

WILSON HIGH SCHOOL RESTRUCTURING PROPOSAL

Collaborative Process: The first step in the Wilson process was to inform the staff, parents and others about the restructuring process, including the options for Wilson. We called together our first Think Tank on Restructuring on November 26, 2007. We had three subsequent meetings of the large group, with many meetings of three working groups in between—i.e., Teaching and Learning, Safe and Effective Learning Environment, and Parent and Community Involvement. In the midst of this process, it became clear that the majority (including 63% of the staff) favored Option 5, Other Major Restructuring of the School’s Governance. Thus, we began to move toward a proposal to submit to the Chancellor for her review.

Executive Summary: For the self-assessment part of the restructuring process, Wilson built on a review that began with an attempt at autonomy (this effort was aborted at the end of the 2005-6 SY). Wilson’s challenge is to serve students with a wide-range of experiences and needs. Up to and including this year, two-thirds of 10th graders have been at Wilson for a mere seven months by the time of the NCLB testing. Those students who come fully prepared by their feeder schools and, thus, are functioning at grade level, thrive at Wilson, regardless of color. For those students, Wilson provides access to excellent faculty, rigorous courses (including 23 options for Advanced Placement), and help to gain access to some of the best colleges in America. We agree that those students who come unprepared (sometimes more than four years below grade level) have not been adequately served by Wilson. This first year with a full 9th grade gives us an opportunity to address what for some of our students has been 8-10 years in challenging educational circumstances—a situation that has disproportionately affected students of color. In addition, we are attempting to address the issue of access to honors and AP classes by students of color through our school plan. Many meetings and strategy sessions have resulted in a full and rich plan; however, most of the first part of implementation (e.g., letters, meetings, AP fair) occurred after the site visit and, therefore, could not have been known by students at the time of the QSR focus group. We realize that all of the above situations create the appearance of a race/ethnic/economic divide and are addressed in our proposal with educational strategies.

In addition, there is an overall problem with maintaining a safe and effective learning environment. We have felt the loss of formerly successful diversity workshops and mediation and propose re-introducing and expanding them. We need to fully engage our students as we seek solutions for these problems. We will be working with the new principal and his/her team to implement a school-wide plan for improving school behavior that emphasizes positive recognition for appropriate behavior, while holding all students accountable for following our established school policies.

The best high school research indicates that the three things most associated with student success are the ABC’s—that is, high Attendance, good Behavior and low Course Failure in Math and English.¹ We intend to address all three with our restructuring proposal, with students at the center. We understand Wilson’s mission is to educate its students in an environment that fosters academic excellence in a fair, equitable, and engaging environment. This requires use of differentiated instructional strategies to a greater extent than has been employed, as well as extra time and focused

¹ *What Matters for Staying On-Track and Graduating in Chicago Public High Schools: A Close Look at Course Grades, Failures and Attendance in the Freshman Year*, by Elaine M. Allensworth and John Q. Easton of the Consortium on Chicago School Research at the University of Chicago, July 2007. In *The Graduation Rate Crisis We Know and What Can Be Done About It*, by Robert Balfanz and Nettie Legters of the Center for Social Organization of Schools at Johns Hopkins University, Education Week Commentary, July 2006 (“Students with any *one* of these risk factors had less than a 20% chance of graduating within five years of entering the ninth grade.”)

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attention to remediation of educational deficits. We also are implementing for next school year a revision of our modified A/B block schedule to an 8-period day. This allows more flexibility in the schedule for both our underperforming, as well as our grade level and above students, given the increased graduation credit requirements.

To begin to address this situation, we need to start with governance change. The Principal Search Committee is working hard to find a principal who has demonstrated the ability to provide strong educational leadership. However, we agree with the Department of Education that, “A highly skilled principal who is committed to restructuring is critical to authentic change; however, changing school leadership alone will likely not lead to significant change without the new principal being committed to restructuring and having the authority to make staffing and curricula changes.”²

Administrative change does not obviate the need for additional teaching resources to meet our goals, such as reducing class sizes and providing an adequate number of aides. To put this into historical context, because of the staff abolishments required in the 2004-5 school year, Wilson started this school year with 14 fewer faculty members and approximately 100 more students than in the 2003-4 school year.

