

Wagner Gen Louis MS  
**School Improvement Plan**  
07/01/2014 - 06/30/2018

# School Profile

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## Demographics

### *Wagner Gen Louis MS*

1701 W Cheltenham Ave  
Philadelphia, PA 19126  
(215)276-5252

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Maya Johnstone

Superintendent: William Hite

## Stakeholder Involvement

Name	Role
Maya Johnstone	Building Principal : School Improvement Plan
Whitney Bluden	Community Representative
Tiffany Plummer	Ed Specialist - Other
Tamika Purvines	Intermediate Unit Staff Member
Bradford Berry	Middle School Teacher - Regular Education
Tina Travers	Middle School Teacher - Regular Education
Margret Littlejohn	Parent

# Federal Programs

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## School Improvement

*All Title I Schools required to complete improvement plans* must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

The school has verified the following Assurances:

- **Assurance 1:** This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).
- **Assurance 5:** The school improvement plan covers a two-year period.
- **Assurance 6:** The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.
- **Assurance 7:** High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
  - Clear and Shared Focus
  - High Standards and Expectations
  - Effective Leadership
  - High Levels of Collaboration and Communication
  - Curriculum, Instruction and Assessment Aligned with Standards

- Frequent Monitoring of Teaching and Learning
- Focused Professional Development
- Supportive Learning Environment
- High Levels of Community and Parent Involvement
- **Assurance 8:** Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:
  - Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.
  - Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.
  - Redesign the school day, week, or year to include additional time for student learning and teacher collaboration
  - Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.
  - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
  - Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.
  - Provide ongoing mechanisms for family and community engagement
- **Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
- **Statement 11:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.
- **Statement 12:** All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

### **Assurance 13**

The school is communicating with parents regarding school improvement efforts via the following strategies:

- WikiSpaces, Yahoo, Facebook, etc.
- Yearly letter to parents
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Parent advisory committee meetings
- Parent-Teacher Conferences

### **Assurance for Priority Schools (Annually Updated SIP)**

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

No

## **Coordination of Programs**

### **Technical Assistance**

*The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.*

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The Office of Federal Programs Design & Implementation through the School Improvement process ensures a strategic, collaborative decision-making process that supports the schools in order to improve student achievement, educator quality, and administrative

leadership. Technical assistance is provided to guide a data driven, strategic planning process that includes the development of a needs assessment, comprehensive plan, evidence of success for progress monitoring and on-going evaluation of the plan for effective and relevance.

<b>Provider</b>	<b>Meeting Date</b>	<b>Type of Assistance</b>
IU 26 / Office of Federal Programs Design and Implementation	11/16/2016 12:00:00 AM	Data Team Meeting/Grade Group Meeting
IU 26 / Office of Federal Programs Design and Implementation	1/6/2017 12:00:00 AM	Comprehensive Plan Monitoring
IU 26 / Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	Network Sessions on June 2017 Comprehensive Planning Submissions Process
IU 26 / Office of Federal Programs Design and Implementation	2/20/2017 12:00:00 AM	Technical Support with Needs Assessment Root Cause Analysis
IU 26 / Office of Federal Programs Design and Implementation	2/27/2017 12:00:00 AM	Comprehensive Plan Support
IU 26 / Office of Federal Programs Design and Implementation	3/1/2017 12:00:00 AM	District Wide School Drop-in session: work sessions to support schools with the SY 17-18 Goal Setting
IU 26 / Office of Federal Programs Design and Implementation	3/7/2017 12:00:00 AM	District Wide School Drop-in session: work sessions to support schools with the SY 17-18 Goal Setting
IU 26 / Office of Federal Programs Design and Implementation	3/13/2017 12:00:00 AM	Budget Drop-in Sessions: work sessions to support schools in planning for comprehensive plan and flexibility
IU 26 / Office of Federal Programs Design and Implementation	4/3/2017 12:00:00 AM	Technical support with the development of evidenced based strategies, action steps, and indicators of success
IU 26 / Office of Federal Programs Design and Implementation	10/17/2017 12:00:00 AM	Introduction meeting with the School
IU 26 / Office of Federal Programs Design and Implementation	10/25/2017 12:00:00 AM	Data Team Meeting/Grade Group Meeting
IU 26 / Office of Federal Programs Design and Implementation	11/30/2017 12:00:00 AM	Comprehensive Plan Support
IU 26 / Office of Federal Programs Design and Implementation	12/7/2017 12:00:00 AM	Comprehensive Plan Monitoring

### **Student Assessment of Progress**

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Data is utilized to drive instruction within the school building. The Principal facilitates weekly data meetings and reviews assessment questions. The teachers are asked to review student work and assess student data during the weekly assessment data meetings.

Teachers are provided an opportunity to reflect on academic assessments of individual students during ongoing reflection meetings.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
<b>Extended School Day/Tutoring Programs</b>	Yes
Reading	Yes
Math	Yes
Science	No
Before School	Yes
After School	Yes
Lunch/Study Periods	No
<b>Summer School Program</b>	No
Reading	No
Math	No
Science	No
<b>In-class Instructional Support</b>	Yes
<b>Pull Out Instructional Support</b>	Yes

### Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- Any federal education program administered by the United States Department of Education, except Reading First.

