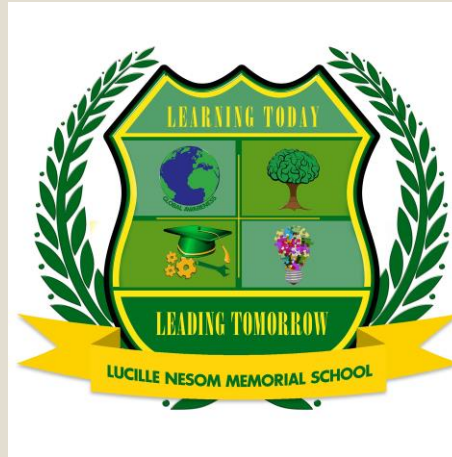


# Lucille Nesom Memorial School



## Virtual SCHOOL IMPROVEMENT FAMILY MEETING

October 15, 2021



# WELCOME & OVERVIEW



# Welcome, Lucille Nesom Memorial Families!

Here at Lucille Nesom Memorial 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 Plan for School Improvement

Therefore, as required by state and federal laws and regulations, we submitted a plan to the Louisiana Department of Education in the winter of 2020 to support our school's improvement.

We received approval of this plan from the Department in spring of 2020.

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

- High quality curriculum and assessments in all grades.
- High quality professional development for all teachers on the selected curriculum.
- A teacher preparation professional development plan (T.R.I.B.E) to address our teacher needs
- Building school-based expertise through leadership roles such as Instructional Leadership Teams (ILT's)
- A Professional Development Plan to ensure teachers are preparing for units and building content knowledge

# Commitment to Lucille Nesom Memorial Families

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

Today, we'll provide information on:

- our school and student performance data that caused the LDOE to identify our school as being in need of improvement;
- an overview of our 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?**

School Performance Scores		
Year	SPS	Letter Grade
2017-2018	53.8	D
2018-2019	55.4	D
2019-2020	55.4	D
2020-2021	50.1	D

\*School Performance Scores and Letter Grades will not be produced for the 2019-2020 school year.

# School Performance Simulated Test Results and Goals:

This year, the state department did not make any changes to the SPS on the website. However, they did release "simulated" test results for schools to use as baseline data. See our school's results below.

	<u>2019</u>	<u>2020 (Simulated)</u>	<u>Predicted</u>	<u>Goal 2021</u>
<b>SPS</b>	55.4 (D)	50.1 (D)	51.6 (D)	65.0 (C)
<b>Assessment Index</b>	43 (F)	30.7 (F)	33.7 (F)	50 (D)
<b>K8 Progress</b>	72.7 (C)	78.3 (B)	77.3 (B)	95 (A)
<b>Dropout</b>	142.2 (A)	131.8 (A)	131.8 (A)	Maintain (A)
<b>Interest Opportunities</b>	N/A	79.3 (B)	75 (B)	95 (A)

Letter Grade	2017-18 through 2020-21	2021-22 through 2023-24	2024-25 and beyond
<b>A</b>	90.0 - 150.0	95.0 - 150.0	100.0 - 150.0
<b>B</b>	75.0 - 89.9	80.0 - 94.9	85.0 - 99.9
<b>C</b>	60.0 - 74.9	65.0 - 79.9	70.0 - 84.9
<b>D</b>	50.0 - 59.9	50.0 - 64.9	50.0 - 69.9
<b>F</b>	0.0 - 49.9	0.0 - 49.9	0.0 - 49.9



# School Performance:

## Understanding LEAP 2025 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**

**Nearly Met Expectations**

LEVEL 2

**APPROACHING BASIC**

**Partially Met Expectations**

LEVEL 1

**UNSATISFACTORY**

**Expectations Not Yet Met**

# School Performance: LEAP 2025 Trends Over Time

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

Percent of Students Attaining Mastery and Above				
Subject	2017-2018	2018-2019	2019-2020	2020-2021
ELA	26%	23%	23%	28%
Math	12%	12%	12%	10%
Social Studies	10%	14/%	14%	15%
Science	N/A	13%	13%	14%

# School Performance:

## LEAP 2025 Trends Over Time with Specific Groups of Students

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

<b>Percent of Students Attaining Mastery and Above</b>				
<b>Student Group</b>	<b>2017-2018</b>	<b>2018- 2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<b>Economically Disadvantaged</b>	57.2	51.6	51.6	*
<b>Minority</b>	50.9	46.5	46.5	*
<b>Students with Disabilities</b>	40.2	32.7	37.5	*
<b>English Learners</b>	54.6	64.6	64.6	*



# Our School Improvement Plan



# 2021-2022 School Improvement Goals and Priorities

At Nesom, we are fully aware that goals are attain by setting a strong foundation. Therefore, students in lower grades such as PreK through 2<sup>nd</sup> grade are introduced to the school-wide strategies stated below. Those students who are learning how to write, are given opportunities to verbally restate the question and use the RDW model. We believe if a child can effectively communicate information verbally, written language will come more naturally.

