SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR TWO STRATEGIES AND ACTIVITIES TEMPLATE *(COPY AS NEEDED)*

List the strategies from the LEA/district implementation plan and school plans that support the selected interventions and improvement activities at the LEA/district level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA/district and each school the LEA/district has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

LEA /DISTRICT- Dr. Kelvin Adams/ St. Louis Public Schools SCHOOL - Langston Middle	COUNTY-DISTRICT 115-115 BUILDING CODE 324
Budget Codes	**Related Strategies and Activities**
1100 Instruction	
1100 Instruction *1003 (g) SIG*	Goal 1, objective 1, strategy 1, action step 1 Goal 1, objective 2, strategy 1, action step 1 Goal 1, objective 3, strategy 1, action step 1 Goal 1, objective 3, strategy 3, action step 1 Goal 1, objective 3, strategy 3, action step 2 Goal 1, objective 3, strategy 3, action step 3 Goal 1, objective 5, strategy 1, action step 1 Goal 2, objective 1, strategy 1, action step 1 — $90,574 Goal 1, objective 2, strategy 5, action step 1 – $20.490.24 Goal 2, objective 3, strategy 1, action step 1 Goal 1, objective 2, strategy 7, action step 1 — $70,539 Total $181,603.24
1200 Supplemental Instruction(Title I)	
1200 Supplemental Instruction(Title I) *1003 (g) SIG*	
2100 Non Instructional Support Services	
2100 Non Instructional Support Services *1003 (g) SIG*	Goal 4, objective 1, strategy 1, action step 1 Goal 4, objective 1, strategy 2, action step 1 Goal 4, objective 1, strategy 3, action step 1 Goal 4, objective 1, strategy 5, action step 1 Goal 4, objective 1, strategy 6, action step 1 Goal 4, objective 1, strategy 8, action step 1 Goal 4, objective 1, strategy 9, action step 1 Goal 4, objective 1, strategy 10, action step 1 Goal 4, objective 2, strategy 1, action step 1 Goal 4, objective 2, strategy 2, action step 1 $39,560.76
2200 Professional Development	
2200 Professional Development *1003 (g) SIG*	Goal 2, objective 2, strategy 1, action step 1 Goal 2, objective 2, strategy 3, action step 1 Goal 2, objective 3, strategy 1, action step 1 — $7,749 Total $7,749
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003 (g) SIG*	

3000 Community Services	
3000 Community Services *1003 (g) SIG*	
Administrative Costs	
Administrative Costs *1003 (g) SIG*	Goal 2, objective 1, strategy 1, action step 1 Goal 2, objective 1, strategy 1, action step 2 Goal 2, objective 2, strategy 5, action step 1 } $77,754 Goal 2, objective 3, strategy 1, action step 1 Goal 2, objective 3, strategy 2, action step 1 Total $77,754

NEW PAGE

324-VI.B

SECTION VI B. - LEA/DISTRICT/BUILDING YEAR TWO IMPLEMENTATION BUDGET TEMPLATE (COPY AS NEEDED)

Use this template to enter required school and LEA/district budget totals to be submitted with the LEA/District SIG Application. Complete a budget for the LEA/district and each school for year two of the three year grant period.

LEA/DISTRICT/BUILDING NAME	Langston (324)				COUNTY-DISTRICT-BUILDING CODE			115-115-324
Year Two 2011-12	**6100** Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	964,009	115,898	0	0	0	0		1,079,907
1100 Instruction *1003 (g) SIG*	63,700	0	24,281	0	81,821	0		169,802
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) *1003 (g) SIG*								
2100 Support Services - Pupils	81,883	80,480	0	0	0	0		162,364
2100 Support Services - Pupils *1003 (g) SIG*	25,000	25,750	2,038	0	0	0		52,788
2200 Professional Development	6,737	0	0	0	0	0		6,737
2200 Professional Development *1003 (g) SIG*	7,050	0	575	0	0	0		7,625
2600 Planning and Evaluation	0	0	0	0	0	0		0
2600 Planning and Evaluation *1003 (g) SIG*	0	0	0	0	0	0		0
3000 Parent Involvement	0	0	0	0	0	0		0
3000 Parent Involvement *1003 (g) SIG*	0	0	10,558	0	0	0		10,558
Administrative Costs	0	700	491,106	0	29,403	0		521,209
Administrative Costs *1003 (g) SIG*	47,540	0	14,991	2,727	636	0		65,894
Program Costs Subtotal (Not including *1003 (g) SIG*)	1,052,630	197,078	491,106	0	29,403	0		1,770,218
***1003 (g) SIG* Subtotal**	143,290	25,750	52,443	2,727	82,457	0		306,667
Grand Total	1,195,920	222,828	543,549	2,727	111,860	0		2,076,885

NEW PAGE

1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME LANGSTON (324)	BUILDING CODE
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE ~~Reading Specialist~~ Dean of Students per MH 8-8-11	56,650
Teacher Extra Service Pay for Extended Day Instruction	7,050
Teacher Extra Service Pay for Professional Development	7,050
Teacher Extra Service for Supplemental Instruction	25,000
.091 – 1 FTE Asst Supt of Innovation	12,727
.091 – 4 FTE Turnaround/Accountability Specialist	25,455
.091 – 1 FTE Director	7,636
.091 – .34 FTE Specialist	1,722
6100 Subtotal	**$143,290**
6150: Non-Certificated Salaries	
1 – FTE Family Educator	25,750
6150 Subtotal	**$25,750**
6200: Employee Benefits *(optional categories)*	
FTE Blended Benefits Rate (41%)	37,452
Hourly Blended Benefits Rate (11%) Admin Benefits	14,991
6200 Subtotal	**$52,443**
6300: Purchased Services	
Admin Instructional Consultants	2,727
6300 Subtotal	**$2,727**
6400: Materials/Supplies	
Supplemental Instructional materials and supplies (Scholastics Tiered Intervention – READ 180,System 44, Expert 21)	81,821
Admin Professional development materials and supplies	636
6400 Subtotal	**$82,457**
6100-6400 Subtotal	**$306,667**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0**
TOTAL	**$306,667**

