



PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY

FOR: WILSON HIGH SCHOOL PLAN

PROPOSED BY: WILSON HIGH SCHOOL DESIGN TEAM

FOR: WOODROW WILSON SENIOR HIGH SCHOOL

Mission & Vision of the School

Wilson’s Mission & Vision

Wilson Senior High School’s mission 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. To fully enact this mission, we envision our school 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.

Graduation Goals

As a means of guiding both the graduation goals and integrating positive behavior support criteria in order to foster a fully holistic conception of a Wilson graduate, we implemented the “MULES PAC”, in which MULES represents an acronym reflecting the attitudes and behaviors we hold for our students. Embedded in the MULES PAC as a set of sub-text is also the “IB Learner Profile” in which a clear set of criteria is used that are aligned to the general graduation goals and behaviors.

We expect Mighty Mules to

- **Model** honesty, integrity, and responsibility – as 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 and healthy relationships.
- **Strive** for academic and personal excellence.

Furthermore, we expect all of our graduates to be college prepared and career ready by

- Researching, understanding, and synthesizing knowledge about both local and internationally relevant issues.
- Managing their own learning and personal development through the seven IB Approaches to Learning skills: organization, collaboration, communication, information literacy, reflection, critical thinking, and transfer.
- Possessing the knowledge required in a global society, including a thoughtful, applicable knowledge of core-area subjects and their interdisciplinary connections via the IB Areas of Interaction: Community & Service, Human Ingenuity, Health and Social Education, and Environment.
- Being skilled in “21st century literacy” through proficiency in reading, writing, listening and speaking in English and in one or more other world languages.
- Demonstrating creative and complex thinking and problem solving by analyzing and producing viable solutions to problems with no known or single right answer.
- Collaborating effectively with individuals from different cultural backgrounds.
- Analyzing and evaluating global issues from multiple perspectives.
- Demonstrating “International Mindedness” by understanding how interconnected the world’s people and institutions are and how international economic, political, technological, environmental, and social systems operate interdependently across nations and regions.

Designing Data Driven & Student Centered Instructional Programs

Key Findings

- Our English Learners and Students with Disabilities lag behind on API growth. For SWD there has been a decline in the API.
- Over 70% of students are still FBB or BB in Algebra 1, Algebra II, and Geometry
- Close to or above 50% of students are FBB or BB in English Language Arts, Social Studies, and Science

**Student services and interventions to prepare all students to graduate college-prepared and career-ready**

- Refine the use of Professional Learning Communities by integrating the “Mule Team Lesson Design and Study” in order to acutely focus on the continued formation of effective common assessments that are strategically aligned to power standards and the CST assessment as well as the analysis of student work and data so as to provide students with the appropriate intervention strategies that are strategically aligned to the skills and knowledge necessary to attaining proficiency. (DuFour, R., DuFour, R. B., & Eaker, R. E. (2008). The Importance of guiding the work of collaborative teams. *Revisiting professional learning communities at work: new insights for improving schools* (pp. 27-28). Bloomington: Solution Tree.)
- Review the course sequencing in math and consider following Algebra I with Algebra II based on an analysis of the data and ensuing success of those schools that have done so. Furthermore, build an internal sequencing in Algebra I, II and Geometry that differentiates pacing, timing and sequencing of the curriculum and needed intervention in order to accommodate the needs of all learners. (Buffum, A. Mattos, M., & Weber, C. (2009). *Pyramid response to intervention*. Bloomington, Solution Tree Press.)
- Integrate a Reading and Writing Across the Curriculum program with school-wide writing criteria charts for persuasive, expository, and narrative writing based on the Common Core Standards in order to embed “authentic literacy” into all core subjects so that students are fully engaged in building the most critical skills necessary to being truly college-prepared and career-ready. (Schmoker, 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.)
- “Avidize” the Family Advocacy System program by developing curriculum that focuses on student ownership of A-G requirements, preparation for college, and a “can do” attitude. (Ph.D, L. G., & Guthrie, Ph.D, G. P. (2002). The magnificent eight: AVID best practices study. *Center for Research, Evaluation, and Training in Education (CREATE)*, 1, 1-57. Retrieved October 29, 2011, from www.avid.org/dl/res_research/research_magnificenteight.pdf)
- Provide administrative support for the IB program by supporting the work of the subject-level PLCs, the development of interdisciplinary MYP units during SLC Common Planning Time, and monitoring and evaluating classroom practice via Wilson Walks and IB Observation Quick Walks. (DuFour, Richard, & Marzano, Robert J., (2011). *Leaders of learning*. Bloomington, IN, Solution Tree Press.)
- Provide an effective RTI² program in order to accommodate the needs of both English Learners and Students with Disabilities as well as all learners who are not meeting proficiency as determined by local, District & State data. (Buffum, A. Mattos, M., & Weber, C. (2009). *Pyramid response to intervention*. Bloomington, Solution Tree Press.)