Given the data we've shared, Lucille Nesom Memorial School is focused on the following priorities for the 2021-2022 school year:

- Increase the number of students in grades 3<sup>rd</sup>-8<sup>th</sup> grade scoring Basic and above in the **Writing Expression subcategory** of the LEAP 2025 assessment through the use of school-wide strategies (restate the question and R.A.C.E.R.)
- Increase the number of students in grades 3<sup>rd</sup>-8<sup>th</sup> grade scoring Basic and above in **Modeling Application subcategory** of the LEAP 2025 assessment using Read, Draw, Write (RDW) strategy
- Increase the number of students in grades 3<sup>rd</sup>-8<sup>th</sup> scoring Basic and above in Social Studies by providing daily opportunities for students to **analyze text and respond through written expression** using school-wide strategies (R.A.C.E.R.)
- Increase the number of students in grades 3<sup>rd</sup>-8<sup>th</sup> scoring Basic and above in the **Reasoning Scientifically** subcategory by addressing the 5 E's and opportunities of science inquiry

# 2021-2022 School Improvement Learner Attributes

At Nesom, we are fully aware that goals are attained by setting a strong foundation. Therefore, students in lower grades such as PreK through 2<sup>nd</sup> grade are introduced to the school-wide strategies stated below. Those students who are learning how to write, are given opportunities to verbally restate the question and use the RDW model. We believe if a child can effectively communicate information verbally, written language will come more naturally.

1. **Global Awareness** is understanding diversity, learning about other cultures, and recognizing our place in the world. The vision of TPSS excellent schools is provide every student with high-quality curriculum, address student social and emotional learning, and ensuring student equity and inclusive
2. **Growth Mindset** “In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.” (Dweck, 2015).
3. A **Critical thinker** is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. People who think critically consistently attempt to live rationally, reasonably, empathically to others.”
4. **College or Career Readiness** At Nesom, we understand the need for not just college readiness, but also career readiness. Our goal is for all 8<sup>th</sup> grade students exiting Nesom to be prepared for their College or Career Tracks in high school.



# School Improvement Plan Implementation Timeline

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

Timeframe	Activity
Spring-Summer 2021	District: Remediation Opportunities
Fall 2021 –Winter 2022	<ul style="list-style-type: none"><li>• District: Diagnostics Assessment, Interim Assessment</li><li>• New Teacher Support –T.R.I.B.E. Collaboration</li><li>• Progress monitor students performance</li><li>• School-wide intervention time built into the schedule</li><li>• Differentiated Instruction/Small Groups</li><li>• System 44, Read 180, Unique Programs for Special Education Students</li><li>• Imagine Learning Program for ELL student (pulled 2x's a week)</li><li>• Weekly teacher collaboration (focus-annotations, student work, and intervening)</li><li>• Leadership Team- Analyze student work and misconceptions</li></ul>
Spring 2022	<ul style="list-style-type: none"><li>• District: Practice LEAP Assessment</li><li>• New Teacher Support –T.R.I.B.E. Collaboration</li><li>• Progress monitor students performance</li><li>• 40 Days of Focus – intense intervention</li><li>• Differentiated Instruction/Small Groups</li><li>• System 44, Read 180, Unique Programs for Special Education Students</li><li>• Imagine Learning Program for ELL student (pulled 2x's a week)</li><li>• Weekly teacher collaboration (focus-annotations, student work, and intervening)</li></ul>



## Next Steps





# Working Together for School Improvement

We are committed to providing families with meaningful, two-way communication about Lucille Nesom Memorial School's 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 Dr. Austin with questions about your child's progress, learning needs, or school events/programs through the Remind app and/or Class Dojo.

**Support learning at home:**

- Ensure students are completing virtual assignments
- Update parent contact information if needed
- Visit our Facebook and Website for updated information

# Thank you



## **Lucille Nesom Memorial School Contact**

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