NEW PAGE

SECTION VII. – NARRATIVE

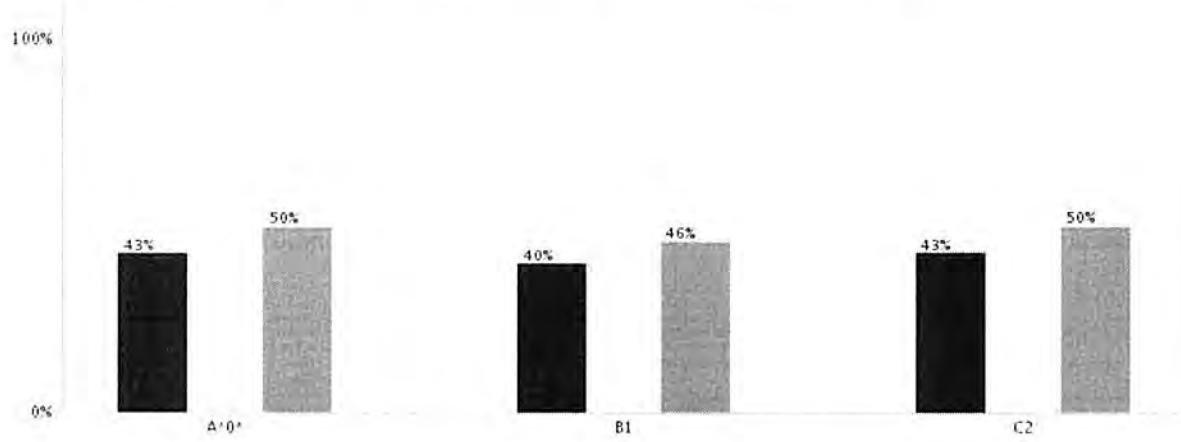
Summary of Progress Measures

Read 180 Data

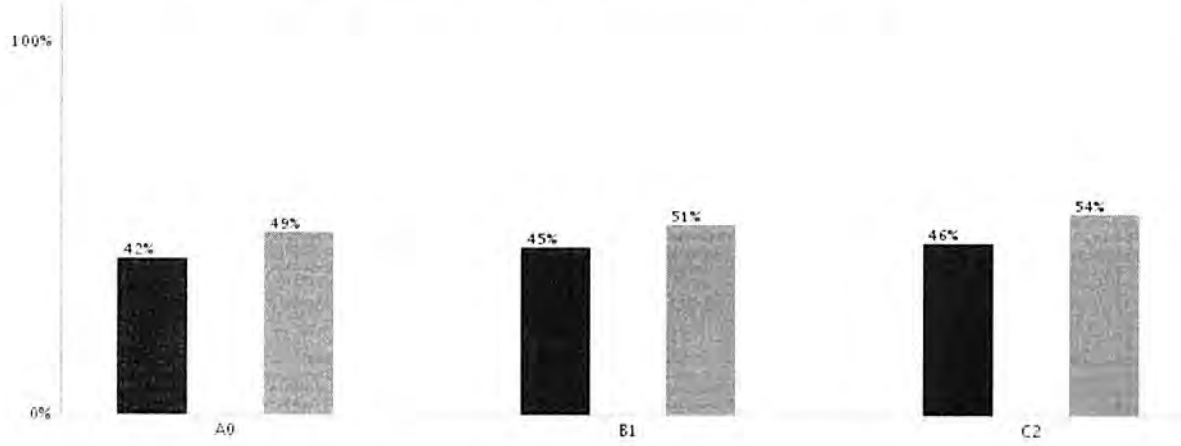
- Since its implementation in January 2011, Langston students have shown improvement in Reading of 2.0 years growth. This equals an average gain of 142 Lexile points.

Acuity Benchmark Data

- **Communication Arts – Grade 6** ***(Langston – Black, SLPS District – Gray)***

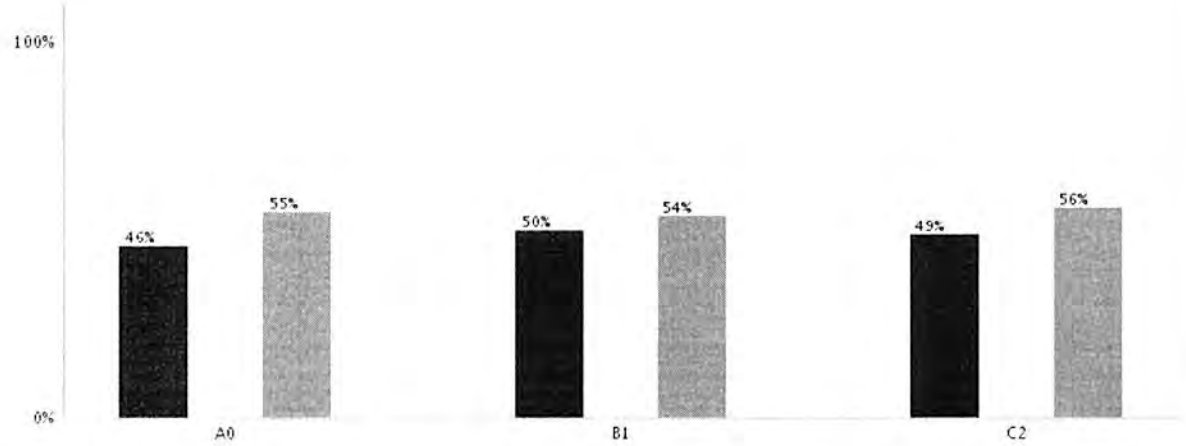


- **Communication Arts – Grade 7** ***(Langston – Black, SLPS District – Gray)***

