

NOTICE OF PUBLIC MEETING
of the
Board of Directors of
SOMERSET ACADEMY OF LAS VEGAS

Notice is hereby given that the Board of Directors of Somerset Academy of Las Vegas, a public charter school, will conduct a public meeting on March 6, 2021 beginning at 8:00 a.m. at 6630 Surrey St., Las Vegas, NV 89119. The public is invited to attend. **Those attending in person must wear a mask. Attendance will be limited according to Governor Sisolak's most current directive.**

Attached hereto is an agenda of all items scheduled to be considered. Unless otherwise stated, the Board Chairperson may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance may contact Dena Thompson at (702) 431-6260 or dena.thompson@academicnv.com two business days in advance so that arrangements may be conveniently made.

If you would like copies of the meeting agenda, support materials or minutes, please visit the school's website at <https://www.somersetacademyoflasvegas.com> For copies of meeting audio, please email dena.thompson@academicnv.com

Public comment may be limited to three minutes per person at the discretion of the Chairperson. **Please email dena.thompson@academicnv.com to submit or sign up for public comment.**

AGENDA

March 6, 2021 Strategic Planning Meeting of the Board of Directors of Somerset Academy of Las Vegas

A College Prep School

Cultivating Effective Leaders, Good Character and a Desire to Render Service

We prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment.

(Action may be taken on those items denoted “For Possible Action”)

1. Call to order and roll call (For Possible Action)
2. Public Comment and Discussion *(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)*
3. Approval of Minutes from the February 2, 2021 Board Meeting (For Possible Action)
4. Report on Goals (For Possible Action)
 - a. All Schools to be 4 or 5 Stars by September 2022
 - b. Utilize Character and Leadership Programs in the Schools by 2021-2022
 - c. Become Financially Sound to Facilitate Increasing Teacher Pay and Facility Maintenance
5. Data Executive Summary from Jessica Barr (For Possible Action)
6. Discussion Regarding the Fourth Quarter Academic Plan (For Possible Action)
7. Discussion Regarding Academic Impact on Classroom Ratio (For Possible Action)
8. Discussion Regarding Somerset Academy Administrative Leadership Structure (For Possible Action)
9. 10 Year Anniversary Discussion (For Possible Action)
10. Member Comment (Information/Discussion)
11. Public Comment and Discussion *(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)*
12. Adjournment (For Possible Action)

This notice and agenda has been posted on or before 9 a.m. on the third working day before the meeting at the following locations:

- (1) 385 W. Centennial Parkway, North Las Vegas, Nevada 89084
- (2) 7038 Sky Pointe Drive, Las Vegas, Nevada 89131
- (3) 50 N. Stephanie St., Henderson, Nevada 89074
- (4) 4650 Losee Road, North Las Vegas, Nevada 89081
- (5) 4491 N. Rainbow Blvd., Las Vegas, Nevada 89108
- (6) 6475 Valley Dr., North Las Vegas, Nevada 89084
- (7) 8151 N. Shaumber Road, Las Vegas, Nevada 89166
- (8) North Las Vegas City Hall, 2250 Las Vegas Blvd. North, North Las Vegas, Nevada.
- (9) Henderson City Hall, 240 South Water Street, Henderson, Nevada.
- (10) Las Vegas City Hall, 495 S. Main St., Las Vegas, Nevada.
- (11) notices.nv.gov

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: March 6, 2021 Agenda Item: 3 – Approval of Minutes from the February 2, 2021 Board Meeting Number of Enclosures: 1
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SUBJECT: Approval of Minutes

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| <input checked="" type="checkbox"/> Action
<input type="checkbox"/> Appointments
<input type="checkbox"/> Approval
<input type="checkbox"/> Consent Agenda
<input type="checkbox"/> Information
<input type="checkbox"/> Public Hearing
<input type="checkbox"/> Regular Adoption |
|---|

Presenter (s): Board

Recommendation:

Proposed wording for motion/action:

Move to approve the minutes of the February 2, 2021 board meeting.

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 2 Minutes
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Background: A board meeting was held on February 2, 2021. As such, the minutes will need to be approved for this meeting.

Submitted By: Staff

MINUTES
of the meeting of the
BOARD OF DIRECTORS of SOMERSET ACADEMY OF LAS VEGAS
February 2, 2021

Board of Directors of Somerset Academy of Las Vegas held a public meeting on February 2, 2021 at 6:00 p.m. at 7038 Sky Pointe Drive, Las Vegas, NV 89131 and via Zoom webinar.

1. Call to Order and Roll Call

Board Chair John Bentham called the meeting to order at 6:09 p.m. In attendance were Board members LeNora Bredsguard, Sarah McClellan, John Bentham, Travis Mizer, Will Harty, Cody Noble, and Renee Fairless.

Also present were Principal Lee Esplin, Principal Cesar Tiu, Principal Jessica Scobell, Principal Elaine Kelley, Principal Kate Lackey, Principal Christina Threeton, Interim Principal Renae Notaro and Assistant Principal Geri Wagner. Academica representatives Marla Devitt, Ryan Reeves, and Gary McClain were also in attendance.

2. Public Comment

There was no public comment.

3. Review and Approval of Suspension of Officer Term Limits for One Year

Member Bentham stated that it was proposed that, because of COVID, the Board approve the suspension of officer term limits for one year.

Member Fairless moved to suspend term limits for this year. Member Bredsguard seconded the motion, and the Board voted to approve with a vote of six to one, with Member Harty voting in opposition.

4. Re-Election of Board Members John Bentham, Sarah McClellan, and Travis Mizer

Member Noble moved to re-elect John Bentham, Sarah McClellan, and Travis Mizer to the Somerset Academy of Las Vegas Board of Directors. Member Harty seconded the motion, and the Board voted unanimously to approve.

5. Annual Election of Board Officers

Member Bentham stated that the Board would need to elect the officer positions for the Board of Directors. He noted that the current officers were Member Bentham serving as the Board Chair, Member McClellan serving as the Board Vice-Chair, Member Mizer serving as the Board Treasurer, and Member Bredsguard serving as the Board Secretary. With the approval of the suspension of officer term limits, all current officers were eligible to be re-elected to their current positions.

Member Noble nominated the currently sitting Chair, Vice-Chair, Secretary, and Treasurer to be elected to their current office. Member McClellan seconded the nomination, and the Board voted unanimously to approve.

6. Consent Agenda

- a. Minutes from the November 18, 2020 Board Meeting and the November 27, 2020 Emergency Board Meeting**
- b. Approval of Recommendations from the Finance Committee:**
 - 1. School Financial Performance**
 - 2. Acceptance of CSP Grant Funds for Aliante and Sky Canyon**
 - 3. Approval of the Grade-Level Maximum Enrollment for the 2021/2022 School Year**

Member Harty stated that item 6.b.3 would be pulled for discussion by the Board.

Member Harty moved to approve the consent agenda presented, with the exception of b.3. Member Noble seconded the motion, and the Board voted unanimously to approve.

Member Harty stated that he had recommended that the enrollment item be discussed by the Board instead of the Finance Committee. Mr. Ryan Reeves addressed the Board and stated that the enrollment discussion was a more difficult discussion this year due to pandemic related budget concerns. When the Board approved the increase from 25 to 26 students it was with the understanding that it would be changed back to 25 in the future. Mr. Reeves stated that, with the shortfall in State revenues, the per student funding was uncertain; adding that it was recommended that Somerset maintain the current student to teacher ratio for the 2021/2022 school year. Member McClellan asked for clarification on the grades with the extra student. Mr. Reeves explained that the increase varied from campus to campus; adding that the enrollment numbers had been discussed with each principal in preparation for the upcoming lottery.

Principal Kate Lackey addressed the Board and stated that, because it was important to provide raises for the faculty, she would support maintaining the current enrollment numbers. Members Harty stated that it was important to provide raises to the teachers; however, tying salaries to school enrollment could incentivize increased class sizes. Discussion ensued regarding the budget surplus, days cash on hand, and the uncertainty of per student funding. Principal Lee Esplin addressed the Board and stated that if budgets were cut it would also affect the programs the campuses were able to offer; adding that his main concern was providing learning and opportunities for the students.

Member Bredsguard asked if Somerset had increased class size before and if the Board would discuss decreasing the class size for the next school year. Member McClellan noted that it had increased

before at some campuses and in some grades; however, it had reverted back the following year. Member Harty noted that the Board was being asked to approve the proposed class size for the 2021/2022 school year, which would maintain the previously approved increase for the 2020/2021 school year. Further discussion ensued regarding the budget and surplus. The Board requested a discussion regarding classroom size be included in the upcoming strategic planning meeting.

Member Mizer moved to maintain the higher enrollment for the coming year. Member McClellan seconded the motion, and the Board voted unanimously to approve.

7. Academics Progress Reports, Campus Recognition and Updates

Principal Christina Threton addressed the Board and reviewed the mid-year projections as contained in the handout. The elementary school was predicted to be double the previous year and was trending to a 3 Star school. The middle school was trending to a strong 4 Star school. She noted that the staff and administration continued to work hard and were moving the opportunity gaps. Principal Threton stated that North Las Vegas had switched from an a.m./p.m. schedule to 8:00 to 12:30. Instructional minutes had increased by 450 per week. Member Bentham asked if the Saturday school that had been implemented last year had been a factor in the increase. Principal Threton replied that only two sessions of Saturday school were held before the shutdown. She explained that, with the current schedule, the teachers had one full day when the students were in specials. The full day allowed time for administrators to meet with teachers and analyze the data.

Member McClellan asked about the distance education learners schedule. Principal Threton stated that all students were in class from 8:00 a.m. to 4:30 p.m. with teachers teaching in person and online at the same time. Member Noble asked about the data difference between online and in person students. Principal Threton replied that she did not currently have data that differentiated between online and in person; however, they would pull that data after the MAP testing was complete. Member McClellan asked if students were taking assessments at home or at school. Principal Threton explained that online students took assessments online and in person students took assessments in person; adding that the reliability scores were really good for the campus.

Assistant Principal Geri Wagner addressed the Board and recognized student Alexandra LeVanway. The president of CSN had presented Ms. LeVanway with a special certificate for making the presidential list and achieving straight A's while taking an extraordinary amount of credits. Assistant Principal Wagner also recognized the following dual enrollment students who had achieved straight A's: Nevaeh Holland, Caleb LeMaster, Ian Macapagal, Savannah Martin, Delisha Patel, Alize Petculescu, Alexa Pullarkat, Alyanna Rubiales, Amalie Smith, Elizabeth Tohme, Madison Voss, Galena White, Patrick Loeung. Assistant Principal Wagner stated that the dual credit program had over 60 applicants. She noted that an ACT boot camp would be held to prepare the students to take the test. Criminal Justice would be added to the CTE program. Assistant Principal Wagner announced that graduation was scheduled for May 24th at 10:00 a.m. at the Centennial Hills Amphitheater. Member Noble noted that he had two students at the high school who had recently returned to in person school; adding that they love school.

Principal Esplin stated that Sky Pointe now had K-12 back on campus. He had met with Rebecca Feiden, from the Charter Authority, and was able to obtain waivers for Skye Canyon, Sky Pointe and Losee to increase to 45% in person. To ensure that the seniors met the graduation milestones, they would be returning to four days per week. Other sub-populations would also be returning as room permitted. Principal Esplin noted that the MAP testing was recently completed. The 5th grade testing showed very strong growth. Member Bentham asked about outreach for incoming 9th grade students. Principal Esplin explained that, although it was more challenging this year, they were working with the feeder schools to encourage enrollment at Sky Pointe. Member Mizer asked if teachers were taking the opportunity to be vaccinated, to which Principal Esplin replied that the teachers were provided the information and many had received the vaccinations.

Principal Shannon Manning addressed the Board and stated that in her first month she had been able to meet with every teacher and staff member one on one. They had discussed culture and concerns as they got to know each other. Principal Manning stated that 4th and 5th grades were brought on campus for in person learning on January 25th. There were four in person cohorts and three virtual cohorts. The 4th and 5th grades were departmentalized with about 15 students per class. Middle school students would return to campus on February 16th. Prior to the return to campus the classes were departmentalized with smaller class sizes.

Principal Manning stated that she had met with Ms. Jessica Barr three times to review the data. 4th grade, 5th grade, and special education were areas of concern. She noted that they were exploring adding more i-Ready intervention, implementing a Saturday school, and Monday through Thursday after school tutoring hours. Principal Manning stated that a new 4th grade teacher was hired and Jacquelyn Johnson had taken on the role of curriculum coach. Ms. Johnson was pulling data, targeting interventions and working with the teachers. Principal Manning had coordinated with Principal Scobell to have Losee AP students visit the Aliante campus to strengthen the feeder line to Losee. She further stated that an honors track would be introduced for the 2021/2022 school year.

Principal Lackey stated that, with the return of middle school students, Skye Canyon had K-8 on campus. Working in cooperation with Principal Esplin a waiver had been received from Ms. Feiden, with the Charter Authority, to receive a waiver to increase to 45%. The waiver would allow an additional 100 students to return to in person learning. Member Noble asked if that would include all of the students who requested in person learning. Principal Lackey stated that some students would still request virtual students; however, more families were comfortable returning to campus.

Principal Lackey stated that the counseling department continued to work hard supporting the students, as well as the teachers. The counseling department activities included a peace week with activities every day. A random acts of kindness week would take place in February. Principal Lackey stated that the MAP testing had been completed and the scores showed growth at the campus. She noted that the kindergarten and 1st grades had less growth; however, the data was more authentic and provided a better picture of the students. The Read by Grade 3 numbers were lower this year, indicating that the reading needs of the students were being met. She further stated that 100% of faculty and staff indicated an intention to return next year.

Principal Lackey stated that, with the recently awarded CSP grant funds, a math interventionist would be hired. Member Travis asked if the CSP grant was just for the Skye Canyon campus. Member McClellan asked if all of the campuses had applied for the CSP grant. Principal Lackey explained that the grant was for new charter schools. Member McClellan asked if the funds were earmarked for certain items, to which Principal Lackey replied in the affirmative. Principal Lackey stated that the funds would be used for salaries, curriculum, and technology. With the previous CSP funds that had been received fourteen Chromebook carts, with thirty Chromebooks each, were purchased. With the current funds an additional nine carts would be purchased. Member Noble asked how long a school was considered new and eligible for the funds. Mr. Reeves stated that the grant was typically available for years zero, one, and two.

Interim Principal Renae Notaro addressed the Board and stated that all students K-8 who requested were able to be on campus for in person learning. The a.m. cohort had 297 students in person and 203 students online. The p.m. cohort had 282 students in person and 181 online. Member Noble asked if the school was able to accommodate all the students who had requested in person learning. Interim Principal replied that if they reached the maximum they would request a waiver. Member Harty asked if the maximum allowed was overall or a count of students on the campus at any one time. Principal Esplin clarified that maximum percentage was based on the students on the campus at any given time.

Interim Principal Notaro stated that the i-Ready testing was complete and the Map testing would be complete by the end of the week. Based on the preliminary i-Ready data the students were doing much better in reading. 54% of students were at or above grade level in reading, an 11% increase over the fall assessment. 42% of the students were at or above grade-level in math, a 10% increase of the fall assessment. 50% of the 8th grade students were meeting their typical growth goal for the year. Interim Principal Notaro outlined the discussions and plans developed during the recent data day. She noted that chronic absenteeism was a concern, with students logging and then not participating in the learning. She stated that reading tutoring groups, funded by the Henderson grant, had started on January 11th; adding that a math tutoring group would start soon.

Interim Principal Notaro stated that students would compete in the system-wide Battle of the Books. She recognized Kallysta Hayduke, a student who had been featured on the Fox 5 News. Ms. Hayduke was working with Robbie's Hope Foundation, an organization which supported teens who were struggling with thoughts of suicide, anxiety, and depression. Interim Principal Notaro concluded by noting that Ms. Mindy Paul had been selected as the Dean for the campus.

Principal Jessica Scobell addressed the Board and stated that the 7th grade ELA teacher, Mr. Lippitt was excited to announce that seven Losee 7th grade students had medaled at the Springs Preserve sponsored Scholastic Arts Writing Competition. The three gold medal winners were Jayden Andregg in Humor, Kaylie Cossman in Poetry, and Mireya Trevino in Short Story. The four silver medal winners were Braunsen Ahlo in Humor, Jayden Andregg in Poetry, Kaylie Cossman in Critical Essay, and Emily Holt in Poetry. Principal Scobell noted that Losee had more medalists than any other school in the county. She stated that Mr. Lippitt had worked with the students, who were all virtual at the time of the competition, to review and revise their work. Principal Scobell stated that graduation would be held on Thursday, May 27th at 5:00 p.m. at the Craig Ranch Amphitheater. The venue would allow the students to be celebrated while maintaining socially distance protocols.

Principal Scobell stated that Losee had K-8 on campus. The level of interest in returning to in person was not as high as most other Somerset campuses, with 30-40% of each grade level choosing to return. The a.m. cohort would be in person and the p.m. cohort would be virtual. She stated that the 9th and 12th grade students would return to campus on February 16th. Principal Scobell stated that Losee recently held an AP night. Two AP classes were added for the 2020/2021 school year. For the 2021/2022 school year AP European History would be added, and potentially AP Environmental Science. That would bring the total to 12 AP classes in the high school.

Principal Scobell stated that the i-Ready assessments in elementary were almost complete. The MAP testing in elementary, and all testing in middle and high school were complete. The data was being compiled in preparation for meeting with Ms. Barr. Principal Scobell noted that the 4th grade had been departmentalized mid-year last year. It could be stated, with 100% certainty, that 4th grade had seen more growth than any other grade since the change. She concluded by stated that the campus still had a garden and had partnered with a local co-op to sell the garden items online. Member Bentham asked about outreach to the feeder school 8th grade students. Principal Scobell stated that Principals Manning and Threton had been contacted regarding the AP classes. The AP Coordinator would be scheduling an AP night for the North Las Vegas and Aliante students. Principal Scobell added that more outreach would be done in the spring.

Principal Cesar Tiu addressed the Board and stated that 98% of the students had completed the i-Ready reading and math diagnostics. He noted that the average time on task for the students was between 56-58 minutes. The i-Ready academic team had developed an incentive system for the students who met their i-Ready usage expectations. The admin team had met with Ms. Barr to review the i-Ready and MAP data. She provided a student target spreadsheet along with a video to assist the teachers in using the spreadsheet and targeting the students.

Principal Tiu noted that Lone Mountain would compete with Aliante and Stephanie in a virtual Battle of the Books. One of the 5th grade teachers had an entry in the National School Choice Week photo contests. The campus also participated in the National School Choice Week official dance. Principal Tiu stated that the Lone Mountain annual leadership conference was scheduled for May 5th. The campus participated in the Great Kindness Challenge and was ow a certified kindness school. Principal Tiu stated that before the winter break the K-5 students were on campus two days per week. After the break they moved to 4 days per week. The 6th grade had started the previous week, with 7th grade next week, and 8th grade on February 22nd. Principal Tiu concluded by thanking Member Bentham for the Speedway Charity donation.

8. Review and Possible Action to Submit a Waiver Request to SPCSA/Governor to Increase In-Person Capacity

Mr. Reeves stated that the current capacity set by the State Public Charter School Authority (SPCSA) was 40% of student enrollment on campus at any given time. As a charter school, Somerset was under the SPCSA authority and the Governor expected that any requests for waivers would be brought through the Charter Authority. Member Noble stated that Somerset was working with two sets of limitations, one from the Governor and one from the Charter Authority. He asked if the Charter Authority

had the ability to waive the Governor's 50% capacity limitation. Mr. Reeves replied that the school could approach the Governor through the Charter Authority. Mr. Reeves explained that the Charter Authority had started with a 25% enrollment capacity, which was increased to 40%. The Charter Authority would revisit the limit during the February 22nd board meeting. He noted that the Charter Authority had responded with a waiver within 24 hours of the request for two Somerset campuses. Mr. Reeves stated that Somerset should use their voice in upcoming meetings between the Authority and school leaders to press for increased enrollment.

Member Bentham asked if it would be beneficial for the Board to vote on increasing capacity. Mr. Reeves stated that the voice of the Board had been made clear to the Charter Authority, noting that Somerset was the largest charter school in the State of Nevada and had set an example throughout the pandemic. Member Noble stated that with different limitations Somerset would have more possible structures to bring students back to campus, and asked what the Board could do to address easing the Governor's 50% capacity limit. Member Fairless stated that the SPCSA had been excellent with waivers as long as the schools had a plan in place; adding that the Authority preferred a graduated plan with the school showing success at a limit before allowing a higher percentage. She noted that Mater Academy East campus had a 55% limit. Member Fairless stated that the most effective way to increase capacity limits would be to show success at the current levels and gradually increase. She also acknowledged that some directives were conflicting among agencies. Discussion ensued regarding the possibility of requesting a waiver on the Governor's limit to increase the in person options. Mr. Reeves noted that the Governor's Pause was set to expire soon and a new directive should be issued which might have an increased capacity for schools.

9. Review and Approval of Somerset Academy Academic Calendar for the 2021/2022 School Year

Principal Esplin reviewed the calendar, including the professional development days, the parent teacher conference, and the data half days. He noted that the calendar included no school for Friday, November 12th due to Veterans day falling on a Thursday. He further noted that the winter break and last day of school were scheduled to facilitate an easy transition if snow days were needed.

Member McClellan moved to approve the 2021/2022 school year calendar, as presented. Member Harty seconded the motion, and the Board voted unanimously to approve.

10. Approval of the Restorative Justice Policy

Principal Esplin stated that the policy was created by a committee consisting of assistant principals, lead by Assistant Principal Nicole Jones, working in conjunction with Mr. Michael Muehle from Academica. The committee reviewed restorative justice plans from other systems and then adjusted the progressive discipline program to align with restorative justice. When a mistake was made by a student a plan would be built and presented during a meeting with the parents, creating a paper trail if further discipline was needed. Principal Esplin noted that one significant change was the addition of a report of education neglect for truancy: adding that a letter from CPS often reopened the communication with

families. Member Noble asked if the letter would help in cases of chronic absenteeism, to which Principal Esplin replied in the affirmative. Member Mizer asked how the policy was disseminated and if there was training planned. Principal Esplin stated that each campus would be doing training to ensure that the teachers understood the restorative justice plan and procedure. Principal Scobell stated that restorative justice training had been included during the 2020 spring professional development day at the Losee campus; adding that the teachers were trained in restorative circles and restorative practices.

Member Harty moved to approve the Restorative Justice Policy, as presented. Member Bredsguard seconded the motion, and the Board voted unanimously to approve.

11. Review and Approval of Principal Search Parameters for Stephanie Campus for 2021/2022 School Year

Mr. McClain stated that a committee could be formed consisting of Somerset administrators and Somerset Inc. administrators to interview candidates after a three-week period to seek candidates. The committee would bring back two candidates to the Board. Following discussion regarding the number of candidates to be presented to the Board the decision was made to bring back two or more.

Member Noble moved to have the principal search committee bring forth two or more candidates to the Board. Member Bredsguard seconded the motion, and the Board voted unanimously to approve.

Member Noble stated that if the committee did not find qualified candidates they should extend the search.

12. Discussion and Possible Action to Approve the District Membership Agreement with Somerset Academy Inc.

This item was tabled.

13. Discussion Regarding Board Meeting Schedule and Strategic Planning Meeting Schedule

Mr. McClain stated that the tentative Board meeting schedule for the remainder of the school year had meetings on April 6th and June 1st. Member McClellan noted that June 1st was the week after the end of school when families traveled and asked if the meeting could be changed. Member Bentham suggested changing the date to May 18th, which would be before finals.

Member Bentham stated that a strategic planning meeting should be held within the next sixty days. Principal Threeton stated that the principals were already planning for the 2021/2022 school year. When directives are given during the strategic planning meeting, the principals sometime had to move backwards. She requested that future strategic planning meetings be held in January or February. Following discussion regarding available dates the decision was made to schedule the meeting for March 6th.

14. Academics Announcements and Notifications

Mr. Reeves stated that legislative session had started. Academics would keep the Board informed about any relevant bills. Mr. McClain thanked Sky Pointe for hosting the meeting.

15. Member Comment

Member McClellan thanked all involved with getting students back on campus and asked the principals to continue to disperse information about vaccinations to all those who teachers and staff who desired to be vaccinated.

Member Bentham echoed Member McClellan’s comment regarding vaccines. He noted that sports had been canceled for the remainder of the year and asked the principals to look into an intramural sports program. Member Bentham stated that he had received messages from several parents about difficulty navigating Infinite Campus.

Member Harty stated that he would also like to see an intramural sports program. He thanked the principals for working to return the students to in person learning.

Member Bredsguard concurred with all the previous comments.

Member Mizer stated that he was happy to hear the reports of teachers returning, noting that teacher retention was an important part of creating stability for the students.

Member Fairless thanked all the principals, noting that it had been a tough but successful year.

16. Public Comment and Discussion

There was not public comment.

17. Adjournment

The meeting was adjourned at 8:57 p.m.

Approved on: _____

**Secretary of the Board of Directors
Somerset Academy of Las Vegas**

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: March 6, 2021 Agenda Item: 4 – Report on Goals a. All Schools to be 4 or 5 Stars by September 2022 b. Utilize Character and Leadership Programs in the Schools by 2021-2022 c. Become Financially Sound to Facilitate Increasing Teacher Pay and Facility Maintenance Number of Enclosures: 0

SUBJECT: Report on Goals
<input checked="" type="checkbox"/> Action <input type="checkbox"/> Appointments <input type="checkbox"/> Approval <input type="checkbox"/> Consent Agenda <input type="checkbox"/> Information <input type="checkbox"/> Public Hearing <input type="checkbox"/> Regular Adoption

Presenter (s): Board
Recommendation:
Proposed wording for motion/action:
Fiscal Impact: N/A
Estimated Length of time for consideration (in minutes):
Background:
Submitted By: Staff

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: March 6, 2021 Agenda Item: 5 – Data Executive Summary from Jessica Barr Number of Enclosures: 7

SUBJECT: Data Executive Summary
<input checked="" type="checkbox"/> Action <input type="checkbox"/> Appointments <input type="checkbox"/> Approval <input type="checkbox"/> Consent Agenda <input type="checkbox"/> Information <input type="checkbox"/> Public Hearing <input type="checkbox"/> Regular Adoption

Presenter (s): Jessica Barr
Recommendation:
Proposed wording for motion/action:
Fiscal Impact: N/A
Estimated Length of time for consideration (in minutes):
Background:
Submitted By: Staff

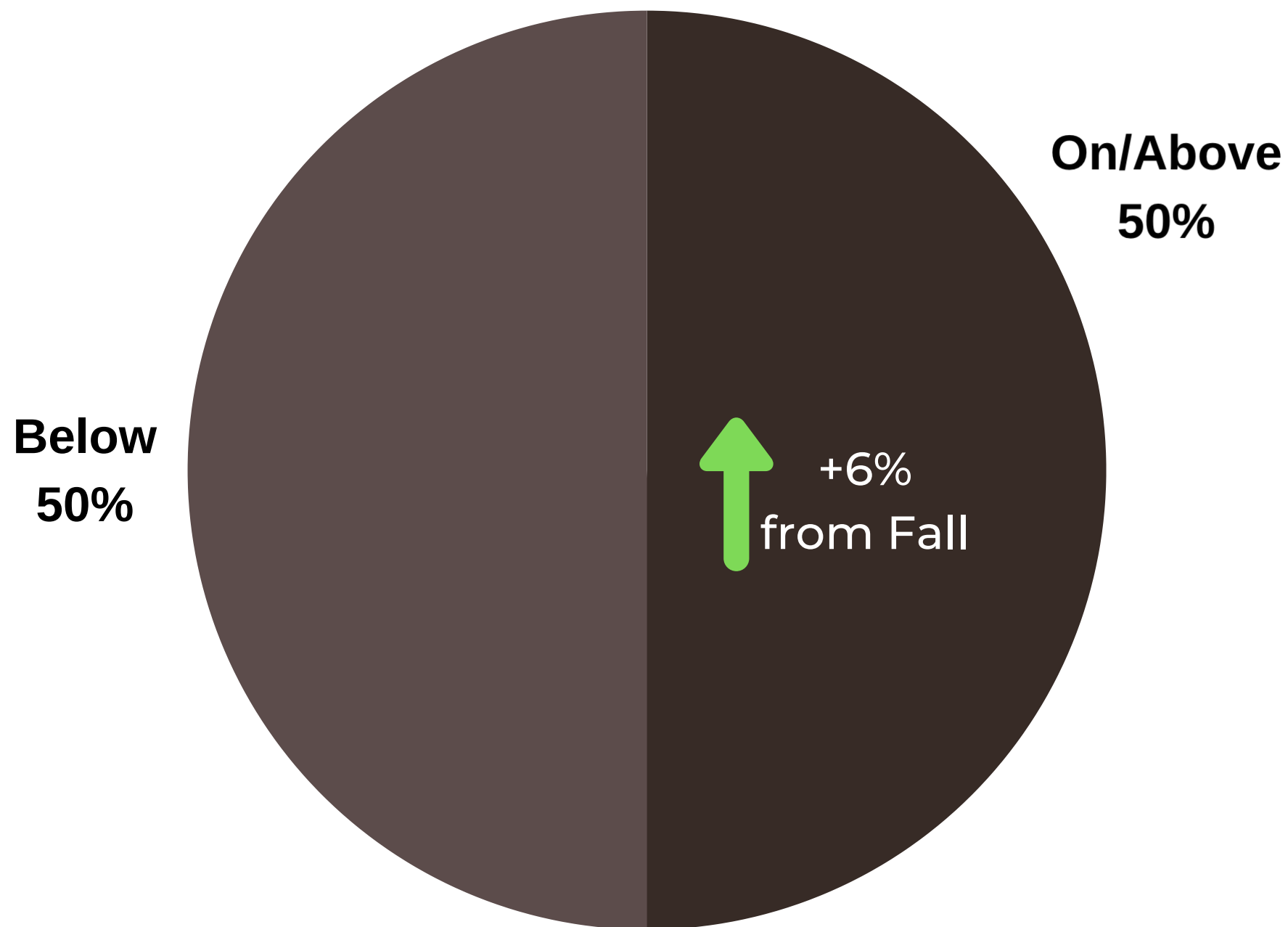


SOMERSET ACADEMY ALIANTE

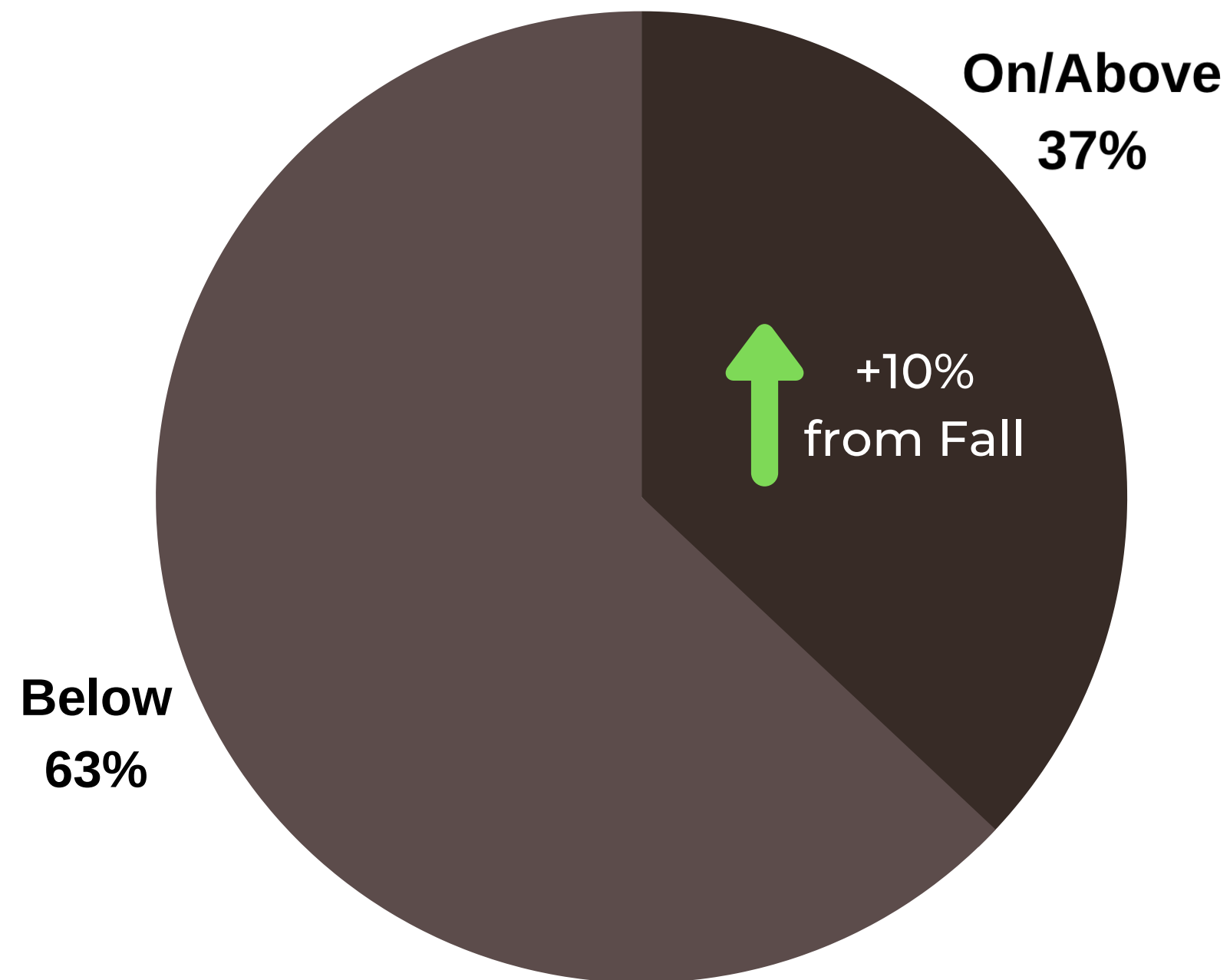
WINTER 2020



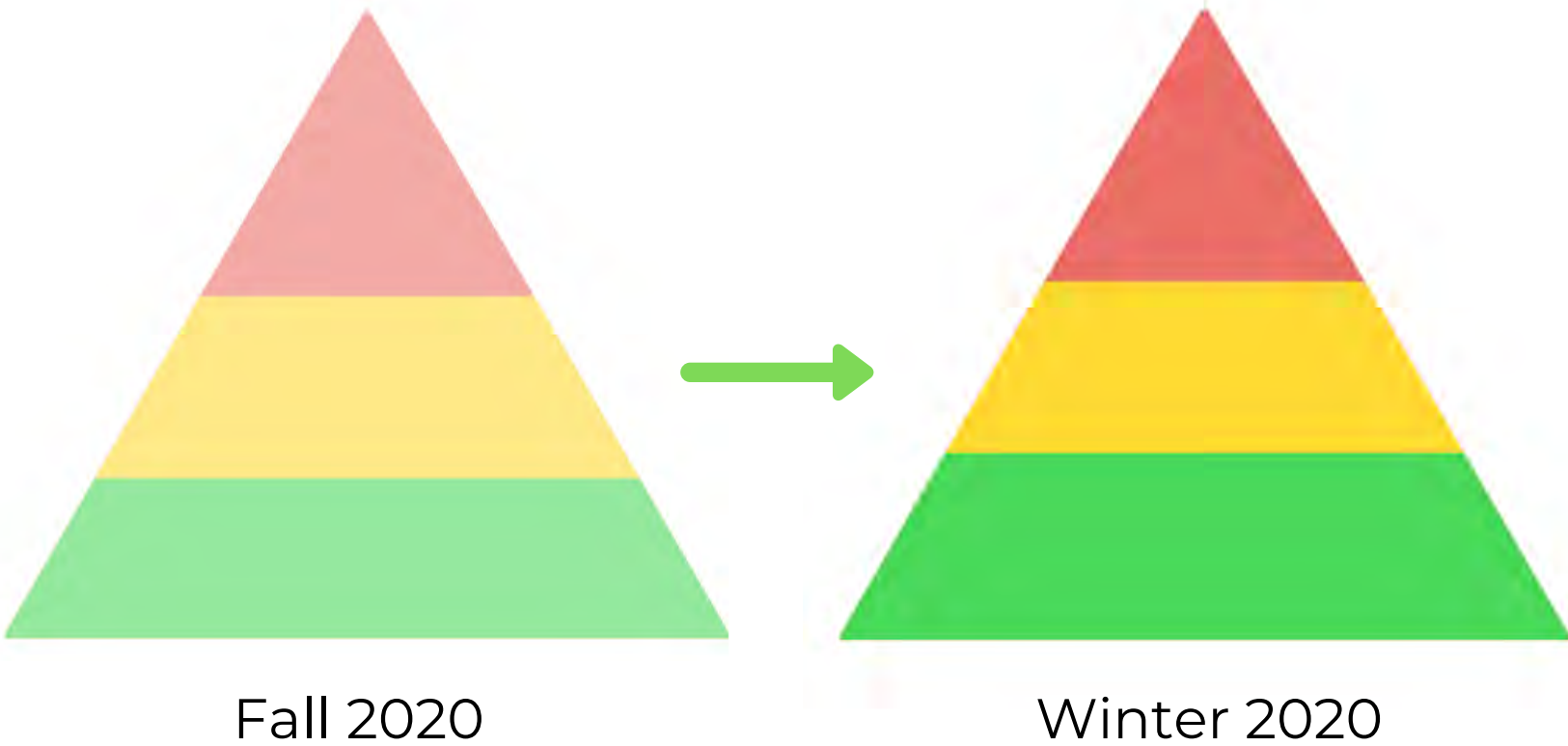
Reading % of Students at Grade Level



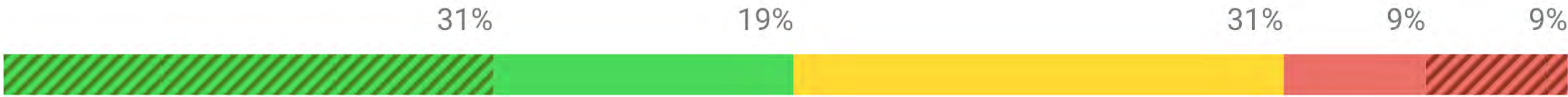
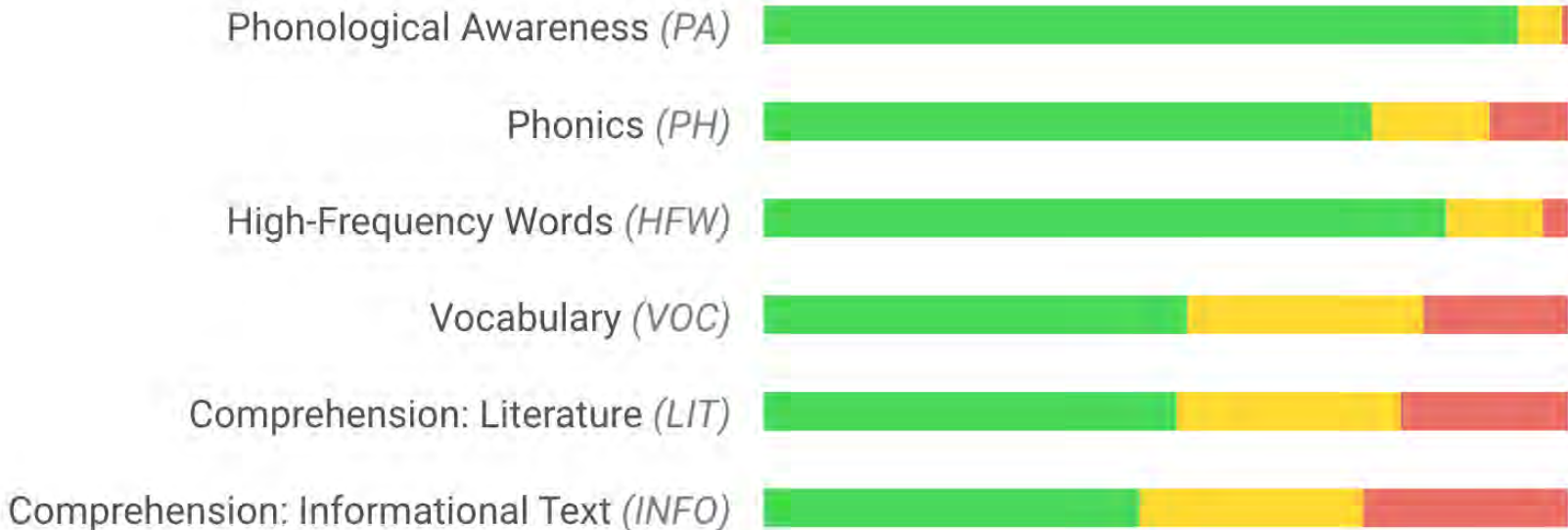
Math % of Students at Grade Level



*Kindergarten students included in fall data but have not tested for winter data

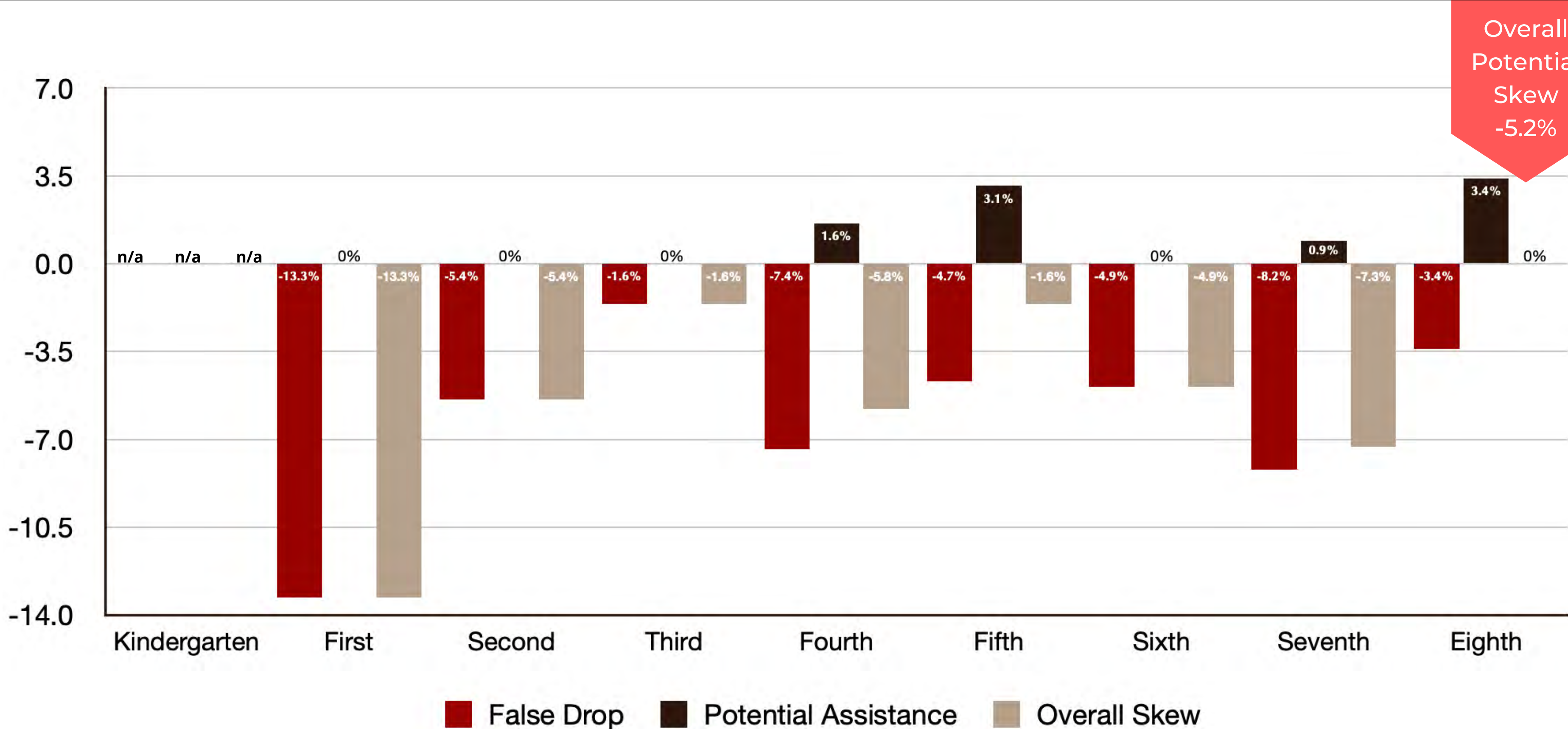


- **At Risk for Tier 3**
19%
- **Tier 2**
31%
- **Tier 1**
50%



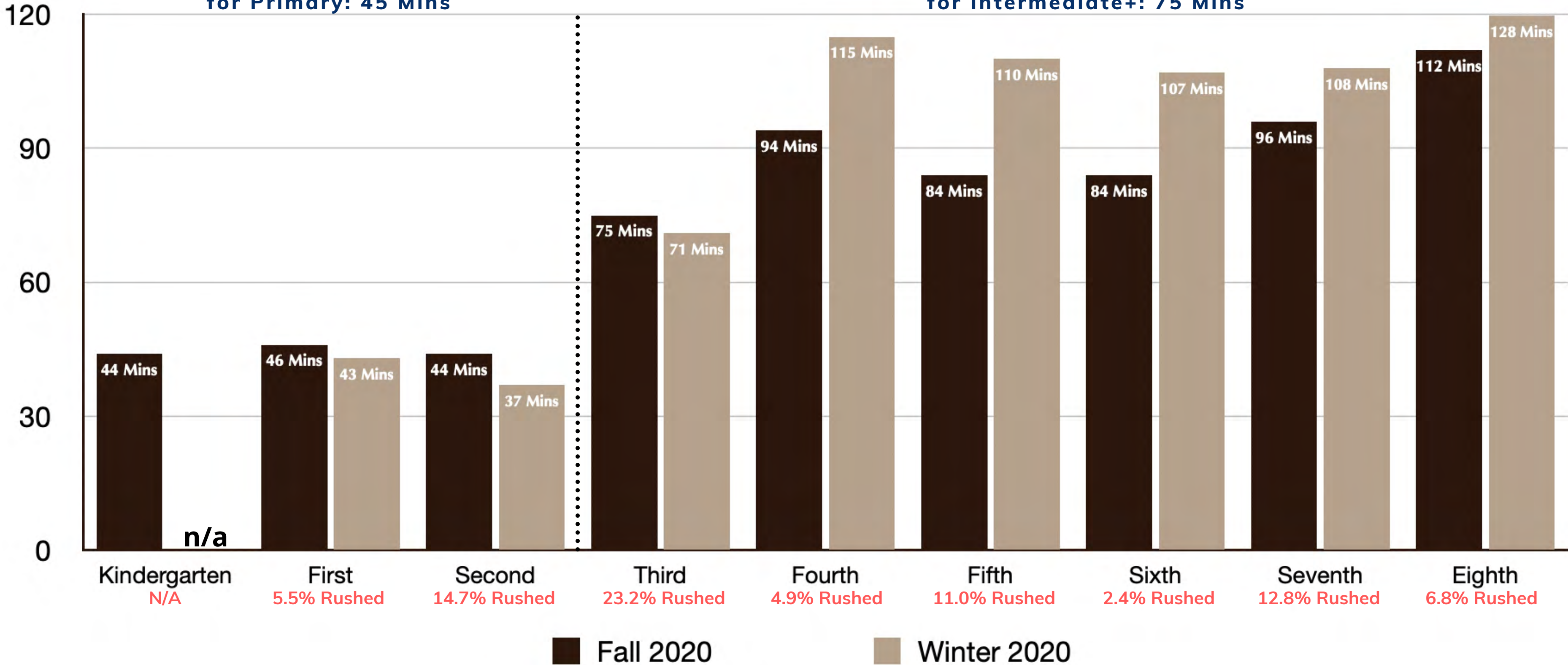
- Mid or Above Grade Level
340 Students
- Early On Grade Level
213 Students
- One Grade Level Below
336 Students
- Two Grade Levels Below
104 Students
- Three or More Grade Levels Below
104 Students

*Kindergarten students included in fall data but have not tested for winter data

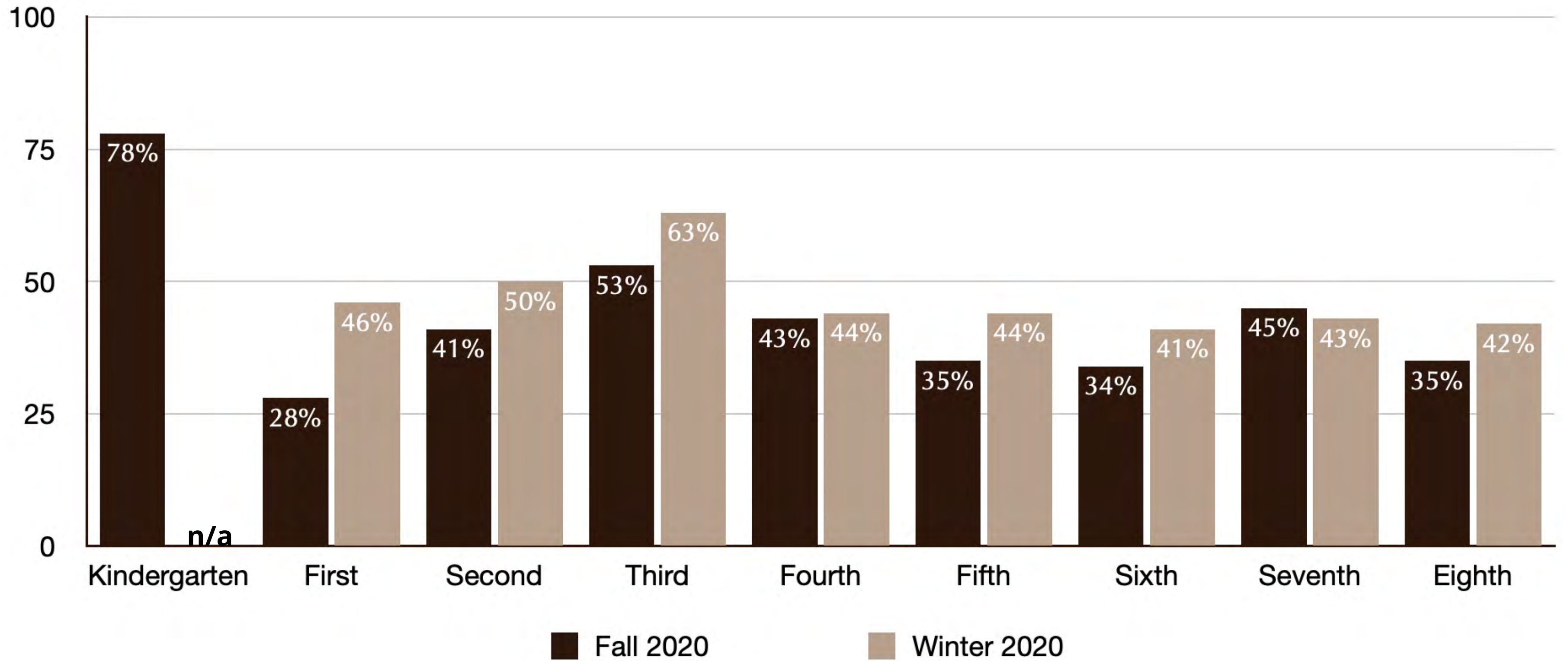


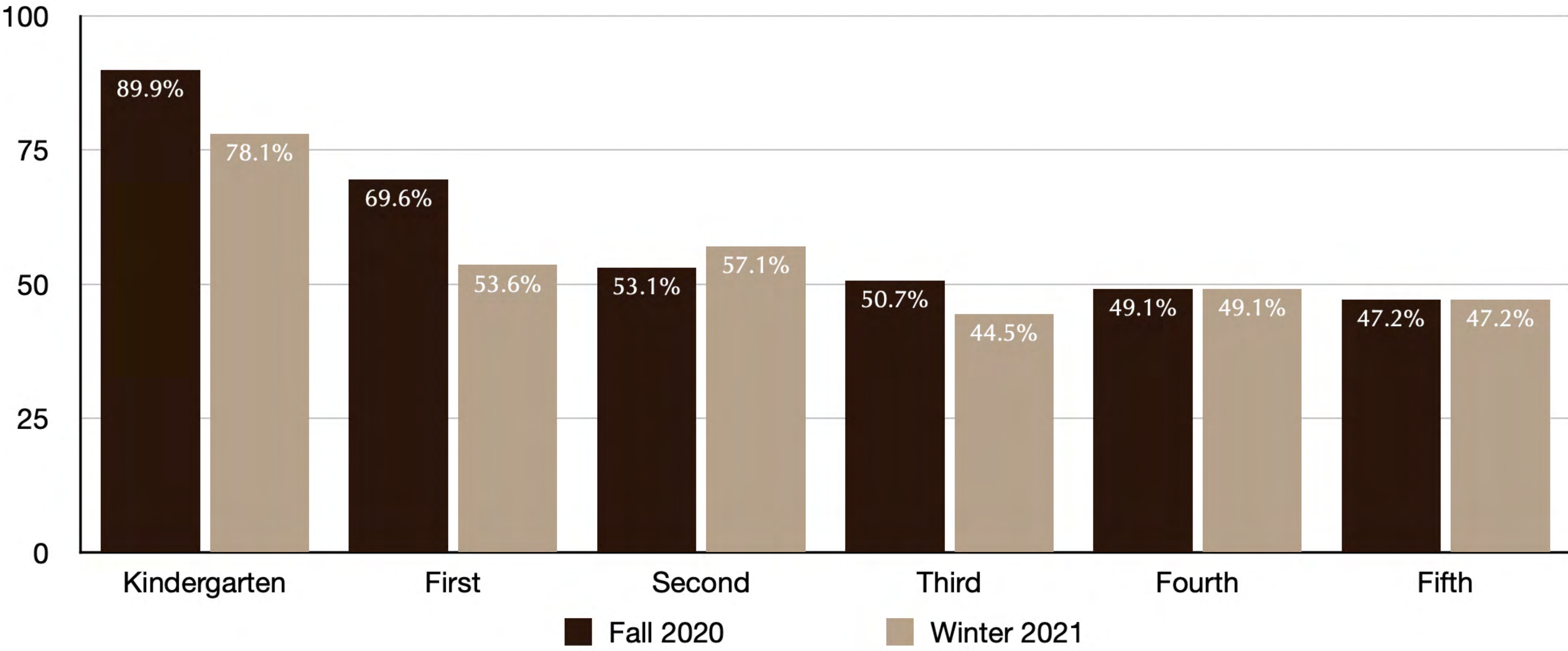
National Average
for Primary: 45 Mins

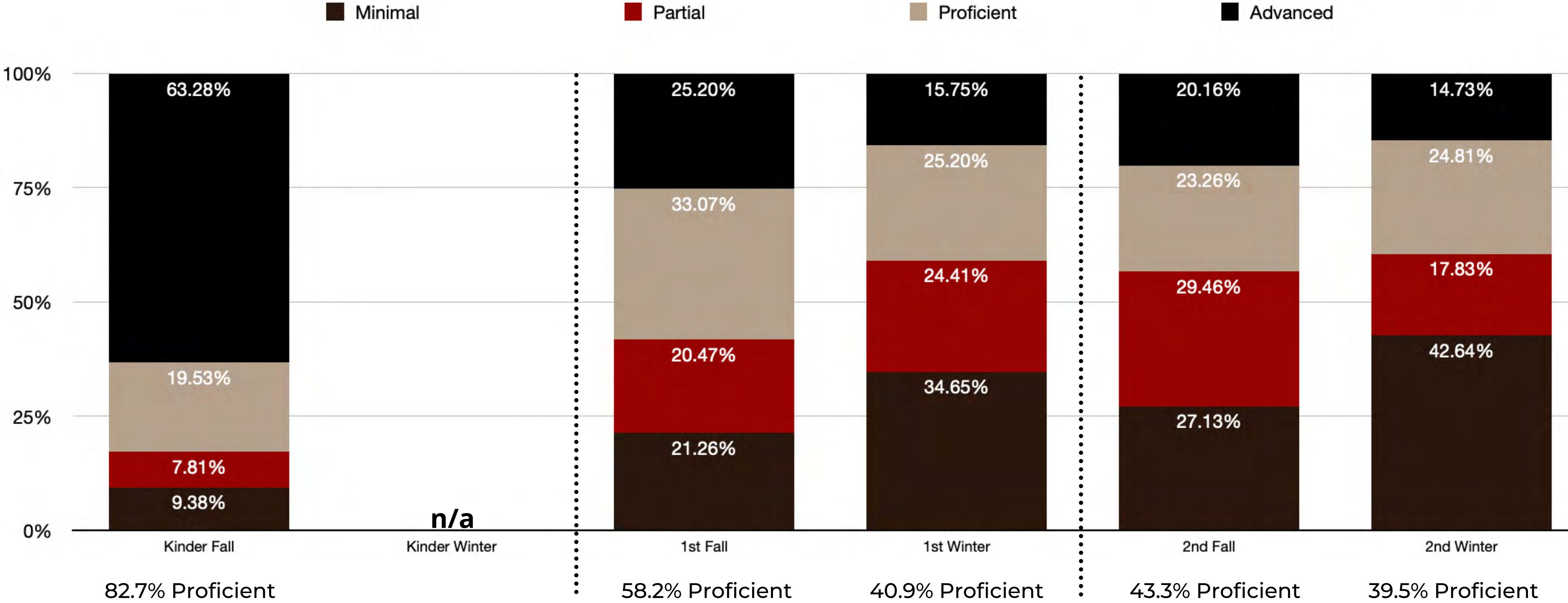
National Average
for Intermediate+: 75 Mins

