



Nevada State Public Charter School Authority

Site Evaluation Report Somerset Academy- North Las Vegas

Evaluation Date: 10/6/2021

Report Date: 11/15/2021

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Contents

Introduction and School Background	3
Academic Performance	4
Focus Group Summaries	8
Classroom Observation Totals	11
Organizational Performance.....	15
Site Evaluation Findings	18

Appendices

A: Nevada State Performance Framework

<http://www.doe.nv.gov/Accountability/NSPF/>

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf>

INTRODUCTION AND SCHOOL BACKGROUND



INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on October 6, 2021. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization. A site evaluation was conducted at Somerset Academy of North Las Vegas in an off-year due to the Notice of Breach issued by the Authority in 2019 because of consecutive 2-star ratings under the Nevada School Performance Framework.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

This evaluation has been designed to focus on teaching and learning (e.g., curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

Somerset Academy North Las Vegas is in North Las Vegas, Nevada in a facility at 385 W. Centennial Parkway. The school serves 1,189 students (as of the most recent Validation Day) in Kindergarten through 8th grade. The mission of name of school is: "We will create an engaging environment where all are committed to lifelong learning, leadership, and excellence."

ACADEMIC PERFORMANCE

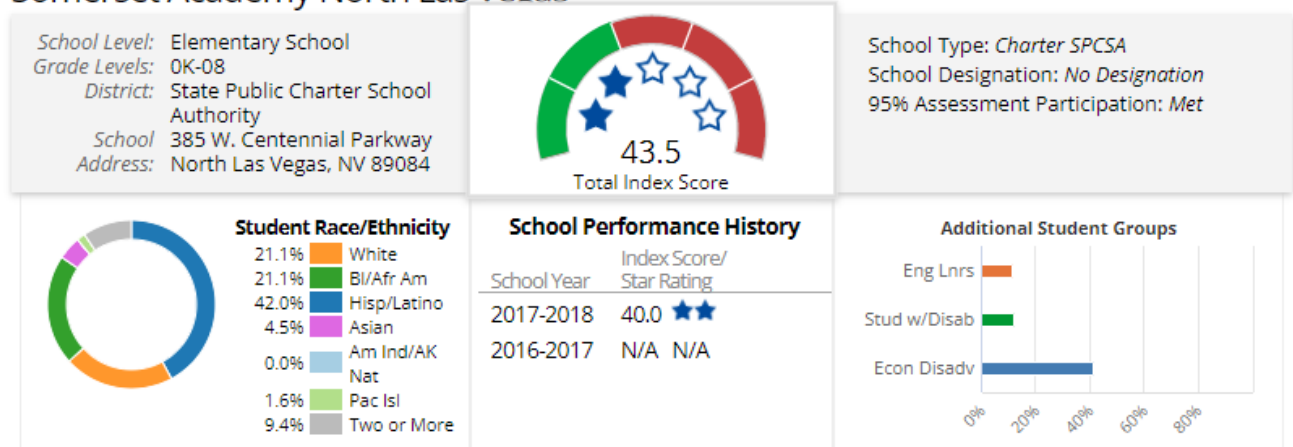
Nevada School Performance Framework 2019

Somerset Academy North Las Vegas serves 1,189 students in grades Kindergarten through 8th grade.

Elementary School

Somerset Academy North Las Vegas

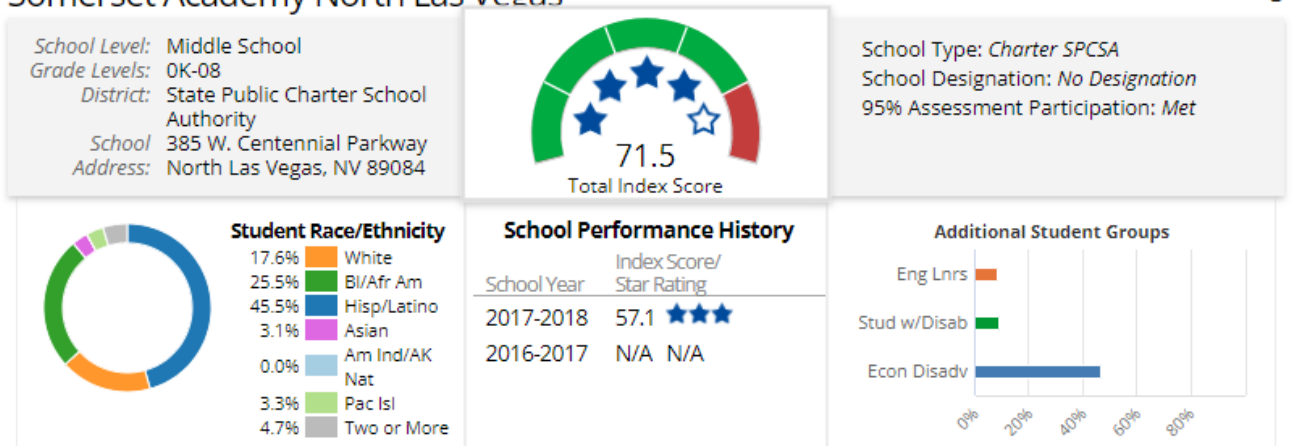
School Year 2018-2019 Nevada School Rating



Middle School

Somerset Academy North Las Vegas

School Year 2018-2019 Nevada School Rating



Somerset Academy North Las Vegas
Math and ELA Results
Nevada School Performance Framework
2019

Proficiency Rates

Elementary School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	42.5	54.5	48.5	35.9	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	77.7	75.6	68.8	76.9	75.2	67.2
Black/African American	27.5	31.3	32.3	14.5	30.6	28.8
Hispanic/Latino	39.8	44.6	39.6	27.9	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	48.3	58.2	55.3	46.4	59.0	52.9
White/Caucasian	50.5	62.3	59.3	47.8	61.1	57.2
Special Education	37.2	27.4	28.6	27.5	29.2	24.8
English Learners Current + Former	35.0	42.3	35.8	7.8	37.4	32.4
English Learners Current	28.2	32.4		8.3	25.5	
Economically Disadvantaged	34.8	39.8	39	25.0	33.1	35.7

