



TO: Ira Schwartz, Assistant Commissioner
NYSED Office of Accountability

DATE: October 9, 2015

FROM: Dr. Marguerite Vanden Wyngaard

RE: Albany High School Community Engagement Team Recommendations and Superintendent Receiver Response

I am not certain if adding Receiver addenda to the Community Engagement Team Recommendations is appropriate. I have outlined them below.

The following Receivers addenda have been added to the Albany High School Community Engagement Team Recommendations template:

Student Supports and School Climate

Create Alumni to HS mentorship program targeting African-American and Latino men and women

- 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.

Parent/Family Involvement

Targeted Recruitment of Families to attend outreach opportunities with a minimum of 10% of each teacher's roster of students

- 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.

Staff participation in attendance or support of all outreach opportunities

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Create home visit outreach plan for purpose of report card delivery and partnership with families

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Establish communication and accountability structure with staff to create 1-1 contact with families

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Staffing

- Create (re-)staffing model for secondary receivership schools (Hackett and Albany High School) that :
 - A. Ensures that the best teachers (based on data) teach at least one (1) period per day with our lower achieving students.
 - B. Ensures that all staff (re-)hired in the receivership buildings are committed with separate contract options.
 - C. Ensures that all staff in secondary buildings are required to attend intensive summer institutes to develop effective instructional skills, data dialogue and create highly engaging learning opportunities from a culturally responsive perspective.