

**RAY D. MOLO MIDDLE SCHOOL  
REDESIGN FAMILY MEETING  
SEPTEMBER 5, 2019**



# **WELCOME & OVERVIEW**

# WELCOME RAY D. MOLO MIDDLE SCHOOL FAMILIES!

Here at Ray D. Molo Middle School, our students are just as capable as any students across the US.

Every day, we are committed to ensuring that our students have the opportunity to grow and thrive so they can reach their potential.

To do this, we need a plan in place to ensure every teacher is prepared to provide every student what they need to be successful.



# CREATING A REDESIGN PLAN FOR IMPROVEMENT

Therefore, as required by state and federal laws and regulations, we submitted a redesign plan to the Louisiana Department of Education in the winter of 2018 to support our school's improvement.

We received approval of this plan from the Department in spring of 2018.

The key components of our plan that will lead to school improvement include:

- an improved, standards-aligned curriculum for students that meets the criteria to be the highest rated curriculum in the state
- training for our teachers on the use of this curriculum



# COMMITMENT TO RAY D. MOLO MIDDLE SCHOOL FAMILIES

Our goal is to keep you informed, today and throughout the year, on the implementation of our redesign plan.

Today, we'll provide information on:

- our school and student performance data that caused the department to identify our school as being in need of improvement;
- overview of our redesign plan;
- timelines for implementation of our plan and attainment of performance goals; and
- implications of our plan for students, families, and educators.