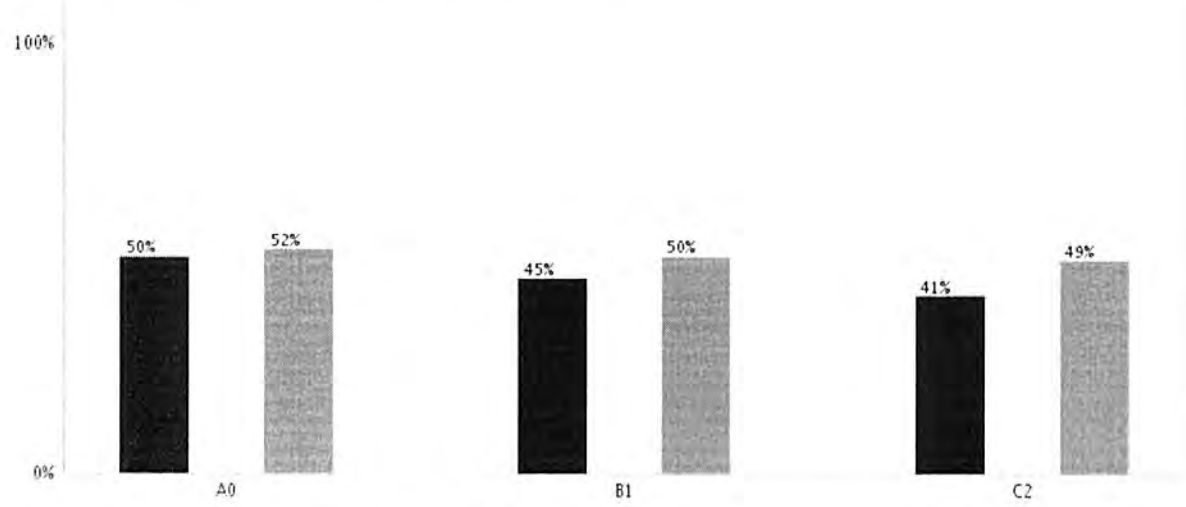


NEW PAGE

- **Communication Arts – Grade 8** ***(Langston – Black, SLPS District – Gray)***

