teachers were afforded the opportunity to participate in the Take One! Program as part of the initial step toward becoming nationally board certified (NBC). No teachers at Hackett Middle School took advantage of this opportunity.</p>	<p>This strategy will remain for Year 2. The Principal along with our Mentor and NBC coordinator will continue to promote the program through focused information sessions on a regular basis.</p>	<p>Delayed</p>

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school.	There were no opportunities to fund expenses for professional development aimed at providing opportunities for promotion or career growth.	This strategy will remain for Year 2. The Principal will work with the APPR committee and faculty to promote and identify those teachers and opportunities that qualify.	Delayed
<p>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>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>Pearson Inform has been purchased and installed. The migration of data to the program has started. In the meantime, the data retrieval and analysis for the SIG has been prioritized and a formal request procedure has been implemented to facilitate the access and use of student data to inform instruction.</p> <p>The Transformation Officer was hired in January, 2012 and has assumed the primary role and responsibility for coordinating the collection, analysis and dissemination of data. Requests for data are submitted to the Transformation Officer. The Transformation Officer works directly with the Principal, Building Leadership Team, subcommittees and teacher teams to analyze data and model change in instructional practices.</p> <p>Hackett Building Leadership Team</p>	<p>Data collection, analysis and dissemination will continue with the systems/structures and protocols devised this school year to meet the ongoing and expedient needs for such data. Administration will receive Pearson Inform training between June and July, 2012. Teachers will receive training beginning in September, 2012. The use of Pearson will be built into the current data request system.</p> <p>The Transformation Officer will continue to provide the leadership and coordination of data collection, analysis and dissemination as articulated in the approved '10 SIG Plan.</p> <p>Hackett Middle School teachers and</p>	<p>Delayed, but proceeding according to approved '10 SIG Plan</p> <p>Delayed, but proceeding according to approved '10 SIG Plan</p> <p>Proceeding according to approved</p>

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	<p>members attended the two day COMPASS institute with CASDA consultants for the purpose of adopting a standardized, formal system of data protocols. This system was not fully implemented and subsequently abandoned for the data protocols incorporated into the 90-90-90 School Improvement Model. The Principal, along with members of the Building Leadership Team attended the Leadership and Learning Center 90-90-90 School Improvement Summit in November of 2011. As part of that conference the team learned more about the data protocol associated with 90-90-90 research and determined that it would better suit the needs for continuous use of student data to inform instructional practices. Continued training for all teachers and building leadership is planned for May – June, 2012 with an emphasis on how to effectively write Common Formative Assessments aligned to the new Common Core Learning Standards.</p> <p>The Instructional Supervisors for ELA and Math and coaches meet with teachers during common planning times, team meetings, and individual</p>	<p>leadership will continue to expand and implement the data analysis protocols using the collaborative and constructive 90-90-90 model. Faculty and staff will attend a professional development workshop presented by the Leadership and Learning Center on the implementation of Data Teams and development of Common Formative Assessments.</p> <p>Instructional Supervisors and coaches will continue to provide professional development in this area throughout the Year 2 grant period. Additionally,</p>	<p>'10 SIG Plan, with amended areas</p> <p>Proceeding according to approved '10 SIG Plan, with amended areas: Addition of 90-90-90 School</p>

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	<p>planning times for professional development on how to utilize the data.</p> <p>Teacher teams have increased their use of data to identify and implement immediate and targeted instruction to address individual student learning needs. The extent to which teachers utilize data to meet the academic needs of students is built into the NYSUT Rubric and teacher evaluation system and will be reflected in overall evaluations. Teachers scoring ineffective or developing in this area on the rubric will have a plan to address this in the TIP.</p> <p>The current formative and summative assessments have been and continue to be reviewed by district-, building- and teacher teams to ensure instruction is aligned with current curriculum pacing</p>	<p>they will participate in the May-June, 2012 90-90-90 workshops to become facilitators of these protocols. The 90-90-90 common formative assessment process will also become part of the systematic data protocol. Supervisors and coaches will work with teacher teams using these protocols to develop common formative assessments aligned with the newly articulated Common Core Learning Standards curriculums in ELA and Math.</p> <p>This process will continue to expand and become standard operating practice using the 90-90-90 data protocols during Year 2. Building leadership, Instructional Supervisors, and coaches will facilitate the process and provide the necessary ongoing support for implementation.</p> <p>This will continue as outlined in the approved '10 SIG Plan. Supervisors and teacher teams will continue to develop and refine common formative assessments aligned with the newly</p>	<p>Improvement Model</p> <p>Proceeding according to approved '10 SIG Plan, with amended areas:</p> <p>Addition of 90-90-90 School Improvement Model.</p> <p>Proceeding according to approved '10 SIG Plan</p>