*o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.*

- *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

Federal Grant Program	Amount of Grant
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State/Local Grant Program	Amount of Grant
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# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

The Promotion Rate is 99.26

### Accomplishment #2:

Met the annual academic growth standards in Math.

### Accomplishment #3:

Met the Academic Growth Standards in Science.

## School Concerns

### Concern #1:

Building Level Academic Score 39.7

### Concern #2:

2.06% Proficient or Advanced in Mathematics on PSSA/Keystone

Closing the achievement gap for all students in Math is 3.42

Closing the achievement gap for historically underperforming students in Math is 3.46

### Concern #3:

12.60% Proficient or Advanced in Reading on PSSA/Keystone

Closing the achievement gap for all students in reading is 0.00

Closing the achievement gap for historically underperforming students is 0.00

### Concern #4:

9.43% Proficient or Advanced in Science on PSSA/Keystone

Closing the achievement gap for all students in Science is 0.00

Closing the achievement gap for historically underperforming students is 0.00

**Concern #5:**

The attendance rate is 88.24

**Concern #6:**

The Test Participation Rate for all students in Math is 57.08

**Concern #7:**

The Test Participation Rate for all students in reading is 58.00

**Concern #8:**

The Test Participation Rate for all students in Science is 38.36

**Concern #9:**

The Chronic Truancy Rate is 37.9%

**Concern #10:**

The Chronic Tardiness Rate is 40.2%

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Aligned Concerns:**

Building Level Academic Score 39.7

**Systemic Challenge #2** (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Aligned Concerns:**

The attendance rate is 88.24

The Chronic Truancy Rate is 37.9%

The Chronic Tardiness Rate is 40.2%

Building Level Academic Score 39.7

# School Level Plan

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## Action Plans

**Goal #1:** Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Indicators of Effectiveness:**

Type: Interim

Data Source: Suspension Data Reports-Performance Management Dashboard

Specific Targets: June 2018, to decrease the amount of Out of School Suspensions

Type: Interim

Data Source: Attendance Data Reports-Performance Management Dashboard

Specific Targets: Improve daily attendance

**Strategies:**

*Blended Learning: Computer-based interventions include IXL and Compass Learning*

**Description:**

**Blended learning is the combination of face-to-face instruction, technology, and data to increase personalization, engagement, and mastery of essential skills. A blended learning classroom is a student-centered learning environment where students have some control over the pace, time, path, and place of their learning. Blended learning integrates online content and instruction with traditional classroom teaching and experiences. As with any shift in instruction, your leadership team should undergo thoughtful analysis and planning to determine how to best meet the needs of your students and help teachers thrive in their evolving role in the classroom.**

**SAS Alignment:** Instruction

*Teacher Peer Mentorship Program*

**Description:**

**"Teacher Mentoring is a process that can range from a set of structured assistance and support activities to an informal buddy system. Regardless of**

form, it is designed to answer a new teacher's questions, provide emotional support, and fill in the gaps. It consists of a comprehensive, coherent, and sustained professional development program to train, support and ultimately retain new teachers. It can also seamlessly transition the novice teacher onto a lifelong learning track" (adapted from Wong, 2004).

**SAS Alignment:** Safe and Supportive Schools, Instruction

### ***Implementation Steps:***

#### *Teacher Mentorship Program- Mentor-Mentee Pairing*

**Description:**

New teachers will have three mentors: their dean, school appointed mentor, and a district new teacher coach. New teachers will also meet with the principal. The purpose is to provide support with transitioning and enhance teacher practice.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Teacher Peer Mentorship Program

#### *Teacher Mentorship Program- Peer Observations*

**Description:**

New teachers would have completed at least one peer observation in the first half for a total of seven.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Teacher Peer Mentorship Program

#### *Blended Learning- Data Collection*

**Description:**

Data from intervention programs will be collected to determine baseline.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):****Supported Strategies:**

- Blended Learning: Computer-based interventions include IXL and Compass Learning

*Blended Learning- Data Analysis***Description:**

Teachers will analyze and plan for students based on the data provided.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):****Supported Strategies:**

- Blended Learning: Computer-based interventions include IXL and Compass Learning

*Blended Learning-Pre-assessment Evaluation***Description:**

Teachers will also give and evaluate pre-assessments to determine how to plan for students for each topic.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):****Supported Strategies:**

- Blended Learning: Computer-based interventions include IXL and Compass Learning

**Goal #2:** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Interim

Data Source: PMD Suspension Data

September 2017- June 2018

Specific Targets: By June 2018, to decrease the amount of Out of School Suspensions

Type: Interim

Data Source: PMD Attendance Data

2017 – 2018

Specific Targets: Increase daily attendance rates

***Strategies:***

***Teacher Mentorship Program***

**Description:**

Teacher Mentroship program will be provided to teachers to support them with classroom management strategies and best practices for student behavioral referrals. The School Climate coordinator will be utilized to support the implementation of Teacher Mentorship Program. "Teacher Mentoring is a process that can range from a set of structured assistance and support activities to an informal

buddy system. Regardless of form, it is designed to answer a new teacher's questions, provide emotional support, and fill in the gaps. It consists of a comprehensive, coherent, and sustained professional development program to train, support and ultimately retain new teachers. It can also seamlessly transition the novice teacher onto a lifelong learning track" (adapted from Wong, 2004).