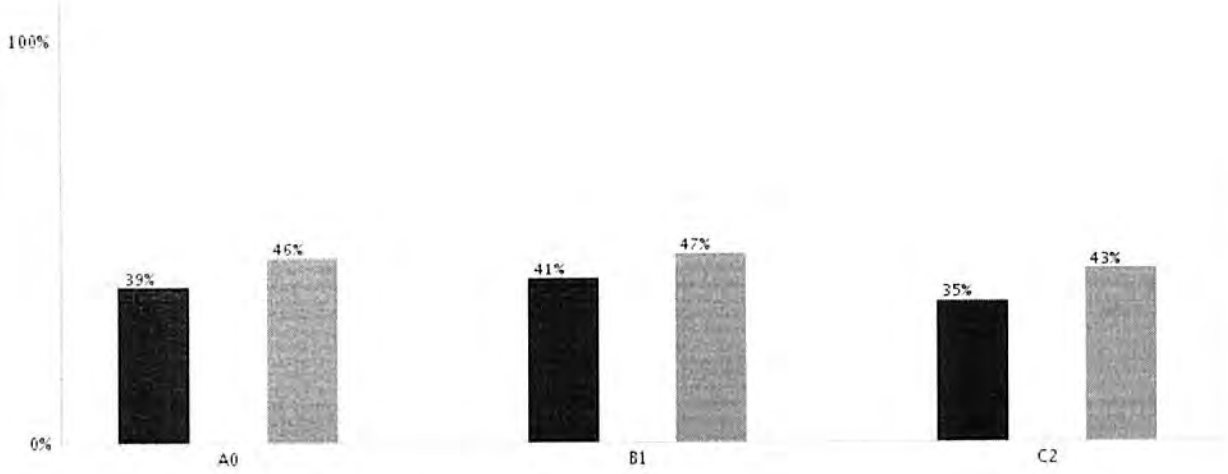


- **Math – Grade 6** ***(Langston – Black, SLPS District – Gray)***

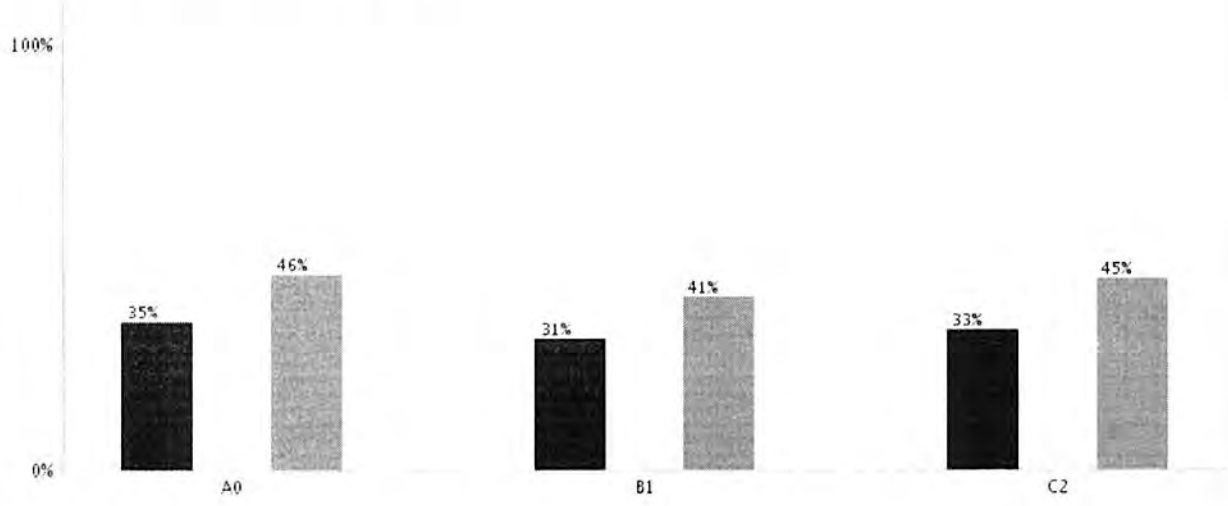


NEW PAGE

- **Math – Grade 7** ***(Langston – Black, SLPS District – Gray)***



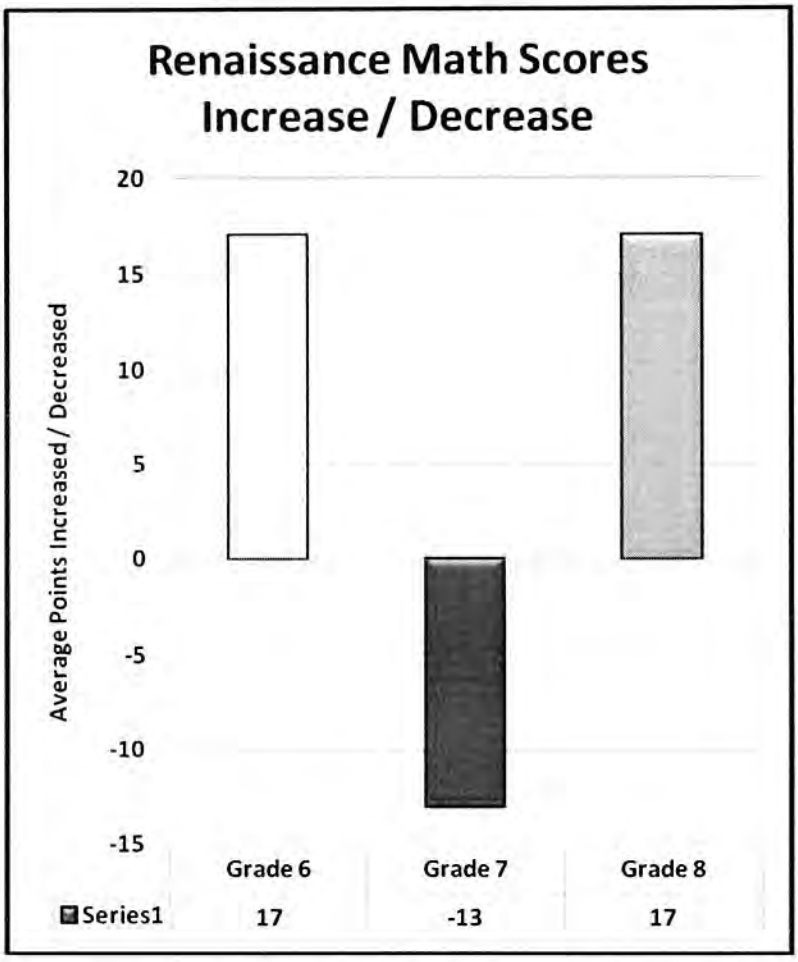
- **Math – Grade 8** ***(Langston – Black, SLPS District – Gray)***



NEW PAGE

Renaissance Math

- Grade 6 – Average scaled score increased by 17 points (0.3 increase in Grade Equivalency)
- Grade 7 – Average scaled score decreased by 13 points (0.2 decrease in Grade Equivalency)
- Grade 8– Average scaled score increased by 17 points (0.3 increase in Grade Equivalency)

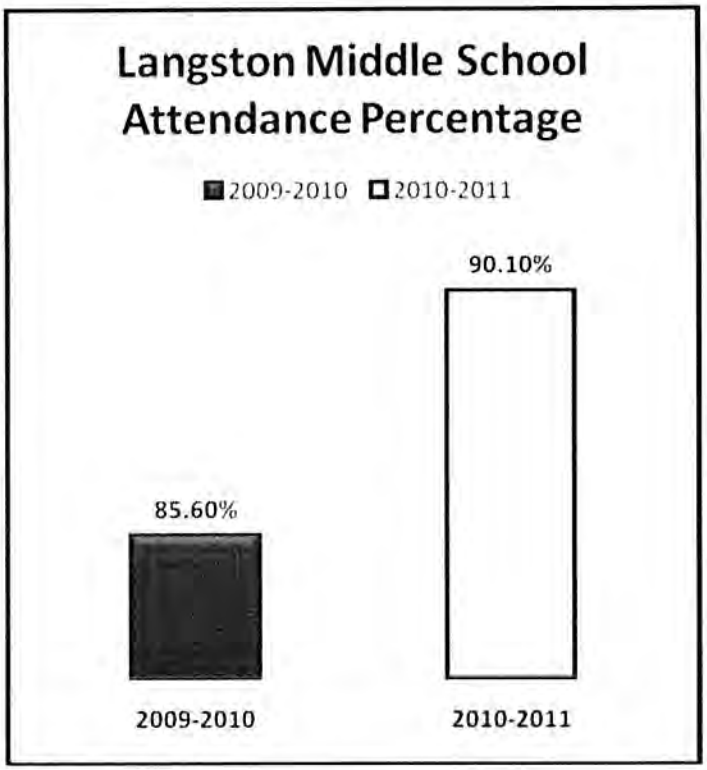


- Based on this data, the positions of Math Specialist and Instructional Support Coordinator would be an invaluable asset to Langston Middle School.

NEW PAGE

Attendance

- Average Daily Attendance increased from 85.6% in 2009-2010 to 90.1% in 2010-2011.