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	<p>maps. Supervisors and teacher teams will begin work on developing updated common formative assessments aligned with the newly developed CCLS curricula in ELA and Math beginning in June, 2012.</p>	<p>development CCLS curricula in ELA and Math in July-August, 2012.</p>	
<p>Establish schedules and strategies that provide increased learning time</p>	<p>The district added two instructional days to the school calendar beginning this year as per the May 2, 2011 collective bargaining agreements.</p> <p>All students in grades 6-8 received an additional 45 minutes of daily ELA instruction through a Writers Workshop or AIS ELA class. Two reading teachers were hired in November of 2011 and provide targeted, direct reading instruction to ELA AIS students.</p> <p>All 6<sup>th</sup> grade students participated in a 10-week Math Seminar elective course. As a result, all 6<sup>th</sup> grade students received an additional 2250 minutes of math instruction.</p>	<p>The additional days will remain for 2012-2013.</p> <p>This will continue in Year 2 as part of the new flexible block schedule that will be implemented.</p> <p>These reading teachers will continue throughout Year 2.</p> <p>For the 2012-2013 school year, all 6<sup>th</sup> grade students will be assigned to a full-year Math Seminar course. In addition to their regular Common Core math instruction, students will be provided with an additional 45 minutes of math instruction that will simulate math experience connected to real-life situations. Time will be allocated during this class to provide identified students with additional academic interventions and supports.</p>	<p>Completed</p> <p>Proceeding according to approved '10 SIG Plan</p> <p>Proceeding according to approved '10 SIG Plan</p> <p>Proceeding according to approved '10 SIG Plan</p>

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	<p>CSSR provided scheduling professional development and guidance to Hackett Middle School teachers and school leaders to redesign the master schedule for the 2012-2013 school year to incorporate increased flexibility that will allow for increased learning time and a more personalized schedule for learning and teaching success.</p> <p>The Extended Day Program Planning Committee meets on a monthly basis to coordinate the reorganization of the existing Extended Day Program. The Extended Day program has started, offering all students one hour of academic assistance and enrichment four days per week. To date, 70-100 students participate in the core academic tutoring two days per week and 50-60 students participate in the enrichment activities the other two days per week. Additional academic tutors and hall monitors have been hired to accommodate the needs of the components of the program being implemented. The coordinator for the program contracted through the Police Athletic League (PAL) has been</p>	<p>Hackett Middle School teachers and school leaders will continue to receive coaching and technical assistance from CSSR that will help with understanding how to use the new flexible block schedule effectively. Professional Development will focus on how to operate within a flexible block schedule, project based interdisciplinary lessons and integration of special education and ESL teaching in the regular program.</p> <p>The planning committee will continue to meet, monitor and address issues with the full implementation of the program in Year 2. Beginning in September 2012, the Extended Day Program will be held from 3:00-5:30PM, Monday – Thursday. IN addition to Academic Support, students will be provided the opportunity to participate in Apprenticeship Programs, various Recreational Programs, as well as a College Readiness Program. As part of the program, students will participate in field trips to local colleges and universities as well as local businesses supporting the Apprenticeship Program. The program coordinator position with PAL will</p>	<p>Proceeding according to approved '10 SIG Plan</p> <p>Delayed, but proceeding according to approved '10 SIG Plan</p>

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	<p>delayed due to the suspension of the grant funds. At the time of this writing, a revised MOU for the remainder of this grant period is being developed for Board of Education approval and will be in place May 1, 2012-June 30, 2012. The purchase of the Data Tracking Software for the program is also delayed due to the suspension of grant funds, but is set for purchase in Year 2.</p>	<p>resume for Year 2.</p>	
<p>Provide ongoing mechanisms for family and community engagement</p>	<p>The School Climate and Culture Committee (SCCC), led by the Assistant Principal for School Improvement and advised by CASDA, has taken a thorough inventory of the existing systems and structures in place as they pertain to school-wide discipline and behavior models and student support efforts. The Home School Coordinator and a strong cross section of faculty, guidance department staff and parents are represented on this committee. The data tracking component of these efforts has been closely examined and analyzed with consultants from CASDA and recommendations are being considered to improve efficiency and accuracy for the upcoming school year so as to drive decisions that affect the school climate and culture more directly. The faculty</p>	<p>Upon analysis of the results of the NSCC survey, steps will be taken to improve the culture and climate of HMS and more specifically the learning environment. The goal is to refine the workplace into one where students sense the comprehensive commitment of all instructional and non-instructional service providers to ensure the highest level of comfort and success where accountability for self, a pleasant workplace and learning environment are of highest priority. Adoption of a building-wide behavior /behavior support system is another priority to be realized through coordination with CASDA consultants. The securing of two VISTA (Volunteers In Service To America) workers through Siena College to help in the domain of SCCC and will pursue several</p>	<p>Proceeding according to approved '10 SIG Plan, with amended areas:</p> <p>Addition of the VISTA (Volunteers In Service To America) DISC (Dominance – Influence – Steadiness – Compliance) program for school climate and culture goals.</p>