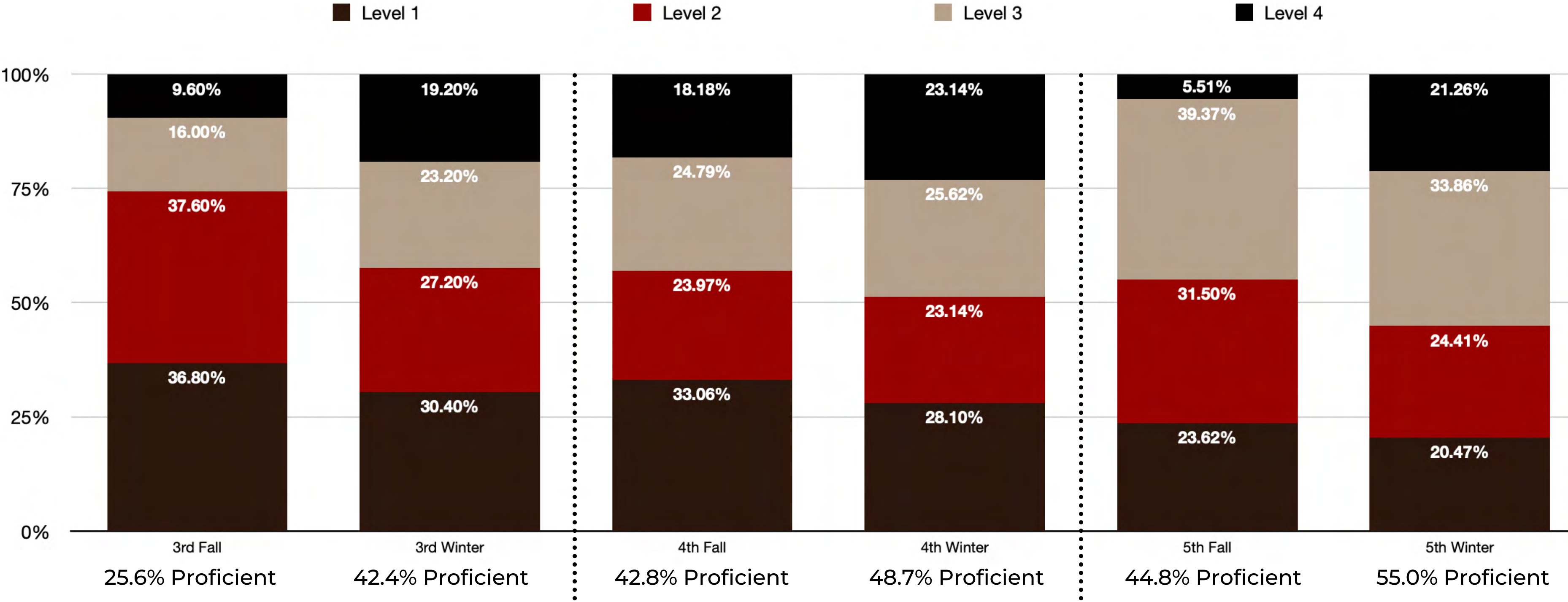


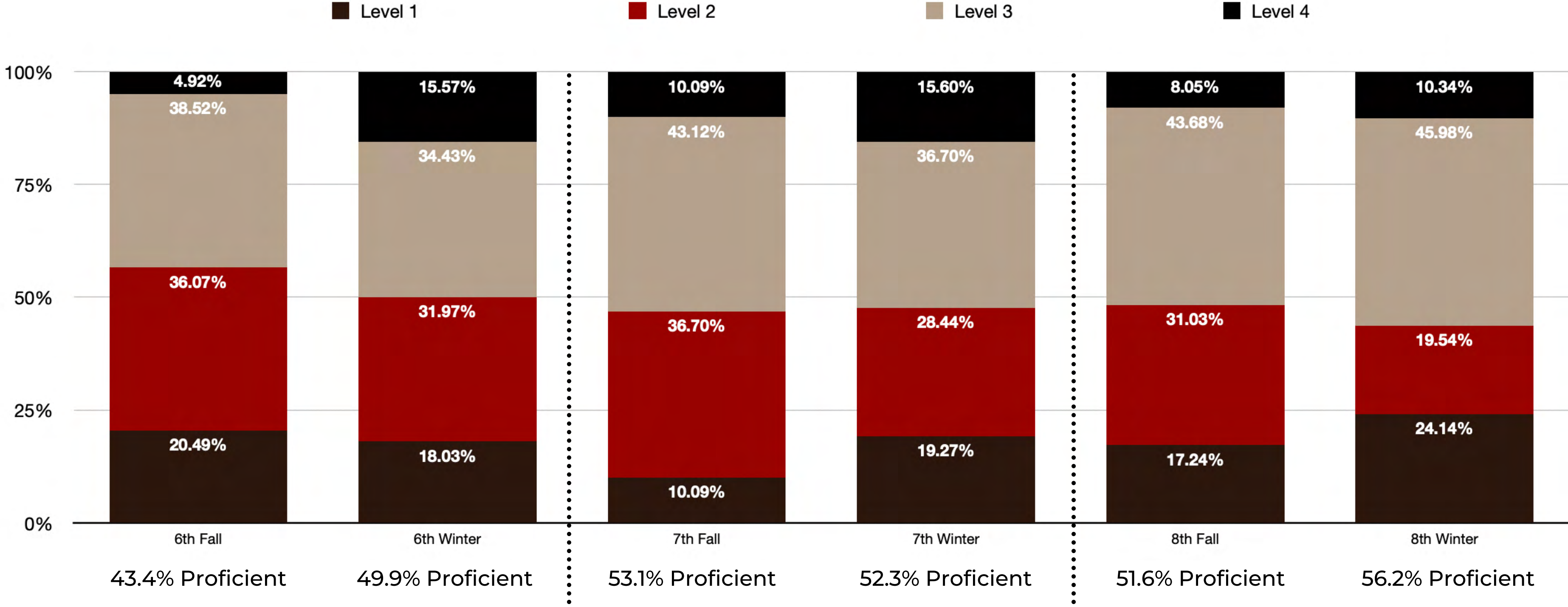
*Percentage of rushers calculated using Winter (<20 mins for Primary; <45 mins for Intermediate+)

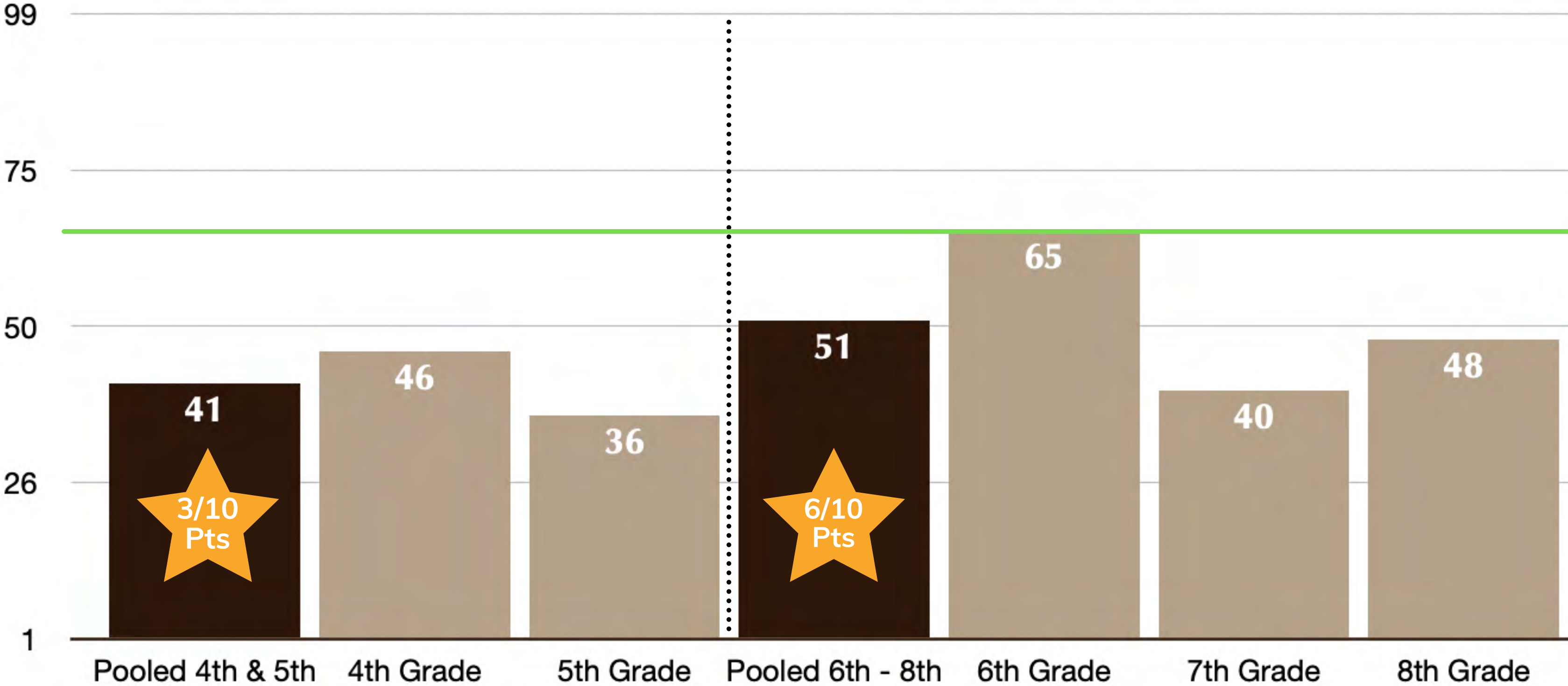


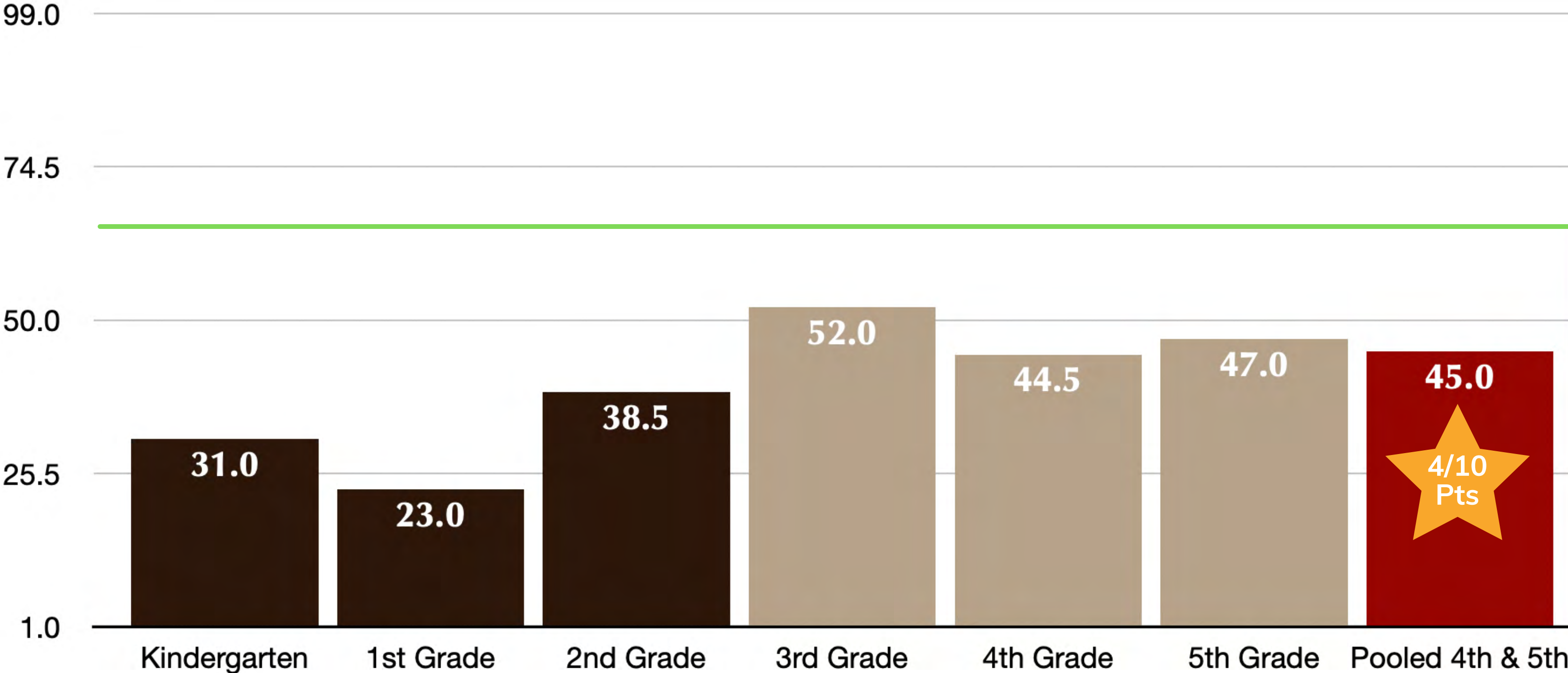








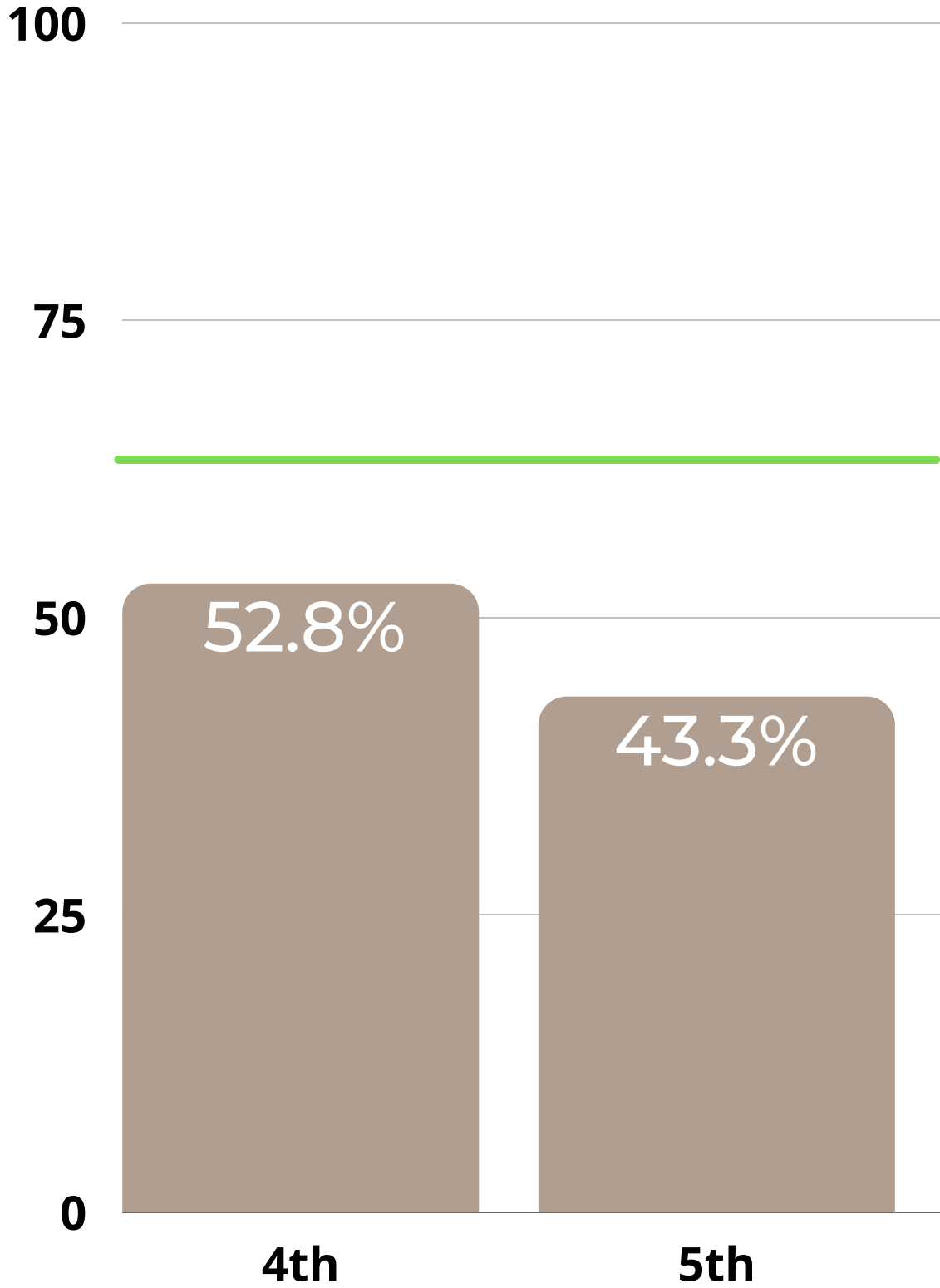




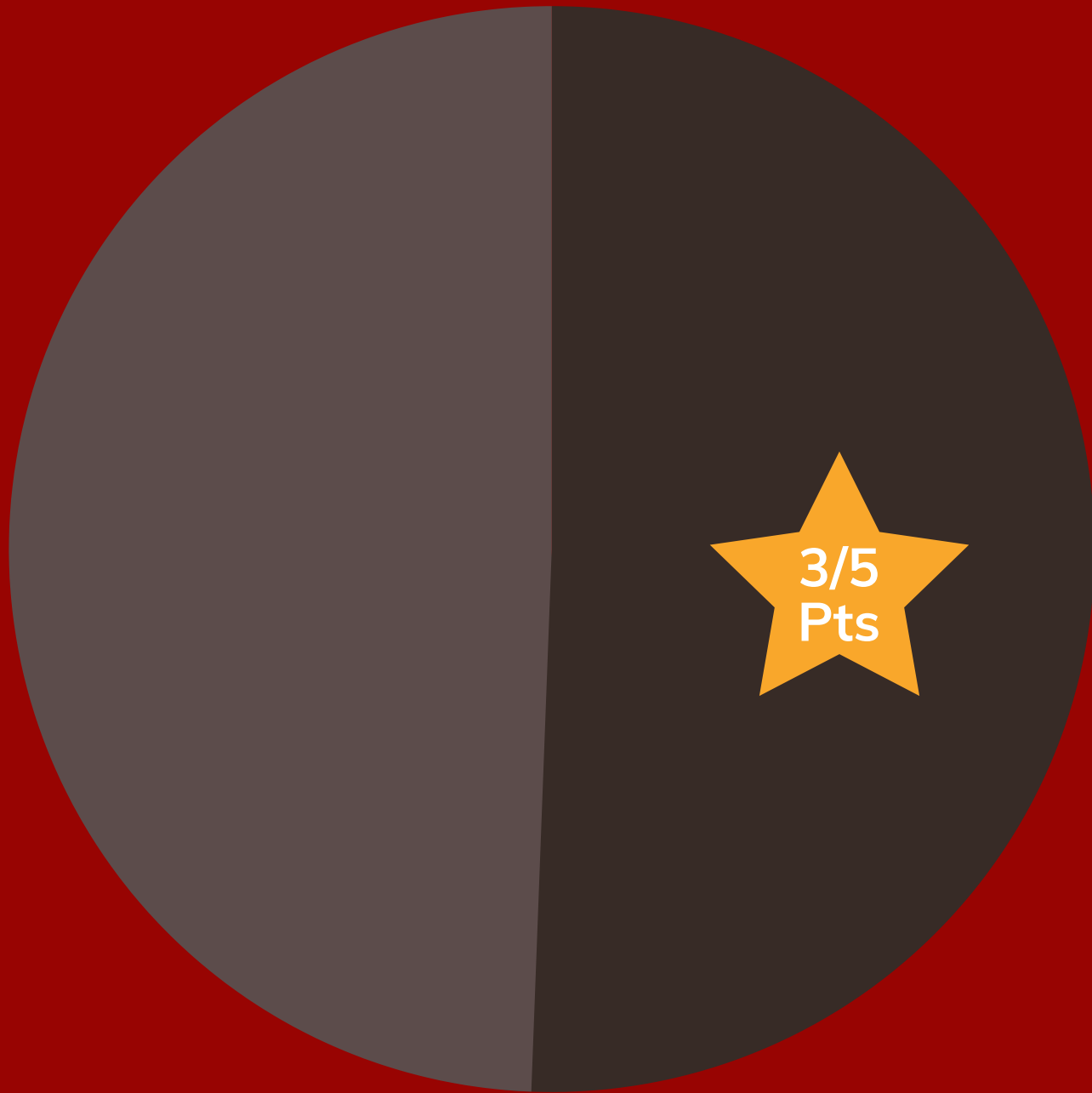
Grades 4-5 Pooled AGP



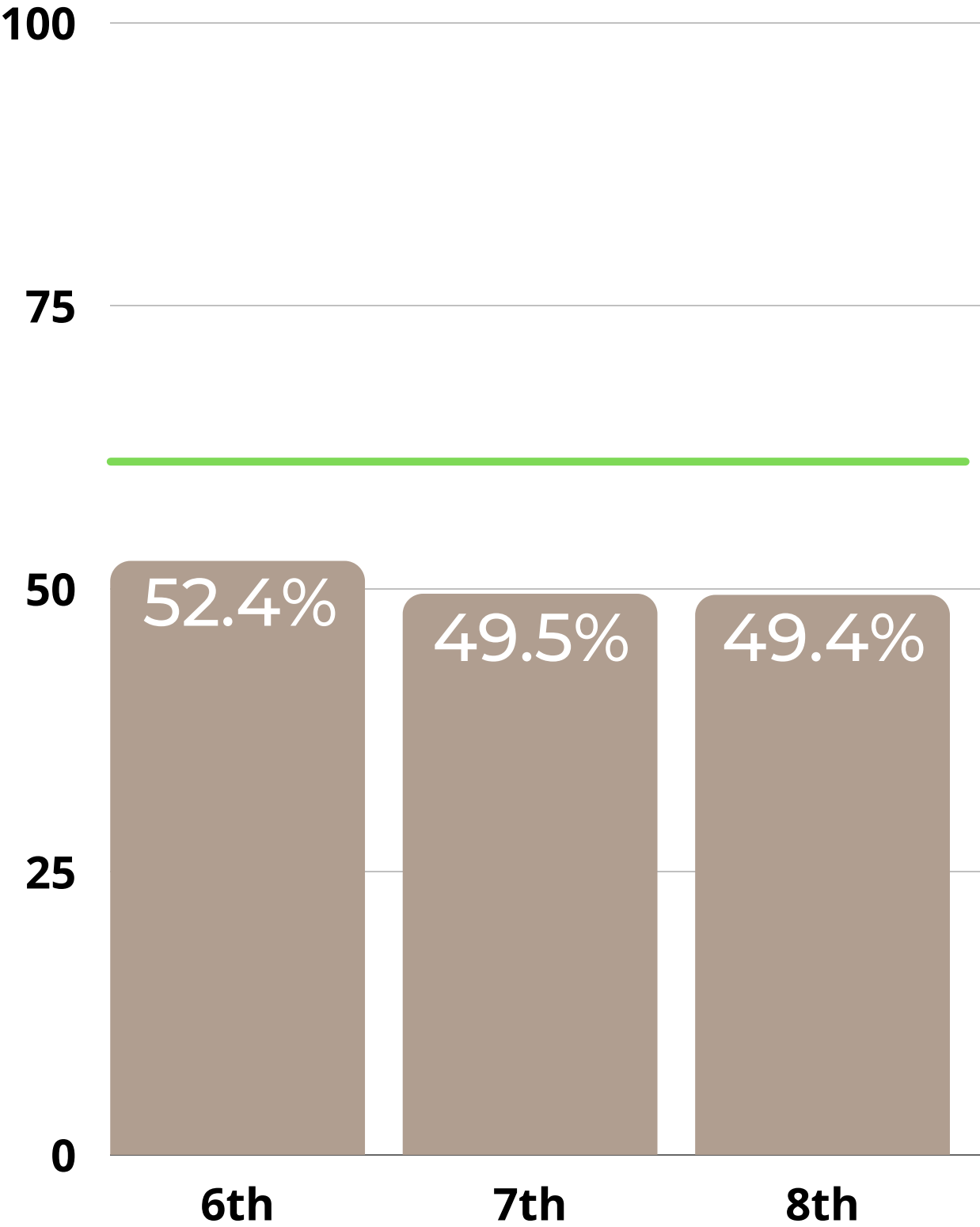
AGP by Grade



Grades 6-8 Pooled AGP



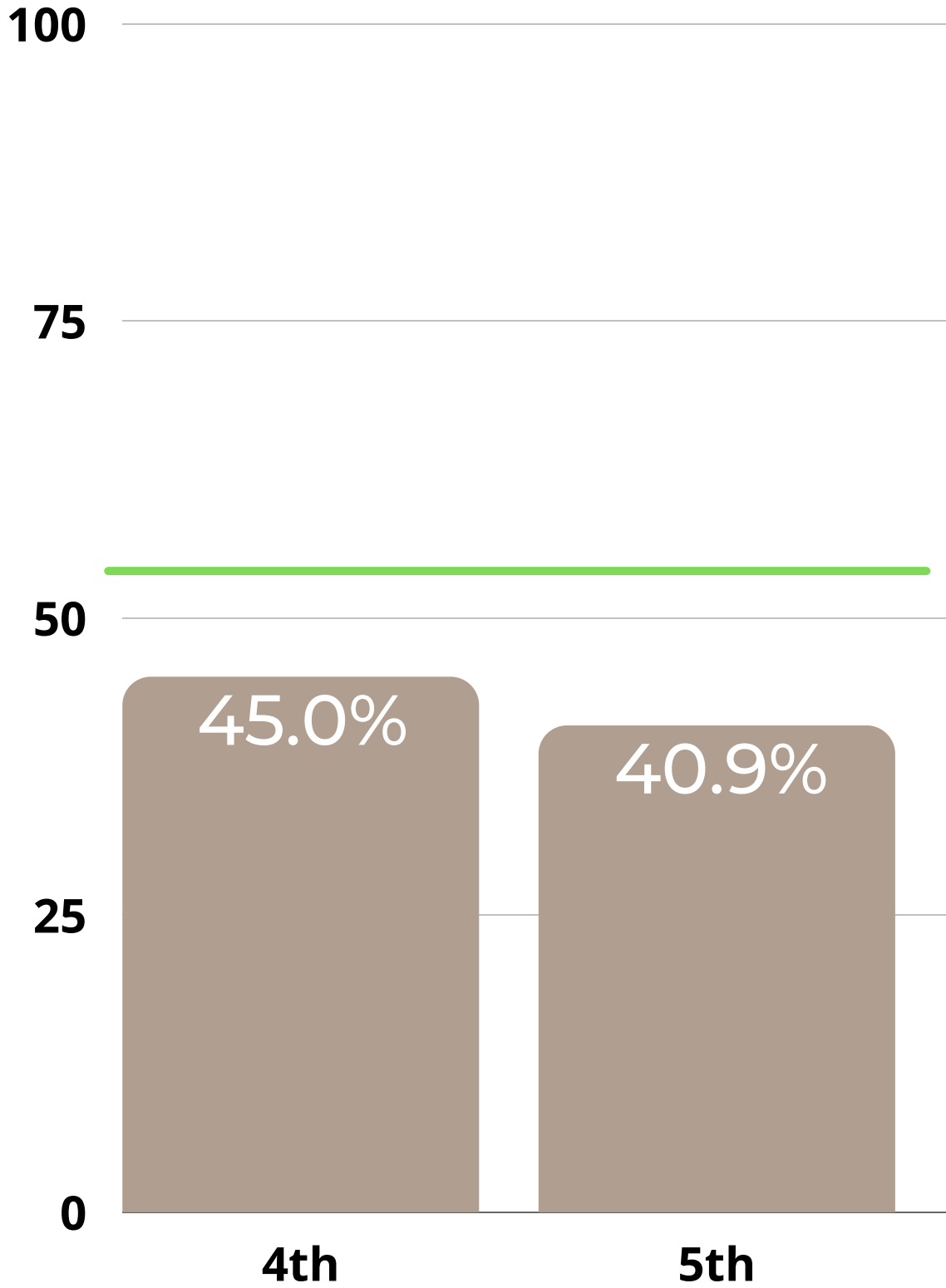
AGP by Grade



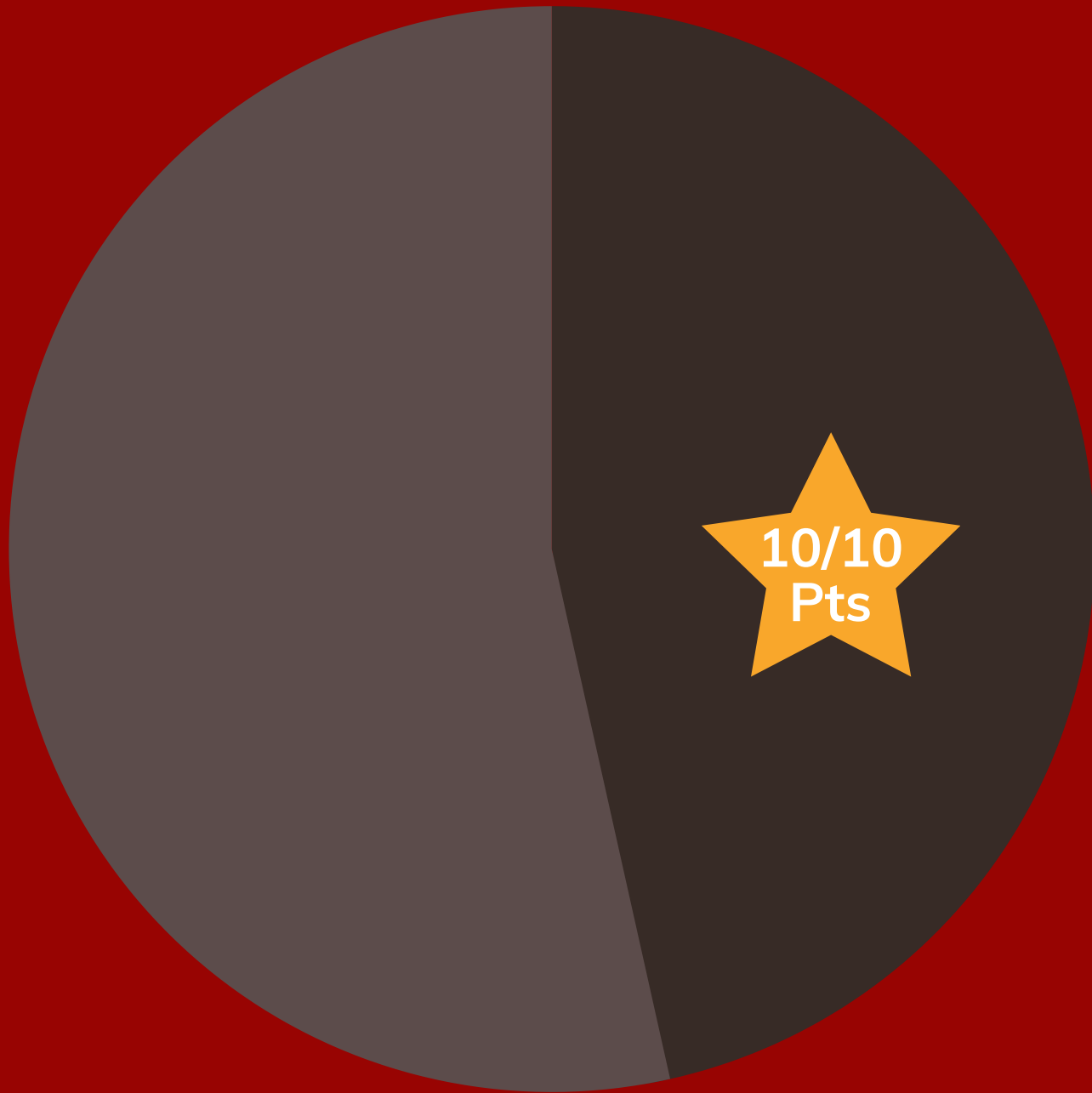
Grades 4-5 Pooled GAP



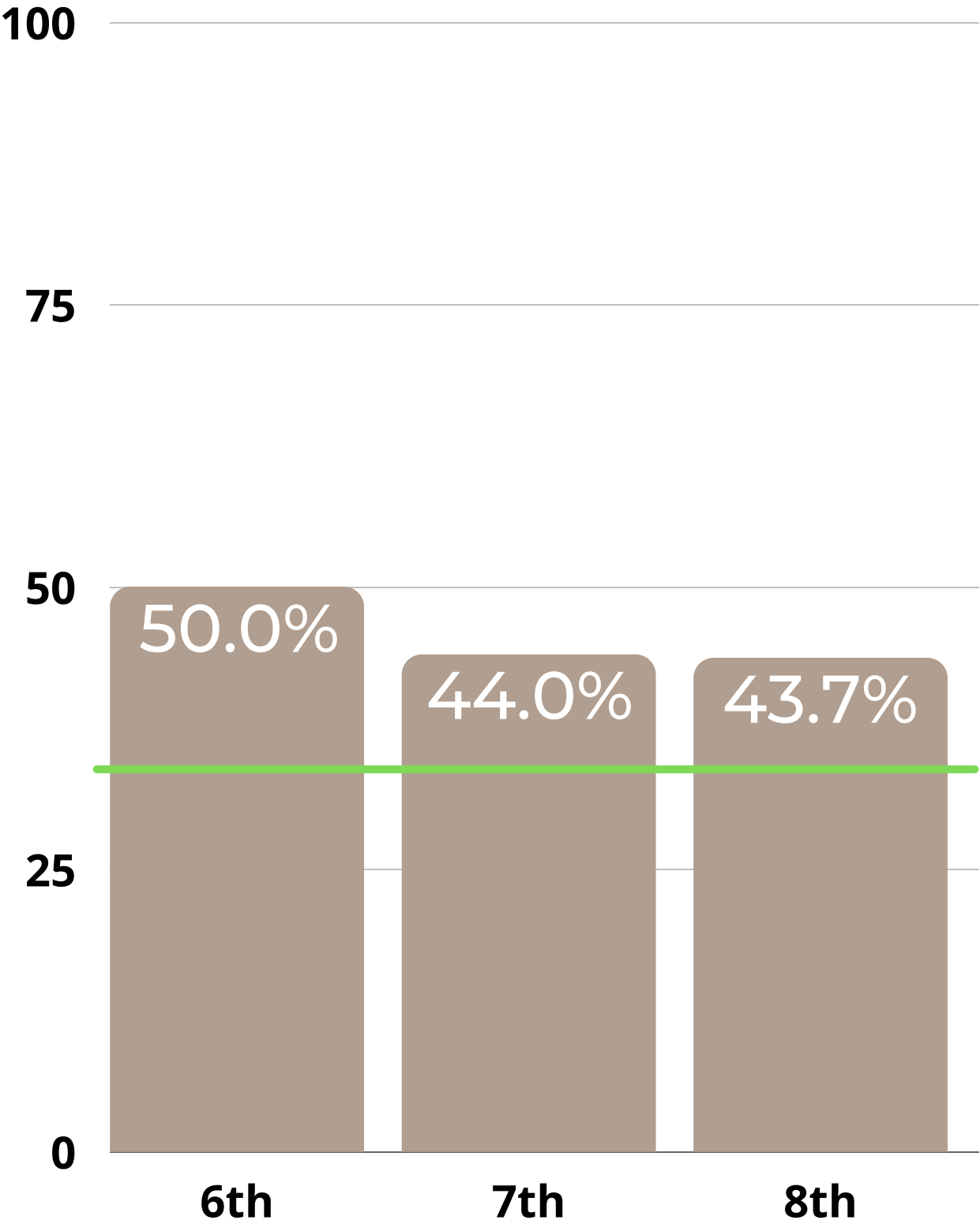
GAP by Grade

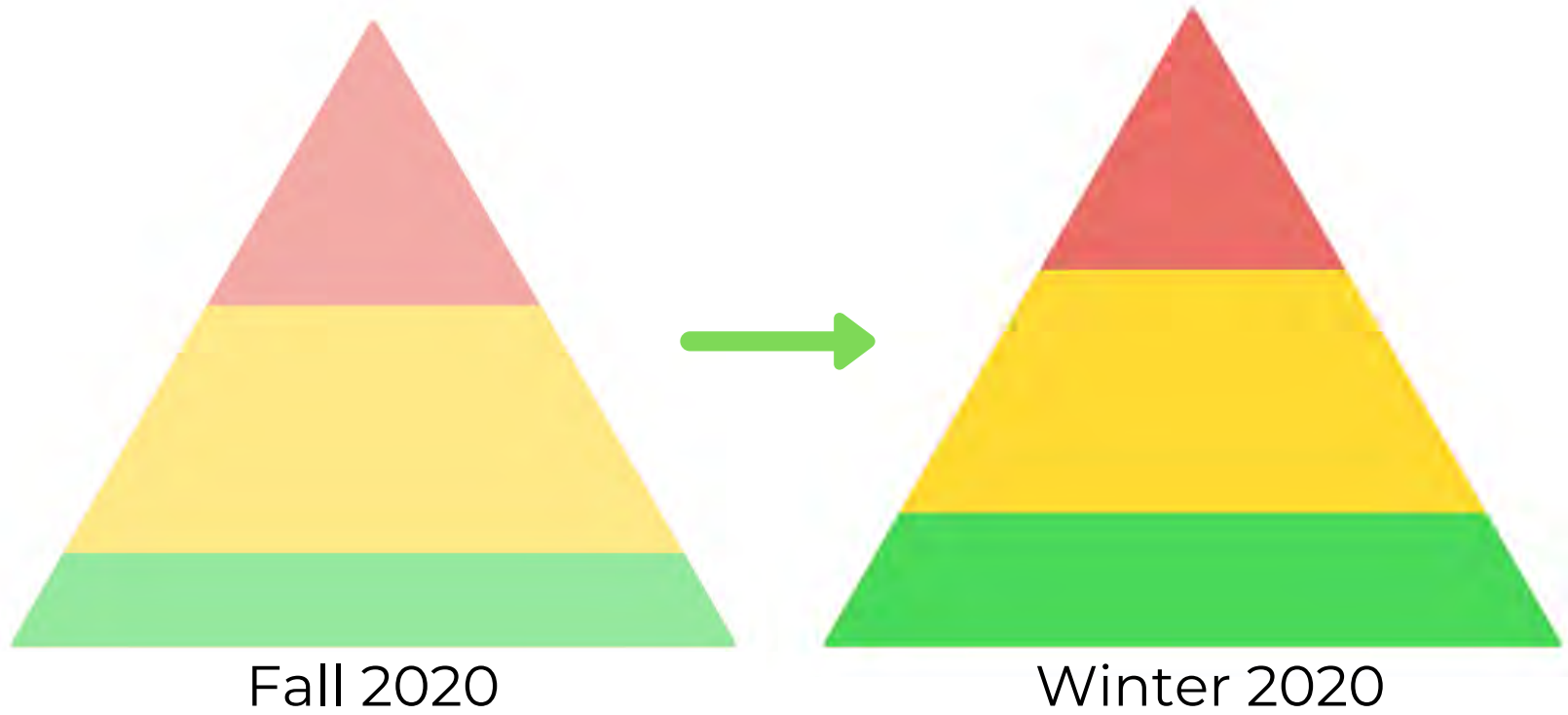


Grades 6-8 Pooled GAP



GAP by Grade





● **At Risk for Tier 3**

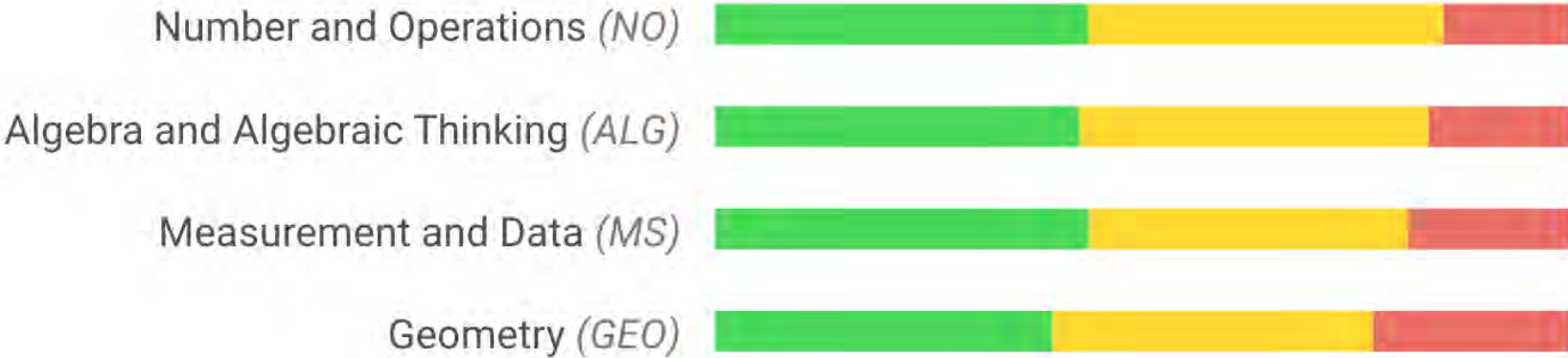
17%

● **Tier 2**

46%

● **Tier 1**

37%



● Mid or Above Grade Level

184 Students

● Early On Grade Level

222 Students

● One Grade Level Below

505 Students

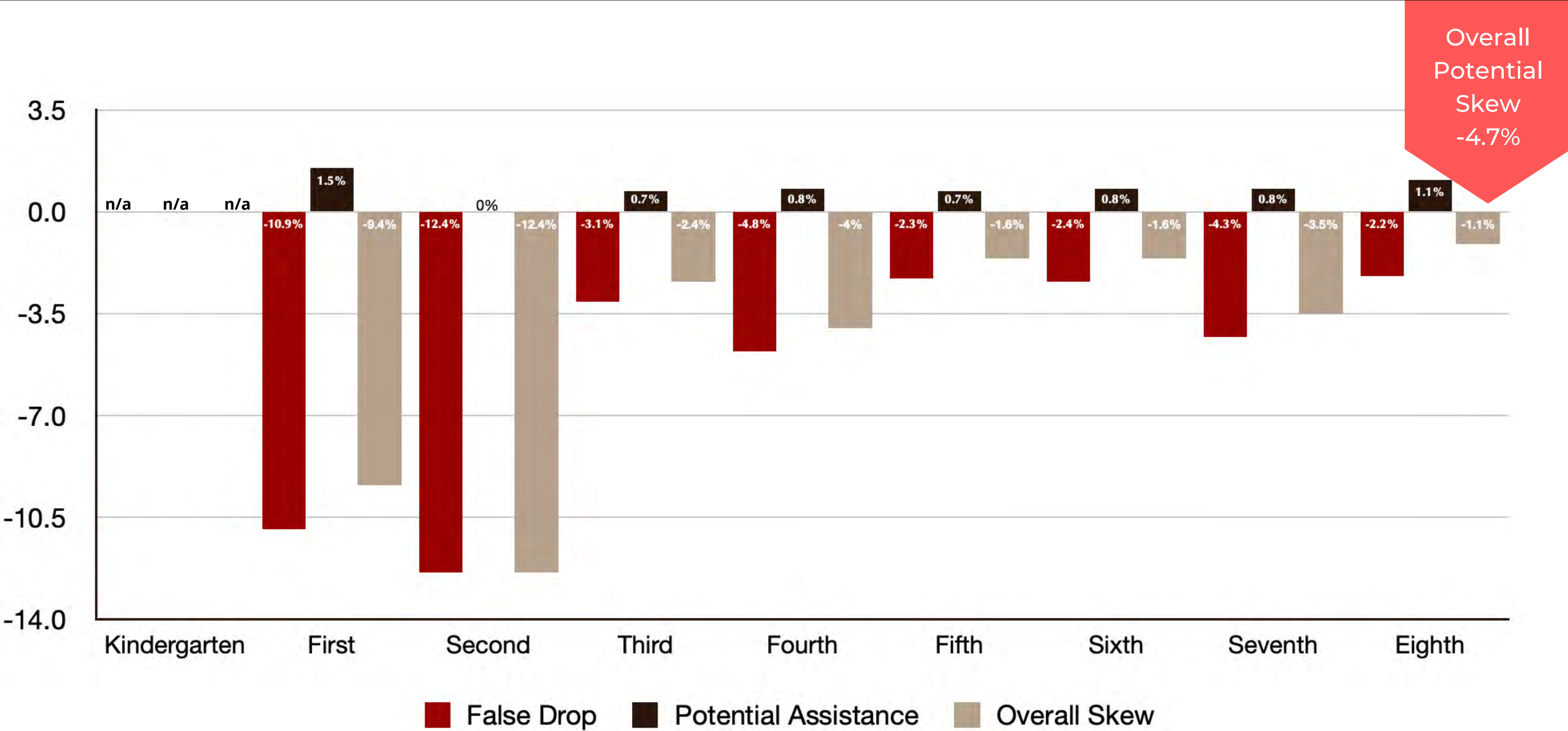
● Two Grade Levels Below

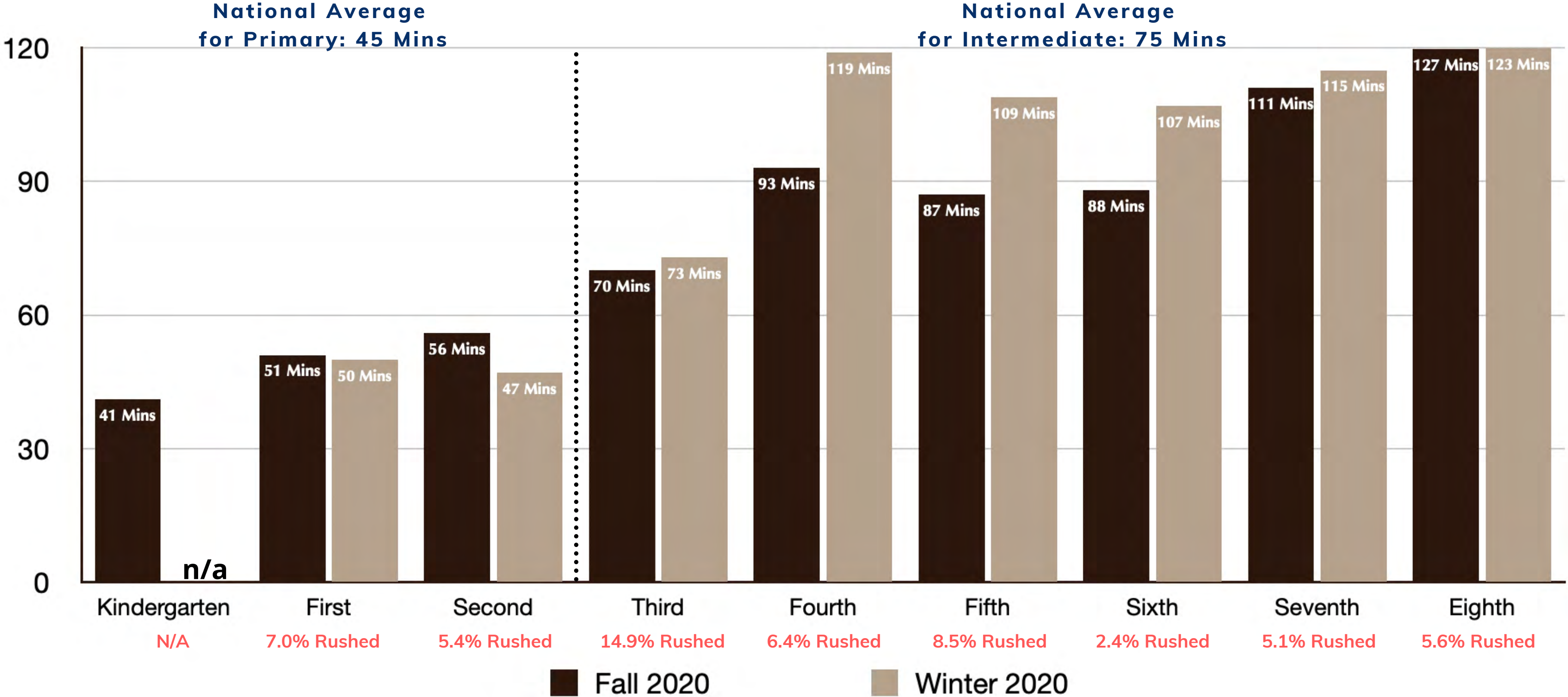
106 Students

● Three or More Grade Levels Below

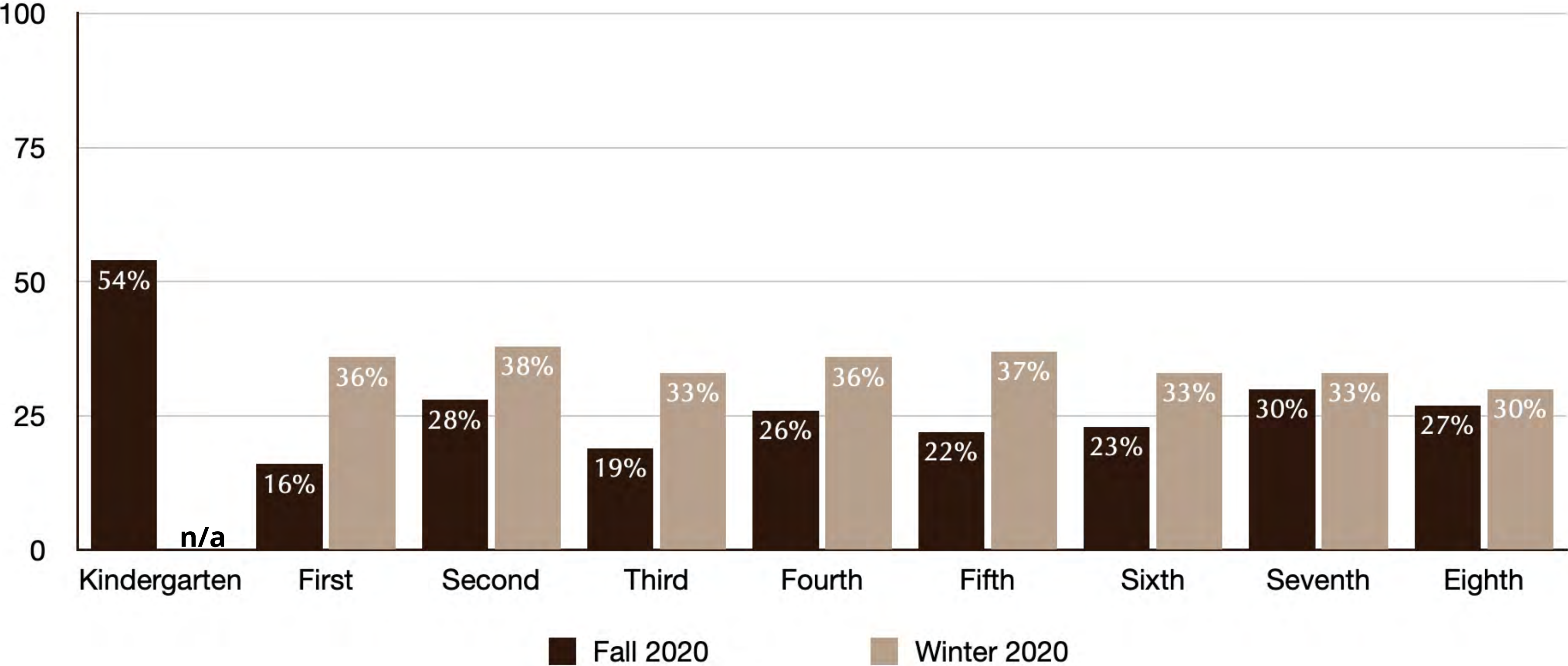
84 Students

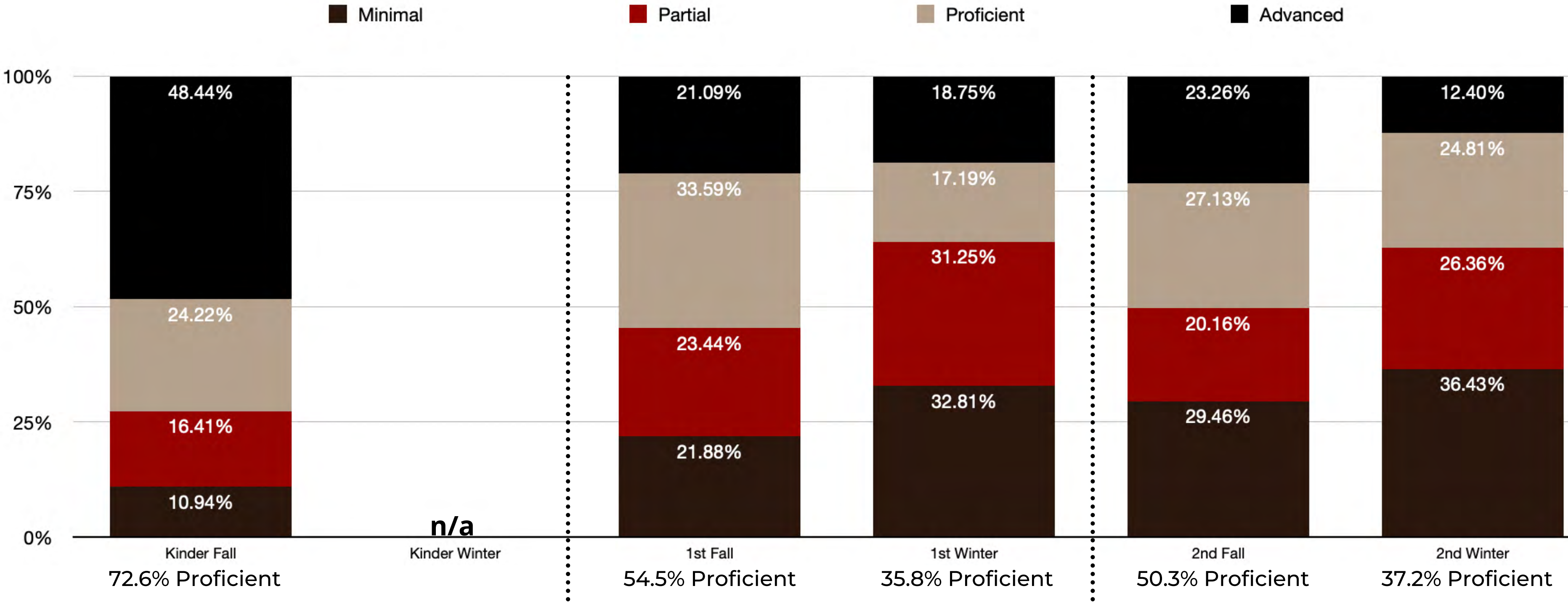
*Kindergarten students included in fall data but have not tested for winter data

