

Summary Analysis

1. Mission and Vision

Mission: The mission of Woodrow Wilson High School is to empower all students with the skills and knowledge to become compassionate, inquisitive, principled young people who create a more peaceful world through global awareness, critical thinking, and a commitment to action and service.

Vision: Our vision is to create an academically rigorous school of international merit where all stakeholders function as a cohesive and collaboratively learning community to insure that all students succeed as knowledgeable, ethical, and caring citizens of the world.

2. School Data Analysis

Academic Performance Index: Wilson's API score in 2010-11 was 637, which met the 2011 growth target and represented an 22 point increase from 2009-10, and a net gain of 79 points from 2006-07. The Latino, Socioeconomically Disadvantaged, and English Learners subgroups met their API targets, with the Socioeconomically subgroup doing better than the overall API at 641. ELs and SWD lagged behind, at 591 for ELs and far behind at 393 for SWD. While the overall, Latino and Socioeconomically Disadvantaged API scores all rose at least 57 points since 2007 (Hispanic increased the most, 63 points), and SWD increased minimally, SWD 6 points. The SWD subgroup has also not been able to sustain any increases, having broken 400 (API 421) in 2009 but regressing to 374 in 2010.

Adequate Yearly Progress: Wilson did not meet the 2011 AYP criteria in ELA school-wide but did meet it for ELs. In Math, however, neither the school nor any subgroups met the criteria. In ELA, the Latino and the Socioeconomically Disadvantaged have shown the largest net gain in attaining proficiency, Latino (20.9%) and Socioeconomically Disadvantaged (20.0%). In Mathematics, Latino students showed the largest net gain of 25.1%. English Learners and Students with Disabilities lag behind the school-wide AYP.

California English Language Development Test (CELDT): Thirty-eight percent of English Learners gained a proficiency level in 2010-11, which is a 1% decrease from 2009-10 and a 28.6% net decrease from 2006-07. The school did not meet its AMAO 1 target in 2010-11, and hasn't four of the past five years. Nine percent of English Learners were redesignated in 2010-11, and Wilson did not meet its AMAO 2 target. It has not met the target in five of the past five years.

CAHSEE Mathematics: In 2010-11, 78% of 10 graders passed the CAHSEE Mathematics, which represents a 20% net increase over five years. Hispanic students passed at a slightly lower rate than school-wide, with a passage rate of 77%. English Learners passed at a much lower rate: 53%. Economically disadvantaged students had a slightly higher passage rate than school-wide rate, at 80%.

CAHSEE ELA: In 20010-11, 73% of 10th graders passed the CAHSEE ELA, which represents a 10% net increase over five years. Hispanic students passed at a slightly lower rate than school-wide, at 72%. Fifty-three percent of English Learners passed, a 22% net increase. Economically disadvantaged students had a slightly higher passage rate than the school-wide rate, at 74%.

CST ELA: In 2010-11, 28% of Wilson students scored Advanced or Proficient on the CST ELA, 37% scored Basic, and 35% scored Far Below Basic or Below Basic. Over five years, proficiency rates increased by 7% and BB/FBB rates decreased by 17%. From 2009-10 to 2010-11, Wilson was more successful at moving students out of BB than from FBB, B, or P. Eleventh graders performed better in 2010-11 on the CST ELA than 9th and 10th graders, having more students scoring A or P, and fewer scoring BB or FBB. Examination of skill strand/cluster data shows that Wilson students across grade levels performed best in Word Analysis and Written Conventions, and worst in Literary Response and Analysis. All skill strands have shown improvement over the past five years.

CST Mathematics: When examining the traditional sequence of mathematics courses (Algebra I in 9th, Geometry in 10th, and Algebra II in 11th), very few students scored advanced and proficient in 2010-11, and there has been little if any growth in proficiency rates over the past five years. The vast majority of students are scoring BB or FBB (77% of 9th graders in Algebra I, 73% of 10th graders in Geometry, and 84% of 11th graders in Algebra II). Wilson has had very little success in moving students into proficiency, and limited success in moving even FBB students, when examined over 5 years and over 1 year (2009-10 to 2010-11).

Examination of skill strand/cluster data shows that Wilson students across grade levels who took the Algebra I CST performed the best by far in Number Properties, Operations, and Linear Equations, and worst in Functions and Rational Expressions. Geometry students performed comparably in all skill strands, but showed the most net improvement in Angle Relationships, Constructions, and Lines. Algebra II students performed the best in Polynomials and Rational Expressions, and the worst in Series, Combinatorics, Probability and Statistics, and Quadratics, Conics, and Complex Numbers. Performance in Exponents and Logarithms improved the most, which is to say, at all, when observed in net.

CST World History: In 2010-11, 20% of tenth graders scored Advanced or Proficient on the CST World History, which is an 7% net improvement. Fifty-five percent of tenth graders scored FBB or BB, which is a 6% net decrease. Examination of skill strand data shows that Wilson students performed best in Development of Modern Political Thought, and worst in International Developments in the Post WW-II Era and Causes and Effects of the Second World War.

CST Science: In 2010-11, 23% of students scored Advanced or Proficient on the CST Biology, which is an 8% net increase over five years, with most growth coming from BB (a 15% drop in 5 years). Forty-two percent of students scored FBB or BB in 2010-11. On CST Chemistry, only 12% of students scored advanced or proficient, a small net increase over 5 years (3%), and 65% scored FBB or BB. On CST Integrated Science, 4% scored A or P (up 2% in 5 years), and 62% scored FBB or BB (a 9% net decrease over 5 years). The most successful skill strand in Biology was Physiology and the worst was Cell Biology. The most successful skill strands in Chemistry were Chemical Bonds and Biochemistry, and the worst was Chemical Reactions.

Graduates, Dropouts, UC/CSU Eligibility: In 2010, Wilson's 4 year derived dropout rate was 21%, a net decrease of 3% from 2006, and an increase of 6% over 2008. The 4-year derived graduation rate was 79%, an increase of 16% from 2006, when the 4-year rate was only 63%. Wilson has also had some success in increasing their UC/CSU eligible grads. In 2010, the UC/CSU eligibility rate was 59%, an increase of 8% from 2006. That rate has fluctuated however, with a high of 52% in 2007 and a low of 22.2% in 2008.

Strengths:

- 79-point API growth over 5 years, 22-point growth from 2010 to 2011
- 20% increase in 10th grade CAHSEE Math pass rate over 5 years, 77% passed in 2011
- 16% increase in 4-year grad rate over 4 years, 79% in 2010.
- 10% Increase in 10th grade CAHSEE ELA pass rate over 5 years, 73% passed in 2011

Weaknesses:

- EL and SWD subgroups lag behind on API growth, SWD declines on API s
- Over 70% of students are still FBB or BB in Math (9th Alg, 10th Geom, 11th Alg II)
- Close to or above 50% in FBB or BB in ELA, Social Studies and Science

As evidenced by the longitudinal study of the data, Wilson High School has made steady growth over time. API has shown an average annual growth of 15.8% annually. Students passing rates for CAHSEE ELA and Math and graduation rates have also shown growth over time. Academic growth for significant subgroups, differs and varies from one subgroup to another. English learners and Students With Disabilities still lag behind in meeting proficiency performance. Additionally, the school has failed to meet Adequate Yearly Progress for many years and continues in program improvement status. Increased effort driven and informed by data and sound instructional pedagogy reflected in the rigorous academic demands of the International Baccalaureate Program as well as an intense focus on an effective implementation of a comprehensive Response to Intervention² plan will help the school obtain its annual measurable objectives and improve its API. The use of Professional Learning Communities as a process for ensuring coherent and cohesive collaboration by all stakeholders will also contribute to the academic growth. The ensuing adoption of the IB Middle Years Programme, in which there is equity and access to both an engaging and rigorous education that prepares all students to be college- prepared and career-ready, will undoubtedly establish the conditions necessary for the school to meet its academic growth and its AYP.

3. Applicant Team Analysis

The Wilson design team is comprised of a diverse group, including: the Principal, an assistant principal, teachers, counselors, coordinators, students, alumni and community members. Members of this group also include department chairs, Small Learning Community (SLC) lead teachers, and the UTLA chapter chair. Additionally, a majority of this group holds Masters of Education degrees and several members have earned a Masters in Educational Leadership and administrative credential. Our Principal, Ursula Rosin, has 21 years experience as a teacher, 10 years as an administrator with extensive experience in instruction, curriculum, and professional

development, and holds both a Masters in the Social and Philosophical Foundation of Education as well as a Master in Educational Leadership. Also a majority of the group has been trained in Adaptive Schools, RTI², and the International Baccalaureate Program. This group possesses the necessary skills, education, experience and leadership to forge Wilson High School's vision of a school of international merit.

Instructional Plan: Curriculum and Instruction

a. Instructional Program

Wilson High School (hereafter Wilson) is committed to providing an instructional program for all students, grades 9-12, which exemplifies a high quality, rigorous academic program. We believe that such an instructional program must be based on providing best, first instruction that is informed by research-based pedagogical techniques in order to ensure that all students have access to a guaranteed and viable curriculum. Our promise is to instill and model high academic expectations for the diverse group of students that will be served at Wilson, resulting in ALL students graduating from Wilson college-prepared and career-ready.

To address the need for increasing student achievement and improving school-wide accountability, our proposed curricular and instructional program is explicitly student-centered and grounded in research of effectiveness with similar student populations, particularly geared toward meeting the learning needs of English Learners (EL), Economically Disadvantaged (ED), and Students with Disabilities (SWD). Towards this end, we have consciously adopted key, research-based instructional strategies (see Instructional Strategies below) that have demonstrated effectiveness for the student population that will be served at Wilson. Moreover, our design of the curricular and instructional program is informed by findings from a study of ten “best practice” high schools in California¹ to ensure high standards of learning for all students and to guide the design of the instructional program at Wilson including:

- *Focus on Standards:* State (and new national Common Core) standards will be used to set goals, develop course outlines, and create common assessments.
- *Data- and Goal-Driven Instructional Planning:* Planning of teaching and learning will be driven by explicit, measurable goals based on data and aligned to standards.
- *High Academic Expectations:* Academic expectations will be high for all students, regardless of socioeconomic status, ethnicity, English language proficiency, learning disability, etc.
- *Evidence of Effectiveness:* Selection of instructional programs and resources will be based on available research and/or evidence of effectiveness. These instructional programs will be tightly aligned to State standards with the understanding that the standards, not the textbooks, drive instructional planning.
- *Differentiation:* A variety of instructional structures, programs, and resources will be selected to assist in differentiating instruction so that students can be served in the regular classroom and have access to a rigorous and engaging curriculum.
- *Personalization:* Providing a personalized, differentiated classroom and enhancing adult-student relationships through advocacy and mentorship will be the primary means to reach high academic expectations for all.

¹National Center for Educational Accountability (2006). *Just for the Kids – California. High School Best Practice Study, 2004-2005*. Sacramento, CA.

- *Alignment of Schedules and Support:* Schools' schedules and structures will protect instructional time and reflect an emphasis on core academic courses. Instructional specialists, coaches, and/or master teachers will work with teachers to ensure that evidence-based teaching strategies are implemented effectively in every classroom.
- *Focused Teacher Collaboration:* Teacher collaboration time will be used to refine and revise curriculum, develop assessments, and share instructional strategies and practices. Collaborative teams will take solution-centered approaches to address the learning needs of students, valuing professional inquiry, reflection and problem solving by team members.

In Spring 2011, Wilson's application to the International Baccalaureate Middle Years Program (IBMYP) was accepted for candidacy. As such, Wilson is on track to offer the IBMYP, which offers a "framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers."² Three core tenets characterize the IBMYP philosophy:

1. ***Holistic learning:*** all knowledge is interrelated and that the curriculum should cater to the development of the whole person, the attributes of which are described by the IB learner profile.
2. ***Intercultural awareness:*** school communities should encourage and promote international-mindedness by engaging with and exploring other cultures, a key feature of international education
3. ***Communication:*** schools should encourage open and effective communication, important skills that contribute to international understanding

The aim of the IBMYP is to approach the learning holistically and emphasize the interrelated nature of the subject areas. Instruction is structured around five interdisciplinary themes (called Areas of Interaction), which are used to frame eight subject areas (English, World Language, Humanities/History, Science, Mathematics, Arts, Physical Education, and Technology). The Areas of Interaction include:

- 1) ***Approaches to learning*** represents general and subject-specific learning skills that the student will develop and apply during the program and beyond. The focus of this area is on teaching students how to learn and on helping students find out about themselves as learners so that they can develop learning skills.
- 2) ***Community and service*** considers how a student engages with his or her immediate family, classmates and friends in the outside world as a member of these communities. Through effective planning and teaching, students can learn about their place within communities and be motivated to act in a new context.

² See description at www.ibo.org/myp

- 3) ***Health and social education*** delves into the range of human issues that exists in human societies, such as social structures, relationships and health. The area can be used by students to find out how these issues affect societies, communities and individuals, including students themselves. Through the area of health and social education, students can identify and develop skills that will enable them to function as effective members of societies, as well as learning about how they are changing and how to make informed decisions that may relate to their welfare.
- 4) ***Environments*** considers how humans interact with the world at large and the parts we play in our environments. It extends into areas beyond human issues and asks students to examine the interrelationships of different environments. This area can lead students to consider both their immediate classroom environments and global environments.
- 5) ***Human ingenuity*** deals with the way in which human minds have influenced the world, for example, the way we are, think, interact with each other, create, find solutions to and cause problems, transform ideas and rationalize thought. It also considers the consequences of human thought and action.

As a school that will be implementing the IBMYP, Wilson's guiding philosophy is to develop an instructional program that prioritizes:

- International mindedness and global outlook
- Thematic, interdisciplinary instruction
- Real world applications of learning
- Development of the characteristics in the IB learner profile³
- The IB Five Areas of Interaction

Wilson is also a high school that has reorganized into six Smaller Learning Communities (SLCs) and two magnet programs. The SLCs function as interdisciplinary teams of teachers serving approximately 225-300 students in grades 9-12 with a differentiated and personalized educational experience tied to a thematic orientation and/or career pathway (see Table 1 below).

³ IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open minded, caring, risk-taking, balanced, and reflective. See Appendix Q for a complete description taken from *Middle Years Programme: from principles to practice* (2008) International Baccalaureate Organization, Cardiff, Wales, United Kingdom.

Table 1: Wilson’s SLC Structure

Approximate Enrollment	Theme /Pathway	Thematic Orientation and/or Career Pathway
225	Environmental & Urban Studies	Environmentalism, sustainability and urban planning
225	Business & Technology	Entrepreneurship and advancing technology
225	Agents of Change	Public service, activism and social justice
225	Visual Arts	Visual media, art and design
225	Performing Arts	Theatre production and musical theory
225	Health Science	Public health, science and technology
150	Police Magnet	Law enforcement and public safety
225	Law Magnet	Law and justice

Wilson’s SLC structure provides an ideal framework for implementing the IBMYP precisely because these academies promote:

1. A thematic structure for interdisciplinary study
2. Career pathways that prepare students for 21st Century global society
3. Opportunities for community partnerships and service learning
4. Family Advocacy System (FAS) to support and personalize the high school experience for students⁴

In addition, SLCs have documented benefits in terms of reducing dropout rates, improving student attendance, and increasing likelihood of high school graduation.⁵ In effect, the SLC structure provides a vehicle for bringing together a focus on academic rigor, with augmented emphasis on curricular relevance and enhanced relationships/personalization. These 3Rs – rigor, relevance, and relationships – provide an umbrella for the instructional program at Wilson intended to ensure that ALL students do, in fact, graduate on-time college-prepared and career-ready. Embedded within the SLC’s are four California Partnership Academies. Wilson High is committed to fully supporting the partnership academies in order for them to meet the requirements set by the CA Education code so that they can continue to receive their funding from the CA Department of Education. Given the demographic shifts in the community, SLCs have also aligned themselves as sister SLCs with linked themes to prepare for possible merges.

⁴The Family Advocacy System serves as a homeroom class in which students “loop” with a teacher from their SLC for four years. FAS will help students develop study skills, prepare for college and careers, and plan and carry out personal projects.

⁵Kemple, J. K. and Snipes, J. C. (2000). *Career academies: Impacts on students’ engagement and performance in high school*. New York, NY: Manpower Demonstration Research Corporation. See also, Bloom, H.S. et. al. (2010). *Transforming the High School Experience: How New York City’s New Small Schools are Boosting Student Achievement and Graduation Rates*. New York, NY: Manpower Demonstration Research Corporation.

For academic rigor, Wilson will continue to utilize the Instructional Guides and Periodic Assessments adopted by LAUSD as the backbone of the core instructional program until interdisciplinary lesson units are developed (see Curriculum Development below). The Instructional Guides specify curricular pacing to address key standards, as well as suggested model lessons and practice assessments. Similarly, the Periodic Assessments provide a set of benchmarks for measuring student academic progress tied to the standards “along the way” that can be used to guide and modify instructional delivery. Wilson will use these resources as guides rather than a strictly prescribed process for instructional delivery. Put another way, Wilson will take advantage of the flexibility and autonomy of Public School Choice to change instructional delivery to meet the individual needs of students, many of whom arrive in high school performing well below grade level. Re-sequencing and re-pacing of the standards will be allowable as long as instruction is standards-based and meets the needs of a thematically oriented academy.