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	<p>and staff were surveyed in brief by the SCCC during the 2<sup>nd</sup> quarter of the school year and will be surveyed comprehensively on-line again at length, along with the entire student body in May 2012 through the National School Climate Center in NYC. Parents will be surveyed on a rolling basis and via an abridged survey instrument now and throughout the upcoming school year.</p> <p><i>RFI Response: School improvement plan shared with parents and continued updates provided via parent open house, PTA meetings, monthly school newsletter and website</i></p> <p>Professional Development for faculty and staff has taken place to foster collegiality and team building and efforts will continue in this direction next year.</p>	<p>initiatives including: Assisting in maintenance of behavior support system, assisting in coordination of Afterschool Program, researching, identifying and coordinating a system to assess and evaluate current program and initiative effectiveness, various community service initiatives aimed at “giving back,” coordinating and monitoring a student academic and life skills program that focuses on time and resource management and building healthy relationships, coordinating and refining the existing recycling program at HMS.</p> <p>The SCCC will also be pursuing DISC (Dominance – Influence – Steadiness – Compliance) training for faculty, staff and administration in an effort to improve the interpersonal relationships of all stakeholders in the education of our students.</p>	
<p>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</p>	<p>Hackett Middle School has transitioned to a two team structure whereby each team has a dedicated Assistant Principal and Guidance Counselor overseeing 294 students assigned to each team. The structure</p>	<p>The two team structure will remain in place for Year 2.</p>	<p>Proceeding according to approved '10 SIG Plan</p>

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<p>increase high school graduation rates</p>	<p>has created a more personalized learning environment. School personnel have built stronger relationships with students and families. This has strengthened the school to home connection supporting student growth.</p> <p>An Assistant Principal for School Improvement was hired in order to move to the two team structure.</p> <p>A flexible block schedule has been developed for implementation in year 2 with the guidance, technical assistance and professional development provided by CSSR.</p>	<p>The Assistant Principal for School Improvement will remain in Year 2.</p> <p>The flexible block schedule will be implemented. The implementation of a flexible block schedule will allow teachers the freedom to make time frame decisions to meet the instructional outcomes for maximum student achievement. Students will engage in project based learning which requires in-depth investigation and critical thinking skills. Under this schedule, all 6th grade teachers will be assigned a 6th teaching assignment. Students in 6th grade will be provided with an additional 45 minutes of ELA and Math instruction to support the new Common Core curricula in ELA and Math.</p> <p><i>RFI Response: The focus of the Albany School District's commitment to</i></p>	<p>Proceeding according to approved '10 SIG Plan</p> <p>Proceeding according to approved '10 SIG Plan</p>

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		<p><i>implement the AHS and HMS Transformation models is grounded in building capacity for long-term sustainability. The district coordinates multiple funding sources available to support the programs at each school.</i></p> <p><i>The district is committed to the full implementation of the transformation model programs at each school, 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 &amp; 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.</i></p>	
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a	The Transformation Officer was hired in January 2012. The primary role of this position has been to provide	The Office of School Redesign structure and personnel will continue in Year 2.	Delayed, but proceeding according to approved '10 SIG Plan

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p>designated external lead partner organization (such as a school turnaround organization or an EMO)</p>	<p>technical assistance and support for the overall implementation of the Transformation Model at each PLA School- Hackett Middle School and Albany High School. Since this position has been filled, there have been significant improvements in the coordination of the many initiatives associated with the Transformation Model. The collection, analysis and dissemination of data regarding the activities have served to inform midcourse action that will better meet the needs of the school community. The Office of School Redesign is essentially a satellite office for the Transformation Officer at each of the PLA schools. The secretary hired for this office in January, 2012, assists with all clerical needs associated with the Transformation Officer's responsibilities and is housed at the Albany High School satellite office.</p> <p>NYSED Title I and School Turnaround Office have provided support and technical assistance throughout the school year through site visits, scheduled phone conferences, and meetings. NYSED staff has been readily available for support and assistance outside of scheduled meetings and visits.</p>	<p>NYSED support and technical assistance will continue in Year 2.</p>	<p>Proceeding according to approved '10 SIG Plan</p>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	<p>Hackett Middle School partnered with the Center for Secondary School Re-design (CSSR) and Capital Area School Development Association (CASDA) for educational consulting services in the areas of professional development, coaching and technical assistance for implementing the Transformation model.</p>	<p>CSSR and CASDA will continue to provide consultant services for implementing the Transformation model in Year 2.</p>	<p>Proceeding according to approved '10 SIG Plan</p>
<p>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>	<p>Through the district's local procurement – Request for Proposals were issued for the partnerships with CSSR and CASDA. As part of this process, the proposals were screened and evaluated against the contract award rubric.</p>	<p>The partnerships with CSSR and CASDA will continue in Year 2.</p>	<p>Proceeding according to approved '10 SIG Plan</p>

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Complete for **each** school receiving SIG funds.