With regard to governance change, one hallmark of our plan is to form comprehensive and effective small learning communities.³ We have proposed a significant change in our administrative structure that begins to address our identified problems, while preserving the things that work (e.g., an excellent array of AP classes open to all students and a departmental structure that fosters leadership, collaboration, and content expertise). The basis of the change in structure is to create an environment of accountability and clear lines of authority. Thus, we propose four Assistant Principals, each being responsible for a grade on a rotating basis (i.e., following that cohort through to graduation), while overseeing Academies and some school-wide functions over time. With a projected total population of 1500, that would mean each AP would be in charge of some 375 students. Each AP would be responsible for a triage process for each student in trouble, referring them for support, counseling, disciplinary action, etc. Each small community would have a counselor attached, as well as an attendance officer. According to research⁴, the more positive relationships students have, the more likely they are to be successful. In our plan, students in each small learning community would have available at least three adults who would get to know them well over a four-year period.

One of the strengths of Wilson is its Academy structure. This works due to many factors, including an application process with criteria that results in students who tend to be academically successful (i.e., letters of reference, interview, must have and maintain a 2.0 GPA), small communities with a coordinator who tends to fill gaps in counseling and oversight, and interesting curricula choices. We propose a study of the academy structure during the next year to determine if the academy structure can be strengthened and duplicated for more of our students.

² *LEA and School Improvement: Non-regulatory Guidance*, Student Achievement and School Accountability Programs, Office of Elementary and Secondary Education, U.S. Department of Education, July 21, 2006, p. 29.

³ Alliance for Education, “Every high school should be small enough—or divided into small enough units—to allow teachers and staff to get to know all students and to respond to their specific learning needs.”

⁴ *The Essential Supports for School Improvement*, by Penny Bender Sebring, Elaine Allensworth, Anthony S. Bryk, John Q. Easton, and Stuart Luppescu. A report of the Consortium on Chicago School Research at the University of Chicago, 2006

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The second hallmark of our proposal is strategic interventions for our struggling students. This will begin with interventions in the 9th grade. Access to math and English diagnostic testing from the 8th grade will help identify students for proper placement. A Wilson-based summer transitions program would provide acceleration for those identified as functioning below grade level. It would also include an orientation program that focuses on attendance and how to be a successful student. In addition, we propose a curriculum that builds in skills for success. We also propose a strong emphasis on success in reading and math through changes in our schedule and curriculum, following the research to find evidence-based solutions. During the school year, we propose programs such as Read180 and double periods of English and Math for below grade level students. To address the ABC's cited above we will develop an early warning system to monitor attendance, behavior, and course failures in core courses to focus on those students needing additional resources.

A further governance change would be to continue the team model into the 10th grade, which would provide needed collaboration and oversight to benefit especially our more vulnerable students. There would be specific interventions during 10th grade to accelerate students. This school year already, we have used DC BAS results to target specific students and help them move between levels of performance.

For students who enter 9th grade with “negative habits and anti-social skills that make it difficult for them to successfully function in school,”⁵ we support the concept of the Twilight School. This would provide these students with the opportunity to get back on track, once they have “been able to demonstrate the behavioral skills, habits, and achievement necessary to be successful in the day school.”⁶ Wilson day students would also benefit from the expansion of the system-wide Saturday Academy program to high schools.

We also need to strengthen the programs for our Special Education and English Language Learner Populations. For Special Education, the inclusion initiative is just getting started and needs significant infusions of professional development and collaboration for our entire faculty. Specific plans for general ed teachers, inclusion teachers, resource teachers, classroom aides, and caseload management must be more fully developed. For the ELL department, there must be more accountability in the process, as well as more professional development and better coordination by ELL teachers with parents and departments. We would also like to explore opportunities for integrating SPED and ELL around tiered interventions and co-teaching.