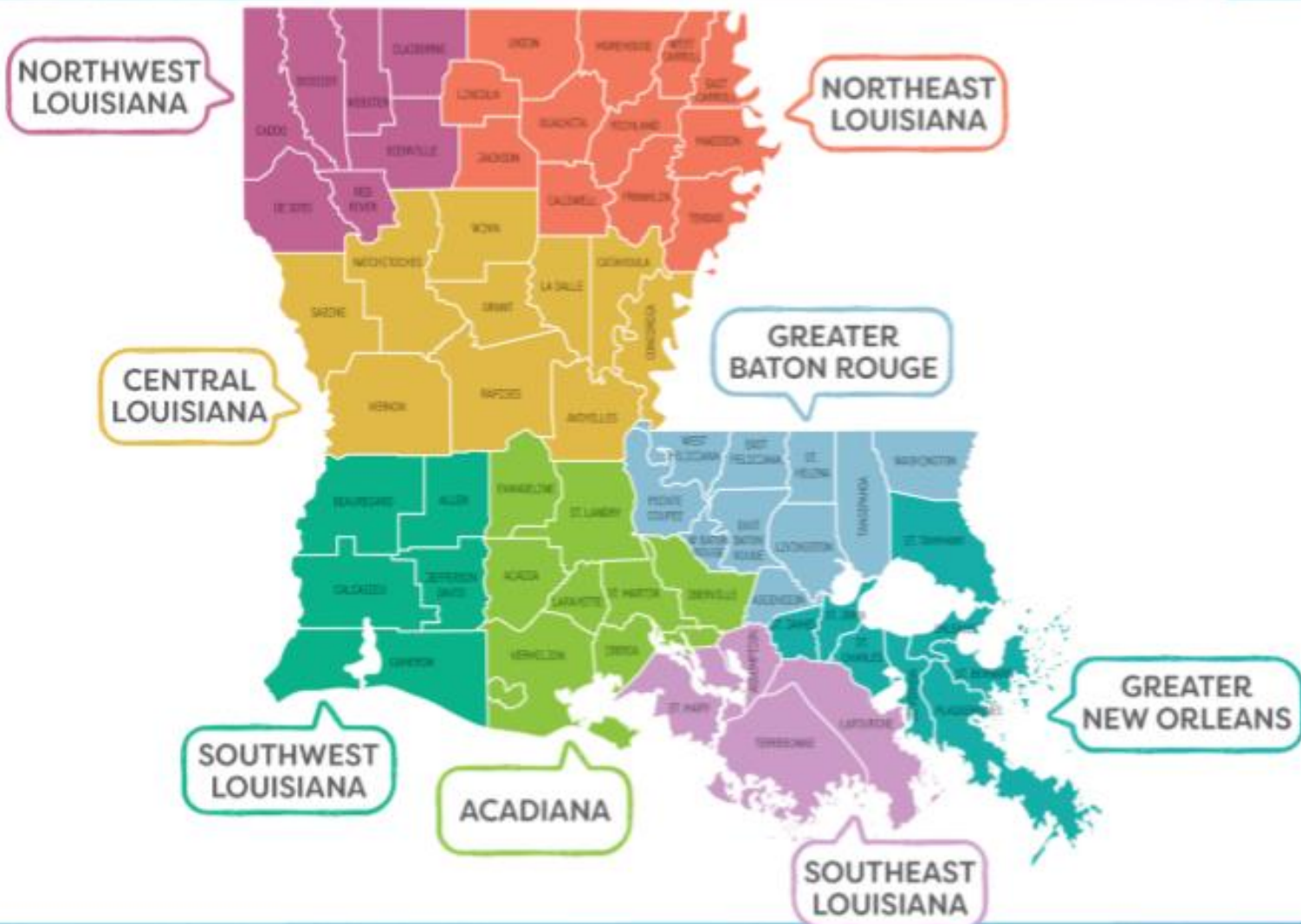
# School Performance Data

# SCHOOL PERFORMANCE: THREE YEAR TREND

**How have we performed over time?**

<b>2017-2018 OVERALL PERFORMANCE (NEW FORMULA)</b>	<b>52.5</b>	<b>D</b>
<b>2017-2018 OVERALL PERFORMANCE (OLD FORMULA)</b>	<b>56.2</b>	<b>D</b>
<b>2016-2017 OVERALL PERFORMANCE (OLD FORMULA)</b>	<b>58.1</b>	<b>D</b>

# Outstanding Schools by Region





**RAY D MOLO IS A  
TOP GAINS SCHOOL!**

# Progress for SW La. students on LEAP skills

By **Marlisa Harding**  
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Fifteen schools in Southwest Louisiana showed student progression in mastery of skills and concepts on the LEAP 2025 exam, according to data released Tuesday by the Louisiana Department of Education.

Progress or top gains data are collected by the department, along with student

test scores, to measure their chance for mastery status by eighth or 10th grade. The state education department is working to comply with the federal Every Student Succeeds Act, which now requires a score of mastery as the standard of academic proficiency.

State Education Superintendent John White said in a news conference that raising state standards "revealed

serious deficits" and has led to annual progress "toward a higher rate of proficiency."

"For years, Louisiana and most other states used a dishonest standard for what it means to be fully ready," he said.

The new accountability system "measures not only where students ended up, but how much progress they made to get there," White said.

Nearly every subgroup of disadvantaged students in Calcasieu saw progress and exceeded statewide averages.

White said 47 percent of Louisiana students are progressing toward mastery in English language arts, while 44 percent are improving in math.

Reading has steadily improved over the last five years, but more work remains to improve the state's 44 percent

See **PROGRESS, A6**

# PROGRESS

Continued from A1

proficiency average, White said.

“That number has gone up, but it’s still inadequate,” he said. “I think you can both celebrate the progress that we’ve made and still insist that progress must be accelerated at the same time.”

Subgroups of historically disadvantaged students — African Americans, English language learners, economically disadvantaged and students with disabilities — are making progress, but not enough to close the widening achievement gap, the data shows. White said districts and schools will use the data to create individual intervention

plans to address these students.

Nearly every subgroup of disadvantaged students in Calcasieu Parish saw progress and exceeded statewide averages, Holly Holland, district spokeswoman, said. Forty five percent of African Americans, 46 percent of economically disadvantaged students, 52 percent of English language learners, and 44 percent of students with disabilities reached their progress target.