**SECTION VI: SCHOOL DATA UPDATE**

School: Albany High School  
Grades Served: 9-12

NCES#: 3602246000014  
Number of students: 2236

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school’s progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the “all students group”, for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>
Percentage of students with disabilities	School: 20.3% District average: 14.7%	School: 17.5% District average: 14.2%	School: 18.3% District average: 13.8%
Percentage of English language learners	School: 4% District average: 5%	School: 6% District average: 6%	School: 6% District average: 6%
Percentage of students with interrupted formal education	School: District average:	School: District average:	School: District average:
Number of minutes within the school year	75,600	75,600	76,400

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<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: _____ %: _____  Data not collected	#: ___360___ %: ___98___	#: ___360___ %: ___96___
Teacher attendance rate	89%	93%	90%
Distribution of teachers by performance level on LEA's teacher evaluation system*	Data not collected	98% effective 2% of teachers where placed on a TIP plan ( ineffective)	100% Effective
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	The teacher evaluation system for 2009-10 and 2010-11 was based on an effective or ineffective rating. If teachers were found to be ineffective, they were placed on a TIP plan. The SED approved 2011-2012 APPR Evaluation Plan using the NYSUT Rubric is currently being implemented for this school year. Data regarding the level within the HEDI evaluation system are not yet available as the composite scores are not yet calculated.		

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**SECTION VII: SCHOOL GOALS UPDATE**

**Directions: Please describe any progress made on the annual goals the LEA established in their approved '09 and/or '10 SIG application for (2011 approved application) monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please ensure that data provided in this section is consistent with data provided to SED by the LEA in each school's Academic Performance Plan (APP). Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.<sup>1</sup>**

46% increase in the number of minutes of instructional time per school year at Albany High School.

- Minutes increased from 75,600 to 76,400 in 2010-11 and 2011-12

(95% attendance rate )

There has been some increase in the student attendance rate from 85% in 2009-10 to 89% in 2010-11. It is expected to continue to increase based on the recent implementation of the Random Attendance Check protocol.

(98% Teacher attendance rate)

There has been some increase in the teacher attendance rate from 89% in 2008-09 to 90% in 2010-11.

Based on the recent trends monitored by the School Improvement Team, it is anticipated there will be a slight increase in the percentage of students meeting or exceeding proficiency standards.

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<sup>1</sup> These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

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Complete for **each** school receiving SIG funds.

**SECTION VI: SCHOOL DATA UPDATE**

School: William S. Hackett Middle School  
Grades Served: 6-8

NCES#: 3602246000032  
Number of students: 589

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school’s progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the “all students group”, for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>
Percentage of students with disabilities	School: 22.4% District average: 14.7%	School: 21.3% District average: 14.2%	School: 20.7% District average: 13.8%
Percentage of English language learners	School: 10% District average: 5%	School: 8% District average: 6%	School: 7% District average: 6%
Percentage of students with interrupted formal education	School: District average:	School: District average:	School: District average:
Number of minutes within the school year	75,600	75,600	76,400
Number and percentage of students completing advanced coursework	#: _____ %: _____	#: _____ %: _____	#: _____ %: _____

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<b>Indicator</b>	<b>2008-2009 SY</b>	<b>2009-2010 SY</b>	<b>2010-2011 SY</b>
(e.g., AP/IB), early-college high schools, or dual enrollment classes	N/A	N/A	N/A
Teacher attendance rate	82%	87%	89%
Distribution of teachers by performance level on LEA's teacher evaluation system*	N/A	100% effective	100% effective
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	The teacher evaluation system for 2009-10 and 2010-11 was based on an effective or ineffective rating. If teachers were found to be ineffective, they were placed on a TIP plan. The SED approved 2011-2012 APPR Evaluation Plan using the NYSUT Rubric is currently being implemented for this school year. Data regarding the level within the HEDI evaluation system are not yet available as the composite scores are not yet calculated.		

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**SECTION VII: SCHOOL GOALS UPDATE**

**Directions: Please describe any progress made on the annual goals the LEA established in their approved '09 and/or '10 SIG application for (2011 approved application) monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please ensure that data provided in this section is consistent with data provided to SED by the LEA in each school's Academic Performance Plan (APP). Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.<sup>1</sup>**

There has been an increase in the number of minutes of instructional time per school year:  
Minutes increased from 76,400 in 2011-12 to 79,840 in 2011-12. Goal was exceeded.