Finally, while the Restructuring process presents an enormous challenge to the Wilson community, it also has forced us to confront things in our school that can and should be dramatically improved and offers the opportunity to enhance those aspects of our school that are already working well, but could always be improved. We are excited about embarking on this process of change and look forward to supporting a dynamic administration team in shaping and implementing a program that will benefit all members of the Wilson community. Once that process is underway, we think it could make sense to begin a dialogue on whether and how autonomy could further support our improvements. Our ultimate goal will be for Wilson to not only exceed AYP, but to make Wilson a showcase school, serving the needs of all of our students.

⁵ *Creating a Ninth Grade Success Academy: Guidebook for Talent Development High School*, William F. Morrison and Nettie E. Legters

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The grid attached fleshes out our proposed changes and provides the diagnostic data that informed our proposal. In addition, below we offer a list of resources we believe would be necessary for Wilson to be successful in implementing these changes. We look forward to a discussion of our proposal with the Chancellor and her staff to ensure the best possible programs and services for all the students at Wilson.

Summary of Resources Needed to Implement Restructuring Plan (in addition current budget):

Since before NCLB was implemented, Wilson has faced a decreasing budget for increased enrollment, a trend partially responsible for the situation we face. Therefore, we respectfully request these additional resources:

Funds for local school budget:

- (1) To help Wilson implement structural and academic changes, funds to hire a mutually-agreed upon educational consultant
- (2) To address the needs of our below grade students, additional faculty slots to enable remedial courses in reading and math to have ratios of 1-10 for students functioning more than 2 grade levels below; 1-15 for students 1-2 grade levels below
- (3) To implement the small learning community governance change, funding for an additional Assistant Principal
- (4) To address the significant attendance problem, funding for three additional attendance officers (providing one for each small learning community)
- (5) To help improve student behavior, funding for a Dean of Students and an in-school suspension position
- (6) To provide for a more efficient work environment and better communication with parents, funding for appropriate faculty supports:
 - Copiers
 - Hi-volume Printers
 - Telephones

Supports needed from central office:

- (1) To increase safety in our schools, provide the full equipment and support for the CAASS system
- (2) To reduce faculty time spent trying to access the Internet, provide the T-3 line for Wilson that has been pending for more than 3 years
- (3) Work with Wilson to improve the usability of STARS to provide efficient and comprehensive access to data to allow nimble decision-making. This would include the necessary training of Wilson staff.
- (4) To increase the effectiveness of the transition to the inclusion model in Special Education, provide significant technical assistance to review Wilson's special education curriculum and provide professional development in the inclusion model for all Wilson faculty
- (5) To ensure that Wilson's English Language Learner program is as effective as possible in moving students to a mainstream curriculum, provide significant technical assistance to review Wilson's ELL curriculum and provide appropriate professional development.
- (6) Pay for special education coordinator out of central funds
- (7) For easier monitoring by parents and students of their progress in classes, turn on the Electronic Grade Book part of STARS that includes Blackboard and provide training for all teachers
- (8) Increase the system-wide pay for special education aides to increase their availability and quality, as well as decrease turnover in their ranks
- (9) Provide dependable access to translation services for our limited English parents (Latino, African, Asian)

Part 1. Teaching and Learning:

Problem Statement/Goal	Research / Data	Current Programs/ Challenges & Strengths	Proposed Recommendations
<p>9th grade This is a year of transition to high school. Too many 9th graders fail/drop out.</p> <p>Goals: <u>Absences:</u> Reduce by 20% each year</p> <p><u>Level II Infractions:</u> Reduce by 20% each year</p> <p><u>Failure Rates:</u> Reduce by 20% each year</p>	<p><u>Absences</u> National Data⁷: 0-4 Absences =Grad Rate of 90% 15+ Absences =Grad Rate of 9% or less</p> <p>Wilson Data⁸ Wilson 1st Sem 07-08 SY: 0-4 Absences=17.2% 15+ Absences=5.8% (22)</p> <p><u>Behavior</u> Level I & II infractions 8/24-12/13/07 = 46 (Source: SBMC report)</p> <p><u>Course Failure</u> 1st Advisory 07-08SY: Math 55.8%* English 16.9%</p> <p>2nd Advisory 07-08SY: Math 38.0% English 22.4%</p> <p>*Missing teacher</p>	<p>Freshman Academy -coordinator and counselor -teams of core teachers (English/Math/ Science/History)</p> <p>The current Freshman Academy team model has worked for many students, but has not helped as much the student struggling academically and behaviorally</p>	<p>Continue the team model currently in place.</p> <p>Use system wide diagnostics to test all 8th graders in English and Math before they leave their middle schools. All non-DCPS enrollees would be required to take the same diagnostics before they would be allowed to complete registration.</p> <p>Develop an early warning system to monitor attendance, behavior, and course failures in core courses to focus on those students needing additional resources.</p> <p>Curriculum: -English—Two English classes for below grade level students. Honors and Regular levels. Movement between levels by testing/recommendation -Math— two math classes for students below grade level. Plan would allow students to get remediation or move forward at semester intervals. -Electives/foreign language if on grade level</p> <p>Remediation: -Pre-9th Grade Summer School based on Math and English testing at the end of 8th grade. Curricular and “How to be a student” training. -Team teaching of success curriculum -Twilight School -Saturday Academy</p>

⁷ *What Matters for Staying On-Track and Graduating in Chicago Public High Schools: A Close Look at Course Grades, Failures and Attendance in the Freshman Year*, by Elaine M. Allensworth and John Q. Easton of the Consortium on Chicago School Research at the University of Chicago, July 2007. In *The Graduation Rate Crisis We Know and What Can Be Done About It*, by Robert Balfanz and Nettie Legters of the Center for Social Organization of Schools at Johns Hopkins University, Education Week Commentary, July 2006 (“Students with any *one* of these risk factors had less than a 20% chance of graduating within five years of entering the ninth grade.”)

⁸ STARS Data unless otherwise specified.

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<p>10th grade This is the year of AYP testing and a last chance to intervene effectively with students functioning below grade level</p> <p>In addition, this is a year to prepare students for AP courses</p>	<p>AYP: 2007 Reading % Proficient: White: 94% Black: 49% Latina/o: 41% Econ Dis:38%</p> <p>2007 Math % Proficient: White: 94% Black: 35% Latina/o: 39% Econ Dis:33%</p>	<p>The current Local School Plan is focused on meeting AYP through a robust plan of using DC BAS and other measures to identify and support students in danger of not making proficient</p> <p>The current Local School Plan is focused on increasing the proportion of AP students who are students of color. A comprehensive plan of recruitment and preparation is ongoing</p>	<p>Add 10th grade teams of core teachers (English/Math/Science/History) Curriculum: -English—Two English classes for below grade level students. Honors and Regular levels. Movement between levels by testing/recommendation -Math— two math classes for students below grade level. Plan would allow students to get remediation or move forward at semester intervals. -Electives/foreign language if on grade level -Pre-10th Grade Summer School based on Math and English testing at the end of 9th grade. Curricular and “How to be a student” training. -Extra support for DC CAS</p> <p>Remediation: -Team teaching of success curriculum -Twilight School -Saturday Academy</p>
<p>11th grade This is a year of focusing on post-graduate plans</p> <p>Goal: Increase participation of Black and Latino students in AP courses to match current school demographics: White: 25% Black: 50% Latino: 16% Asian: 9%</p>	<p>AP Enrollment by Ethnicity (5/8/07): White: 54% Black: 27% Latino: 9% Asian: 10%</p>	<p>Wilson has an array of 23 AP classes and a School-to-Work program. Also, through the Academies, students are exposed to careers</p> <p>The current Local School Plan is focused on increasing the proportion of AP students who are students of color. A comprehensive plan of recruitment and preparation is ongoing</p>	<p>Curriculum: -English—Below grade level students offered double period of English -Math—Below grade level students offered double periods of Algebra II/Trigonometry -SAT Prep</p> <p>Counselors will meet individually with students to monitor their individual graduation plan</p>
<p>12th Grade Hopefully, by intervening in new ways in the earlier years, graduation rates will improve</p>	<p>-Graduation rate (i.e., the percentage of students who enter senior year, but do not graduate) is 76% -Of those that graduate 96% go on to further education -- -@90 students attend Wilson for 4 years, but do not graduate</p>	<p>Wilson has an array of 23 AP classes and a School-to-Work program. Also, through the Academies, students are exposed to careers</p>	<p>Study the current students who stay at Wilson, but do not graduate, to inform future plans for those students</p> <p>Counselors will meet individually with students to ensure that they are graduation ready Mentoring for those in danger of not graduating Individual advising on post-graduate plans</p>