At the same time, Wilson aims to augment this emphasis on academic rigor with relevance and relationships so that students are engaged and connected to a rigorous, standards-based instructional program. Curricular relevance will be manifest in efforts to ensure that students have opportunities to participate in hands-on, interdisciplinary experiences and project-based learning that allows them to apply and connect learning within and across academic disciplines. Relevance also means connecting learning to real-life applications that showcase how learning will be applied in career/workplace settings so students understand how and why what they are learning is important beyond high school. Through exposure to contextualized, thematic learning, students are more likely to retain knowledge and skills that they have been taught. Lastly, curricular relevance also encompasses efforts to ensure Culturally Relevant and Responsive Education (CRRE) to acknowledge, respond to, and celebrate the diverse cultural communities that will be served by Wilson in an equitable and pluralistic manner (see section on Addressing the Needs of All Students below).

The academies’ focus on relationships at Wilson will directly address the need to personalize the secondary educational experience so that students are not allowed to drift and/or fall through the cracks. Personalization strategies are intended to connect students to the staff (teachers, counselors, administrators) within each academy so that individual student needs are met. Personalization includes activities that provide students with effective transitions from middle into high school, as well as distinctive educational experiences (i.e., how participation in one academy is different from that received by other students who have chosen another academy) during their high school years. More importantly, however, personalization of instruction means student-centered pedagogy that takes into account student interests, talents, background, and aspirations. Personalization also implies a greater emphasis on individualized counseling and guidance so that all students develop accountability for their own learning and have a concrete plan for high school graduation and beyond that is the frequent focus of student-adult interactions.

Wilson embraces a vision of bringing together academic rigor with enhanced relevance, differentiated instruction, and depth of learning summarized eloquently by Wiggins and McTighe (2008):

“The mission of high school is not to cover content, but rather to help learners become thoughtful about, and productive with, content. It's not to help students get good at school, but rather to prepare them for the world beyond school-to enable them to apply what they have learned to issues and problems they will face in the future. The entire high school curriculum-course syllabi, instruction, and especially assessment-must reflect this central mission, which we call learning for understanding.”⁶

In this way, Wilson is committed to providing an instructional program which ensures that students develop skills and knowledge for engaging in intellectual work across disciplines/subject matter AND preparation for the global economy of the 21st century.

- IB mission and vision and IB Learner Profile develops students into well-rounded global citizens.
- SLC thematic electives provide opportunities of deep exploration of career-based courses in a sequence that builds upon previously learned skills.
- SLCs also form a structure for interdisciplinary study within and between core content areas.
- Common strategies across disciplines/common assessments within departments ensure uniform delivery of information and grading, especially of cross-disciplinary culminating tasks.
- IB requires study of foreign language. Wilson will offer Spanish and Mandarin to make our students more competitive in the global political and economic network.
- Career Technical Education (CTE) courses provide real-world career-based study.
- Scheduling all students for A-G courses encourages a college-going culture.
- Mentorships/partnerships with local businesses and organizations give students hands-on experience in a professional environment.

Instructional Strategies

It is our belief that good first teaching, with embedded academic intervention and support, must form the basis for Wilson’s instructional program. Our analysis of student achievement and school performance data 2006-2011 indicate some key areas of growth, particularly:

- 81-point API growth, with 37-point growth from 2009 to 2011 (last two years)
- 21% increase in 10th grade CAHSEE Math pass rate, with 79% passing in 2011 (46% Advanced or Proficient)

⁶Wiggins, G, and McTighe, J. (2005). “Put Understanding First” *Educational Leadership* 65 (8), 36-41

- 11% *increase* in 10th grade CAHSEE ELA pass rate, with 74% passing in 2011(41 % Advanced or Proficient)
- 16% increase in the four-year graduation rate, 79% in 2009 (most current year available).

Nonetheless, other data clearly indicate weaknesses and areas in need of additional focus:

- Majority of students (i.e., over 70%) are scoring Far Below Basic or Below Basic in high school Mathematics, and approximately half are scoring at these proficiency levels in English/Language Arts, History, and Science.
- Ongoing achievement gap among English Learners (EL) and Students with Disabilities (SWD) who have been less likely to show progress on both the CST and CAHSEE.

In sum, the “typical” Wilson student needs additional instructional support and overt scaffolding in order to be successful in the core academic instructional program. There is a need for pedagogy that reaches the whole student and values multiple intelligences, and is responsive to the tenets of Response to Instruction and Intervention (RTI²) and differentiated instruction. Our students also require additional supports in developing habits of mind for success, higher-level critical thinking skills, and foundational knowledge and skills upon which to build grade-level achievement and beyond. As such, the Wilson Design Team has come to consensus on the following research-based instructional strategies that support such an approach and, therefore, will form the basis of instructional delivery across content areas and academies:

1. **Specially Designed Academic Instruction in English (SDAIE)** is a pedagogical approach that focuses on providing students with scaffolded and differentiated lessons that enable students to access and master rigorous core content through the application of modified speech and explicit modeling by teachers, frontloading of academic vocabulary, student involvement in multi-sensory experiences that address multiple learning modalities. At Wilson SDAIE will explicitly focus on:
 - **Non-linguistic representations**⁷ intended to promote conceptual understanding by scaffolding learning. These often include use of graphic organizers⁸ to categorize and organize student learning.
 - **Cooperative learning**⁹ involving the structuring of peer-to-peer and small group interactions (e.g., Think-Pair-Share, Jigsaw, Reciprocal Teaching, Literature

⁷Non-linguistic representations are a research-based instructional strategies in and of themselves, ranked fifth of nine key strategies overall. See Marzano, R. J., Pickering, J.D., and Pollack, J.E. (2001) *Classroom Instruction that Works: Research based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD. Non-linguistic representations rank higher (second of nine) when analyzing the impact for English Learners according to Hill, J. D. and Flynn, K.M. (2006) *Classroom Instruction that Works with English Language Learners*. Alexandria, VA: ASCD.

⁸Thinking Maps are distinct graphic organizers used to scaffold instruction for students in eight fundamental thinking processes (defining in context, describing with adjectives, sequencing and ordering, identifying part/whole relationships, classifying and grouping, comparing and contrasting, analyzing cause and effect, and illustrating analogies). Thinking Maps enable students to organize their thinking and are typically used in conjunction with collaborative learning groups to facilitate brainstorming, pre-writing, and other learning activities that help students to access and master rigorous content.

⁹Cooperative learning is a research-based instructional strategy ranked sixth of nine key strategies overall. See Marzano, R. J., Pickering, J.D., and Pollack, J.E. (2001) *Classroom Instruction that Works: Research based*

Circles etc.) during lessons to engage and promote active learning and oral language practice.

- **Content, Connections, Comprehensibility and Interaction(CCCI)**
 - Design lesson objectives that focus on specific concepts and specific language
 - Build connections between what is to be learned and what students already know
 - Combine visual cues such as pictures and diagrams with verbal and written communication
 - Use modeling and sentence frames to scaffold academic language development

2. **Advancement Via Individual Determination (AVID)** is a college-readiness system designed to increase the number of students who enroll in four-year colleges by raising expectations and providing academic and mentoring support. Wilson is an AVID national demonstration site in LAUSD. **WICR** — writing, inquiry, collaboration, and reading — forms the basis of the AVID curriculum. It gives students the skills they need to succeed in college-preparatory class by transforming students from passive learners into active classroom contributors and critical thinkers, including the use of Socratic Seminars¹⁰ to stimulate higher-level thinking and meta-cognition. AVID also focuses on improving students' study skills (e.g., time management, use of cornellnote-taking¹¹, and generation of higher level questions for interactive classroom discussions).
3. **Project-based learning(PBL)** is a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.¹² At Wilson, our PBL framework will involve students in interdisciplinary projects where students collaborate, working together in original ways to come up with the solutions to real world problems and/or learning applications. PBL experiences will provide complex tasks based on challenging, interdisciplinary questions or problems that involve the students' problem solving, decision-making, investigative skills, and reflection that emphasize teacher facilitation of learning rather than directed teaching.

Strategies for Increasing Student Achievement. Alexandria, VA: ASCD. Cooperative learning ranks higher (fourth of nine) when analyzing the impact for English Learners according to Hill, J. D. and Flynn, K.M. (2006) *Classroom Instruction that Works with English Language Learners*. Alexandria, VA: ASCD.

¹⁰Socratic seminar is a method of teaching that engages students in intellectual discussion by responding to questions with questions, instead of answers. This method encourages the students to think for themselves rather than being told what to think. Open-ended questions allow the students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence.

¹¹Cornell Note-Taking is a research-based instructional strategy ranked second of nine key strategies overall. See Marzano, R. J., Pickering, J.D., and Pollack, J.E. (2001) *Classroom Instruction that Works: Research based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD. Cooperative learning ranks higher (fourth of nine) when analyzing the impact for English Learners according to Hill, J. D. and Flynn, K.M. (2006) *Classroom Instruction that Works with English Language Learners*. Alexandria, VA: ASCD.

¹²Definition taken from Buck Institute for Education. See www.pbl-online.org

4. Reading and Writing Across the Curriculum – The Development of “Authentic Literacy” - The lifelong consequences of good or poor literacy skills are monumental. Authentic literacy – i.e., generous amounts of close, purposeful reading, rereading, writing, and talking – profoundly affects students’ life and career options, their understanding of the world, and their facility with concepts and ideas.¹³ As a result, in order to raise student achievement across all core academic subjects, it is critical for Wilson High School and its staff to embrace the use of authentic literacy as a core strategy. For, as stated in the National Commission on Writing, 2003, p. 9:

If students are to make knowledge their own, they must struggle with the details, wrestle with the facts, and rework raw information and dimly understood concepts into language they can communicate to someone else. In short, if students are to learn, they must write.

The Common Core Standards, which will be adopted by the District in 2014, are testimony to this critical nature of literacy and writing. Disciplinary literacy is integrally embedded into the newly State adopted Common Core Standards for English, Social Science, and Science. As a result, the Wilson Instructional Leadership Team developed a set of Schoolwide Writing Criteria to be used by all departments based on both the Common Core Standards for writing in English as well as the Language A Rubric for IB (appendix R). The school has also acquired a large set of high interest texts for reading across the curriculum to enhance engagement in current critical issues across the core curriculum. Writing, linked to close reading, is the workshop of thought and has the most profound impact on students’ abilities to engage in higher-order thinking.

While the specific curricular use of these strategies will differ from academy to academy based on their thematic orientation, ALL students at Wilson will receive an instructional program that incorporates the regular use of these strategies. We believe these instructional strategies are mutually reinforcing and complementary. As such, they provide a common “toolkit” for designing classroom teaching practices and student learning activities that will enable us to reach our vision of all students graduating from high school college-prepared and career-ready.

Autonomy

Wilson is committed to taking advantage of curricular and instructional autonomy provided under the Public Schools Choice (PSC) process to implement innovative practices aimed at maximizing student learning and engagement.

First, Wilson is demonstrating a commitment to innovation in the instructional program by joining and fully capitalizing on the international school community through the IB Programme. Wilson is participating in an internationally recognized program that offers students global opportunities. Wilson is also implementing the IBMYP in conjunction with Farmdale

¹³Schmoker, M. J. (2006). The power of authentic literacy. *Results now: how we can achieve unprecedented improvements in teaching and learning* (pp. 51-57). Alexandria, Va.: Association for Supervision and Curriculum Development.

Elementary and El Sereno Middle to ensure a K-12 pathway into IB.

Second, our adoption of Project-based learning (PBL) as a key instructional strategy (see Instructional Strategies above) for actively engaging students, encouraging applications of conceptual knowledge, and promoting a problem-solving and critical-thinking mindset will necessitate the development of subject area and interdisciplinary projects that innovatively connect to subject area standards. Autonomy will be beneficial in this respect insofar as the development of PBL lessons will require re-sequencing of content standards and development of performance-based assessments that measure student mastery in ways that are different from more traditional multiple choice or even constructed response assessments. Our emphasis on applied learning and “big” ideas (i.e., how to learn, rather than merely what to learn) will be aided by autonomy. Autonomy will help us meet the IBMYP requirement of an interdisciplinary 10th grade project, tied to a Small Learning Community theme.

Third, Wilson will use the autonomy provided under PSC to expand student access to college level learning opportunities while in high school. In particular, we intend to address the need for increasing college access and eligibility by expanding opportunities for students to enroll at East Los Angeles Community College and/or California State University Los Angeles while in high school so that they earn college credit and directly experience a college environment.

Lastly, PSC autonomy will be helpful in meeting the district’s Service Learning graduation requirement. Wilson will expose students to multiple examples of PBL, including an 11th grade Service Learning Project. As part of this process of making learning more performance-based and relevant, Wilson is currently expanding community partnerships (which already exist in three California Partnership Academies on campus) in all SLC academies in order to provide all students with increased access to internships, job shadowing, and career mentoring.

b. Core Academic Curriculum

For the core academic curriculum, Wilson will continue to utilize many of the curricular resources provided by LAUSD. In the first 1-2 years of PSC implementation, we will use the autonomy provided by PSC to design IBMYP interdisciplinary curricula (see Curriculum Development below). While these are being developed, Wilson will use the Instructional Guides, which provide guidance on curricular pacing and concept lessons. We will also continue to use the periodic assessments, which provide standards-aligned benchmarks on student progress. All textbooks, Universal Access materials, and other supplemental materials will adhere to guidelines from the State Board adoptions.

At the same time, teachers will deliver curricular based on IBMYP unit planners, which include a common structure for lesson design that includes: 1) backwards mapping; 2) essential unit (learning) questions; 3) unit/lesson concepts; 4) culminating tasks and projects; and 5) learner expectations. All departments are engaged in developing and refining curricular maps and common formative assessments.

Wilson will “operationalize” the four common instructional strategies above through the “Wilson Mule Team Lesson Design and Study” protocol (appendix S). This protocol provides a common framework for how to design a standards-based lesson, irrespective of course content. The five elements of Wilson’s Lesson Design will include the following:

1. Identify and prioritize common student needs
2. Develop specific objectives to meet student needs
3. Plan instruction to meet objectives
4. Deliver and debrief instruction
5. Assess student work and reflect upon the strengths and/or challenges of the lesson design.

Our curricula will be standards-based and meet the requirements for UC/CSU eligibility (i.e., the A-G course sequence). At a minimum, all high school students will take four years of English, three years of Mathematics, two years of Science, three years of Social Studies/History, two or more years of Physical Education, two years of foreign/world languages, one year of a performing or fine art elective and one year in a career technical art. The principal, APSCS, counselors, SLC leads, and department chairs will work collaboratively on the matrix and master schedule to ensure students have equitable access to all A-G courses, both within SLCs and across the school when necessary.

Below we have provided descriptions of the curricula and instructional foci of the core academic subject areas:

English/Language Arts: To increase achievement in all five clusters in English Language Arts, teachers will align internationally minded curriculum to the new Common Core State Standards (CCSS). These standards will also frame the schoolwide writing criteria. The standards based units will touch upon the five areas of interaction as well as the various components outlined in the IB unit planner. By organizing curriculum in this manner, students will experience meaningful and culturally relevant daily lessons. Currently the units of study for MYP ELA classes will follow the general pacing of the local district which begins with persuasion, followed by exposition and literary analysis and will conclude with a personal narrative. Culminating tasks for the different units will expose students to a variety of testing prompts found on ELA tests as well as real world scenarios where they are asked to be critical readers, writers, and speakers. The English Department seeks to challenge students to embrace reading and writing as a vehicle to better our community and our world.

Mathematics: In Mathematics, CAHSEE scores have improved (last six years) as a result of double blocking 9th and 10th grade students in Algebra 1 and Geometry classes. However, CST Math scores are lowest, on average, compared to other core subjects. Based on data, our students tend to do best on review and foundational skills, but show the lowest levels of performance on standards and concepts taught toward the end of the school year. Based on an evaluation of previous double block classes scheduled for struggling Wilson students, we have revised our approach to working with double block classes. Instead of teachers simply “stretching curriculum” they will implement a wide range of strategies. These include: effective interventions, common assessments, department-wide implementation of Cornell Notes, student

specific intervention teachers, use of inquiry based lessons, implementation of the Mule Team Lesson Design and Study, and following our monthly calendars and common grading rubrics for RTI support class. The Math department will focus on providing better, more effective scaffolding and academic intervention during the initial teaching of lessons. Teachers will be gradually trained to introduce the new Common Core Standards (CCS) in Math into IB lessons and units.

Science: Science teachers will design and implement specific labs that focus on enhanced laboratory experiences and inquiry-based lessons. Science teachers will focus on experiential learning through labs, using innovative, interactive instructional activities and strategies. In addition, Science Department's evaluation of previous student performance indicates that teaching students scientific skills in isolation gets lost or is less effective than when students can connect scientific concepts to real-life health concerns. These connections help build relevancy. Therefore, lessons will include connections to real-life concerns (e.g., diabetes, sickle-cell anemia, and other health-related issues especially prevalent in the local community). IB unit planning will help teachers develop lessons around themes and essential questions relevant to these health concerns. Data shows that macro-level concepts are understood but the micro-level understandings need more work. Teachers will target learning activities that require students to use more detailed information to express big scientific ideas.

History/Social Science: The 2011-2012 school year IB "roll-out" will absolutely help history teachers to build their expertise and curricular integration of international developments given the IB focus on international-mindedness and global awareness. Teachers will design and implement standards based, engaging and highly rigorous lesson units using the IB planner. The Social Studies Department has also identified power standards based on what is most likely to occur on standardized tests and has developed their curriculum maps to address the most relevant standards and lessons. These curricular maps are thematically designed rather than chronologically, focusing on commonalities, themes, and making connections across timelines rather than trying to understand events in purely linear order. In conjunction with AVID WICR strategies, the curricular maps also incorporate writing and project-based learning instead of the "lecture and test" method in order to promote active engagement and student interactions and simulations of course content including elements from the *History Alive!* curriculum and textbook, *A People's History of the United States*, and *Facing History and Ourselves: Holocaust and Human Behavior* text and training.