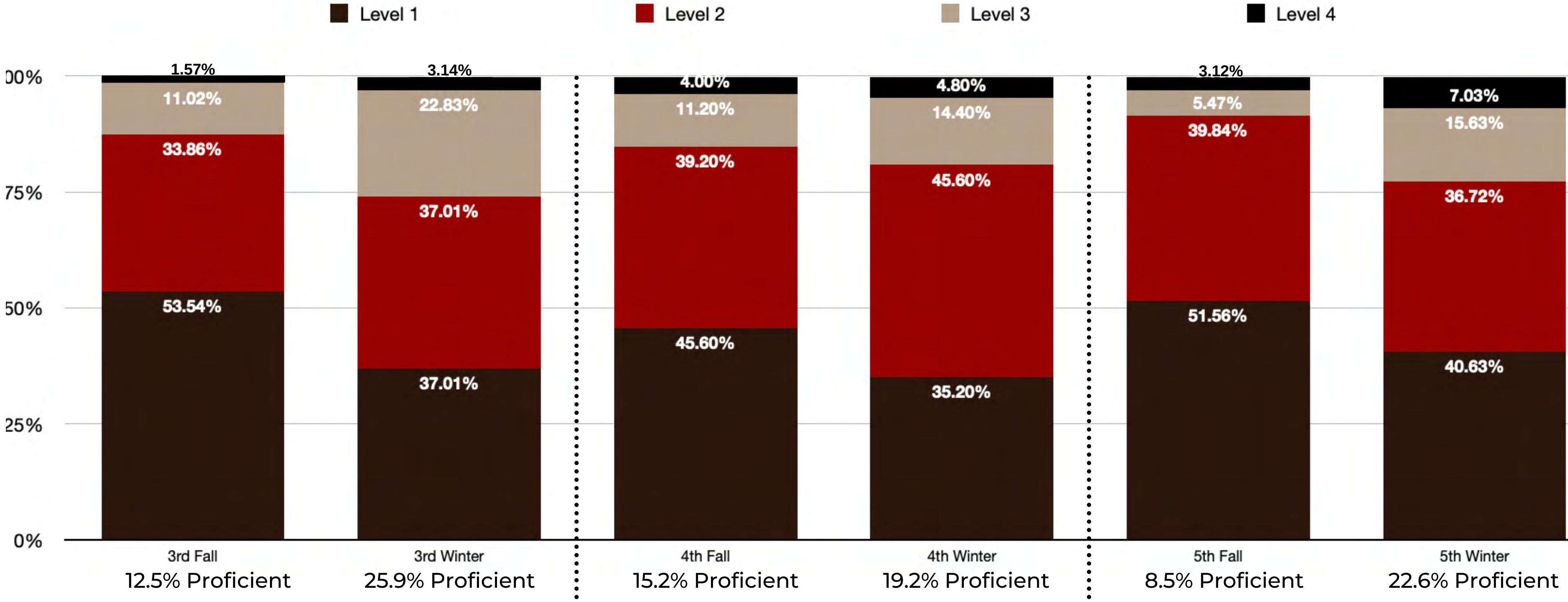


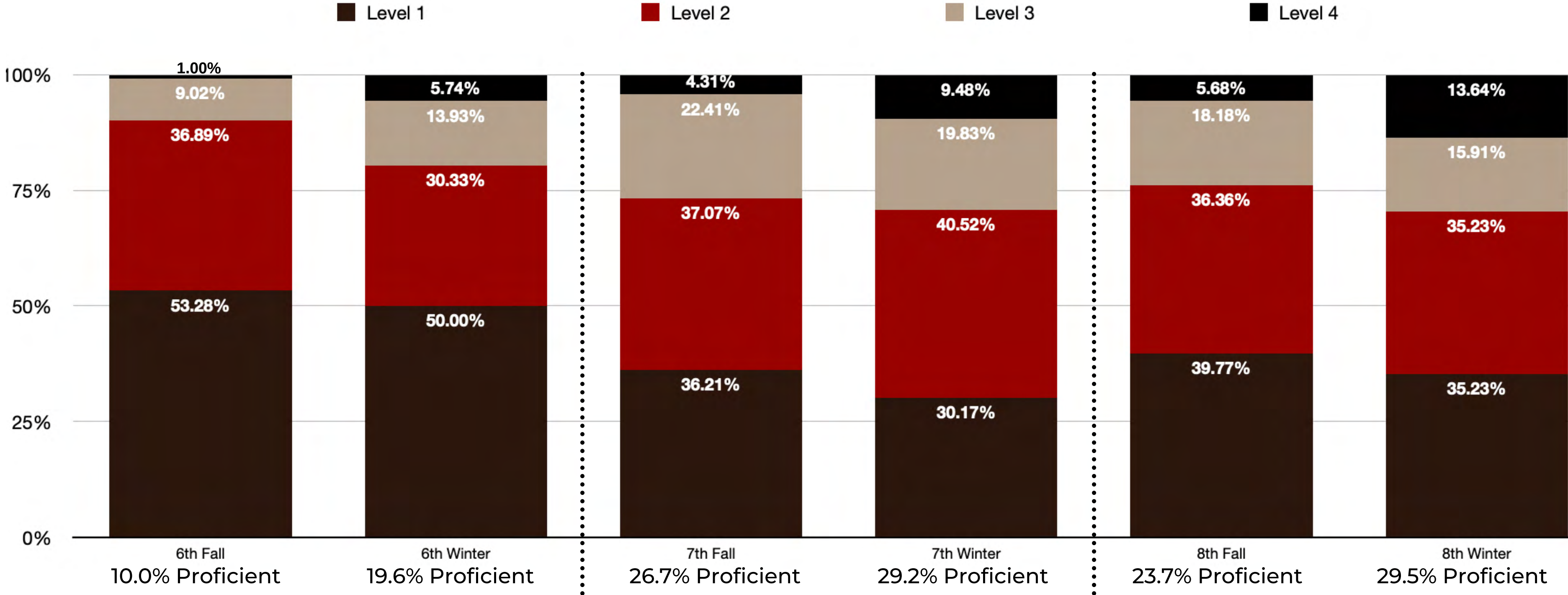


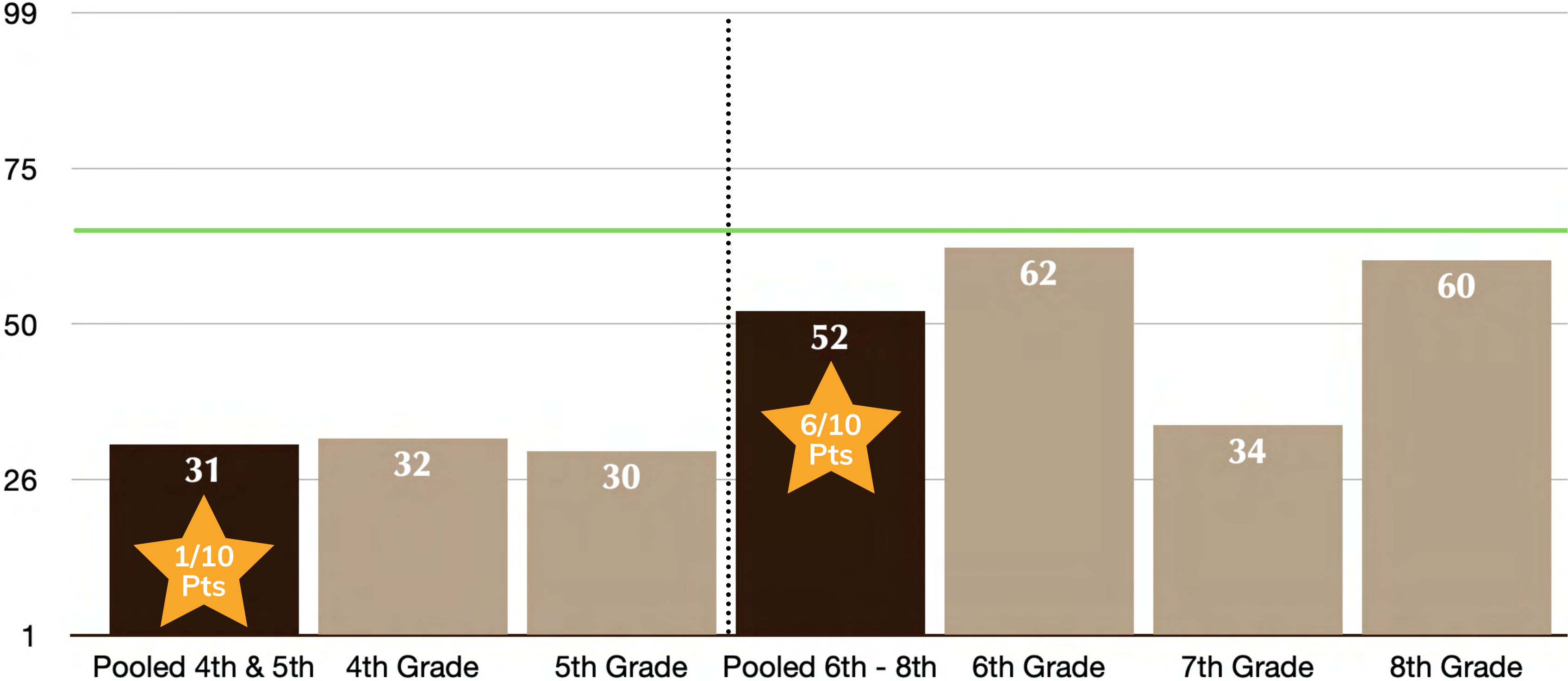
*Percentage of rushers calculated using Winter (<20 mins for Primary; <45 mins for Intermediate+)



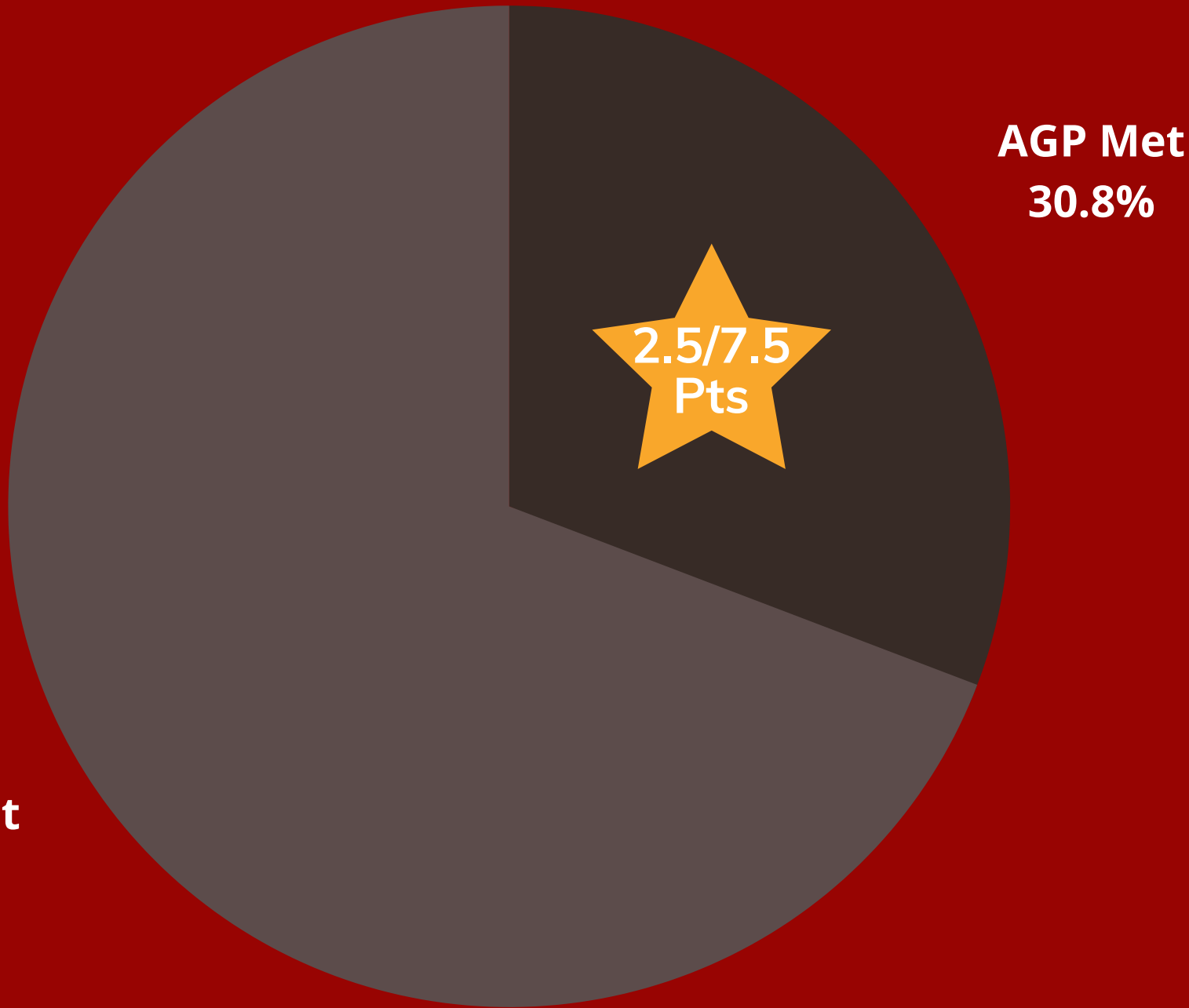




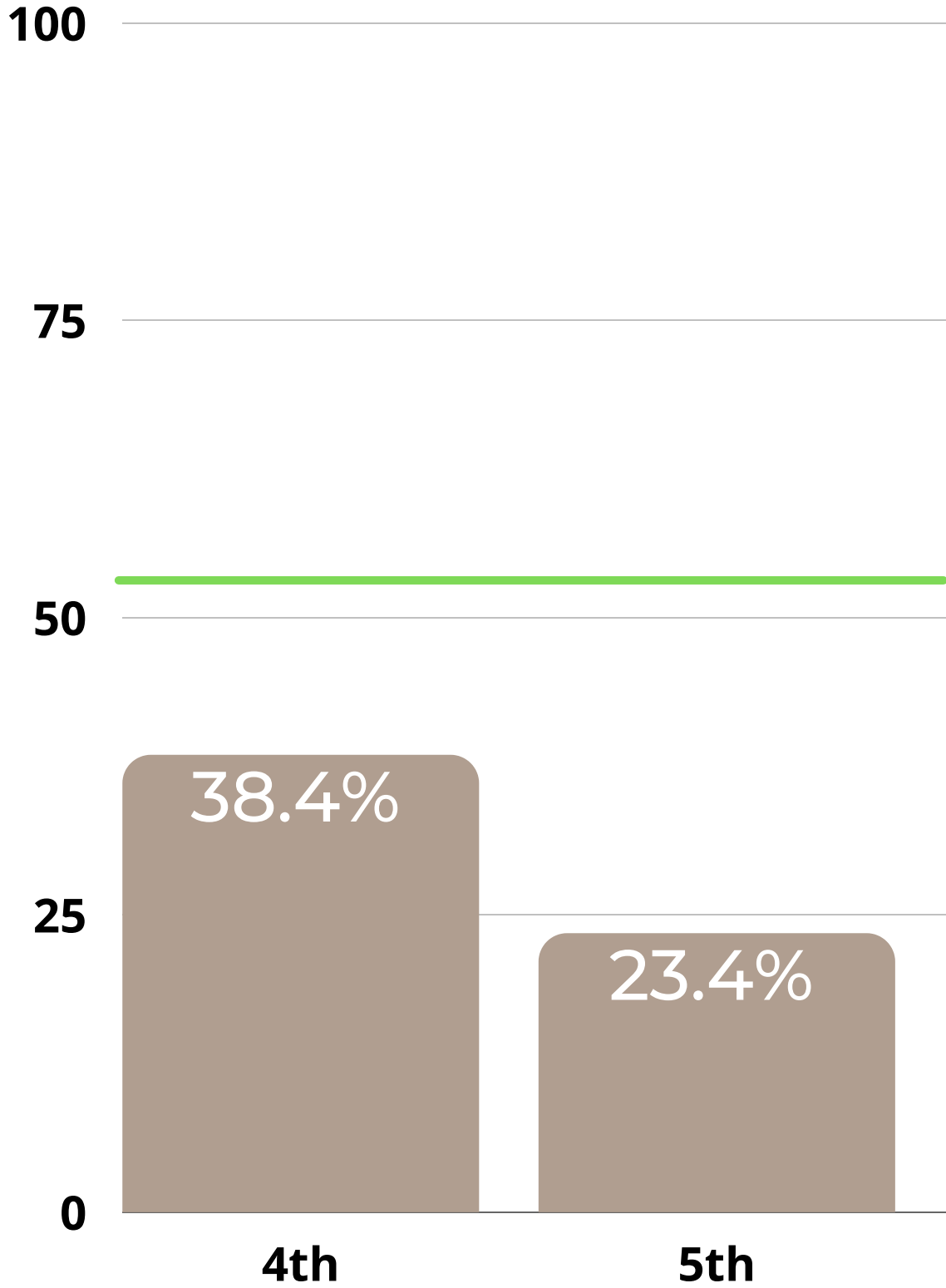




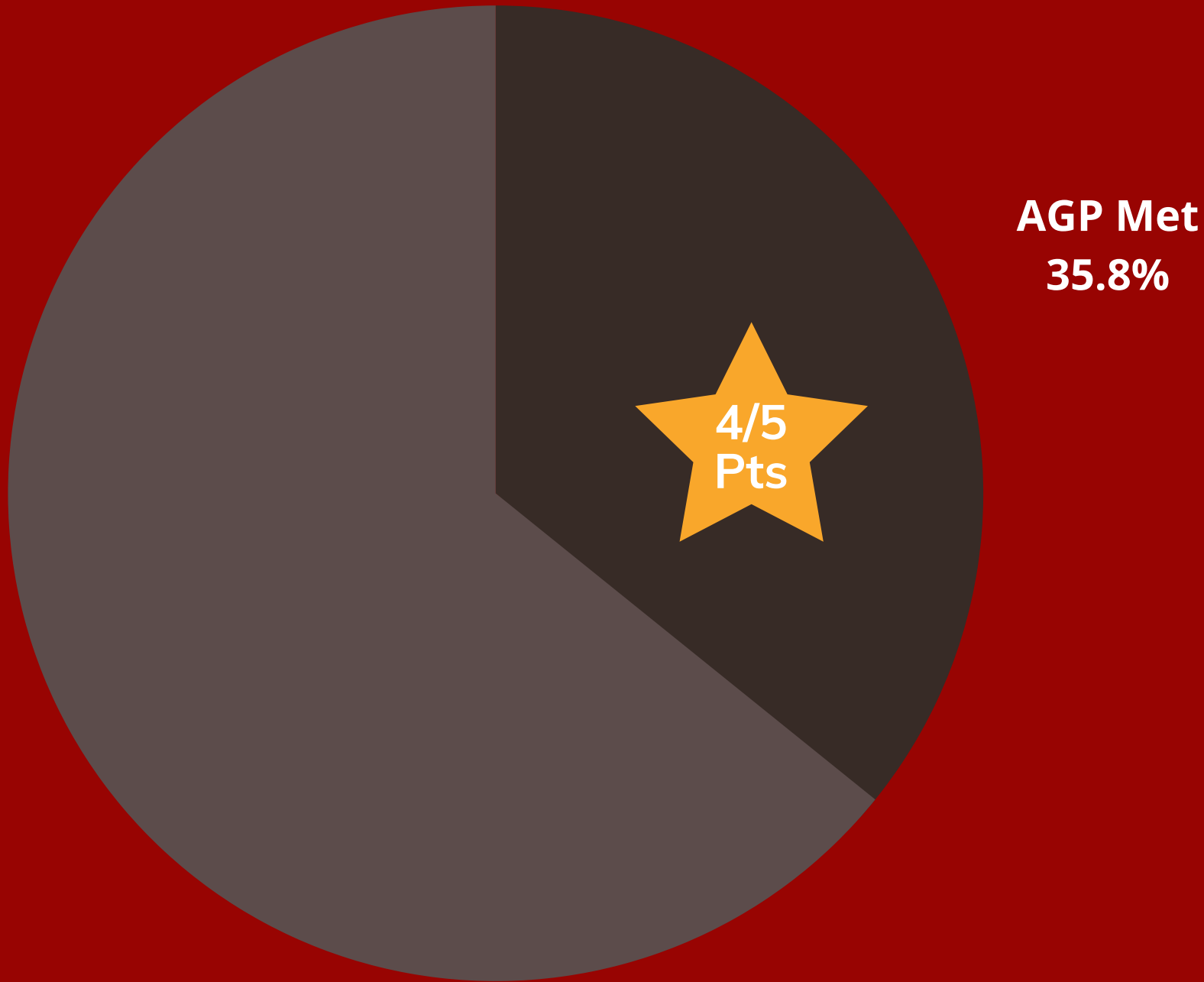
Grades 4-5 Pooled AGP



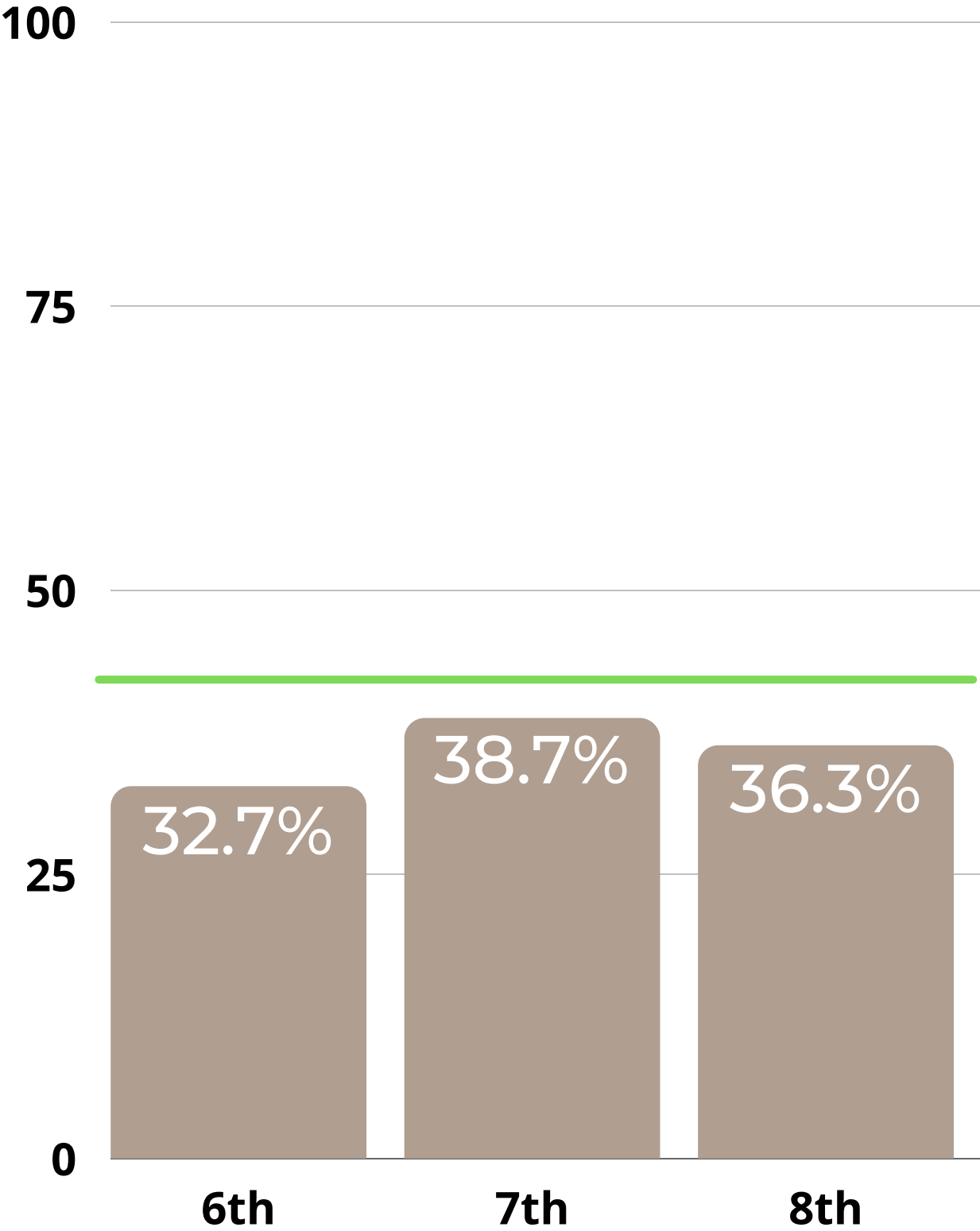
AGP by Grade



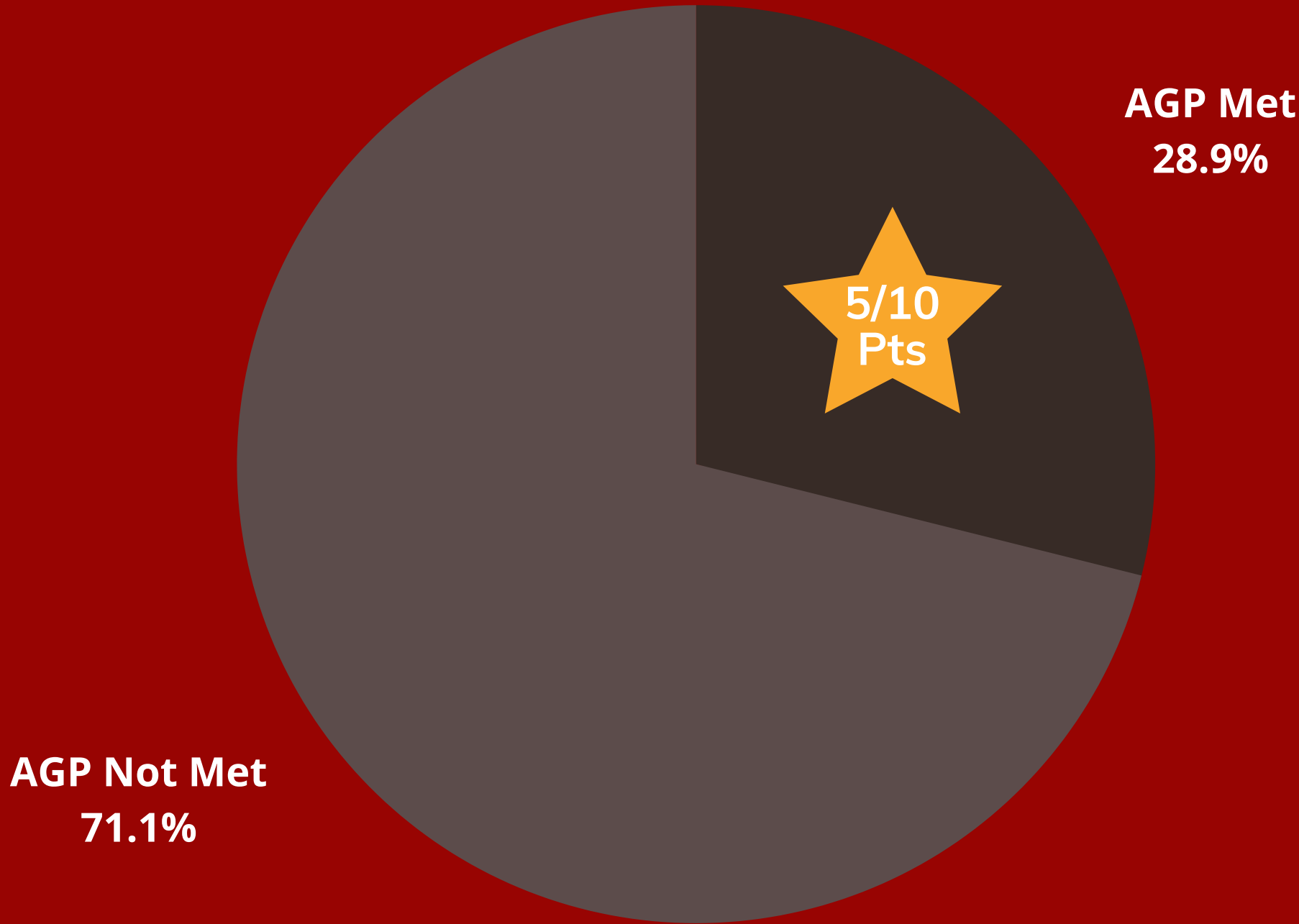
Grades 6-8 Pooled AGP



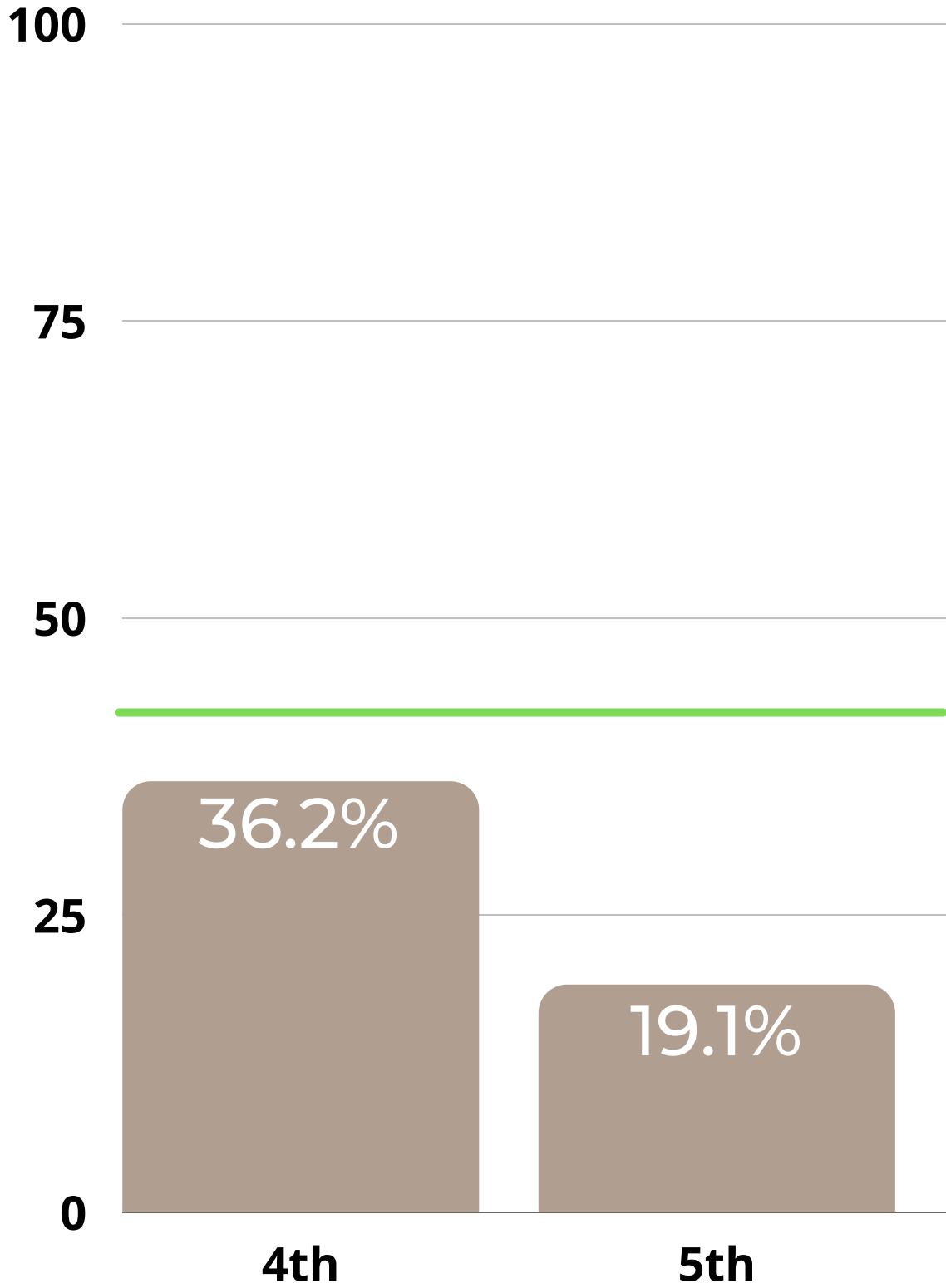
AGP by Grade



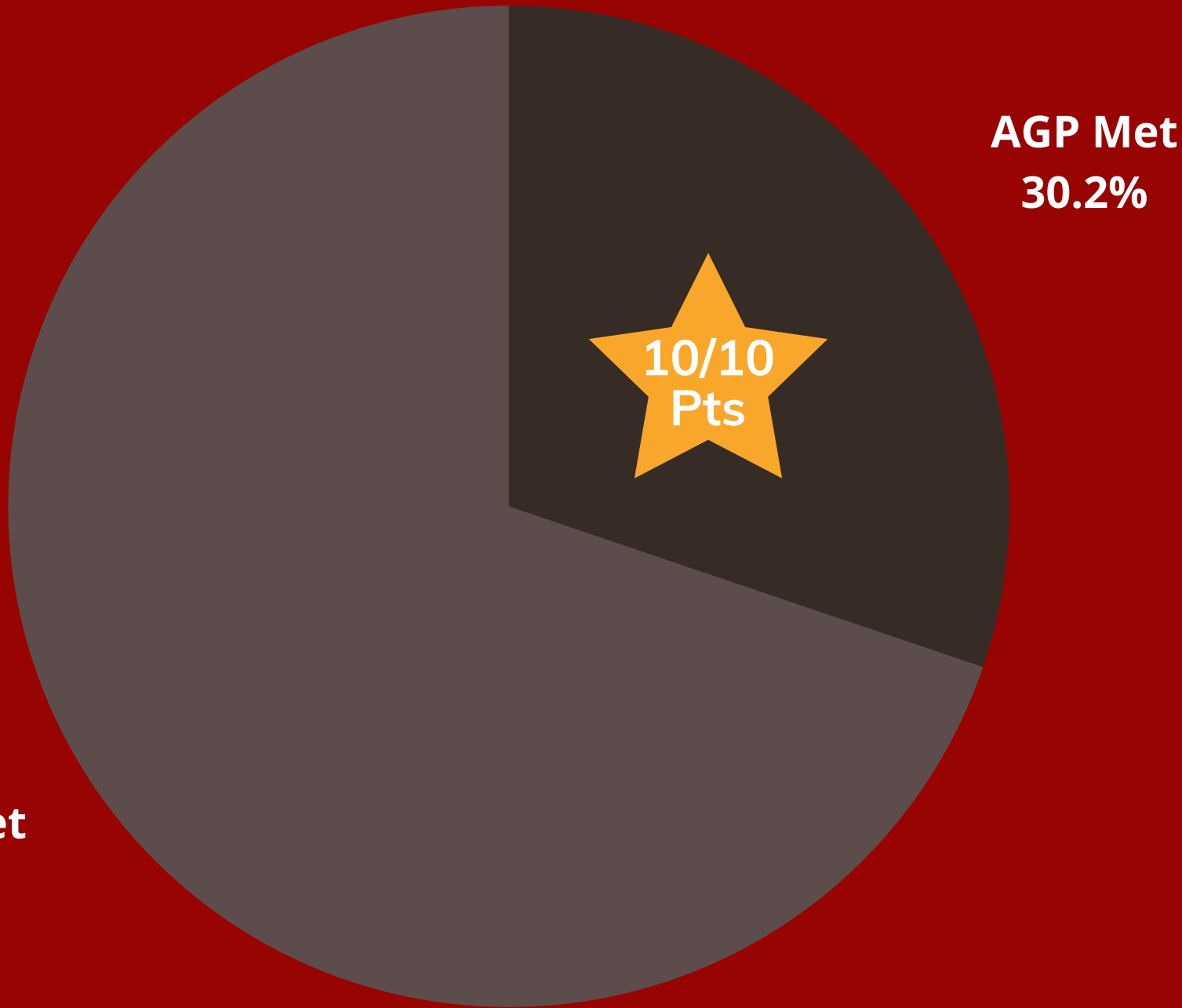
Grades 4-5 Pooled GAP



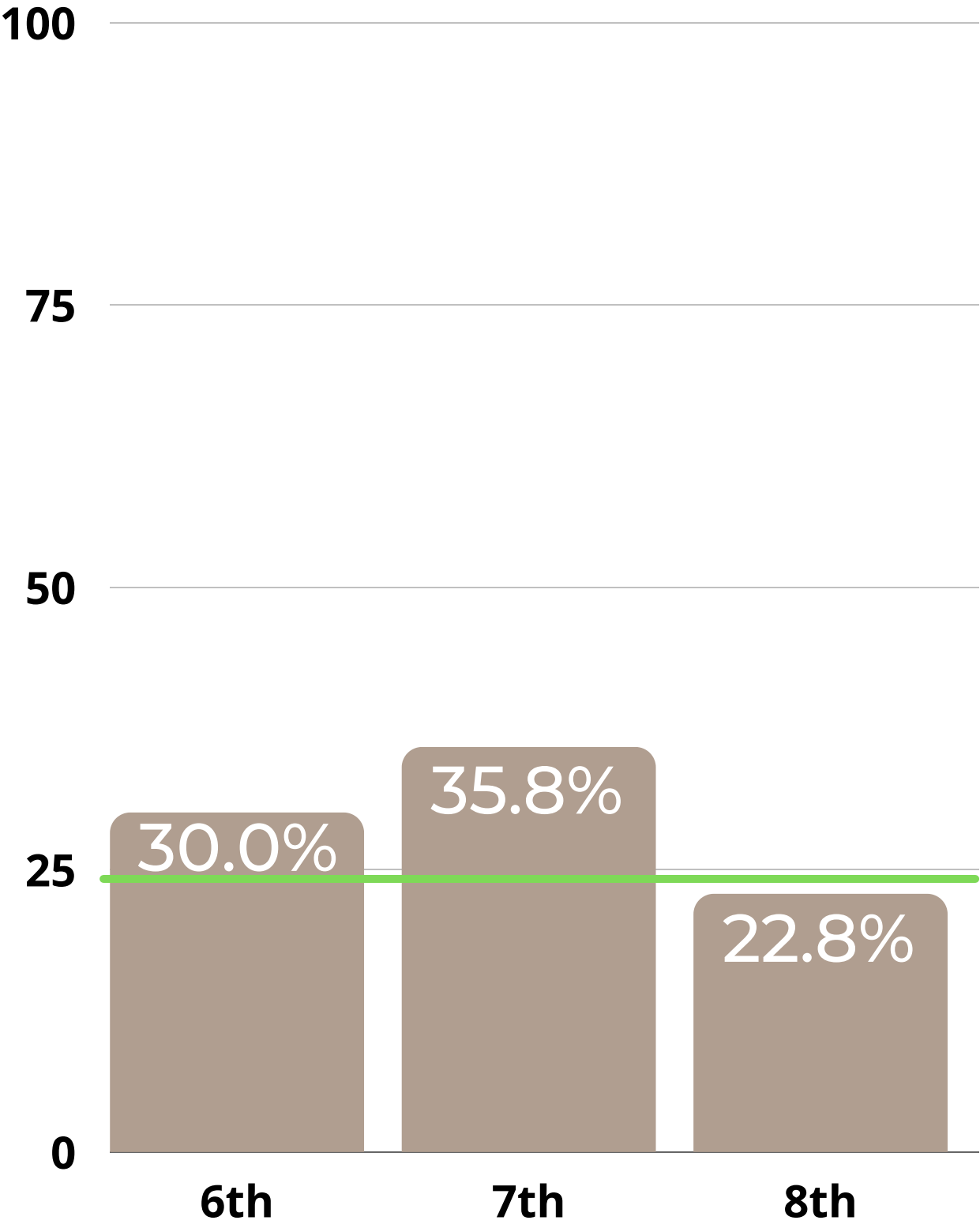
GAP by Grade



Grades 6-8 Pooled GAP



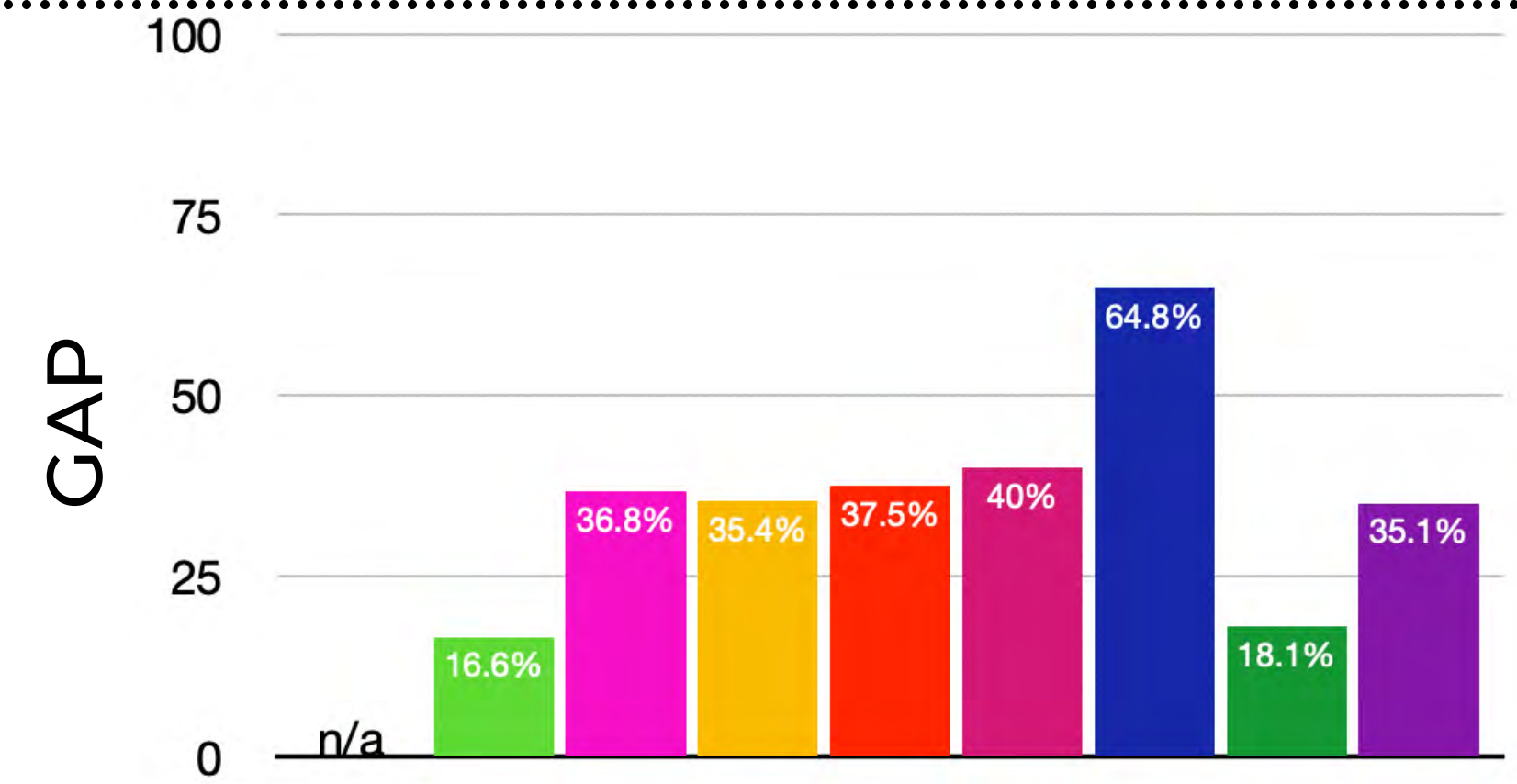
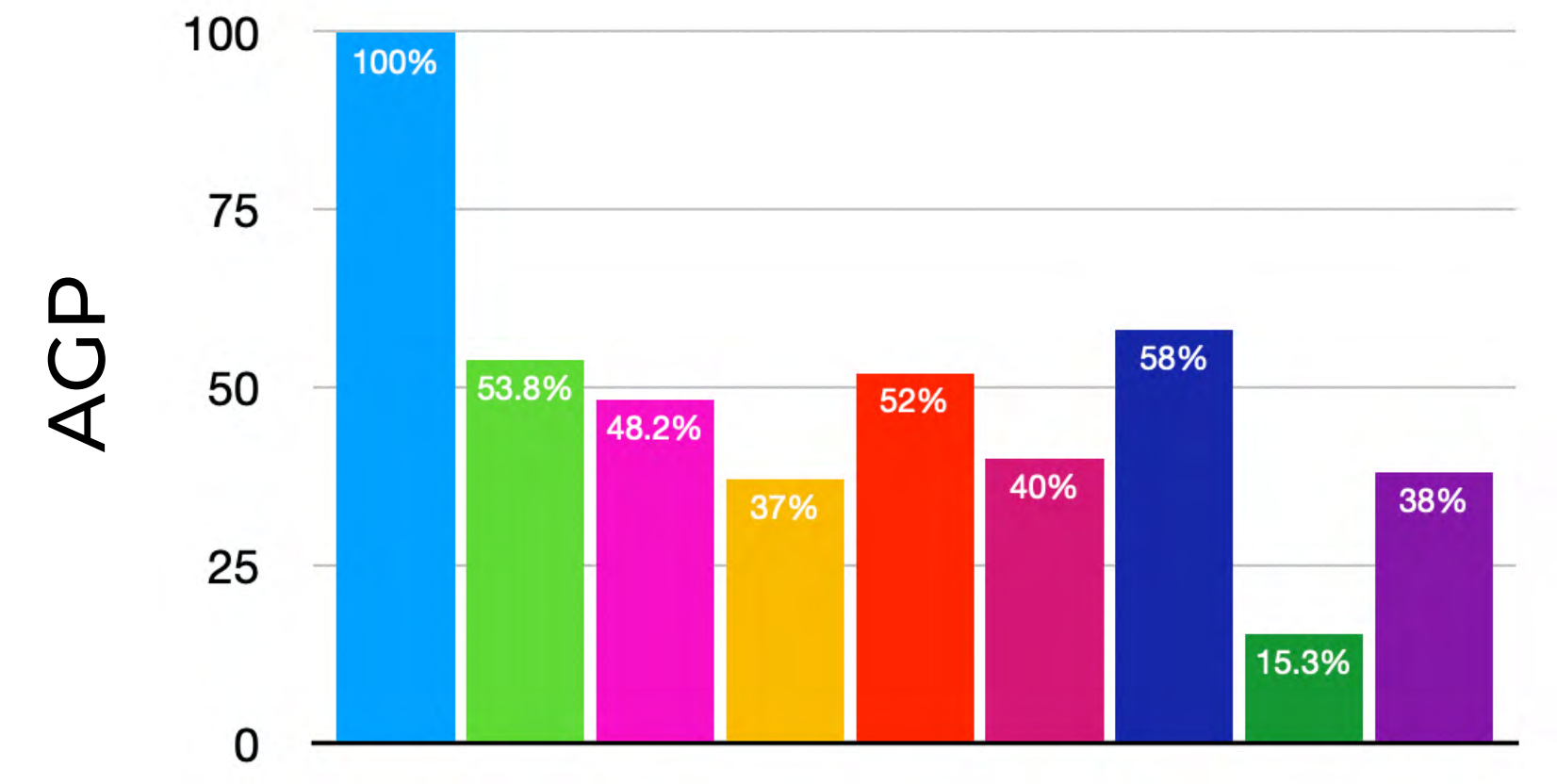
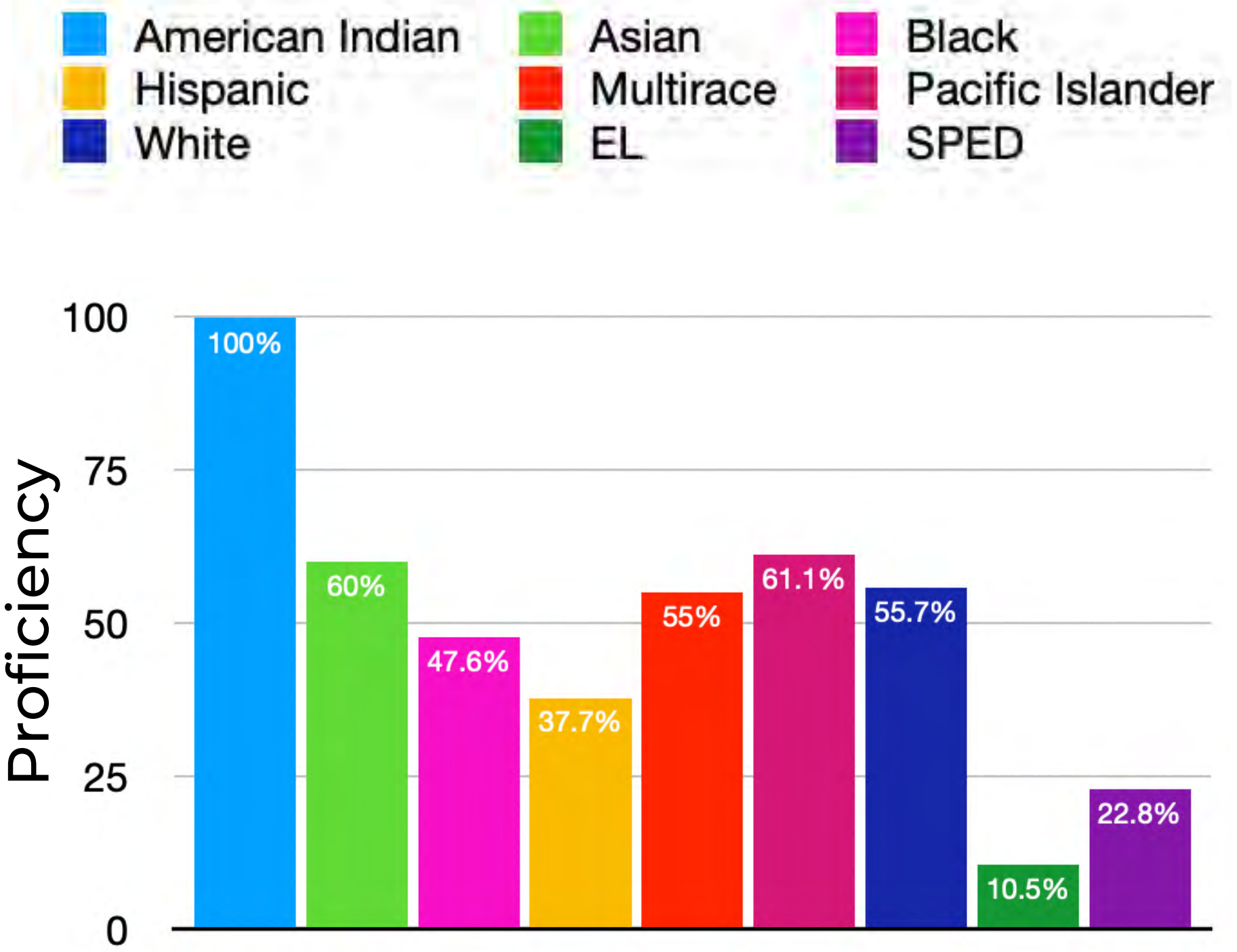
GAP by Grade

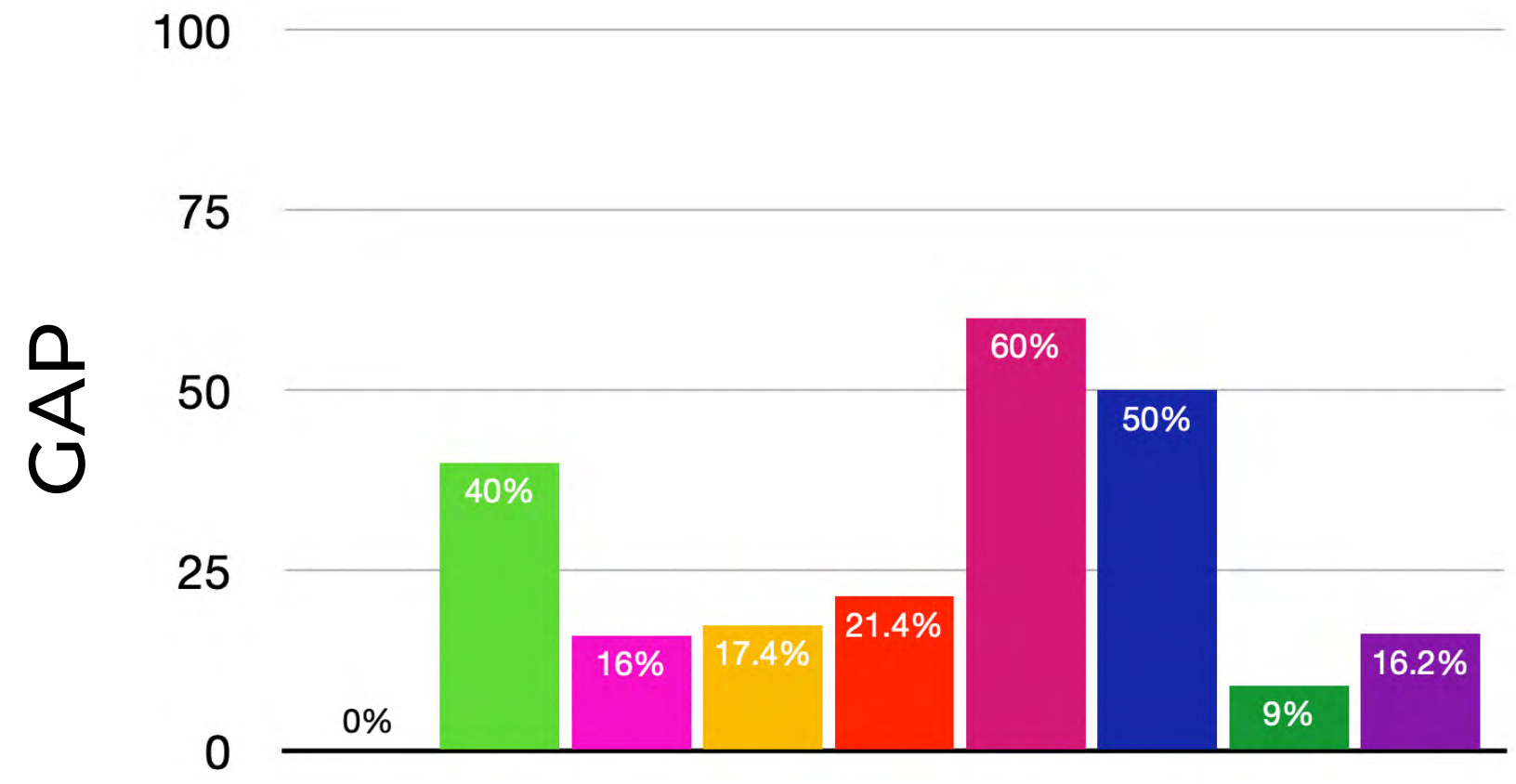
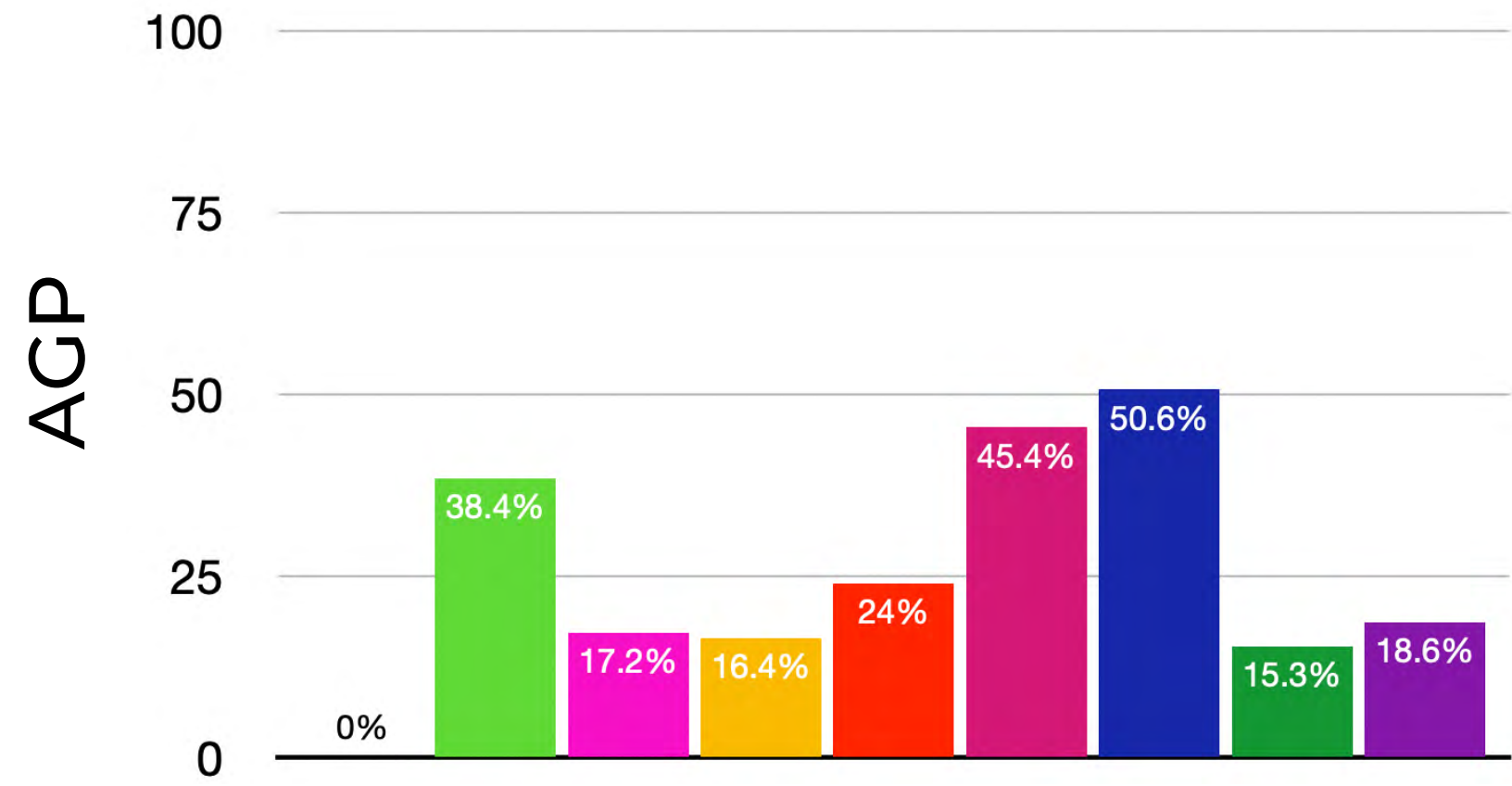
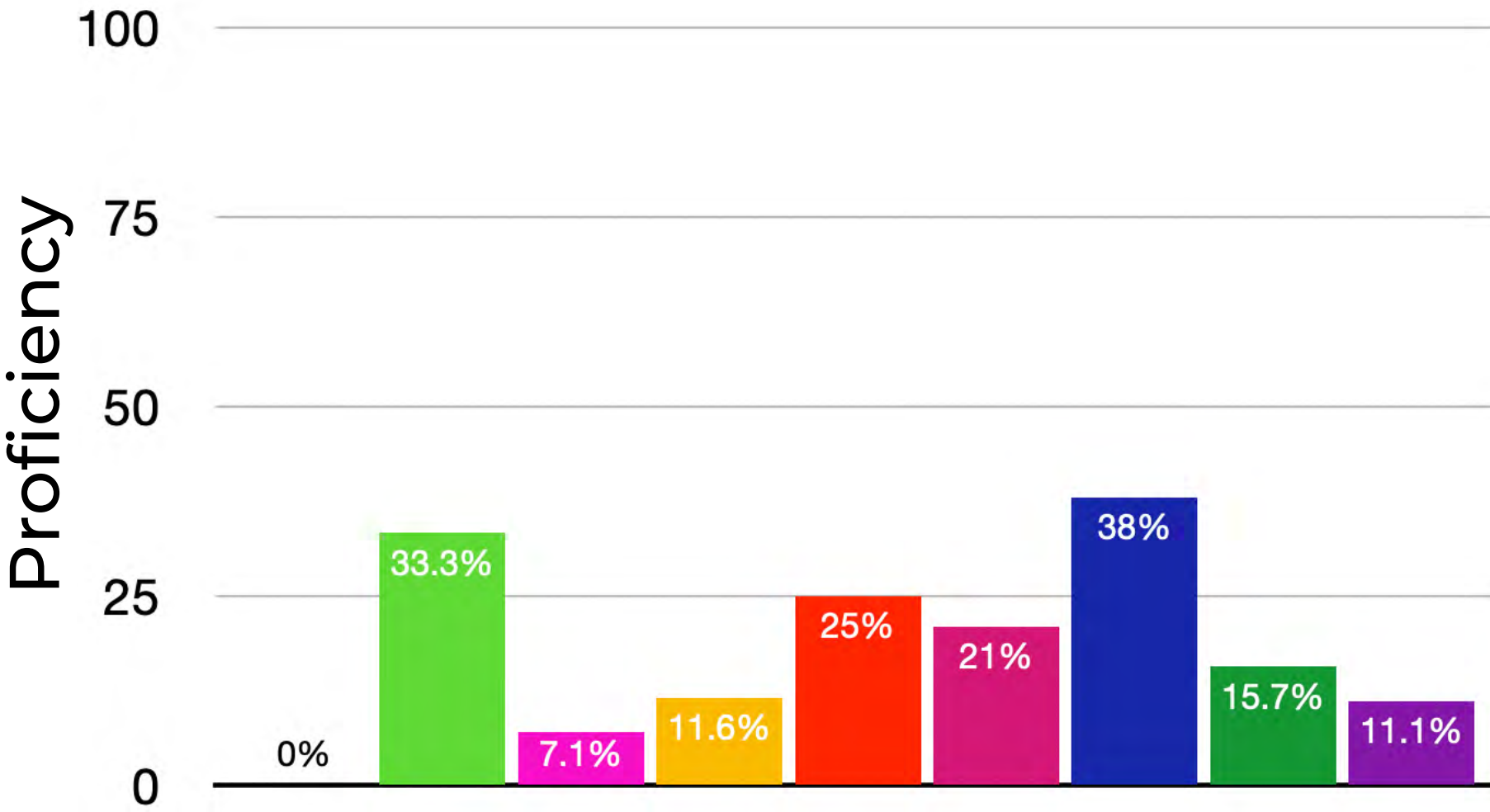


