

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

School Name:	Albany High 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.
Curriculum <ul style="list-style-type: none"> • Explain the curriculum audit process • Add work with CASDA (clarify) • How CAT informs Department meetings • CORRECTION – 1st sentence needs to say curriculum, instruction and assessment • Remove drill down and change to assess and reflect on 	Not Incorporated	The recommendation of edits to the Continuous Improvement Plan is not sufficient in the process to transform Albany High School.	Page 7

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Instructional Strategies <ul style="list-style-type: none"> • Decrease class sizes should be reflected in ELT • Reduce student/teacher ratio • Complete reading staff for AIS 	Incorporated with modifications	In agreement as we cannot differentiate instruction across such a diverse and large span of academic achievement in class sizes of beyond 30. However, this will need to be exploratory in 2015-2016, as the high school facility may be inadequate to accommodate this reduction.	Page 8
<ul style="list-style-type: none"> • Remove APSTA sentence around support • Teachers will have the opportunity to meet 2 periods a week... • Add ways to accelerate learning (further clarification) • Pg. 7, #3 needs to be connected • Improve overall attendance 	Not incorporated	The recommendation of edits to the Continuous Improvement Plan is not sufficient in the process to transform Albany High School.	

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<p>Extended School Day</p> <ul style="list-style-type: none"> Decent and equitable stipends for more clubs or ELT opportunities Substantial snack 	Incorporated with modifications	<p>While a stipend is a contract negotiation, our MOU for AHS is in beginning stages in negotiations. Leadership in food services for the district is determining how we can make a protein available at the end of the day for a snack, and not violate food service requirements.</p>	Pages 9-10
<ul style="list-style-type: none"> Transportation for all – late tripper busses Establish a timeline for APEX for original credit only <p>Clubs – identify chess, robotics, service learning - be clearer in definition</p>	Incorporated with modifications	Renegotiations with our local city transportation (CDTA) and our yellow bus transportation (Durham) are beginning to address the late time busses	
<p>Data Driven Instruction/Inquiry</p> <ul style="list-style-type: none"> Grade unit tests using REMARK – in house Establish a structure for CET to get data and information from other committees Useful data should be housed in a central location Create a method of analyzing committee SMART Goals to progress monitor with alignment to metrics <p>Design a way to show/track the work that data teams are doing</p>	Not Incorporated	<p>Every strategy written within the Data Driven Instruction/Inquiry is imperative to inform and communicate across the governance structure and the variety of committees at Albany High School. However, this is work that should already be completed and part of the business model to ensure effective communication, analysis of effectiveness of committees and effective communication across the committee structures. This should already be established in running an effective building.</p>	

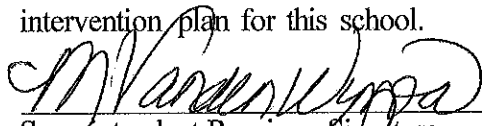
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<p>Student Supports and School Climate</p> <ul style="list-style-type: none"> ● Build an accountability system to monitor ourselves and community partners ● Build a peer mediation program through mediation matters ● Hire an additional GED teacher ● Get more monitors for safety and security through 10pm 	<p>Incorporated</p> <p>Not Incorporated</p>	<p>Creating a support structure whereby students can access another path toward graduation through GED is important for many of our students. Peer mediation is an effective strategy to diminish conflict and creating an accountability system to measure impact for both internal and external partners are key strategies to assist our students to be success.</p> <p>Additional monitors are already being hired in 2015.</p>	<p>Pages 13-15</p>
Receiver Addendum			
<p>Create Alumni to HS mentorship program targeting African-American and Latino men and women</p>	<p>Incorporated</p>	<p>Mentorship programs for students of color need to be with former students and other adults who look like them. To create a culture of college going with students of color is imperative. It is important to not only increase graduation, but stimulate academic press, resilience and resolve through completion.</p>	

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Parent/Family Involvement <ul style="list-style-type: none"> • Establish/provide budget for family/community engagement coordinator • ROBO call parents for events; SNN – consider weekend calls 	Incorporated	<p>It is our responsibility to ensure that the family engagement coordinator at the high school has sufficient resources to meet the needs.</p> <p>Expansion of the use of our School News Notifier (SNN) is an expectation of the district.</p>	Page 16
<ul style="list-style-type: none"> • Define curriculum night • Outreach to MS students/families for incoming freshman • Develop and improve relationship between PTSA and Booster Club • FCE coordinator needs an advisory board • PTSA should increase membership • Falcon 101 – teaching students/families how to meet expectations • Develop strategies to increase PTSA and 	Not incorporated	Strategies identified clearly represent a communication and lack of understanding between and among groups. These strategies are perhaps important to assist with parent and family engagement, but are not sufficient to transform Albany High School.	
Booster Club membership <ul style="list-style-type: none"> • TV Studio do announcements Mandatory report card pick-up			
Receiver Addendum			
Targeted Recruitment of Families to attend outreach opportunities with a minimum of 10%	Incorporated	Our families continue to say that at AHS there is limited or no communication and relationship between their	

<p>of each teachers roster of students</p>		<p>child, their teachers and the school. We know that families get their most information from teachers and therefore this relationship is vital to the support structure for AHS and student success.</p>	
<p>Staff participation in attendance or support of all outreach opportunities</p>	<p>Incorporated</p>	<p>Our families continue to say that at AHS there is limited or no communication and relationship between their child, their teachers and the school. We know that families get their most information from teachers and therefore this relationship is vital to the support structure for AHS and student success.</p>	
<p>Create home visit outreach plan for purpose of report card delivery and partnership with families</p>	<p>Incorporated</p>	<p>Our families continue to say that at AHS there is limited or no communication and relationship between their child, their teachers and the school. We know that families get their most information from teachers and therefore this relationship is vital to the support structure for AHS and student success.</p>	
<p>Establish communication and accountability structure with staff to create 1-1 contact with families</p>	<p>Incorporated</p>	<p>Our families continue to say that at AHS there is limited or no communication and relationship between their child, their teachers and the school. We know that families get their most information from teachers and therefore this</p>	
		<p>relationship is vital to the support structure for AHS and student success.</p>	

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<p>District Accountability</p> <ul style="list-style-type: none"> • Articulate what needs to be monitored and supported • Articulate what support is needed and expected from the Assistant Superintendent • Articulate what is to be discussed in weekly meetings <p>Principal/Assistant Superintendent will share the SIG quarterly reports with CET and SIT for feedback and accountability</p>	Not Incorporated	This is a redundant request as the support of the Assistant Superintendent is already named within the Continuation Plan on page 2 and the expectations for monitoring the work is clearly articulated in the comprehensive improvement plan.	Page 2

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

10-9-15
 Date