Curriculum Development

Wilson will develop interdisciplinary SLC units. Because each of the six SLCs and two magnet programs have a distinct, thematic orientation/career pathway that guides how students experience core academic instruction, as well as a set of specialized electives and CTE courses, the curricula at Wilson will be supplemented by '*thematic teaching*' delivered through the individual academies. Curricular relevancy will be embedded into the curriculum through school-wide use of project-based learning (PBL). In this way, we aim to connect academic learning to real life experiences and presentations of student learning organized around each academy's theme.

All curricula will be formatted using IB unit templates that clearly show alignment to CA state standards. Curriculum maps and unit plans will be on file in a binder stored in the principal's office. Standards will be posted in each classroom that reflect what is being covered in the current unit/lesson. Teachers will begin to be trained in the new standards in English Language Arts and Math in a "phase-in" process comprised of initial exposure and orientation leading to later incorporation into IB lessons and units. Due to the in-depth nature of the task, the timeline for developing PBL/IB lesson units will occur over a longer period of time. We will begin the curriculum development process in 2012-13 but will likely not have a set of defined curricula until the end of Year 2 (2013-14).

Another area of curriculum development hinges on revising the curriculum for Family Advocacy System (FAS) to make it more consistent at each grade level, and tailored within each SLC. In conjunction with our school's organization into separate SLCs capable of ensuring that every student is known and receives a personalized secondary educational experience, the FAS will function as set-aside time for on-going personalization between students and a faculty advocate. The FAS curriculum will be used to develop students' personal ownership of the A-G requirements in order to be "college-ready (we term this "AVIDization" of the FAS curriculum). The FAS curriculum will be organized as grade level modules that provide ideas for classroom activities tied to course credit checks and guidance on high school programming, review of assessment data for individual students, study and organizational skills, social and community responsibility, student projects and presentations of learning (including IBMYP 10th grade project, 11th grade Service Learning project, etc.), college preparation (PSAT, SAT, college essays), and career exploration (skills and interest inventories, mock resumes and job interviews, etc.) The FAS curriculum reflects both the IB and AVID program objectives to ensure that our students are college-ready, reflective, intellectual risk-takers, who possess an international perspective. FAS also solidifies our commitment to enhancing school-home connections and providing students with a supportive adult at the school, as well as a built-in peer group across their high school years.

c. WASC Accreditation

In Wilson's most recent WASC (2010), Wilson was accredited for six years with a revisit at the three year mark. Several areas were identified as "School-wide Critical Areas for Follow-Up" that are addressed in the current PSC proposal. In particular the PSC planning process outlines ways that Wilson will address:

CATEGORY A: Organization: Vision/Purpose, Governance, Leadership/Staff, and Resources

- The administration must continue to recruit a highly qualified teaching staff and provide high quality staff development and support to retain staff.
- The Leadership Team should continue a formalized process to gather and evaluate data to verify the effectiveness of the instructional program, including SLCs and support programs, and make appropriate revisions as necessary.

CATEGORY B, C, and D: Standards-Based Student Learning: Curriculum, Instruction, Assessment & Accountability

- The Leadership Team should continue to strengthen collaboration time in order to maintain and enhance effective instruction and further develop the SLCs, the IB program, and the common assessments.
- The administration and staff should ensure that high academic rigor is consistently applied across the full spectrum of the curriculum.

CATEGORY E: School Culture and Support for Student Academic Growth

- The administration and staff should continue to strengthen the outreach to parents and community and increase stakeholders' involvement and participation.

Wilson will be revisited in Spring 2013 by WASC. The plan for WASC accreditation is realistic and will include strategies to ensure the school meets all WASC criteria and identifies who will lead the process for the school. The PSC plan is the action plan for the WASC accreditation process and the Single School Plan. Committees for WASC accreditation will be in place early and continue as standing committees to keep a laser-like focus on data in order to modify and improve the instructional program as necessary. The fall and spring reviews for PSC will serve as a vehicle to monitor our adherence to goals of PSC, WASC and the Single School plans.

d. Addressing the needs of all students

Wilson is committed to providing consistent access for all students to standards-based curricula that embody high expectations for academic achievement, as well as differentiated instruction that takes into account different learning styles, socio-cultural influences and possible learning disabilities. Differentiation is an approach intended to support student learning by addressing diversity of learning styles and multiple intelligences, often via task rotation.¹⁴ Differentiated instruction is “responsive” teaching rather than “one-size-fits-all” teaching, where the teacher proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible. Concretely, teachers do this by differentiating content (what), process (how), and product (evaluation) in their classrooms.¹⁵

The key instructional strategies (see Instructional Strategies above) include commitment to providing in-class differentiation. Another key aspect of addressing the needs of all students at Wilson will center on implementation of Culturally Relevant and Responsive Education (CRRE). Research refers to CRRE as theoretical educational framework that attempts to confront the reality that teachers will continue to come into contact with students whose cultural, ethnic, linguistic, racial, and social class backgrounds differ from their own. Specifically, teachers must be able to construct pedagogical practices that have relevance and meaning to students' social and cultural realities in order to integrate the cultures of different racial and ethnic groups into

¹⁴Silver, H., Strong, R., and Perrini, M. (1997) “Integrating Learning Styles and Multiple Intelligences,” *Educational Leadership* 455:1.

¹⁵ Tomlinson, C. (2001) *How to Differentiate in Mixed Ability Classrooms*. Alexandria, VA: ASCD. See also Tomlinson, C. and McTighe, J. (2006). *Integrating Differentiated Instruction and Understanding by Design: Connecting Contents and Kids*, Alexandria, VA: ASCD.

the overall academic program. The central elements¹⁶ of CRRE that will inform the instructional program at Wilson include:

- *Communication of High Expectations.* Rejecting deficit-based thinking in favor of an authentic belief that students from culturally diverse and low-income backgrounds are capable learners. High expectations will be consistently communicated based upon genuine respect and belief in student capability.
- *Cultural Sensitivity.* Gaining knowledge of the cultures and languages represented in their classrooms and translate this into instructional practice. Teachers will harness diversity for intellectual exploration by “bridging” learning experiences so that students “choose” academic excellence.
- *Culturally Mediated Instruction.* Ensuring that students develop and/or maintain cultural competence through connection to community, national, and global identities. Instruction will be characterized by the use of culturally mediated cognition, culturally appropriate social situations for learning, and culturally valued knowledge in curricular content.
- *Reshaping the Curriculum.* Providing students with experiences that showcase academic success by legitimizing students’ real-life experiences as part of the official curriculum.
- *Active Teaching Methods.* Believing that the co-construction of knowledge is the foundation of the teacher-student relationship. Instruction will engage students in active roles in crafting curriculum and developing learning activities.
- *Small Group Instruction.* Providing students with more collective, collaborative learning experiences, as well as options for demonstrating mastery of skills and standards in learning groups.
- *Teacher as Facilitator of Dialogue.* Developing students’ critical thinking skills through reflective discussions and learning experiences that challenge the status quo (i.e., to critique the cultural norms, values, mores, and institutions that produce and maintain social inequities).
- *Student Controlled Classroom Discourse.* Providing students with the opportunity to control some portion of lessons, so that teachers gain insights into the way that speech and negotiation are used in the home and community.

Furthermore, to address the needs of Standard English Learners, Wilson will implement the use of the Academic English Mastery Program (AEMP) in which the primary goal is for SELs to acquire proficiency in Standard American and academic English as an important tool in accessing the core curriculum and increasing academic achievement.¹⁷

¹⁶ For this framework, we have borrowed heavily from the typology from The Knowledge Loom (www.knowledgeloom.org). For the research and theoretical foundation of these approaches see for example, Gloria Ladson Billings (1994) in *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco, CA: Jossey Bass Publishers and “But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy” (1995) in *Theory Into Practice* (34:3), pp. 159-165. Another good reference is Tyrone C. Howard, “Culturally relevant pedagogy: ingredients for critical teacher reflection,” in *Theory Into Practice* (Summer 2003)

¹⁷ Cobb, Ph.D, C. A. (2011, September 23). LeadCast Blog - LeadScape. *LeadScape*. Retrieved November 17, 2011, from <http://www.niusileadscape.org/bl/?p=515>

Six research-based access/instructional strategies that support learning for Standard English Learners are:

- Making Cultural Connections: connecting instruction to students' lives to increase motivation, engagement, and learning, i.e., Activate Prior Knowledge, Infuse History/Culture of Students, Understand and utilize students' frames of reference, Utilize Culturally Relevant Literature, and Create Authentic Learning Experiences
- Contrastive Analysis: the systematic study of a pair of languages with a view to identifying their structural differences and similarities, Contrastive Analysis promotes the acquisition of academic language and helps students become proficient readers, writers, and speakers of Standard American and academic English.
- Cooperative and Communal Learning Environments: supportive learning environments that motivate students to engage more with learning and that promote language acquisition through meaningful interactions and positive learning experiences to achieve an instructional goal.
- Instructional Conversations (IC): discussion-based lessons carried out with the assistance of more competent others who help students arrive at a deeper understanding of academic content. ICs provide opportunities for students to use language in interactions that promote analysis, reflection, and critical thinking.
- Academic Language Development (ALD): the teaching of specialized language, vocabulary, grammar, structures, patterns, and features that occur with high frequency in academic texts and discourse. ALD builds on the conceptual knowledge and vocabulary students bring from their home and community environments.

Lastly, Wilson will implement a comprehensive Response to Instruction and Intervention (RtI²) to meet the needs of all students. As described by LAUSD in Bulletin 4827.1, RtI² is based on supporting students with systematic intervention and extended learning opportunities. In particular, this means designing a tiered "pyramid of intervention" that clearly defines the entry and exit criteria for academic intervention and referral to other "intervention" services.¹⁸ RtI² is an integrated approach using pedagogy, lesson design, and progress monitoring data in order to make the best instructional decisions for students as a means to ensure that every student will receive quality, standards-based instruction in all content areas to enable all students to graduate college-prepared and career-ready.

The RtI² framework establishes a process for providing increasing levels of instructional time and intensity whereby the needs of all learners are identified, supported early, and effectively, and high performing students have access to acceleration in learning. The RtI² framework is based on the provision of good, quality, first instruction and the use of data to identify students for appropriate acceleration and interventions. RtI² implementation is everyone's responsibility and advances academic achievement through frequent progress monitoring, on-going data collection and analysis as well as the provision of immediate, evidence-based intervention for students who need it. The intensity, frequency, and duration of support increases and student-

¹⁸For a description of the "Pyramid of Interventions" please see DuFour, R., Eaker, R., Karhanek, G. and DuFour, R. (2004). *Whatever it Takes: How Professional Learning Communities Respond when Kids Don't Learn*.

teacher ratio decreases as students move up the tiers.

In this schema, Tier 1 of RtI² functions as the instructional program that all students receive in order to succeed in school. Teachers at Wilson will provide instruction that is differentiated, culturally responsive, evidence-based and aligned to grade-level, content standards. Analyzing the effectiveness of Tier 1 instruction will primarily occur among course/departmental PLCs. All students will have universal access to this high-quality instruction (i.e., the right of all students to have equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socio-economic status, ethnicity, background, or disabilities). Differentiation will occur through modifications to the content (what is taught), process (how its taught), product (how learning is shown), and/or resources available in the classroom (core program or supplementary materials). In order to differentiate instruction to maximize student growth, teachers will add depth and complexity to the curriculum, scaffold lessons, pre-assess students to form flexible groupings, implement interest and/or learning centers, employ questioning strategies, allow for independent study, preview, review, re-teach, and frontload.

Tier 2 will include the set of strategic interventions for targeted groups of students who have experienced academic setbacks and need accelerated intervention and support to access the core curriculum. Put another way, strategic intervention will be for 10%-15% of students that need additional time and varied type of instruction that is aligned to students' academic needs based on data from multiple measures. Strategic interventions will give students more time to learn either by using an instructional strategy used in the core or a different pedagogy - whichever benefits the student more. Specifically, Wilson's Tier 2 intervention will be developed and delivered by SLC interdisciplinary teams who share the same students. During FAS, students will be informed about the entry/exit criteria for Tier 2 interventions so that students are part of the intervention conversation.

Tier 3, known as "Intensive Intervention," will be for an estimated 1-5% of students that need individualized and/or very small-group instruction that is highly focused and designed to accelerate student progress. Tier 3 will include use of curricula, pedagogy, or instruction that is different from Tier 1 and Tier 2 because data indicate that academic or behavioral progress is delayed despite well-implemented instruction/intervention. Out-of-classroom staff and specialists will be primarily responsible for Tier 3 interventions. Progress monitoring at Tier 3 will be more frequent, drawing on assessments that provide in-depth information about a student's instructional needs and are used to identify academic deficits. In addition, close monitoring will allow for the adjustment of curricula and instruction/intervention. Tier 3 services are not synonymous with special education services, but rather a critical step in providing intensive intervention so that students have an additional opportunity to succeed and learn.

e. Vertical Articulation

Wilson is able to build on strong articulation and working relationships with all feeder schools including Farmdale Elementary School, El Sereno Middle School and Belvedere Middle School. As part of articulation, Wilson conducts middle school recruitment and outreach at both feeder middle schools. This annual event is presented by current Wilson seniors and informs middle

school students about academic and extracurricular opportunities at Wilson. Students learn about the programs at Wilson and are even able to tentatively choose which SLC they wish to join.

In addition, Wilson will enhance articulation by designing and establishing a 9th grade summer bridge program to help students transition to the new school and ensure success in their high school career. The summer bridge program will be open to students who are already identified as at-risk at the middle school level. The program will include workshops on study habits, academic success and life skills as well as an elective course that will jump start students to earning enough credits for graduation. The summer bridge program will be in addition to the existing 9th grade orientation that is held each year in late August.

Vertical articulation will also be integrated into Wilson's curriculum, instructional program and professional development. Wilson High School and its primary feeder schools Farmdale Elementary and El Sereno Middle School have adopted the International Baccalaureate (IB) model as a vertically linked instructional philosophy. These three schools will form the only K-12 strand of IB schools in all of LAUSD.

Within this program, all three schools will use the same curriculum and instructional program, which will provide students with continuity and a familiar approach within the classroom. In terms of professional development, teachers from all three IB schools have met by content area at least twice a semester. These meetings allow teachers to collaborate and align their methods, strategies, and units of study so that students see commonalities throughout their academic careers. These professional developments will continue each year and will grow in frequency and focus.

f. Early Care and Education

Not applicable.

g. Service Plan for Special Education

Wilson is an inclusive high school that serves the needs of all students. Wilson provides comprehensive Special Education services that serve the needs of multiple disabilities including: RSP, SDP and Alternative Curriculum. Within these programs the following disabilities are served – SLI, AUT, ED, OHI, MRM, MD, and DHH. As outlined in the attached Service Plan for Education, the Special Education Program follows the General Education Core Curriculum and also provides the Alternate Curriculum Standards for specific students and programs.

The Special Education Department is aligned with Wilson's IB plan and the philosophy in that all students have inclusive equal access to school-wide curriculum, supports, classes and events. Special Education students who participate in general education classes are provided with trained teachers who understand and implement differentiated instruction, accommodations and modifications with are focused on individualized IEP goals. Wilson's Special and General education teachers effectively communicate collaborate and co-teach to ensure that all students' needs are being met.

Instructional Plan: Professional Development

a. Professional Culture

Wilson is committed to establishing and nurturing a collegial and collaborative staff that are professionally accountable for student success. The professional culture will be built on an expectation of high student achievement, based on clear, measurable goals for student success and aligned to clear academic standards that are continually modeled and supported by school leadership.

Staff collaboration will be organized as Professional Learning Communities (PLCs). PLCs will be established for all subject areas and/or courses, as well as for the six interdisciplinary SLCs and two magnet programs at the school. In shaping our professional culture, Wilson embraces the three core tenets¹⁹ of PLCs:

1. PLCs are student-centered: staff focuses on what students have learned, not merely what has been taught. This emphasis on student learning means that we ask ourselves what students have learned, how student learning will be evaluated, what we will do when students struggle with learning, and what we will do once students have demonstrated mastery.
2. PLCs are deliberately collaborative: staff has regular, job-embedded time to plan common lessons, develop common assessments, discuss the students they share, etc. Collaboration is based on collective inquiry, action research, and experimentation. In other words, we reject teacher isolation and recognize that group commitments to implement collective solutions to common problems provide a more productive way to improve student achievement. Lastly, collaboration means that we are always dedicated to the notion that we must make public what have heretofore been private instructional decisions.
3. PLCs are professionally accountable for outcomes and reflection: Staff “own” student success or failure. We commit to looking in the mirror and addressing the factors that are within our control rather than pointing the finger of blame elsewhere or expounding on factors outside of our control that impact student learning. We also commit to using data to evaluate defined outcomes, not merely intentions, and to ensure that data (broadly conceived) guides and modifies school-wide, team, and individual classroom decisions.