Potential TSI Trigger

Subgroup	N Size ELA Proficiency	ELA Proficiency	N Size Math Proficiency	Math Proficiency	N Size ELA AGP	ELA AGP	N Size Math AGP	MATH AGP	N Size ELA GAP	ELA GAP	N Size Math GAP	MATH GAP
American Indian	1	100.0	1	0.0	1	100.0	1	0.0	0	n/a	1	0.0
Asian	15	60.0	15	33.3	13	53.8	13	38.4	6	16.6	5	40.0
Black	42	47.6	42	7.1	29	48.2	29	17.2	19	36.8	25	16.0
Hispanic	135	37.7	137	11.6	89	37.0	91	16.4	62	35.4	63	17.4
Multirace	40	55.0	40	25.0	25	52.0	25	24.0	8	37.5	14	21.4
Pacific Islander	18	61.1	19	21.0	10	40.0	11	45.4	5	40.0	5	60.0
White	122	55.7	126	38.0	81	58.0	83	50.6	37	64.8	46	50.0
EL	19	10.5	19	15.7	13	15.3	13	15.3	11	18.1	11	9.0
SPED	70	22.8	72	11.1	42	38.0	43	18.6	37	35.1	37	16.2

*Please be aware, this graph does not include potential TSI triggers for the following groups/categories:
MGP, FRL, WIDA, Chronic Absenteeism, or RBG3

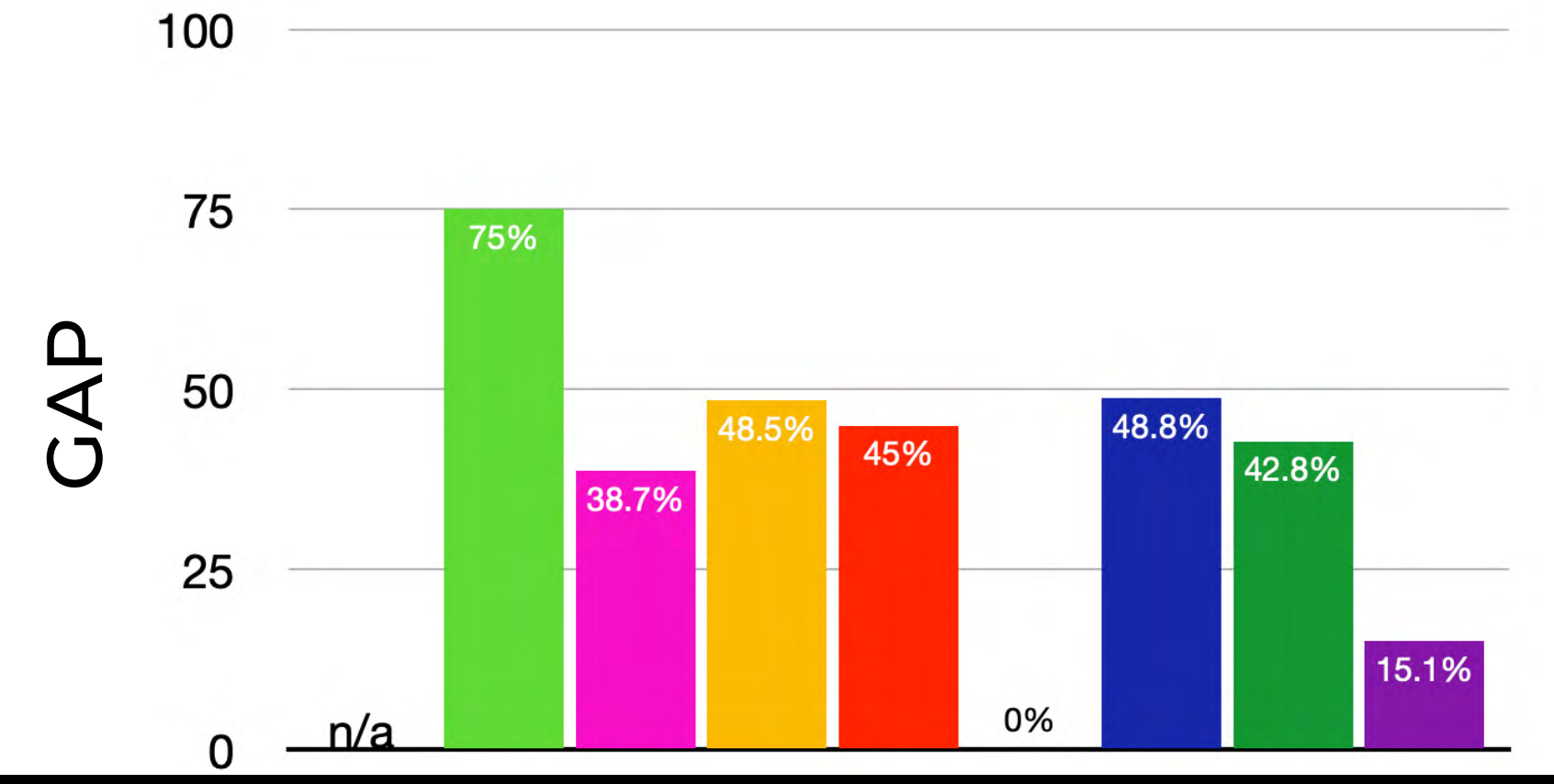
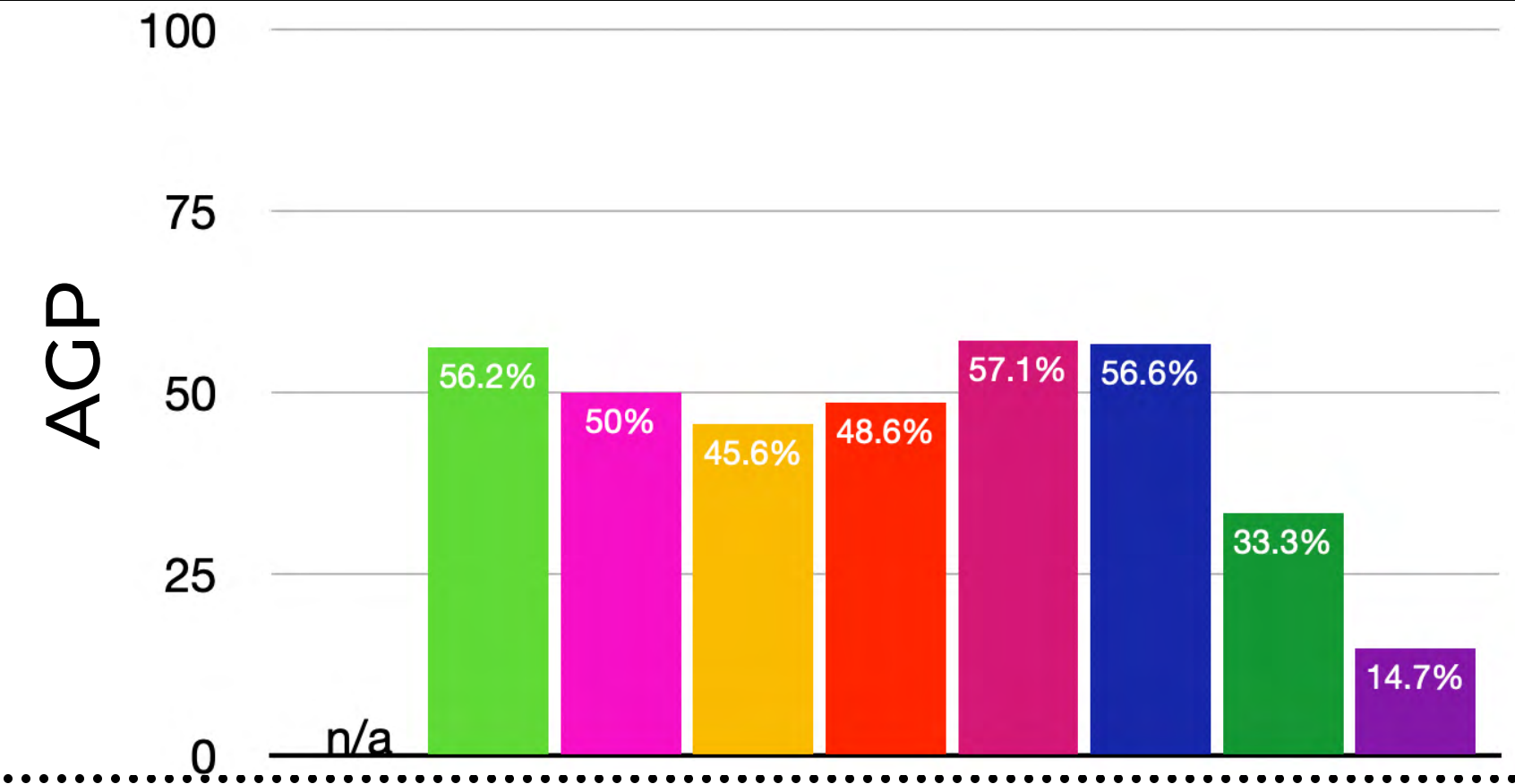
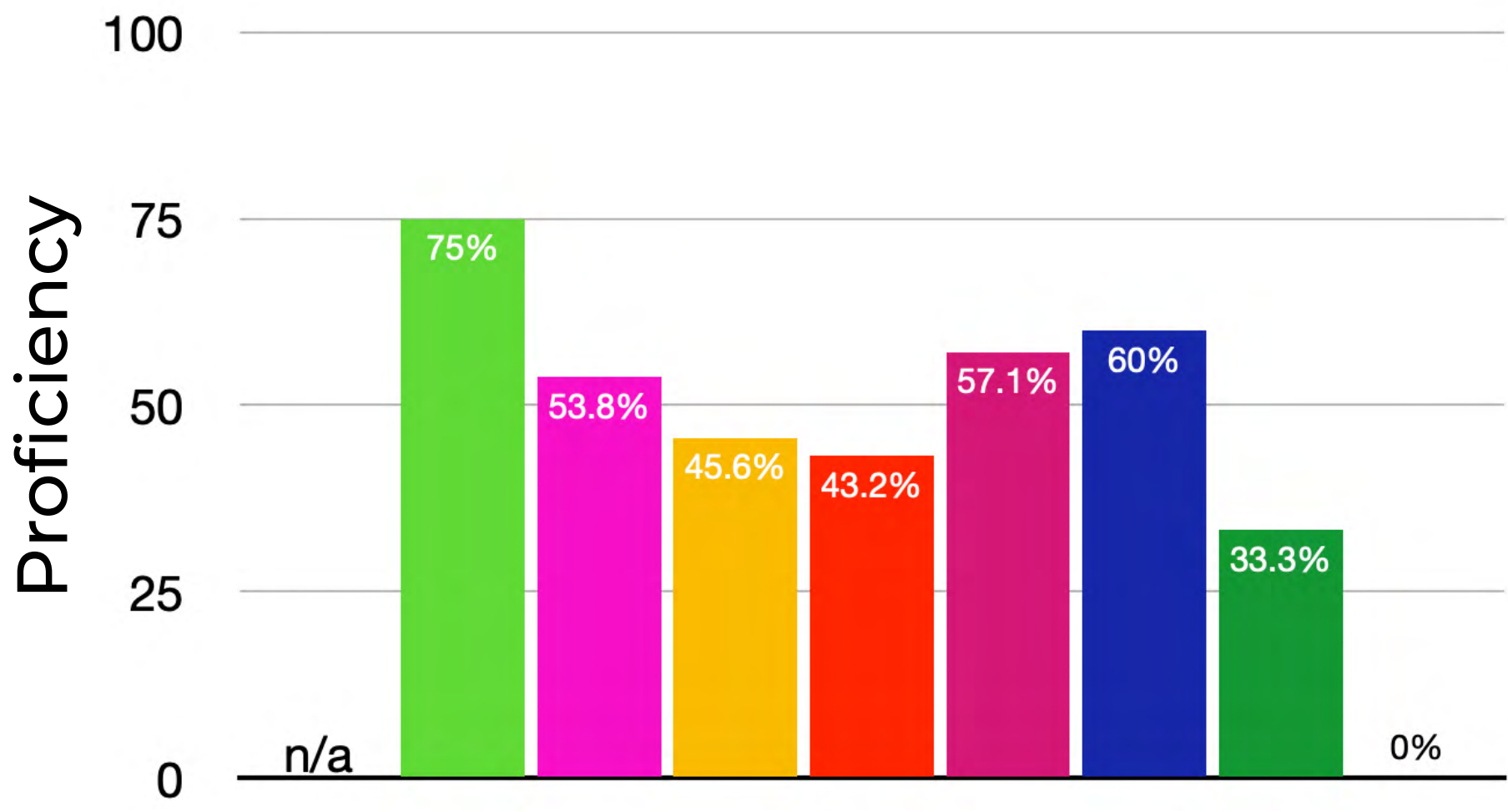


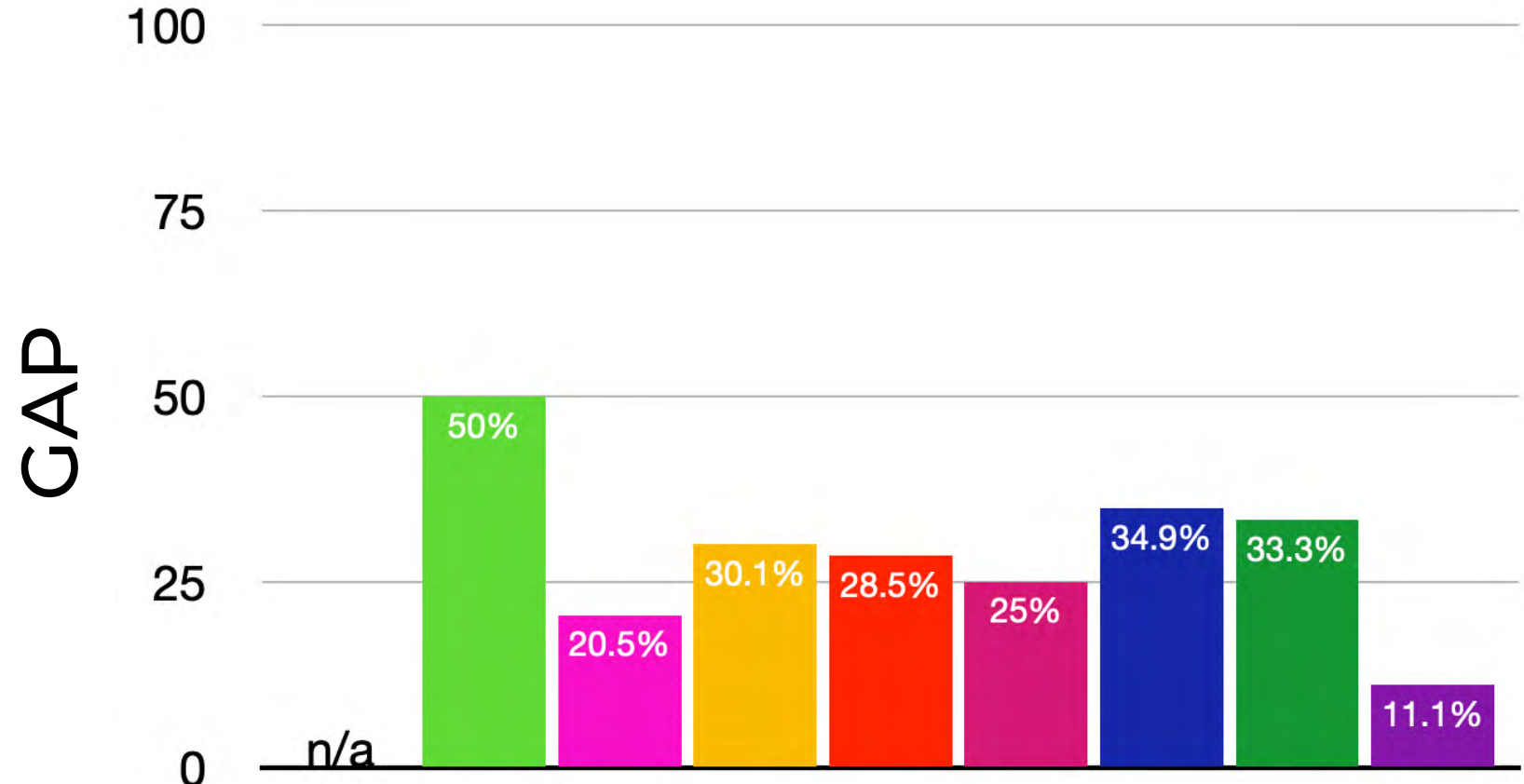
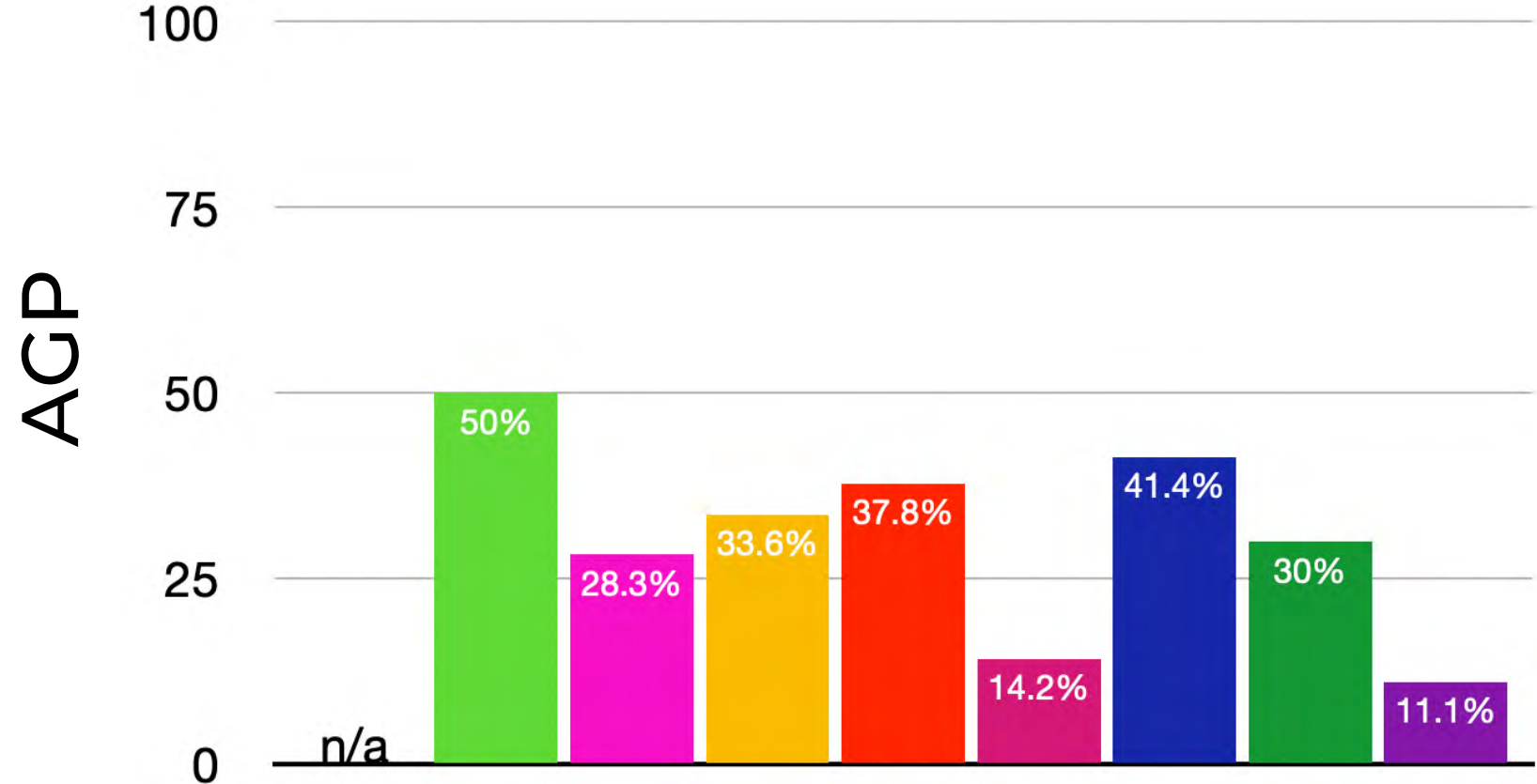
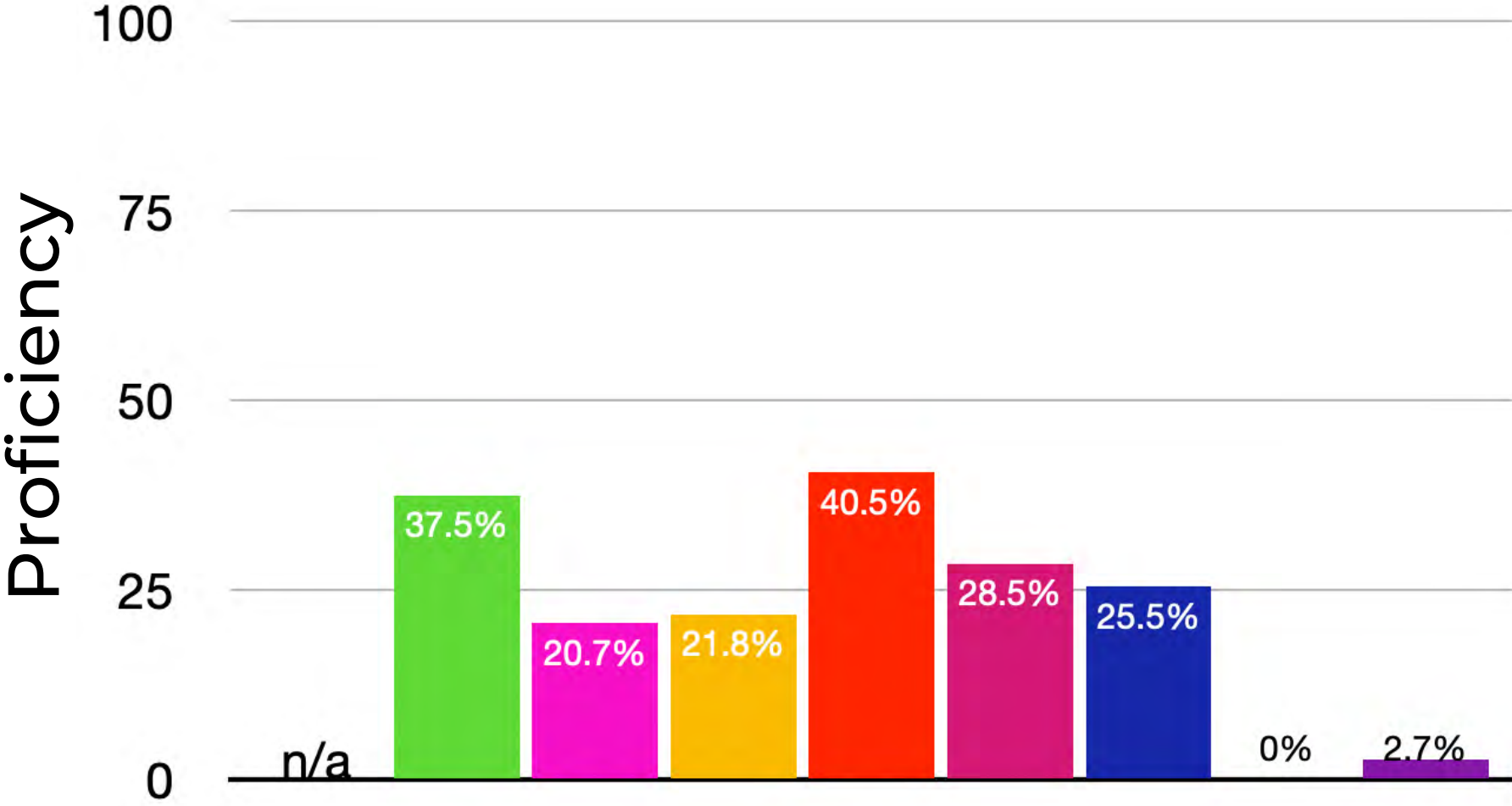


Potential TSI Trigger

Subgroup	N Size ELA Proficiency	ELA Proficiency	N Size Math Proficiency	Math Proficiency	N Size ELA AGP	ELA AGP	N Size Math AGP	MATH AGP	N Size ELA GAP	ELA GAP	N Size Math GAP	MATH GAP
American Indian	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
Asian	16	75.0	16	37.5	16	56.2	16	50.0	4	75.0	8	50.0
Black	52	53.8	53	20.7	52	50.0	53	28.3	31	38.7	39	20.5
Hispanic	116	45.6	119	21.8	116	45.6	119	33.6	70	48.5	93	30.1
Multirace	37	43.2	37	40.5	37	48.6	37	37.8	20	45.0	21	28.5
Pacific Islander	7	57.1	7	28.5	7	57.1	7	14.2	2	0.0	4	25.0
White	90	60.0	94	25.5	90	56.6	94	41.4	45	48.8	63	34.9
EL	9	33.3	10	0.0	9	33.3	10	30.0	7	42.8	9	33.3
SPED	34	0.0	36	2.7	34	14.7	36	11.1	33	15.1	36	11.1

*Please be aware, this graph does not include potential TSI triggers for the following groups/categories:
MGP, FRL, WIDA, Chronic Absenteeism, Academic Learning Plans, or 8th Grade Sufficiency





**This represents the trajectory of your predicted index score based on NDE's current plan for testing/reporting.*



MID YEAR REPORT CARD PREDICTION

Somerset Aliante - 2020-21

SCHOOL LEVEL: **ELEMENTARY**
 ASSESSMENT: **IREADY**

ACADEMIC ACHIEVEMENT	7/25 POINTS
MATH PROFICIENCY	22.6%
ELA PROFICIENCY	48.7%
SCIENCE PROFICIENCY	25.3% <i>Used 2018-19 results as possible indicator</i>
POOLED PROFICIENCY	33.9% 4/20 POINTS
READ BY GRADE 3	42.4% 3/5 POINTS
STUDENT GROWTH <i>(Only 5th grade reported)</i>	6.5/35 POINTS
MATH MGP	30 1/10 POINTS
ELA MGP	36 2/10 POINTS
MATH AGP	23.4% 1/7.5 POINTS
ELA AGP	43.3% 2.5/7.5 POINTS
ENGLISH LANGUAGE	4/10 POINTS
ELPA	<i>Used 2019-20 WIDA results as a possible indicator</i>
CLOSING OPPORTUNITY GAPS <i>(Only 5th grade reported)</i>	8/20 POINTS
MATH	19.1% 2/10 POINTS
ELA	40.9% 6/10 POINTS
STUDENT ENGAGEMENT	N/A OF 10 POINTS
CHRONIC ABSENTEEISM	<i>Will not be reported in 2020-21</i>



MID YEAR REPORT CARD PREDICTION

Somerset Aliante - 2020-21

SCHOOL LEVEL: **ELEMENTARY**
 ASSESSMENT: **IREADY**

ACADEMIC ACHIEVEMENT	7/25 POINTS
MATH PROFICIENCY	22.6%
ELA PROFICIENCY	48.7%
SCIENCE PROFICIENCY	24.6% <i>Used 2018-19 results as possible indicator</i>
POOLED PROFICIENCY	33.9% 4/20 POINTS
READ BY GRADE 3	42.4% 3/5 POINTS
STUDENT GROWTH	10/35 POINTS
MATH MGP	31 1/10 POINTS
ELA MGP	41 3/10 POINTS
MATH AGP	30.8% 2.5/7.5 POINTS
ELA AGP	47.9% 3.5/7.5 POINTS
ENGLISH LANGUAGE	4/10 POINTS
ELPA	<i>Used 2019-20 WIDA results as a possible indicator</i>
CLOSING OPPORTUNITY GAPS	12/20 POINTS
MATH	28.9% 5/10 POINTS
ELA	43.0% 7/10 POINTS
STUDENT ENGAGEMENT	N/A OF 10 POINTS
CHRONIC ABSENTEEISM	<i>Will not be reported in 2020-21</i>



MID YEAR REPORT CARD PREDICTION

Somerset Aliante - 2020-21

SCHOOL LEVEL: **MIDDLE SCHOOL**
 ASSESSMENT: **IREADY**

ACADEMIC ACHIEVEMENT	14/25 POINTS
MATH PROFICIENCY	25.7%
ELA PROFICIENCY	52.5%
SCIENCE PROFICIENCY	40.9% <i>Used 8th Prof. as possible indicator</i>
POOLED PROFICIENCY	39.2% 14/25 POINTS
STUDENT GROWTH	19/30 POINTS
MATH MGP	52 6/10 POINTS
ELA MGP	51 6/10 POINTS
MATH AGP	35.8% 4/5 POINTS
ELA AGP	50.6% 3/5 POINTS
ENGLISH LANGUAGE	N/A OF 10 POINTS
ELPA	<i>Minimum 10 needed</i>
CLOSING OPPORTUNITY GAPS	20/20 POINTS
MATH	30.2% 10/10 POINTS
ELA	46.5% 10/10 POINTS
STUDENT ENGAGEMENT	5 OF 5 POINTS
C. ABSENTEEISM/NAC/LEARNING PLANS	<i>C.A. will not be reported in 2020-21</i>

Road to 5 Stars

SOMERSET ALIANTE



Prepared by

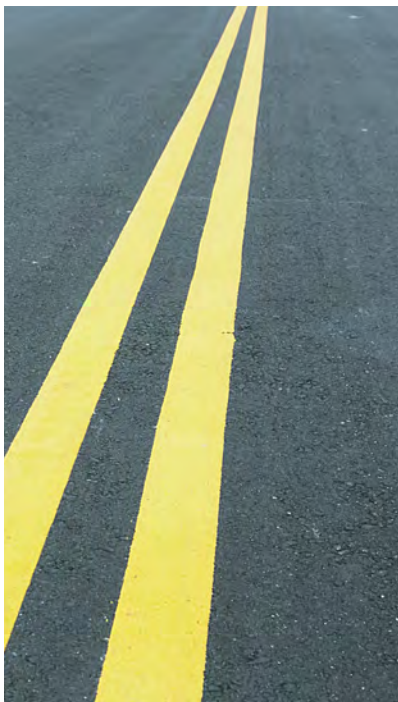
ELAINE KELLEY, PRINCIPAL
& ALIANTE ADMINISTRATION

GOALS



1. To achieve 5 star status in the elementary school
2. To maintain 5 star status in the middle school

ROAD TO 5 STARS



The destination: 5 star status at Somerset Aliante at the elementary and middle school levels. The roadmap to our destination is provided in this proposal and is based on analysis of our current status and trajectory. It should be noted that our proposal includes realistic, yet rigorous benchmark goals for the next 5 years but that these goals will need to be revisited each year upon receiving the results of state testing. Updates should also be considered when, and if, there are any dramatic shifts in student population (ex. an enrollment increase). Progress towards goals should be observed through monitoring student interim assessment data (i.e. NWEA Map, iReady, etc.)

Current Status

Most recent star ratings and state testing performance (2018-2019 school year). A status update will be provided upon analyzing our Fall 2020 Interim assessment data.

Elementary

Middle School

Somerset Aliante School Year 2018-2019 Nevada School Rating

School Level: Elementary School
Grade Levels: 0K-08
District: State Public Charter School Authority
School Address: 6475 Valley Drive North Las Vegas, NV 89048

49
Total Index Score

School Type: Charter SPCSA
School Designation: No Designation
95% Assessment Participation: Met

Student Race/Ethnicity

White	33.3%
Blk/Afr Am	10.6%
Hisp/Latino	36.7%
Asian	5%
Am Ind/AK Nat	0.4%
Pac Isl	3.2%
Two or More	10%

School Performance History

School Year	Index Score	Star Rating
2017-2018	N/A	N/A
2016-2017	N/A	N/A

Alternative Student Groups

Eng Lnrs	0%
Stud w/Disab	0%
Econ Disadv	0%

What does my school rating mean?
Two-Star school: identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

How are school star ratings determined?
 Schools receive points based on student performance across various indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

2018-2019 School Performance

Measure	School Rate	District Rate
Pooled Proficiency	48.6	54
Math Proficiency	50	54.5
ELA Proficiency	54.5	60.1
Science Proficiency	24.6	34.7
Read-by-Grade-3 Proficiency	55	56.7

Measure	School Rate	District Rate
Met EL AGP Target	60	56.7

Measure	School Rate	District Rate
Chronic Absenteeism	6.7	8
Climate Survey Participation	97	N/A

Somerset Aliante School Year 2018-2019 Nevada School Rating

School Level: Middle School
Grade Levels: 0K-08
District: State Public Charter School Authority
School Address: 6475 Valley Drive North Las Vegas, NV 89048

82.7
Total Index Score

School Type: Charter SPCSA
School Designation: No Designation
95% Assessment Participation: Met

Student Race/Ethnicity

White	30.3%
Blk/Afr Am	14.8%
Hisp/Latino	30.3%
Asian	6.5%
Am Ind/AK Nat	1.3%
Pac Isl	3.7%
Two or More	12.9%

School Performance History

School Year	Index Score	Star Rating
2017-2018	N/A	N/A
2016-2017	N/A	N/A

Alternative Student Groups

Eng Lnrs	0%
Stud w/Disab	0%
Econ Disadv	0%

What does my school rating mean?
Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five-star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are star ratings determined based on total index score?

Below 29	★
At or above 29 but less than 50	★★
At or above 50 and less than 70	★★★
At or above 70 and less than 80	★★★★
At or above 80	★★★★★

How are school star ratings determined?
 Schools receive points based on student performance across various indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

2018-2019 School Performance

Measure	School Rate	District Rate
Pooled Proficiency	47.8	50.2
Math Proficiency	40.2	42.6
ELA Proficiency	55.6	59.6
Science Proficiency	N/A	44.7

Measure	School Rate	District Rate
Met EL AGP Target	N/A	38.3

Measure	School Rate	District Rate
Chronic Absenteeism	3.6	7.9
Academic Learning Plans	100	99.5
8th Grade Credit Requirements	N/A	92.7
Climate Survey Participation	98.5	N/A

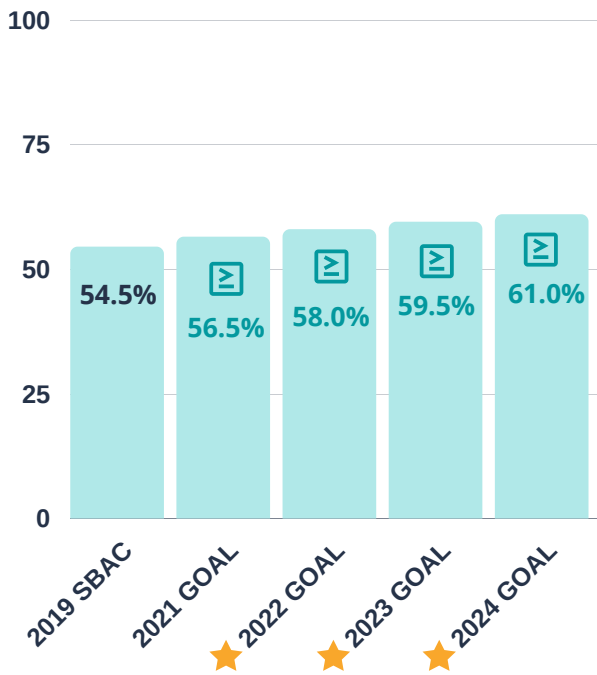
Academic Achievement

Below are performance benchmark goals for the next 5 years. Proficiency is historically the area that sees the smallest increases, even when coupled with high growth, especially at higher initial proficiency levels.

We do not know definitively what will happen with testing, but the following goals would be based on taking SBAC this Spring. This would mean that academic achievement data would be available but growth/ratings would not be available until 2022.

★ = Next potential rated year

Elementary ELA

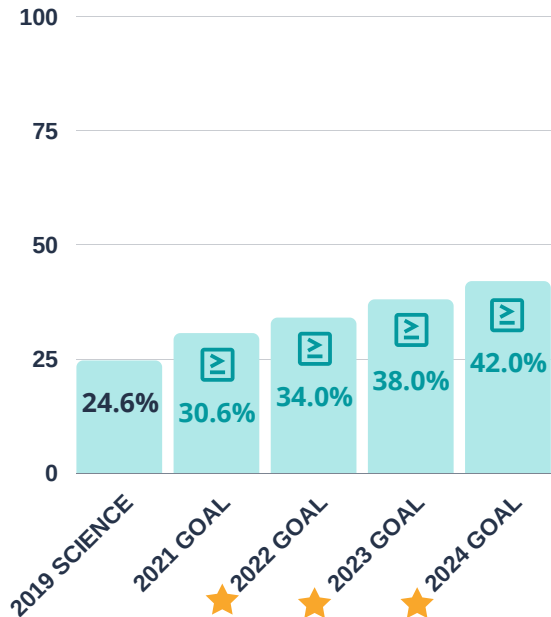


Elementary Math



* Though there is a 2 year gap between 2019 & 2021, a minimal benchmark increase was selected for ELA & Math. This is due to early research which anticipates an average academic loss of 1 instructional year for each student as a result of quarantine during the COVID-19 epidemic.

Elementary Science



Growth Indicators

Student growth percentiles represent a Somerset student's growth compared to their academic peers across Nevada. The target median should not gradually increase but rather always strive to be greater than or equal to 65.

Student growth indicators require 2 consecutive years of testing so the next likely year where this data would be received for SBAC would be in 2022. To track 2021 progress towards growth goals, interim data would need to be utilized.

★ = Next potential rated year

Elementary ELA

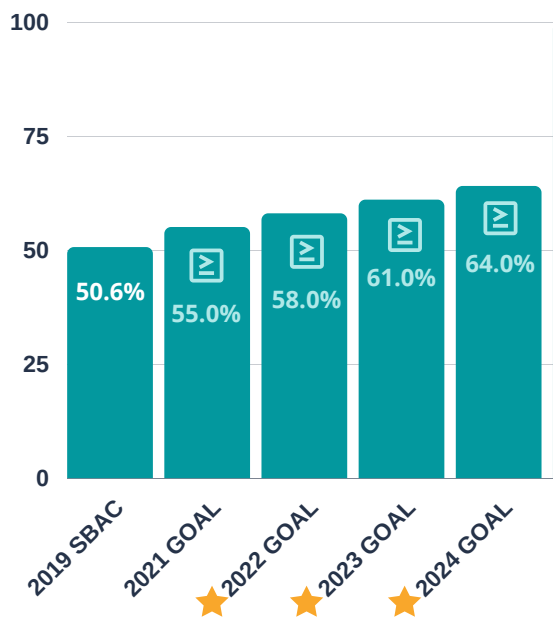
- 43** = 2019 ELA MGP
- ≥ 50** = 2021 ELA MGP Goal
- ≥ 65** = 2022-2024 ELA MGP Goal

Elementary Math

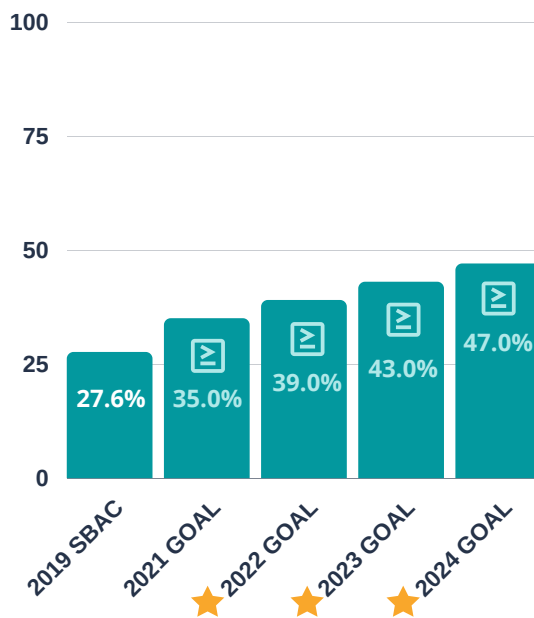
- 37** = 2019 Math MGP
- ≥ 50** = 2021 Math MGP Goal
- ≥ 65** = 2022-2024 Math MGP Goal

Adequate Growth Percentiles (AGP) reflects the percentage of students who hit their individual growth targets. Targets are based on either obtaining or maintaining proficiency. The higher the proficiency levels, the lower and more achievable the targets.

Elementary ELA



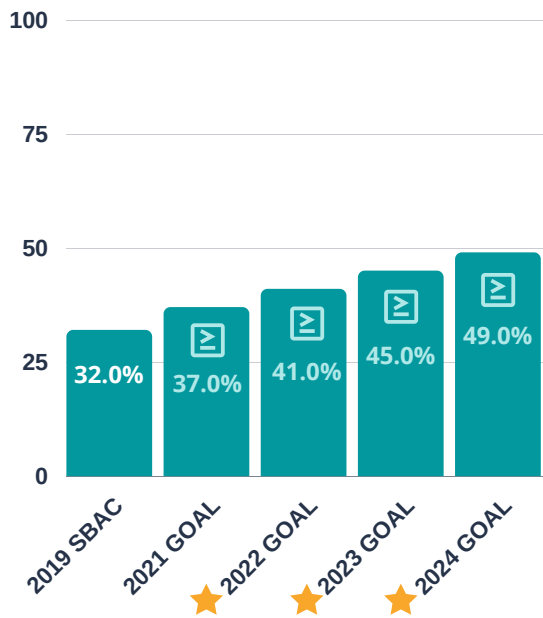
Elementary Math



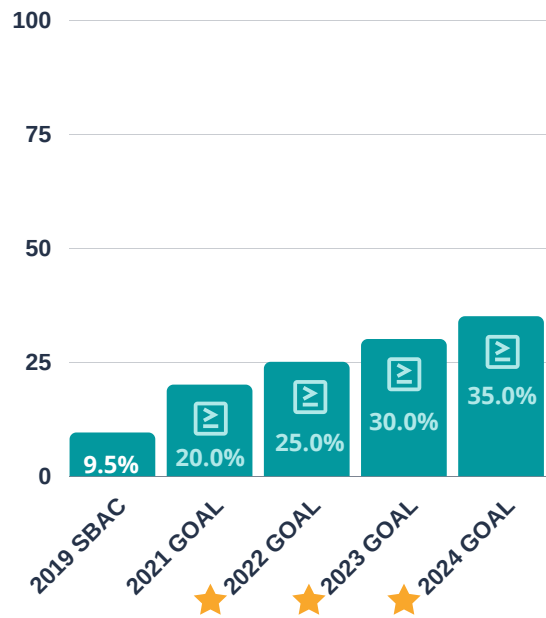
Closing Opportunity Gaps

The Closing Opportunity Gaps indicator reflects the percentage of non-proficient students hitting their individual growth targets (AGP). Students do not necessarily have to achieve proficiency in order to hit their target, so rigorous improvements can be realistic goals.

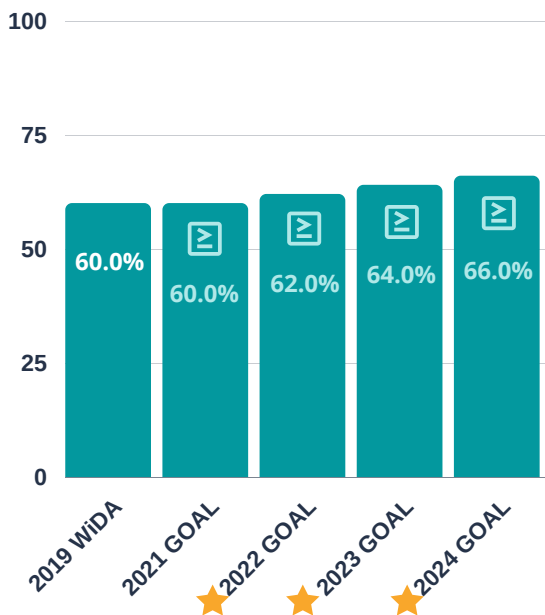
Elementary ELA



Elementary Math



EL Proficiency



Student Engagement

- 6.7% = 2019 Chronic Absenteeism %
- ≤ 6% = 2021 Goal
- < 5% = 2022-24 Goal

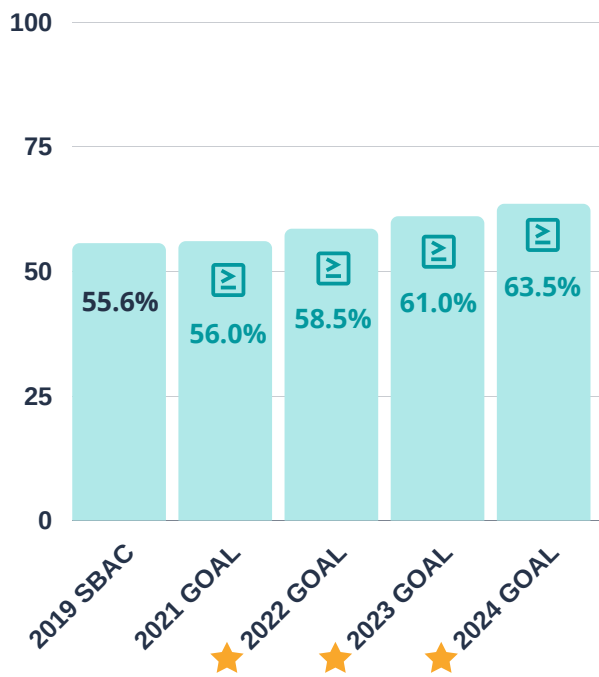
Academic Achievement

Below are performance benchmark goals for the next 5 years. Proficiency is historically the area that sees the smallest increases, even when coupled with high growth, especially at higher initial proficiency levels.

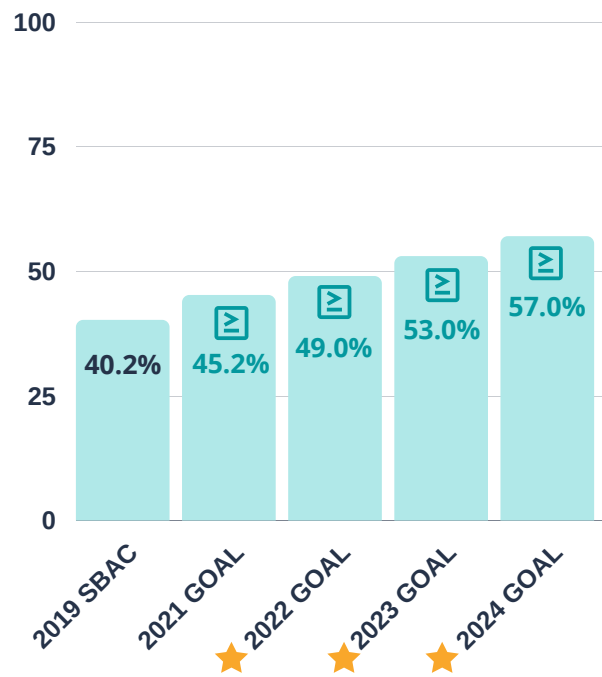
We do not know definitively what will happen with testing, but the following goals would be based on taking SBAC this Spring. This would mean that academic achievement data would be available but growth/ratings would not be available until 2022.

★ = Next potential rated year

Middle School ELA

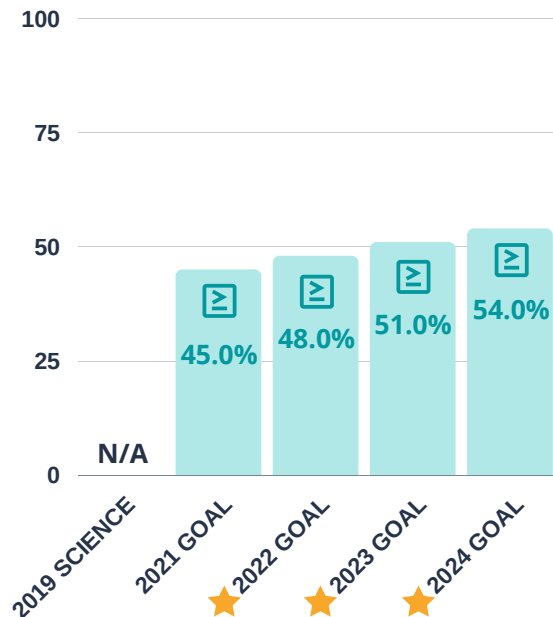


Middle School Math



* Though there is a 2 year gap between 2019 & 2021, a minimal benchmark increase was selected for ELA & Math. This is due to early research which anticipates an average academic loss of 1 instructional year for each student as a result of quarantine during the COVID-19 epidemic.

Middle School Science



Growth Indicators

Student growth percentiles represent a Somerset student's growth compared to their academic peers across Nevada. The target median should not gradually increase but rather always strive to be greater than or equal to 65.

Student growth indicators require 2 consecutive years of testing so the next likely year where this data would be received for SBAC would be in 2022. To track 2021 progress towards growth goals, interim data would need to be utilized.

★ = Next potential rated year

Middle School ELA

52

= 2019 ELA MGP

≥ 65

= 2021-2024 ELA MGP Goal

Middle School Math

55

= 2019 Math MGP

≥ 65

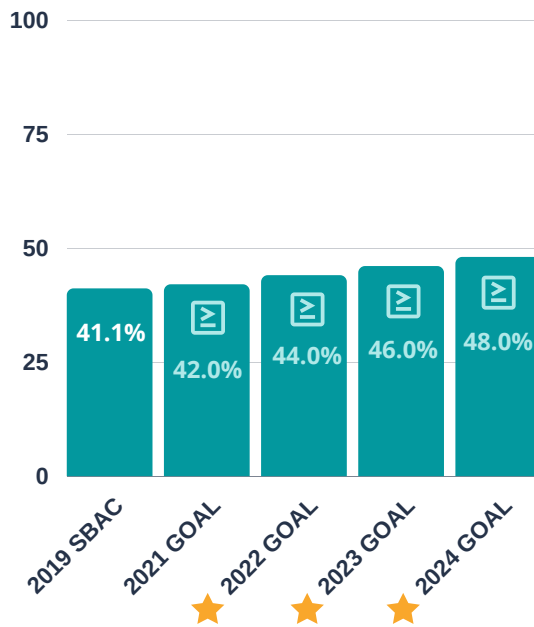
= 2021-2024 Math MGP Goal

Adequate Growth Percentiles (AGP) reflects the percentage of students who hit their individual growth targets. Targets are based on either obtaining or maintaining proficiency. The higher the proficiency levels, the lower and more achievable the targets.

Middle School ELA



Middle School Math

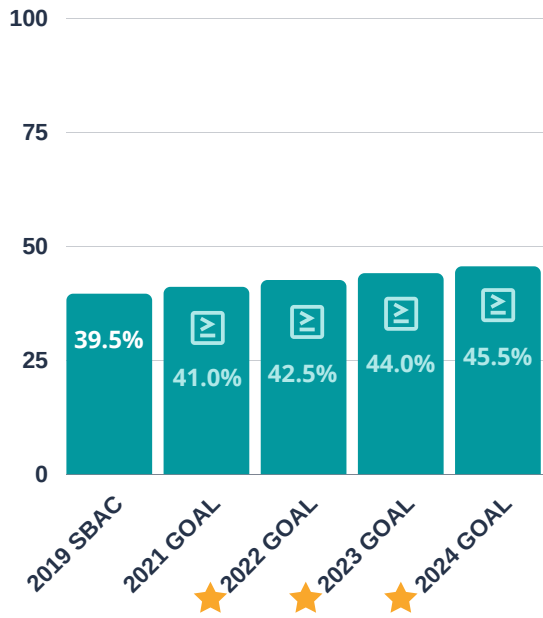


Closing Opportunity Gaps

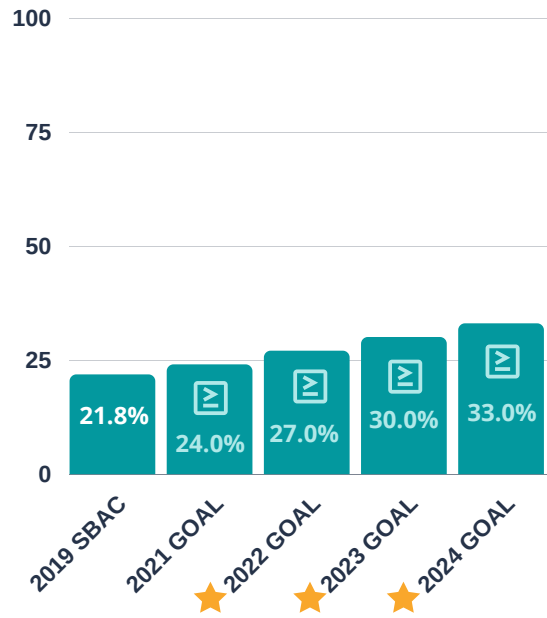
The Closing Opportunity Gaps indicator reflects the percentage of non-proficient students hitting their individual growth targets (AGP). Students do not necessarily have to achieve proficiency in order to hit their target, so rigorous improvements can be realistic goals.

★ = Next potential rated year

Middle School ELA



Middle School Math



Student Engagement

3.6% = 2019 Chronic Absenteeism %

<5% = 2021-24 Goal

Elementary Implementation Strategies for 2020-21



Below are some of the major instructional implementation strategies for each indicator in the 2020-21 school year:

Recommended that each strategy have an in-person & online implementation approach:

1. Academic Achievement/Growth Medians:

ELA

* We have purchased i-Ready as an extra diagnostic assessment and intervention support for our K-8th teachers and students. Our teachers have already been through multiple staff development trainings in order to ensure they understand the benefits and can carry out the program with fidelity.

* We have hired a literacy specialist which is supporting our teachers with the RBG3 requirements and providing them with literacy supports.

1. 4th and 5th Grade Departmentalization
2. 4th and 5th Intervention Specialists
3. Standards-based Instruction/Assessment
4. MAP fall/winter/spring
5. SBAC data
6. RTI

MATH

* We have purchased i-Ready as an extra diagnostic assessment and intervention support for our K-8th teachers and students. Our teachers have already been through multiple staff development trainings in order to ensure they understand the benefits and can carry out the program with fidelity.

* We extended our school day for our 5th grade students by 30 minutes to include an intervention/extension time for our students. Based on the SBAC scores, we also identified math as a specific area for improvement so we extended their math block from 70 to 100 minutes.

Elementary Implementation Strategies for 2020-21



1. 4th and 5th Grade Departmentalization
2. 4th and 5th Intervention Specialists
3. Standards-based Instruction/Assessment
4. MAP fall/winter/spring
5. SBAC data
6. RTI

SCIENCE

1. 4th and 5th Grade Departmentalization
2. StemScopes Implementation

GROWTH/DIFFERENTIATED INSTRUCTION

1. iReady – students work at their own levels based on assessment data
2. Wonders—scaffolding/differentiation embedded in curriculum and instruction

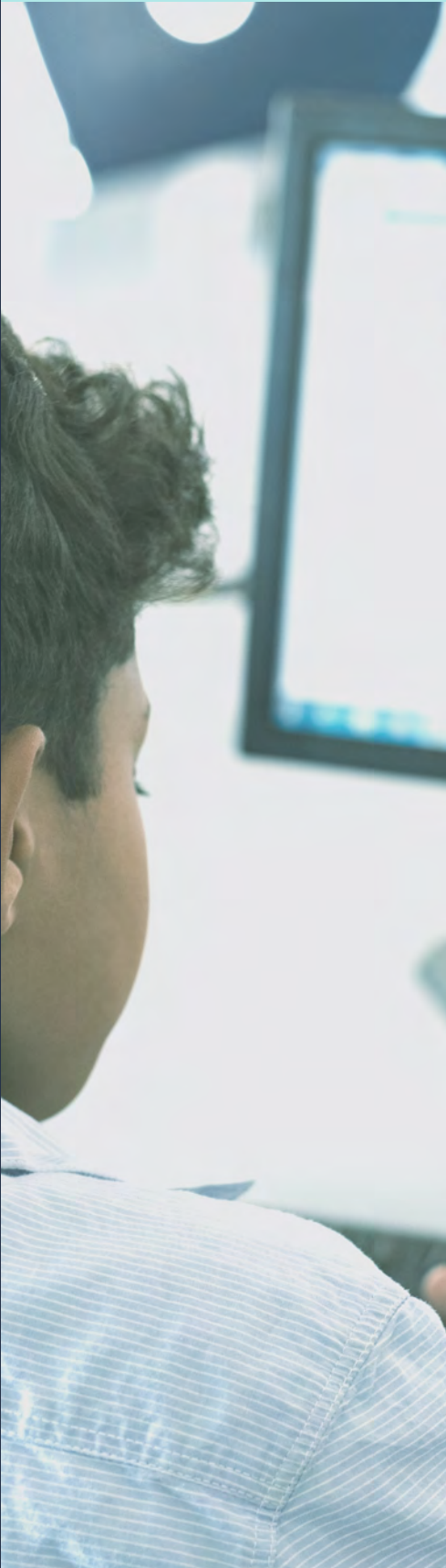
CLOSING OPPORTUNITY GAPS

1. Personalize learning as needed and appropriate
2. Present topics that are socially relevant and address social/emotional needs of the student as appropriate

CHRONIC ABSENTEEISM

1. Consistent monitoring
2. Consistent contact with parents

MS Implementation Strategies for 2020-21



Recommended that each strategy have an in-person & online implementation approach:

1. Academic Achievement/Growth Medians:

ELA

* We added 3 periods of math foundations classes and 1 period of ELA foundations to our middle school schedule to support our middle school students (previous 5th graders) who did not pass SBAC last year.