Middle School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	40.2	42.6	36.5	30.4	36.8	33.2
American Indian/Alaska Native	-	22.7	28.4	-	26.5	24.6
Asian	66.6	66.2	58.6	53.3	64.1	56.4
Black/African American	21.6	24.2	23.5	15.4	17.7	19.5
Hispanic/Latino	41.8	31.9	29.3	22.5	26.1	25.5
Pacific Islander	45.4	44.9	36.9	50.0	34.9	33.6
Two or More Races	43.4	47.3	40.6	38.8	41.5	37.5
White/Caucasian	59.0	51.3	47.1	46.9	44.4	44.4
Special Education	7.8	12.1	18.6	14.7	11.5	14.3
English Learners Current + Former	36.9	26.9	20.2	17.6	22.2	16
English Learners Current	29.0	12.6		18.3	8.5	
Economically Disadvantaged	26.9	29.0	29.2	24.2	21.7	25.5

Somerset Academy North Las Vegas
Math and ELA Results
Nevada School Performance Framework
2019

Elementary School

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	46.4	60.1	57	42.5	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	72.2	78.5	75.4	76.9	76.3	74.1
Black/African American	31.8	40.9	42.6	21.8	40.5	39.6
Hispanic/Latino	43.9	51.1	48.2	41.8	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	51.6	63.8	64.4	46.4	67.1	62.6
White/Caucasian	57.1	66.8	67.4	47.8	65.0	65.7
Special Education	27.9	26.7	30	20.0	29.3	26.3
English Learners Current + Former	33.1	42.2	41.4	13.1	38.9	38.4
English Learners Current	23.9	29.4		11.1	22.8	
Economically Disadvantaged	35.5	45.4	46.8	28.1	40.4	44

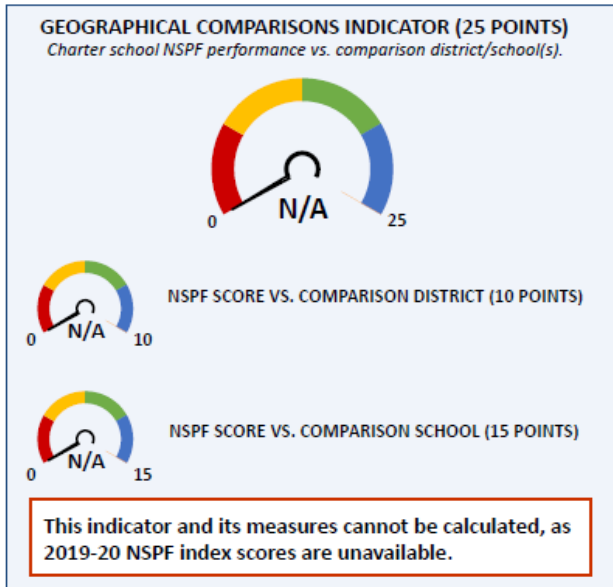
Middle School

ELA Proficient

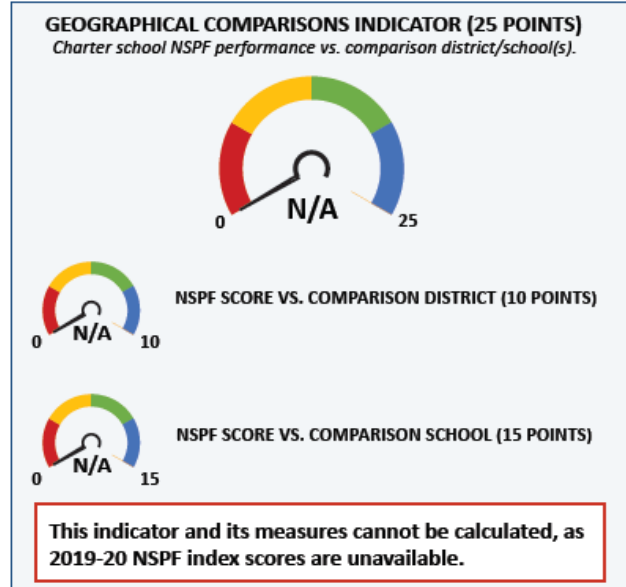
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	48.5	59.6	54.1	43.4	56.1	51.7
American Indian/Alaska Native	-	61.3	43.4	-	57.1	40.5
Asian	83.3	78.4	75.9	73.3	77.3	74.6
Black/African American	31.1	40.1	37.8	32.1	38.4	34.5
Hispanic/Latino	48.3	50.3	45.1	33.7	46.3	42.2
Pacific Islander	63.6	61.1	53.2	60.0	53.2	50.7
Two or More Races	60.8	66.7	61.3	47.2	61.0	59.2
White/Caucasian	63.6	67.8	66.3	60.2	63.5	64.6
Special Education	10.5	19.9	21.9	17.6	20.7	17.8
English Learners Current + Former	44.3	42.7	24.3	19.6	34.8	20.3
English Learners Current	25.8	22.0		20.4	15.8	
Economically Disadvantaged	37.3	46.4	44.4	34.3	41.5	41.4

