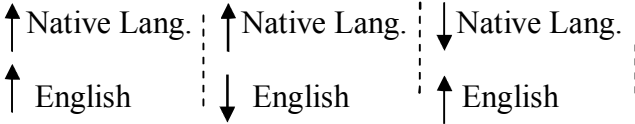


**Small Group Discussion Worksheet**  
**Wilson ThinkTank on Restructuring 11-26-07**

<b>Problem or Weakness to be Addressed</b>	<b>Possible Solution/ Structural Change</b>	<b>Questions or Information Needed</b>
<b>Group: Gloria Gibson, Sarah Tilson, Sekou Biddle, Lisa Tabaku, man from Fairfax, Cathy Reilly</b>		
Attendance	Call out program; proactive approach; serious; check n connect; 9 <sup>th</sup> gr.	Find out who they are. Who is missing classes? Interview. Enforce rules. Home visits. How far do they travel? Break it down.
English Language Learners performance	Partner: George Washington Center for Excellence and Equity in Education Partner: Center for Applied Linguistics (Betty Smallwood) Plans need to address each grade level. Hire ESOL teacher for Science? Need diagnosis of all kids coming in math especially 9 <sup>th</sup> gr. Need tutoring.	Evaluate reading. Is every teacher teaching reading? Want 2 years of performance data on ELL. Access for L's test. Establish targets and see how performance relates to targets. Are the students educated in their native languages?
English Language Learners performance	Care must be taken for appropriate placements.	<p>Need further diversification of ELL group according to abilities.</p>  <p>Students been in USA from Kindergarten to now but proficiency is still low. Also those who select out of ELL classes.</p>

<b>Group: Pam Gardner, Beth Perry, Harry Travis, Wilma Bonner, Heleny Cook</b>		
Academic failure of 20% of students across all grades.	Implement a Lower School & Upper School un-graded HS. Prep Academy. Maybe un-grade 9 <sup>th</sup> & 10 <sup>th</sup> grades?	What is successful HS? What is good model for Prep Academy? How do we involve students in planning?
Racism & Classism	Diversity Workshop to be refined for students, faculty and parents	Are there organizations that can help us? What are students' perceptions of Wilson as an open climate? As it relates to ethnicity and class?
Lack of Community	Ongoing training of literacy Speak the same language for strategies Metacognition	
<b>Group: Ms. Petree, Coach G, Vanessa Stroman, Ginny Callanen, Jude Landis, Mary Giffin</b>	<i>We cannot be scared to think outside the box. We have to work outside our comfort zones!</i>	
Academic progress and school operational effectiveness	Effective School Model (see documents) Teachers and staff collect data and build solutions. Dedicated planning period & process.	Community collectivism? Jim Leonard model
Traffic crowding contributes to negative climate	Staggered lunches Staggered dismissals	How would it work with current capacity?
Lack of coordination across teachers of common goals & approaches	Help teachers agree on uniform policies, e.g. paper headings, grading protocols, writing format (MLA vs. Chicago). Require coordination among teachers.	What can "We" agree upon that is of central importance? Population definition(s)? Concerns? Possible solutions?
Student motivation and expectations	AVID for more or all students. Consistent expectations re: truancy, tardiness, hall walking. Discipline management. Partnerships with feeder middle schools. Afterschool seminars.	

Address academic needs of below basic students	8-period system (double math; double English) or other scheduling system.	Inclusion of technology—modernization of curriculum—how can we do this? How can we increase the appeal or packaging of information? Arts and entertainment?
Lack of involvement of parents of many of the neediest children	Social contract? Counselor program. Incentives for students for having their parents involved.	
Guidance function	Consultant/partner to implement guidance program.	Feedback from teachers needed re: guidance program.
<b>Group: Greg Bargeman, Sarah Whitener, Margot Berkey, 9<sup>th</sup> gr. English teacher, Reading Specialist, other male teacher</b>		
Testing culture not strong enough	Focus on benchmarks & links to standards and DCCAS. Provide incentives for students. Motivate and encourage students through practice answering the kinds of questions they'll see on tests. Ensure that all quizzes/tests model DCCAS type questions, especially short answers. Generate enthusiasm through countdown to testing. These are strategies used in many other schools and districts.	
Parents are not aware of testing importance and of other aspects of school culture	Go to neighborhoods where our students live to conduct community meetings. 9 <sup>th</sup> gr. Team conducting home visits. Need to communicate with all parents about benchmarking and other testing.	
Not enough collaboration among teachers	Increase common planning time especially among teachers in Freshman and other Academies.	

	Provide more training on DCBAS and DCCAS.	
	Prefer finding an organizational partner(s) dedicated to <i>particular issues</i> at Wilson, not to take over the school. Want someone close by so we can work closely; visit nearby schools to see effective practice in action, etc.	