Instructional Program**Students with disabilities –**

- Use of differentiation to support student learning by addressing the diversity of learning styles and multiple intelligences and by differentiating content (what), process (how), and product (evaluation) to accommodate the needs of all learners
- Providing additional scaffolds and modifications and/or accommodations as appropriate and needed per each student’s IEP to be able to complete all tasks and assessments as prescribed by each given subject-area.

Socio-economically disadvantaged students –

- Use of Culturally Relevant and Responsive Education (CRRE) through the construction of pedagogical practices that have relevance and meaning to students’ social and cultural realities. The central elements that will inform the instructional program at Wilson include: Communication of High Expectations, Cultural Sensitivity, Culturally Mediated Instruction, Reshaping the Curriculum, Active Teaching Methods, Small Group Instruction, Teacher as Facilitator of Dialogue, and Student Controlled Classroom Discourse

Special needs students –

- Use of a comprehensive Response to Instruction and Intervention (RTI²), a tiered “pyramid of intervention” wherein
 - The first tier is good, quality first instruction and the use of data to identify students for appropriate acceleration and interventions,
 - The second tier includes a set of strategic interventions targeted for students with academic setbacks, and
 - The third tier is an intensive intervention that is individualized or very small group because of delayed academic or behavioral progress despite first and second tier instruction/intervention. Out-of-classroom



and outside resources are provided at the third tier. Tier 3, however, does not automatically presume special education services.

Gifted students –

- Use of differentiation to enhance the learning experience for students who are gifted
- Inclusion of enhancements and additional resources within the IB Middle Years Program units to accommodate the needs of gifted students

English Language Learners –

- Use of Specially Designed Academic Instruction in English (SDAIE) through explicit modeling, frontloading of vocabulary, addressing multiple learning modalities, use of graphic organizers, cooperative learning, and “CCCI”: Content, Connections, Comprehensibility, and Interaction

Standard English Learners –

- Use of both CRRE and 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 via the following strategies: Making Cultural Connections, Contrastive Analysis – becoming bi-dialectical, Cooperative and Communal Learning Environments, Instructional Conversations, Academic Language Development , and Advanced Graphic Organizers (to support the critical thinking process)

School Culture

Wilson’s School Culture

Wilson High School is a thriving learning community in which positive, respectful and empathic relationships have been developed among students, parents, and staff as a fundamental means in which to empower and motivate students to succeed. Students are engaged in their education because they recognize the learning as purposeful, meaningful, and fully connected to their lives and the world around them. This stems in large part because of the collaborative work of teachers to ensure that the curriculum is viable, cohesive, engaging and rigorous, thus fully preparing Wilson students to live in the 21st century global economy.

A Day in the Life of a Wilson Student

Francesca Rodriguez is a 10th grade student at Wilson High School and is a member of the Performing Arts SLC. She has been part of the IB program since she started Kindergarten at Farmdale Elementary School. She embodies the IB Learner Profile by being a principled young woman who is caring, reflective and open-minded. Moreover, she uses her effective communication skills to be an active participant in school and in her community. Today in her FAS class, she is reviewing the criteria and rubrics for the 10th grade personal project with her FAS teacher, who has also recently communicated with Francesca’s mom to remind her of the project and its purpose. As a result, Francesca’s mom has been able to support Francesca’s interests at home by attending the fall school play as well as several local plays her drama teacher had recommended.

