

**Somerset Academy, Losee Campus
Elementary School
Report of Academic Status
September 2021
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This report is intended provide clarity on the current academic status and provide information of improvement strategies at Somerset Academy, Losee Campus, Elementary School. Somerset Academy, Losee Campus Elementary School serves a population of 936 K-5 students in North Las Vegas. The school has completed MAP and iReady assessments to determine baseline data for all students in the Elementary School. The school has also analyzed SBAC data from the Spring 2021 assessment. Utilizing the information, the Principal in concert with the leadership team has developed a multi-faceted plan to address the needs of the teacher and student populations in an effort to see academic growth. If there are any questions related to information in this status report please contact Jessica Scobell, Somerset Academy Losee Principal at Jessica.scobell@somersetnv.org.

Academic Performance:

The pandemic significantly impacted instruction at Somerset Academy, Losee Campus Elementary School. The school serves a diverse, high needs population that relies heavily on services provided by the school. Losee administration worked diligently to ensure that access to services such as food, technology and school supplies were provided to families in need during the closures related to COVID-19. Classes were divided into in-person and virtual sections to give teachers the opportunity to focus on priority standards and quality instruction. The outcome of learning during the pandemic was mixed. Information from the SBAC assessment weighed heavily on the performance of 5th grade, because growth indicators were unavailable for 4th grade students. The elementary school also saw a big hit to

overall pooled proficiency. This report will detail important information from the 2021 SBAC, Fall 2021 iReady diagnostic and Fall 2021 MAP diagnostic for Losee elementary school.

Spring 2021 SBAC – Overall pooled proficiency took a hit as compared to previous years. ELA pool proficiency was at 30.2% and Math pooled proficiency was at 18%. This hit was attributed to lost instructional time due to closures related to COVID-19 and adjusted instruction to meet the needs of virtual and in-person learners. There were highlights to the Losee elementary data. The Median Growth Percentile (further referenced as MGP) showed that students positively responded to instruction in Math and ELA. The ELA MGP for grades 3-5 was 42 and the MATH MGP for grades 3-5 was 51.5. The Math MGP is attributed to the Math Strategist working with teachers to identify priority standards and focus instruction during the pandemic. Overall growth progression in Math outpaced 2018-2019, the last tested year. The data collected related to growth shows that identified improvement strategies are working and students will continue to see academic growth. There was a significant celebration gathered from the 2020-2021 SBAC data, the elementary IEP Math Growth Median was 64.5. We have worked diligently to improve academic growth in subgroup populations. The areas of focus that remain for Somerset Losee are the Elementary FLA ELA Growth Median, which was 45, the Elementary IEP ELA Growth Median, which was 41 and the Elementary LEP ELA Growth Median which was 24. Many of the interventions in place target those subgroup populations.

Fall 2021 iReady and MAP diagnostics – Data collected from the Fall diagnostic assessments shows that a large number of Losee students are not on track to be grade level proficient. The optimistic aspect of the collected data is that a significant number of our students are one grade below grade level in Math and ELA. Approximately 20% to 30% of students in each grade level, K-5, are one grade below grade level in ELA and/or Math. It is the intention of the Losee elementary school leadership team to use a three tiered strategy to provide intervention and enrichment to all students, specifically those students that are one grade below grade level to move them to grade level proficiency.

Improvement Strategies:

The main goal of academic growth at Somerset Academy, Losee Campus Elementary School will be achieved using a three pronged strategy. Teacher development through embedded professional development and support is the first strategy. The second strategy is targeted student academic interventions. The third strategy is rigorous tier one instruction.

Teacher development – The Losee Campus has created a talented leadership team. The leadership team includes a grades K-2 Assistant Principal, grades 3-5 Assistant Principal, grades K-2 Instructional Strategist, grades 3-5 Instructional Strategist, Math Strategist, English Language Learner Interventionist, Student Success Advocate, and a Read by Grade 3 Strategist. This team has worked to ensure that all teachers have access to on-going professional support and has developed a plan to address student academic growth. The team has visited each classroom and provides continuous feedback to teachers, with an emphasis on student academic interventions and rigorous tier one instruction. The leadership team has provided the following professional development sessions for staff:

- ELL support and strategies for the classroom
- Classroom management and student engagement
- K-5 Instructional Pacing
- Small Group Interventions
- Grade Level Data Reviews

Additional professional development is structured weekly and teachers meet within their Professional Learning Communities twice each month.

Teacher recruitment for Somerset Academy, Losee Campus relied heavily on retaining fully credentialed teachers and seeking fully credentialed teachers for vacancies. Currently, the elementary school is staffed with 42 teachers. Of those teachers, 5 are working with substitute licenses but are in programs

to earn a full credential and 37 are working with a full endorsement in their assigned grade. It is the belief of school leadership that fully endorsed teachers, and those with prior teaching experience can best meet the needs of the Losee student population.

Finally, it is the goal to create a strong professional culture at Losee and encourage teacher retention. The effort by administration to effectively communicate with staff and to ensure that teachers are able to prioritize learning in the classroom are our main goals. The teaching staff at Losee has stabilized and while there were 11 new teachers added, many vacancies were created when substitute teachers were not retained or due to a teacher moving to a different position within the school.

Targeted Student Academic Interventions – A great deal of time and energy was dedicated to developing effective, measurable and sustainable academic interventions for students. Currently, Losee elementary school has a staff of 18 Instructional Assistants to assist teacher with targeted academic interventions. Students have been assessed and placed into strategic small groups for our Power Hour in grades K-5. The Power Hour is time dedicated to development of student reading comprehension, language fluency and writing abilities. During Power Hour student small groups rotate through stations to expose students to a variety of academic intervention activities. In the silent reading station student are exposed to grade level text and will read independently. In the second station students will work with an instructional assistant to learn how to annotate text in preparation for a writing prompt. In station three students will begin to write based on an SBAC appropriate writing prompt. Finally, in station four students will work on their identified pathway in iReady. The goal of Power Hour is to improve students reading and writing stamina, as well as move students closer to grade level proficiency in reading and writing. Each grade level participates in Power Hour daily.

The iReady platform is used for both reading and writing and students are encouraged to access the platform at home for additional academic intervention time. Quarterly grade levels will participate in

iReady competitions to incentivize students to pass lessons and move through their pathways. iReady offers teachers the opportunity to monitor student growth. Staff training on September 22 will train teachers on how to pull relevant reports and monitor student progress.

Rigorous Tier One Instruction – The primary goal of classroom teachers is to provide high quality tier one instruction. Teachers in grade K-5 utilize Core Knowledge Language Arts (CKLA) as the primary ELA curriculum and it is supplemented by Write Reflections as a writing curriculum. The teachers have been trained and are provided support to ensure that the curriculum is being used to meet the needs of our students. Teachers in grade K-5 utilize Investigations for Math curriculum and they have been support by the Math Strategist, RPDP and other professional development to utilize the curriculum to meet the needs of the students. Core Content in grade 3-5 has been departmentalized to allow teachers in testing grades to be “content specialists” and focus their planning to a greater degree. Students in grades 3-5 are assigned a Math/Science teacher and an ELA/Social Studies teacher. Data indicates that the quality of instruction in testing grades has improved since moving to departmentalization in the 2020-2021 school year. Finally, intensive observation and teacher reflection will inform instructional decisions and promote a culture of professional growth at Losee that will, in turn, promote student academic achievement.