

Receivership Under Commissioner's Regulations §100.19

Community Engagement Team (CET) Recommendations for School Intervention Plan (SIG, SIF or SCEP) and Superintendent Receiver Response

School Name:	Hackett Middle School
District:	City School District of Albany
Superintendent:	Dr. Marguerite Vanden Wyngaard

Directions:

1. This template must be completed for each identified Persistently Struggling or Struggling School that has a provisionally approved school intervention plan (SIG, SIF, or SCEP) within the district and is therefore under a Superintendent Receiver.
2. Please attach a copy of the CET's recommendations, as they were originally received by the Superintendent Receiver.
3. Please complete the following template explaining the Superintendent Receiver's efforts to incorporate the Community Engagement Team's recommendations, if any, into the identified school's provisionally approved school intervention plan (SIG, SIF, or SCEP). Within the template, please list each of the CET recommendations, and identify for each recommendation whether they were incorporated into the plan, the Superintendent Receiver's rationale for the decision, and where (if applicable) the recommendations have been incorporated into the plan.

CET Recommendations	Recommendation incorporated, incorporated with modifications, or not incorporated into the plan?	Superintendent Receiver Rationale for Decision	Where in the plan has the recommendation been incorporated, if applicable? Please provide the page number and section in the plan where the recommendation has been incorporated.
Ensure full curricula in all core subjects are adopted ASAP. (SY 2015-16)	Incorporated	Curriculum work conducted by Hackett staff in collaboration with district curriculum advisory team must be completed to ensure students have access to highly engaged learning opportunities aligned by the standards.	Page 4
Raise the academic bar at Hackett. Devote the entire class period to instructor-facilitated instruction, using instructional strategies that engage higher-order thinking skills. (SY 2015-16)	Incorporated with revisions		

<p>Establish intense daily small group (2-5 students per group) instruction in math and ELA for students currently at Level 1, taking care to group students with similar abilities together. (SY 2015-16)</p>	<p>Incorporated</p>	<p>Our staggering number of low level readers requires a different and more intensive set of resources. Our partners though Albany Promise (university and business) are ready to assist</p>	<p>Page 7</p>
<p>Encourage expansion of number of students participating in AVID (Advancement Via Individual Determination Program). (SY 2016-17)</p>	<p>Incorporated with revisions</p>	<p>We cannot expand the student population until the staff is well trained and able to deliver on this educational model. Staff training has been established to expand the program for 2016-2017</p>	<p>Page 7</p>
<p>Maintain a cadre of building substitute teachers and adopt a program to better train, place and monitor substitute teachers. (SY 2015-16)</p>	<p>Not incorporated</p>	<p>With the teacher shortage, the district is not able to meet this obligation at this time.</p>	
<p>Provide additional literacy and math tutors for after-school extended day and during the enrichment periods, supervised by the District to enable increased opportunities for intensive, one-on-one and small group remediation for students below grade level. (SY 2015-16)</p>	<p>Incorporated</p>	<p>Our staggering number of low level readers requires a different and more intensive set of resources. Our partners though Albany Promise (university and business) are ready to assist.</p>	<p>Page 9</p>
<p>Using a research-based mindfulness program, provide training to school staff to institute structured, intentional, building-wide regular moments of mindful quiet times throughout the school day for all students. (SY 2015-16)</p>	<p>Incorporated</p>	<p>Highly traumatized children enter our halls every day and creating an opportunity for them to focus and regain focus throughout the day is imperative for student success and culture and climate.</p>	<p>Page 11</p>
<p>During 2015-16, explore the concept of instituting a full-service Community School model at HMS, including wrap-around services (in health; mental health etc) to families as well as students;</p>	<p>Incorporated</p>	<p>With many of the key components already in place, including health, mental health and social services, this is a key strategy to ensure that Hackett Middle School become the community hub</p>	<p>Page 12</p>

<p>and paid outreach positions for parents, community members and others to assist both students and their families. <i>(SY 2015-16)</i></p>		<p>for our students and families.</p>	
<p>Develop creative evidence-based approaches that will decrease frequency of in-school (ISS) and out-of-school suspensions (OSS) <i>(SY 2015-16)</i>. Models to explore include:</p> <ul style="list-style-type: none"> • The Planning Room (an intervention approach addressing specific incidents). • The Focus program (an on-going learning environment for students with disruptive behavior [instituted at Guilderland High School]) • Restorative Justice Conferences 	<p>Not incorporated</p>	<p>In the time that is allotted and without a full understanding of the options and resource allocations, we cannot meet this expectation in 2015-2016. However, it should be explored and planned for 2016-2017.</p>	
<p>Survey students, parents and staff regarding all aspects of school climate and culture. Analyze and use survey results to monitor impressions and progress in the building. <i>(SY 2015-16)</i></p>	<p>Incorporated</p>	<p>Strengthening input from all parents is imperative and this represents a beginning for that effort.</p>	<p>Pages 14 - 16</p>
<p>Expand School-wide strategies to increase cultural understanding among students, faculty and staff. Strategies will include on-going professional development for faculty and staff. <i>(SY 2015-16)</i></p>	<p>Not incorporated</p>	<p>This work is currently being done at the administration level through TAC-D (Technical Assistance Center for Disproportionality – Steinhardt School NYU). Expansion for teachers, students and community is part of the district 3-year plan focused on Equity beginning in winter of 2016.</p>	