For her personal project, Francesca has decided that she will write, direct, and perform in her own play. In her 9th grade English class, she had completed a research project as part of a Community and Service unit on El Teatro Campesino and how this theater group used drama as a means to communicate important political and social messages in order to improve the lives of the people for whom the plays were written and performed. This project served as powerful inspiration for her to become a playwright. Through her current World History class, she has become interested in the plight of the people of Syria, who have currently begun an uprising against their dictator Bashar Assad in order to secure their freedom. Her play will focus on one woman’s attempt to overcome the oppression in her country and make a difference. She is both nervous and excited about presenting her play to a set of panelists that include teachers from her SLC and local Los Angeles playwrights with whom her SLC has been working. They have promised her the opportunity to perform her play at the small community theater which they run in downtown, LA.

Available Extracurricular Activities:

- Marching Band
- Athletics: baseball, softball, tennis, soccer, football, cross-country/track and field, basketball, volleyball, cheer squad, drill team,
- Clubs: Anime, Adopt-a-Freshman, AVID, Best Buddies, Black Student Union, Chess Club, Choir Club, Drama, Future Teachers of America, Gay-Straight Alliance, Gideon, Key Club, Latinas Unidas, Leo’s Club, Movimiento Estudiantil



Chican@ de Aztlan, Pacific Asian Club, Science Club, Speech and Debate, Student Forum, United Students, Wilson Immigrant Students for Education (WISE)

Parent Engagement & Involvement

Wilson High School will be using 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. The following framework has been developed in order to foster the meaningful engagement of parents in their children’s education:

- Parenting: Helping families establish home environments to support children as students.
- Communicating: Designing effective forms of school-to-home and home-to-school communications about school programs and children’s progress.
- Volunteering: Recruiting and organizing parent help and support.
- 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.
- Decision-making: Including parents in school decisions, developing parent leaders and representatives.
- Collaborating with Community: Identifying and integrating resources and services from the community to strengthen school programs, family practices, student learning and development.

To enact the framework and provide a welcoming, respectful environment for parents, families and guardians, we ensure continued positive contact through the walk-in Parent Center, ConnectEd, FAS teacher monthly communication, and opportunities to meet with the principal monthly via Café con La Directora as a professional learning community in which participants engage in study regarding adolescence, the high school experience, school and community resources and services, and Wilson’s educational reform efforts and procedures. The principal models research-based learning strategies used at Wilson. Together with the principal, parents observe the strategies used in actual classrooms by participating in “Wilson Walks” debriefing the observation, and considering how to support these strategies at home.

Staffing

IB teachers possess the knowledge required in a global era. They have a deep understanding of their individual content and are able to convey how their academic discipline unlocks an understanding of the world. They possess an “International Mindedness” and present balanced viewpoints on global issues and assist students in viewing issues from multiple perspectives. They understand the interconnectedness of the local community with the broader global community and use these connections to enable students to take positive community action within the local or global context. They recognize, value, and respect the broad spectrum of ethnicities and cultures in the school community and teach students to collaborate effectively with individuals from different backgrounds.

Furthermore, IB teachers will provide a college-preparatory, globally focused course of study in order to prepare students to be college-prepared and career-ready. Through use of Professional Learning Communities and the IB Middle Years Program unit template, they collaborate together to design and implement curriculum that systematically builds students’ capacity to demonstrate college ready work across the curriculum. They recognize and enhance the levels of students’ literacy development in their academic disciplines. They facilitate learning opportunities that enable students to demonstrate global competence and expertise. They use problem-solving skills to recognize and act on the needs of individual students, colleagues, and the school community. They utilize research-based strategies to reach every student, and find resources to maximize learning. They 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. They model and explicitly teach students how to manage their own learning by addressing the characteristics of the IB Learner Profile and Areas of Interaction. They use multiple forms of assessment to evaluate ongoing student learning, while accelerating students from below grade level to at or above grade level performance. They advise students and advocate for them to graduate with all options open for post-secondary education, work and service. They are reflective practitioners who continually ask questions about their practice and regularly seek feedback to assist in their continued growth and development as a teacher.

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LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOL CHOICE RESOLUTION