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

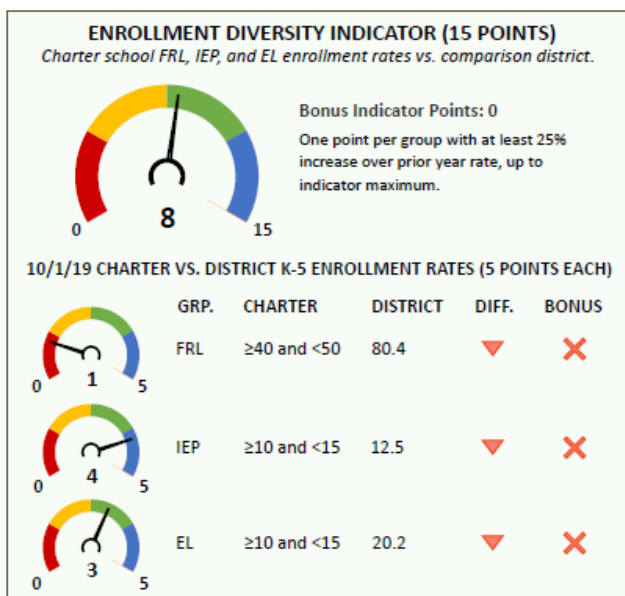


Middle School

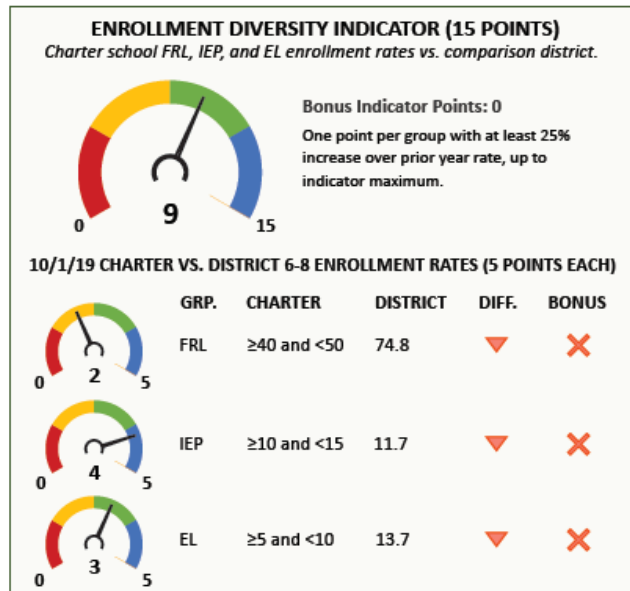


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	2	30 minutes
Parents/Families	4	30 minutes
Students	9	30 minutes
School Leadership	8	30 minutes
Staff	11	30 minutes

Governing Board¹:

1. Two school board members met with the evaluation team for about 30 minutes. Board members shared that they meet on a regular basis and are kept up to date with each of the Somerset campus activities. When asked about the academic status of Somerset North Las Vegas, one member of the board said that she thought the school was on an upward trajectory. Board members shared that they believe in the school leader and that the overall organizational and academic condition of the school is improving.
2. Board members were asked about a previous recommendation written into the most recent site evaluation report. As recommended in the previous site evaluation, SPCSA suggested the board consider adding to the existing survey method to evaluate the current EMO more thoroughly and robustly. The board members expressed that they would consider this moving forward. SPCSA team members clarified that a more robust system for evaluating the EMO is highly recommended.
3. Focus group members shared that they often have one member of their board assigned to go visit each Somerset campus. They explained that the person on the board assigned to Somerset North Las Vegas is an educator and has not yet had the opportunity to visit the school so far this year.

¹ Two members of the seven member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

1. Family members expressed an appreciation for the school. They said they feel their children receive a good education. Family members said that the teachers and the leadership team are responsive to both their children's needs as well as to the parents. They made a point of stating that this school is much better than other schools in the area.
2. Family members stated that the school provides a safe place to learn for their children. They explained that their children have many friends and like their teachers. One person said the school has a family-like atmosphere and a community feel to all who attend. One member of the group said she feels welcome at the school whenever she walks into the front entrance. Another family member stated that she does not hesitate to ask for assistance from school leaders or classroom teachers.
3. Family members overwhelmingly said that their children are very happy to be learning in person this school year. One parent had several children at home and last year was especially challenging for her to have the capacity to provide enough computers, space, and oversight of her children and work from home at the same time. Families did say they are concerned about the high turnover in teachers at the school and shared how this disrupts the learning of their children.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. Students were asked if they are happy to be learning in-person at the school again. They overwhelmingly admitted that they enjoy seeing their friends, teachers, and participating in school activities. They went on to explain that they found it difficult to get to know others in the virtual setting. Several students in the group added that they believe they learn much better in person than at home.
2. The students said that the most important thing a teacher can do is to help them learn. One student said that it is important for teachers to make sure that students can learn with a positive and kind classroom. Students said they believe this is provided in most cases at the school however, they expressed frustration with some students who don't follow the classroom rules. Students shared that, in some cases, there are students who act-out during classroom instructional time and this takes away from the learning.
3. Students suggested that the school continue to add opportunities for school engagement outside of the classroom. Some of the suggestions included additional clubs and outdoor activities. One elementary student would like to have swings installed on the playground. Another student would like to see the uniform policy changed to make it easier for students to comply with expectations.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

1. The leadership team shared that there are several changes this year, including an emphasis on student goal setting. All students have data binders and they set goals and track their progress toward the goals. According to the leadership team, teachers are measuring class growth monthly and recording the growth on scorecards.
2. Leaders shared information about their efforts to reduce chronic absenteeism by identifying students who are repeatedly absent in prior years by meeting with these families and implementing attendance plans. These plans include incentives where each student receives DOJO points for coming to school on time each day. Leaders shared that the school has a PBIS store and students can purchase items from the store with the DOJO points. One leader added that this can be challenging given the requirement to exclude students from time to time due to possible COVID.
3. School leaders shared updates about the ways the school is working to strengthen the program for students with special needs. At the beginning of the school year, or when a new student is enrolled, special education teachers determine present levels of performance and contact other teachers to gather information. Special education teachers also gather parent input. All information is compiled to create goals which are written into the IEP. Special Education teachers share the new IEP/goals with each teacher who works with the student and then creates a student folder on Google Drive. School leaders shared that this was established prior to the start of the new school year and includes a copy of the student's IEP, and a link for the teachers to complete the weekly accommodation log. Special education teachers go around to each regular education teacher and verbally discuss the changes to the student's IEP. They then have the teachers sign that they've received the new information and file the signatures in the student's confidential folder.