The professional culture of our school will focus on common goals and structures that support collective inquiry, as well as modeling and coaching to create a shared commitment to excellence. Because Wilson will function as a student-centered learning environment, educators must act as facilitators of student learning. In the professional culture we are intent upon establishing, we assert that staff must also embody the following characteristics taken from our Expected School-wide Learning Results (ESLRs) known as the Mules PAC:

¹⁹DuFour, Richard (2004) “What is a ‘Professional Learning Community’?,” *Educational Leadership* (May 2004)

1. Model honesty, integrity, and responsibility:

- Provide effective supervision of students
- Regularly attendance for the total contract day
- Maintain accurate and timely records
- Make regular parent contacts
- Attend all meetings for the duration
- Follow through on agreed upon commitments and next steps
- Take ownership of one's own professional growth
- Take on a rotational leadership role during each school year

We are models/examples for our students. If we want our students to embody these characteristics, we need to set the example. By ensuring that all teachers are doing their part, we will increase rapport among the faculty, and create a more constructive working environment where teachers and students alike respect each other.

2. Understand and respect each other and our difference:

- Accepting others ideas during collaboration
- Being able to plan with colleagues from other departments
- Promote culturally relevant/responsive instruction & behavior
- Promoting other viewpoints in the classroom

When collaborating we will not reject ideas, but rather work together and build upon them to make them better, respecting the fact that everyone has different opinions that they can contribute. Specifically, when working with our SLCs on interdisciplinary units we will be respectful of our colleagues from other departments, understanding that they might have a different perspective on the curriculum and varied teaching strategies.

3. Listen, speak, and act with empathy and compassion:

- Use the Seven Norms of Collaboration from Adaptive Schools.
 - Pausing, Probing, Assuming Positive Intentions, Paraphrasing, Putting ideas on the table, Paying attention to self and others, Promoting a spirit of inquiry
- Utilize protocols when presenting or analyzing material.
 - Tuning Protocol: warm feedback, cool feedback, and questions (presenting work)
 - Atlas Protocol/Mule Team Lesson Design and Study

When these norms and protocols are used during collaboration amongst teachers it promotes the exchange of ideas, which highlights different teaching strategies that are used. Teachers will grow in their practice through constructive feedback and sharing of ideas. This will encourage teachers to move toward a professional culture that de-privatizes educational practice, and promotes professional transparency and accountability.

4. Engage in safe activities and healthy relationships:

- Teachers will be well-balanced and participate in schools wide activities
- Teachers will respect teachers and students privacy and personal space
- Engage in productive, professional relationships with all stakeholders
- Build trust and rapport with colleagues and students

We will encourage teachers to become active participants in the Wilson School community by getting involved with different clubs and organizations on campus. This will include supporting the students as a sponsor of the club, as well as attending events. Teachers can also get involved with the Wilson High School community by attending football games, other sporting events, and dances. Lastly, it goes without question that all teachers will maintain healthy relationships with other teachers at the school, as well as students, by respecting privacy and personal space.

5. Strive for academic and personal excellence

- Teachers will maintain a valid, clear credential
- Teachers will attend regular professional development
- Teachers will stay abreast on current research in their field

Teachers are expected to stay current in their field. They can achieve this by completing all necessary coursework to maintain a valid, clear credential. Teachers will be encouraged to take additional courses in their field and attend professional developments to continue their education.

b. Professional Development

Professional development and teacher collaboration will be organized as both content/course PLCs and PLCs organized by thematic, interdisciplinary teams of teachers in the six SLCs and two magnets. These PLC structures will be supplemented by targeted school-wide professional development on key topics outlined below. In order to provide adequate time for professional development to meet the array of foci described below, Wilson will continue to “bank time” from all minimum days. This will allow us to provide **weekly** time for professional development and teacher collaboration organized as a late start on Mondays. In addition, Wilson has organized SLCs to have common conference periods so that interdisciplinary teams of teachers meet twice weekly for one hour. Lastly, some faculty meeting time may be released to allow an additional time to allow PLCs to operate effectively.

Subject area/course PLCs will meet three times per month focused on building the capacity of staff to engage in “backwards mapping” such that what is taught (curriculum) maps through assessment back to the key California content and the new Common Core standards using research-based pedagogy. These PLCs will design common lessons by reaching consensus on matching key school-wide instructional strategies (SDAIE, PBL, AVID) to lesson plan development, and then analyze the effectiveness of the application of common pedagogy on teaching practices and student learning. The subject area/course SLCs will be responsible for defining staff expectations for Tier 1 of RtI² (i.e., reaching consensus on instruction will be differentiated, culturally responsive, evidence-based and aligned to content standards). These PLCs will also focus on developing common formative assessments, reaching consensus on how to evaluate student performance and check for student understanding of underlying

standards/concepts. Towards this end, teachers in subject area/course PLCs will administer and use data from common formative assessments to guide and modify teaching (i.e., how to use assessment data to target interventions and re-teaching).

PLCs organized by interdisciplinary SLCs will meet twice weekly focused on interdisciplinary lessons and projects, personalization activities, and Tier 2 of RtI². As interdisciplinary groupings of educators, the SLC are an ideal forum for working on interdisciplinary IB lessons and culminating projects (e.g., 10th grade IBMYP project, 11th grade Service Learning project, etc.). Because the SLCs share students in common, SLC collaboration will also address the development of systems for identification, referral, and service of students in need of “intensive” and “strategic” interventions for pre- and re-teaching, discussing the needs of students that they share in common across subject areas. Lastly, the SLC PLCs will function as the forum for collaboration on developing and refining the content of the FAS period. Professional development and teacher collaboration will address how to use the FAS curriculum effectively, sharing best practices and experiences in personalizing the educational experience for students. In this way, professional development will enhance the capacity of all staff to translate “personalization” into a set of concrete actions that inform the adult to student interactions.

To supplement and complement the emphasis on PLCs, Wilson will organize periodic school-wide professional development to address the following professional development priorities:

- Defining how to organize and operate as PLCs (e.g., core tenets, staff expectations, Adaptive Schools, etc.)
- Understanding the framework and theory behind the move from Assessment OF Learning to Assessment FOR Learning, including guidelines for development of common formative and culminating tasks, performance/project-based assessments and use of IB assessment policies and grading (appendix T)
- Achieving common expectations for progressive discipline, Positive Behavior Support, and appropriate classroom modifications
- Implementing the use of Culturally Relevant and Responsive Education (CRRE) and Academic English Mastery Program (AEMP)
- Other School-wide initiatives: AVID, SDAIE, and IB training

Building on the best practices of effective high schools²⁰, Wilson’s professional development plans will focus on deep understanding of curriculum and assessment and on the development of our four key instructional strategies. All professional development activities will be process-oriented with structured follow-up activities. Through the on-going use of collaboration time to refine and revise common lessons, develop common formative assessments, and share instructional strategies and practices, PLCs will take solution-centered approaches to address student learning needs. Wilson educators will value professional inquiry, reflection and problem solving by team members.

²⁰National Center for Educational Accountability (2006). *Just for the Kids – California. High School Best Practice Study, 2004-2005*. Sacramento, CA.

Professional Development Calendar

Below we have outlined a plan for Year 1 (2012-13) of PSC implementation, which outlines key topics and foci for the various forums for professional development and collaboration:

Forum and Day	Type of PLC	Topics Covered
Before-school on Monday (3 times a month)	Course/Department PLC	<ul style="list-style-type: none"> - Response to Intervention – Tier 1 - IB lesson planning and common assessments - Data analysis & Intervention (following Mule Team Lesson Design & Study) - Grading policies
Before-school on Monday (once a month)	Whole staff	<ul style="list-style-type: none"> - PLC Collaboration and Adaptive Schools Facilitation - Culturally Relevant and Responsive Education (CRRE) - Positive Behavior Support, Discipline, Safety - IB Vertical Articulation - Project-based learning and performance assessments
Common Planning Time (during conference) on Tuesday (every week)	SLC	<ul style="list-style-type: none"> - Interdisciplinary lesson unit planning - Personalization activities and FAS curriculum - Response to Intervention – Tier 2 - SLC specific activities and events
Common Planning Time (during conference) on Thursday (every week)	SLC	<ul style="list-style-type: none"> - Wilson Walks (appendix U) - AVID - SDAIE and other EL strategies - Differentiation for Special Ed Population - Lesson Tuning Protocol
1 week during summer 2012	Whole staff, SLC, PLC	<ul style="list-style-type: none"> - Adaptive Schools Strategies - School Culture/Climate - Professional Culture/Elect to Work - Dept Level Work - SLC Level Work

c. Teacher Orientation

For teacher orientation, Wilson will focus on introducing and reinforcing the professional culture described above with new and returning staff members prior to PSC implementation. This will be achieved through a week long paid training during the summer prior to implementation (summer 2012). During this week teachers will be instructed on the school culture that is to become the norm, as well as the qualities they need to continue to cultivate as professional educators. During this time, teachers will also be trained in Adaptive Schools Strategies to facilitate the PD throughout the year, as well as work in Department level and SLC PLCs to ensure curriculum and instruction are aligned to the mission and vision of the school.

Given the type of school we are developing and the specific staff characteristics that we feel are desirable, it will be necessary to acculturate staff new to Wilson to our mission, vision, values, and goals for subsequent years. To accelerate this process, Wilson will pair staff (whether new to the profession or new to the school) with a peer “buddy.” Staff will be matched to a colleague who is in the same content area/course PLC whenever possible and/or same SLC. Via peer mentoring, we aim to assist staff in becoming acquainted with the roles and expectations for PLC collaboration, as well as the school’s conception on how to analyze and use data to guide instructional practices. Throughout, the focus will be on ensuring that staff are supported, trained, and developed in relation to the four key instructional strategies, and brought into the fold with regard to our comprehensive system of assessment and accountability.

In recent years, Wilson has had only a few new (new to profession OR new to Wilson) teachers join the staff. If this were to continue, a “buddy system” would be an effective method of socializing teachers to the initiatives at Wilson, but if in the future, a larger group of new teachers needs to be oriented, Wilson will form a New Teacher Cohort. New teacher meetings happen the first Thursday of each month. During these meetings, teachers will become familiar with the IB curriculum and philosophy, the PLC model of collaboration, the Wilson schedule, as well as other initiatives such as AVID.

We anticipate that staff will need support and guidance in expanding their notions of what is included in “data” to include the formative and performance-based common assessments that will be constructed within PLCs. Most importantly, the professional development structure described above will be responsible for reinforcing the shared definition of best first instruction at the heart of our instructional program. Where appropriate, staff orientation will include differentiated support. In this way, we aim to ensure that all staff understand that quality instruction that actively engages students is the best and most authentic preparation for the high-stakes assessment that comprise school accountability.

d. Professional Development Program Evaluation

Because the majority of professional development will occur within PLC (course/department and SLC) collaboration, the evaluation of professional development is essentially the method by which PLCs will be held accountable. The high-leverage principal leadership strategies advocated for this²¹ include an evaluative role in monitoring: a) teachers' examination of curriculum and standards; b) teachers' analysis of summative and formative data; c) teachers' definitions of quality, rigorous student work via assessment practices such as criteria charts and rubrics; d) submission of products (e.g., common lessons, common formative assessments) that flow from collective inquiry; and e) documenting progress and learning across PLCs with vertical articulation. For Wilson, this will be an evaluative expectation for administrators charged with oversight and supervision of PLC teams. Wilson administrators will hold staff accountable for active participation in PLC work (i.e., the teacher role in collaboration and follow through with agreed upon actions) with evidence of student achievement from multiple assessments.

In addition, Wilson will continue to implement and refine "Wilson Walks" as a home-grown method of conducting Instructional Rounds.²² This methodology involves educators in structured observations of classroom instruction in order to discuss instructional practices linked to school improvement efforts and to identify instructional exemplars as strategies for systemic change. As part of the Wilson Walks, observers focus on a key issue that impacts the instructional core that is directly observable, is actionable, and connects to a broader strategy of improvement. Participants observe, debrief, and identify next steps as part of the evaluation of classroom teaching and learning. As such, the Wilson Walks will evaluate the "transfer" of professional development to the classroom by a) Observing classroom practices (*What are teachers and students saying and doing?*) b) Debriefing observations (*What did we see?*); and c) Identifying the next level of work (*What will help us to know our teachers well instructionally in order to offer more targeted support?*). Eight broad domains will comprise the focus of Wilson Walks: 1) Instructional Delivery; 2) Expectations; 3) Student Engagement; 4) Learning Environment; 5) Extent of Academic Rigor; 6) Extent of Curricular Relevance; 7) Relationships/Personalization; and 8) Classroom Management.

At times the Wilson Walks will align with the work of content area/course PLC and interdisciplinary, SLC PLC foci. For example, PLCs implementing a common lesson would be a logical group to involve. Likewise, PLCs providing targeted in-class interventions offer an opportunity for evaluating the frequency and quality of instructional delivery tied to the foci of professional development.

²¹DuFour, R and Marzano, R. (2009). "High Leverage Strategies for Principal Leadership," *Educational Leadership*, Vol 66, No. 5 (February)

²²City, E.A., Elmore, R.F., Fiarman, S.E., and Tietel, E. (2009)*Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*. Cambridge, MA: Harvard University Press

Instructional Plan: Assessment and School-wide Data

a. Student Assessment Plan

The research literature on school reform is replete with references on the need for schools to become data-driven, results-oriented, and committed to equity and excellence through on-going data analysis and inquiry tied to student achievement results. At the same time, few schools seem able to translate this vision of a data-driven school into reality. Both the lack of knowledge and time often conspire to limit the propensity of schools or districts to move beyond a cursory analysis of achievement data let alone empower teachers to restructure instructional delivery based on student assessment results.

Wilson is determined to change this. We are committed to “data-driven” accountability, which transforms analyses of data into true information that drives concrete actions for continuous program improvement. We will no longer make excuses or conveniently disregard uncomfortable data. We accept the “high stakes” metrics, which form the basis of State and Federal school accountability.

Traditionally, the focus has been on summative assessments such as the California Standards Test (CST) and California High School Exit Exam (CAHSEE). However, current research suggests that in order for assessments to have a greater impact on learning, they must first be used as formative assessments, which is essentially a *process* used by both teachers and students *during* instruction. Formative assessments provide critical feedback to inform the instructional practice and thereby adjust the learning activities. The primary purpose, then, of assessment and evaluation is to improve student learning. In particular, common formative assessments will be used to:

- Identify curricular areas that need attention because many students are struggling and design a common approach/lesson.
- Help each team member clarify strengths and weaknesses of his/her teaching and learn from one another.
- Identify students who are not mastering intended standards and need timely and systematic interventions following teaching.

In designing such an assessment system, we are guided by Popham’s definition of formative assessment as “a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.”²³

Table 2 below summarizes the multiple types of assessments (formative, benchmark, and summative) that will be used at Wilson to guide instruction and inform school-wide decisions:

²³Popham, J. W. (2008) *Transformative Assessment*. Alexandria, VA: ASCD

Table 2: Overview of Wilson Student Assessment Plan

Frequency	<i>Assessment</i>	Primary Data Analysis Audience
<i>Formative Assessments</i>		
Monthly	Common assessments of standards-based lesson units tied to key California content standards (current) and Common Core Standards (beginning 2013-14)	Department chairs, Classroom teachers in course/content PLCs
Monthly	Attendance data	AP Attendance, PSA
Monthly	SIS (discipline referral) data	AP Discipline, Deans, Counselors
Mesterly	Common assessments of IB/PBL lesson units	SLC lead teachers, Classroom teachers in SLC PLCs
<i>Benchmark Assessments</i>		
Quarterly	Periodic Assessments	Department chairs, SLC lead teachers
Every 5 weeks	Student Grades	Department chairs, SLC lead teachers, Counselors
End of each mester	Common course final exams	Department chairs, SLC lead teachers
End of each mester	12 th Grade College & Career Readiness Portfolio	SLC lead teachers, Classroom teachers in SLC PLCs, Counselors
Annual	Grade Level Projects - IBMYP Project (10 th) - Service Learning Project (11 th) - Senior (Interdisciplinary) Project (12 th)	SLC lead teachers, Classroom teachers in SLC PLCs, Counselors
<i>Summative Assessments</i>		
Annually	California Standards Tests (CST)	Department chairs, SLC lead teachers
Annually	California Modified Assessment (CMA) and California Alternative Performance Assessment (CAPA)	Special Education Department Chair, Special Education teachers
Annually	California High School Exit Exam (CAHSEE)	Department chairs, SLC lead teachers, Counselors
Annually	California English Language Development Test (CELDT)	Teachers, EL Coordinator, Counselors
Biannually	EL Reclassification rate	Teachers; EL Coordinator, Counselors
Monthly	Special Ed referral rate	Special Education Department Chair, Special Education teachers, Counselors
Annually	Parent survey	SC, ELAC, CEAC
Annually	Student survey	SSC, ELAC, CEAC

In sum, the foundation of our assessment philosophy is the need to move from assessment OF learning (summative measures) to more assessment FOR learning (common formative assessments).²⁴ We believe that the overriding purposes of assessment are:

1. To gather evidence to inform instructional decisions, and
2. To motivate students' behavior toward increased academic achievement.

Assessment at Wilson will be used to support the standards of rigorous, relevant and relationship-building academic experiences for all students. Strong, data-driven common formative assessments will be used to evaluate the overall effectiveness of Wilson's curricular and instructional program in ensuring additional school-wide goals including:

- Achievement of State and Federal standards
- Consistency in high academic expectations
- Differentiation in student learning structures
- Personalization of learning experiences
- Focused teacher collaboration

Throughout, Wilson's student assessment plan will be student-centered, providing multiple opportunities for students to showcase their knowledge/skills. Screening/diagnostic assessment tools assist schools in student course placements that best meet their unique learning needs. Formative assessments are designed to give classroom teachers accurate, timely, and useful student-level information that leads to instructional modifications. Benchmark and summative assessments will be used by school leaders to monitor student progress and hold staff accountable for improvements. All assessment and data will be:

- Deliberately planned for (including backwards planning of instruction with federal, state, and district level exams in mind)
- Evidence- and outcome-based (through the promotion of common assessments using common departmental rubrics)
- Ready to be utilized immediately in classroom instruction and planning (for example, will guide the content of warm ups, exit tickets, and instances of re-teaching)
- Reported in a way that can be easily shared with students, parents and the community with corresponding suggestions to changes in academic practices or behaviors that can change the outcomes.