Reduction in discipline:

Student suspension rates have shown a steady decline from 47% in 2008 -09 to 42% in 2009-10. While the 2010-11 and 2011-12 data has not been released, it is anticipated that the reductions in suspension will continue to decline based on the building data analysis conducted by the subcommittee responsible for monitoring discipline.

Student Attendance Rate has increased:

Student attendance rates have shown a steady improvement from 91% in 2008-09 to 93.5% in 2010-11. The students are currently averaging approximately 95% daily attendance so far in 2011-12 school year.

Teacher Attendance has improved:

Teacher attendance rates have shown a steady improvement from 82% in 2008-09 to 89% in 2010-11. It is anticipated that the teacher attendance will continue to improve.

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<sup>1</sup> These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

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NYS ELA and Math results for 2011-12:

While the results of the 2011-12 NYS test results are not yet available, it is anticipated that the number of students earning proficiency will show some increase, based on indicators such as benchmark testing and interval tests aligned to the state standards.

The year end data will be gathered and analyzed by district and school leadership and revised academic and leading indicator goals will be articulated as part of the update of the 2012-13 Academic Performance Plan.

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**SECTION IX: SUMMARY OF COHORT 2 EXPENDITURES BY FS-10 BUDGET CODES FOR 2011-2012**

Directions: Please complete the following chart, detailing the expenditures that have occurred during the 2011-2012 SY related to implementation of your approved '10 School Improvement Grant application/budget. In the column labeled Proposed Expense Description, please ensure that the expense description is aligned clearly with the information that you have provided as part of your district and school implementation updates.

FS-10 Code Number	Amount Allocated	Proposed Expense Description	Amended Y/N Amount	Actual Amount Expended (4.27.12)	Projected Balance/Carryover *	Projected Cost 2012-2013
<b>HACKETT MIDDLE SCHOOL</b>						
15	\$668,963	Professional Salaries	Y \$649,213	\$266,857	\$209,823	\$657,451
16	\$38,500	Salaries Support Staff	N \$38,500	\$16,326	\$13,909	\$65,532
40	\$418,931	Purchased Services	Y \$430,674	\$169,693	\$55,332	\$546,183
45	\$143,403	Supplies & Materials	Y \$155,570	\$100,923	\$0	\$79,129
46	\$34,075	Travel	N \$34,075	\$5,770	\$0	\$19,236
80	\$278,547	Employee Benefits	Y \$274,387	\$87,712	\$105,664	\$253,488
49	\$6,410	BOCES	N \$6,410	\$6,466	\$0	\$0
<b>Hackett Total</b>	<b>\$1,588,829</b>		<b>\$1,588,829</b>	<b>\$653,747</b>	<b>\$384,728</b>	<b>\$1,621,019</b>
<b>ALBANY HIGH SCHOOL</b>						
15	\$653,725	Professional Salaries	Y \$617,135	\$265,935	\$232,229	\$652,357
16	\$32,500	Salaries Support Staff	N \$32,500	\$14,680	\$9,118	\$46,492
40	\$578,405	Purchased Services	Y \$590,148	\$174,318	\$208,573	\$430,272
45	\$190,272	Supplies & Materials	Y \$209,439	\$105,706	\$0	\$84,339
46	\$18,220	Travel	Y \$31,606	\$14,737	\$0	\$19,386
80	\$233,451	Employee Benefits	Y \$225,745	\$75,543	\$121,473	\$214,836
<b>Albany High Total</b>	<b>\$1,706,573</b>		<b>\$1,706,573</b>	<b>\$650,919</b>	<b>\$571,393</b>	<b>\$1,447,682</b>
<b>Grand Total</b>	<b>\$3,295,402</b>		<b>\$3,295,402</b>	<b>\$1,304,666</b>	<b>\$956,121</b>	<b>\$3,068,701</b>

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**BUDGET NARRATIVE**

Directions: For each Code on the FS-10, provide a description and dollar amount for each proposed expenditure in the space below.

FS-10 CODE/BUDGET CATEGORY	SCHOOL	DESCRIPTION OF EXPENDITURES	COST
<i>Code 15 Professional Salaries</i>	District	Annual Salary for the Office of School Redesign: <b>Transformation Officer</b> - provides overall oversight, management, monitoring and evaluation of the implementation of the Transformation Models at the identified Persistently Lowest Achieving (PLA) Schools (Albany High School and William S. Hackett Middle School) as part of the School Improvement Grant including supervision of data systems/structures.	\$86,000
	Hackett Middle School	Annual Salaries for personnel necessary to carry out SIG Transformation Model activities. These positions include:  <b>School Improvement Manager .7 FTE</b> – to assume the role of a second Assistant Principal within the two-house structure created under the SIG.  <b>ELA Coach and Math Coach</b> - to 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.  <b>Behavioral Intervention Specialist</b> - to provide classroom teachers with coaching and consulting services related to classroom management and/or positive reinforcement behavioral strategies.  <b>Two Reading Teachers</b> - to provide targeted, direct reading instruction to ELA AIS students as well as push-into the ELA AIS classrooms to provide additional targeted, direct reading instruction using leveled classroom library resources.  <b>ESL Teacher</b> –additional teacher is needed to fully implement the Sheltered Instruction Observation Protocol model.	