Staff:

1. Staff members explained that the return to full time school this year has been challenging. Teachers said they feel pressured to close the learning gaps for each of their students while, at the same time, help students to remember and follow the school and classroom behavior expectations. Teachers said there are many changes this school year, and in some cases, the teachers' demands to attend trainings, meetings, paperwork, and interventions has become overwhelming. One teacher commented, "I just want to teach". Another teacher shared that she has so many expectations that she works long days and on weekends to meet the expectations.
2. Staff shared that there are several new staff members at the school. Teachers explained that for those who remained at the school from prior years, it is particularly difficult. This person explained that they are spending a great deal of time training other new people how to use the system to insert grades and fill out forms because there is insufficient training for a new person to learn how to do this. One teacher said, "This is on top of everything else and I am absolutely exhausted."
3. Teaching staff shared that members of the leadership team walk through their classrooms from time to time. Teachers explained however that the school has not been able to rely on substitute teachers and the leadership team must fill in as needed. Staff said they understand this is a difficult time for everyone at the school as student behavior and the need to help students accelerate learning levels make it very challenging.

CLASSROOM OBSERVATION TOTALS

A total of 13 classrooms were observed for approximately 15 minutes each, on the day of the evaluation.

I. Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 2	Total: 6	Total: 4	Total: 1	Total: 0
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 2	Total: 7	Total: 3	Total: 1	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 Managing Classroom Procedures	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 0	Total: 8	Total: 4	Total: 1	Total: 0
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 0	Total: 8	Total: 3	Total: 2	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 0	Total: 7	Total: 5	Total: 1	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 6 A Using Questioning and Discussion Techniques	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total: 0	Total: 4	Total: 4	Total: 3	Total: 2
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total: 1	Total: 2	Total: 5	Total: 3	Total: 2

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 0	Total: 3	Total: 7	Total: 2	Total: 1
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 0	Total: 4	Total: 6	Total: 2	Total: 1
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 A	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 0	Total: 4	Total: 4	Total: 3	Total: 2
Using Formative Assessment in Instruction B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observe where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 0	Total: 4	Total: 4	Total: 3	Total: 2

Additional information about the classroom observations shared here when applicable:

1. In a lower grade classroom, a student had the attention of others and used a loud voice to interrupt the lesson. When he disrupted the classroom, he caused some students to laugh, while other students ignored him. Several students circled wide around him to avoid him. Learning was minimal and the students were focused on the student rather than the content.

FROM THE OBSERVATIONAL RUBRIC:

- Students are partially engaged throughout the lesson
- Teacher is unsuccessful in monitoring student behavior
- Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.

2. The teacher announced a new activity. The transition time was close to six minutes and then the students watched a video about syllables. The learning during this time appeared to be minimal. Students were not engaged in learning during these six minutes.

FROM THE OBSERVATIONAL RUBRIC:

- Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.
- Students are not aware of the learning goals/learning target during this instructional time frame.

3. In a different lower grade classroom, students finished watching a read aloud on a video. The pacing within the classroom appeared very slow, and the teacher asked students to explain what the video was about, but engagement appeared very low. It was difficult to understand what students are saying behind the mask. The teacher did not restate what students said. The students appeared restless, the levels of rigor appeared low, and levels of learning appeared minimal.

FROM THE OBSERVATIONAL RUBRIC:

- Students are not at all intellectually engaged in significant learning.
- The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observe where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount

4. In a middle elementary classroom, the teacher talked for more than 12 minutes with no breaks or planned questions. This teacher completed the work for the students and the students were expected to copy the materials for the lesson which the teacher had completed. The learning expectations appeared low. Students in this room appeared compliant but not learning rigorous material.

FROM THE OBSERVATIONAL RUBRIC

- The teacher attempts to explain the instructional purpose, with limited success.
- explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow
- Students are partially engaged throughout the lesson.
- There is little to no student discussion even though the opportunity is there.

5. In an upper middle school math classroom, there is evidence of high-quality teaching and definite learning. Several students are highly engaged in the content.

FROM THE OBSERVATIONAL RUBRIC

- Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject
- The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Measure	Description	Evidence Collected
1a	<p>The school implements material terms of the education program.</p> <p>Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area.</p> <p>The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.</p>	<p>The school has provided examples of the scope and sequence in several grade levels and in both math and ELA. The school focuses on cultivating effective leaders, good character, and a desire to render service, as evidenced by their mission statement: "An engaging environment where all are committed to lifelong learning, leadership, and excellence." This reflects the educational program, and an example includes the Leader in Me program.</p>
1b	<p>The school complies with applicable education requirements.</p> <p>Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements</p>	<p>Academica Nevada holds an annual hiring fair in the spring on behalf of this school. Emergency substitutes are available through NDE program. Instructional Assistants are trained to handle substituting and they are encouraged to obtain a substitute license. Tuition assistance and reimbursement is given to employees seeking careers in teaching.</p>

<p>1c</p>	<p>The school protects the rights of students with disabilities. Examples: A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student.</p> <p>A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.</p>	<p>Special education teachers reach out to all regular education teachers who see the student requesting present levels of performance to include in their IEPs. Special education teachers input the information received from the regular education teachers into the present levels of the IEP. After collecting regular education data, completing one on one assessments with the students, receiving parent input, reviewing student progress on previous goals, and collecting data from other school wide assessments, special education teachers compile all the information and create goals based on student deficits. Special education teachers send an email with bullet points on important information discussed in the IEP meeting and changes such as updated goals to all the regular education teachers who see the student. The teachers also attach the current IEP to that email. Special education teachers created student folders on Google Drive before the school year started that include a copy of the student's IEP and a link for the teachers to complete the weekly accommodation log. After the IEP meeting is held, the special education teachers update the student's virtual folder with the new IEP and update the student's accommodation log with the most recent accommodations. Special education teachers go around to each regular education teacher and verbally discuss the changes to the student's IEP. They then have the teachers sign that they have received the new information and file the signatures in the student's confidential folder.</p>
<p>1d</p>	<p>The school protects the rights of ELL students. Examples: A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content.</p> <p>A description of how EL students are acquiring English language skills in all four domains (e.g. listening, speaking, reading, and writing)</p> <p>A description of how EL student progress within the four domains is monitored.</p>	<p>According to the school leader, the school supports ELL students with the use of Expeditionary Learning, Brain POP, Ready Math, FOSS, and focused intervention groupings three times a week.</p>