²⁴Stiggins, R. (2005). "Assessment FOR Learning: Building a Culture of Confident Learners," in *On Common Ground: the Power of Professional Learning Communities*, Eds. Richard DuFour, Robert Eaker, and Rebecca DuFour. Bloomington, IN: National Education Service.

Autonomy and Assessment Development

Wilson is committed to taking advantage of assessment autonomy provided under the Public Schools Choice (PSC) process to implement innovative practices aimed at maximizing student learning and use of assessment to diagnose and target instructional resources. Wilson will use performance-based measures, structured analysis of student-based work against standards-based departmental rubrics, as well as observational data from structured classroom observations of instructional delivery. All work of our MYP students (9th&10th) is internally assessed by teachers using a standards-based, criterion-related approach. Students are assessed according to subject level standards and use of the corresponding IB assessment criteria. Teachers will be supported with tools and strategies that provide a consistent and equitable means of assessment and reporting. In this way, we seek to embrace a sustainable comprehensive system of accountability that incorporates measurable pathways of growth and attainment.

One area of assessment autonomy will center on the development of common formative assessments in each subject area. While we plan to continue utilizing the district's Periodic Assessments in the first year under PSC (2011-12), Wilson will begin to develop our own common assessments to guide and modify instructional planning. Wilson also intends to move in the direction of designing common formative assessments that draw upon a common item bank of standardized, multiple choice test items. To the extent that these are available through LAUSD's Core K12, we are open to using this resource. In this sense teachers at Wilson will exercise some degree of autonomy in designing assessments. Department chairs, with the support of instructional coaches and department administrators, will lead the work of developing these assessments in subject area/course PLCs during the 2012-2013 academic year so that they are in place for Fall 2013.

Another area of autonomy that we plan to exercise is the development of common performance- and project-based assessments, including the use of the IB personal project. While multiple choice tests such as the CST and Periodic Assessments provide data on *breadth* of subject matter, they do not adequately measure depth of knowledge, complexity of thinking, cumulative knowledge, or provide students with opportunities to select how they will demonstrate mastery. Assessment autonomy will allow Wilson to develop assessments of this nature in order to truly have multiple measures of assessment. With time, we aim to integrate the use of IB rubrics and develop a set of holistic and analytic rubrics to objectively set criteria for performance-based assessments of subject area and interdisciplinary projects. SLC lead teachers, with the support of instructional coaches and department administrators, will lead the work of developing these assessments in interdisciplinary SLC PLCs beginning in the 2012-2013 academic year and continuing through 2013-14.

b. Graduation Requirements

In order to participate in the Wilson graduation ceremony and receive a high school diploma, students at Wilson must comply with LAUSD graduation requirements that include but are not limited to 230 or more course credits in A-G requirements and a passing score (350) on both sections of the California High School Exit Exam.

Wilson will require seniors to complete a Senior (Interdisciplinary) Project, which will function as the culmination of multiple smaller scale examples of project-based learning completed within each student's SLC. Every Wilson student will have an SLC portfolio that will include examples of interdisciplinary projects and participation in the service learning completed within their SLC.

c. Data Collection and Monitoring

Wilson is committed to building an outcomes-based school culture based on holistic assessment (diagnostic, benchmark, summative, etc.) disaggregated by standards/skills and student subgroups. Wilson will be authentically data-driven in its use of data to:

- Set achievement goals for subject area/course, subgroups, and individual students
- Inform individual students about learning gaps and measurable progress in their learning
- Identify effective instructional practices, as well as correct gaps in instructional delivery

We have crafted a set of core beliefs to guide data collection and monitoring at Wilson:

- Student learning must be assessed using multiple forms of evidence including standardized tests, periodic district assessments, performance-based, and informal assessments of student work; Multiple sources and types of assessment data should be used to plan course offerings and student schedules.
- Assessments give all stakeholders in our school feedback about students' progress in order for them to self-monitor and self-direct around behavior, support, or intervention.
- Standards based, curriculum aligned diagnostic, formative, and progress-monitoring assessments will be implemented throughout the school year.
- Assessments will be consistent and equitable, with common tools and strategies for establishing standards and practices, and for collecting/analyzing data.

School leadership, department and SLC leads, support staff, and counselors will be responsible for monitoring the collection, dissemination and utilization of data. They will ensure a regular review of the effectiveness of data collection activities and will generate recommendations based on results to share with the professional development committee to guide decision-making.

With PLCs and other professional development, teachers and other staff will focus on reviewing data and using conclusions to change instructional practice. We will begin the year with a review and analysis of the previous year's summative data from CSTs, CELDT, common formative assessments, and portfolios. PLCs and other staff members will take on the task of regular

monitoring student data and initiating preventative action and intervention as needed. Within each PLC, Wilson faculty will use item analysis of formative assessments to pinpoint key standards where students have struggled to achieve standards mastery, providing regular time for teacher collaboration (see Professional Development section) for data analysis.

In addition, all teachers will also be trained and expected to use MyData. We view the MyData website as a key tool for collecting and monitoring assessment results because it increases the teacher access to “real time” data on student progress. MyData reports student information including state test scores, student grades, attendance, periodic assessments, and English Language Learner data. With the built-in “Secondary Alerts” function of MyData, Wilson will adopt an early warning system to alert the appropriate counselor, teacher, or administrator when data on individual students reveal concerns about attendance, student behavior, or academic performance. Counselors and grade level teams of teachers will be responsible for monitoring their students’ test scores and triggering appropriate intervention when necessary.

In sum, Wilson is focused on creating an assessment culture where teachers no longer disregard or make excuses about data; instead, data will be the starting point for reflecting on what students have learned, not merely what has been taught. Adults will be held accountable for and take responsibility for improved student outcomes. Moreover, teachers will be expected to analyze data on their students before coming together for structured collaboration so this time is focused on devising collective, strategic *responses* to student learning needs based on data rather than simply noting what data says about student learning needs.

Instructional Plan: School Culture and Climate

a. Description of School Culture

The culture and climate at Wilson will foster positive, respectful, and empathic relationships among and between students, parents, and staff. Our school culture will empower and motivate students to succeed, while ensuring a personalized and safe learning environment organized as six Smaller Learning Communities (SLCs) and two magnet programs. Students will develop academic and social skills in a personalized and caring atmosphere of emotional safety. SLCs will provide the personalized academic and emotional support each student needs to attain success.

Wilson is an institution that provides our students with a home “on top of the hill.” It is a home to students who struggle with economic, familial, and community barriers. Wilson provides students with a safe place to learn and grow with their peers in Smaller Learning Communities (SLCs) where they are a part of a school family unit with the support of the Family Advocacy System (FAS) and content area teachers.

Wilson is a place where students are expected to learn, question and grow from academically rigorous curriculum. It is an environment that prepares students for college level work. Students learn about the A-G requirements and understand how to be “college ready” in a strong college-going environment. Students are expected to collaborate with others and engage in projects to tackle issues that impact the community, society and world.

Our plan is to provide skills and knowledge for engaging students in intellectual work across disciplines and preparing them to live in the 21st century global economy through the following:

- IB mission and vision and IB Learner Profile as embedded in the MULES PAC 5 (see Student Support and Success section below)
- SLC Thematic Electives
- Common instructional strategies across disciplines and SLCs
- Common assessments within departments and cross-disciplinary culminating tasks

Our students will embrace the IB philosophy of international mindedness. Through the thematic electives and interdisciplinary courses, students address and connect with real community and global issues. Students will participate in inquiry- and project-based learning.

A key component of Wilson’s school culture is the continuation of SLCs. Being a part of a SLC allows stakeholders to develop their own distinct identity. Students are provided with opportunities to engage in community service learning projects through partnerships with outside agencies, and they are also offered various internships and career pathways that will prepare them in a 21st century global society. The autonomy that each SLC is given allows them to develop and implement tutorial programs, such as homework club, peer tutoring/mentoring, and SLC oriented activities and events. These programs will help improve academic achievement and students’ grades. This in turn will decrease the number of demoted students, improving the graduation and college-going rate. Students are provided with support through the Family

Advocacy System (FAS) each week. FAS teachers serve as advocates for ensuring that students are on track to graduate and have been provided with the necessary tools to support the emotional and social needs of students.

Each SLC occupies contiguous space on the campus giving students and staff the opportunity to interact with their peers. The contiguous space will reflect a sense of ownership of space and reduce travel time and tardiness between periods. The SLC lead teacher, and counselor assigned to each SLC will be in direct proximity to their students at all times, offering the optimum of support for teachers and students. Staff and students alike will regularly engage in SLC-specific activities to build trust and collegiality among members.

At Wilson, our school culture will be shaped by the Cultural Proficiency Toolkit.²⁵ In this framework, cultural proficiency comprises an interrelated set of tools that pose significant questions to prompt reflection and the opportunity to improve our leadership practice in service of others:

- Are we who we say we are?
- How do we assess who we are?
- Do our actions align with who we say we are?
- What gets in our way of being who we say we are?

This toolkit will provide us with the means by which to lead our personal lives and perform our professional responsibilities in a culturally proficient manner.

Our school culture will also be characterized by the development of a college-going culture that fosters inquiry, risk taking, purposeful effort, and collaboration in order to cultivate and nurture self-directed life-long learning. By improving current programs and instituting new programs and opportunities, Wilson will refashion a positive school climate of tiered support aimed at enhancing and supporting relationships among and between students, parents, and the school.

Lastly, Wilson will be characterized by a shared culture of collaboration. Wilson is committed to a student-centered professional culture based on transparency, collaboration, and accountability. As outlined in the Professional Development section of this plan, Wilson will build leadership capacity and distributed leadership among staff using research-based resources such as Adaptive Schools. Professional Learning Communities (PLCs), organized both by course/department and interdisciplinary teams of teachers, will enable new staff to assimilate into the collaborative and nurturing culture. Throughout, Wilson will develop strategies to enhance teacher leadership, to increase school pride among teachers and staff, and to foster an inter-connected and personalized learning environment. Our School Site Council will use consensus decision-making, which will also model for our students what collective democratic practice can achieve.

²⁵*Culturally Proficient Instruction* by Kikanza Nuri Robins, Randall B. Lindsey, Delores B. Lindsey, and Raymond D. Terrell (Corwin Press, 2001).

b. Student Support and Success

In addition to the previously detailed supports, all incoming Wilson students are also included in the IBMYP program, which emphasizes a more holistic and global approach to learning. This program reinforces high expectations by requiring all 9th and 10th grade students to take courses such as geography/humanities, art, technology, and a foreign language to ensure not only college preparation, but also to promote a more well-rounded and dynamic course of study.

Additionally, high expectations are embedded in the school culture through our MULES PAC:

- Model honesty, integrity and responsibility**
 - as principled students, citizens and human beings
- Understand and respect each other and our differences**
 - at school, within our society and in the world at large.
- Listen, speak, and act with empathy and compassion.**
- Engage in safe activities and healthy relationships.**
- Strive for academic and personal excellence.**

The MULES PAC outlines what is expected of each WILSON student. Students will engage with the ideas illustrated in the MULES PAC throughout each year by participating in various lessons and activities that help emphasize these expectations. Although many of these lessons are designed as part of the FAS curriculum, they can be incorporated into any content area to further reinforce and promote these expectations.

c. Social and Emotional Needs

Wilson's students are predominately first and second generation students who reside in the communities of El Sereno and City Terrace. Many of our students come from single parent households with social and economic barriers. Our students are struggling with the following:

- Household poverty
- Identity (cultural, gender, sexual orientation, etc.)
- Violence at home and in the community
- Bullying and cyber-bullying
- Multi-generational gang involvement
- Incarceration of family members
- Involvement in delinquent behaviors (i.e. vandalism, theft)
- Drugs and alcohol
- Teen Pregnancy
- Low self-esteem, depression, cutting/self-mutilation, and other mental health issues
- Physical and emotional abuse

Most of the students who drop out do so for the following reasons: students are behind in credits, low academic skills and/or self-esteem, weak family support, etc. Foster and homeless students continue to need additional resources and support at home and at school.

At Wilson, we believe that support clubs and organizations will help build a stronger self-identity and esteem within our students. Clubs on campus, such as Gay Straight Alliance and Latinas Unidas will instill awareness and confidence while creating strong student leaders. Male mentorship programs will encourage young men to pursue a higher education. In collaboration with our Healthy Start Clinic, will organize & promote programs that advocate positive relationships and reproductive health.

By being proactive and utilizing the Response to Intervention (RTI²) model, the comprehensive needs of students will be identified. Interventions will be streamlined among staff and agencies to provide support to all students and to those who have individual needs that need to be addressed. Our plan to meet students' social and emotional needs uses the Response to Intervention (RTI²) model addressing the three tiers of needs. This approach will allow us to provide basic services for all students as well as provide more specialized services for students who have additional needs.

Within Tier 1 of RTI², all students will have access to an academic and guidance counselor that will remain with them for all four years. Wilson's academic and guidance counselors will:

- Consult with parents and school personnel as a means of helping students with educational and personal problems that may be interfering with their learning and success in school.
- Cooperate with school administration and staff in developing positive student attitudes and behavior by facilitating and scheduling meetings and referrals to the Coordination of Services Team (COST), Student Success Team (SST), Pupil Services Attendance (PSA) counselor, Psychiatric Social Worker (PSW), Dean of Students, and other needed referrals within school or to outside services.
- Counsel individuals and groups of students in the areas of educational, personal, physical, career and social needs.
- Conduct conflict mediation between students to effectively resolve conflicts, including, but not limited to, bullying.
- Follow-up student progress within a reasonable time frame to assure student has and/or is receiving adequate services as needed.
- Serve as a resource person to school personnel and parents regarding the counseling and guidance program.
-

In addition, all students will also be assigned a FAS teacher within their SLC, with whom they will remain with all four years. Students will meet weekly with their FAS teacher who will act as an advocate to support students academically, socially, and emotionally. The FAS teacher will also act as a liaison between the student and other staff members to best meet each student's individualized needs.

The dean of students will:

- Ensure that school-wide expectations, rules, and policies are clearly articulated to students.
- Conduct grade level assemblies to review school rules and policies.

- Provide lesson plans and resources will be provided to FAS teachers to reinforce health and safety, and to provide positive behavior support to all students.
- Support teachers, counselors, and administrators with progressive discipline. The use of progressive discipline will provide a consistent framework for dealing with disciplinary issues and correcting problematic behaviors that inhibit learning and social development.
- Ensure school-wide safety through the provision of clear and consistent messages of policies and rules, by conducting regular metal detection on campus, working with school staff to implement active supervision of students before, during, and after school, and conducting pre-enrollment screenings and ongoing screenings with students and parents/guardians.
- Collaborate with other schools, the dean of students will be able to oversee the transfer of students to/from Wilson High School and better ensure the safety of all students on campus.
- Work with all staff in RTI Tier 2 to ensure safety of students and staff, and to assist in identifying at-risk students who may benefit from RTI Tier 2 interventions.

The school nurse will:

- Provide immediate assessment & counseling services for whole student population.
- Work with students to makes referrals for services within the school and with outside community agencies based on student's specific needs.
- Provide instruction to students regarding social and emotional issues (i.e. role playing, relaxation techniques, etc.).
- Act as a mediator between student and parent regarding social and emotional issues.
- Act as an advocate for students dealing with sexual harassment, sexual abuse, and gender identity issues.
- Act as a member of the school Crisis Team, SST, Individualized Education Plan (IEP) team, Threat Assessment Team, School Safety Team, and COST.

The school psychologist will:

- Conduct an initial psycho-educational assessment and meets with a team consisting of a counselor, a general education teacher, a special education teacher, and an administrator.
- Contribute to the IEP for students with special needs.
- Meet with students and parents on an individualized basis.
- Make an evaluation of student's mental health needs and appropriate services.
- Act as a member of the school Crisis Team also consisting of the school nurse, administrator, dean, and other out-of-classroom personnel.
- Act as a member of the Threat Assessment Team to handle students that may be a potential threat to themselves or others.

Within RTI Tier 2, students will also be provided with support groups aimed at addressing their specific needs. These groups will include:

- SST for identifying students as being at risk of social or academic success. The SST members consist of the identified student's counselor, general education teacher, student, student's parents, school nurse (as needed), and the school psychologist.

- COST for determining which specific school or outside services the student needs and make the appropriate contact and referrals to begin services, as well as monitoring and follow up for support services.

The pupil services and attendance counselor will:

- Work with students identified as being at-risk for dropping out due to attendance issues.
- Serve as a liaison between the school and the home and conducts home visits as needed.
- Will provide expertise on all laws & bulletins related to education, attendance policies, enrollment, and student records.
- Conduct School Attendance Review Team (SART) meetings.
- Conduct School Attendance Review Board (SARB) meeting.
- Will make trips to Juvenile Halls and advocates for students on probation.
- Work with District Attorney's Office, law enforcement, and community agencies to meet students' needs for various services.

Within Tier 3 of RTI, students identified as having special needs will receive an IEP. This IEP will follow all district, state, and federal guidelines to ensure the least restricted environment for all students.