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FS-10 CODE/BUDGET CATEGORY	SCHOOL	DESCRIPTION OF EXPENDITURES	COST
		<p><b>Consultant Teacher Evaluator</b> - to work directly with the building Principal, Assistant Principals, and Instructional Supervisors to perform all teacher evaluations using the NYSUT Rubric. 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) as well as professional development for the evaluation process.</p> <p>Teacher compensation in the form of hourly rates and stipends for afterschool programs and professional work associated with the Transformation Model. These include the following:</p> <p><b>Teachers for 6<sup>th</sup> period assignments -6 teachers’ stipends</b> – in order to fully implement the new flexible block schedule, six 6<sup>th</sup> period assignments need to be created. The flexible block schedule will allow teachers the freedom to make time frame decisions to meet the instructional outcomes for maximum student achievement. Students will engage in project based learning which requires in-depth investigation and critical thinking skills. Under this schedule, all 6th grade teachers will be assigned a 6th teaching assignment. Students in 6th grade will be provided with an additional 45 minutes of ELA and Math instruction to support the new Common Core curricula in ELA and Math.</p> <p><b>ESLAP teachers/facilitators- 3 teachers</b> –to provide afterschool tutoring and homework help, monthly weekend field trips to introduce ESLAP members to local American experiences as part of the ESL Afterschool Program (ESLAP).</p> <p><b>ESLAP Coordinator stipend</b> -to provide overall planning, coordination and oversight of the ESL Afterschool Program.</p> <p><b>ESLAP summer program 4 teachers</b> – to provide supports and learning opportunities for ESL students in the summer program.</p>	

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		<p><b>ESLAP summer coordinator-</b> to provide overall planning, coordination and oversight of the ESL Summer Program.</p> <p><b>ESLAP Teaching Assistant-</b> to provide additional instructional and cultural supports in the ESLAP summer program.</p> <p><b>Transition Camp teachers -11 teachers-</b> transition camp for all incoming students from their feeder elementary schools to provide instruction for reinforcement and enrichment of ELA and math skills, 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.</p> <p><b>Extended Day teachers – 10 teachers –</b> to provide academic tutoring as part of the comprehensive Extended Day Program.</p> <p><b>SLO Development-</b> compensation for <b>10 teachers</b> to develop required Student Learning Objectives (SLOs) in those subject areas that require them as part of the APPR.</p>	\$614,451
	Albany High School	<p>Annual Salaries for personnel necessary to carry out SIG Transformation Model activities. These positions include:</p> <p><b>School Improvement Manager –</b> to provide day-to-day implementation of the school improvement Transformation Model elements.</p> <p><b>ELA and Math Coach –</b>to provide support in each Magnet Academy. These Coaches and Instructional Supervisors will meet with teachers in Professional Learning Communities (PLCs) on an ongoing, rotating basis to facilitate one-on-one and small-group professional development, as well as provide embedded coaching in the teachers’ individual classrooms.</p> <p><b>Consultant Teacher Evaluator –</b> to work directly with the building Principal, Assistant</p>	

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		<p>Principals, and Instructional Supervisors to perform all teacher evaluations using the NYSUT Rubric. 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) as well as professional development for the evaluation process.</p> <p><b>Social Worker</b> - to provide services to students exhibiting social/emotional risk factors as they transition from middle school into Albany High School.</p> <p><b>Community Intervention Coordinator</b> – to coordinate internal and external partners, families and students for the development of a comprehensive plan to increase student connectedness to school. Integral member of the Attendance Intervention Program to increase attendance and reduce the dropout rate at Albany High School.</p> <p>Teacher compensation in the form of hourly rates and stipends for APEX extended learning opportunities, incoming 9<sup>th</sup> grade Student Mentoring Program and professional work associated with the Transformation Model. These include the following:</p> <p><b>APEX Coordinator</b> – to coordinate the APEX (digital curriculum for credit and unit recovery) Afterschool and Saturday Academies.</p> <p><b>APEX Tutors -10 teachers</b>– to provide direct instruction and support to students accessing the APEX credit and unit recovery program in the Afterschool and Saturday Academies.</p> <p><b>ESLAP teachers – 2 teachers-</b> to provide afterschool tutoring and homework help, monthly weekend field trips to introduce ESLAP members to local American experiences as part of the ESL Afterschool Program (ESLAP).</p> <p><b>SLO Development</b> – compensation for <b>38 teachers</b> to develop required Student Learning Objectives (SLOs) in those subject areas that require them as part of the APPR.</p>	