“Education stakeholders in Calcasieu Parish, including teachers, administrators, students, staff and parents, continue to see the benefits of all the hard work each day when the district is able to celebrate the type of recognizable growth demonstrated in 2019,” said Karl Bruchhaus, Calcasieu School Board super-

intendent.

Elementary schools in Calcasieu showing student progress toward mastery include: Prien Lake, 67 percent; W.T. Henning, 66 percent; Frasch, 61 percent; T.S. Cooley, 60 percent; Dolby, 57 percent; E.K. Key, 57 percent; Welsh, 57 percent; Carver, 57 percent; Pine Wood, 55 percent; East Beauregard, 55 percent; and Gillis, 54 percent.

Recognized middle schools were Vinton, 57 percent; and Ray D. Molo, 55 percent. High schools include Sam Houston, 55 percent; and Iowa, 55 percent.

The data is the second of a three-part set to be released on the LEAP 2025 exam. Individual school performance scores will be released in the fall, White said.

# SCHOOL PROGRESS: TWO YEAR TREND

How have we performed over time?

**2017-2018 OVERALL PROGRESS**

**93.9**

**A**

**2018-2019 OVERALL PROGRESS**

**Projected**

**A**

# SCHOOL PERFORMANCE: UNDERSTANDING LEAP ACHIEVEMENT LEVELS

LEAP 2025 is divided by five levels of achievement. Our goal is for every student to reach at least “Mastery” which signals readiness for the next grade level.

LEVEL 5

**ADVANCED**

**Exceeded Expectations**

LEVEL 4

**MASTERY**

**Met Expectations**

LEVEL 3

**BASIC**

**Approached Expectations**

LEVEL 2

**APPROACHING BASIC**

**Partially Met Expectations**

LEVEL 1

**UNSATISFACTORY**

**Did Not Meet Expectations**

# SCHOOL PERFORMANCE: LEAP TRENDS OVER TIME

**How have we prepared students to master grade-level content?**

Subject - % Mastery and Above	2015-2016	2016-2017	2017-2018
ELA	20%	20%	18%
Math	8%	8%	9%
Social Studies	N/A	10%	4%
Science	9%	17%	N/A

# Our Redesign Plan

# 2018-2019 SCHOOL REDESIGN GOALS AND PRIORITIES

Given the data we've shared, Ray D. Molo Middle School is focused on the following priorities for the 2018-2019 school year:

- Increasing the % of proficient students
- Ensuring all students are provided with Academic RTI
- Ensuring students receive high quality instruction through the use of a TIER I curriculum.
- Our Sped. Department and Alternative Programs worked closer than ever before this year to align their curriculum and instruction with that of our regular education departments.



# REDESIGN PLAN IMPLEMENTATION TIMELINE

Here is our timeline for attaining the goals outlined in our school's redesign plan.

<b>Timeframe</b>	<b>Activity</b>
Spring-Summer 2018	Prepare teachers for Tier I Curriculum Implementation Curriculum Training/Support for Leadership Team Members
Fall 2018 Winter 2018 Spring 2019	Teachers provided with individual LEAP student data Implement Co-Teaching Model with Master Teachers leading learning in all content areas Effective Implementation of RTI support based off formative assessments LEAP 360 Data Dig Beyond School Day Tutoring Teacher support with TIER I curriculum implementation

# Next Steps

# WORKING TOGETHER FOR SCHOOL IMPROVEMENT

We are committed to providing families with meaningful, two-way communication about Ray D. Molo Middle School plan and your child's academic progress throughout the year.

Here are ways we can partner to meet our plan's goals:

- **Communicate with us:** Contact your child's teacher or principal with questions about your child's progress, learning needs, or school events/programs through the Remind app.
- **Support learning at home:** Attend an upcoming parent workshop to learn more about supporting your child's learning at home.

THANK YOU

**Principal Shonna Anderson**

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