Additionally, students who need individualized counseling and/or other support services will have access to the **PSW**. The PSW will:

- Provide individual and group counseling and individual therapy as a treatment modality in which clinical intervention is given to an individual client. (Solution-Focus).
- Inter-agency consultation, including support from the Bienvenidos Clinic on campus.
- Monitor student attendance and call home as needed.
- Provide parents/guardians with an intervention technique that can teach them how to effectively handle behavioral or emotional concerns.
- Participate in the SST.

Our plan also integrates supplemental programs, unique extra curricular activities, and school and community resources to further meet students' social and emotional needs. Some of these additional services include:

- Wilson Bienvenidos Healthy Start Clinic- Offers health education & health services to both students and parents, parenting classes, therapy and anger management.
- Behavioral Health Services (BHS)- Offers care and therapy for various mental health needs and substance abuse counseling.
- Santana House- A non-profit community organization that offers after school tutoring, art classes, and extra-curricular activities for students.
- Barrio Action- Offers after school classes and extra-curricular social activities for students and case management.
- Rock on Education (ROE)- Offers after school tutoring and athletic activities to students
- Network for a Healthy California (LAUSD)-Provides students with access to fresh produce and nutritional information.

- IMPACT-Prevention and early intervention curriculum-based, student assistance program for alcohol, tobacco, and other drugs, crisis, grief, and gender identity/sexual orientation support.
- GRYD (Gang Reduction & Youth Development)-Program for prevention and intervention for at-risk youth, especially in regards to gang involvement.

We will ensure that students are aware of these opportunities through their FAS class and the FAS teacher & academic counselor will work with each student to ensure access to such services.

In order to ensure the successful application of these services, the school leadership team will require sufficient data on an annual basis to determine the effectiveness of each service. The effectiveness of interventions will be measured by analysis of data from such sources as MyData, School-wide Information System (SIS) referrals, and a self-designed exit survey for counselors to use with students referred to Tier 2 and Tier 3 services.

d. College and Career Readiness

Wilson has a strong college-going culture where students are encouraged to further their education after high school. In the past four years, Wilson has increased the four-year graduation rate by 4.3%. At the same time, the percentage of graduates meeting criteria for eligibility to public four-year colleges and universities has increased 7%. While these rates of improvement parallel district averages, the overall graduation and college eligibility rate at Wilson is higher compared to LAUSD as a whole. Still, the proportion of graduates going onto any postsecondary education has essentially remained flat at 66%-67%.

Woodrow Wilson Senior High and LAUSD Graduate Information

Year	School/ District	Number of graduates	NCES Grad Rate	% grads with CSU/UC Eligibility	% grads enrolled in CSU or UC	% grads enrolled in CSU, UC, or CCC
2009- 10	Wilson	478	78%	59%	N.A.	N.A.
	LAUSD	35,457	70.4%	53%	N.A.	N.A.
2008- 09	Wilson	500	79.1%	49%	25%	66%
	LAUSD	32,147	69.6%	47%	25%	62%
2007- 08	Wilson	437	77.1%	22%	30%	68%
	LAUSD	31,165	72.4%	26%	28%	69%
2006- 07	Wilson	398	73.7%	52%	26%	67%
	LAUSD	28,545	67.1%	47%	29%	70%

Source: California Department of Education, California Post-Secondary Education Commission

In addition to California public postsecondary institutions, our graduates have gained admission to many California private schools including, USC, Stanford, as well as out-of-state campuses such as Harvard, Yale, Princeton, Duke, Georgetown and Columbia. Based on exit surveys of seniors, the college going rate of our undocumented students continues to increase because of the support services provided to all students on our campus.

At Wilson, all students are exposed to a firm understanding of the A-G Requirements. In fact, students learn about the A-G Requirements at the middle school level, specifically from our feeder school, El Sereno Middle School. Students continue to revisit the high school and college class requirements when they enter in the 9th grade year. Additionally, all WHS classrooms and offices have A-G Requirements posters and 9th grade FAS teachers will review the requirements with students. The requirements will be included in each student's portfolio.

Wilson's implementation of the IBMYP will also contribute toward higher rates of college eligibility. All 9th grade students will be enrolled in a foreign language class, such as Mandarin or Spanish. All 9th grade students will be enrolled in a Geography or Humanities course, as well as an Introduction to Art, Music or Drama course to fulfill IB and A-G requirements. WHS intends to offer the IB Diploma Programme (DP), which gives 11th and 12th grade students a rigorous academic experience with the opportunity to gain college credit and an IB diploma.

In preparing students for postsecondary education, the role of the academic counselor is key. Counselors meet with students before the beginning of each term to ensure they are enrolled in the necessary courses for graduation and A-G course completion. Students are challenged to take honors and Advanced Placement (AP) courses according to the individual abilities of each student. The IGP (4 –year Individual Graduation Plan) is introduced to each student. This IGP is also reviewed in the FAS class and reviewed by the FAS teacher. Students update the IGP at each grading period and reflect on their progress.

Students receive support in college and career readiness through the College Corner staff, college preparatory programs on campus, counselors, and faculty & staff from each SLC. Additionally, Wilson is an AVID College Readiness Pilot School because of its commitment to college preparation and awareness in the school and community. Through the **College Corner**, College Counselor, and College Corner staff, students are offered various college resources and services including:

- The largest, single school-sponsored College fair for the past 10 yrs with over 50 colleges represented according to College Counselors of Los Angeles.
- The annual statewide Cash for College financial aid workshop.
- The first and longest continuous LAUSD high school to have hosted the Annual SAESL personal statement workshop for the past seven years.
- A college scholarship award (not including federal or state financial aid) that has increased from \$30,000 in 1999 to \$193,900 in 2011. Many of these scholarships come from alumni or grassroots organizations.
- Hosting college representatives and college preparation programs on a daily basis.

Wilson's implementation of AVID has assisted in the building of a college-going culture. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID defines rigor as using inquiry-based, collaborative strategies to challenge and engage students in content resulting in increasingly complex levels of understanding. Departments/team teachers routinely collaborate to design and adapt lessons using WICR strategies in all units of study. Teachers reflect and discuss student work and continually refine students' independent use of AVID tools.

Wilson is the only AVID Demonstration School in LAUSD. Wilson will continue to provide professional development to the whole staff on AVID WICR strategies, such as Cornell notes and Socratic Seminars. These are research based strategies that strengthen the writing, inquiry, collaboration, and reading in the classroom. AVID annually hosts College 101 workshops and Senior workshops for parents and the Wilson community.

As part of FAS, students will be responsible for completing a Senior portfolio. This requirement will be monitored by senior FAS teacher in each SLC. Senior FAS teachers will assist in the college and financial aid process. In addition, FAS will incorporate PSAT review and analysis in the 10th grade. Senior FAS teachers will distribute a survey in each SLC to collect data on college acceptances.

In SLCs, senior English teachers prepare students with the personal statements. Students are encouraged to attend school-wide UC Personal Statement workshops facilitated by UC representatives and community members. Senior Economics teachers review the financial aid process, FAFSA, scholarships, and basic money management. Students are still recommended to attend Wilson Financial Aid workshops hosted by the College Corner and the Cash for College Campaign.

Wilson also has a number of partnerships with postsecondary institutions including: UCLA EAOP, CSULA Outreach and Recruitment, CSUDH Outreach and Recruitment, East Los Angeles College Outreach, TELACU Talent Search, TELACU Upward Bound, CALSOAP, Cal State LA Upward Bound- Classic & Math & Science, Occidental Upward Bound, NCLR/Escalera Program, CSUN EOP, CSULA College Corps, and LULAC. These programs work out of the College Corner so that all students have access.

Lastly, students are encouraged to take community college and CSU courses. Wilson has offered ELAC satellite classes on our campus for the past four years. Approximately 220 Wilson students have taken courses such as Art 101, Administration & Justice and Law, Psychology, Sociology, American Sign Language, and Health. Wilson is the only high school in East Los Angeles to maintain such a high number of concurrent courses despite state cuts to public education. Under PSC, Wilson is proposing to increase the number of students in concurrent enrollment by 200 over the next five years. Most classes will be offered after school. Some classes will be available during the school day to provide more access to our students involved in extra-curricular activities.

For Career Readiness, Wilson is proposing to add CTE (Career Technical Education) courses to each SLC, which can include life readiness courses, such as Culinary Arts, Fashion Design, Interior Design, etc. CTE is a multi-year sequence of courses that integrates academic and career knowledge and provides industry linked programs and services that enable students to reach their career goals in order to achieve a high quality lifestyle and to be competitive in a global market place. Current career pathways are Child Development, Engineering, Design and Merchandising, Forestry and Natural Resources, etc.

In addition, each SLC will host a career specific fair each year. They will also have guest speakers and career panels each semester to expose students to various careers with that SLC focus. Each SLC will also establish partnerships with outside agencies and organizations according to the SLC emphasis (see Parent and Community Engagement section of this plan). Collaboration will continue with the ELA College Fire Academy, Constitutional Rights Foundation Internships, Children's Hospital Internships and USC Volunteer partnerships. Some SLCs have partnerships with outside agencies to help provide internship opportunities for students and hands-on training. Seniors have access to off-campus experience and employment.

e. School Calendar and Schedule

Wilson's calendar will continue as a 4x4 alternating block schedule. This is a district and state approved schedule. It divides the school year into four "mesters," during which students are enrolled in four classes. Over the course of the school year, students have the opportunity to earn 80 credits, significantly higher than the 60 credits in a traditional six-period day. As such, the 4x4 schedule is ideal for developing interdisciplinary units and the IB concept of concurrency of learning as well as providing embedded intervention during the school day and opportunities for credit recovery. Moreover, for students who are performing well, the 4x4 allows for acceleration and additional opportunities for enrichment classes/electives and/or concurrent enrollment in postsecondary institutions as seniors.

It is also important to note the 4x4 block schedule provides for 90 minutes of blocked time per course. We see this as essential to IBMYP and thematically organized SLCs because extended time is necessary to implement interdisciplinary lessons and project-based learning approaches. In short, the schedule allows teachers to fully develop lessons and maximize student learning. Teachers have the time to instructional strategies such as Socratic Seminars, which engage students in high-level discussions, participate in collaborative activities, and work on class projects.

Regular Schedule Gold/Blue Days			
Breakfast	7:25	7:53	28
Period 1/5	8:00	9:30	90
Passing	9:30	9:37	7
Period 2/6	9:37	11:07	90
Lunch	11:07	11:41	34
Passing	11:41	11:48	7
Period 3/7	11:48	1:18	90
Passing	1:18	1:25	7
Period 4/8	1:25	2:55	90

Professional Development & FAS Mondays Gold/Blue Days			
Professional Development	8:00	9:30	90
Period 1/5	9:45	10:35	50
Passing	10:35	10:42	7
Period 2/6	10:42	11:32	50
Passing	11:32	11:39	7
FAS	11:39	12:27	48
Lunch	12:27	1:01	34
Passing	1:01	1:08	7
Period 3/7	1:08	1:58	50
Passing	1:58	2:05	7
Period 4/8	2:05	2:55	50

Minimum Day Schedule Gold/Blue Days			
Breakfast	7:25	7:53	28
Period 1/5	8:00	8:58	58
Passing	8:58	9:05	7
Period 2/6	9:05	10:03	58
Brunch	10:03	10:25	22
Passing	10:25	10:32	7
Period 3/7	10:32	11:30	58
Passing	11:30	11:37	7
Period 4/8	11:37	12:35	58

In terms of calendar, Wilson will "bank time" to allow 30+ days for staff collaboration. We will have a "late start" on this day with students arriving at 9:30. Thus, 8am-9:30am will be for staff to meet in course/department PLCs. We will pair this day (Monday) with FAS. In addition to the PD Mondays, teachers will meet two times per week with their SLC during Common Planning Time (CPT), focused on personalization, intervention, and interdisciplinary collaboration. CPT also provides time for teachers to collaborate with teachers in their community, address student concerns, incorporate intervention and support programs, and plan for events that promote unity within the SLC.

Wilson High School will adhere to an early start schedule for the 2012-2013 school year. Our traditional, two-semester calendar will begin school on August 14 and end on June 4. An early start in August will mean that the semester will end before winter break meaning no interruption of instruction. This will help align our high school with college calendars and create better testing schedules.

f. Policies

Policies are established to ensure a safe and healthy school environment that will facilitate reflective and principled thinking, as well as academic and personal achievement. School policies are routinely communicated with students and parents/guardians at orientation sessions, as part of enrollment procedures, during grade-level assemblies, and in FAS lessons. Staff training and professional development reinforces effective implementation of school policies.

Progressive Discipline Policy

Woodrow Wilson High School encourages the use of progressive discipline in regards to student behavior. Progressive discipline provides a framework for fair, consistent, and effective behavioral interventions, which ensure students' rights to due process and a safe learning environment.

If a student:

- forgets class supplies (i.e. paper, pencils, books, etc.)
- fails to complete assignments
- is inattentive
- leaves assigned work area without permission
- eats/drinks in class
- demonstrates poor work habits or study skills
- talks without permission
- is disrespectful
- creates minor disturbances in class
- violates dress code
- uses electronic equipment in class
- excessive absences
- excessive tardies
- truancies
- violates other class rules,

the teacher should follow these steps:

- 1) Teacher addresses and documents behavior with the student on a discipline log/in Automated Referral Management (ARM). Behavior should be addressed in terms of the MULES PAC 5. If the problem is not resolved, the teacher should proceed to step 2.
- 2) Teacher addresses and documents behavior with a parent/guardian on a discipline log/in Automated Referral Management (ARM). Contact with parent/guardian can be via phone and/or meeting(s). The MULES PAC 5 should be reviewed with the parent/guardian. If the problem is not resolved, the teacher should proceed to step 3.
- 3) Teacher refers the student to the counselor to craft a contract or system to address behavior based on the MULES PAC 5. If the problem is not resolved, the teacher should proceed to step 4.
- 4) Teacher refers the student to the SLC administrator who will address the problem behavior(s). The SLC administrator can set up meetings, use Common Planning Time to discuss the student, liaise with other school personnel, and/or take other actions as he/she deems necessary and appropriate. A new contract may be drawn between the teacher(s), parent/guardian, and student. Other consequences may include detention, suspension, campus beautification, or in severe cases, an opportunity transfer.

Teachers, counselors, and administrators should be mindful when using progressive discipline that disciplinary problems can sometimes mask other issues such as academic difficulties, disabilities, and/or psychosocial/emotional problems. Finding appropriate interventions to address these problems, such as tutoring or referrals to programs such as Impact, Healthy Start, or counseling services, may successfully resolve disciplinary issues.

When a student is involved in one or more of the following:

- fighting
- assault
- possession or use of explosives, knives, guns, or other weapons
- vandalism, including graffiti
- arson
- bomb threat/false alarms
- willful disobedience
- threatening another
- bullying/harassment
- suspicion of possession or being under the influence of a controlled substance (drugs, tobacco, or alcohol)
- suspicion of theft,

Teachers should immediately refer the student to the dean who will then use progressive discipline as appropriate. The dean will liaise with the SLC administrator and other school personnel to address the problem and intervene appropriately.

STEP 1: Teacher Conference with Student

STEP 2: Teacher Contacts Parent/Guardian (Phone Calls and/or Meeting)

STEP 3: Teacher Makes Referral to Counselor

STEP 4: Teacher Makes Referral to SLC Administrator or PSA Counselor

The SLC administrator can set up meetings, use Common Planning Time to discuss the student, liaise with other school personnel, and/or take other actions as he/she deems necessary and appropriate. A new contract may be drawn between the teacher(s), parent/guardian, and student. Other consequences may include detention, suspension, campus beautification, or in severe cases, result in an opportunity transfer.

School Promotion and Graduation Policies

Wilson High school's graduation policy promotes the LAUSD guidelines for both graduation requirements and college admission "A-G" requirements (Policy Bulletin 5185.0, Attachment D). Upon enrolling at Wilson, all students are given the graduation requirements and the various "A-G" requirements for University of California, California State University, Private Colleges, and Community Colleges so that they can properly prepare their four-year course of study. With the student, the counselor creates an individualized graduation plan for each student, and reviews this plan annually with the student to determine progress and make adjustments as needed. All parents are also provided with a copy of the individualized graduation plan and are encouraged to meet with their student's counselor regularly.

In addition to the LAUSD graduation policy, Wilson High School also integrates the International Baccalaureate Middle Years Program (IB MYP) Course requirements for *ALL* students, including our special education population.

All incoming 9th grade students take a humanities or geography course, a foreign language course, one semester of technology, and one semester of art all within their 9th grade year. Additionally, all 10th grade students continue with their foreign language course, one semester of technology, and one semester of art during their 10th grade year.

All 10th grade students are required to complete a self-directed inquiry project by the end of their 10th grade year, and will receive an IB MYP certificate that can be used to move forward to the IB Diploma Program for their 11th and 12th grade years.

All students are required to pass the California High School Exit Exam in order to receive a diploma. The Senior Portfolio is also required to graduate on stage, which consists of the personal statement, cover letter, resume and two letters of recommendation to prepare students for college and the work force. Our goal is to ensure that our students are college prepared and career ready.

Dress Code

Woodrow Wilson High School provides students with a school environment that is conducive to learning. In striving for academic and personal excellence, students are expected to dress and groom themselves appropriately and to behave in accordance with school policies (appendix K).