- Although progress has been made in this area, our goal is to meet the district standard of 95% Average Daily Attendance. The addition of a Family Support Specialist will help to increase our attendance percentage. Additionally, all teachers will have an advisory group for the 2011-2012 school year. This will distribute the students throughout the staff in smaller groups, making it easier to track attendance issues and provide immediate interventions when necessary. The addition of a Positive Behavior Specialist will result in fewer attendance days lost due to suspensions, resulting in higher attendance rates. Also the Dean of Students will develop Student Success Plans for high absentee students, model positive classroom interventions for teachers, and create in-house incentive programs, resulting in fewer discipline referrals and more effective instructional time.

NEW PAGE

Challenges

Given that the school feeder base is the same, at least 80% of our incoming student population was reading at least two grade levels below. With this information, we know that students who enter Langston in the fall of 2011 will require intensive interventions under RtI and will need placements in System 44 and Read 180 to remediate their skills. Based on our Mathematics Acuity data, Math Specialist to provide intensive support for teachers and students. These positions, working closely with the Teaching & Learning Facilitator will allow for more targeted interventions for teachers requiring additional assistance. This position also provides personnel to do small group or one-on-one pull-out tutorials based on assessment data.

The geographic placement of Langston continues to be a challenge. The neighborhood is in the north side of the city and is statistically one of the highest crime and sexually transmitted disease neighborhoods. To combat these statistics, we will continue our partnerships with the St. Louis Police Department Gang Task Force as well as Better Family Life to provide abstinence education. We will also continue our partnership with Hopewell to connect families with resources necessary to improve quality of life. To further help on this end, Langston is implementing a theme of character education and development and will be lead by the school Crisis Intervention Team that is made up of the counselor, nurse, social worker, Family Educator, Dean of Students, Positive Behavior Specialist, and psychological examiner. The Dean of Students will coordinate school efforts with community agencies and authorities in regards to developing effective interventions to assist students with both academic and social concerns.

NEW PAGE

Out of the twenty-three (23) regular teachers on staff, we anticipate that twelve (12) of those teachers may not be returning for the 2011-2012 school year. Our challenge will be to fill those vacant positions with highly-qualified staff that are willing to meet the demands of working in a SIG school. Additionally, successfully transitioning those new hires into the Langston culture will be a challenge. One of the ways we will work to transition our new staff members is to conduct a staff retreat away from the building to build relationships and motivate the staff to begin the new school year on a positive note that promotes excitement about the new school year. Core professional development sessions will be given during that time and throughout the school year regarding Depth of Knowledge, RtI, Project Based Learning, Classroom Management, Assessment, Data, Learning Centers, Engrade, Data Tracking, Creating A Positive Classroom and Block Scheduling. Teachers will receive strong support in the form of the Math Specialist, Teaching & Learning Facilitator, Dean of Students, and Building Principal.

Accomplishments

Discipline & Attendance

	2009-2010 School Year	**2010-2011 School Year**	**Change from Previous Year**
Out of School Suspensions	258	105	-153
Average Daily Attendance	85.6%	90.1%	+4.5%

NEW PAGE

Increased Community Partnerships

In an effort to increase student achievement, improve attendance and decrease Out of School Suspensions, Langston brought in and/or strengthened partnerships with several community organizations.

- **Big Brothers / Big Sisters** – Langston had a BBBS employee based out of our building. This helped to increase student participation in the BBBS program. Ms. Ruby Jones worked with our students enrolled in the BBBS program to improve academic achievement and closely monitor their attendance. She met with them regularly and scheduled meetings with their teachers as needed to plan intervention for academics, attendance and behavior. Our partnership with Big Brothers / Big Sisters will continue for the 2011-2012 school year.
- **Hopewell** – To meet the complex social and behavioral needs of our students, Langston has partnered with Hopewell. These counseling services are provided to students and their families who are identified by teacher referrals. Ms. Minor is the Hopewell counselor that has been assigned to Langston. She was in our building approximately 1.5 days per week to work with students individually. Our partnership with Hopewell will continue for the 2011-2012 school year.
- **St. James AME Church** – As part of our intensive academic interventions, Langston has partnered with St. James AME Church to provide targeted skill-based small group tutoring four days per week. A select group of students were identified based on Acuity Benchmark results in Math and Communication Arts. These tutoring services were provided at no cost to the school or the district. Our partnership with St. James AME Church will continue for the 2011-2012 school year.

NEW PAGE

- **Better Family Life** – Better Family Life provided abstinence education programs to eighth grade students during the fourth quarter of the 2010-2011 school year. Our partnership with Better Family Life will continue for the 2011-2012 school year.
- **SLU Talent Search** – The St. Louis University Talent Search program is an academic program that educates students about the different types of colleges and the process of applying to college. This program worked closely with our district-supported AVID program. Students completed an application to enter the program and once accepted, will remain in the program through graduation from high school. As participants in the SLU Talent Search program, students have access to college field trips and are provided an opportunity to attend a summer enrichment program on the SLU campus at no cost. Our partnership with SLU Talent Search will continue for the 2011-2012 school year.
- **Provident Counseling FLITE Program** – FLITE (Future Leaders In Training To Excel) worked with twenty-five (25) students in grades 6-8 to provide individual and small group counseling, social skills training, team building and family counseling services. Students are trained to be leaders amongst their peers in avoiding substance abuse, developing suicide prevention skills, becoming peer-to-peer mentors and making good choices. Our partnership with the FLITE Program will continue for the 2011-2012 school year.
- **Grace Hill / City of St. Louis 5-Star Afterschool Program** –Sixty (60) students participated in academic tutoring, field trips, community service projects, and recreational activities. Our partnership with the 5-Star Program will continue for the 2011-2012 school year with an added emphasis on the academic tutoring portion of the program.