<p>Expand programs and school-wide strategies for students that promote character development and positive values supported through mentoring.</p>	<p>Not incorporated</p>	<p>The district and building are already engaged in this work through Second Step – a program that focuses on positive development.</p>	
<p>Hire additional hall monitors. Provide consistent adult presence upon school dismissal at both the back and the front of the building to support safe and orderly conduct at this time of day. (SY 2015-16)</p>	<p>Not incorporated</p>	<p>Building staff and adult presence is not a significant issue for this building</p>	
<p>Implement a Comprehensive Parent/Family Engagement Plan which creates opportunities for parents to relate to HMS in different and more productive ways, and which empowers parents to support and assist their children towards academic success. (SY 2015-16.) The Plan will include the following:</p> <ul style="list-style-type: none"> • Survey parents annually to assess their experience at Hackett, how they feel their child experiences Hackett, and whether they feel they have the tools and support they need to monitor and support their child's academic growth at the school. Analyze survey results and incorporate them into quality improvement processes at Hackett. • Ensure parents have access to information to help them monitor 	<p>Incorporated with revisions</p>	<p>This highly detailed and clearly articulated plan has the most chance to fully engage and create two-way communication opportunities for our families and staff. However, I would eliminate the “bi-weekly” requirement and suggest that we strengthen communication – not mandate how it is to be done.</p>	<p>Pages 14 - 16</p>

what their child is learning, and guide their child's academic path. Helpful information includes: a description of courses and course sequences offered at the school, along with information about how to advocate for a child; syllabi for the courses a student is taking; grading rubrics, along with examples of what mastery looks like for that course; and access to textbooks for these courses, online and/or in print. ~~Also send out frequent (weekly or bi-weekly) communication round-ups from the school that describe significant recent happenings at the school and/or in a class, and provide a heads-up for upcoming activities.~~

- Recruit, train, and pay community outreach workers to make home visits to parents of academically struggling students, with the goal of building positive connections with the family, encouraging practices that can

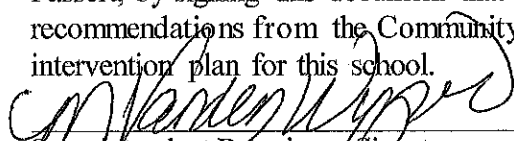
<p>build academic success, and offering support as needed. Give hiring preference for these positions to family members of Hackett students. Also, structure work loads of current staff and teachers in the building to enable and encourage staff and teachers to conduct home visits.</p> <ul style="list-style-type: none"> • Work in partnership with all entities in Albany (Mayor's office, community-based organizations, higher education institutions, faith-based organizations, libraries, and parent representatives, etc.) to maximize the impact of this outreach effort and related training of outreach workers. • Establish a parent space at the school where parents can access information and build a connection to the school community. Stock this space with resources related to Hackett and the next academic level at the High School (courses, events, computer access to 		<p>Because of the large student population, finding a space for family engagement is not feasible. It is a worthwhile idea moving forward. (Strike through, by Receiver.</p>	
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PowerSchool, etc.)
and resources of
general interest to
parents.

- Provide trainings for parents in ELA and math standards to help parents understand the new Common Core shifts in these areas, so that they can better help their children meet these standards. Offer these trainings at a time and place which will maximize parent participation. Provide access to training documents for parents unable to attend.
- Assess parent interest in providing access at the school to GED, ESL, and literacy courses. Doing this at the school will help build a connection between these parents and the school, while also building the capacity of parents to understand what their children are learning at Hackett. If there is adequate interest, begin implementation.

<p>Use electronic media more effectively to communicate with parents. Encourage and support parents to use electronic media as a way of getting information about their children, including the use of School News Notifier (SNN) and Powerschool. Provide automatic electronic and telephone updates on school news; provide electronically teacher contact information and syllabus. (SY 2015-16)</p>	<p>Not Incorporated</p>	<p>The electronic tools at our disposal are used to inform families.</p>	
<p>Assist parents of ENL students by providing interpreter services and translating important school documents, notifications, etc. (SY 2015-16)</p>	<p>Not incorporated</p>	<p>This is a district level focus of work and not building specific to Hackett Middle School.</p>	
<p>Revamp the Parent-Teacher Conference (PTC) to make it more convenient and less intimidating for parents to participate (e.g. establish evening PTC hours; coordinate with other schools regarding PTC schedules; have multiple sessions; organize conference days so there is less wait time for parents; provide information on how parents can meet teachers outside of Conference Days). (SY 2015-16)</p>	<p>Not incorporated</p>	<p>There is not sufficient time to re-create the Parent Teacher Conference format to ensure that it is an authentic experience led by students. Parent Teacher Conference hours are contractually negotiated at the district level.</p>	
<p>Provide professional development to teachers to support differentiation of lessons and activities to meet student needs. (SY 2015-16)</p>	<p>Incorporated</p>	<p>Continued efforts for differentiation of instruction, alignment with standards and high engagement levels for students continues to be the focus.</p>	<p>Pages 22</p>

I assert, by signing this document that I have received, reviewed and responded to each of the recommendations from the Community Engagement Team forwarded to me regarding the school intervention plan for this school.


 Superintendent Receiver Signature

9-30-15
 Date