Instructional Plan: Parent and Community Engagement

a. Background

Located on a hilly 47 acres in the El Sereno community of Los Angeles, Woodrow Wilson High School overlooks Downtown Los Angeles on one side and the San Gabriel Valley on the other. The school serves the Northeast Los Angeles communities of El Sereno and City Terrace. WHS is one of six comprehensive high schools in Local District 5. El Sereno's population consists of 46,837 residents, primarily of Latino descent (81%), but also includes residents of Asian (12%), Caucasian (5%) and African-American (2%) descent. Forty-two percent of the community was born outside of the United States, and 12% immigrated within the last 15 years. The median family income is \$36,674, and the estimated median home value in 2006 was \$502,000. The current estimated median home value is \$294,400. The community is relatively young, with 37% of the population under the age of 21. Fifty percent of the adults over 25 have less than a high school education. Forty percent of children under 17 live in poverty. Like many communities in the city of Los Angeles, El Sereno has a noticeable presence of gang activity.

At a community forum held at Wilson High School, parents were invited to voice their concerns and identify areas for improvement. In regards to Parent and Community Engagement, listed below are some of the more common responses:

- Encourage better communication between parents and school to increase parent involvement and participation.
- Give reminders of parent meetings and school events through various media outlets.
- Hold more school and community events.
- Provide parents with tools to help their children at home.
- Keep passionate and effective teachers and increase accountability.
- Make learning more accessible.
- Make classes interesting.
- Promote real-world readiness by utilizing community resources and partnerships.

Due to the high levels of poverty and the lower levels of education in the community, we believe that a strong partnership with the families, the community, and our school is vital to the success of both the student and our school. Challenges such as not meeting our graduation rate or some of our academic targets, persistent low parent turn out, the need to bridge communication and language barriers, and occurrences of gang activity in the surrounding areas are all issues that can only be overcome with the collaboration and support of the community and school.

Despite these challenges, Wilson High School has created a framework on which we can continue to build and tackle the problems facing our community and school. To address the academic concerns, our school is in the process of implementing the IB Program and school-wide AVID strategies. To increase accountability, school-wide curricular maps and assessments are being implemented as well as regular classroom visits in the form of Wilson Walks. We have continued to improve the personalization between teachers, students, and families through our FAS class and curriculum. Our thematic Small Learning Communities are developing their community partnerships to expose our students to career opportunities and to enhance their

educational experience at Wilson High School. Through our mission and vision statement, as well as the MULES PAC, we are creating a common culture that promotes values such as honesty, integrity, and responsibility as well as academic and personal excellence, and also serve as an alternative to some of the negative influences our students encounter outside of school.

b. Strategies

We have developed a variety of engagement strategies and collaborative structures to ensure that parents are integrated into their students' educational process. We believe that mutual respect and understanding are key to building a strong partnership with our parents.

To connect our school, families, community, and students we will utilize Joyce Epstein's Overlapping Spheres of Influence approach, which states that there are three major contexts in which students learn and grow—the family, the school, and the community. There are some practices that schools, families, and communities can conduct jointly in order to influence children's learning and development. Epstein has developed the following framework of parent involvement in schools:

1. *Parenting*: Helping families establish home environments to support children as students.
2. *Communicating*: Designing effective forms of school-to-home and home-to-school communications about school programs and children's progress.
3. *Volunteering*: Recruiting and organizing parent help and support.
4. *Learning at Home*: Providing information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions and planning.
5. *Decision-making*: Including parents in school decisions, developing parent leaders and representatives.
6. *Collaborating with Community*: Identifying and integrating resources and services from the community to strengthen school programs, family practices, student learning and development.

Within this framework we will begin by focusing and implementing three of Epstein's Overlapping Spheres of Influence: communicating, parenting, and volunteering, which we will accomplish through existing programs and professional development. Resources such as the parent center should be better utilized and promoted to increase parent participation, notification, and support. By providing more professional development on technology and communication strategies teachers will increase parent access. By using common planning time teachers can also spend time to develop class websites, SLC newsletters, and increase teacher accountability of implementation. Technology and FAS classes can incorporate parent and community outreach into their curriculum, developing and updating websites, and working with local papers to disseminate information, as well as holding school presentations and events. Organizations such as Healthy Start, which already hold parenting workshops, can also be better utilized and promoted to the community. By embedding parent and community outreach the responsibility for the implementation lies with all stakeholders, not just a single office or position. By incorporating these strategies into professional development and common planning time it is easier to monitor progress and make the necessary changes to ensure this plan's success.

Communicating:

- Publish monthly school-wide newsletter and bi monthly SLC newsletters
- Offer Spanish and English school website, which will provide links to SLC and teacher websites
- Offering parents the opportunity to communicate directly with the principal (Café con la Directora)
- Publish Parent/Teacher/Student Handbooks
- Provide biannual training on use of District ConnectEd system
- Consider the use of social media such as Facebook and Twitter
- Administer Parent and Community Surveys through FAS classes
- Showcase student work of culminating tasks or other student-led presentations
- Use community newspapers: *Our Town El Sereno* & *The Voice*
- Host SLC-based Family Orientations in the beginning of the year to outline goals and objectives and at the end-of-year meeting to reflect on the passing year and begin planning for the following year
- Increase the number of translators by having some more advanced foreign language students assist with translating, specifically on Back-to-School Night & Orientation
- Host a parent-led workshop to increase trust & rapport between school and home
 - Topics including family issues, dynamics, cultural norms, subject “expert”

Parenting:

- Workshops/classes to inform them on:
 - Technology
 - How American educational system/our school works
 - Rights of parents and students
 - Graduation & A–G Requirements (w/ an emphasis on college)
 - College night: Higher education guidance (financial, process of applying, etc.)
 - How to support your ____ grader (student & parent expectations)
 - Educational and intervention resources
 - Student testing and preparation
- Parenting classes, many of which are already offered through Healthy Start
- Programs to assist families with promoting health (mental, physical, and emotional)
- Educational support
 - General strategies to support learning at home
 - Tutoring for some content areas
 - “Parent homework”

Volunteering (opportunities for parents):

- Provide supervision during lunch
- Help maintain the campus
- Call home on behalf of teachers
- Help organize school or SLC events
- Classroom visits

- Sit on advisory boards/committees:
 - Discipline
 - Curriculum
 - Wilson Walks
 - Parent Outreach
 - Fundraising
 - SLC

By making better use of existing resources and increasing teacher and student participation and accountability, we expect an increase in parent and community participation. Parents, students, teachers, and community members must realize that Wilson High School is not a collection of mere buildings and structures, but that it is a living organism which needs all stakeholders to actively participate and contribute to its success. We must all take ownership and pride in our school.

c. Key Community Partnerships

As it was previously mentioned, parents are concerned about the need for a greater emphasis on real-world experiences to enhance their children's education. At Wilson High School our thematic Small Learning Communities have established—or are in the process of establishing—community partnerships to address these concerns and provide a quality education to our students. These partnerships help in exposing students to careers and job opportunities through curriculum development and instructional and/or mentoring programs.

In the table below we have listed our existing and potential SLC Partners, as well as their role and /or type of relationship they have with the various SLCs.

SLC	Partner(s)	Partner Type
Agents of Change	Asian Pacific American Legal Center	Community Based Org.
Mules Business Academy	UCLA Cal Tech Citibank The Gumball Foundation	University University Business Business
Health Science	Grifols	Business
Visual Arts	MOCA's CAS Program Self-Help Graphics Ryman Arts	Community Based Org. Community Based Org. Community Based Org.
Performing Arts	Strike One Films Company of Angels Theatre	Business Business
Environmental & Urban Studies	Asian Pacific American Legal Center Urban Land Institute Caltrans US Forest Services	Community Based Org. Community Based Org. Government Government
Law & Police Magnet	Teen Court Los Angeles County Bar Association Constitutional Rights Foundation Jones Day Law Firm LAPD	Government Government Community Based Org. Business Government

To increase community partnerships, Small Learning Communities will work to reach out to community businesses and organizations, as well as government agencies. SLCs will continue to work to find partnerships that will contribute to their individual themes and goals.

Instructional Plan: Governance and Oversight

a. School Type

In order to provide a high quality educational program that incorporates the academic reforms necessary to improve student performance, Woodrow Wilson High School (WHS) seeks to utilize the Extended School Based Management Model (ESBMM) as its governance structure. After extensive research, the ESBMM will best meet the needs of WHS as well as give Wilson the autonomy to fully implement the International Baccalaureate (IB) program and all reform efforts.

The WHS move to the Expanded School Based Management Model is based on the six (6) elements of ESBMM:

1. Increased funding to the local school site based on the state Average Daily Attendance (ADA) and categorical funding framework. School funding is determined using a formula that calculates how much a school receives based upon their student enrollment and state budget per pupil funding amounts.

Given the current budget climate, Wilson is in need of greater funding and budget control at the local level. Per pupil funding would allow Wilson the freedom to meet the needs of the school community and adapt to any future budget emergencies.

2. Absolute control over the school's financial resources

In order for Wilson's reform effort to be successful, the school will need total control of financial resources. The School Site Council (SSC) needs to have complete control over decisions regarding the distribution of all resources in order to meet the school community's needs. For instance, given the sheer size of Wilson's campus the SSC might need to allocate funding for additional custodial staff or campus aids. Or the SSC might need to add a full-time nurse so we have the support for our students who take medicine on a daily basis. However, every effort will be made to focus all resources on the classroom in order to increase student achievement.

3. Absolute control over the hiring of administrative, certificated, and classified employees, to include no "must-place" placements

Wilson's IB program requires full hiring autonomy in order to staff the school with the specially required personnel. The ideal teacher fits the Wilson Teacher Profile (appendix V) and possesses two characteristics. First, they believe in the mission and vision of Wilson's IB program to use project-based learning to develop compassionate, inquisitive life-long learners with an international minded outlook. Second, they must be trained in the IB curriculum and methodology. The loss of qualified teachers or the hiring of unqualified teachers would significantly setback Wilson's reform effort

4. Absolute control over curriculum

Wilson, along with Farmdale Elementary School and El Sereno Middle School, will comprise the only K-12 feeder pattern of IB schools in LAUSD. This distinction creates even greater importance on the specialized IB curriculum being taught at all three schools. Given the ever changing political winds at the local, state and national level in regards to education policy, Wilson feels strongly about the need for local control at the school site. The curricular autonomy granted by ESBMM would guarantee Wilson's ability to commit to the IB program without risk of losing support at any level.

5. Absolute control over professional development

Wilson's IB program requires that all teachers be trained in the IB methodology. Additionally, Wilson is vertically articulated with El Sereno Middle School and must design special Professional Development to meet at least once a month to plan and collaborate. Given these requirements, Wilson must be free from mandated PD or any other type of required training. The autonomy offered by ESBMM grants Wilson the ability to implement the type of professional development necessary to maintain the integrity and power of the IB programme.

6. Absolute control over bell schedules

Wilson High School requires full autonomy over bell schedules. Recently, Wilson changed to a 4X4 block bell schedule. The IB program required concurrency of learning in which all core academic classes are taught during the same semester. Now students take math, science, English and social studies concurrently so that teachers can use inter-disciplinary, project-based lessons with all students.

While the six elements of ESBMM are valuable on their own, the true merit in ESBMM is the increase in local control and the empowerment of all stakeholders. By moving to an ESBMM governance structure that allows all decision making to be made at the school site by the SSC on all school issues and decisions.

Wilson recognizes the potential risks involved with increased autonomy, and we will hold ourselves to the highest degree of accountability in order to prevent or mitigate any challenges arising from the transition to ESBMM.

b. School Level Committees

There will be two primary committees that make all decisions for the Wilson community. First, the Wilson Hiring Committee (WHC) will conduct a thorough and inclusive process of hiring when there is a vacancy at Wilson. Second, the SSC will make all other decisions for the school site including finalizing budgets, setting bell schedules, adjusting curriculum and assessing the financial needs of the school. Through its inclusive makeup, SSC will provide a platform for increased stakeholder input and agency. In order to increase participation by parents and students as well as classified and certificated staff, all SSC agendas will be posted at least one week in advance and each meeting will be open and inclusive. This governing body will establish a collaborative relationship between all stakeholders including administrators and teachers as well as parents and students. Members of the School Site Council will perform their duties in an

impartial manner, free from bias caused by their own financial interests. They will be guided by public interest (that directly affects the operation of the school), rather than personal interest, when dealing with budgets in an official capacity. Members of this Council will:

- Abstain in any decision concerning budgets in which he or she has a personal or budgetary interest.
- Abstain on any contract in which a member has a personal or budgetary interest.
- Not use their position to influence a SSC decision in which he or she has a budgetary interest.
- Disclose any economic or personal conflict of interest that may arise from a SSC decision

In keeping with the six elements of this model as well as with California Education Code provisions encouraging School Based Management, our Expanded School Based Management proposal seeks to facilitate improved practices related to staffing, budget management, parent involvement, and scheduling of time. Our ESBMM governance structure will implement all aspects of Expanded School-Based Management consistent with all applicable laws and the terms of existing and future collective bargaining agreements.

Instructional Plan: School Leadership

a. Principal Selection

The most critical characteristic of a principal is that he/she be an individual passionately committed to instruction. The principal must see to it that the school is infused with an acute and focused pursuit of excellence in instruction. Thus, a principal must be engaged in a collaborative inquiry with teachers, and he/she must create opportunities for reflection, discourse, and professional growth. The most effective means to support these activities is through the development and implementation of professional learning communities.

At Wilson this conception of a principal's most critical role is inherent to our mission as a school – to empower all students with the skills and knowledge to become compassionate, inquisitive, principled young people who create a more peaceful world through global awareness, critical thinking, and a commitment to action and service. To advance this mission the leadership and faculty envisions Wilson as an academically rigorous school of international merit where all stakeholders function as a cohesive and collaborative learning community to ensure that all students succeed as knowledgeable, ethical, and caring citizens of the world.

Thus, Wilson's school leader must possess a genuine and deep understanding of curriculum, assessment, and instruction, particularly as it relates to the International Baccalaureate Programme, and is also involved in its successful implementation. He/she must have an acute focus on supporting the teachers in the development of a viable and guaranteed curriculum and must work tirelessly to support the efforts of the teachers to meet this goal. Furthermore, these actions are dictated by a moral imperative – to ensure that the school and the individuals within it work not simply toward test accountability but are doing so because they believe in the power of education to promote a thriving democracy.

To do this, he/she²⁶

- works to create the conditions that promote collaboration and collective efforts based on shared vision and commitments.
- understands that it is the collective efficacy of the teachers that will have the greatest impact on student achievement and the school as a whole.
- provides affirmation and celebration in recognizing and celebrating progress towards these goals and identify obstacles that have prevented their attainment.
- ensures that each collaborative team has a clear understanding of the priorities.
- is flexible in their approach, recognizing the most appropriate and effective type of guidance and support needed for specific individual teams to be able to move forward.
- focuses on clear goals and help the collaborative teams to develop SMART goals.
- articulates the ideals and beliefs that drive the day-to-day work of the school and infuse the school with the three big ideas of professional learning communities:

²⁶DuFour, Richard and Marzano, Robert J. (2011) *Leaders of Learning – How District, School, and Classroom Leaders Improve Student Achievement*. Bloomington, IN: Solution Tree Press

- The fundamental purpose of the school is to ensure that all students learn at high levels. Four fundamental questions guide this work:
 - What is it we want our students to know?
 - How will we know if our students are learning?
 - How will we respond when students do not learn?
 - How will we enrich and extend the learning for students who are proficient?
- In order to ensure that all students learn at high levels, the entire staff must work collaboratively to build a collective efficacy by organizing themselves into meaningful collaborative teams who meet regularly on goals clearly aligned with the school's purpose and priorities.
- There is a results-orientation that is guided by evidence of student learning used to drive continuous improvement of both teaching and learning.
- solicits input from the staff in the design and implementation of procedures and policies and empower teams to make important decisions that directly impact the quality of student learning.
- engages staff in the ongoing review and discussion of the most promising practices for improving student learning by sharing relevant research with teams and engaging them in collective inquiry.
- participates in the design and implementation of curriculum, instruction, and assessment and clarifies the work of team by monitoring the work, and engaging teams in a constant reflection on the four guiding questions above.
- creates processes for monitoring the school's practices and provide teams the tools to monitor their own progress.
- serves as a spokesperson and advocate for the school, linking both individuals and teams to critical resources.
- provides teachers with the time, resources, materials, and support to help them success at what they are being asked to do.
- is visible throughout the school and has positive interactions with staff and students.

Principals also work as a catalyst for shared leadership. They focus on enabling people throughout the organization to take the lead in identifying and solving problems. They see their role as building both the collective and individual capacity of educators to lead the work within each given professional learning community. They are champions of the PLC process and have a sense of self-efficacy and willingness to persist, seeing negative events as merely temporary setbacks, as they also see the big picture, recognizing the interconnections between the work of their teams and the improvement of the school.

Given the fact that urban schools face specific challenges in hiring principals and a leadership team, a rigorous and inclusive process will be created. Often, urban schools only hire principals from a small pool of in-district candidates. According to Matthew Clifford, this pool of candidates is oftentimes ill suited for the challenges of urban schooling²⁷.

²⁷ Clifford, Matthew (2010). *Hiring Quality School Leaders: Challenges and Emerging Practices*. Learning Point Associates. Retrieved September 24, 2011.

As a result, when the principal position becomes vacant, a rigorous and inclusive process will be used to select a replacement. The Wilson Hiring Committee (WHC) will be formed, which will include all stakeholders, such as parents, teachers, students and community members. The WHC will be an elected body consisting of nine (9) members: 1 administrator, 3 certificated faculty, 1 classified staff, 2 students and 2 parents. WHC members will be elected to one-year terms with voting taking place in the spring and results taking effect the following school year. The hiring committee will use a consensus model of decision-making to make the final decision²⁸.