Measure	Description	Evidence Collected
3a	<p>The school complies with governance requirements.</p> <p>Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.</p>	<p>The Somerset Academy of Las Vegas Board of Directors governance philosophy is built on the tenets of high expectations, accountability, and informed oversight. The academic, financial, and operational viability of the school is ultimately the Board's responsibility. The Board conducts meetings no less than once every other month and as often as needed to execute its role of the Governing Board of Somerset. At every meeting the Board reviews and discusses the latest information regarding student data, financial frameworks, announcements, and changes from the SPCSA and other agencies. The Board has maintained a high retention of its members all with diverse professional backgrounds which is the foundation of a healthy governance.</p>
4a	<p>The school protects the rights of all students.</p> <p>Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information.</p>	<p>A randomized lottery process is held each year for new applicants. The lottery is a computerized selection process that will take place the day after open enrollment ends to fill any remaining vacancies per grade. Applicants who apply during open enrollment, and are not chosen in the lottery, will be given a waitlist number and move through and select from the waitlist any time there is a vacancy. Applicants who apply after open enrollment will be added into the general application pool and will be eligible for future lottery selections during that school year.</p> <p>Somerset NLV utilizes Restorative Practices to teach lessons and reintegrate students after harm is caused. The Student Support Team proactively assists students with strategies that help control behaviors such as breaks, sticker charts, check in, check out and other incentives.</p> <p>Psychologist/Therapists help assess behaviors to determine root causes of behaviors and provide a trusted voice for students to confide in.</p> <p>Community and family relationships help to curb negative incidents. Restorative conversations, circles and action plans are tools used to help repair harm and reintegrate students.</p>

5b	<p>The school complies with health and safety requirements. Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.</p>	<p>An Emergency Operation Plan is submitted to management team, Academica Nevada and the state, that outlines the team's specific titles and job descriptions as well. Monthly drills are scheduled and performed by all staff and students. These are documented and sent to the state for proof of compliance. The campus follows the COVID 19 SNHD Preparedness and Response plan recommendations. All students receive free breakfast and lunch when pre-ordered weekly. The Kitchen team reviews the administrative requirements, and a daily checklist is done to ensure compliance of all procedures during delivery of goods and services, food preparation, meal service times, sanitization and clean up.</p>
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Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.

I. School staff's ability to address previous recommendations

Narrative from the Site Evaluation Data Collection Form completed by the school leader and submitted to Epicenter. SPCSA Site Evaluation team determinations have been labeled.

1. Improve Academic Achievement
Shared Learning Targets and Criteria for Success

Action:

The school leaders have trained teachers and have been observing for learning targets and for explicit instruction. This is still a work in progress.

SPCSA Determination: This recommendation has not been met. Feedback that feeds forward.

Action:

Training took place and leaders look for frequent checks for understanding and meaningful feedback. This is a work in progress.

SPCSA Determination: This recommendation has not been met. Student goal setting.

Action:

This has been a school wide implementation on Data Binders. Students set goals in their binders and track their progress. Teachers also are measuring class growth monthly and recording on Scoreboards.

SPCSA Determination: This recommendation has not been fully met. Strategic teacher questioning.

Action:

Work in progress. This is a quarter 2 focus.

SPCSA Determination: This recommendation has not been met.

Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.

I. School staff's ability to address previous recommendations continued...

2. Formative Assessment

Action:

More clear and understandable learning targets and more buy-in from students with attainment of the learning target: Action-addressed see above quarter 1 focus.

SPCSA Determination: This recommendation has not been met.

Action:

Providing feedback to students about their work and learning that is used by the student to leverage their own learning/action.

Action:

Addressed. See above. This has been our quarter 1 focus.

SPCSA Determination:

This recommendation has not been met.

Students becoming more aware and in tune with what they know about a topic and what they want to learn to both engage students and become more motivated and active participants in their own learning.

Action: Quarter 1 focus with Explicit Instruction.

SPCSA Determination: This recommendation has not been met.

Higher levels of student voice, discussion, and participation in the classrooms.

Action:

This has been a focus on observation tools. Student engagement and participation. Increased numbers of students with self-efficacy.

SPCSA Determination: This recommendation has not been met.

3. Reduce Chronic Absenteeism

Action:

School team has identified repeat students from last year and the year prior and have met with these families and setup an attendance plan with incentives. Each student now receives DOJO points for coming to school on time daily that can be used in the PBIS store.

SPCSA determination: With Covid and quarantining, school team is trying to best to discuss absences but also protect students at the same time. This recommendation is partially met.

Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.

I. School staff's ability to address previous recommendations continued...

4. Consider making changes to Algebra

Action:

Leadership team has met and worked with teachers to adjust as seen fit. The school team believes, with the shortened class time, that Algebra was a challenge last year and this should be remedied.

SPCSA determination: This recommendation is partially met.

5. Prioritize improving student diversity to be more representative of the local district and the SPCSA

Action:

The school team has a very diverse staff that attracts a very diverse student population. The team has hired a receptionist that is bilingual to assist us with any communication barriers as well as hired five staff members this year that are bilingual.

SPCSA Determination: This recommendation has been met.