NEW PAGE

Student Portfolio Project

Langston implemented a student portfolio project this year to help students and staff track student achievement and data with more fidelity. The project will continue for the 2011-2012 school year with the following changes:

- Portfolio created and maintained for 100% of the students.
- Portfolios updated and verified every five weeks.
- Rubric created for the portfolio project.
- Portfolios are a collaborative effort between staff and students.

SECTION VII.A. – DISCUSSION

Our timeline for the 2011-2012 school year (see below) provides for additional assessment and tracking of those assessment results to offer more timely interventions for all students. Based on our 2010-2011 Acuity Benchmark Results, we realize that our interventions were not timely enough.

The addition of a second Parent-Support Specialist, strong partnership with Big Brothers/Big Sisters and in-house incentives for students helped us to increase our attendance percentage by 4.5%.

Discipline infractions decreased this year due to improved classroom management practices, lower class sizes, use of In School Suspension in lieu of Out of School Suspension, additional staff in the building and positive reinforcement for students.

NEW PAGE

SECTION VII.B. – YEAR TWO TIMELINE

Action	Person Responsible	Timeline	Progress Toward Goal
Opening Week Activities – PD	SLPS District TLF Building Principal	August 8-12, 2011	
100% of students will complete the SRI assessment to determine a baseline reading level to place students in System 44, Read 180 or Expert 21 course	Reading Specialist	August 15-19, 2011	
100% of students will complete the STAR math assessment to determine a baseline math performance level	TLF	August 15-19, 2011	
School-made assessments will be given in CA, MA and SC to provide authentic data for students' IAP documents and portfolio development	TLF	August 15-19	
Parent Meeting – Inform parents of the IAP documents and allow teachers to explain student performance data to families. MAP data, SRI data, STAR math data, and school-made pre-assessment data will be available to parents. Plans for remediation, community programs, and extended day opportunities will be created. Staff and administration will meet with parents to discuss academic, social and behavioral expectations for students and families. Parents will be surveyed to allow them opportunities to voice input in school improvement and solicit parents to serve on leadership committees.	Family Educator	August 29, 2011	
PD for Staff – Extended Day Programs	TLF	August 22, 2011	
Extended Day Programs Begin – Goal: 80% of students will be enrolled in an Extended Day Program	Extended Day Program Coordinator	September 6, 2011	
School-made Assessments given in Math, Communication Arts and Science to monitor progress mastery of taught objectives.	TLF	September 6-9, 2011	
Classroom Mastery Trackers / Student Portfolios Updated	TLF	September 9, 2011	
Quarter 1 Progress Reports Distributed	Building Principal	September 15, 2011	
PD Day for Staff	TLF	September 23, 2011	
District Benchmark Assessment Administered to 100% of Students in Communication Arts and Math.	Building Test Coordinator	October, 2011	
School-made Assessments given in Math, Communication Arts and Science to monitor progress mastery of taught objectives.	TLF	October 10-14, 2011	
Classroom Mastery Trackers / Student Portfolios Updated	TLF	October 19, 2011	
Quarter 1 Report Card Distribution	Building Principal	October 21, 2011	

NEW PAGE

School-made Assessments given in Math, Communication Arts and Science to monitor progress mastery of taught objectives.	TLF	November 7-10, 2011	
Quarter 2 Progress Reports Distributed	Building Principal	November 18, 2011	
Classroom Mastery Trackers / Student Portfolios Updated	TLF	November 18, 2011	
District Benchmark Assessment Administered to 100% of Students in Communication Arts and Math.	Building Test Coordinator	December, 2011	
School-made Assessments given in Math, Communication Arts and Science to monitor progress mastery of taught objectives.	TLF	December 12-16, 2011	
Classroom Mastery Trackers / Student Portfolios Updated	TLF	December 20, 2011	
Record Keeping Day – Staff will updated classrooms for second semester	Building Principal	January 3, 2012	
Open House – Families invited to visit the school anytime during the day to discuss student progress, view student portfolios and revise goals for second semester.	Family Educator	January 3, 2012	
Quarter 2 Report Cards Distributed	Building Principal	January 6, 2012	
PD Day for Staff	TLF	January 13, 2012	
School-made Assessments given in Math, Communication Arts and Science to monitor progress mastery of taught objectives.	TLF	January 30 – February 3, 2012	
Classroom Mastery Trackers / Student Portfolios Updated	TLF	February 9, 2012	
Quarter 3 Progress Reports Distributed	Building Principal	February 10, 2012	
PD Day for Staff	TLF	February 17, 2012	
District Benchmark Assessment Administered to 100% of Students in Communication Arts and Math.	Building Test Coordinator	February, 2012	
School-made Assessments given in Math, Communication Arts and Science to monitor progress mastery of taught objectives.	TLF	March 5-9, 2012	
Classroom Mastery Trackers / Student Portfolios Updated	TLF	March 15, 2012	
Parent / Teacher Conferences Quarter 3 Report Cards Distributed	Building Principal	March 16, 2012	
MAP Assessment Administered to 100% of all Students in Communication Arts and Math. MAP Assessment Administered to Eighth Grade Students in Science.	Building Test Coordinator	April 2-20, 2012	
PD Day for Staff	TLF	April 6, 2012	
School-made Assessments given in Math, Communication Arts and Science to monitor progress mastery of taught objectives.	TLF	May 14-17, 2012	
Classroom Mastery Trackers / Student Portfolios Updated	TLF	May 22, 2012	
Quarter 4 Report Cards Distributed	Building Principal	May 24, 2012	

NEW PAGE

SECTION VII.C. – DISCUSSION OF SCHOOL YEAR 2011-2012

The 2011-2012 school year will find Langston focusing more on teacher-created authentic assessment and utilization of that assessment data to drive instruction. Extended Day programs will begin earlier this year and more programs will be offered to encourage at least 80% of our student population to participate in an Extended Day opportunity. Langston is adding two sections of Expert 21 to our Scholastic program offerings to provide enrichment / interventions for more students. The district continues to support our efforts to provide tiered instruction for students by allowing us autonomy to tweak the schedule in order to tutor students in small groups – both throughout the school day and during the Extended School Day program.