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<p>Academies While the academies are working for current members, non-Academy students are underserved.</p>	<p><u>GPA's 1/08:</u> AAA: 2.13 AoF: 2.33 HAM: 2.97 SciMaTech: 2.94 WISP: 3.08 Non-Academy: 1.56 <u>Grad Rates:</u> Only 5 of 90 non-grads in 2007 were in Academies Virtually all Academy grads go to college</p>	<p><u>5 Academies:</u> -Humanities Arts and Media (HAM) -WISP (Wilson International Studies Program) -Science, Math and Technology (SciMaTech) -Finance -Athletic Achievement (AAA) Entry has been through an admission process requiring a 2.0 average. This has been the main entry to Wilson for out-of-boundary students.</p>	<p>Over the 2008-9SY, study the possibility of adding Academies or redefining current ones, perhaps starting with a student interest survey (e.g., add Peace; split HAM)</p> <p>Require an adult relationship with each student in an academy</p> <p>Strengthen current academies with Student Advisories: -Information sharing, academic advice, general counseling -Would have a defined curriculum</p>
<p>Remediation, Accelerated Learning and Specialized Instruction</p>	<p>Pay for special education aides is so low that we cannot fill the slots. This is a DCPS-wide problem that must be addressed.</p>	<p>Afterschool Labs in English, Math, World Languages, Science</p> <p>Tutoring afterschool with LAYC(ELL), Mentors, Inc.</p> <p>EXCEerator program</p> <p>AVID program</p> <p>Cathedral Scholars</p> <p>23 different AP courses</p>	<p>Math and literacy coaches (Wilson chosen)</p> <p>IDEA / ADA:</p> <p>(1) Inclusion -SY08-09: Further development of inclusion for Math and English. (i) Team-taught SPED / Mainstream classrooms (ii) Pull-out programs for higher intensity students (b) 09 and beyond: Yearly addition of core-content team-teaching. (i) 09-10: Social Studies (ii) 10-11: Science (iii) 11-12: World Language (2) Support (e.g., After-school programs)</p> <p>ELL (1)Developmental program from heavy support to full inclusion as quickly as possible (2)1-yr (?) English focus for NEP Newcomers and phased sheltered content instruction for graduation credit</p> <p>Gifted (1) Use of online programs, NOVANET, AP Online (2) Summer Math and English Enrichment (3) Curricular acceleration for students identified by interest and ability (4) Testing for curricular advancement</p>
<p>Performance Assessment and School-wide Data</p>	<p>System-wide access to data is difficult. STARS is not user-friendly</p>	<p>Limited data collection and solution-focused analysis</p>	<p>Wilson faculty committee to identify outside partner or consultant to assemble data and perform analysis to drive instruction and whole school improvement</p>

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<p>Professional Development</p>	<p>Lack of cohesiveness to our professional development plan</p>	<p>There have been significant problems in teachers accessing professional development due to burdensome requirements from the central office and failure to reimburse teachers in a timely way when teachers try to proceed on their own.</p> <p>DCPS-offered training is often announced with short notice and insufficient for high school teachers.</p>	<p>Focus</p> <ul style="list-style-type: none"> -Teaching -Testing and Assessment -Block scheduling -Reading -Writing across the curriculum -Curriculum/Content Training -Diversity and Community -Technology Literacy for all faculty - School-wide positive behavior program <p>Method</p> <ul style="list-style-type: none"> -Professional Development Committee -Coordinated / intense use of Collaborative Planning Time -Summer Training -Mentoring <p>Partnerships:</p> <ul style="list-style-type: none"> -Critical Friends, Coalition for Essential Schools, WESTED, Diversity Workshops, Peer Mediation
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Part 2. Safe and Effective Learning Environment