Candidates will begin the process by submitting a formal resume, which will be reviewed by the WHC. Additionally, all candidates will complete a questionnaire (appendix W) that addresses how they will specifically meet the needs of the Wilson community and carry out the school's mission and vision. The hiring committee will review the resumes and questionnaires and prospective candidates will be notified for a first interview.

An administrator, a teacher and a student from the hiring committee will conduct the first round of interviews. All candidates who perform well in the first round of interviews will be asked back for a second interview. The entire hiring committee will conduct the second interview. Additionally, all concerned stakeholders will be invited to observe the second interview. These observers will fill out an evaluation form in which they rate the candidate's leadership, problem solving and mentoring (supervising) capacity as well as the candidate's plan to support student achievement. Observers will also be able to provide additional comments in regards to each candidate. The observer feedback will be taken into account as to which candidates are still in contention.

At this time the hiring committee will follow up on each candidate's supplied references. In addition, the hiring committee will use their large network of education professionals to further vet candidates. If the hiring committee can achieve consensus on a single candidate then the position will be offered. However, if consensus cannot be reached then the process will be reopened for additional applicants.

The current principal, Ursula Rosin, will continue to be the instructional and transformational leader of Wilson high school. Ursula was a high school English teacher for 19 years at Belmont high school and is a curriculum and instruction expert. Ursula has been an administrator at Wilson for six years and has been the principal for the last three years. Ursula's strategy for both student achievement and teacher development has been the implementation of Professional Learning Communities (PLCs). Given that isolated teaching in stand-alone classrooms is often the roadblock to student achievement, Ursula has focused on teacher collaboration through PLCs.²⁹ As a result of this work, departments and Small Learning Communities (SLCs)

²⁸The New Teacher Project. (2006). Improved principal hiring: The New Teacher Project's finding and recommendations for urban schools. Brooklyn, NY: Author. Retrieved September 24, 2011, from <http://www.tntp.org/files/TNTP-ImprovedPrincipalHiring-Final.pdf>

²⁹Hughes, T. A., & Kritsonis, W. A. (2007) Professional learning communities and the positive effects on achievement: A national agenda for school improvement. Retrieved September 24, 2011, from <http://www.allthingsplc.info/pdf/articles/plcandthepositiveeffects.pdf>

collaborate on a weekly basis in order to plan common lessons and assessments and use school-wide instructional strategies. All of the programs and policies Ursula has implemented have been research based best practices. This work has led directly to major increases in student achievement. In the six years that Ursula has been an administrator at Wilson, the school's API has increased 79 points, with 34 points achieved while Ursula has been principal. During the 2010 - 2011 school year the 10th grade CAHSEE pass rate increased by 4.2% and student achievement continues to grow school-wide.

Ursula is very effective at supporting the performance and growth of educators within Wilson. She has designed a system of collaboration and professional development that focuses on school-wide best practices as well as subject level common assessments and curricular maps. She is trained as an IB administrator as well as in the Adaptive Schools program of school-wide collaboration, which has allowed her to facilitate meaningful and productive faculty meetings as well as professional developments. Additionally she is trained in Culturally Responsive and Relevant Education (CRRE) and the Advancement Via Individual Determination (AVID) program.

Operationally, Ursula has demonstrated a high degree of effectiveness during her tenure at Wilson. She has successfully dealt with broken air conditioning, facility upgrades and a tennis court in danger of sliding down a hill. Facilities issues are always dealt with the highest efficiency and immediacy in order to cause the least disruption to student learning. Unfortunately, Wilson has dealt with a few isolated issues of violence, to which Ursula has stepped up to be a pillar of compassion and emotional strength.

b. Leadership Team

Wilson High School's vision is a place where all stakeholders function as a cohesive and collaborative learning community to ensure that all students succeed, are knowledgeable, ethical and caring citizens of the world. As a consequence the Wilson Instructional Leadership Professional Learning Community (WILPLC), like the principal, must share the following distributed responsibilities³⁰:

- **Monitor/Evaluate faculty**
 - Provide feedback on classroom practices and student learning
 - Ensure that the aligned and intended curriculum is taught
- **Involvement in curriculum, instruction, assessment, and professional development**
 - Develop and model techniques for effective lesson design
 - Communicate goals to staff and formally and informally keep them in the forefront of the conversations about student achievement
 - Provide staff development opportunities that are coordinated with the school's focus and mission

³⁰Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School Leadership That Works: From Research to Results*. Alexandria, VA: Association for Supervision and Curriculum Development.

- **Embrace flexibility**
 - Respond to issues and concerns raised by staff in a direct, open, and transparent manner
 - Develop mechanisms to support teachers through the change process
 - Examine leadership team practices and make necessary changes
 - Support the principal when situations require a more directive style of leaderships
 - Allocate resources based on instructional priorities
- **Community Outreach**
 - Communicate positively with the community about the school.
 - Engage parents in activities that are meaningful and relevant
 - Positively promote the school's accomplishments
 - Establish multiple ways for parents and community to be involved in the day-to-day running of the school
 - Develop data driven programs to support the needs of parents and the community
- **Establish order and Change Agent**
 - Help the principal execute routines and procedures
 - Identify ways to improve the effectiveness and utility of established routines and procedures.
 - Model a “can do” attitude; formulate agreements about supporting initiatives

The WILPLC will engage and collaborate with all stakeholders in order to articulate goals for student and adult learning. This will be done through a variety of governing bodies and structured community engagement. First, the WILPLC will work closely with the parent and student members of the School Site Council (SSC), the Compensatory Education Advisory Council (CEAC), and the English Learner Advisory Committee (ELAC). Each of these groups meets at least once a month and is directly involved in decided major school issues and setting goals for student achievement. Additionally, each Small Learning Community (SLC) has a student senate that meets at least once a month and gives voice to students on all issues directly affecting the classroom. Second, the WILPLC will engage all stakeholders through monthly community meetings. These meetings will include back to school night, parent/teacher conferences, monthly community forums and a monthly meeting with the principal, which is known as “Coffee with the Principal.” With these structures in place, all Wilson stakeholders will have a voice in student achievement and development.

The Wilson Instructional Leadership Professional Learning Community has been engaged in the process of opening up instructional practice through the use of “Wilson Walks”, wherein groups of faculty make visitations and observations of colleagues according to the California Standards of the Teaching Profession. They provide evidence for the teacher with regards to student engagement, physical and social environment, subject knowledge and application, planning instruction and learning experiences, and use of assessment. Together, observers debrief the process, review the collective data, and provide feedback to the teacher. The set of data is also collected to determine further needs for professional development and models of effective instructional practice.

The administrative team has also begun a new process of “IB Quick-Walks” in order to collect data on beginning implementation of the Middle Years Program unit design, including the integrations of the IB Learner profile as well as the Areas of Interaction. The team is also reviewing academic core subject level classrooms for common assessments and unit questions that drive student inquiry. The team is ensuring that the focus is on instruction and preparations for IB authorization in the spring.

Finally, the Wilson Instructional Leadership Professional Learning Community is engaged in the continued review and analysis of data as a means of determining our progress toward our goals for improved student learning. Reports are provided via each SLC counselor regarding progress monitoring of at risk students due to either attendance, attitude or academics with a review of provided intervention, effectiveness, and next steps

Much like the process of selecting our principal, members of the leadership team must go through the same rigorous and inclusive hiring process. The team members must demonstrate their commitment to the school’s plan by actively participating in PLC’s, Wilson Walks, Lesson Design Study, and the implementation of IB. Leaders outside of the classroom support students, faculty, and staff daily. To assess the level to which they are meeting the goals and providing support, members of the leadership team will undergo an evaluation similar to the teacher evaluation by faculty members on an annual basis. At the closing of the 2011-2012 school year, all assistant principal and temporary advisor positions will be vacated and undergo the WHC hiring process.

Instructional Plan: Staff Recruitment and Evaluation

a. Staffing Model

Wilson High School will hire highly qualified, credentialed teachers, preferably those who are fully trained in the IB program to help support the mission and vision of Wilson High School. The number of teachers and counselors hired will adhere to the QEIA guidelines, while also ensuring there will be enough teachers to offer a wide array of Advanced Placement classes in a variety of subject areas. The QEIA ratios will dictate the class size reduction efforts. In the 9th grade core academic classes the staffing model will average the 21:1 ratio. 10th grade student to teacher ratios will average a 25:1 ratio, 11th grade ratios will average a 25:1, and 12th grade will have a ratio of 24:1 in the core academic classes. No core academic classes will exceed 27 students. The counselor ratio will average 300:1 to help personalize the student action plan. Each SLC will have an administrator that will oversee its actions, as well as a counselor.

To address the large quantity and types of special needs of our students, Wilson High School will depend on multiple support services and providers.

- A Bridge Coordinator will be responsible for the appropriate implementation of Special Education services.
- A nurse and school psychologist will be available to meet the health needs of all students.
- A psychiatric social worker (PSW) will work with COST to refer for additional services, mentor student groups, and conduct individual counseling.
- A Pupil Services Advisor (PSA) will work on improving attendance and addressing the high dropout rate prevalent in the community.
- A Dean will handle severe discipline situations and all safety issues affecting Wilson.
- The Title I and Bilingual coordinators will supervise their respective programs and ensure student achievement through intervention, enrichment, and family and community engagement.
- A Librarian will coordinate library services, including information technology.
- The College and Career counselor will operate the College and Career Center to provide services to all students as they plan for college and careers.
- The testing coordinator will oversee all school, district, and state testing requirements and coordinate intervention programs.
- The Instructional Coach/IB Coordinator will guide the implementation of the IB program at Wilson and provide appropriate professional development as needed.
- The AVID coordinator will ensure the recertification of Wilson High School as a National Demonstration Site by increasing participation in the program and continued school-wide implementation of AVID strategies through professional development.
- The SLC coordinator will be charged with the task of coordinating all professional development to continue improvement in student achievement, including the bolstering of thematic identity through SLCs.
- In addition, Educational Aides, Special Education Assistants, Clerical Staff, Plant Manager, Custodians, Cafeteria Staff, and Campus Aides will provide support to assure that Wilson students are provided with the safety and high quality education.

With an estimated student population of 2,000 students, Wilson High School proposes the following staffing positions (all quantities of positions are based on need and fiscal resources):

Principal (1)
Assistant Principals (6)
Teachers
Math, Science, History, English, Art, Foreign Language, Health, Computer, Physical Education, Special Education, ESL (#'s based on QEIA ratios)
Academic Counselors (7)
Coordinators
Bilingual (1 full time)
Title 1 (1 full time)
Instructional Coach/IB Coordinator (1 full time)
Bridge Coordinator (1 full time)
AVIDCoordinator (1 half time)
SLC Coordinator (1 full time)
Testing Coordinator (1 full time)
College/Career Counselor (1 full time)
Dean (1 full time)
Educational Aides (II, III) (8)
Special Education Assistants
Clerical Staff (10)
Plant Manager (1 full time)
Custodians (20)
Cafeteria Staff (12)
Campus Aides (6)
Psychiatric Social Worker (PSW) (1 full time)
Pupil Services Advisor (PSA) (1 full time)
Nurse (1 full time)
Librarian (1 full time)

The proposed staffing model will benefit the students at Wilson High School, particularly for the large English Language Learner population and Students With Disabilities who will benefit from the smaller class sizes and more support from out of classroom personnel. With smaller classes the teacher will be able to better personalize instruction, embed intervention within class time, and be willing to have students participate in different types of learning modalities to address their needs. For English Language Learners in particular the small class size will help lower the affective filter. When learning a second language, the higher the affective filter, the more stress and anxiety the student experiences, hindering their acquisition of the language. Environment has the biggest impact on affective filter, by placing students in smaller class sizes it will create a more productive and safe environment for these students. Additionally, our school has a large amount of RSP students who will need help in their core academic classes.

b. Recruitment and Selection of Teachers

Teachers will be selected based on the rigorous selection process that has been established by the Wilson Hiring Committee (WHC). Teachers must meet the requirements for employment as stipulated by the California Education Code section 47605(l) and the applicable provisions of No Child Left Behind. Primary teachers of core, college preparatory subjects (English language arts, language, mathematics, science, history, special education) will hold a single or multiple subject Commission on Teacher Credentialing certificate. Teachers selected to insure that the needs of English learners are met will have CLAD or BCLAD certification and all teachers will be trained in the effective use of sheltered-English. Additionally, all candidates will have to clear all LAUSD hiring policies (TB, fingerprinting for criminal check, and proof of ability to work in the U.S, etc.).

Recruitment of new teachers will include educators from both within and out of the district. Teachers will be interviewed and hired by the WHC. During the process, candidates will be briefed on the IB mission and vision of the school and scored on their alignment to this philosophy. Candidates will be asked to model a lesson based on IB curriculum and if needed a second interview will be scheduled. This process will follow the same guidelines as described in the leadership section in regards to rigor and inclusion.

As part of the school's professional community, all teachers will also strive to meet the Wilson Teacher Profile:

- Demonstrate mastery of their discipline content and be NCLB compliant;
- Demonstrate competency in the IB Program, AVID program/strategies, and school-wide instructional strategies;
- Possess an “International Mindedness” and present balanced viewpoints on global issues and assist students in viewing issues from multiple perspectives
- Use an inquiry-based model of teaching that enables students to actively manipulate ideas in order to construct knowledge, solve problems, and develop their own understanding of the content
- Model and explicitly teach students how to manage their own learning by addressing the characteristics of the IB Learner Profile and Areas of Interaction.
- Be a reflective practitioner who continually asks questions about their practice and regularly seek feedback to assist in their continued growth and development as a teacher.
- Be an expert at engaging and differentiating instruction to meet the needs of all students;
- Be an expert in culturally relevant pedagogy;
- Be an expert at using critical inquiry and project-based linked learning as their primary instructional strategies;
- Be committed collaborators who will hold themselves accountable for rigorous content and interdisciplinary planning;
- Be an active and contributing member to various professional learning communities (PLCs) during professional development;

- Be flexible, innovative, educators committed to the success of the students in our community;
- Integrate the use of reading and writing across the curriculum and use discipline specific and interdisciplinary reading and writing as a form of summative assessment;
- Take responsibility for supporting FAS students and families from enrollment to graduation

Specific to classroom teaching, all Wilson faculty will strive to meet four key characteristics. First, all teachers are experts in their content area and stimulate critical thinking within their field of study. Second, all teachers have completed IB training and teach through a global lens to promote international mindedness. Third, all teachers are trained in a Culturally Relevant and Responsive Education to better understand the diverse backgrounds of not only our students but the wider Wilson community. Last, all teachers are trained in how to use AVID strategies within their classroom. If we are to teach our students about the changing world, our teachers need to remain committed to personal and professional growth.

We will use staffing autonomy to hire highly qualified educators who deliver instruction to match our described instructional program. We will use waivers to prevent any disruption to this mission.

c. Performance Reviews

All teachers will be held accountable for their work at Wilson. This means they will need to show full commitment to the progression of our students by supporting all initiatives. Both newly hired and existing teachers will have to sign a Commitment to Plan (appendix X) document that outlines expectations for their performance. We have high expectations of our faculty and seek increased accountability in Professional Development and in the classroom and want that message to be clear upon hiring candidates.

Teachers will be held accountable for their attendance and active participation in Professional Development. On early start Mondays, as well as all other days, teachers will be held accountable for arriving on time. Frequent absences or tardiness could result in the loss of pay. If teachers are not adhering to the MULE PAC 5 professional culture during PD and in the classroom, a progressive discipline plan will be implemented. The following measures will be carried out as needed:

- Conference with SLC administrator;
- Formal written warning;
- Voluntary transfer to another school.

The SLC administrator will evaluate teachers through the Stull Evaluation process. The Stull Evaluations assess teachers based on the California Standards for the Teaching Profession (CSTP). Teachers will submit initial planning sheets to be used in their observations throughout the year. Administrators are to use the planning sheets and classroom observations to help

engage teachers in improving their instructional approach through reflection. The stall evaluations will assure that teachers comply with the CSTP:

- Engagement and Support for Students
- Creating and Maintaining an Effective Learning Environment
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning.

Administrators will observe teachers a minimum of four times throughout the year with at least two unannounced observations.

Furthermore, teachers will hold themselves accountable for quality classroom instruction through the observation of teacher practice. To ensure this is occurring all staff members, including teachers, counselors, and administrators, will participate in monthly Wilson Walks. Participating members will utilize a template that will evaluate teachers based on the CSTP.

In addition an IB observation sheet (appendix Y) is included to assure that all classrooms are following the IB curriculum and creating a classroom reflective of the globally minded mission and vision of the school. The Wilson Walks help assure that all teachers are performing according the CA teaching standards, while following pacing plans according to their subject. Observing teachers during Wilson Walks also assures that teachers are basing their instruction on IB curriculum.

Given the importance of stakeholder feedback, Wilson has created a process to utilize student voice to improve the quality of teaching. Students will evaluate teachers using a classroom evaluation form (appendix Z), which is based on the CSTPs. The form uses student friendly language and empowers students to take ownership of their education and the success of Wilson. Data collected from this process will be compiled by SLC administrators and shared with SLC lead teachers and department chairs. A conference will be scheduled to review the data with the teacher during which a reflective conversation will take place and goals will be set for the following school year.

Lastly, teachers will be encouraged to participate in the National Board Certification process and receive support throughout completion.

“The stakes are high, but success could redefine public education and the education profession. It could enable us reach unprecedented levels of quality, equity, and achievement.”

-Mike Schmoker, Results Now