6. Action taken on previous recommendation

As the school leaders and staff continue to establish and maintain a school atmosphere of strong leadership, career pathways, and a positive culture as listed in the "strengths" section of this report, it is recommended that these strong, foundational strengths be built upon by increasing levels of teacher collective efficacy.

SPCSA Determination: This recommendation has not been fully met.

7. Action taken on previous recommendation

Somerset Board examined their current method of evaluating the EMO, Academica. This recommendation has been passed to the Board.

SPCSA Determination: This recommendation has not been met.

Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.

II. Evidence the school can provide to support the implementation of previous recommendations

The school leaders have provided trainings on explicit instruction, lesson planning, and learning targets.

A classroom observation tool is used to look for Quarter 1 look "for" routines, procedures, positive interactions, clear and concise instructions, vocabulary, questioning is thought provoking, all voices heard and valued, groupings are varied, tasks aligned with standards, engagement learning targets.

A data analysis of students impacted by chronic absenteeism from previous years as well as the current list of on watch students.

III. Reasons school will require additional time to fully address the recommended items

School's written response/narrative on the Site Evaluation Data Collection Form as completed by the school leader: "Yes, we do need more time. Being in the middle of a pandemic has greatly affected our achievement data and has set us backwards. Since the last site visit was in May, from May–October this is not a reasonable amount of time to expect to see the results we hoped to see. Many of the areas suggested have been addressed and progress toward improvement has taken place, but more time is needed to measure those improvements (reduce chronic absenteeism, increase student achievement, increase EL population). Some of these items take multiple data points to see a trend and we have not had enough data points to effectively see the results yet."

SITE EVALUATION FINDINGS

STRENGTHS

Summary of strengths: Academic, Classroom, Focus Groups, and Organizational Performance Evidence.

1. The student and staff population at Somerset North Las Vegas is diverse. This has improved since the previous site evaluation which took place in March of 2021. This is an important improvement to note. Studies show that students do indeed benefit from teachers who look like them. According to Johns Hopkins University and American University, black students who have even one black teacher by third grade are 13 percent more likely to enroll in college. The same researchers also found that the positive “role model effect” of having a teacher who looks like you are especially beneficial for low-income young Black men, who are 39 percent less likely to drop-out of high school if they had at least one black teacher in elementary school. It is evident and commendable that Somerset Las Vegas – North Las Vegas strives to be a school that is representative of the community it serves.
2. The Special Education program has been strengthened since the previous site evaluation took place in March of 2021. School leaders and staff have worked to develop and provide a more in-depth process than in the past. The data collection form, as well as the presentation slides, and discussion with the school leaders indicates that staff and leaders have worked to strengthen communication and processes between special education teachers and classroom teachers. This has included a method to house and update all information. The IEP information is compiled to create goals which are written into the IEP. Special Education teachers share the new IEP/goals with each teacher who works with the student and then create a student folder on Google Drive. This was established prior to the start of the new school year and includes a copy of the student’s IEP, and a link for the teachers to complete the weekly accommodation log.
3. As was noted in the most recent site evaluation, the teachers and leadership team are highly dedicated to the overall well-being of students. SPCSA staff identified evidence of teachers within classrooms using student’s first names and saying “please” and “thank you” when speaking to students. The staff has worked together to face many of the challenges that exist as they have returned to full-time in person learning. The challenges are listed below, and the staff and school leaders are to be commended for their dedication to students at the campus at this time.

CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

1. The basic foundations of quality Core Instruction were observed to need improvement. Tier 1 instruction consists of all students meeting their learning targets for every lesson. All learning targets should be aligned to the intent and rigor of the standards at the students' grade level. When those criteria are not met, core instruction is not working. When students receive strong core instruction for three consecutive years, they typically outscore their peers by up to 44 percentage points on achievement tests (Sanders & Rivers, 1996). To quote Latoya Morrison in a February 13, 2019, article titled, Tier 1 should be BAE (Before Anything Else)! *“Education, we have a problem. And how do we solve it? We start throwing in programs, interventions, systems, and remedial practices to fix what was never addressed in the first place- a lack of solid, effective, Tier 1 instruction.”*
2. As this school community works to address extensive gaps in learning, continues to maintain a safe campus, and aims to fulfill their mission statement, it is critical that Tier 1 instruction be improved. As was previously stated in the Site Evaluation Report which relayed recommendations relating to the virtual site evaluation which took place on March 4, 2021, school leaders and staff should prioritize improved academic achievement at the school. *As evidenced by the ratings from classroom observations on October 6, 2021, SPCSA staff noted several examples of both the classroom environment and instruction falling within the Basic or the Unsatisfactory ranges under the rubric. Within the Classroom Environment component of the rubric, 14 ratings of Basic were observed, and 5 ratings of Unsatisfactory were observed. Within the Classroom Instruction Component of the rubric, 35 ratings of Basic were observed and 17 ratings of Unsatisfactory. When coupled with current performance levels at the school, this is cause for concern. Several more specific examples are included within in the report and two of these examples, A & B are re-stated below:*

- A. *The teacher announced a new activity. The transition time was close to six minutes and then the students watched a video about syllables. The learning during this time appeared to be minimal. Students did not appear to be engaged in learning during these six minutes.*

FROM THE OBSERVATIONAL RUBRIC:

- *Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.*
- *Students are not aware of the learning goals/learning target during this instructional time frame.*

- B. *In a lower grade classroom, a student had the attention of others and used a loud voice to interrupt the lesson. When he disrupted the classroom, he caused some students to laugh, while other students ignored him. Several students circled wide around him to avoid him. Learning was minimal and the students were focused on the student rather than the content.*

FROM THE OBSERVATIONAL RUBRIC:

- *Students are partially engaged throughout the lesson*
- *Teacher is unsuccessful in monitoring student behavior*
- *Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.*