	<p>Problem Statement/Goal</p>	<p>Research / Data</p>	<p>Current Programs/ Challenges & Strengths</p>	<p>Proposed Recommendations</p>
<p>1</p>	<p>Attendance / increase daily attendance rate to >95%</p>	<ul style="list-style-type: none"> • Latest survey shows 8%-12% of students are absent daily (10% of total student body = 155+ students) 	<ul style="list-style-type: none"> • Published Attendance policy is in place. • Robo-call technology allows for efficient notification to family • Challenge–24% drop out rate 	<ul style="list-style-type: none"> • Establish team who would have accountability for improving this, and provide that team with resources to address causes for chronic absenteeism where possible • Connecting those students to other supports needed to improve attendance (e.g. content recovery program for catch-up in math or English, or credit recovery for older students). • Improve access-egress technology at doors • Parental/Guardian accountability for students with regard to attendance
<p>2</p>	<p>Tardiness / Reduce current rates by 10% each year</p>	<ul style="list-style-type: none"> • Daily, 500 students are late to 1 – 2 classes; • Daily, 100 students are late to 3 or more classes 	<ul style="list-style-type: none"> • Tardy Hall staffed with counselors for students arriving after 9 am • Published Attendance policy is in place. <p>Travel Time - Wilson has longest average commute of all DC high schools</p>	<ul style="list-style-type: none"> • Replace Tardy Hall with the CAASS system, which produces a late pass with the time and picture of the student for him/her to take to class. Hallways will be monitored to get students to class as soon as possible. • Next Fall—Intense focus on the first 30 days of school to enforce rules • Establish team to focus on chronic latecomers to provide intervention with support services (is there a cause for the lateness that can be addressed?) • Parental/Guardian accountability for students with regard to tardiness

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3	<p>Clean and Safe Environment</p>	<ul style="list-style-type: none"> • >10% increase in number of students over last year, but no equalization funding provided this year to serve those students • Long-delayed maintenance issues still remain 	<ul style="list-style-type: none"> • Safety Plan in place • Dedicated police and security staff in place • Detailed discipline policy established • WMC has improved on-site management • Strong custodial staff work hard to keep the building clean • Inconsistent enforcement of discipline policy • Current risk of over-crowding • Fights, assaults and thefts occur on site 	<ul style="list-style-type: none"> • Modernization will resolve a number of issues (e.g. improve doors/exits, heating & cooling, etc) • Sufficient custodial staff to keep up with increasing student population • Require communication and coordination across Crisis Intervention Team, Student Support Team, Counselors and Main Office and provide resources (with focus on tracking and supporting students who violate the discipline policy as well as those who self-identify as not feeling safe) • Dedicated staff to monitor hallways both during class times and during transition periods • Task force to study solutions to lunchtime issues • Include student center in modernization proposal for students who are not scheduled for class
4	<p>High and Clear Expectations</p>	<ul style="list-style-type: none"> • Well established that high expectations contribute to good outcomes 	<ul style="list-style-type: none"> • Good Web Site –wilsonhs.org provides easy access to info • Mission Statement already in place • Many rigorous classes contribute to high expectations • Strong alumni pride 	<ul style="list-style-type: none"> • Emphasize positive recognition to improve student behavior • Sustained compliance with our behavior policies • Engage, Educate Empower – communicate the mission early and often • Combine high & clear expectations with strong support for low performing students • Parental/Guardian accountability for students with regard to discipline • Find ways to enhance school pride—seek student input
5	<p>Strong and Supportive Relationships</p>	<ul style="list-style-type: none"> • Research: well established link between supportive relationships and good outcome 	<ul style="list-style-type: none"> • Academies, Athletics, 9th Grade team teachers, Extra-Curricular Activities all provide additional opportunities for establishing these relationships • Challenge: This year teachers are stretched thin: high enrollment plus no equalization support equals over-crowded classrooms and over-burdened teachers • Strength: Existing program with volunteer mentors and tutors (including Wilson teacher program, R.I.T.E.S) 	<ul style="list-style-type: none"> • Respect is shown to everyone by everyone (this is our code – across all the different relationships at Wilson – student, teacher, staff, parent, etc.) • Must hire a Spanish-speaking counselor • Reinstate formerly very successful mediation (including peer) and Diversity Workshops. Cultural competence training on an annual basis • Institute MAC scholars program of student mentors • Create opportunities for individual interactions (e.g. through 9th grade classes, homerooms, athletics) across the diverse groups at Wilson • Menu of options for Level I infractions focused on reducing recidivism • No student is suspended or expelled to the streets. • Disciplinary action is accompanied by an individualized plan for their period of suspension or expulsion and how incorporation back into school will take place; no student will leave the building without one. A community agency is contacted to work with that student and/or family. • Appropriate access to services such as social workers, mental health, gang counselors inside and/or outside the school. • Create an information board with names, phone numbers, hours of operation