* We have built in a 25 minute intervention/extension time for our middle school students (last year's 5th grade students).

* We have purchased i-Ready as an extra diagnostic assessment and intervention support for our K-8th teachers and students. Our teachers have already been through multiple staff development trainings in order to ensure they understand the benefits and can carry out the program with fidelity.

1. Standards-based Instruction and Assessment
2. RTI
3. MAP fall/winter/spring SBAC data

MATH

* We added 3 periods of math foundations classes and 1 period of ELA foundations to our middle school schedule to support our middle school students (previous 5th graders) who did not pass SBAC last year.

* We have built in a 25 minute intervention/extension time for our middle school students (last year's 5th grade students).

* We have purchased i-Ready as an extra diagnostic assessment and intervention support for our K-8th teachers and students. Our teachers have already been through multiple staff development trainings in order to ensure they understand the benefits and can carry out the program with fidelity.

1. Standards-based Instruction and Assessment
2. RTI
3. MAP fall/winter/spring
4. SBAC data

MS Implementation Strategies for 2020-21



SCIENCE

1. Standards-based Instruction and Assessment
2. StemScopes Implementation
3. Science Assessment Data

GROWTH/DIFFERENTIATED INSTRUCTION

1. iReady
2. Embedded Instruction

CLOSING OPPORTUNITY GAPS

1. Personalize learning as needed and appropriate
2. Present topics that are socially relevant and address social/emotional needs of the student as appropriate

CHRONIC ABSENTEEISM

1. Consistent monitoring
2. Consistent contact with parents

5 Star Timeline

ANTICIPATED RATINGS TIMELINE

Meeting each of the aforementioned benchmarks will put Somerset Aliante on the following timeline for achieving 5 Star status:

ELEMENTARY



MIDDLE SCHOOL



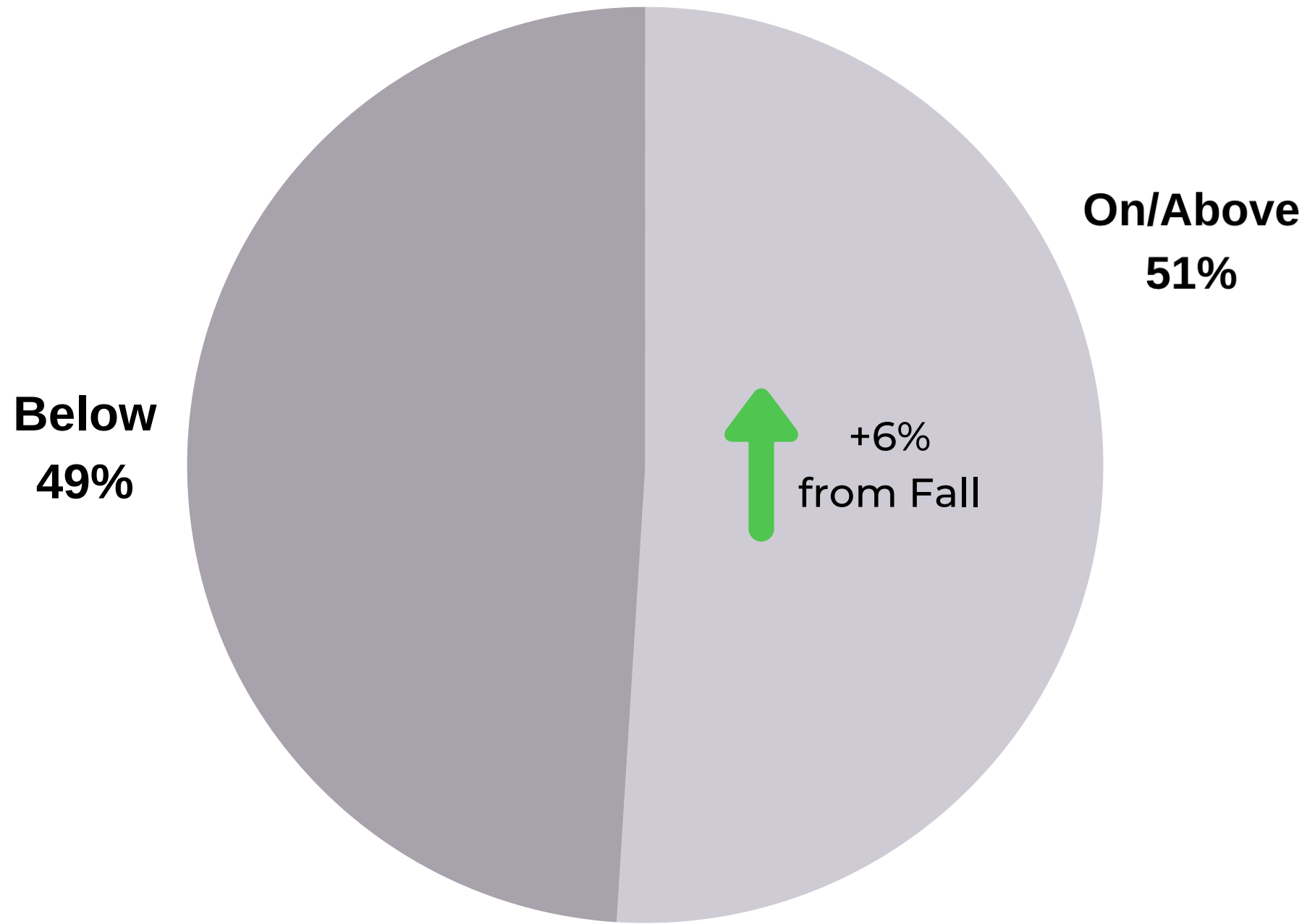
WINTER IREADY DATA



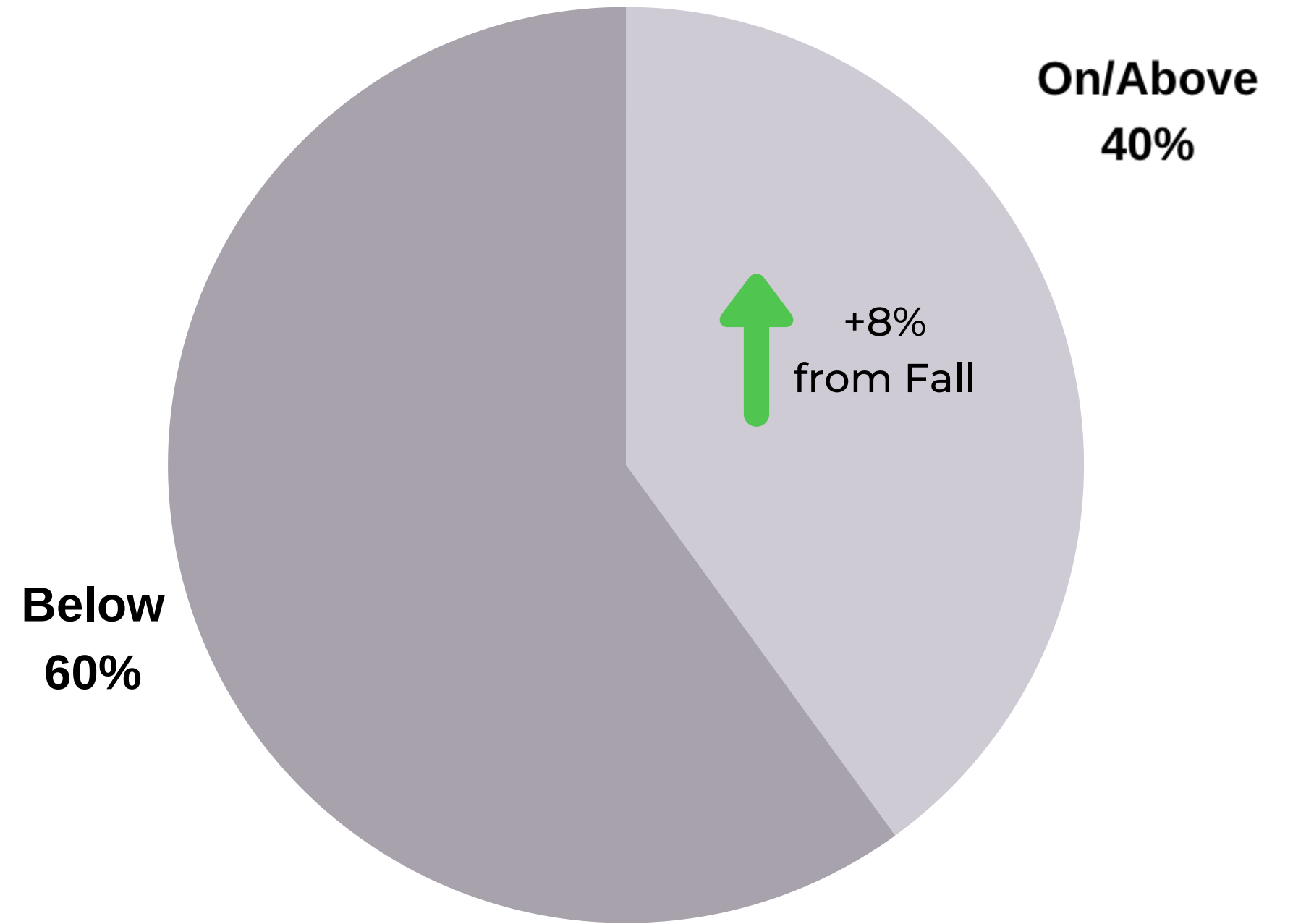
SOMERSET ACADEMY LONE MOUNTAIN

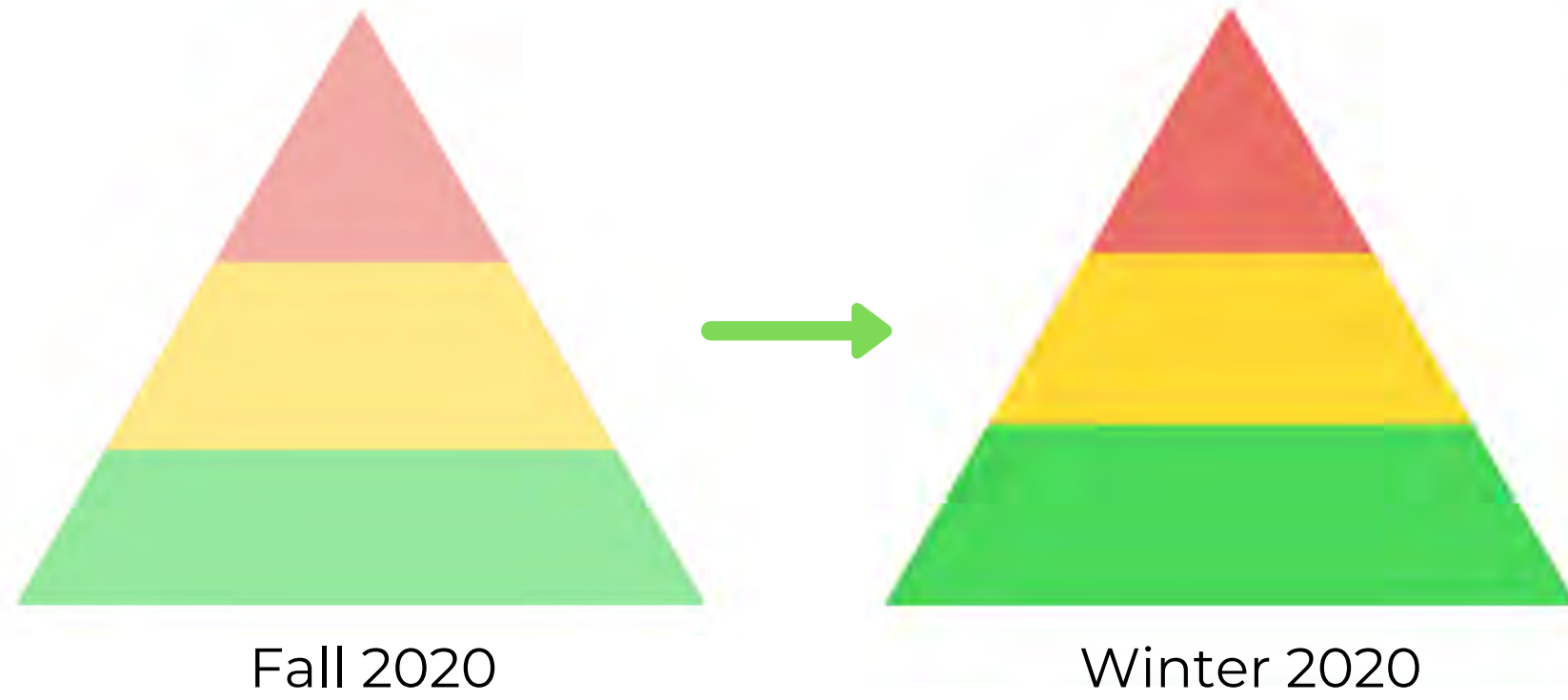
WINTER 2020

Reading % of Students at Grade Level



Math % of Students at Grade Level

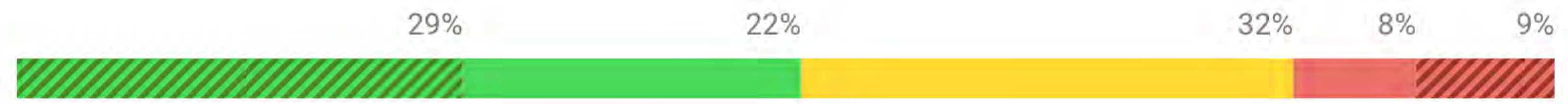
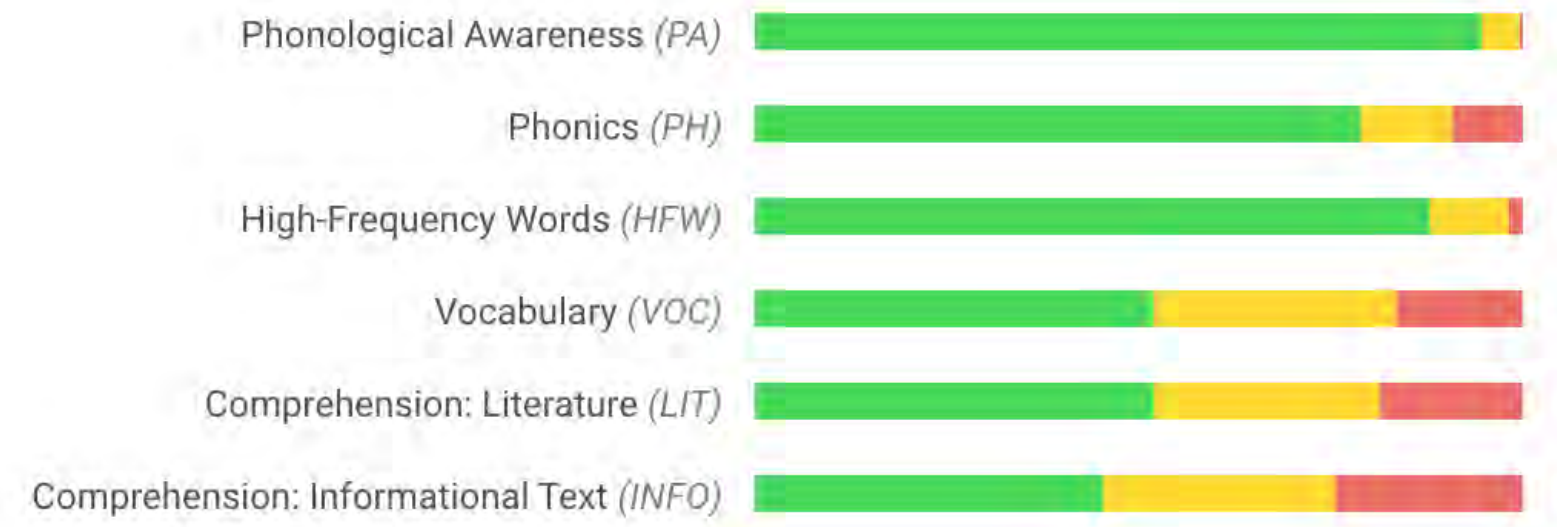




● **At Risk for Tier 3**
17%

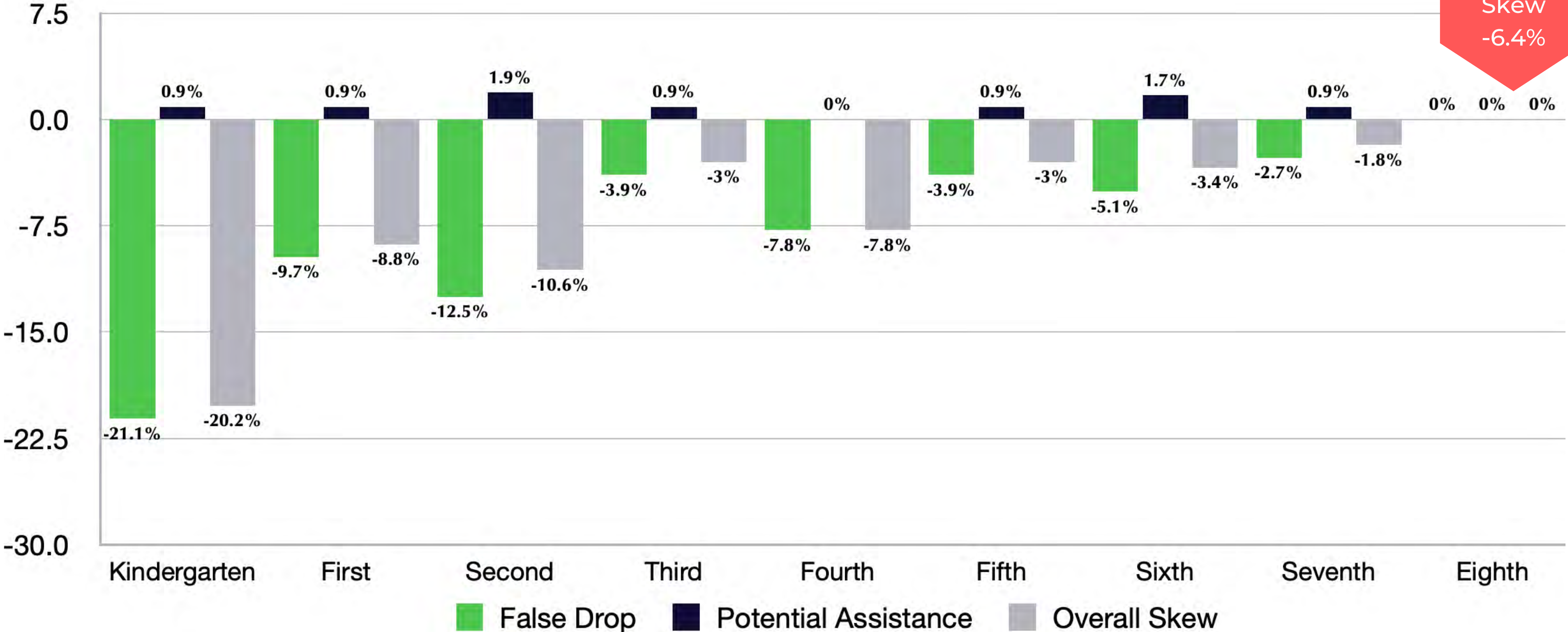
● **Tier 2**
32%

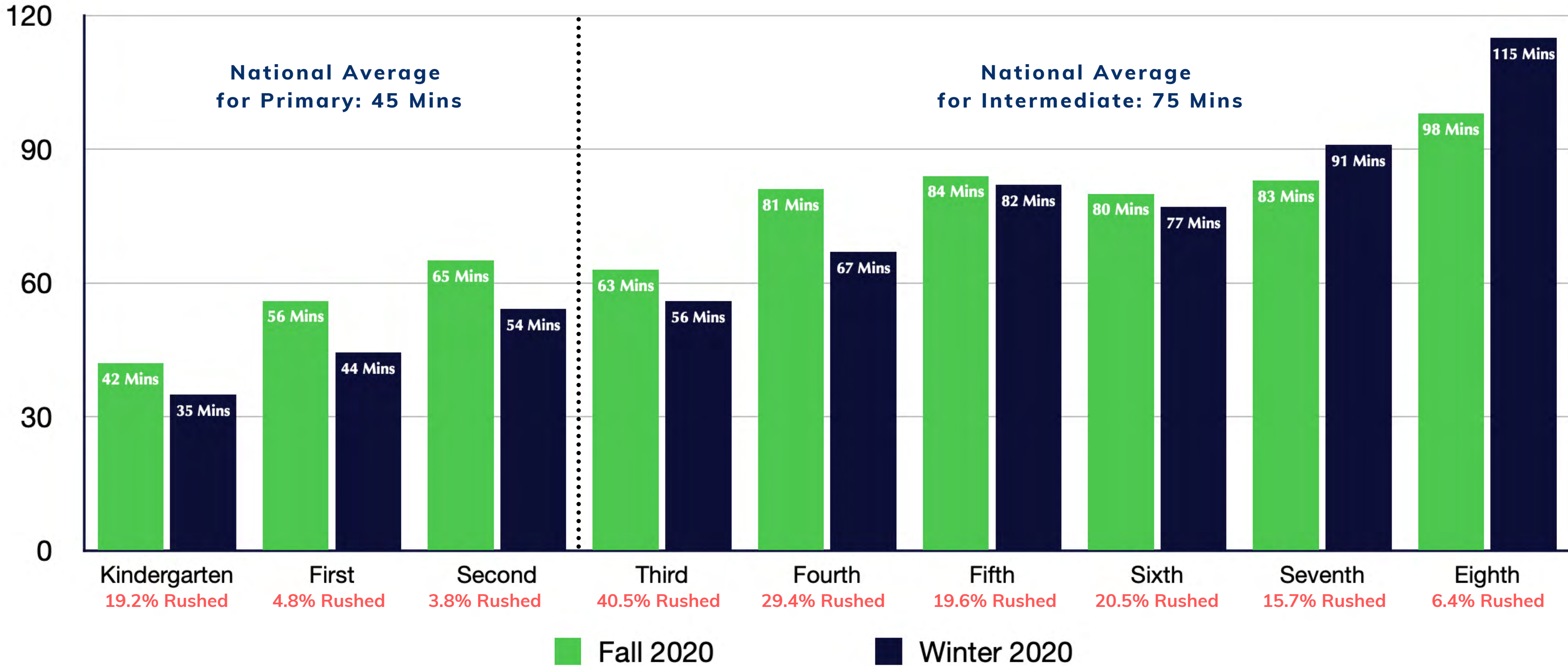
● **Tier 1**
51%



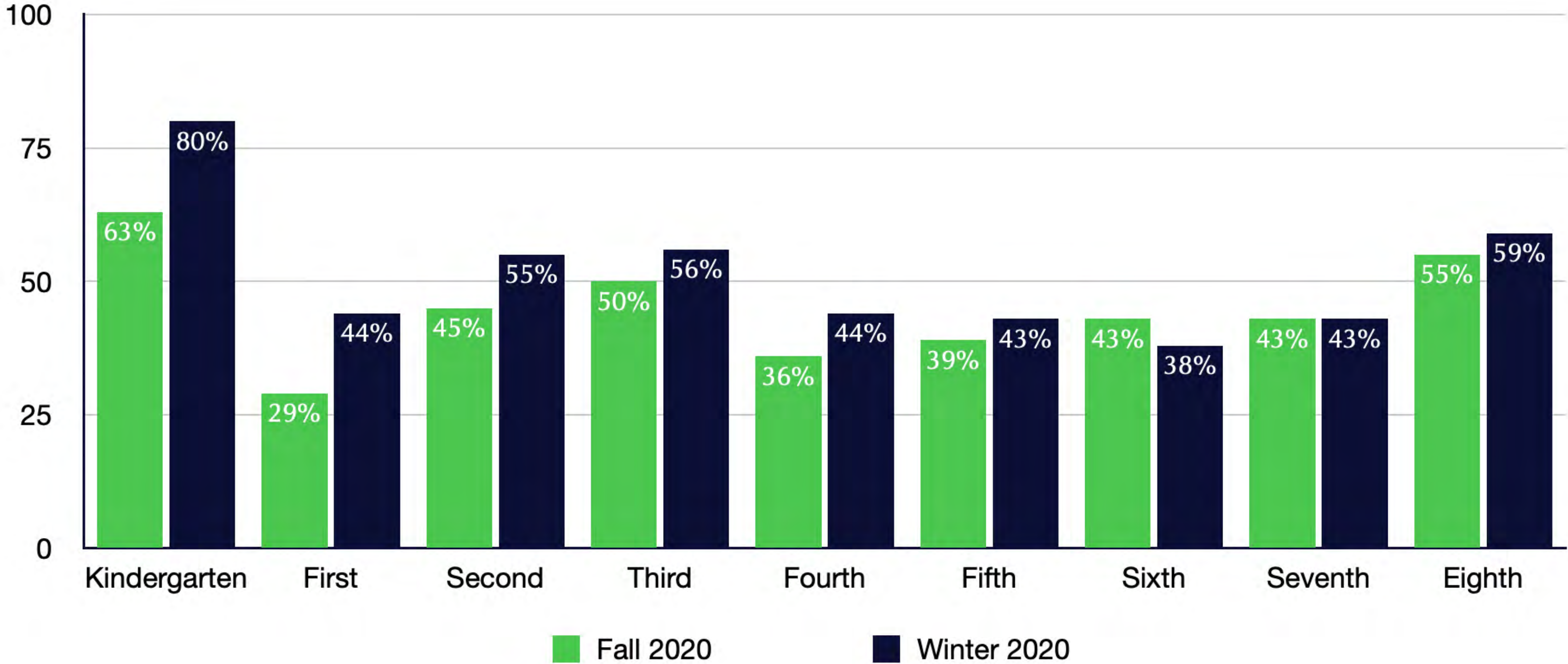
● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below
285 Students	214 Students	310 Students	80 Students	90 Students

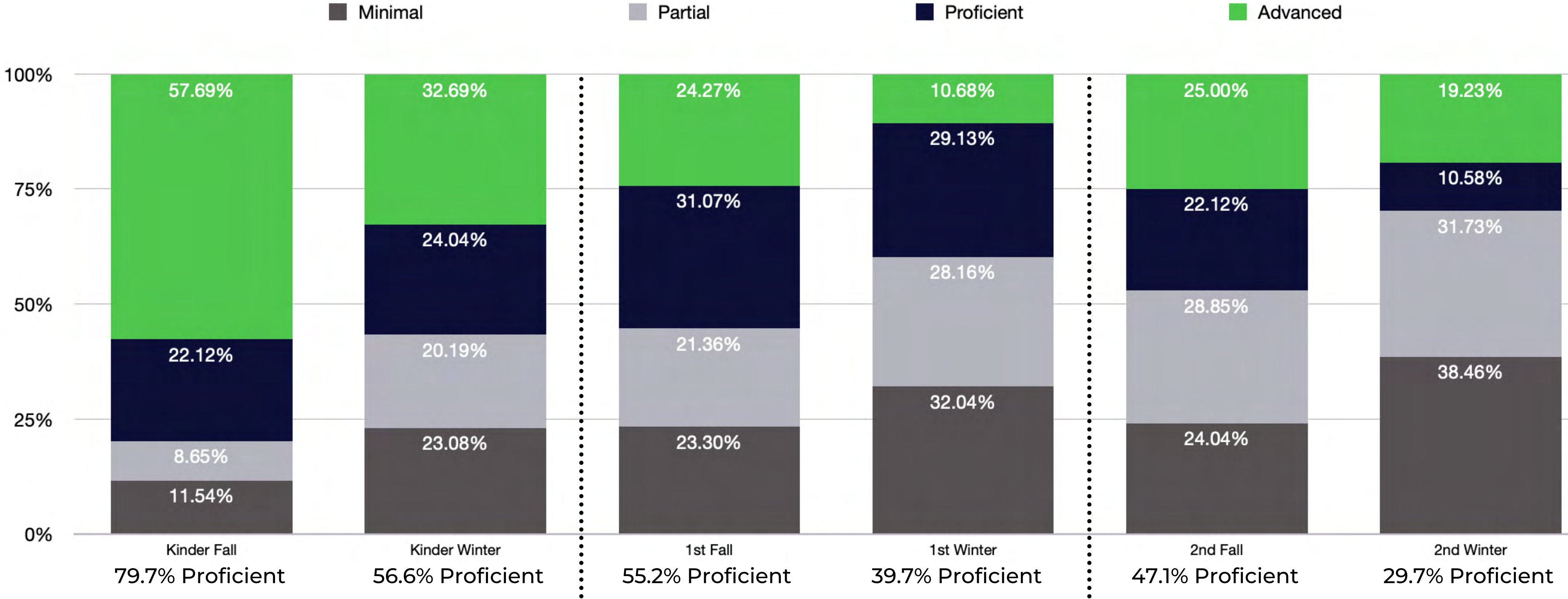
Overall Potential Skew -6.4%

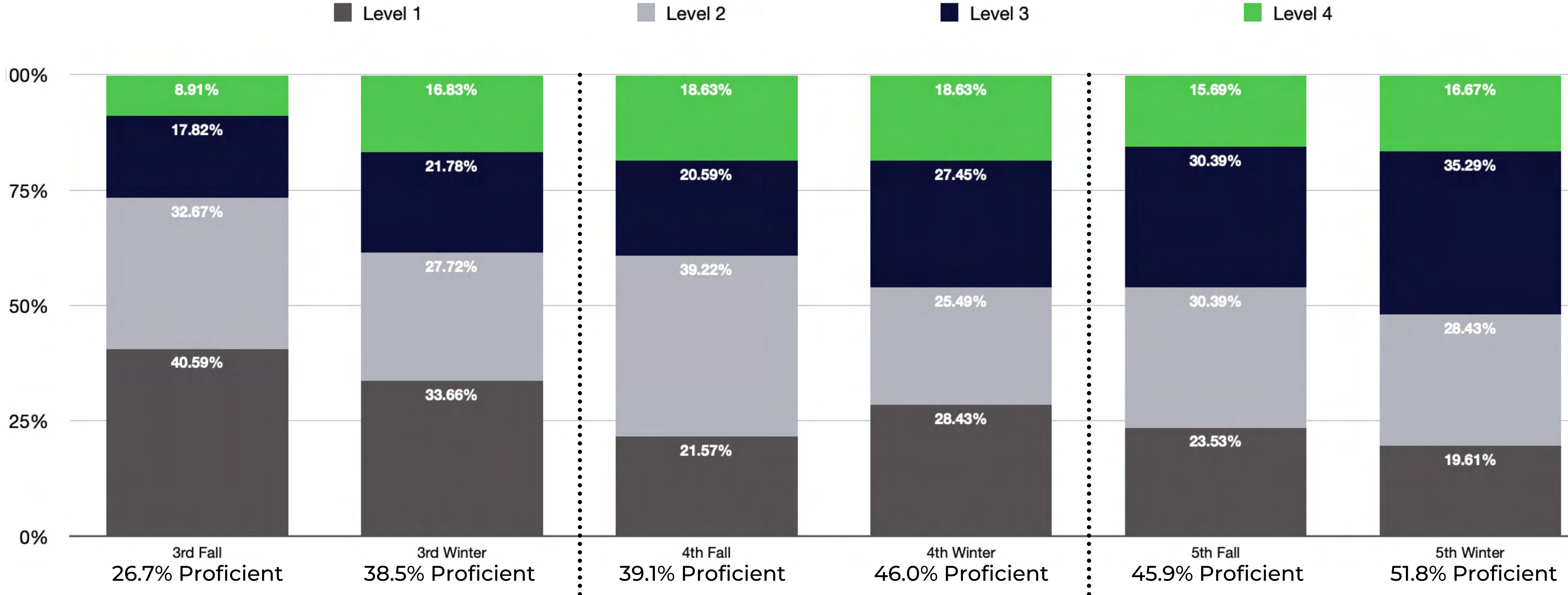


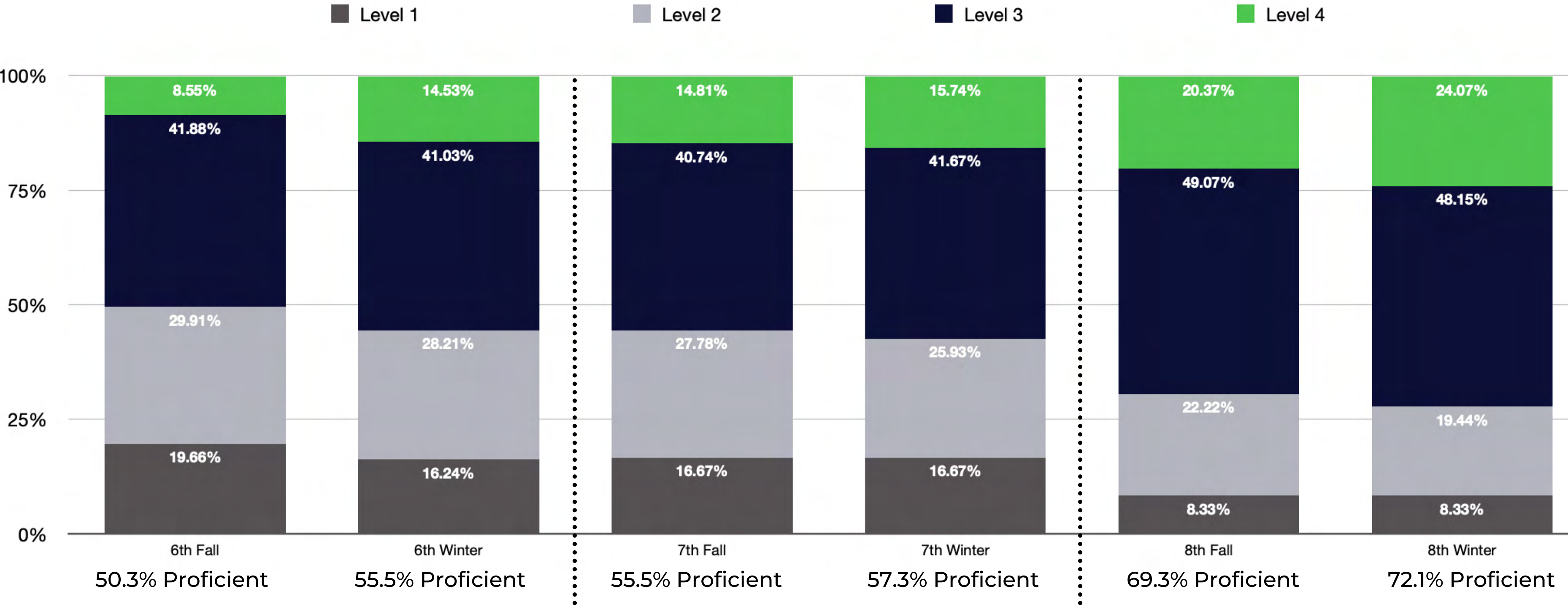


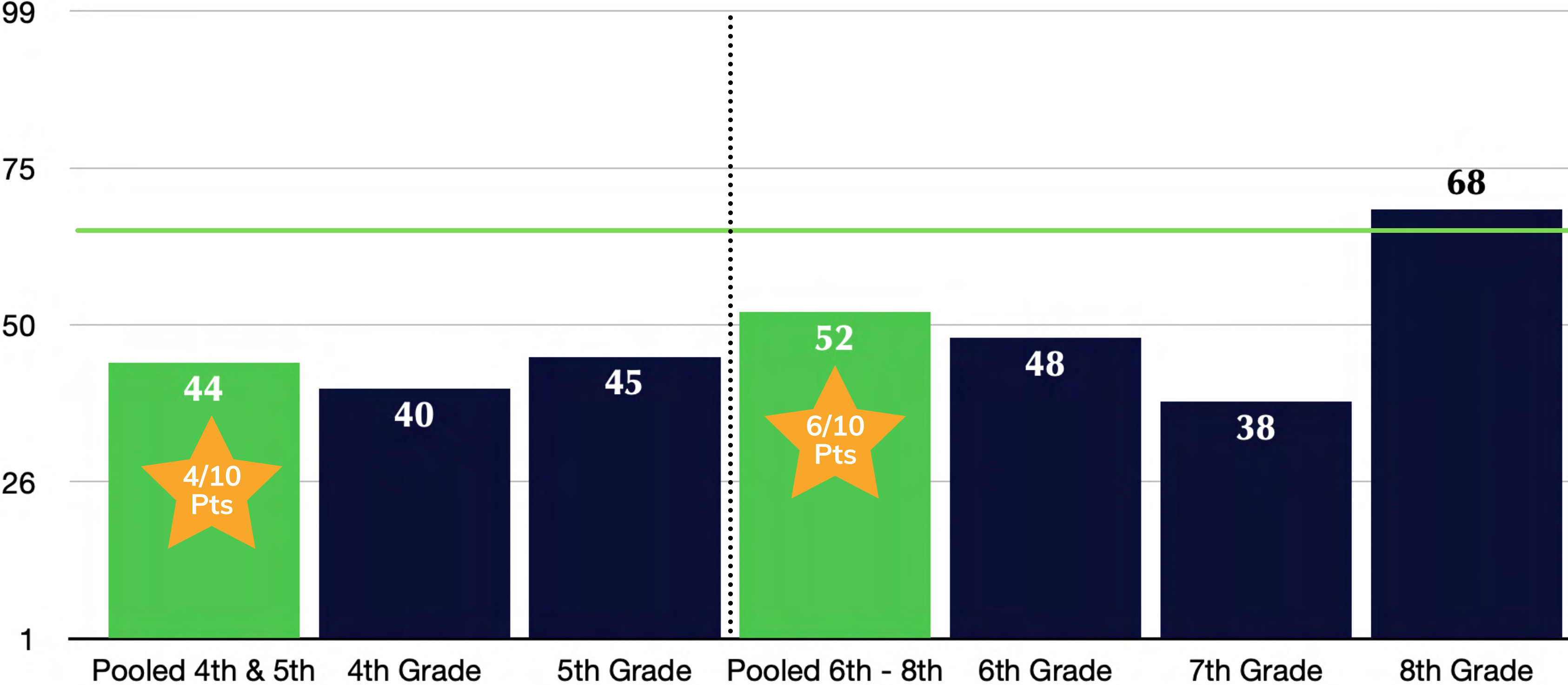
*Percentage of rushers calculated using Winter (<20 mins for Primary; <45 mins for Intermediate+)