Classroom instruction is moving to a project-based interdisciplinary format that will center around common school-wide themes. The GLEs will be embedded in these project-based units. For the second semester, students will select their own project based on a problem. Students will then conduct research and create projects that work to provide a solution to the problem. In depth research, student presentations and creating authentic learning experiences will be a priority with these projects. Additionally, the district is revising the Communication Arts and Mathematics curriculums this summer to provide better-aligned, rigorous and exciting research-based instruction. One of Langston's Communication Arts teachers, Mrs. Judine Keplar, has been selected to serve on this team. In order to serve on the district's curriculum team, an applicant had to submit a sample curriculum page for review. Because we have a staff member who has been involved in this intensive process, Langston will be in a strong position to implement this new curriculum.

NEW PAGE

Increasing average daily attendance continues to be a priority at Langston. The 2011-2012 school year will offer more incentives for students to attend school regularly. The high-interest, project-based classes will hopefully motivate students to not only come to school but to be more engaged during their time at Langston.

The addition of the Dean of Students position will provide positive interventions that meet the needs of individual students and model instructional strategies for redirecting student behavior; which will enable students to increase their mastery of skills in the classroom. The Dean of Students will also work closely with grade-level teams to ensure that students demonstrate positive behaviors and that the teams are fostering a positive culture, observe classes and provide feedback to teachers who are struggling with creating positive and learning conducive and mentor small groups of students who need help by coaching, supporting, and motivating students towards increasingly positive behavior.

The Family Educator position will focus on increasing parent involvement. Regular opportunities for parents to interact with the school throughout the year in a positive way will help to fuel our parent involvement. The Family Specialist will also work with our students' families to connect them with resources and referrals they may need.

Staff will be provided intensive and ongoing Response to Intervention training by the district to effectively implement RtI in our building. Students will be placed in various tiers of interventions based on school-made assessment data. Community partners will provide intensive pull-out interventions during the school day. The district will provide additional training and

NEW PAGE

support throughout the school year as needed.

Langston will continue to work with Hopewell to provide student and family counseling services based on teacher referrals and student disclosures. Langston will have a stronger focus this year on peer mediation and conflict resolution.

SECTION VII.D. – STAFFING CHANGES

Positions to Be Added:

- Dean of Students

  Based on the discipline data presented above, a Dean of Students is required to provide targeted, intensive interventions for students and staff.

- Math Specialist

  Based on the math data presented above, a math specialist is required to provide intensive interventions for students and staff.

- Family Educator

  Based on the attendance and discipline data presented above, a Family Educator is necessary to meet district and state standards for average daily attendance and decrease the number of in-school and out-of-school suspensions being issued to students.

- Behavior Specialist

  Based on the attendance and discipline data presented above, a Positive Behavior Specialist is necessary to meet district and state standards for average daily attendance and decrease the number of in-school and out-of-school suspensions being issued to students.

SIG Monthly Progress Report – Running Record

District: St. Louis Public Schools **Month:** April 2011 **School:** Langston Middle School – Math

	Where do we want to go?		How will we get there?	How will we know we are there?				What are our next steps? How can we keep it going?
Date of Entry	**SIG Objective**	**Specific Target**	**Actions/Strategies**	**Evidence/Measures**	**No Improvement**	**Improvement**	**Met**	**Next Steps**
3/1/11	**Objective #1:** Based on MAP data, all students and identified subgroups will increase their performance level in Mathematics by 10% to meet AYP beginning in 2010 and beyond.	100% of math teachers will use MAP like rigorous test questions and constructed response questions two times per week.	Teachers will emphasize math instruction daily that engages students in inquiry and problem solving strategies. Teachers will incorporate constructed response and MAP like questions into their weekly lesson plans.	Weekly lesson plans Teacher-made assessments with MAP test questions and constructed response Classroom Observation Vertical Teaming		X		Mrs. Childress (Principal), Ms. Hawkins (Instructional Academic Coordinator) and Ms. Williams (TLF) will monitor for implementation and improvement.
	Comments: Where are we? We currently do not have enough students scoring proficient in Math to make AYP. **How do we know we are progressing toward our goal?** Acuity C results are in and we have not seen the kind of growth needed. Teachers are looking at student deficiencies and preparing an action plan to increase comprehension. Plans will be reviewed weekly by Principal. Seventy-four percent of the students taking Read 180 have shown 1.2 years of growth. **All math teachers are using MAP test prep materials to prepare students for the MAP test this month.**							
3/1/11	**Objective #2:** LMS will provide extended learning opportunities for teachers to help all students support the regular instructional program.	35% of all enrolled students (87 students) will actively participate in an afterschool tutoring program.	100% of all enrolled students will be offered extended learning and tutoring to increase academic achievement in MAP related areas. Individual teachers are creating tutoring programs for small groups of students (10) to target specific skills that students need to work on. Students will guide their tutorials by selecting the academic content that they want to focus on during tutoring based on their mastery levels indicated on their student trackers.	5-Star After school Attendance Logs Completed Afterschool Program Applications		X		Judine Keplar (Afterschool Liaison), classroom teachers, Sandra Williams (TLF), Debra Childress (Principal) and Doris Hawkins (Instructional Academic Coordinator) will continue to monitor for attendance, participation and improvement.