				<p>of all the community agencies so students have access to that information in case they are not ready to talk to a counselor.</p> <ul style="list-style-type: none"> • Have and post a list of mental health services—from ALL parts of the city. • All counselors are available and in the halls from 8:15 am to 9:15 am to improve access and their visibility. <p>Security guards serve as role models and treat students with respect—even in challenging situations. Cultural competency is a must.</p> <ul style="list-style-type: none"> • Post counseling office hours, and make sure counselors are there reliably during that time. <p>Better counselor-to-student ratio</p>
6	Provide necessary resources for teachers	<ul style="list-style-type: none"> • Lack of telephones to contact parents • Copying equipment breakdowns • Inadequate supplies 	<ul style="list-style-type: none"> • A solution to the lack of telephones is being explored by the COO 	<ul style="list-style-type: none"> • Provide adequate number of telephones • Provide training to allow teachers to use technology properly to communicate with both students and teachers (e.g., dc.gov email addresses, online course postings, etc.) • Provide proper supply budgets for teachers

Part 3. Parent and Community Involvement

Problem Statement/Goal	Research / Data	Current Programs/Challenges & Strengths	Proposed Recommendations
PARENTAL/FAMILY INVOLVEMENT			
<p>Problems:</p> <ol style="list-style-type: none"> 1) Some parents are not actively engaged and/or are unable to support students 2) Parents who seek involvement often lack information/direction or encounter barriers 3) Parents often lack knowledge of basic policies and resources, e.g. attendance requirements, testing, guidance 4) Some parents do 	<p>Research findings:</p> <ul style="list-style-type: none"> ▪ parental expectation is one of the greatest predictors of student success ▪ Some parents are not aware of the role they can play in student success ▪ Effective school and parent communication is a key factor in student success <p>Data: Wilson has limited data on parental involvement:</p>	<p>Programs:</p> <ul style="list-style-type: none"> • Most parent engagement is through PTSA, LSRT, academies, departments or activities (athletics, debate) - - often involves fundraising • PTSA: monthly meetings; newsletter; Wilson directory; Wilson listserv; summer “back-to-school” packet • LSRT: seeks to engage parents in school policy. • Wilson: back-to-school night; quarterly student progress reports; parent-teacher conference days; Wilson web 	<p><i>All of the following recommendations address problems 1 – 4.</i></p> <p><u>Organizational Structure</u> Clearly establish staff responsibility and accountability for engaging parents</p> <ul style="list-style-type: none"> • Consider comprehensive “Student and Family Support Division” for: guidance, college/career support, crisis support, attendance and discipline, parent education and outreach, community partnerships, and health directly under the principal • Consider a contract partner to administrate these functions, OR • Explicitly charge each academy with these functions <p><u>Data Collection and Survey</u></p> <ul style="list-style-type: none"> ▪ Annual survey (or focus groups) for baseline/ongoing data on parental access to school staff and resources, definition of parental role; share, coordinate survey with PTSA, LSRT

