

**Somerset Academy, Losee  
Middle School  
Report of Academic Status  
September 2021**

This report is intended provide clarity on the current academic status and provide information on improvement strategies at Somerset Academy, Losee Campus, Middle School. Somerset Academy, Losee Campus Middle School serves a population of 510 students in grades 6-8 in North Las Vegas. The school has completed iReady assessments to determine baseline data for all students in the Middle 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 need of the teacher and student population 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](mailto:Jessica.scobell@somersetnv.org).

**Academic Performance:**

The pandemic significantly impacted instruction at Somerset Academy, Losee Campus Middle 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 standard and quality instruction. The outcome of learning during the pandemic was mixed. Information from the Spring 2021 SBAC administration showed an overall dip in pooled proficiency. We surmise this is due to loss of instructional time due to the COVID-19 closure and adjusted academic day. However, there were

other aspects of the data that reflected student growth and were optimistic indicators moving forward in the Middle School.

*Spring 2021 SBAC* – The Spring 2021 SBAC showed very positive growth for Middle School students in both ELA and Math. The Median Growth Percentile (further referenced as MGP) indicated positive response to instruction, at levels that are unprecedented at Somerset Academy, Losee Middle School. The MGP for Middle School ELA was 54.0 and the MGP for Middle School Math was 61.0. The most encouraging aspect of that data is that the MGP was consistent across the three grade levels. Students in 6<sup>th</sup> grade had an ELA MGP of 53, 7<sup>th</sup> grade students had an ELA MGP of 51.5 and the 8<sup>th</sup> grade ELA MGP was 58.0. Students in 6<sup>th</sup> grade Math has an MGP of 61.0, 7<sup>th</sup> grade students had a Math MGP of 57.0 and 8<sup>th</sup> grade student posted a Math MGP of 62.0. The consistency of Middle School teachers to positively impact student instruction is evidence that the improvement strategies set forth in Middle School are working. There were several celebrations gathered from the 2020-2021 SBAC assessment data. First the Middle School IEP Math Growth Median was 50.5, the Middle school IEP ELA growth median was 52.5 and the Middle School FRL ELA Growth Median was 50. We will continue to focus our interventions to impact growth in these subgroup populations.

*Fall 2021 iReady Diagnostic* – The Fall iReady data evidenced that over 50% of our students currently fall between the 79<sup>th</sup> and 50<sup>th</sup> percentile related to their academic achievement in both Math and ELA. This places over half of our students between at grade level and one grade below their appropriate grade level. The opportunity for growth in the Middle School is evident to the leadership team at Somerset Losee, Middle School. The team plans to maintain the strategies developed prior to the COVID-19 school closure to ensure an upward trajectory for Middle School academic performance. The leadership team is confident that the Middle School will attain a 3-star rating for the 2021-2022 school year.

## **Improvement Strategies:**

The main goal of academic growth at Somerset Academy, Losee Campus Middle School will be achieved using teacher development, targeted interventions, deployment of the leadership team into classrooms, rigorous tier one instruction and continuous data review.

*Teacher Development* – The Losee Campus has created a talented leadership team. The leadership team for the Middle School consists of an Assistant Principal, Math Strategist, ELA Strategist, English Language Learner Interventionist and Student Success Advocate. 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 Middle School staff:

- ELL support and strategies for the classroom
- Classroom management and student engagement
- Grade level data reviews
- Restorative Justice implementation

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 middle school is staffed with 25 teachers. Of those teachers, 2 are working with substitute licenses but are in programs to earn a full credential and 23 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 3 new teachers added, all vacancies were created when substitute teachers were not retained.

*Targeted Interventions* – Students in grades 6 and 7 are placed in to both an ELA class and a Reading class. By double blocking ELA and Reading students will have increased opportunity to improve their reading comprehension, language fluency and writing strategies. The teachers assigned to the two classes collaborate closely and ensure that students are making growth towards proficiency. The reading class in 6<sup>th</sup> and 7<sup>th</sup> grade is also designed to facilitate use of the iReady platform. Students spend time each week working through their individual pathways. The reading teachers monitor student progress in iReady and have created incentive structures to encourage student achievement. Students in 6<sup>th</sup> and 7<sup>th</sup> grade are also placed in a Math Boost class. This class is designed strictly as a Math intervention class. Students are engaged in math projects and activities that are related to grade level standards. This class is not designed to be a supplement to their grade level Math class, rather this innovative class was designed to foster student engagement in Math and to increase student’s Math confidence. The leadership team correlates the increased Math MGPs with the incorporation of Math Boost for our students. 8<sup>th</sup> grade students participate in an Advisory class. During advisory, students participate in their iReady individual pathways. The students have been assigned to specific Advisory teachers to meet their academic needs. The students in high school courses have an Advisory teacher who designs lessons to provide enrichment, while the EL students work with a bilingual TESL endorsed teacher who can provide scaffolding to those particular students. The teachers schedule conferences with their students to discuss data. The Advisory class is also designed to serve as a study skills and High School preparation course. Teachers work with students to improve their academic acumen.

*Deployment of Leadership Team into Classrooms* – The development of the leadership team was the first step in the school improvement process. Leadership team members spend a considerable amount of time in Middle School classrooms evaluating instruction, teaching model lessons and introducing new curriculum and strategies. The leadership team is welcomed into classroom and teachers look forward to working with them.

*Rigorous Tier One Instruction* – Somerset Losee Middle School is a place of innovation. Teachers are collaborative and plan each day to develop engaging lessons for students. The Math Strategist introduced Math 360 into Middle School Math classrooms. In this model each room had white boards mounted on all of the walls. Students stand at the boards and participate in math lessons. Teachers are given a bird's eye view of each student's work and encourage students to collaborate. It is very exciting to have students back in classrooms to bring math learning to life. Teachers in ELA and Reading dedicated considerable time to reinventing the reading list for the Middle School students. The teachers have incorporated contemporary novels that are culturally diverse. These novels have engaged our students and encouraged them to read like they have not in the past. Additionally, the ELA teachers are utilizing the program No Red Ink to improve student writing and provide grade level appropriate writing prompts.

*Continuous Data Review* – The Middle School Assistant Principal is a data guru. She has created grade level spreadsheets that identify students by percentile and also disaggregate them by other cohort factors, such as EL students, exited EL students, students with an IEP and students who participate in accelerated classes. Teachers were given this data and asked to plan their lessons with their student data in mind. The teachers meet weekly as grade levels to discuss student data and collaborate as a team.