**SAS Alignment:** Curriculum Framework

### *In-House Consequence Program*

**Description:**

In-house consequence program "is a behavior reduction technique with which a student is removed from his/her classroom and required to work in an environment with a minimum of privileges. It is a less-restrictive alternative to sending students home, and it permits better supervision of students while they are in suspension."

<http://iseesam.com/content/teachall/text/behavior/LRBIpdfs/In-School.pdf>

**SAS Alignment:** Safe and Supportive Schools

### ***Implementation Steps:***

#### *Teacher Mentorship Program- Professional Development*

**Description:**

PD will be provided to teachers to support with classroom management skills.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:** None selected

#### *In-house Consequences Program-Referrals*

**Description:**

Students will be offered in-school suspension options for tier 1 infractions, in lieu of an out of school suspension.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018



**Program Area(s):**

**Supported Strategies:** None selected

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Wagner Gen Louis MS.*

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Wagner Gen Louis MS in the Philadelphia City SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESEA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Wagner Gen Louis MS in the Philadelphia City SD for the 2014-2018 school-year.

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*

# Evaluation of School Improvement Plan

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## 2016-2017 Improvement Evaluation

### **Describe the success from the past year.**

The school's past year of success consist of:

Literacy: 21% of students scored 50% or higher on benchmark #2.

Math: 17% of students scored 50% or higher on benchmark #2

Climate: 28 OSS for 24 days

### **Describe the continuing areas of concern from the past year.**

To increase the number of all students scoring in the proficiency and advanced range on all three Benchmark exams. To decrease the amount of Out of School Suspensions and improve daily attendance. To build, develop, and sustain a high-quality team aligned to my school's mission and vision measured by surveys.

### **Describe the initiatives that have been revised.**

Revisions were made to SLGQ 4 to include Blended learning computer based interventions and teacher mentorship program. We also had an intentional focus on small group instruction and differentiated lessons. Teachers had to explain student groupings, which they did not do in previous years. SLGQ 6 was revised to include teacher mentorship and in-house suspension program.

## 2015-2016 Improvement Evaluation

### **Describe the success from the past year.**

**According to school data attendance and suspensions have improved since last year this time (SLGQ #6).**

### **Describe the continuing areas of concern from the past year.**

**There are several challenges that the school faces: PSSA math scores were last year, PSSA Literacy scores were better then Math scores but they were still low at 15%, students with behavioral health diagnosis, and teacher vacancies (SLGQ #4).**

### **Describe the initiatives that have been revised.**

The school was able to provide more computer-based interventions this school year based on indicators from data analysis. (SLGQ -4)

## 2014-2015 Improvement Evaluation

### **Describe the success from the first year plan.**

School Level Guiding Questions (SLGQs) 2, 4 and 6 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation.

School Level Guiding Questions (SLGQs) 2 and 4 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction. Goal 6 is addressed through school wide Positive Behavior campaign.

Some evidence of our success includes utilizing the data generated from the District-wide Benchmarks in Reading and Math to drive professional development, revise areas of instructional focus, and develop instructional plans tailored to student needs.

Professional development was conducted during on half day PD , after school and during grade group meetings. The implementation of Professional development was monitored through informal and formal observation conducted by the principal and informally by teacher leaders with respect to the Danielson Framework. By implementing differentiated instruction, we were able to address varied learning styles in order to increase academic achievement of all students.

Differentiation instruction has been implemented by teachers to respond to variance among learners in the classroom. Teachers reach out to an individual or small group to vary his or her teaching in order to create the best learning experience possible.

Positive Behavior Support Program (PBS) was implemented school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively utilized the PBS framework to guide the selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. This included a range of intervention strategies that are designed to prevent problem behaviors, while teaching socially appropriate alternative behaviors. The PBS program ensured that the principal and all other educators implement a system that includes a response team for the implementation of positive and proactive supports and interventions. In addition, individual PBSPs was done for all students who are chronically late or absent.

### **Describe the continuing areas of concern from the first year plan.**

The school will continue implementation of strategies and action steps outlined in SLGQs 2, 4 and 6. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs 2, 4 and 6 to ensure increased academic performance and positive behavior of all students.

### **Describe the initiatives that have been revised.**

Based on the implementation of strategies and evaluation of action steps associated with SLGQs 2, 4 and 6 we will continue to assess and amend the implementation of strategies to increase student achievement.