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<p>not understand the importance of parental support for student success</p> <p>Goals: Create the structure, processes and climate to effectively engage parents</p>	<p>the number of parents who attend PTSA meetings and parent-teacher conferences; past PTSA outreach survey of Spanish-speaking families; partial teacher survey of e-mail outreach</p>	<p>site, weekly bulletin, myriad points of contact</p> <ul style="list-style-type: none"> ● Teachers: try to contact families when student performance/attendance drops critically; some teachers actively reach out via e-mail or websites. <p>Challenges:</p> <ul style="list-style-type: none"> ● Wide geographic base means many families travel some distance ● Diversity in home language, race, culture and socio-economics challenges communication ● Lack of clarity about staff responsibility for outreach and engagement ● Lack of technical resources for home-school interaction: teacher phones , standard web and internet-based tools ● Lack of transparency about who parents should go to for which situations. 	<p><u>Task Force on Open and Welcoming Environment; PTSA/LSRT/Staff</u></p> <ul style="list-style-type: none"> ▪ Starting with registration determine how to develop a welcoming environment for families ▪ Institute small-group orientations for ALL families before or at registration including direct personal interaction with faculty and/or administrators; introduction to counselors, key staff ▪ Parent Contract and Pledge (developed with PTSA) outline expectations of and accountability for parents ▪ Establish direct “people to people” outreach from staff to families including periodic individual meetings between administrators/ faculty/ counselors students and families (in addition to parent teacher conferences) ▪ Ensure all staff welcome parents of diverse backgrounds; consider diversity training ▪ School-wide distribution of Wilson Directory & Handbook ▪ Wilson, more than the PTSA, becomes primary source of information and outreach on school policies and activities <p><u>Outreach and Engagement: Varied Methods</u></p> <ul style="list-style-type: none"> ▪ Continue and expand Wilson’s excellent website ▪ Provide (multi-lingual) printed information on basic policies, staff contacts & locator; academic opportunities; guidance functions, etc. ▪ Workshops on a range of topics, accessible geographically, linguistically and culturally, including parent role in student success, partnering with teachers, college and career planning ▪ Explore model programs such as “Adolescent Transitions Program” to foster family management skills for high risk teens; target non-literate, homeless, un-employed parents <p><u>Faculty and Staff Resources</u></p> <ul style="list-style-type: none"> ▪ Phones in the teachers lounges and elsewhere ▪ Accurate contact information for families ▪ Access to dc.gov email addresses for all faculty ▪ Training on web-based programs that inform families about student progress for specific classes. ▪ Families need to have access to in-house translation or a system to provide such translation for our Latino, African, and Asian families.
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COMMUNITY INVOLVEMENT			
<p>Problems:</p> <p>1) How best to maintain and foster Wilson’s many and varied existing successful partnering relationships</p> <p>2) Wilson needs expanded outreach and involvement to resources in the immediate area (e.g. ANC, civic associations, commissions, library)</p> <p>3) Expand Wilson’s partnership outreach to student neighborhoods beyond Tenleytown</p> <p><u>Goal:</u> Build on Wilson’s current partnerships; ensure that staff are aware of resources; add partners locally and wherever Wilson families reside</p>	<p>Research:</p> <p>Community partners can be a critical source of resources and external support</p> <p><u>Data:</u> Wilson has many partners but separate lists are maintained by different areas (e.g. academies, crisis center, athletics division, etc.)</p>	<p>Programs:</p> <p>Multiple community partners successfully support academies and programs for students with special interests and needs for example:</p> <ul style="list-style-type: none"> • Mentoring programs with the Latin American Youth Center and Mentors, Inc. • Cathedral Scholars identifies a group of 9th graders each year and supports them up to college • AVID supports 25 students each year and works them through graduation • Community resources are accessed on an ad hoc basis through crisis teams or individual Wilson staff • Interaction with external relationships is diffuse, not centrally monitored • Departments foster partnerships for internships, various collaborations 	<p>Recommendations:</p> <ul style="list-style-type: none"> ▪ Ensure responsibility for community partnerships is explicit in restructured Wilson administration ▪ Inventory and monitor external relationships and assess how to use them most effectively ▪ Foster and expand connections with outside organizations that can provide financial and other support, in particular through the development of the Friends of Wilson fundraising organization. ▪ Improve Wilson’s role and the reputation of its students through community-oriented service and events, capitalize on outreach through the new pool , for example