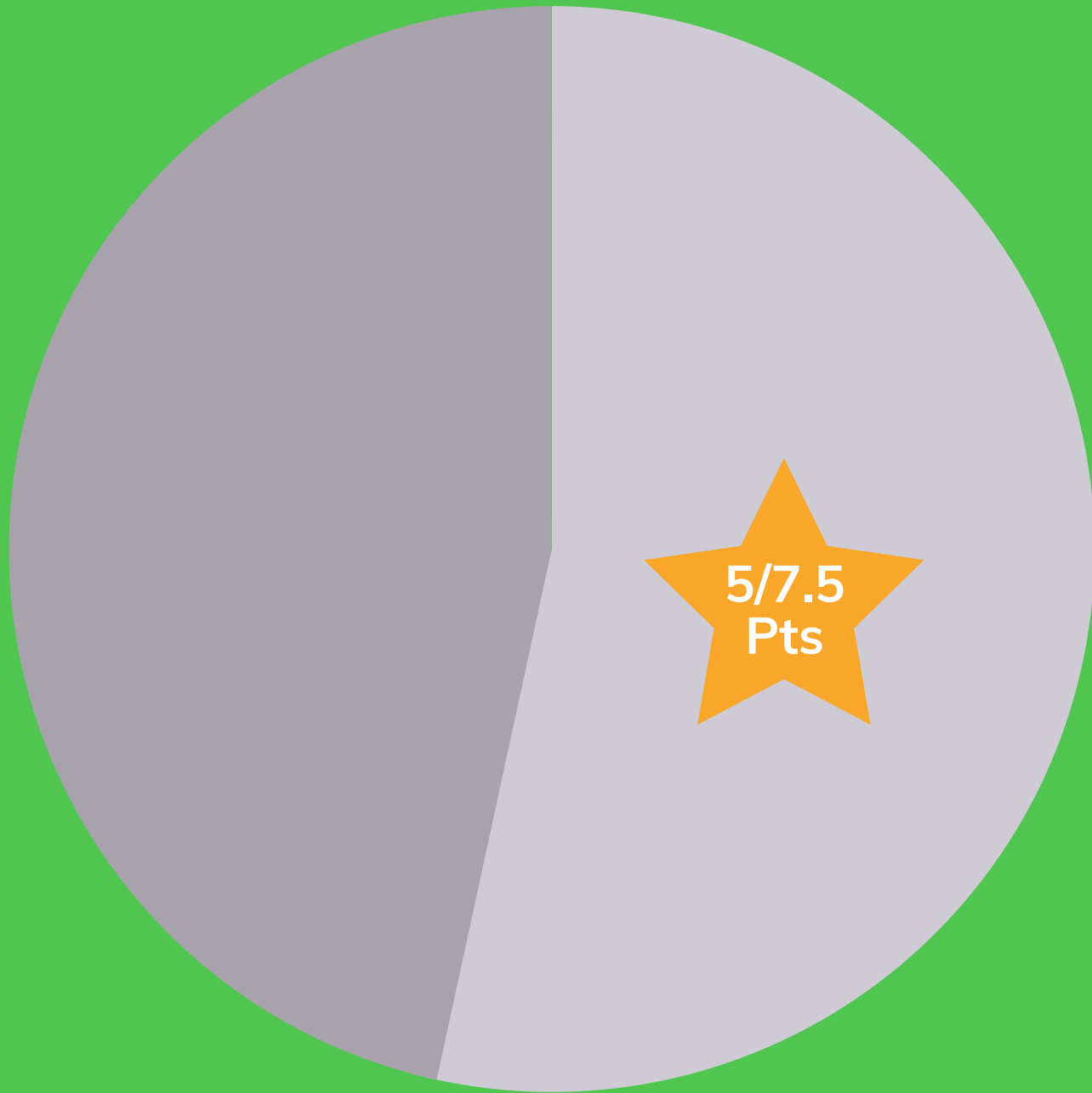




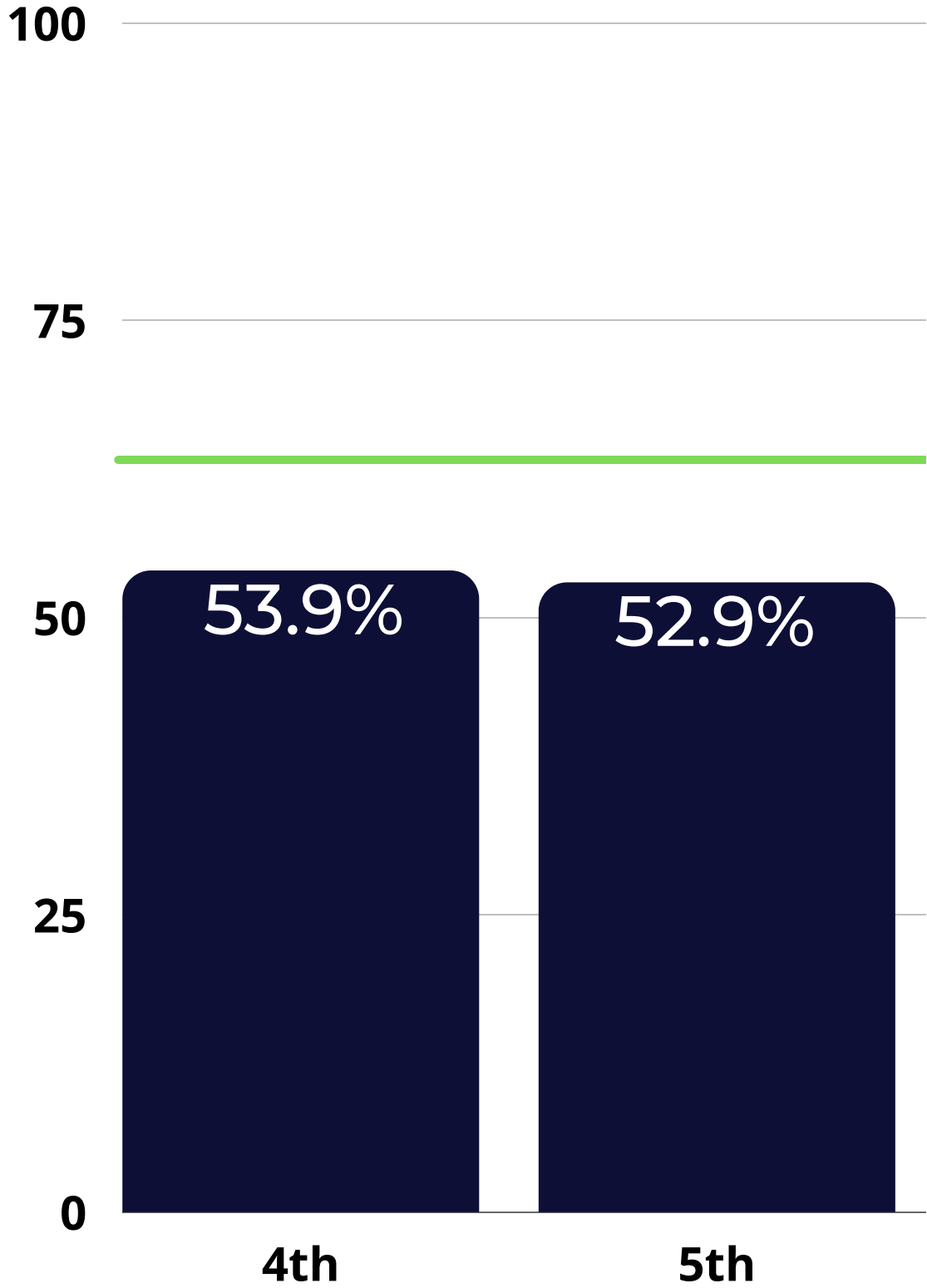




Grades 4-5 Pooled AGP



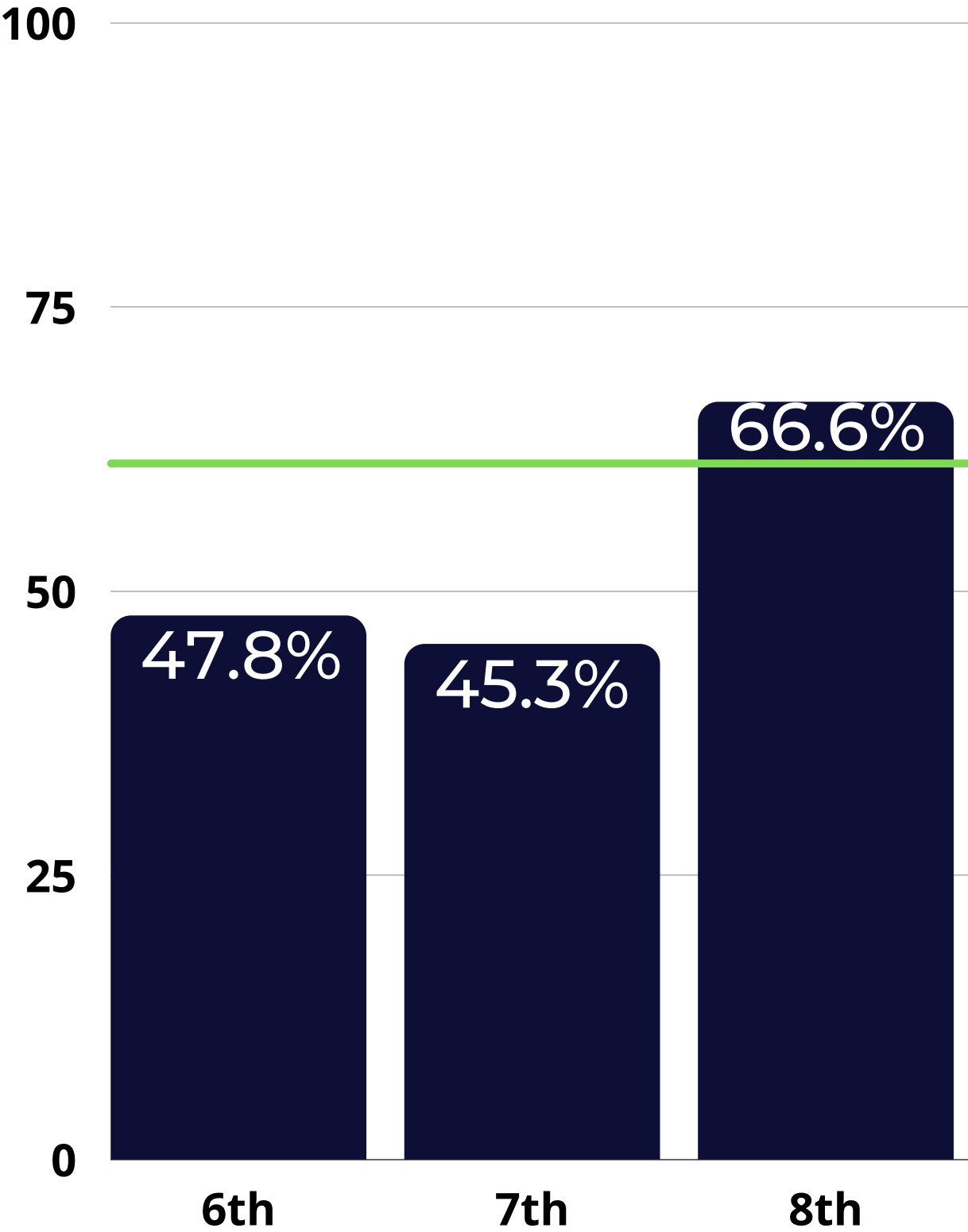
AGP by Grade



Grades 6-8 Pooled AGP



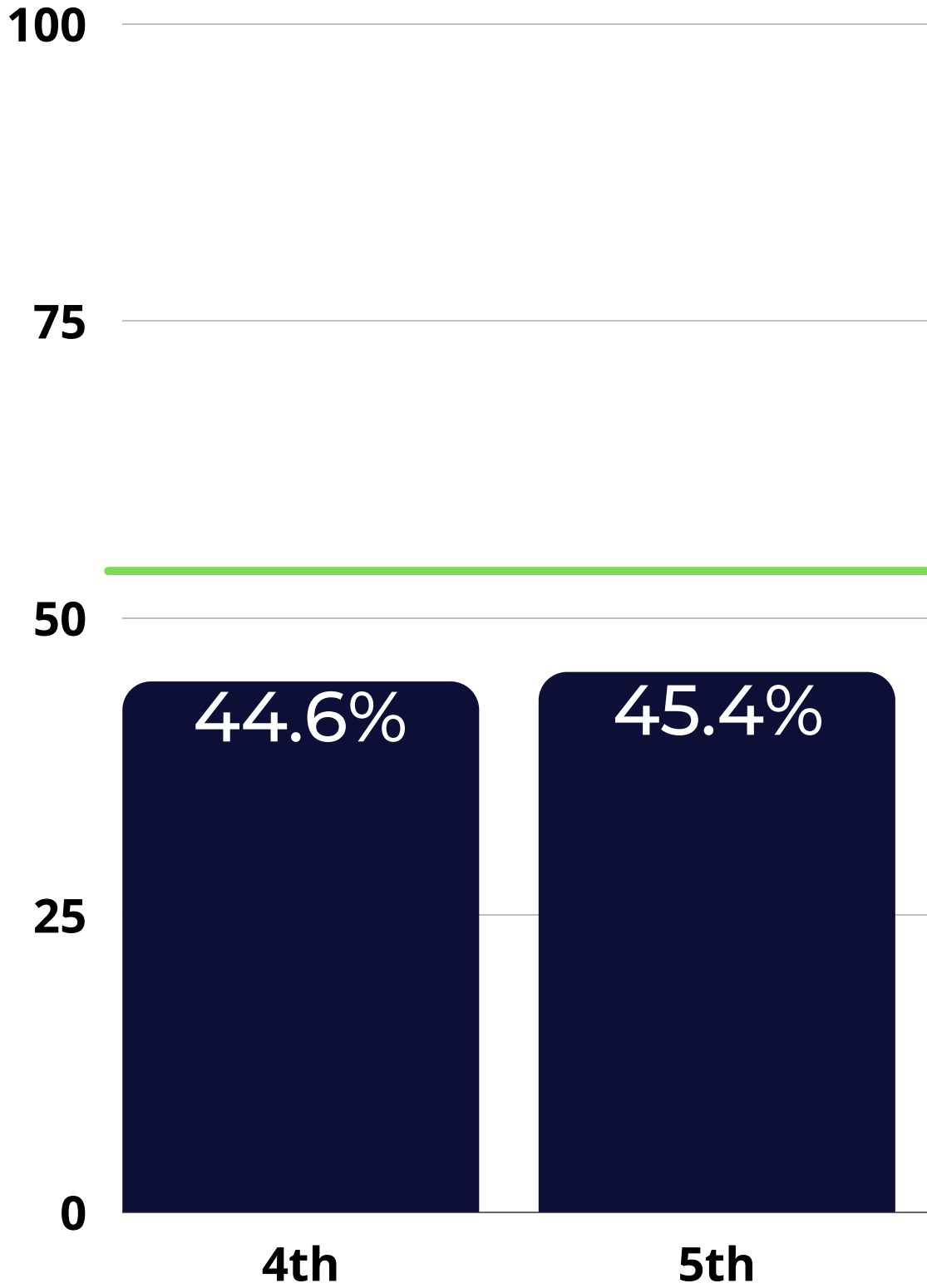
AGP by Grade



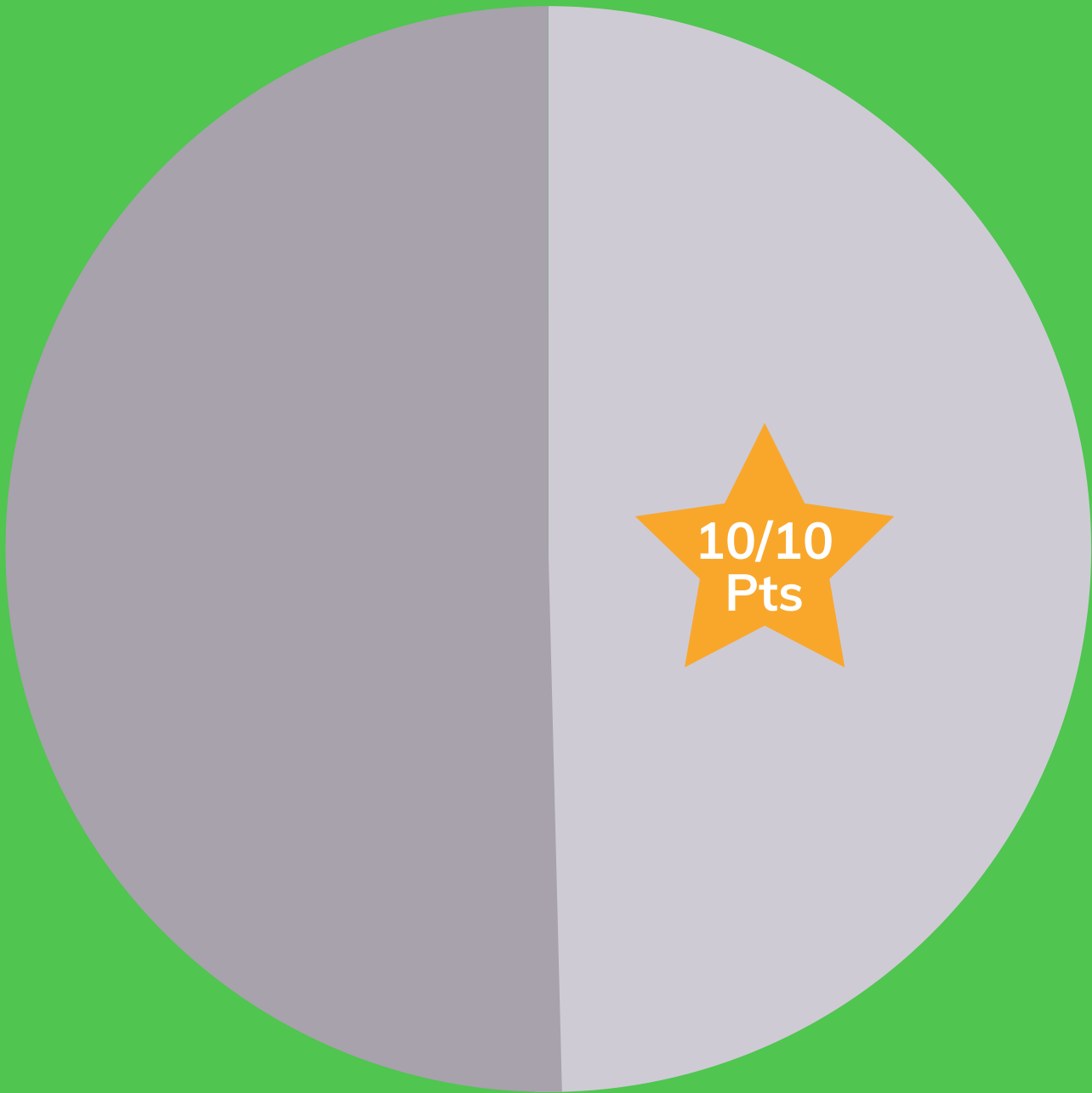
Grades 4-5 Pooled GAP



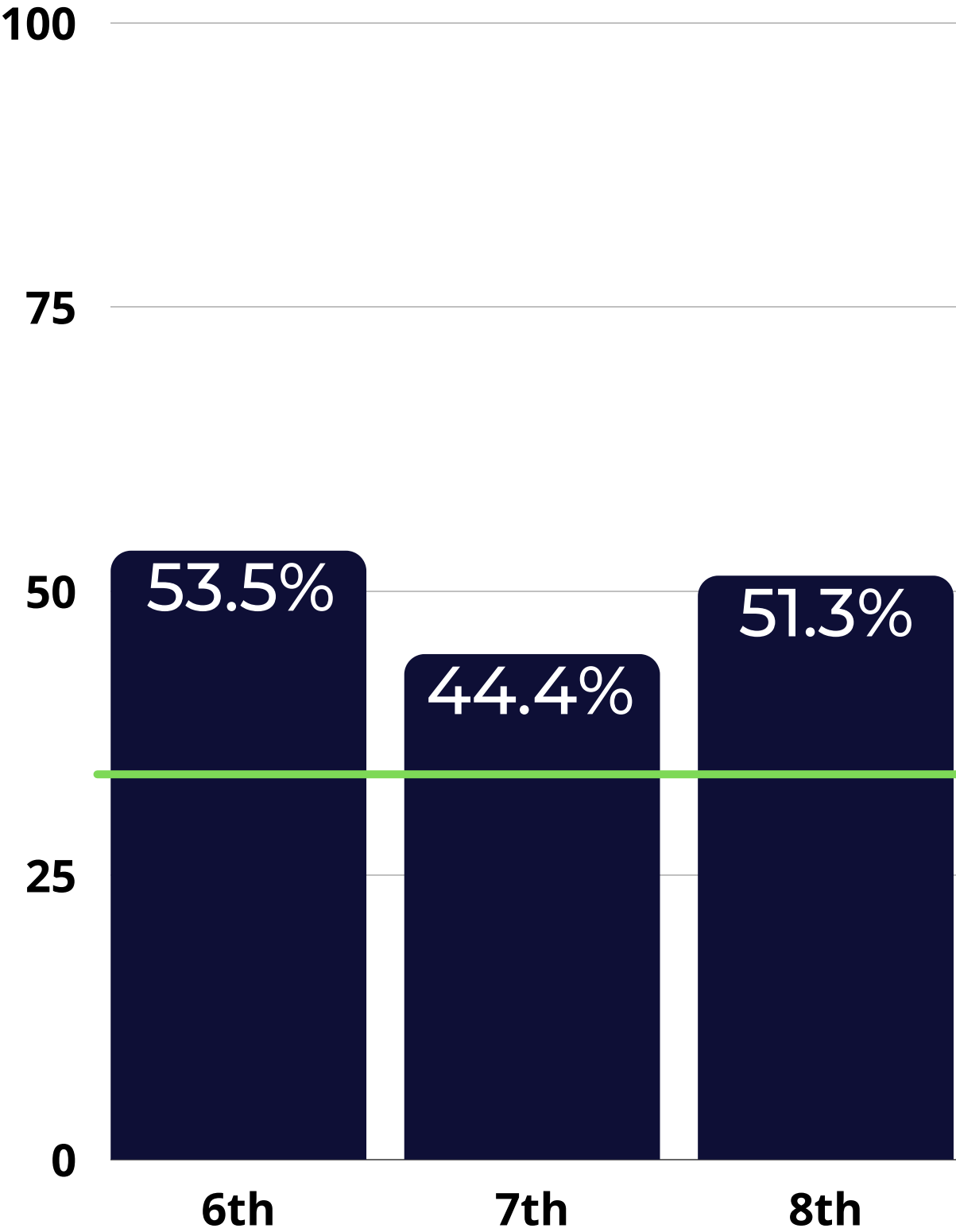
GAP by Grade

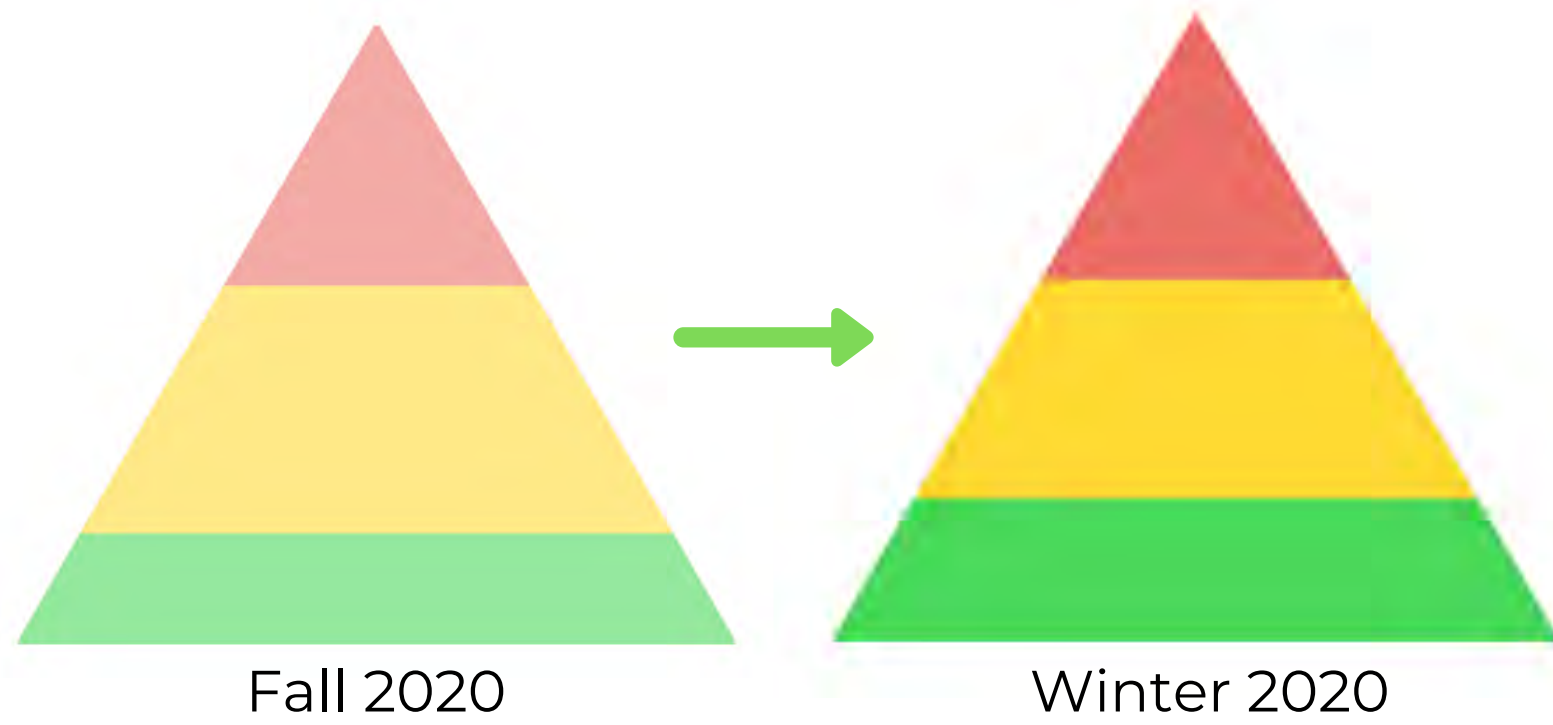


Grades 6-8 Pooled GAP

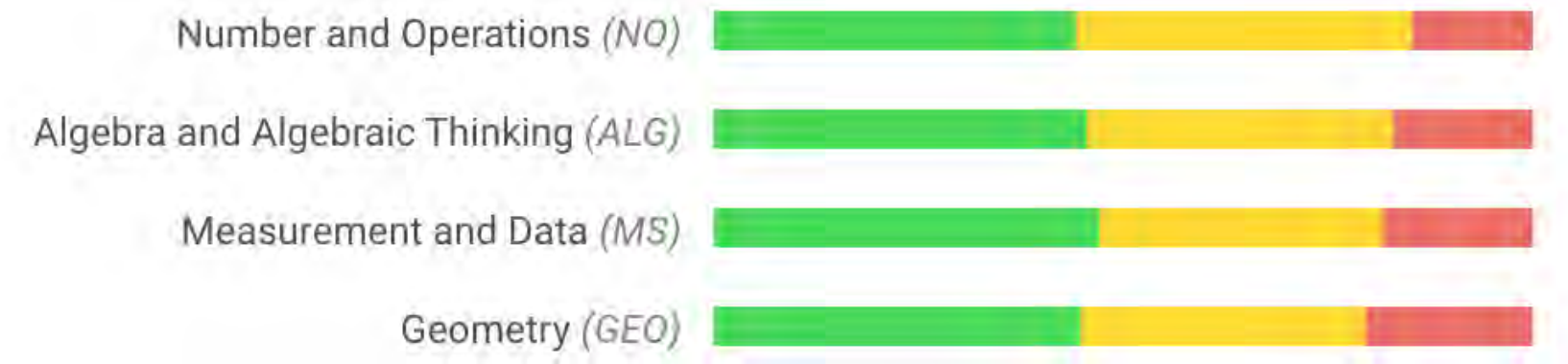


GAP by Grade

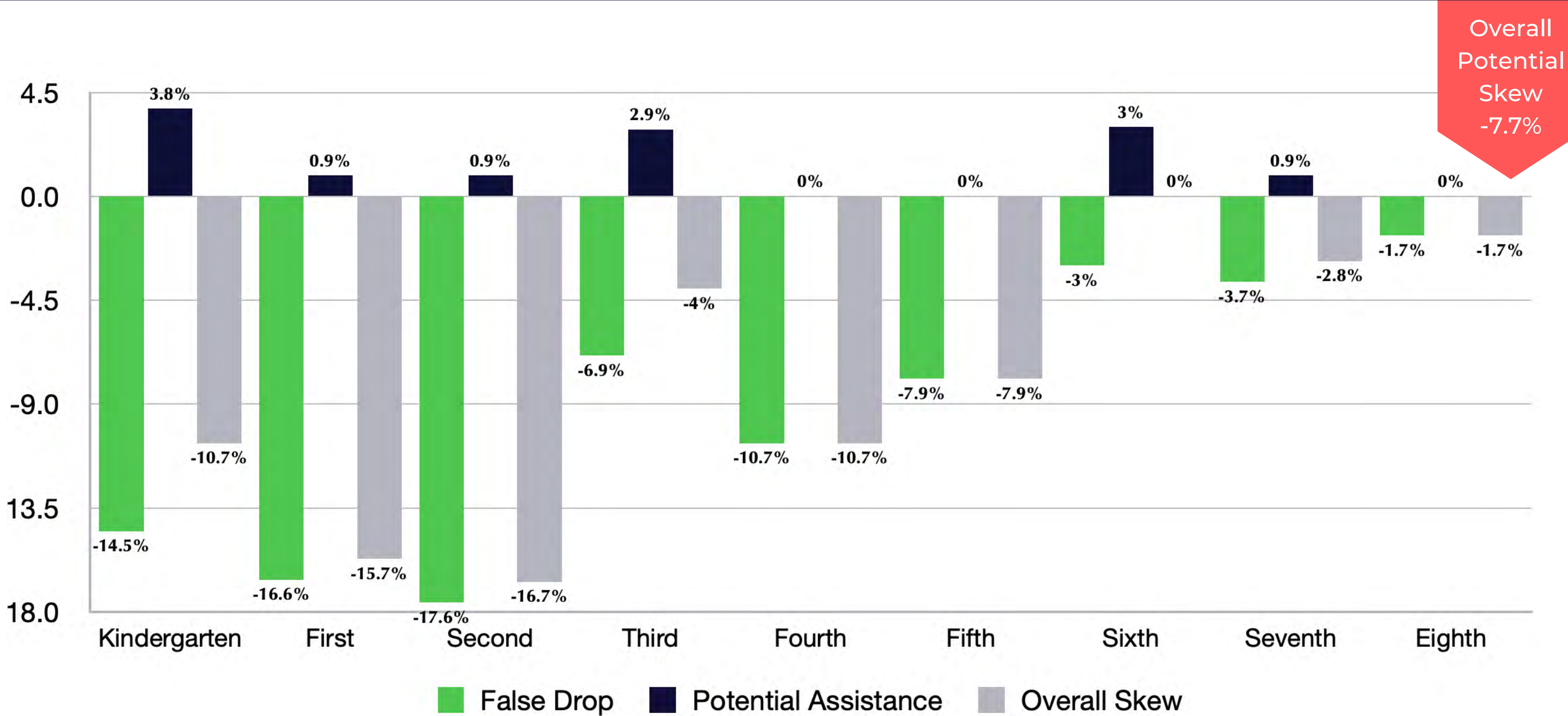


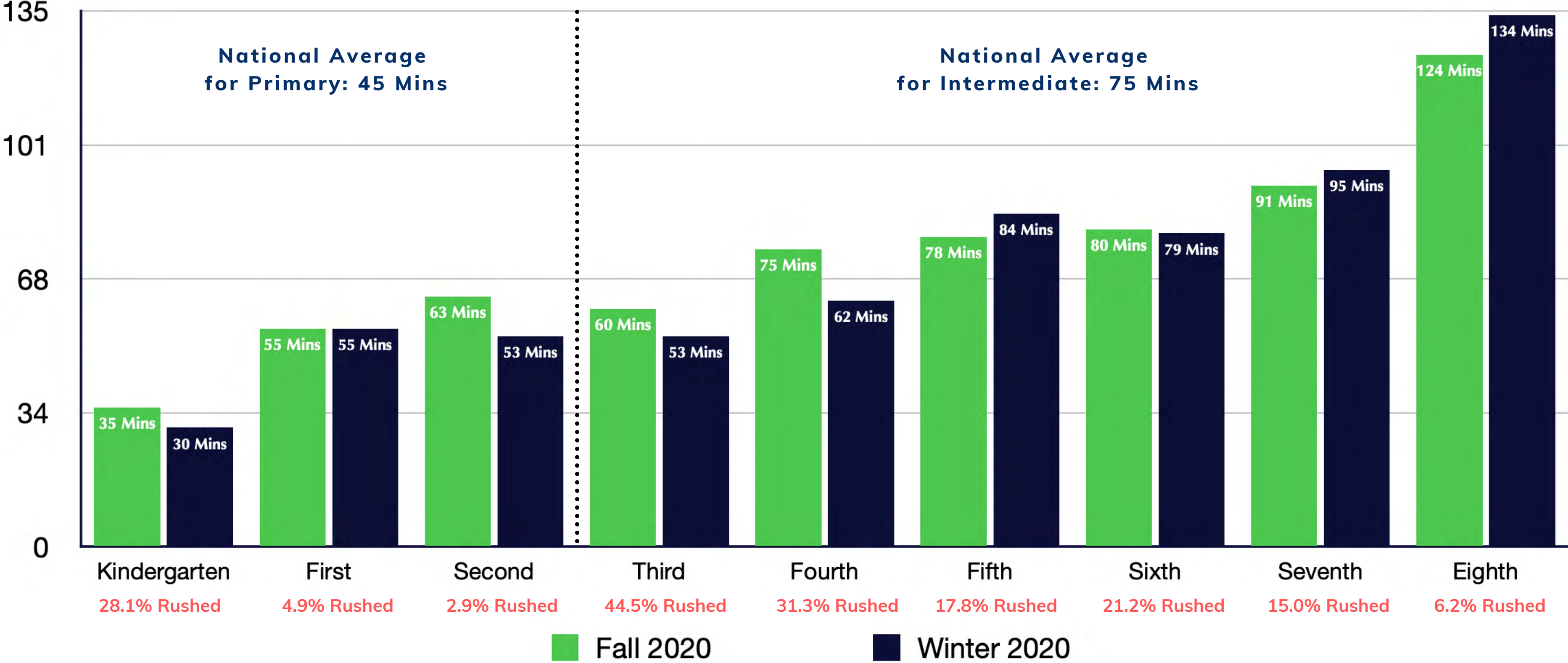


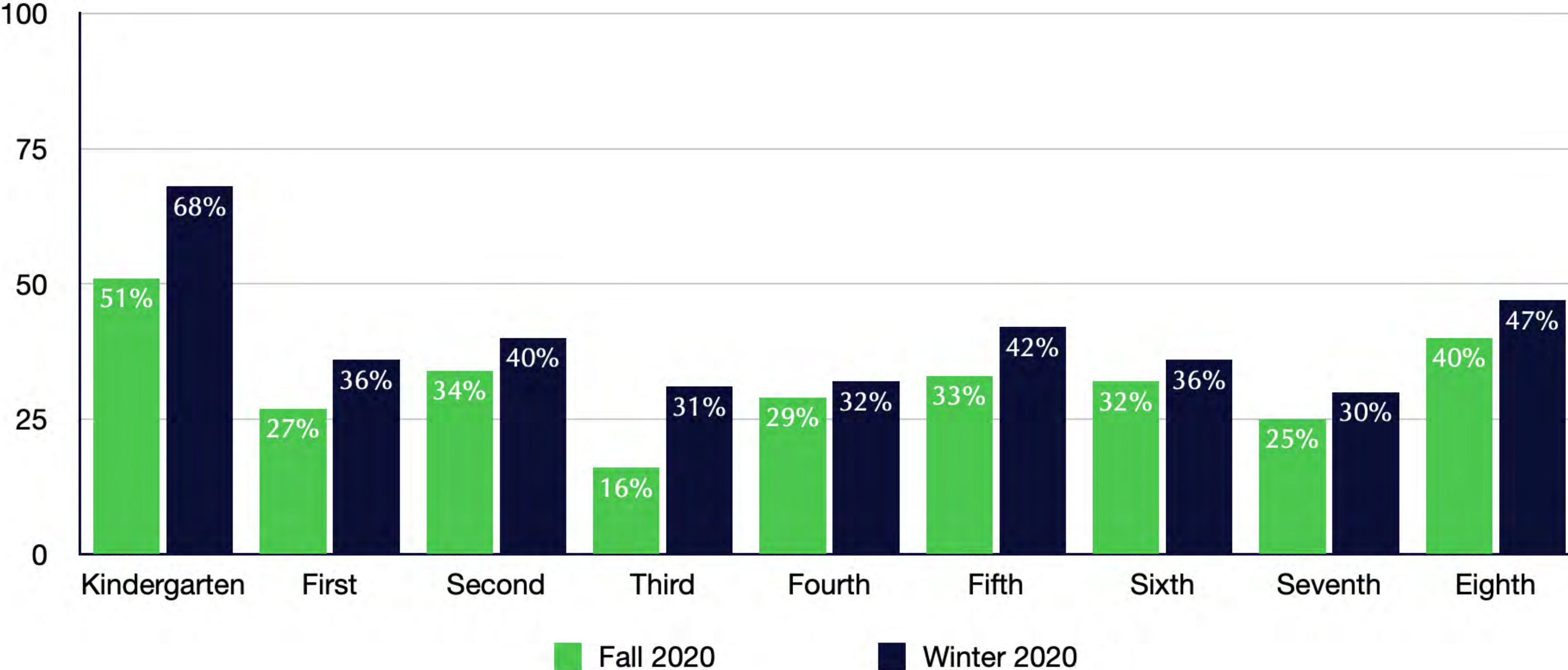
- **At Risk for Tier 3**
18%
- **Tier 2**
42%
- **Tier 1**
40%

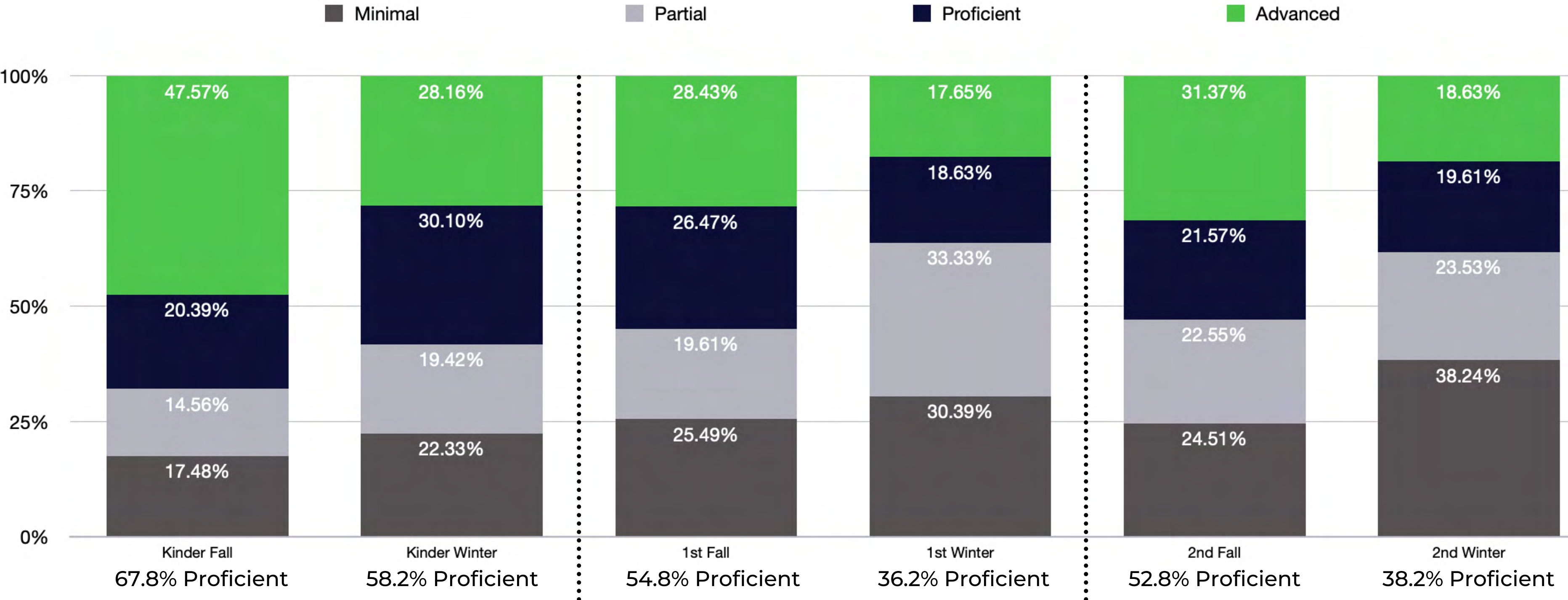


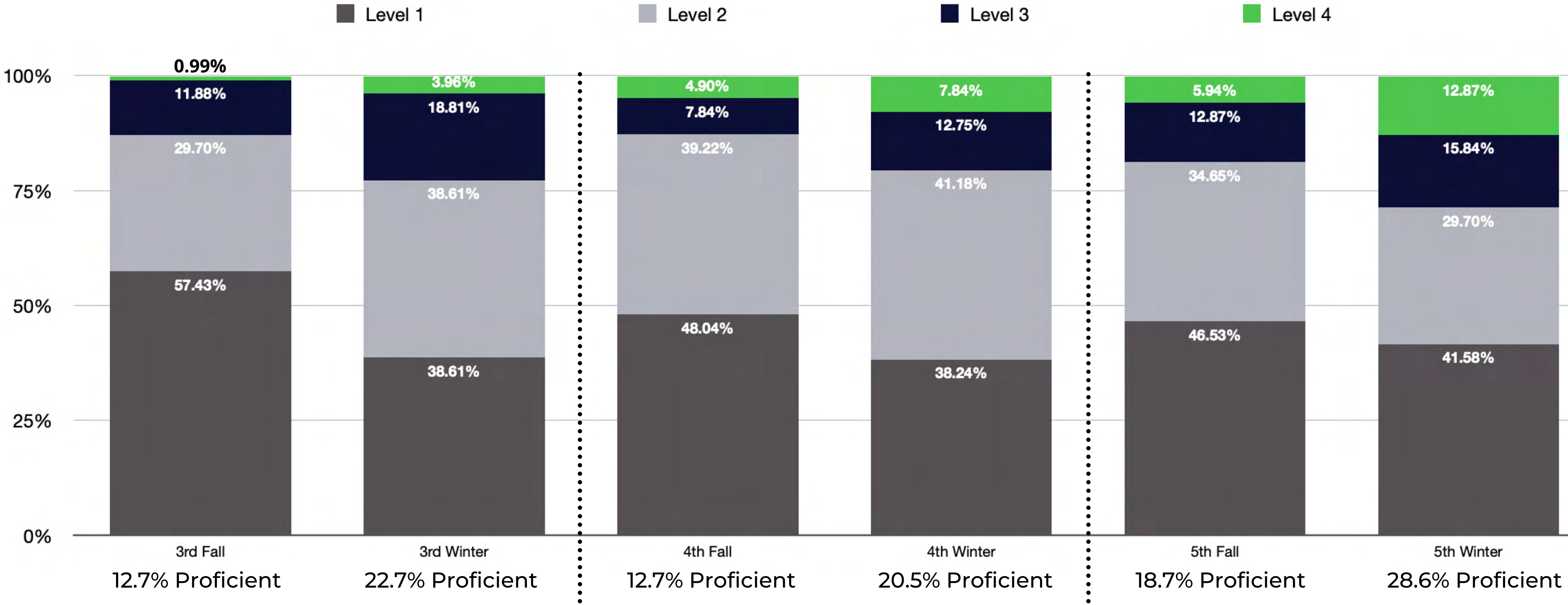
- Mid or Above Grade Level
207 Students
- Early On Grade Level
185 Students
- One Grade Level Below
409 Students
- Two Grade Levels Below
98 Students
- Three or More Grade Levels Below
77 Students