3. As evidenced by the walkthroughs, there are several examples of both the classroom environment and instruction falling within the Basic or the Unsatisfactory ranges. *As evidenced by the ratings from classroom observations on October 6, 2021, SPCSA staff noted several examples of both the classroom environment and instruction falling within the Basic or the Unsatisfactory ranges under the rubric. Within the Classroom Environment component of the rubric, 14 ratings of Basic were observed, and 5 ratings of Unsatisfactory were observed. Within the Classroom Instruction Component of the rubric, 35 ratings of Basic were observed and 17 ratings of Unsatisfactory. When coupled with current performance levels at the school, this is cause for concern.*
4. Classroom management was observed to be at low levels during the site evaluation. This may be due to the difficulties that some students face as they return to full time learning. However, it is important to note because classroom management directly effects teachers' ability to teach and students' ability to learn. This is a pattern which is being seen in schools across the country as students return to school on a full-time basis. According to Dr. Tali Raviv, the Associate Director of the Center for Childhood Resilience at Lurie Children's Hospital in Chicago, "There's much more interaction, there's much less downtime to recharge, there's much less flexibility. Anxiety and chronic stress also trigger a child's survival brain. While some students retreat, others feel like they're on high alert, turning a nudge in the hallway into cause for an outburst, for example." Experts say that this mindset of students, coupled with staff exhaustion, make behavior challenges and school environments more tense than educators and students expected upon a full time return to school. This challenge was noted at this campus during leadership, staff, and student focus groups as well as during classroom walk-throughs. It is important to note that this challenge may be improved using the TFI Data Report with specific recommendations from the SPCSA MTSS Team.
5. Student engagement levels in learning were observed to be somewhat low. A common pattern of students disrupting the class and teachers trying to gain control and provide a strong learning environment was observed. This pattern can be detrimental to lessons these teachers have planned and are delivering. The result is, in some cases, a slow and inconsistent pace of the lesson moving forward. Finding ways to engage all students can be a challenge, yet it is vitally important. Student engagement increases student satisfaction, enhances student motivation to learn, and improves student performance. The integration of real-world application, project-based learning, and students in the investigation of authentic problems where motivation and thought are sustained was not observed in many of the classrooms on the day of the evaluation. Both the classroom observational ratings as well as the notes of observational data within classrooms support this.

CHALLENGES continued

6. Another challenge at this campus is teacher job satisfaction and teacher turnover. This was a challenge noted during the previous site evaluation report during the March 2021 site evaluation. It is important to note that several of the challenges teachers face this fall were unforeseen and difficult to anticipate. As this campus experiences a return to full time learning, teachers are faced with difficult circumstances. The topic of teacher turnover was a concern voiced during the family and staff focus groups. According to participants in the family focus group, when a teacher position becomes open during the beginning of a new school year, the impact on students and families is challenging as students adapt to the ways a new teacher will conduct the classroom. While school leaders are aware of this concern, addressing teacher attrition is critical to stemming school improvement. Teachers are the number one in school influence on student achievement.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. SPCSA Authorizing Team members will follow up on each listed recommendation.

1. It is recommended that teachers within the Elementary and Middle school be given ample time to develop an in-depth understanding of the discipline they teach, as well as the pre-requisite skills required for students to be successful. To predict where a student may face difficulty or to anticipate misconceptions, teachers need to know the concepts central to their discipline and how they connect with other disciplines. Without clear content-based explanations, the use of academic vocabulary, and a sound rationale for learning, students will lack the support necessary for success with the Nevada Academic Standards. Teachers also need time to work together to consider the students' varied backgrounds, needs, language proficiency, and levels of achievement. This will enable teachers to use a variety of means to gain this knowledge of their students to deliver culturally, linguistically, academically, and behaviorally responsive instruction. Given the time, teachers may develop the ability to provide a rich array of resources for recognizing and respecting and responding to the many differences in each of their students. The scope of this work is tremendous, and as such, it is recommended that coaches, administrators, teacher aides, and parent volunteers help support teachers in every way possible by team teaching, providing behavior management support within the classroom, attending to a small group of learners, and by providing extra time for the above.
2. Because classroom management is the key to success in any classroom, it is recommended that several teachers within the Elementary and Middle schools dedicate some professional learning time to continue to cultivate these skills. As the year moves forward, some teachers may benefit from investing class time to get to know students and finding ways to engage them in active learning. Teachers may benefit from trying to speak with children in a way that lets them know their value as active partners in maintaining a functioning learning environment. Teachers may benefit from intentionally preparing lessons ahead of time with a strong focus on purposefully engage students in learning at their level. Students are more likely to learn when they are given the opportunity to interact in a hands-on way with activities in the lessons. Specific timely praise is an effective tool, and it is recommended to use praise when students have earned it. There were some teachers at the campus who have already set routines and have few disruptions to learning. It may be possible for these teachers to share their expertise in classroom management with those wishing to improve. This recommendation stems from the leadership, staff, and student focus groups as well as observations during classroom walk-throughs. It is important that the Somerset Las Vegas team look closely at the forthcoming TFI Data Report with additional and specific recommendations from the SPCSA MTSS Team.
3. Student engagement needs improvement. High levels of engagement within the classroom occurs when students care about the material, feel welcome in the classroom, understand expectations, and have fun. Strong engagement takes place when teachers craft lessons that will engage all students and get them ready and willing to learn the lessons. Elementary school teachers may consider that some of the best practices are using a variety of teaching methods such as using vocabulary words in a story or skit. Try to get students moving! Encourage them to interact with different mediums such as music, videos, and writing. The variety will keep them interested in what's going on in class. Another best practice is to devote time to get to know students. As students return to school needing to socialize, consider setting a timer to allow time for students to chat with both the teacher and each other. Consider using collaboration tools such as Google Docs and project-based learning and engage students in creating presentations, videos, or a brochure. Think about purposefully adding an element of choice to the classroom which may help students feel more empowered in their learning and have more ownership over the material. This can be as simple as letting students choose their own seats at times or choose the odd or even numbers to complete an assignment.