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FS-10 CODE/BUDGET CATEGORY	SCHOOL	DESCRIPTION OF EXPENDITURES	COST
		<p><b>APEX and Advisory Professional Development-</b> teacher compensation for attending professional development for Advisory Program and the APEX Program.</p> <p><b>Student Mentor Program Coordinator-</b> to coordinate new Student Mentoring Program for incoming 9<sup>th</sup> grade students transitioning to the high school. The program will serve our highest risk population beginning this summer in a comprehensive group mentoring program that will meet one time a week with opportunities for 1:1 mentoring.</p>	\$609,357
<i>Code 16 Support Staff Salaries</i>	District	Annual Salary for the Office of School Redesign <b>Clerical Position</b> -to provide clerical support to the Transformation Officer.	\$44,489
	Hackett Middle School	<p><b>Technology Specialist .5-</b> to oversee the set-up and continual use of the increased technology provided and supported by the SIG.</p> <p><b>Extended Day Hall Monitors – 5 monitors-</b> to provide the necessary supervision for safety and security for the increased numbers of students staying after school.</p>	\$65,532
	Albany High School	<p><b>Technology Specialist .5-</b> to oversee the set-up and continual use of the increased technology provided and supported by the SIG.</p> <p><b>Hall Monitors for Extended Day Opportunities – 2 monitors-</b> to provide the necessary supervision for safety and security for the increased numbers of students staying after school.</p>	\$46,492
<i>Code 40 Purchased Services</i>	Hackett Middle School	<p>Contracted Services for the following professional development and resources necessary for implementing the Transformation Model:</p> <p><b>Center for Secondary School Redesign (CSSR)-</b> Partner for Educational Consultant Services, training and support for implementing the Transformation Model.</p> <p><b>Capital Area School Development Association (CASDA)</b> Partner for Educational Consultant Services, training and support for implementing the Transformation Model.</p>	

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FS-10 CODE/BUDGET CATEGORY	SCHOOL	DESCRIPTION OF EXPENDITURES	COST
		<p>National Board Certification Take <b>One Course</b> work for teacher financial incentives.</p> <p>Professional Development Conference payment under Teacher Rewards.</p> <p><b>National School Climate Center</b> for the School Climate Survey. <b>Rubicon Atlas</b> Software renewal from Year 1 SIG.</p> <p>Subscription to <b>Survey Gizmo</b> for Professional Development Evaluation.</p> <p><b>Police Athletic League</b> for the Extended Day Program coordination and services.</p> <p>Extended Day tracking software with <b>N-Focus/Visions</b> to track and collect data regarding the attendance and impact of the program.</p> <p><b>Teaching and Learning</b> Solutions for quarterly follow up training and support to lead evaluators of teachers.</p> <p>Independent contractor, Roger Rooney, to continue RtI consultant services started in the year 1 SIG.</p> <p><b>AmeriCorps VISTA (Volunteers In Service To America) workers through Siena College</b> to assist with the school climate and culture initiatives. These workers will provide assistance with maintenance of the behavior support system, and coordination within the Afterschool Program, researching, identifying and coordinating a system to assess and evaluate current program and initiative effectiveness, various community service initiatives aimed at “giving back,” coordinating and monitoring a student academic and life skills program that focuses on time and resource management and building healthy relationships, coordinating and refining the existing recycling program at HMS.</p>	

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FS-10 CODE/BUDGET CATEGORY	SCHOOL	DESCRIPTION OF EXPENDITURES	COST
		<p><b>Leadership and Learning Center</b> for 4 sessions devoted to continued training and support with the 90-90-90 School Improvement Model: Developing Rigorous Curriculum and Data Teams.</p>	\$546,183
	Albany High School	<p>Contracted Services for the following professional development and resources necessary for implementing the Transformation Model:</p> <p><b>Center for Secondary School Redesign (CSSR)</b>- Partner for Educational Consultant Services, training and support for implementing the Transformation Model.</p> <p><b>Capital Area School Development Association (CASDA)</b> Partner for Educational Consultant Services, training and support for implementing the Transformation Model.</p> <p>National Board Certification <b>Take One Course</b> work for teacher financial incentives.</p> <p>Professional Development Conference payment under Teacher Rewards.</p> <p><b>Rubicon Atlas</b> Software renewal from Year 1 SIG.</p> <p>Subscription to Survey Gizmo for Professional Development Evaluation.</p> <p><b>Teaching and Learning Solutions</b> for quarterly follow up training and support to lead evaluators of teachers.</p> <p><b>Leadership and Learning Center</b> for 4 sessions devoted to continued training and support with the 90-90-90 School Improvement Model: Developing Rigorous Curriculum and Data Teams.</p> <p><b>Trinity Alliance</b> for the Family Engagement Coordinator who began full time in the year 1 SIG.</p>	