	Comments: We have started a more rigorous during school tutoring program using the volunteers from St. James Church. **Langston's SES afterschool tutoring program has begun. There are currently 48 students in grades 6-8 that are registered for the program. This tutorial is targeting our most academically challenged students to provide them small group tutorial in Math and Communication Arts. Additionally, targeted groups of students at each grade level are being tutored by other teachers in the building in Math and Communication Arts for 30 minutes per session (3 sessions per week).**

SIG Monthly Progress Report – Running Record

District: St. Louis Public Schools **Month:** April 2011 **School:** Langston Middle School-SPED

	Where do we want to go?		How will we get there?	How will we know we are there?				What are our next steps? How can we keep it going?
Date of Entry	**SIG Objective**	**Specific Target**	**Actions/Strategies**	**Evidence/Measures**	**No Improvement**	**Improvement**	**Met**	**Next Steps**
3/1/11	**Objective #1:** Students will increase their individual performance level in mathematics by 10% to meet AYP beginning in 2010 and beyond.	% of Students to Score Proficient or Above: Grade 6 - 26% Grade 7 - 15% Grade 8 - 17% *These targets were calculated by building principals in cooperation with School Turn Around.	www.mytestbook.com and Study Island web sites Differentiated instruction Peer tutoring After School Programs	Formal/informal testing Teacher Observation Questioning After School Attendance Logs Acuity Score Reports Mastery Tracking based on Teacher-Made Assessments		X		Monitor and revise IEP goals and strategies as needed.
	Comments: Where are we? We currently do not have enough students scoring proficient in Communication Arts on the 6th & 7th grade levels to make AYP. How do we know we are progressing toward our goal? Acuity C results are in and we have not seen the kind of growth needed. Teachers are looking at student deficiencies and preparing an action plan to increase comprehension. Plans will be reviewed weekly by Principal. Seventy-four percent of the students taking Read 180 have shown 1.2 years of growth. **Teacher lesson plans reflect differentiation of instructional delivery to target students' individual skill deficiencies. Teachers continue to use Cornell Notes to help students organize their learning across the content areas.**							
3/1/11	**Objective #2:** Students will increase their individual performance level in CA by 20% to meet AYP beginning in 2010 and beyond.	% of Students to Score Proficient or Above: Grade 6 - 18% Grade 7 - 15% Grade 8 - 15% *These targets were calculated by building principals in cooperation with School Turn Around.	Literacy-centered activities Frequent review/drill Daily journal entries Project-based lessons	Formal/informal testing Teacher Observation Questioning Acuity Score Reports Mastery Tracking based on Teacher-Made Assessments		X		Monitor and revise IEP goals and strategies as needed.
	Comments: We have started a more rigorous during school tutoring program using the volunteers from St. James Church. **Langston's SES afterschool tutoring program has begun. There are currently 48 students in grades 6-8 that are registered for the program. This tutorial is targeting our most academically challenged students to provide them small group tutorial in Math and Communication Arts. Additionally, targeted groups of students at each grade level are being tutored by other teachers in the building in Math and Communication Arts for 30 minutes per session (3 sessions per week).**							

SIG Monthly Progress Report – Running Record

District: St. Louis Public Schools **Month:** April 2011 **School:** Langston Middle School - CA

	Where do we want to go?		How will we get there?	How will we know we are there?				What are our next steps? How can we keep it going?
Date of Entry	**SIG Objective**	**Specific Target**	**Actions/Strategies**	**Evidence/Measures**	**No Improvement**	**Improvement**	**Met**	**Next Steps**
3/1/11	**Objective #1:** Based on existing data, 20% of all students will increase their testing performance level in CA by at least one level.	100% of classroom teachers will use constructed response type questions and Cornell Note-taking techniques at least two times per week.	Teachers will implement constructed response questions and performance events into weekly lesson plans. All teachers will use Cornell Note-taking techniques. A staff-created rubric for Cornell Notes has been adopted by the staff and is being used consistently throughout the building.	Weekly Lesson Plans Teacher-made assessments showing constructed response. Student work samples of Cornell Notes. Read 180/System 44		X		Sandra Williams (TLF), Debra Childress (Principal) and Doris Hawkins (Instructional Academic Coordinator) will continue to monitor for implementation and improvement.
	Comments: Where are we? We currently do not have enough students scoring proficient in Communication Arts on the 6th & 7th grade levels to make AYP. **How do we know we are progressing toward our goal?** Acuity C results are in and we have not seen the kind of growth needed. Teachers are looking at student deficiencies and preparing an action plan to increase comprehension. Plans will be reviewed weekly by Principal. Seventy-four percent of the students taking Read 180 have shown 1.2 years of growth. **Teacher lesson plans reflect differentiation of instructional delivery to target students' individual skill deficiencies. Teachers continue to use Cornell Notes to help students organize their learning across the content areas.**							
3/1/11	**Objective #2:** LMS will provide extended learning opportunities for teachers to help all students support the regular instructional program.	35% of all enrolled students (87 students) will actively participate in an afterschool tutoring program by the end of the second quarter.	100% of all enrolled students will be offered extended learning and tutoring to increase academic achievement in MAP related areas. Individual teachers are creating tutoring programs for small groups of students (10) to target specific skills that students need to work on. Students will guide their tutorials by selecting the academic content that they want to focus on during tutoring based on their mastery levels indicated on their student trackers.	5-Star After school Attendance Logs Completed Afterschool Program Applications		X		Judine Keplar (Afterschool Liaison), classroom teachers, Sandra Williams (TLF), Debra Childress (Principal) and Doris Hawkins (Instructional Academic Coordinator) will continue to monitor for attendance, participation and improvement.
	Comments: We have started a more rigorous during school tutoring program using the volunteers from St. James Church. **Langston's SES afterschool tutoring program has begun. There are currently 48 students in grades 6-8 that are registered for the program. This tutorial is targeting our most academically challenged students to provide them small group**							

	tutorial in Math and Communication Arts. Additionally, targeted groups of students at each grade level are being tutored by other teachers in the building in Math and Communication Arts for 30 minutes per session (3 sessions per week).