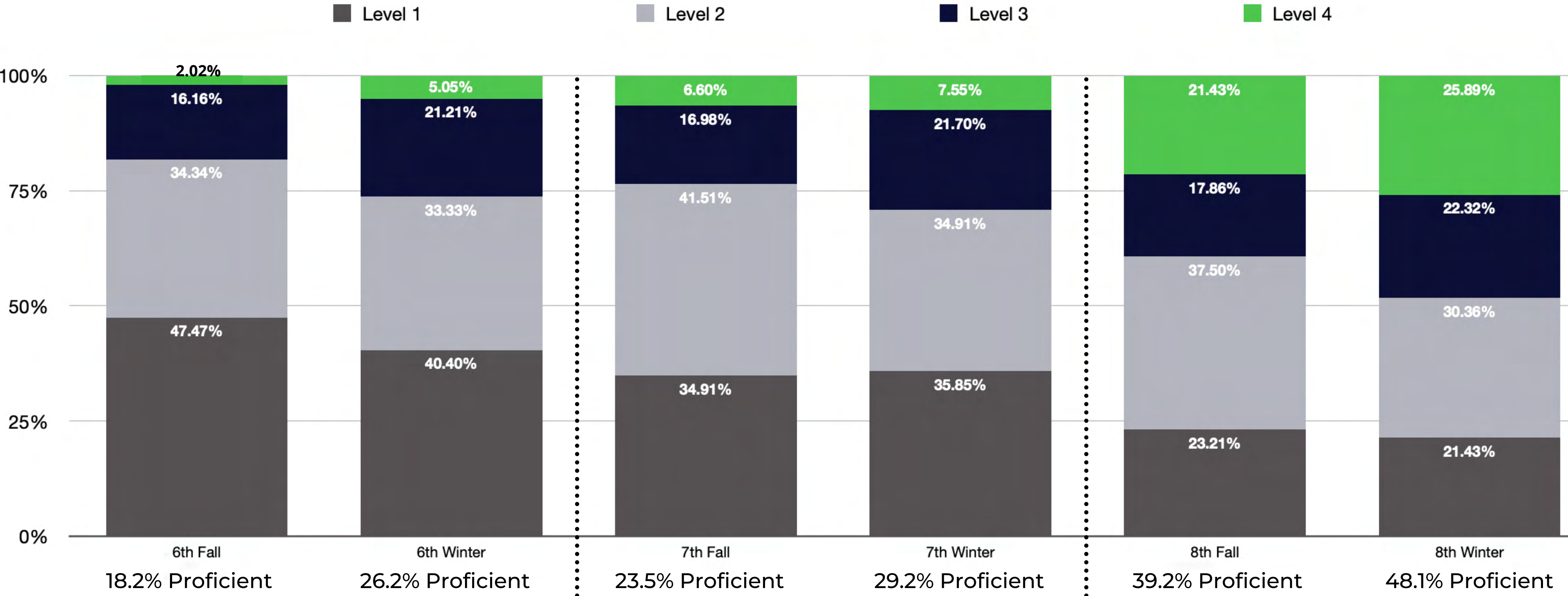


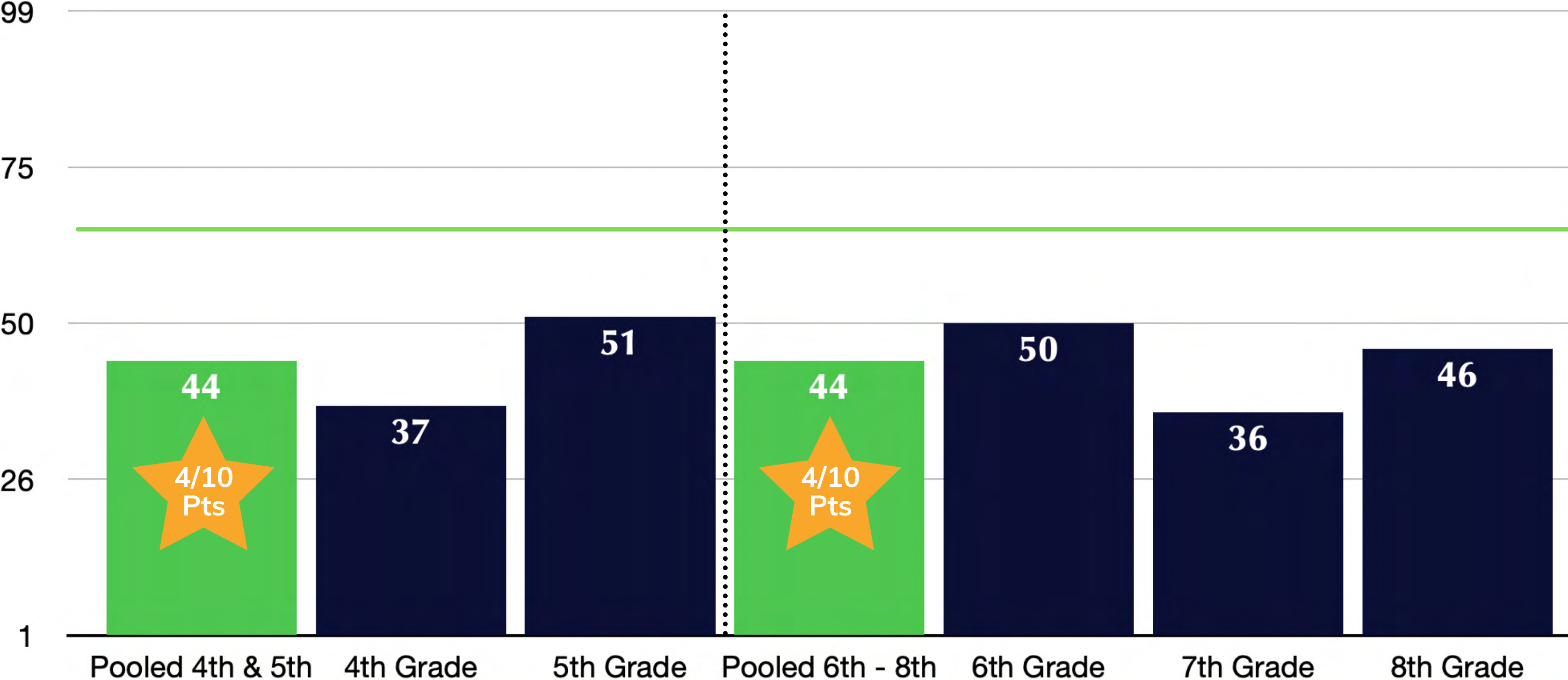












Grades 4-5 Pooled AGP

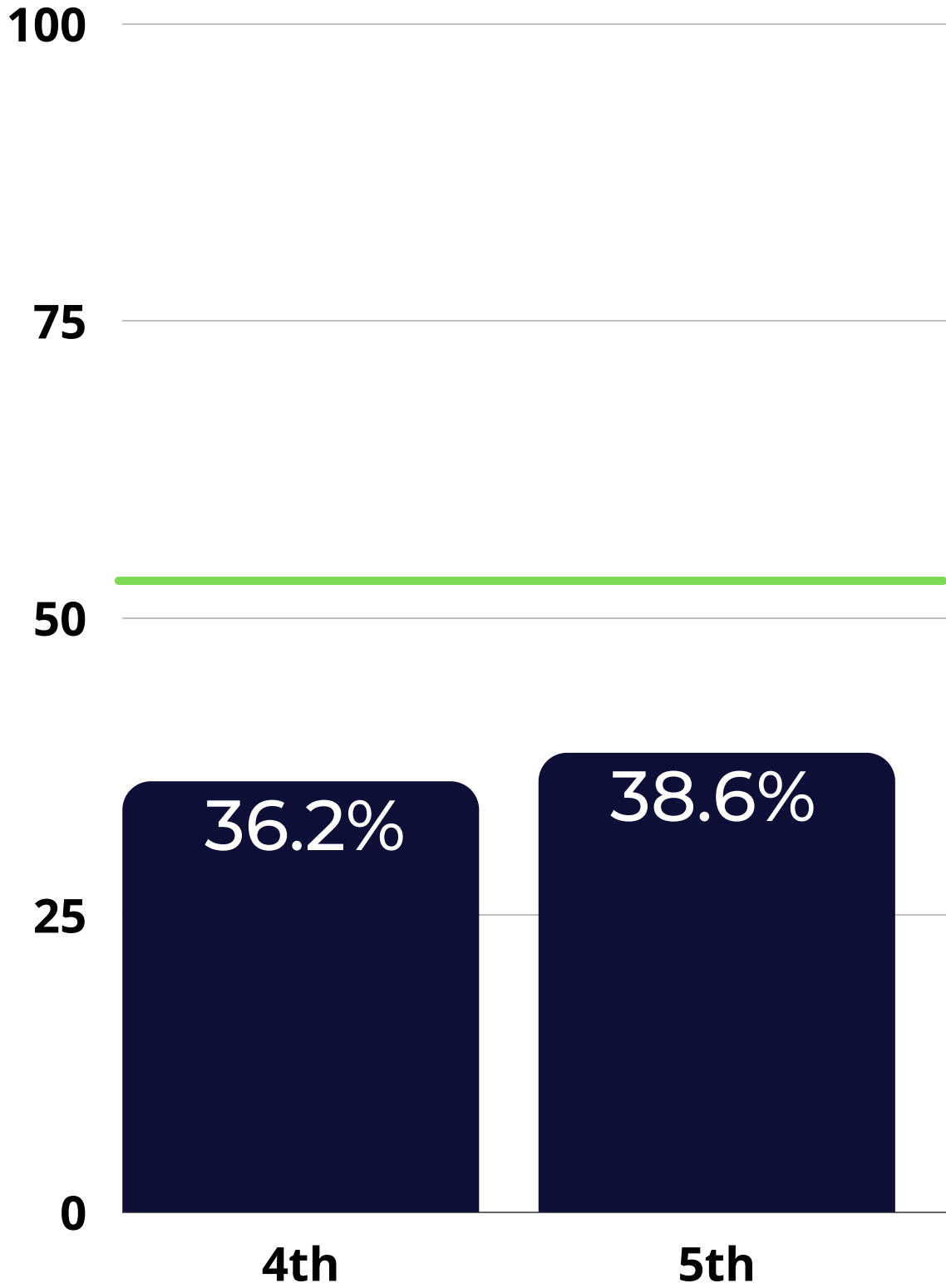


AGP Met
37.4%

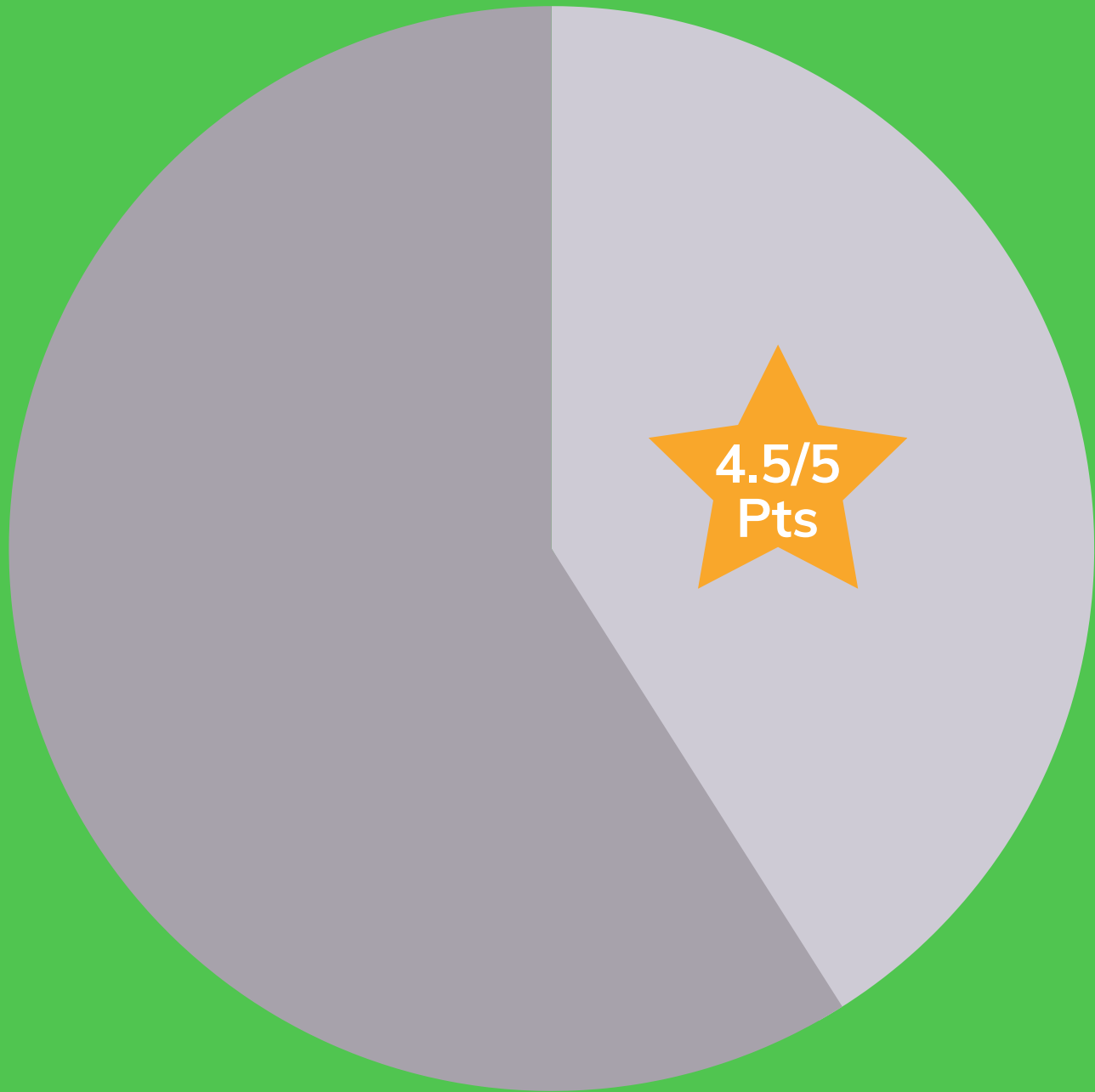
AGP Not Met
62.6%

4.5/7.5
Pts

AGP by Grade



Grades 6-8 Pooled AGP

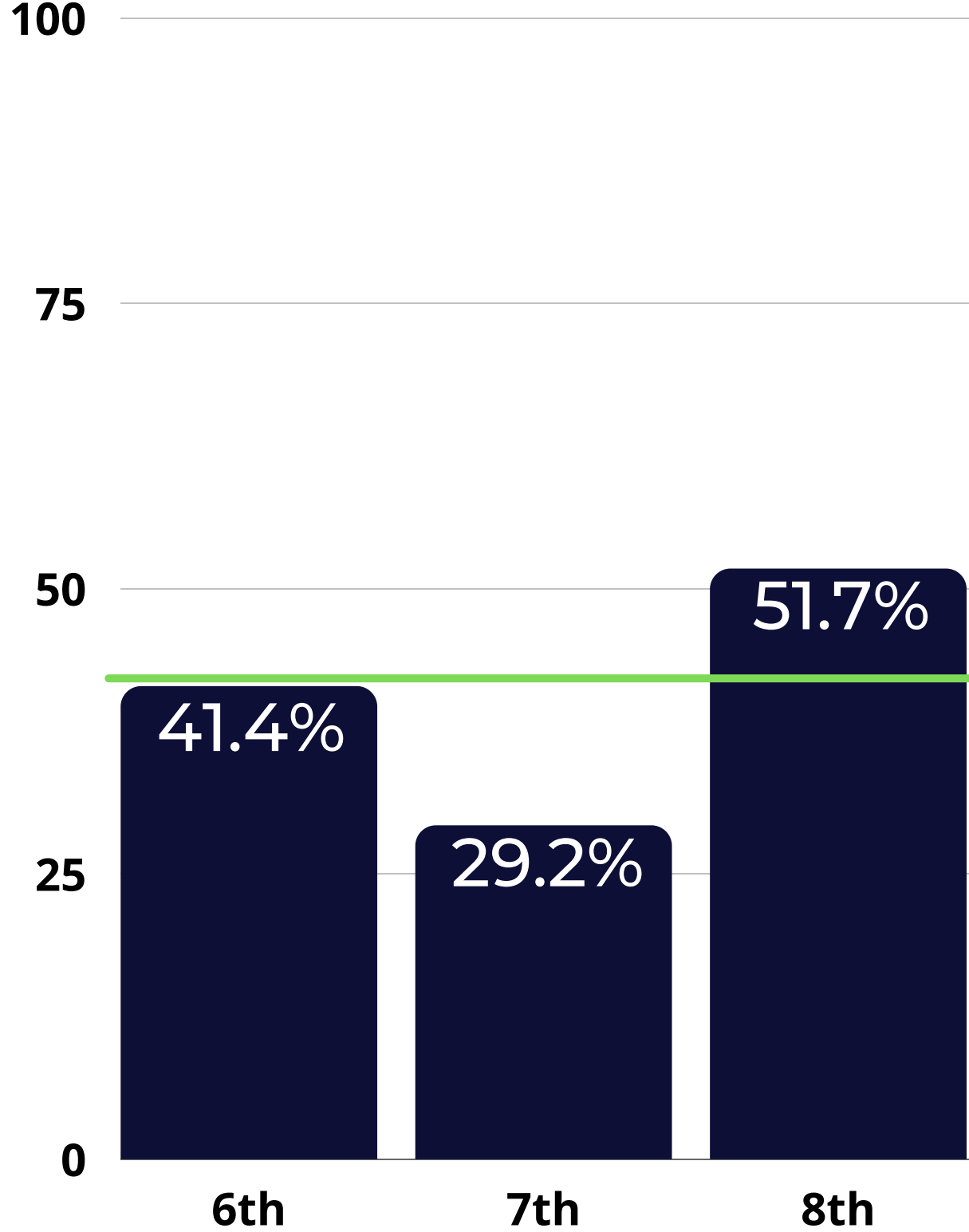


AGP Met
41%

AGP Not Met
59%

4.5/5
Pts

AGP by Grade

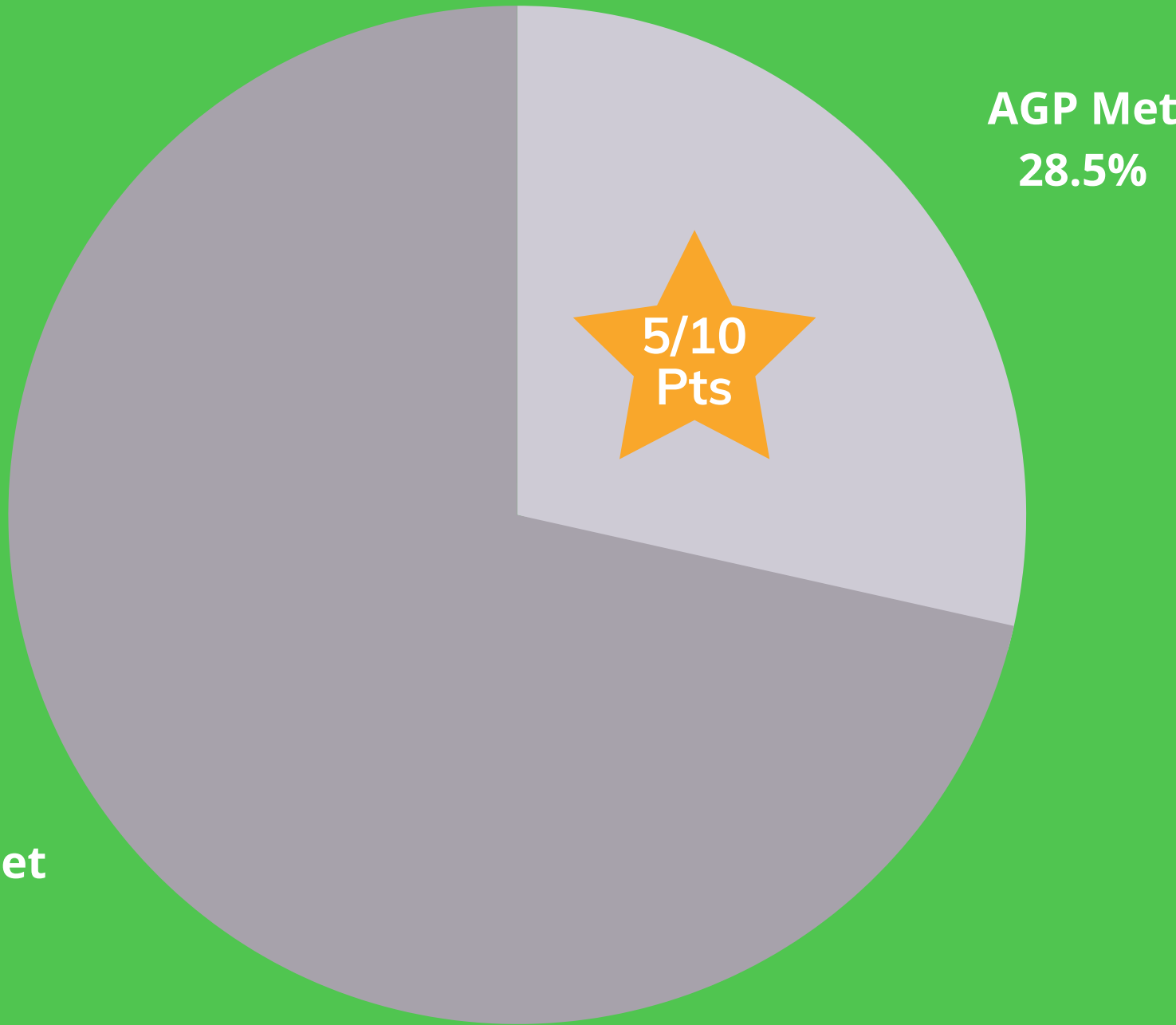


41.4%

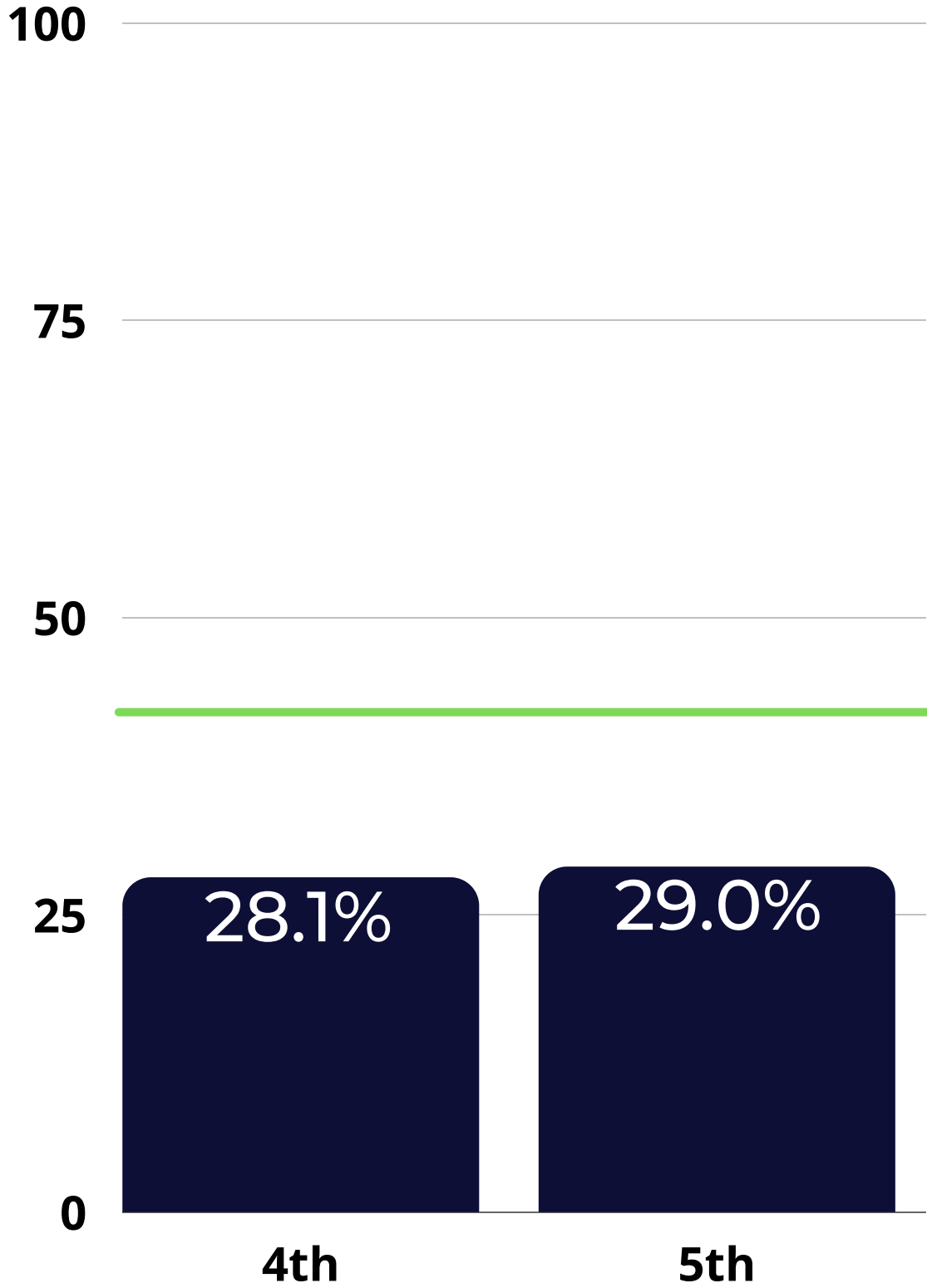
29.2%

51.7%

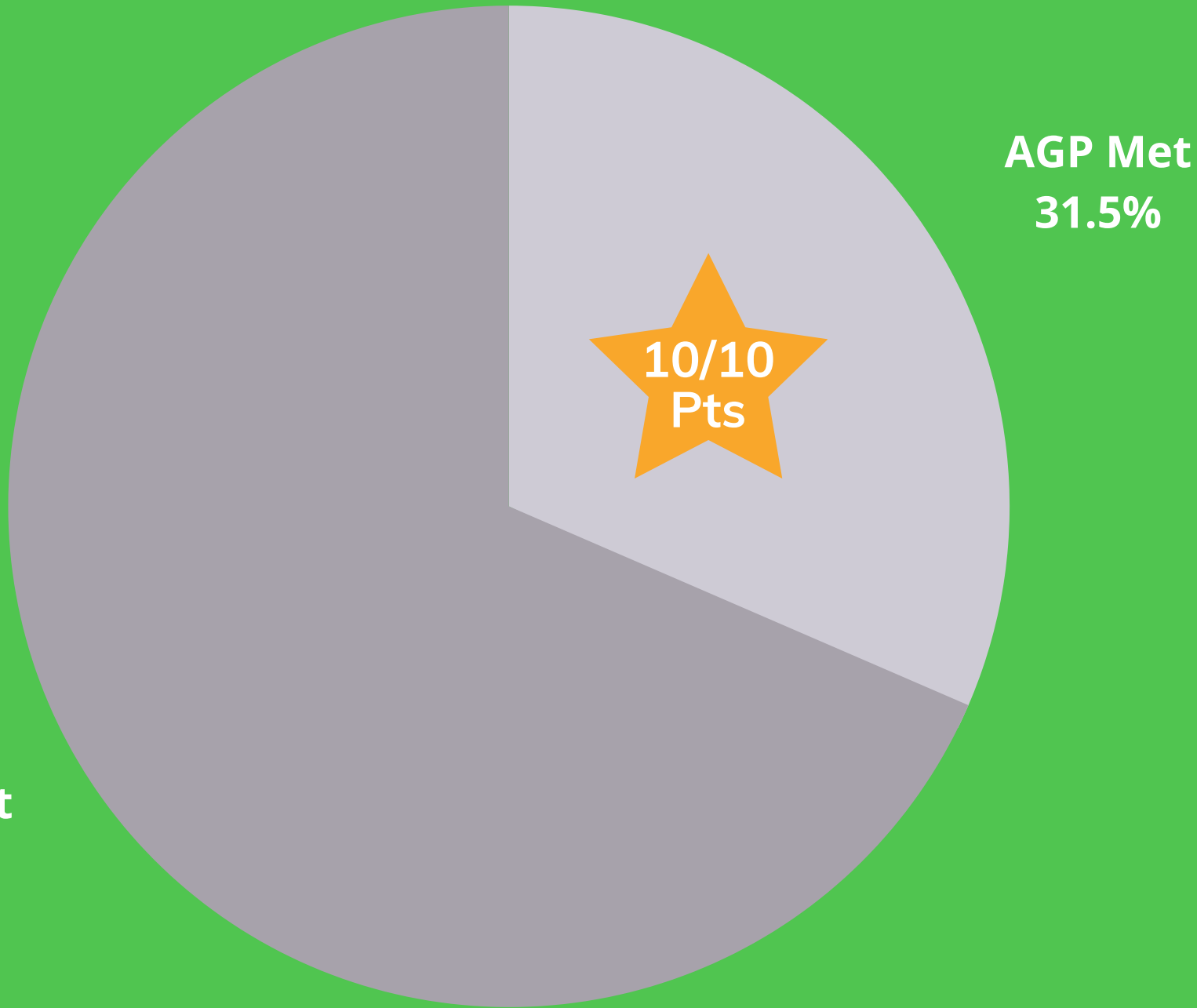
Grades 4-5 Pooled GAP



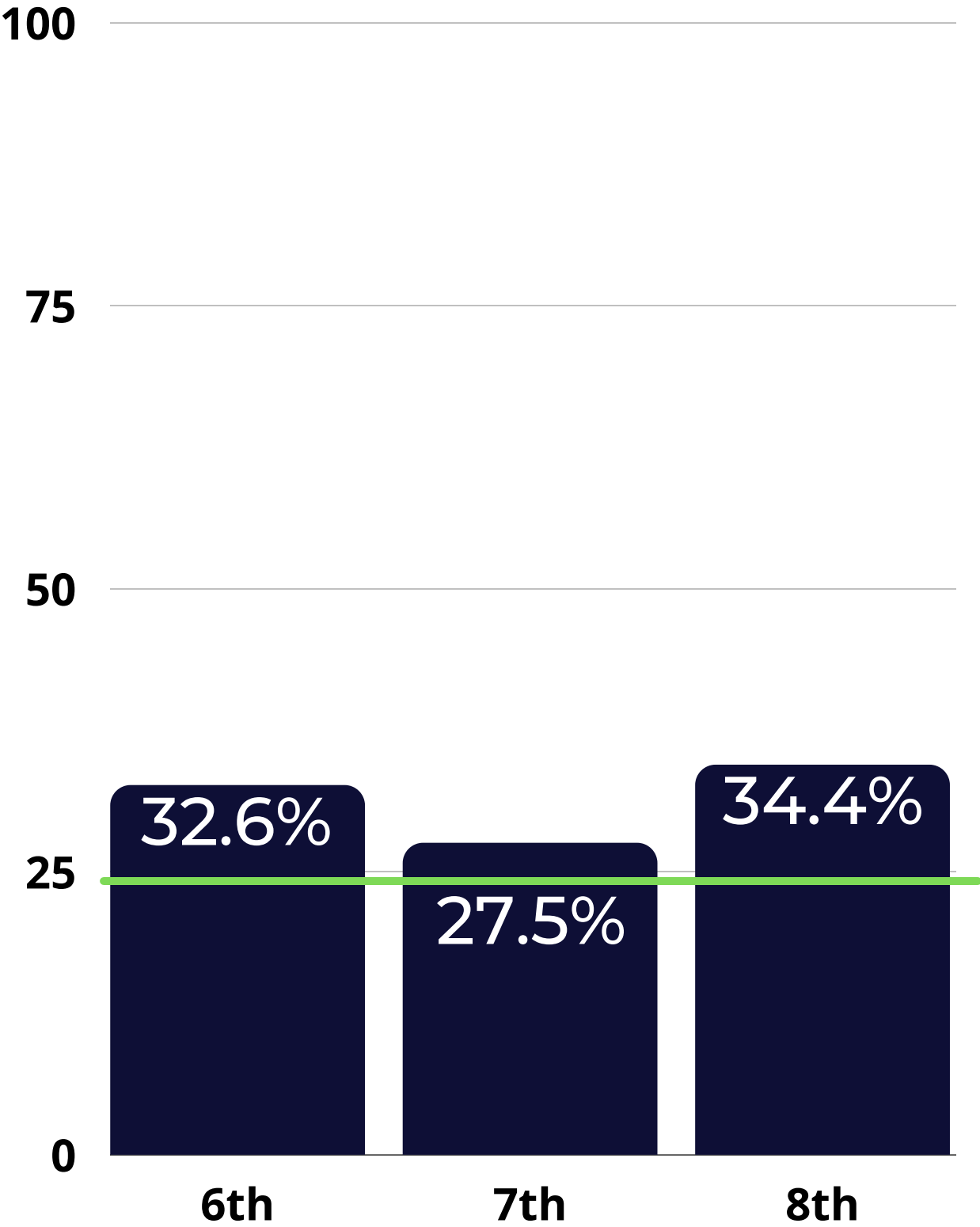
GAP by Grade



Grades 6-8 Pooled GAP



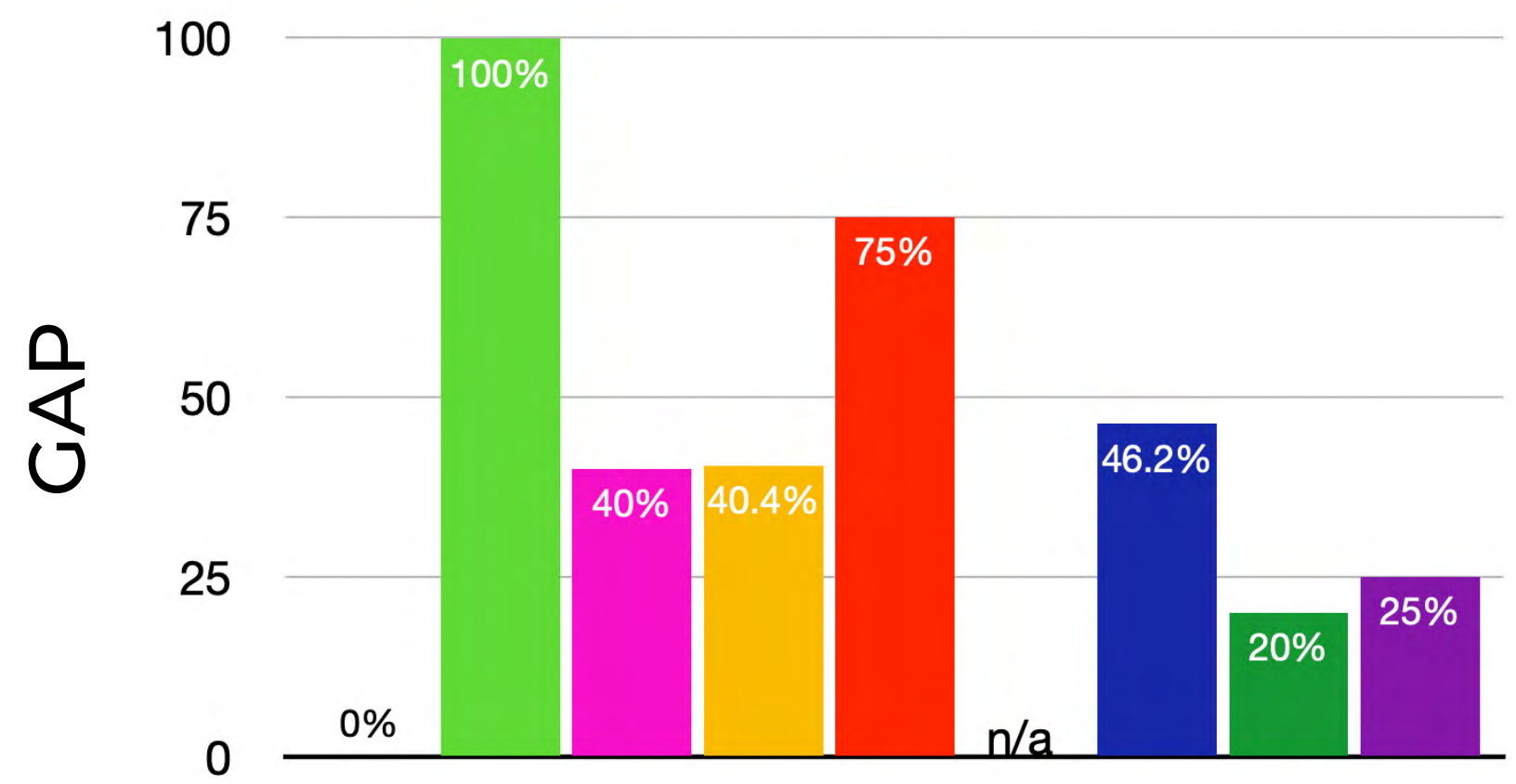
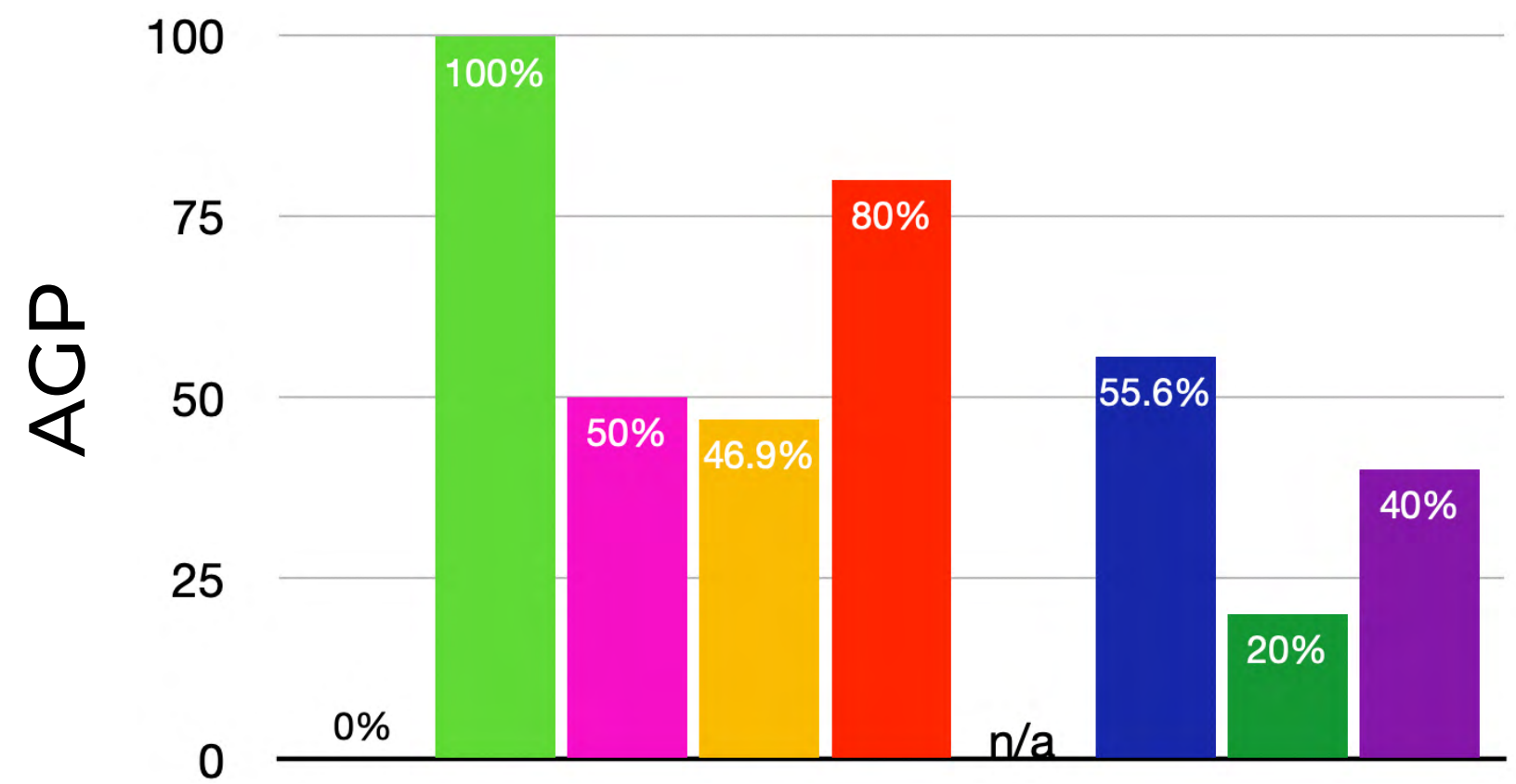
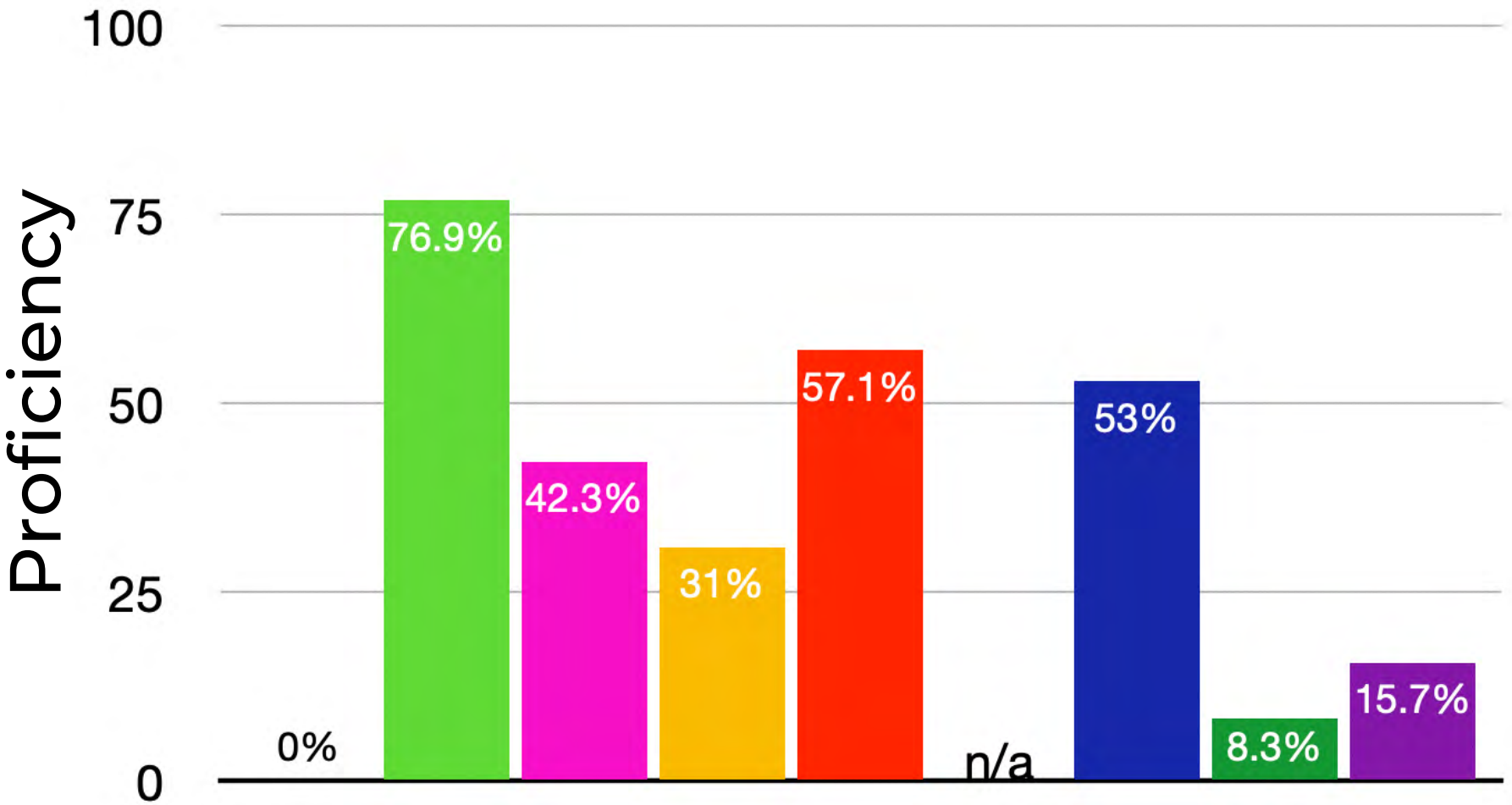
GAP by Grade



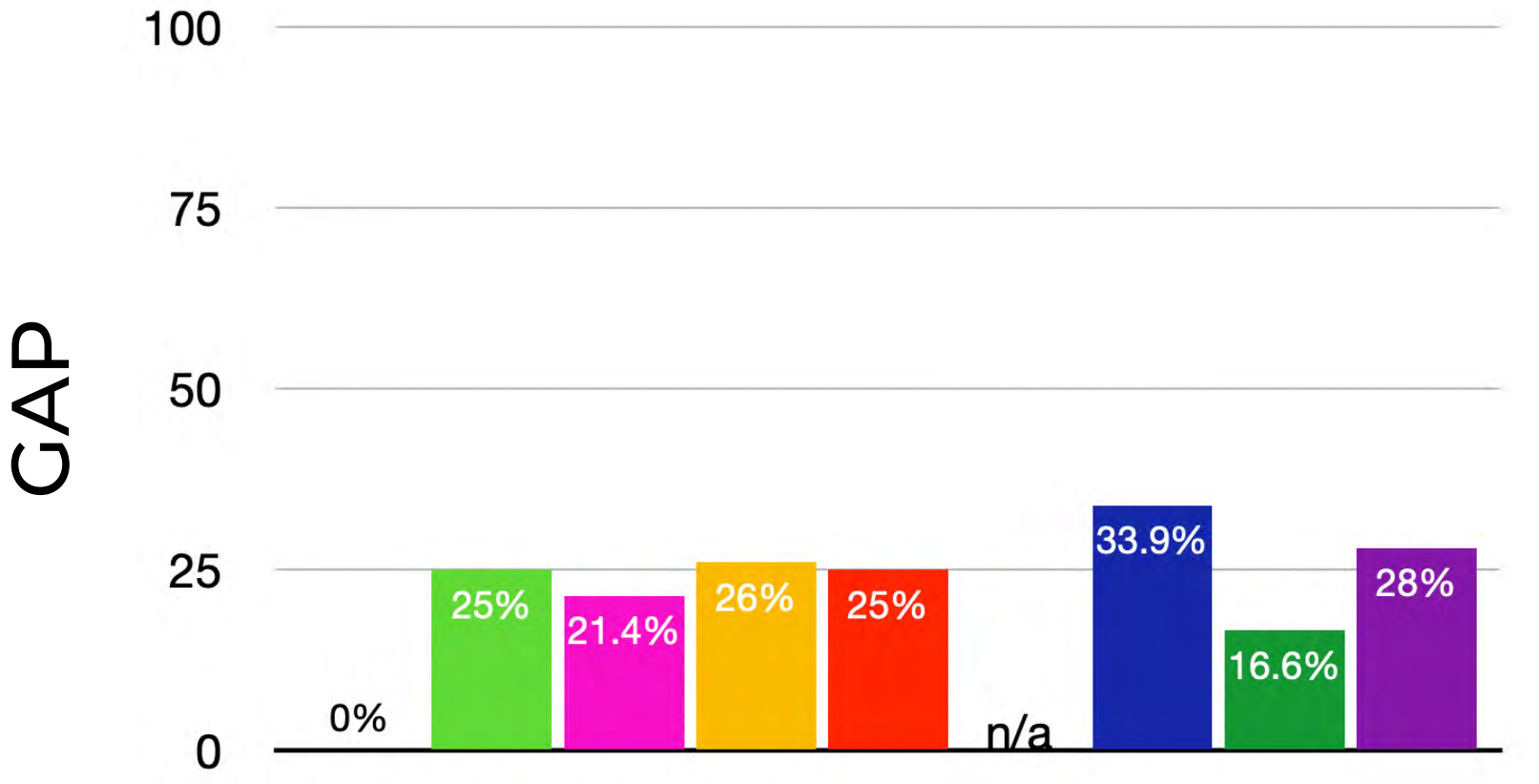
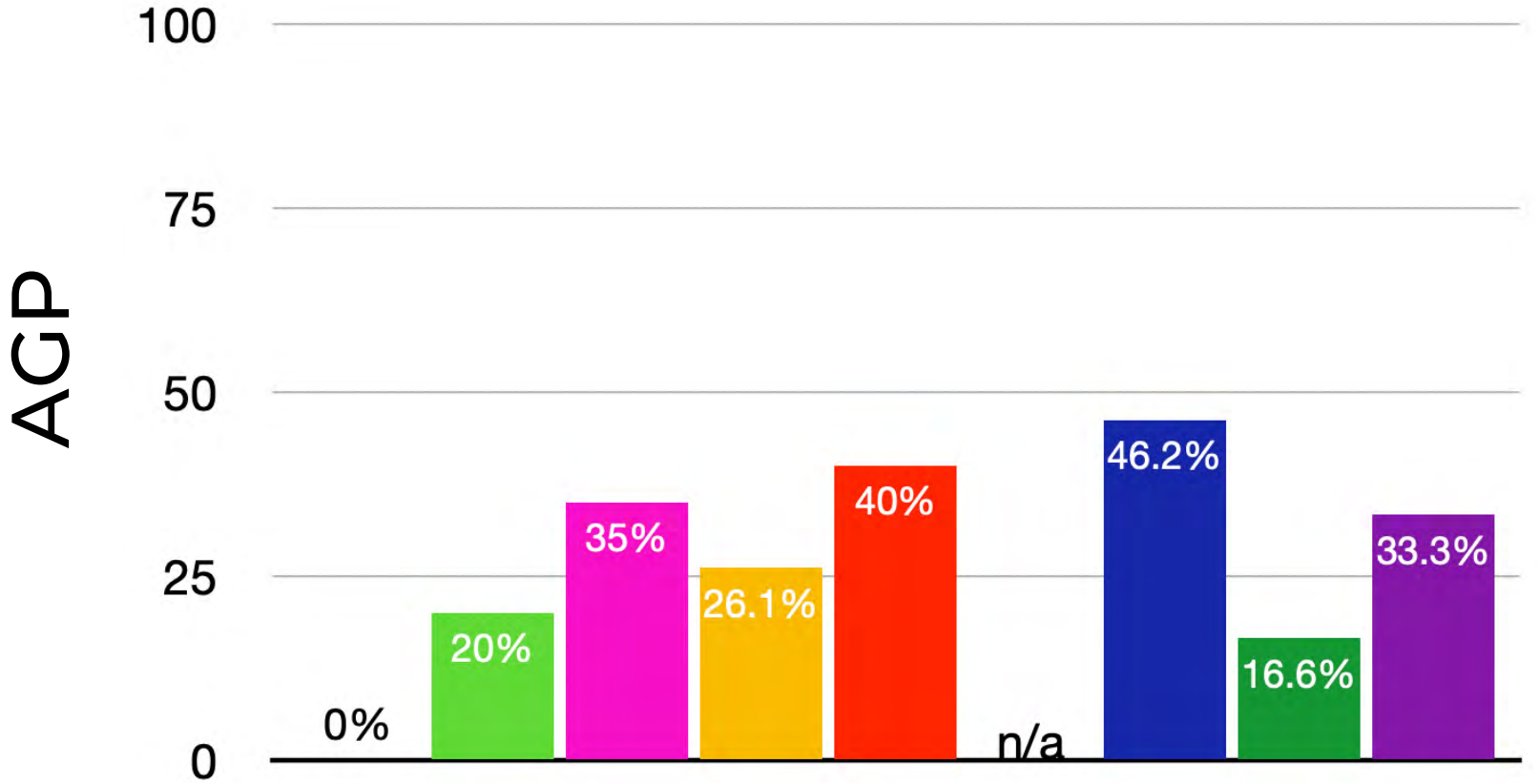
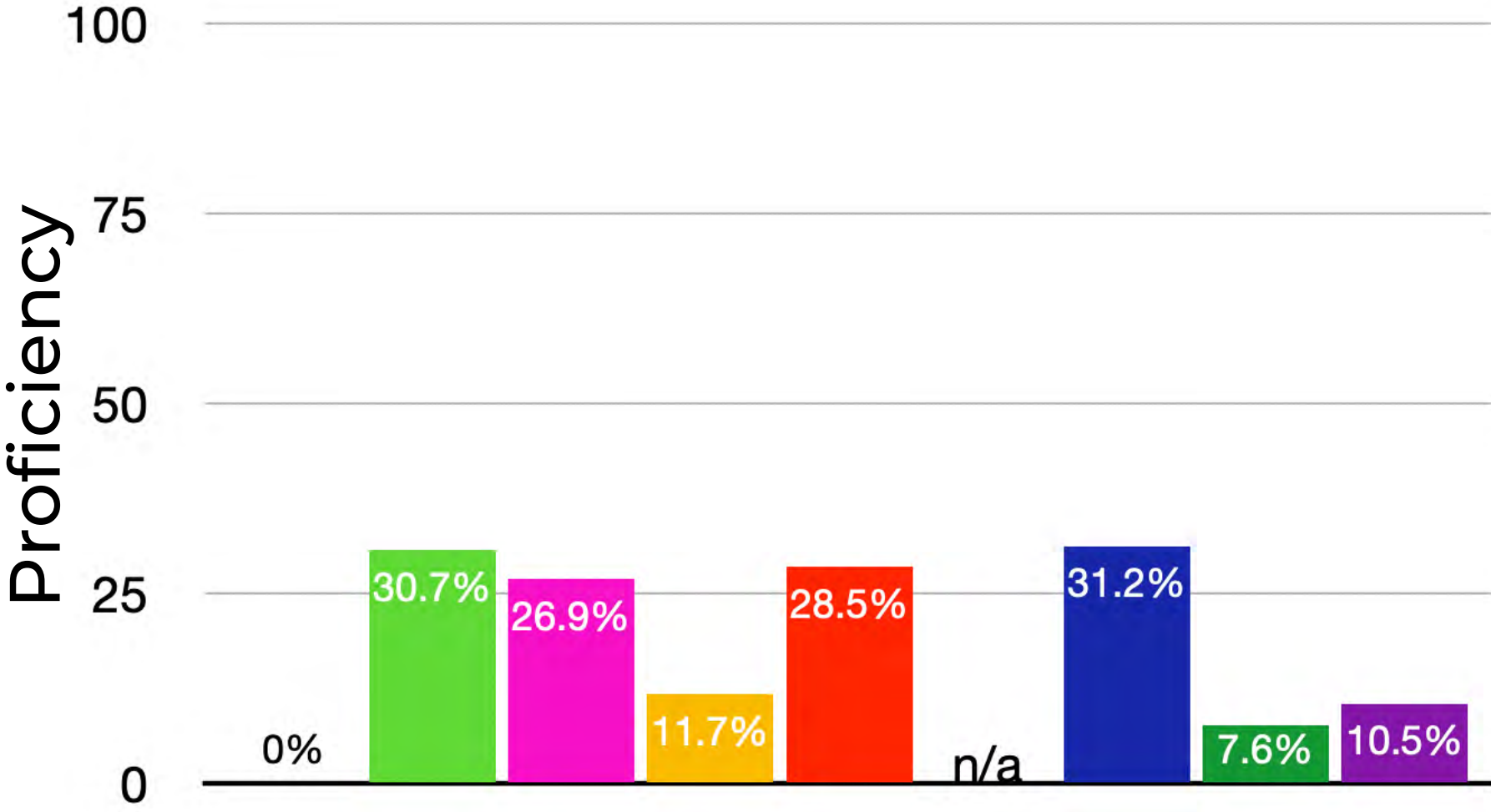
Potential TSI Trigger

Subgroup	N Size ELA Proficiency	ELA Proficiency	N Size Math Proficiency	Math Proficiency	N Size ELA AGP	ELA AGP	N Size Math AGP	MATH AGP	N Size ELA GAP	ELA GAP	N Size Math GAP	MATH GAP
American Indian	2	0.0	2	0.0	2	0.0	2	0.0	2	0.0	2	0.0
Asian	13	76.9	13	30.7	5	100.0	5	20.0	3	100.0	4	25.0
Black	26	42.3	26	26.9	20	50.0	20	35.0	15	40.0	14	21.4
Hispanic	103	31.0	102	11.7	66	46.9	65	26.1	42	40.4	46	26.0
Multirace	14	57.1	14	28.5	5	80.0	5	40.0	4	75.0	4	25.0
Pacific Islander	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
White	147	53.0	147	31.2	106	55.6	106	46.2	54	46.2	56	33.9
EL	12	8.3	13	7.6	5	20.0	6	16.6	5	20.0	6	16.6
SPED	38	15.7	38	10.5	30	40.0	30	33.3	24	25.0	25	28.0

*Please be aware, this graph does not include potential TSI triggers for the following groups/categories:
 FRL, MGP, WIDA, Chronic Absenteeism, or RBG3



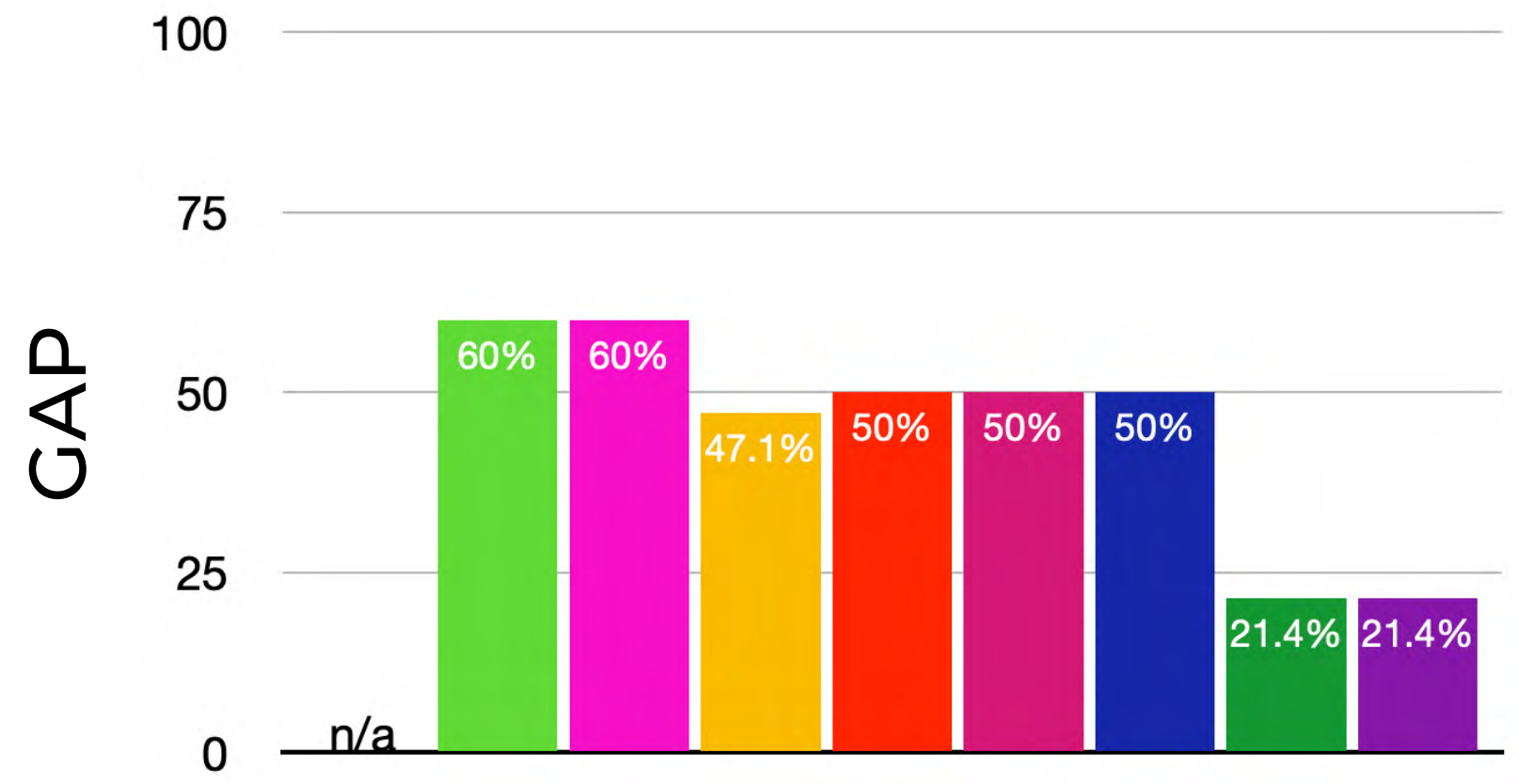
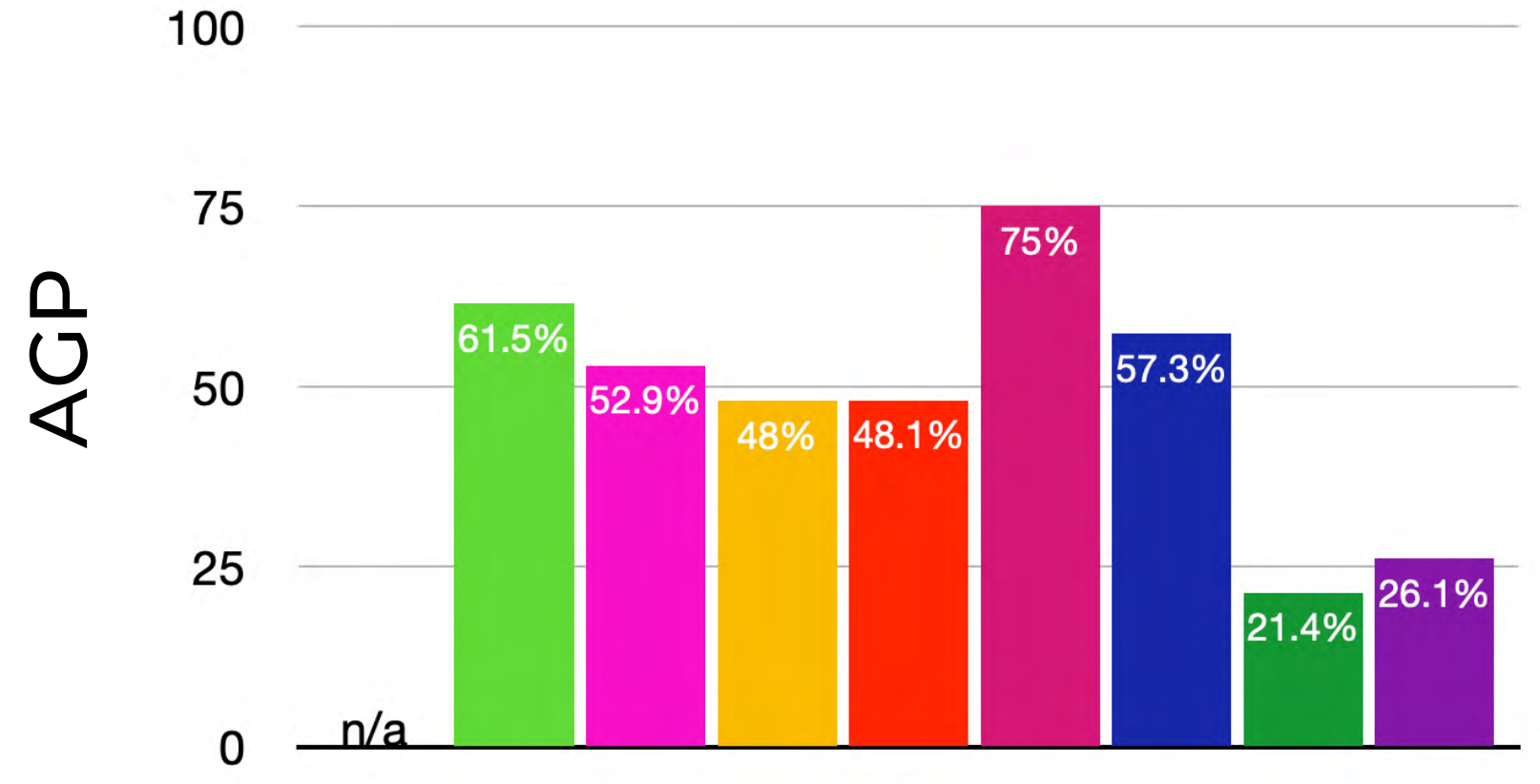
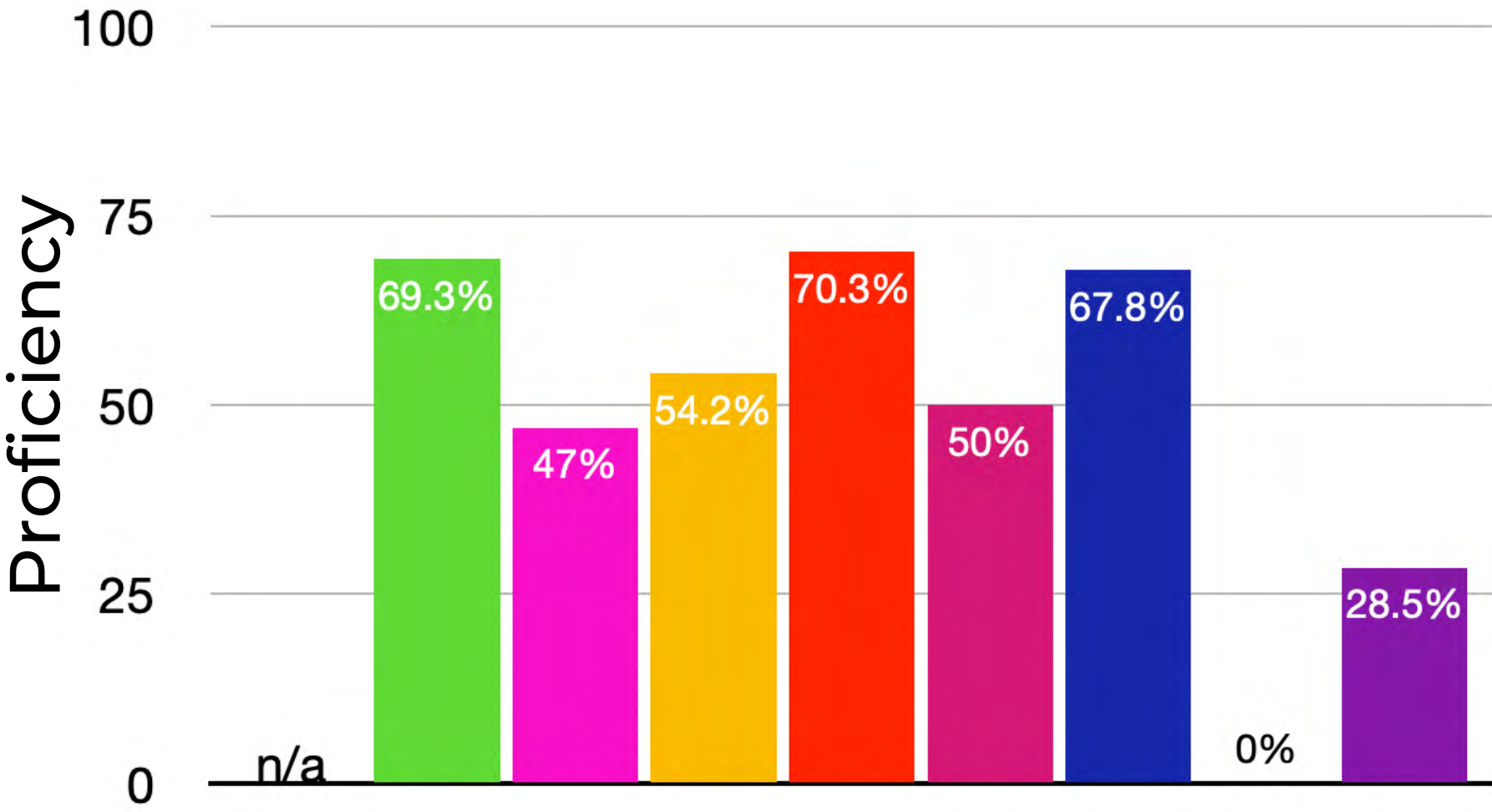
- American Indian
- Hispanic
- White
- Asian
- Multirace
- EL
- Black
- Pacific Islander
- SPED

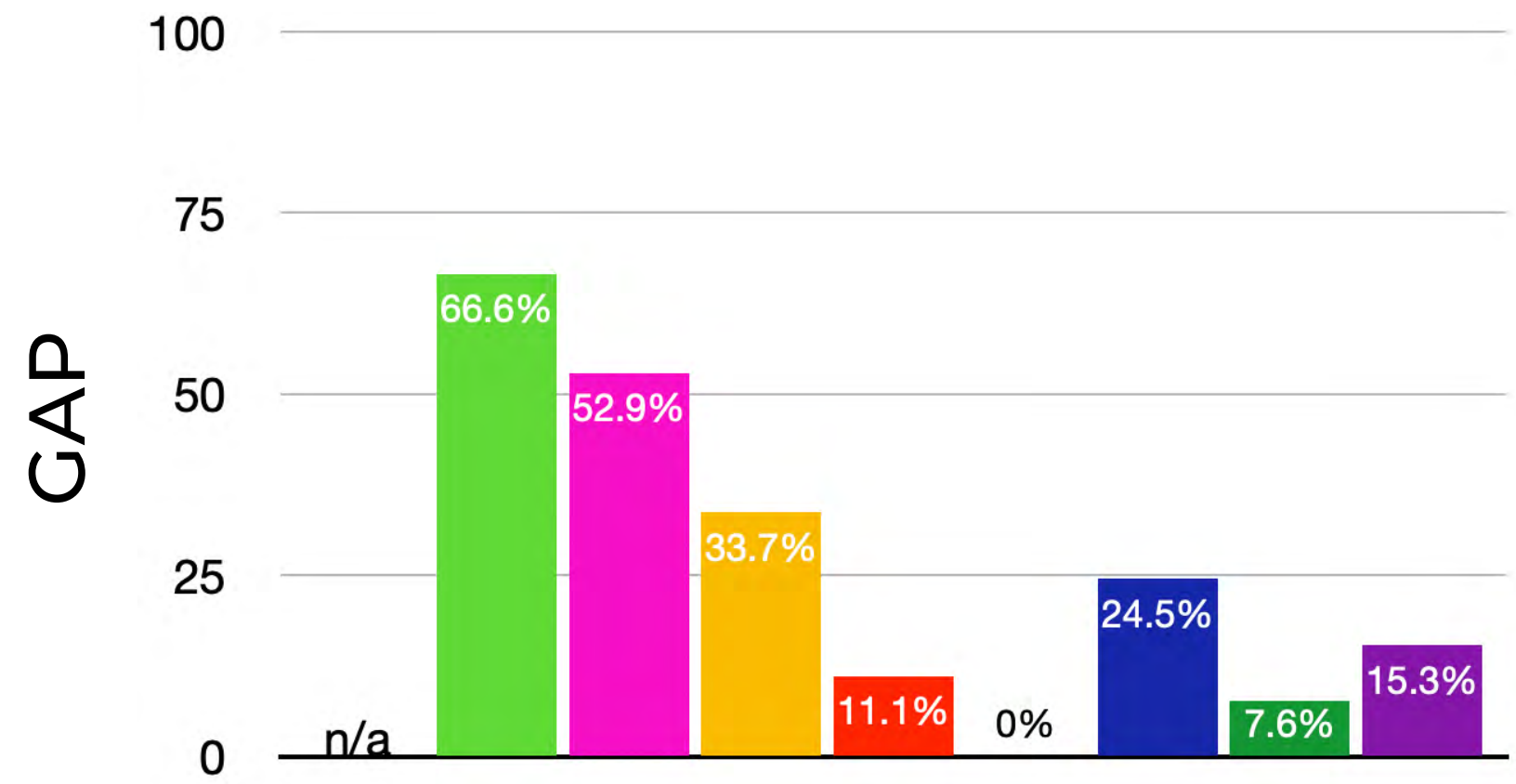
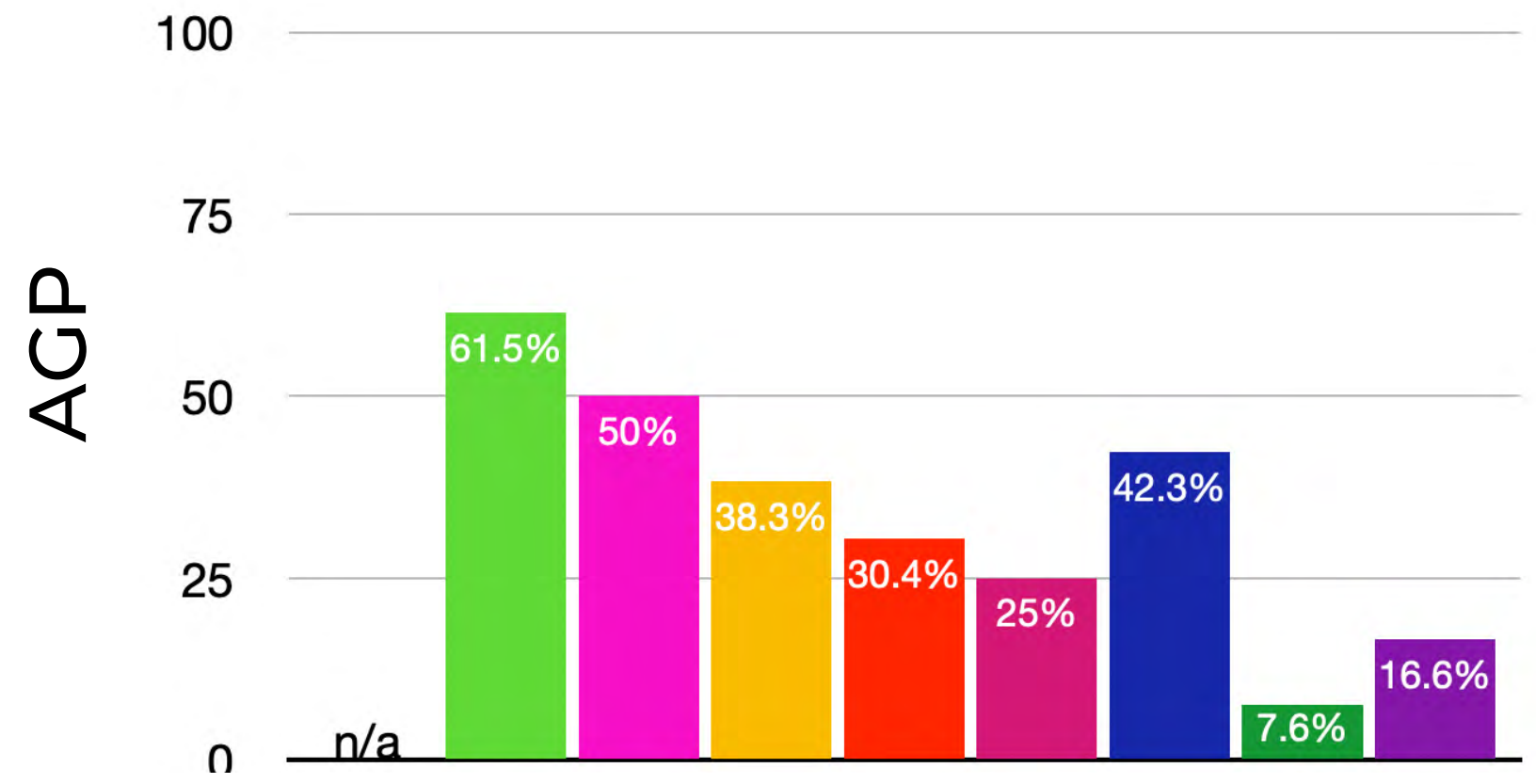
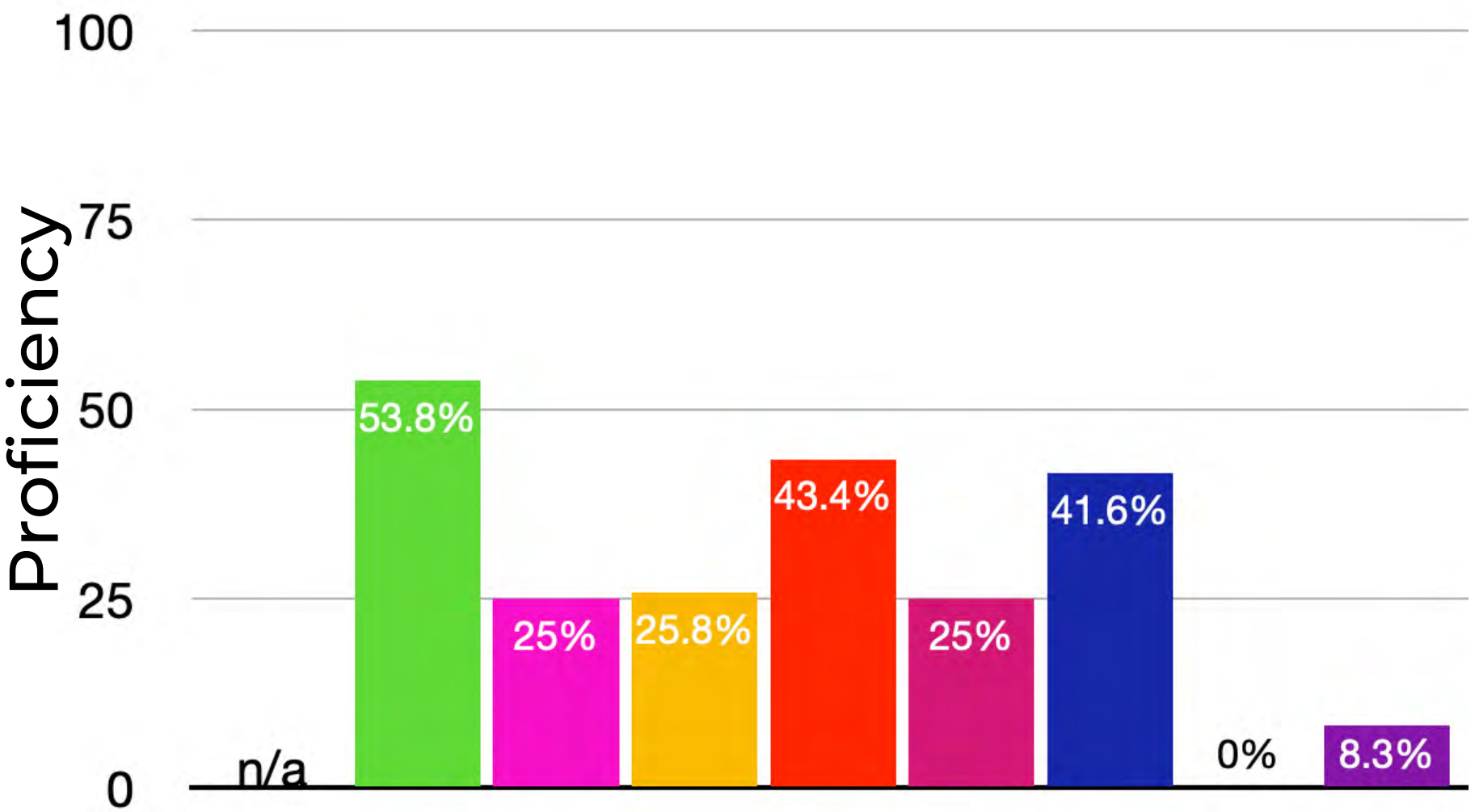


Potential TSI Trigger

Subgroup	N Size ELA Proficiency	ELA Proficiency	N Size Math Proficiency	Math Proficiency	N Size ELA AGP	ELA AGP	N Size Math AGP	MATH AGP	N Size ELA GAP	ELA GAP	N Size Math GAP	MATH GAP
American Indian	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
Asian	13	69.3	13	53.8	13	61.5	13	61.5	5	60.0	3	66.6
Black	17	47.0	20	25.0	17	52.9	20	50.0	10	60.0	17	52.9
Hispanic	129	54.2	120	25.8	129	48.0	120	38.3	70	47.1	77	33.7
Multirace	27	70.3	23	43.4	27	48.1	23	30.4	10	50.0	9	11.1
Pacific Islander	4	50.0	4	25.0	4	75.0	4	25.0	2	50.0	1	0.0
White	143	67.8	137	41.6	143	57.3	137	42.3	50	50.0	61	24.5
EL	14	0.0	13	0.0	14	21.4	13	7.6	14	21.4	13	7.6
SPED	42	28.5	36	8.3	42	26.1	36	16.6	28	21.4	26	15.3

*Please be aware, this graph does not include potential TSI triggers for the following groups/categories:
 FRL, MGP, WIDA, Chronic Absenteeism, Academic Learning Plans, or 8th Grade Sufficiency





*This represents the trajectory of your predicted index score based on NDE's current plan for testing/reporting.



MID YEAR REPORT CARD PREDICTION

Somerset Lone Mountain - 2020-21

SCHOOL LEVEL: ELEMENTARY

ASSESSMENT: IREADY

ACADEMIC ACHIEVEMENT		7/25 POINTS
MATH PROFICIENCY	24.0%	
ELA PROFICIENCY	45.5%	
SCIENCE PROFICIENCY	33.6%	Used 2018-19 results as possible indicator
POOLED PROFICIENCY	34.5%	4/20 POINTS
READ BY GRADE 3	38.6%	3/5 POINTS
STUDENT GROWTH <i>(Only 5th grade reported)</i>		19/35 POINTS
MATH MGP	51	6/10 POINTS
ELA MGP	45	4/10 POINTS
MATH AGP	38.6%	4.5/7.5 POINTS
ELA AGP	52.9%	4.5/7.5 POINTS
ENGLISH LANGUAGE		1/10 POINTS
ELPA	Used 2019-20 WiDA results as a possible indicator	
CLOSING OPPORTUNITY GAPS <i>(Only 5th grade reported)</i>		12/20 POINTS
MATH	29.0%	5/10 POINTS
ELA	45.4%	7/10 POINTS
STUDENT ENGAGEMENT		N/A OF 10 POINTS
CHRONIC ABSENTEEISM	Will not be reported in 2020-21	



MID YEAR REPORT CARD PREDICTION

Somerset Lone Mountain - 2020-21

SCHOOL LEVEL: ELEMENTARY

ASSESSMENT: IREADY

ACADEMIC ACHIEVEMENT		7/25 POINTS
MATH PROFICIENCY	24.0%	
ELA PROFICIENCY	45.5%	
SCIENCE PROFICIENCY	33.6%	
POOLED PROFICIENCY	34.5%	4/20 POINTS
READ BY GRADE 3	38.6%	3/5 POINTS
STUDENT GROWTH		17.5/35 POINTS
MATH MGP	44	4/10 POINTS
ELA MGP	44	4/10 POINTS
MATH AGP	37.4%	4.5/7.5 POINTS
ELA AGP	53.4%	5/7.5 POINTS
ENGLISH LANGUAGE		1/10 POINTS
ELPA	Used 2019-20 WiDA results as a possible indicator	
CLOSING OPPORTUNITY GAPS		12/20 POINTS
MATH	28.1%	5/10 POINTS
ELA	45.0%	7/10 POINTS
STUDENT ENGAGEMENT		N/A OF 10 POINTS
CHRONIC ABSENTEEISM	Will not be reported in 2020-21	



MID YEAR REPORT CARD PREDICTION

Somerset Lone Mountain - 2020-21

SCHOOL LEVEL: MIDDLE SCHOOL

ASSESSMENT: IREADY

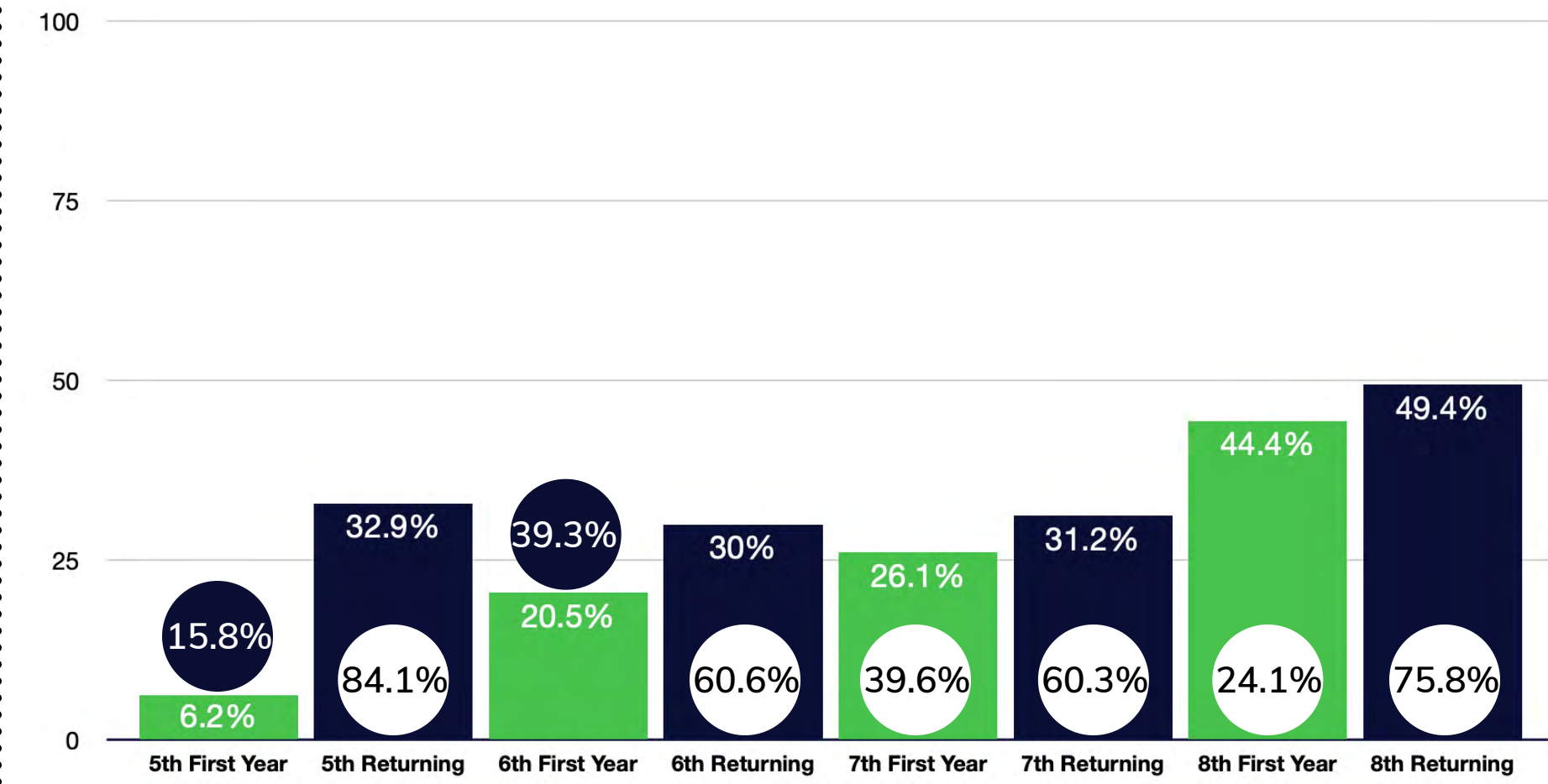
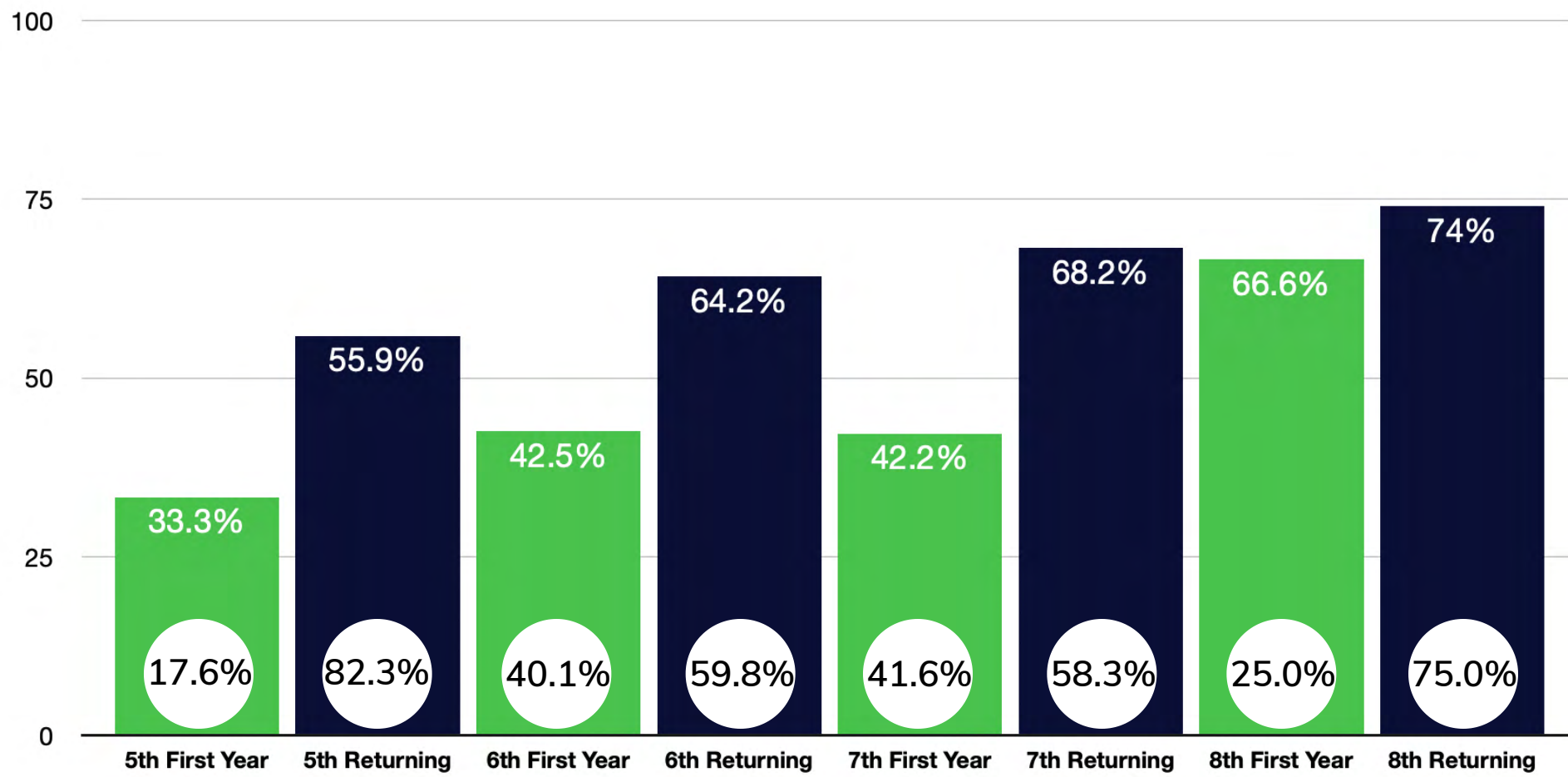
ACADEMIC ACHIEVEMENT		21/25 POINTS
MATH PROFICIENCY	35.0%	
ELA PROFICIENCY	61.5%	
SCIENCE PROFICIENCY	63.0%	Used 2018-19 results as possible indicator
POOLED PROFICIENCY	50.6%	21/25 POINTS
STUDENT GROWTH		18/30 POINTS
MATH MGP	44	4/10 POINTS
ELA MGP	52	6/10 POINTS
MATH AGP	41.0%	4.5/5 POINTS
ELA AGP	53.1%	3.5/5 POINTS
ENGLISH LANGUAGE		10/10 POINTS
ELPA	Used 2019-20 WiDA results as a possible indicator	
CLOSING OPPORTUNITY GAPS		20/20 POINTS
MATH	31.5%	10/10 POINTS
ELA	49.6%	10/10 POINTS
STUDENT ENGAGEMENT		5 OF 5 POINTS
C. ABSENTEEISM/NAC/LEARNING PLANS	C.A. will not be reported in 2020-21	

Subgroup	N Size ELA Proficiency	ELA Proficiency	N Size Math Proficiency	Math Proficiency
5th First Year	18	33.3	16	6.2
5th Returning	84	55.9	85	32.9
6th First Year	47	42.5	39	20.5
6th Returning	70	64.2	60	30.0
7th First Year	45	42.2	42	26.1
7th Returning	63	68.2	64	31.2
8th First Year	27	66.6	27	44.4
8th Returning	81	74.0	85	49.4

■ First Year Students at Lone Mountain
■ Returning Students at Lone Mountain
○ Percentage of Students In Grade Level

Reading

Math



Road to 5 Stars

SOMERSET LONE MOUNTAIN LAS VEGAS



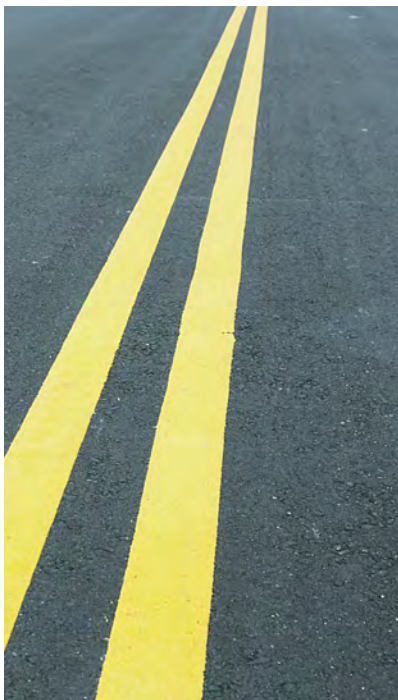
Prepared by
CESAR TIU, PRINCIPAL
& LONE MOUNTAIN
ADMINISTRATION

GOALS



1. To maintain 5 star status in the elementary school
2. To maintain 5 star status in the middle school

ROAD TO 5 STARS



The destination: 5 star status at Somerset Lone Mountain at the elementary and middle school levels. The roadmap to our destination is provided in this proposal and is based on analysis of our current status and trajectory. It should be noted that our proposal includes realistic, yet rigorous benchmark goals for the next 5 years but that these goals will need to be revisited each year upon receiving the results of state testing. Updates should also be considered when, and if, there are any dramatic shifts in student population (ex. an enrollment increase). Progress towards goals should be observed through monitoring student interim assessment data (i.e. NWEA Map, iReady, etc.)