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FS-10 CODE/BUDGET CATEGORY	SCHOOL	DESCRIPTION OF EXPENDITURES	COST
		<p><b>APEX Digital Learning Licenses</b> for the APEX Afterschool and Saturday Academies. APEX is also available for use and implemented during the school day.</p> <p><b>Naviance Succeed interactive software</b> provides students and families and Guidance Counselors the resources to develop and manage individual, multi-year Student Success Plans based on the students' personal goals related to post-secondary college and careers.</p> <p><b>Sprint</b> contract for Blackberry service to support the communication for the Attendance Intervention Program.</p> <p><b>Options with Learning LLC</b> to provide continued training and coaching for implementing the Wilson Reading System with ESL students.</p> <p><b>Education for Everyone-Sharon Poole</b>-to provide ongoing RtI consultant support and services started in the year 1 SIG.</p> <p><b>College Board READI-STEP</b> program to increase attendance and success on the PSAT exams.</p> <p><b>City of Albany</b> for attendance support from the Truancy Abatement Department to target Monitor and intervene with incoming 9<sup>th</sup> grade at risk students with chronic attendance issues as part of the Attendance Intervention Program.</p> <p><b>National Coalition Building Institute</b>-Continued professional development for diversity training and support that began in the year one SIG. Year 2 Plan:  <u>2012-13 School Year (Building Capacity and Sustainability)</u></p> <ul style="list-style-type: none"> <li>▪ Conducting another Train-the-Trainer program for the NCBI "Welcoming Diversity - Building a Caring School Environment Program" and Anti-Bullying/Violence Refresher, allowing Albany High to replenish the team and refresh skills of existing</li> </ul>	

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		<ul style="list-style-type: none"> <li>members;</li> <li>▪ Coaching for the <i>Albany High Diversity Resource Team</i>, as needed, to work with the high -, middle - and elementary school groups; and</li> <li>▪ Continue the “Affinity Group Project” to reduce prejudice and to build allies.</li> </ul>	\$430,272
<b>Code 45</b> <i>Supplies and Materials</i>	Hackett Middle School	<p>Supplies for Teacher/rewards and recognition celebrations-details of what to purchase to be negotiated.</p> <p>Supply fund for the ESL Afterschool Program to purchase instructional materials and to attend events within the community.</p> <p>Funds for ESL Afterschool Program for Field Trips.</p> <p>Smartboards, Smartboard Audio, Student Response Systems and Smart Notebook Math Tools for Phase 2 of the expansion of the Student-Centered Active Learning Environments (SCALE).</p> <p>Funds for grades 6-8 Non-Core Classroom Leveled Library book sets to support literacy across all subject areas.</p>	\$79,129
	Albany High School	<p>Supplies for Teacher/rewards and recognition celebrations-details of what to purchase to be negotiated.</p> <p>Supply fund for the ESL Afterschool Program to purchase instructional materials and to attend events within the community.</p> <p>Funds for ESL Afterschool Program for Field Trips.</p> <p>APEX Learning Digital Curriculum Books need for the APES Afterschool and Saturday Academies. These materials accompany the online learning program.</p> <p>Supplies for the library collection to increase the resources for non-fiction and ESL.</p>	

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		<p>Document cameras, Student Response Systems, Adobe Creative Suite, and Smart Notebook Math Tools for Phase 2 of the expansion of the Student-Centered Active Learning Environments (SCALE).</p> <p>Supplies for program activities for the student mentoring program for incoming 9<sup>th</sup> graders to address improving the transition from middle to high school.</p> <p>Scanner for data analysis.</p>	\$84,339
<i><b>Code 46</b></i> <i>Travel Expenses</i>	Hackett Middle School	<p>Funds for ESL Afterschool Program transportation for field trips and community events.</p> <p>Student transportation to the summer ESL Program.</p> <p>The Middle School principal and Assistant Principal for School Improvement will attend the New York State Middle Schools Association Annual Conference.</p> <p>Administration will attend Harvard Summer Institute for Urban Schools.</p> <p>Consultant Teacher Evaluator/PARs and APPR committee members will travel to Montgomery County Maryland for PAR training.</p>	\$19,236
	Albany High School	<p>Funds for ESL Afterschool Program transportation for field trips and community events.</p> <p>Administration will attend Harvard Summer Institute for Urban Schools.</p> <p>Consultant Teacher Evaluator/PARs and APPR committee members will travel to Montgomery County Maryland for PAR training.</p> <p>Transportation for program activities associated with the student mentoring program for incoming 9<sup>th</sup> graders.</p>	\$19,386

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<i>Code 80 Employee Benefits</i>	Hackett Middle School	Employee Benefits associated with the Professional and Support Staff Salaries.	\$253,488
	Albany High School		\$214,836