Allow students the opportunity to play games with peers or as a whole class to help review and practice material. Students often enjoy a good friendly competition. Finally, whenever possible, connect the material to students' lives. The lessons will become more engaging and school more enjoyable when it is relevant to their lives.

4. It is recommended that all school leaders and support staff provide the teachers at this campus, especially in the Elementary school, an abundance of support while minimizing additional changes this school year. According to the staff focus group both new teachers or those new to the school, will greatly benefit from having a supportive and trusted relationship with school leaders. A relationship built on trust takes time to build, but leaders must agree that they will work to cultivate those relationships as they take the time to get to know each teacher's strengths and weaknesses. Limit change so that all staff have the time to accept and learn new changes while getting to know each other, their students, and the families. Consider making additional changes with input from staff. Other ways to strengthen teacher and staff satisfaction at the school include allowing ample time for collaboration. Consider asking teachers to express their feelings or provide advice for the leaders especially when the issue will directly affect classroom teachers. If possible, make sure the schedule allows for teacher planning, and try to minimize extra duty if possible. Finally, make sure teachers are allowed some choice for attending and participating in professional development.

DEFICIENCY

<p>Context</p>	<p>A. Per the Charter School Contract between the State Public Charter School Authority and Somerset Academy of Las Vegas, which was fully executed on 8/26/2016, the considerations of the legislature in enacting legislation to authorize charter schools is to serve the best interests of all pupils, including pupils who may be at risk; and a procedure by which the positive results achieved by charter schools may be replicated and the negative results may be identified and eliminated.</p> <p>B. Consistent with any oversight practices set out in the Charter School Performance Framework, The Authority shall follow a progressive system of notification and calls for corrective action on the part of the Charter School. (7.5.1)</p> <p>C. The Charter School Contract between the State Public Charter School authority and Somerset Charter Schools executed on 8-26-2016: Part 3: Education Program Element: Curriculum: the charter school shall have control over and responsibility for delivery of the educational program and for attainment of the performance standards as set forth in the charter school performance framework.</p>
<p>Condition</p>	<p>According to the original contract executed on 8/26/2016; Somerset North Las Vegas has committed to provide a sound education program for students to attain the Nevada Performance standards. The school's vision is to promote a transformational culture that maximizes student achievement and the development of accountable, global learners in a safe and enriching environment that fosters high quality education. The Somerset Academy North Las Vegas Student and Families Handbook contains information about the PBIS school-wide program which is to provide improved academic performance and improved teacher outcomes. Current levels of student learning and achievement at the Somerset North Las Vegas Campus, however, fall well-below expectations. Additionally, several of the students attending Somerset North Las Vegas are not provided the opportunity to learn to their greatest potential and are not having their student achievement maximized as observed during the site evaluation. High quality instruction is not present in several of the classrooms. Tier one instruction and PBIS school wide program is not providing improved academic performance and improved teacher outcomes.</p>
<p>Causes</p>	<ol style="list-style-type: none"> 1. Students attending Somerset North Las Vegas are not offered a consistent structure in place to effectively ensure that classroom environments are conducive to student learning. Classroom management was observed to be at low levels in a high number of classrooms and needs improvement. This may be due to the difficulties that some students face as they return to full time learning. However, it is important to note because classroom management directly impacts teachers' ability to teach and students' ability to learn. 2. As this school community is coming to grips with extensive gaps in learning, continuing to maintain a safe campus, and tackle what it takes to fulfill their mission statement, it is critical that Tier 1 instruction be improved. As was previously stated in the Site Evaluation Report for March 4, 2021, school leaders and staff remain strongly encouraged to improve academic achievement at the school. Because this school is under a Notice of Breach, it is strongly recommended that the school leaders and staff take action to improve academic achievement. As teachers become more effective, students become more actively engaged, and they both become intentional learners. (Moss & Brookhart, 2019). The following elements were rarely observed in the Elementary School

	<p>classrooms.</p> <p>Elements:</p> <ul style="list-style-type: none"> • Shared Learning Targets and Criteria for Success • Feedback that feeds forward • Student goal setting • Strategic teacher questioning • Student engagement in asking effective questions • Increased numbers of students with self-efficacy
Effect	<p>In the Elementary School: The most recent Nevada School Rating report for the 2018-2019 school year indicates the school has a total index score of 43.5/100. The previous report from 2017-2018 indicates a total index score of 40/100.</p> <p>Elementary Proficiency Levels (2019) Math: 40.2 (a score of 50 is needed to be considered a 3-star level.) ELA: 46.2 (a core of 50 is needed to be considered a 3-star level.) Economically Disadvantaged Proficiency Levels in Elementary School Math: 26.9 ELA: 35.5</p>
Deficiency Finding	<p>The expectation is that Somerset North Las Vegas Elementary School will provide a sound educational program for students to maximize student achievement. According to the Policy Achievement Level Descriptors within the Nevada School Performance Framework technical guide, a three-star school identifies an adequate school that has met the state’s performance standards. The Somerset North Las Vegas has been identified as a two- star school during the 17-18, 18-19 school year and has not shown progress according to unofficial data, site evaluation results during the 20-21 and 21-22 school year. A two- star school identifies a school that has partially met the state’s performance standards. In this category, students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. While the COVID-19 pandemic has impacted students since March 2020, more work is needed to reach a three-star status.</p>
Deficiency Plan/Timeline	<p>Using the Site Evaluation Response Plan Template, develop a plan to address each of the two items below. This applies only to the Elementary School.</p> <ol style="list-style-type: none"> 1. Classroom Management 2. Classroom Tier 1 Instruction including: Elements: <ul style="list-style-type: none"> • Shared Learning Targets and Criteria for Success • Feedback that feeds forward • Student goal setting • Strategic teacher questioning • Student engagement in asking effective questions • Increased numbers of students with self-efficacy <p>The final plan should specify who will be primarily responsible for each of the items above, including monitoring progress, and any timeline that may be appropriate.</p>