

Notes from Flipchart of Key Ideas Reported from Group Discussions

- Want a flexible model.
 - Need change management.
 - Go to 12-month ET 15s.
 - Administrators change.
 - Need DC-CAS to be more relevant to students.
 - We have to better define the population that needs the greatest support.
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- Change the structure to un-graded lower school & un-graded upper school. Find a model school(s).
 - Focus with a partner on issues of race & class & ethnicity & gender that impact students, parents, teachers, and staff.
 - Strengthen the community at Wilson.
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- Focus on data systems. We lack reliable and timely data.
 - All students need full schedules. Maybe we have too many students to provide a full schedule to all students?
 - Reduce student #, find alternative appropriate educational setting for identified students.
 - Testing—change administration of tests from homeroom to another class. Schedule all students into testing or another mandatory activity.
 - Increase resources to provide student support.
 - Standardize and require common Internet communications by teachers.
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- Consider “Effective Schools” model. See documents to be posted on listserv/website.
 - Consider 8-period day for remedial study opportunity for students.
 - Institute uniform policies such as standard grading rubrics within departments.
 - Create enthusiasm for learning; increase AVID program.
 - Incorporate technology for instruction.
 - Implement parental involvement contracts with some measure of accountability.
 - Provide parental involvement incentives for students.
 - Build community feeling and supportive environment for students with gaps or voids in their home situations.
 - Research-based strategies (for student engagement?) need to be implemented across all Academies.
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- We must know our students. Why are they absent or tardy?
 - Use programs that are proving to work in other districts.
 - Couple enforcement with help.
 - Focus on 9th and 10th grades to build common school culture.
 - Reading and Math—need data and supports in place from arrival at Wilson.

- Focus on ELL beyond first year at Wilson. Address scheduling and course selections.
- Bring in a partner such as Center for Applied Linguistics or university to provide targeted assistance on this issue.

- Wilson does not have a testing culture
- Need to implement parallel evaluation models in class as those used in DCCAS.
- Increase connection with students and parents, especially on issues such as attendance, tardiness, importance of testing, grades, etc. with home visits to identified students.
- Increase collaboration among teachers especially within academies.
- Need better training for teachers on DCCAS and DCBAS.
- Identify a partner to work with Wilson on targeted issues; partner(s) must be local.
- Look at Norfolk models with 90-90-90 schools: 90% minority; 90% low income; 90% proficient.