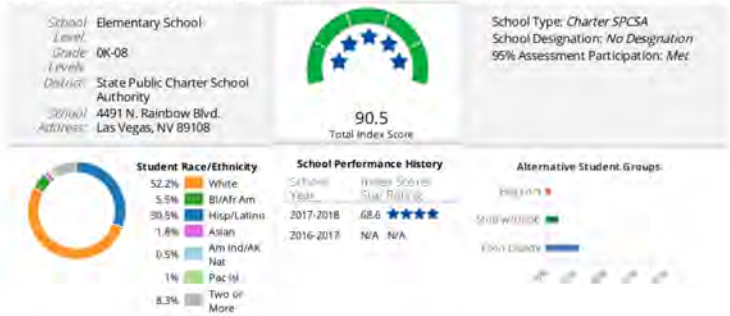
Current Status

Most recent star ratings and state testing performance (2018-2019 school year). A status update will be provided upon analyzing our Fall 2020 Interim assessment data.

Elementary

Middle School

Somerset Academy Lone Mountain School Year 2018-2019 Nevada School Rating



What does my school rating mean?

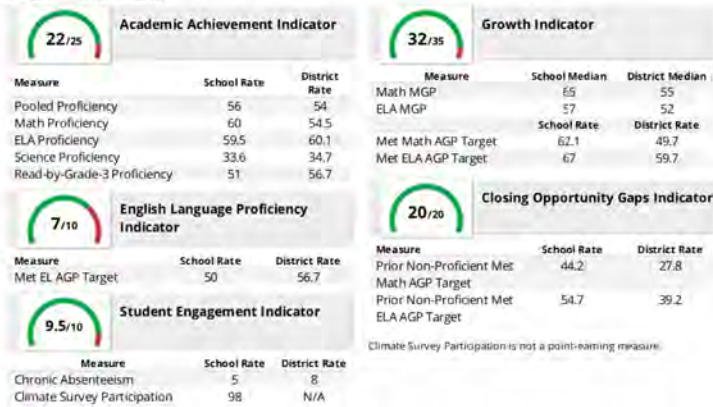
Five-Star school: Recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are school star ratings determined?
 Schools receive points based on student performance across various indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

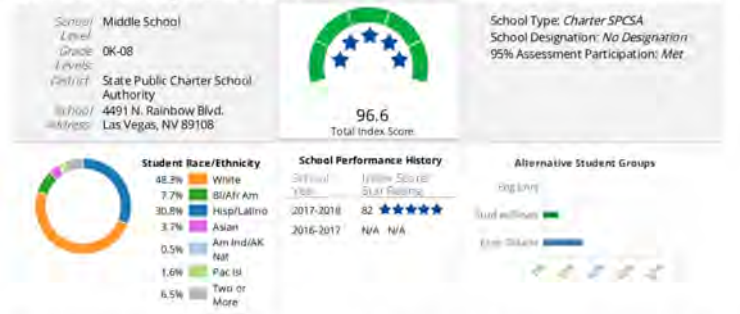
How are star ratings determined based on total index score?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

2018-2019 School Performance



Somerset Academy Lone Mountain School Year 2018-2019 Nevada School Rating



What does my school rating mean?

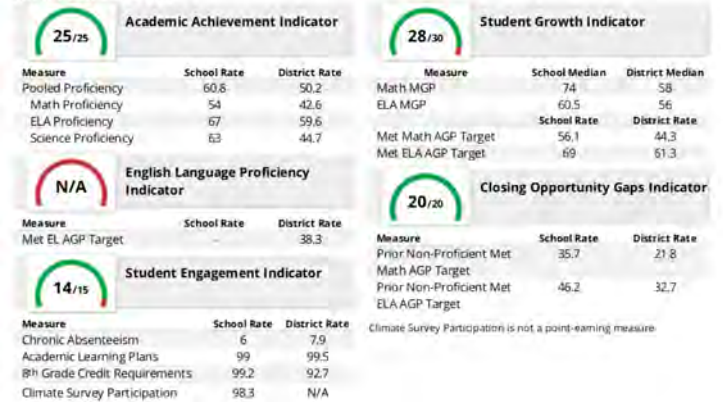
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How are school star ratings determined?
 Schools receive points based on student performance across various indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

- Below 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★
- At or above 80 ★★★★★

2018-2019 School Performance



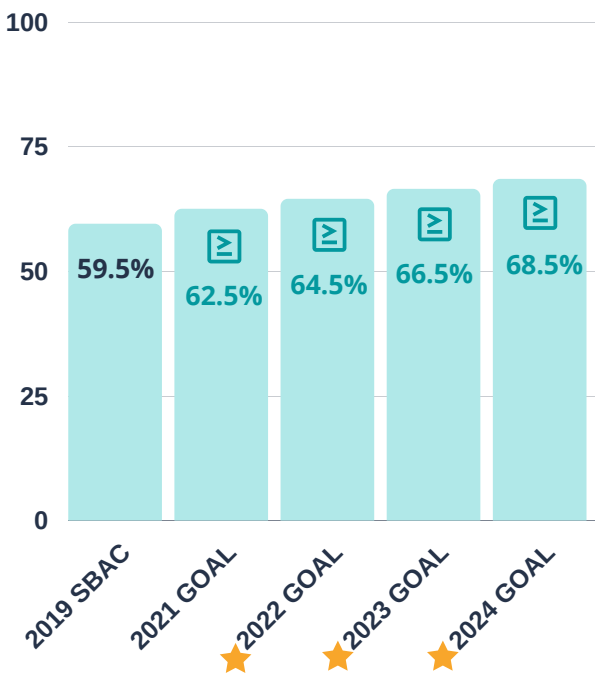
Academic Achievement

Below are performance benchmark goals for the next 5 years. Proficiency is historically the area that sees the smallest increases, even when coupled with high growth, especially at higher initial proficiency levels.

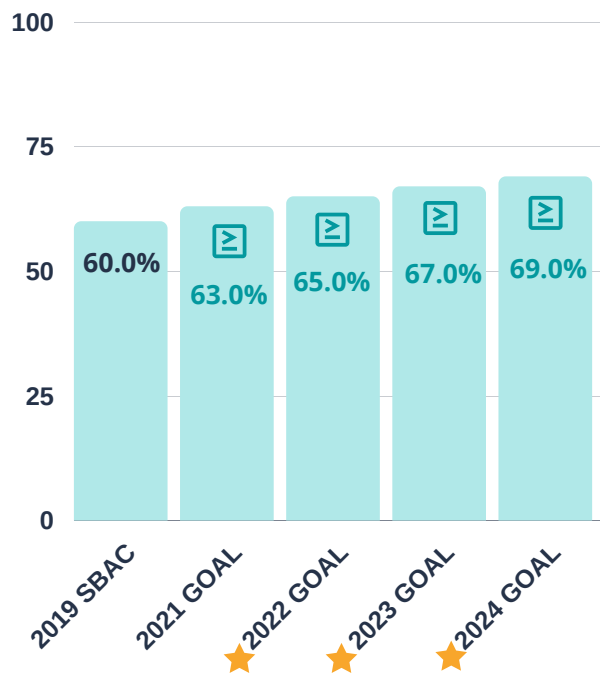
We do not know definitively what will happen with testing, but the following goals would be based on taking SBAC this Spring. This would mean that academic achievement data would be available but growth/ratings would not be available until 2022.

★ = Next potential rated year

Elementary ELA

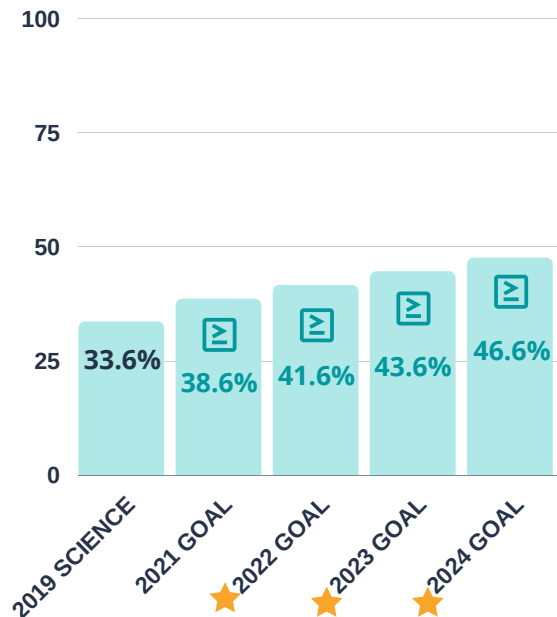


Elementary Math



* Though there is a 2 year gap between 2019 & 2021, a minimal benchmark increase was selected for ELA & Math. This is due to early research which anticipates an average academic loss of 1 instructional year for each student as a result of quarantine during the COVID-19 epidemic.

Elementary Science



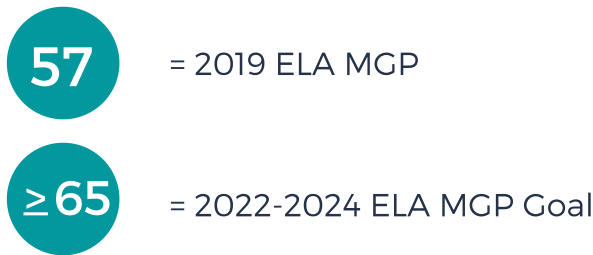
Growth Indicators

Student growth percentiles represent a Somerset student's growth compared to their academic peers across Nevada. The target median should not gradually increase but rather always strive to be greater than or equal to 65.

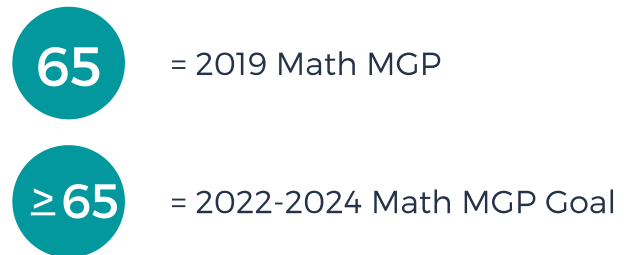
Student growth indicators require 2 consecutive years of testing so the next likely year where this data would be received for SBAC would be in 2022. To track 2021 progress towards growth goals, interim data would need to be utilized.

★ = Next potential rated year

Elementary ELA

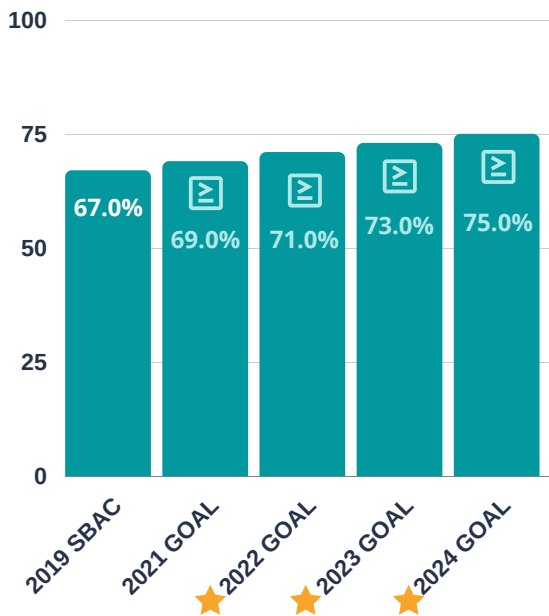


Elementary Math

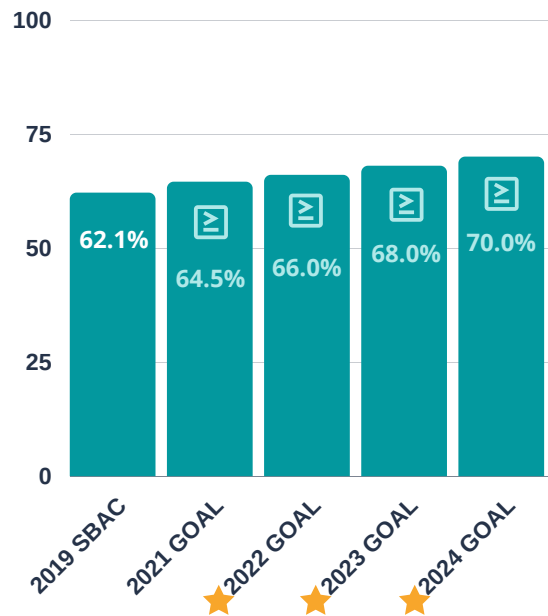


Adequate Growth Percentiles (AGP) reflects the percentage of students who hit their individual growth targets. Targets are based on either obtaining or maintaining proficiency. The higher the proficiency levels, the lower and more achievable the targets.

Elementary ELA



Elementary Math

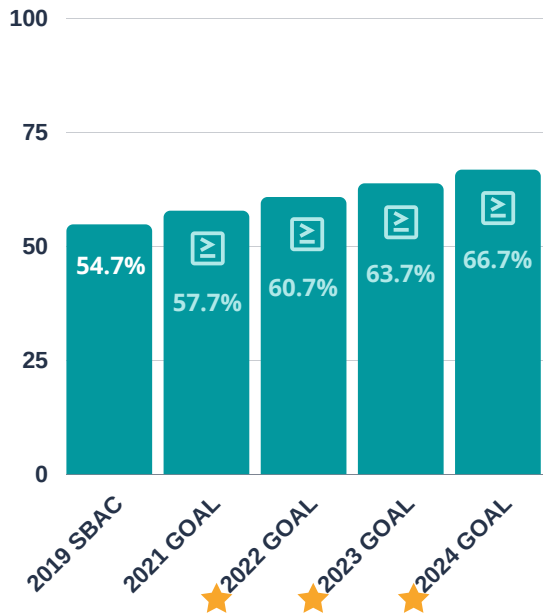


Closing Opportunity Gaps

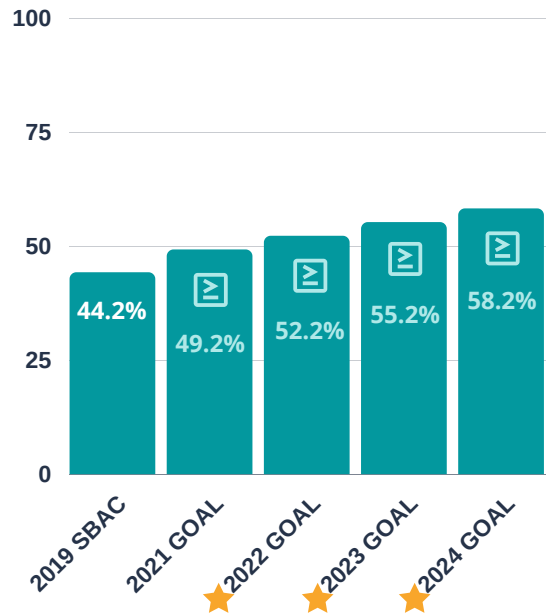
The Closing Opportunity Gaps indicator reflects the percentage of non-proficient students hitting their individual growth targets (AGP). Students do not necessarily have to achieve proficiency in order to hit their target, so rigorous improvements can be realistic goals.

★ = Next potential rated year

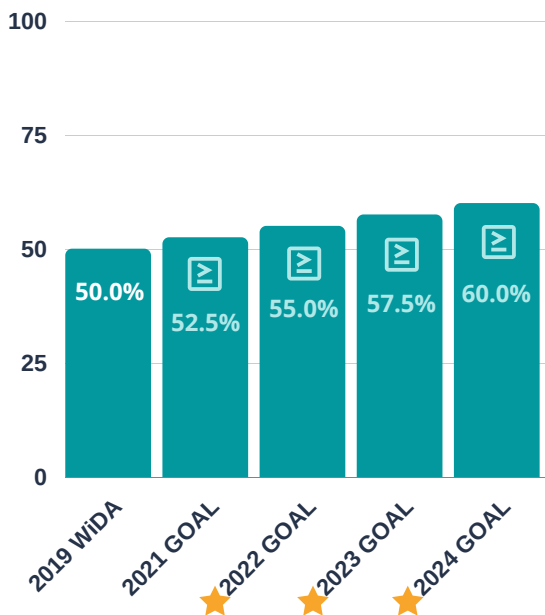
Elementary ELA



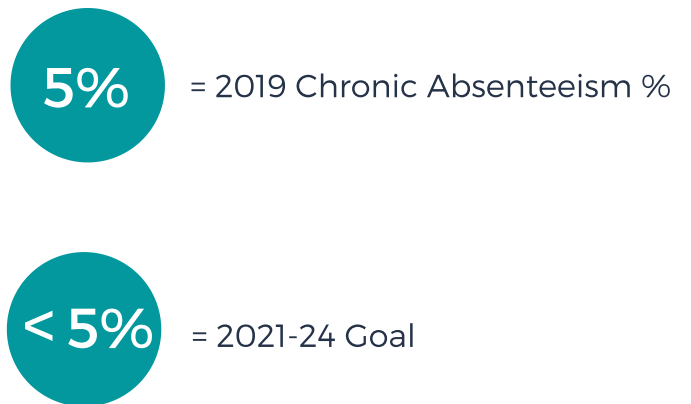
Elementary Math



EL Proficiency



Student Engagement



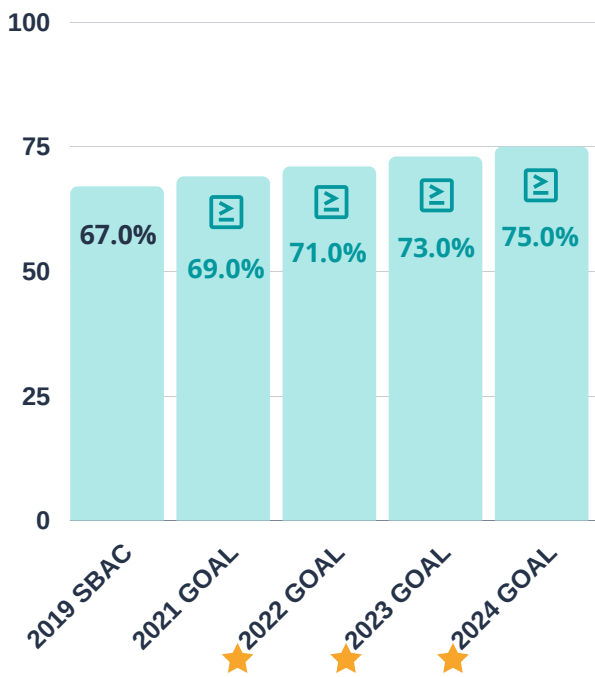
Academic Achievement

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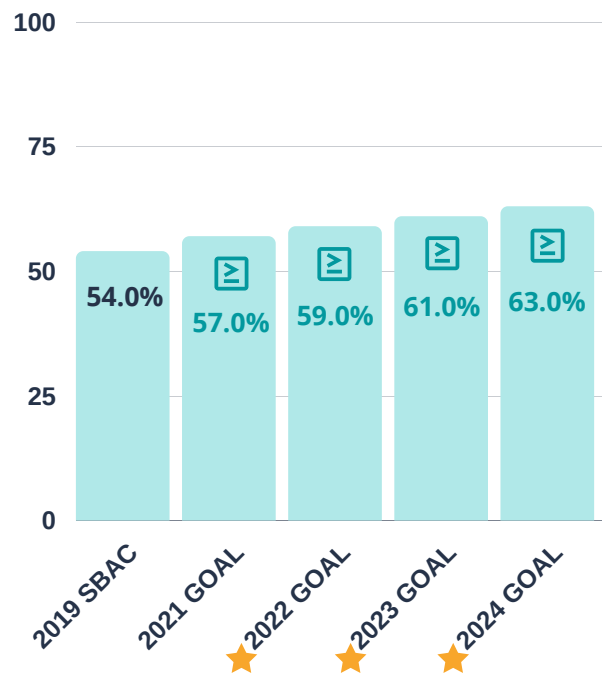
We do not know definitively what will happen with testing, but the following goals would be based on taking SBAC this Spring. This would mean that academic achievement data would be available but growth/ratings would not be available until 2022.

★ = Next potential rated year

Middle School ELA



Middle School Math



* Though there is a 2 year gap between 2019 & 2021, a minimal benchmark increase was selected for ELA & Math. This is due to early research which anticipates an average academic loss of 1 instructional year for each student as a result of quarantine during the COVID-19 epidemic.

Middle School Science



Growth Indicators

Student growth percentiles represent a Somerset student's growth compared to their academic peers across Nevada. The target median should not gradually increase but rather always strive to be greater than or equal to 65.

Student growth indicators require 2 consecutive years of testing so the next likely year where this data would be received for SBAC would be in 2022. To track 2021 progress towards growth goals, interim data would need to be utilized.

★ = Next potential rated year

Middle School ELA

60.5

= 2019 ELA MGP

≥ 65

= 2021-2024 ELA MGP Goal

Middle School Math

74

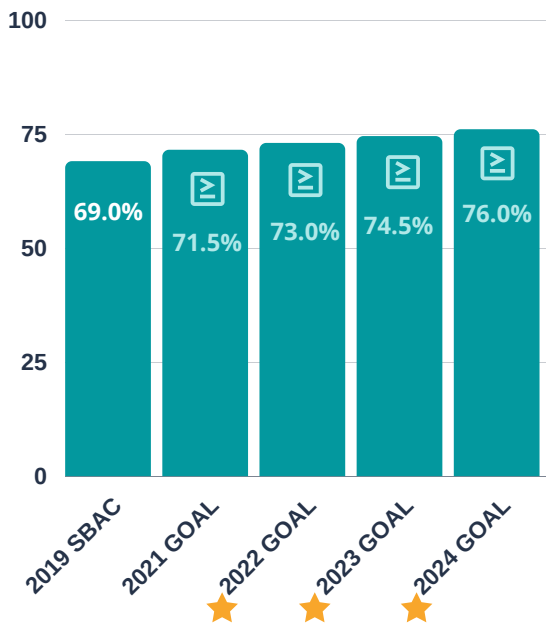
= 2019 Math MGP

≥ 65

= 2021-2024 Math MGP Goal

Adequate Growth Percentiles (AGP) reflects the percentage of students who hit their individual growth targets. Targets are based on either obtaining or maintaining proficiency. The higher the proficiency levels, the lower and more achievable the targets.

Middle School ELA



Middle School Math

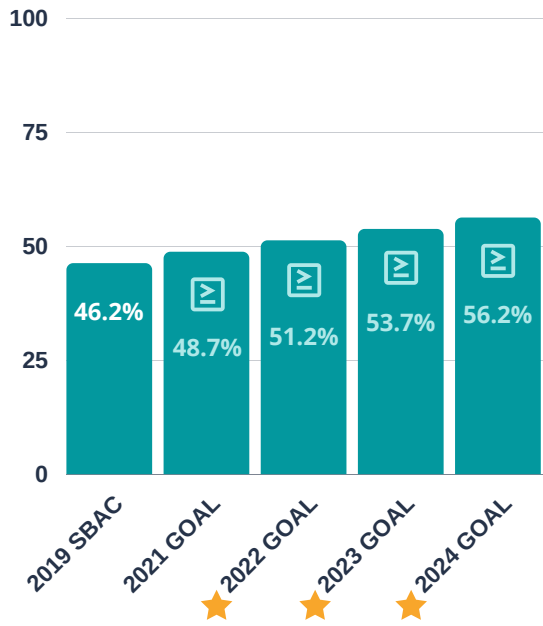


Closing Opportunity Gaps

The Closing Opportunity Gaps indicator reflects the percentage of non-proficient students hitting their individual growth targets (AGP). Students do not necessarily have to achieve proficiency in order to hit their target, so rigorous improvements can be realistic goals.

★ = Next potential rated year

Middle School ELA



Middle School Math



Student Engagement



= 2019 Chronic Absenteeism %



= 2021-2024 Goal

Elementary Implementation Strategies for 2020-21



Below are some of the major instructional implementation strategies for each indicator in the 2020-21 school year:

Recommended that each strategy have an in-person & online implementation approach:

1. Academic Achievement/Growth Medians:

ELA (In-Person)

- Superkids K-2
- Engage NY 3-5
- LETRS K-3
- Wilson Reading 2-5
- 95th Percent Group (Tier 2 Instruction K-5)
- Heggerty Phonics (Tier 1 Instruction K-2)

ELA (Online)

- iReady Online
- MyOn K-5
- News ELA
- Readworks
- Aimsweb Monitoring
- BrainPop, BrainPop Jr., BrainPop ELL
- Razzkids, ELL

Math (In-Person)

- Engage New York
- Magic of Math

Math (Online)

- ST Math
- iReady
- AimsWeb Monitoring
- Khan Academy
- Prodigy Math

Elementary Implementation Strategies for 2020-21



SCIENCE (In-Person)

- FOSS Science K-5

Science (Online)

- FOSS Online
- BrainPop, BrainPop Jr, BrainPop ELL
- Readworks Science
- NewsELA Science Resources

2. Growth (AGP) Differentiated Instruction:

In-Person

- ELA and Math will receive direct instruction and small group differentiation
- 95th Percent small group instruction
- Wilson reading small group interventions
- Enrichment and intervention designated times

Online

- ST Math at grade level
- iReady at student level

3. Closing Opportunity Gaps (Instruction for non-proficient students):

In-Person

- **U**se of enrichment and intervention blocks utilizing; Wilson Reading, 95th Percent group, Heggerty Phonics

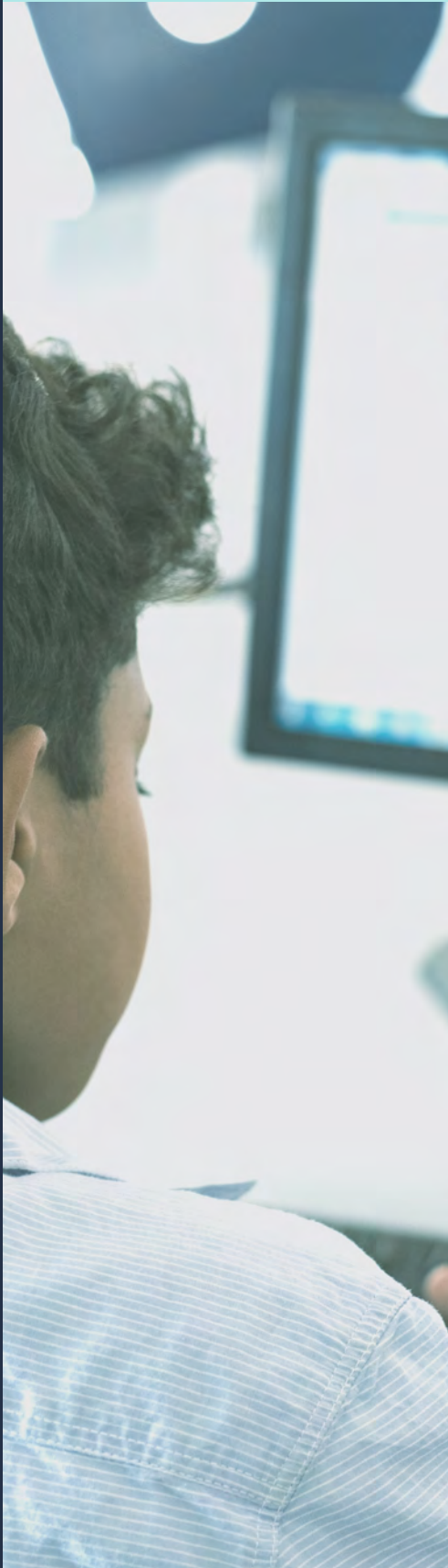
Online

- iReady online practice at student level
- ST Math
- Readworks

4. Chronic Absenteeism:

- Continued monitoring
- Teacher contact w/parents when students have an extended absence
- Registrar will call/email regarding student absences
- Admin meetings with parents/students with excessive absences

MS Implementation Strategies for 2020-21



Recommended that each strategy have an in-person & online implementation approach:

1. Academic Achievement/Growth Medians:

ELA (In-Person/Online)

- Content/grade level instructional planning, collaboration, and common assessment aligned with standards
- Use of Engage New York curriculum
- Content area MS collaboration and horizontal alignment
- Data analysis for effective instruction and improvement
- Increase student engagement strategies such as Kagan and Marzano
- Student tracking of growth and goals
- Implementation of SBAC testing engagement, readiness, and strategies
- Use of iReady program for RTI and struggling students

MATH (In-Person/Online)

- Content/grade level instructional planning, collaboration, and common assessment aligned with standards
- iReady and Open Up
- Content area MS collaboration and horizontal alignment
- Increase student engagement strategies such as Kagan and Marzano
- Student tracking of growth and goals
- Implementation of SBAC testing engagement, readiness, and strategies
- Use of iReady program for RTI and struggling students

MS Implementation Strategies for 2020-21



Science (In-Person/Online)

- Collaborative planning of MS science teachers with the standards
- Hands on and inquiry based learning
- Use of interactive notebooks for student engagement, note taking, tracking, and responsibility
- Increase student engagement strategies such as Kagan and Marzano
- Student tracking of growth and goals
- Spiral review of curriculum

2. Growth (AGP) Differentiated Instruction:

In Person/Online

- Differentiate instruction and increase effective instruction supported in all areas through content-level collaboration and planning, coaching supports for teachers, and mentor program for new teachers.
- Foundations period used to place identified students for interventions
- Collaborative discussion and grade level planning for students needs
- Integrated instruction between content areas.
- Increase student engagement and strategies such as Kagan and Marzano

3. Closing Opportunity Gaps (Instruction for non-proficient students):

In Person/Online

ELA: Continue to assist low achieving students fill gaps with ELA foundations class as an elective. Individual, small group, and whole group instruction.

MATH: Continue to assist low achieving students fill gaps with the math foundations class as an elective. Individual, small group, and whole group instruction.

BOTH: Student weakness/gaps identified and worked with to strengthen; foundational skills strengthened; concepts reinforced and spiraled

MS Implementation Strategies for 2020-21



Contd. Closing Opportunity Gaps (Instruction for non-proficient students):

ONLINE: Teachers will continue to teach, monitor growth, and support students through use of Zoom, online programs, and teacher guided activities. Teacher support of each other, planning, and collaboration to continue.

4. Chronic Absenteeism

- Continued monitoring of absenteeism
- Teacher contact with parents when students have an extended absence
- Registrar to make phone calls and send emails regarding student absences
- Meetings held by administration with students and parents with excessive absences.

5 Star Timeline

ANTICIPATED RATINGS TIMELINE

Meeting each of the aforementioned benchmarks will put Somerset Lone Mountain on the following timeline for maintaining 5 Star status:

ELEMENTARY



MIDDLE SCHOOL



WINTER IREADY/MAP DATA

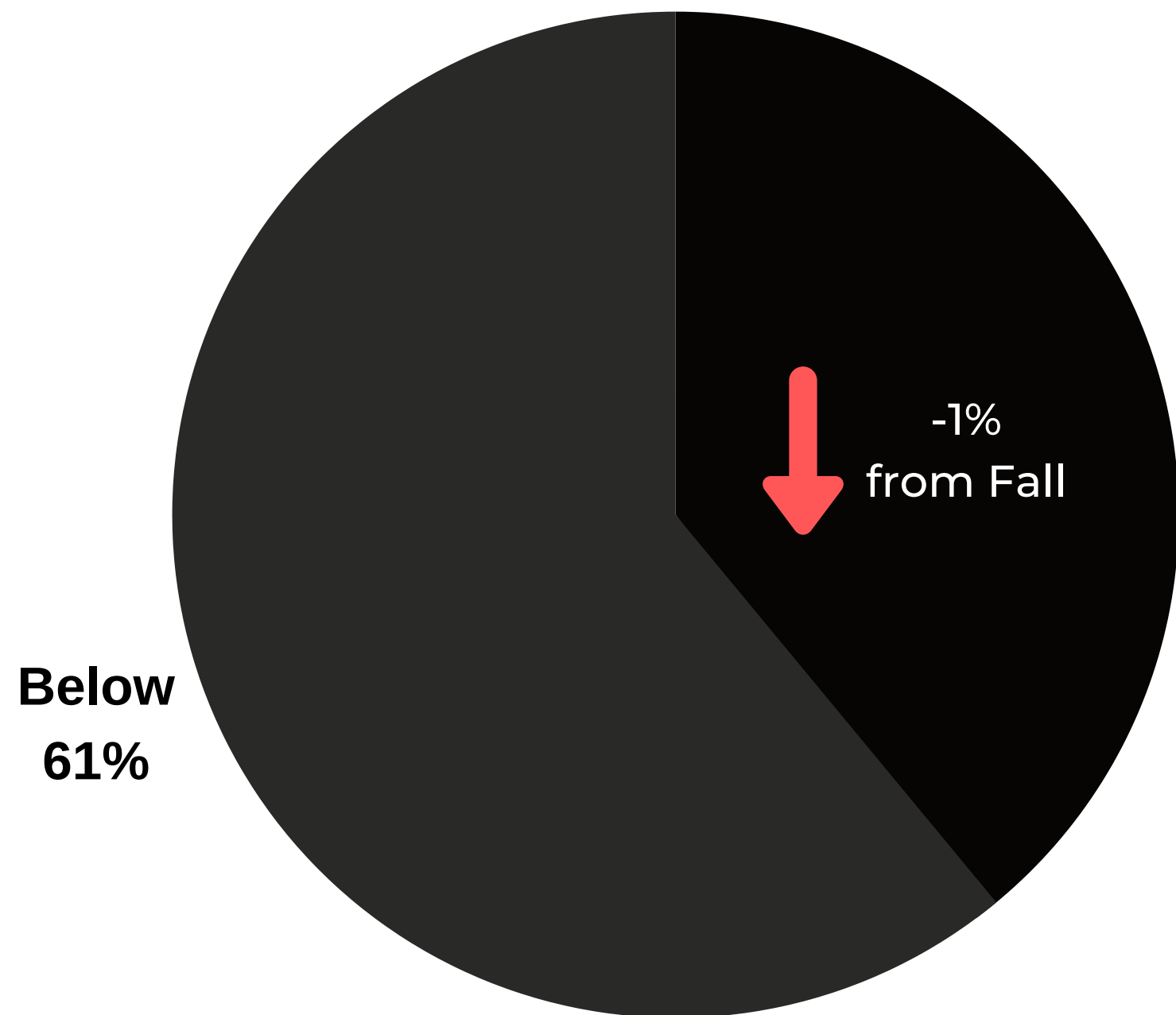


SOMERSET ACADEMY
LOSEE

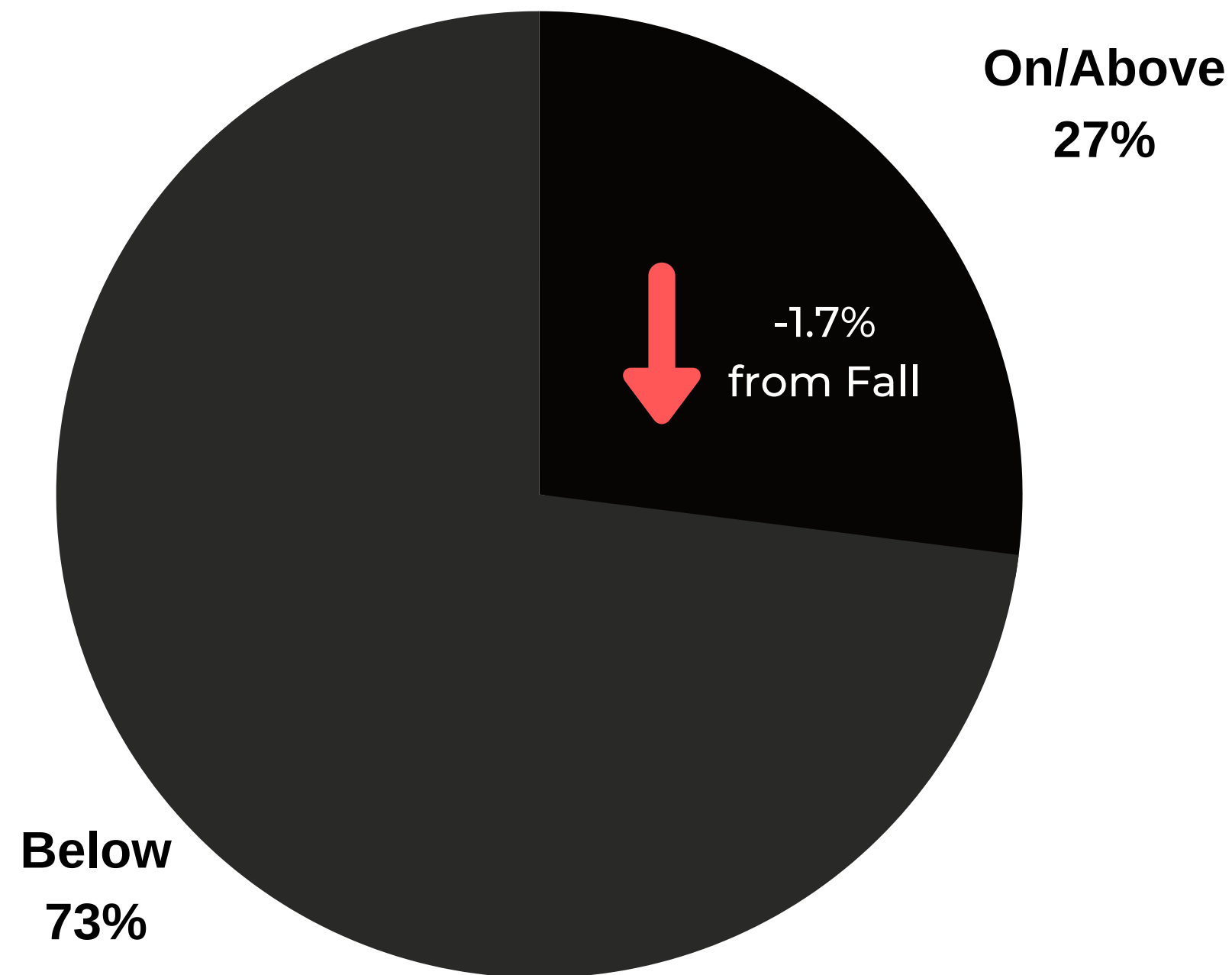
WINTER 2021

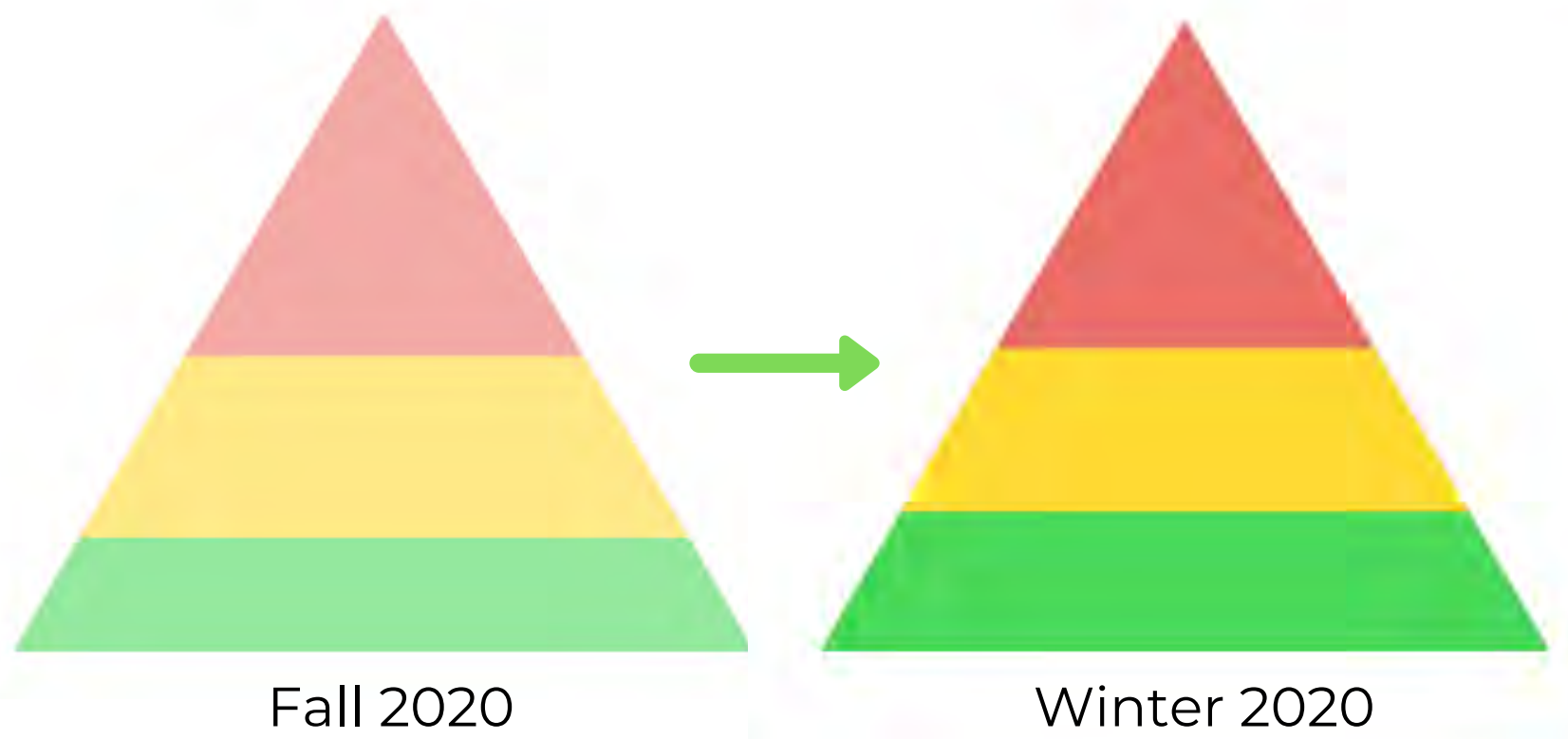


Reading % of Students at/above Grade Level

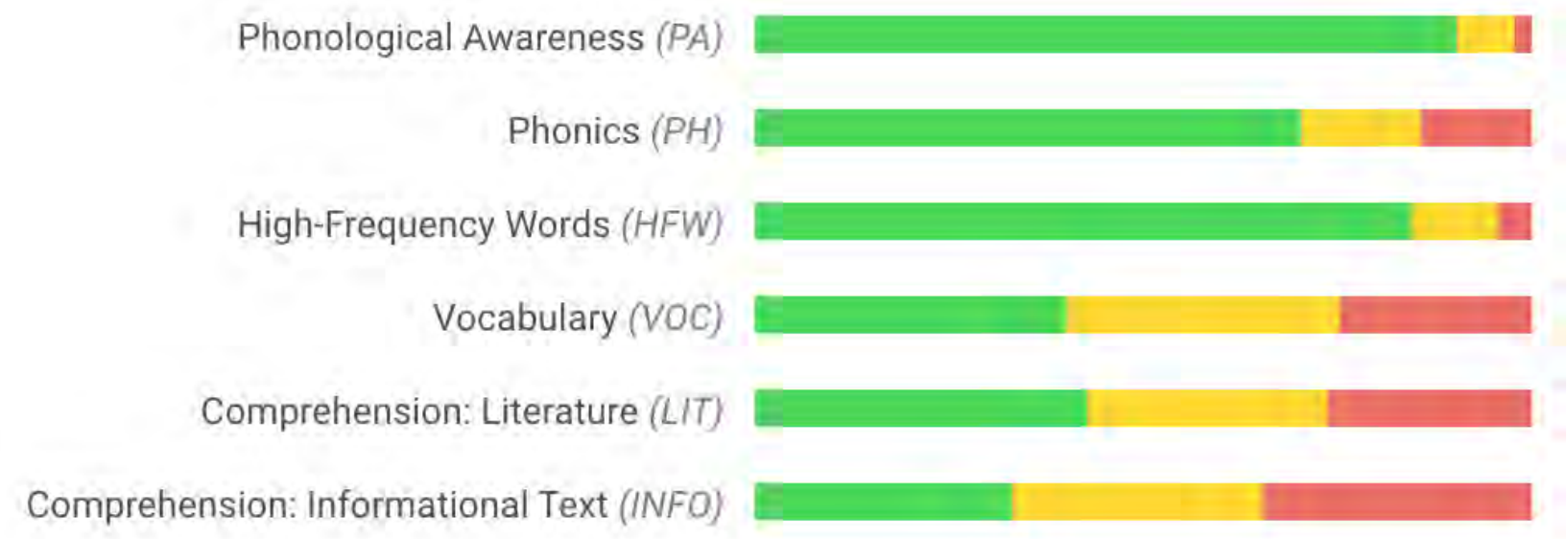


Math % of Students at/above Grade Level

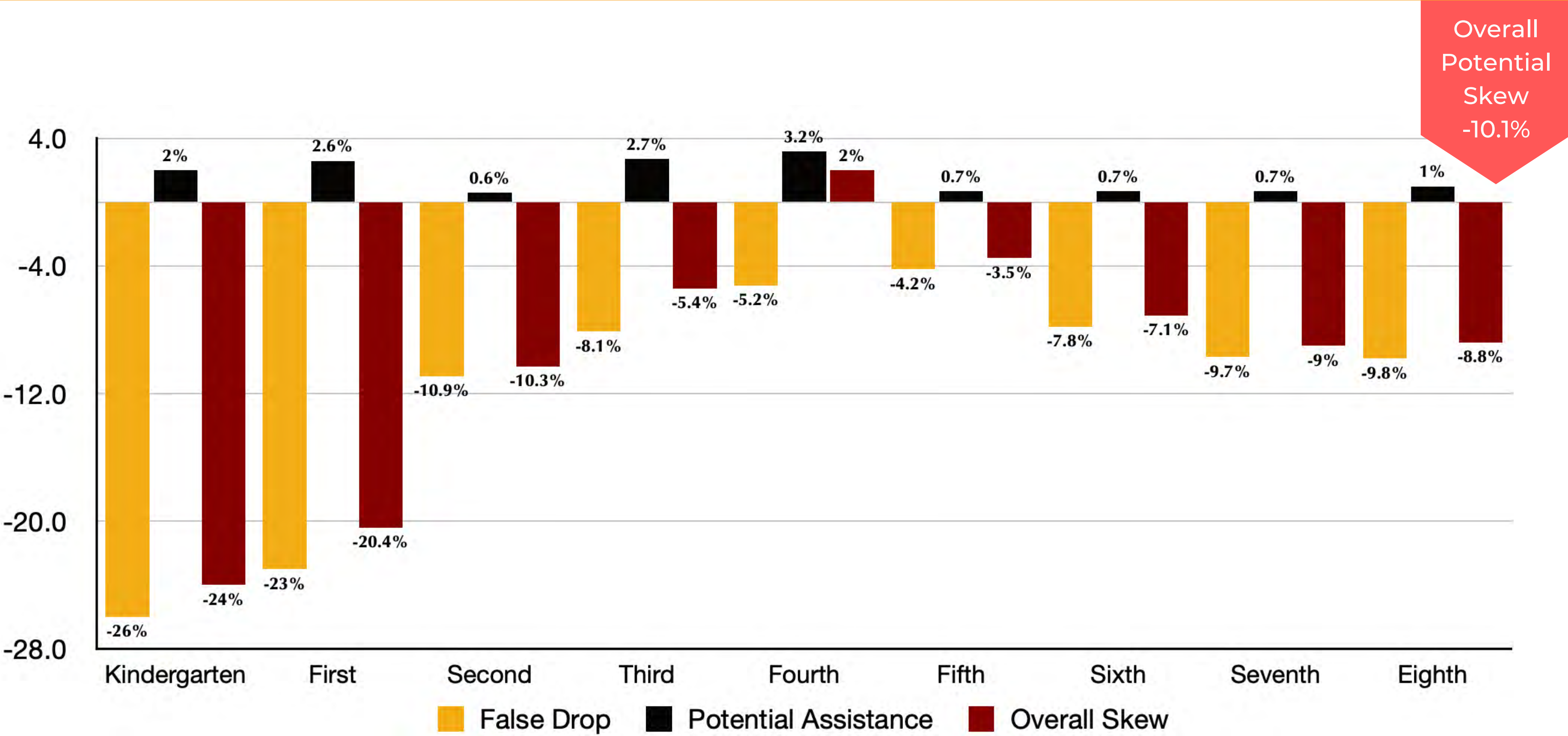


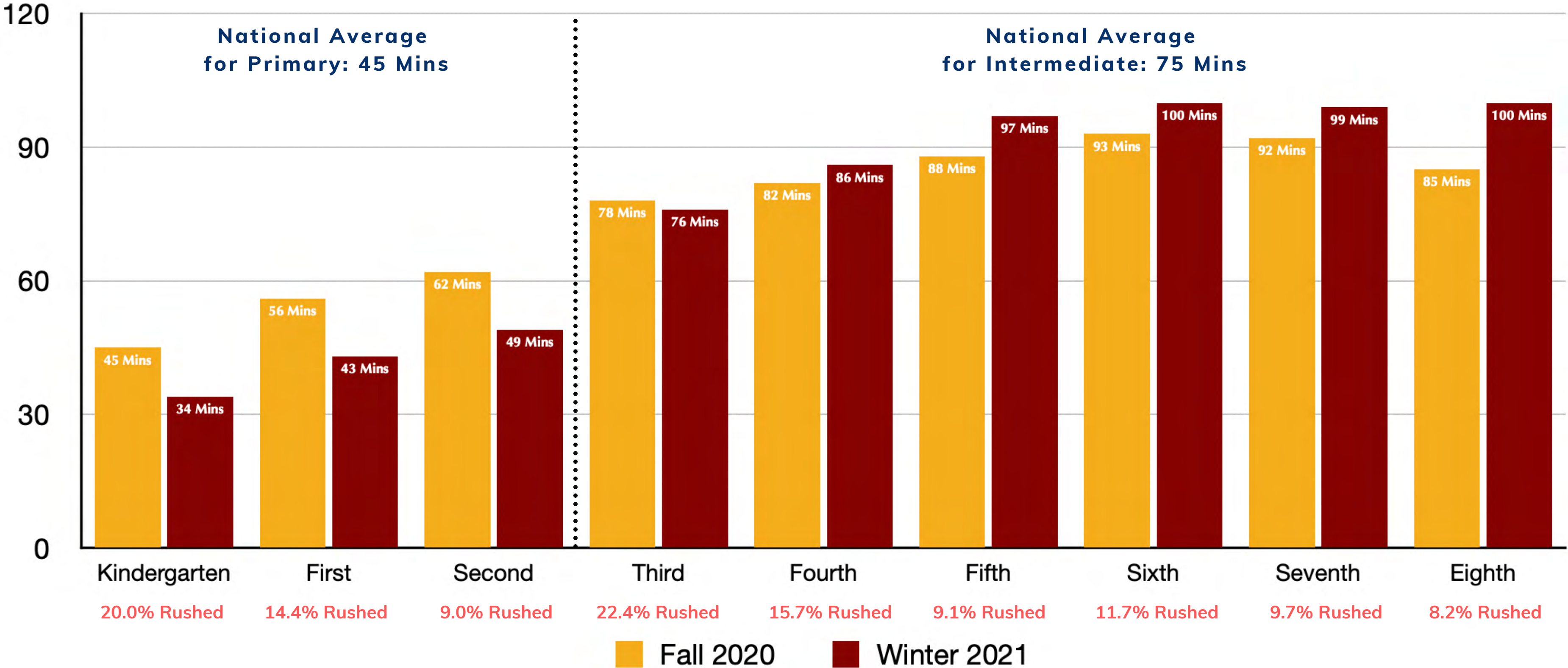


- **At Risk for Tier 3**
27%
- **Tier 2**
34%
- **Tier 1**
39%

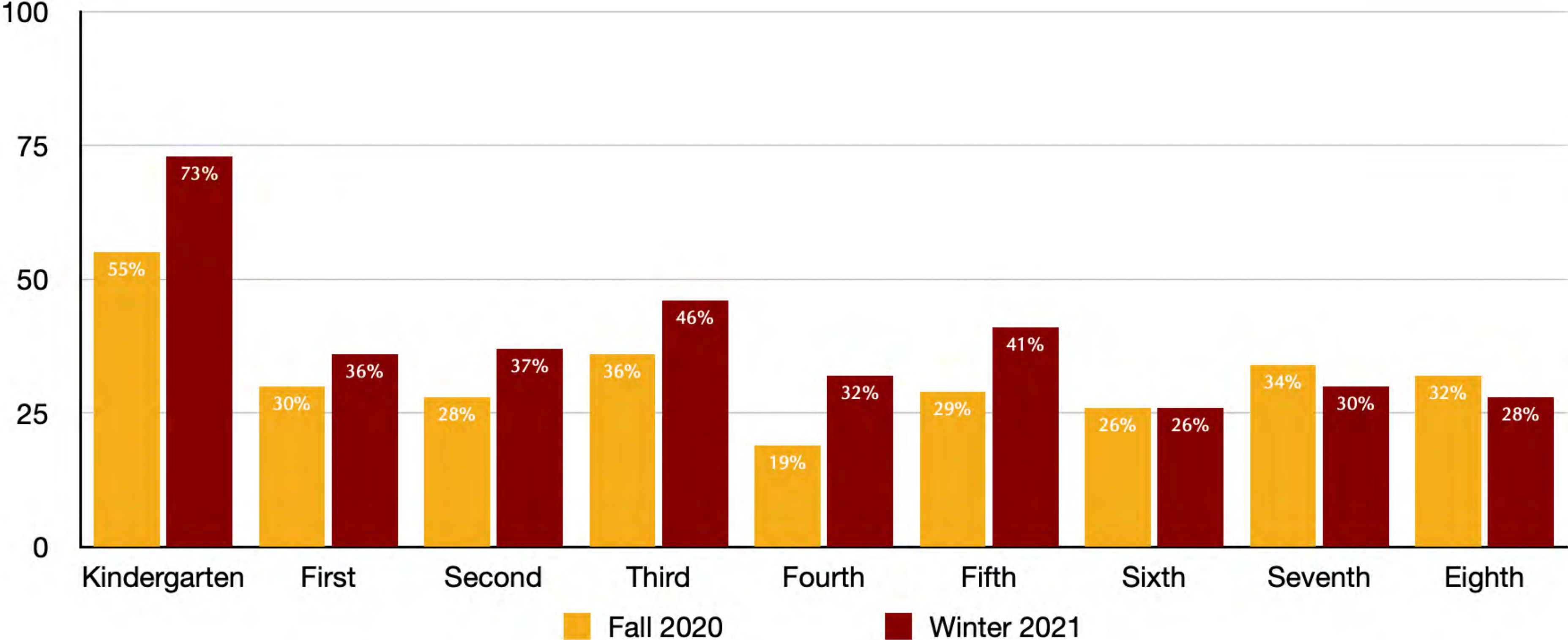


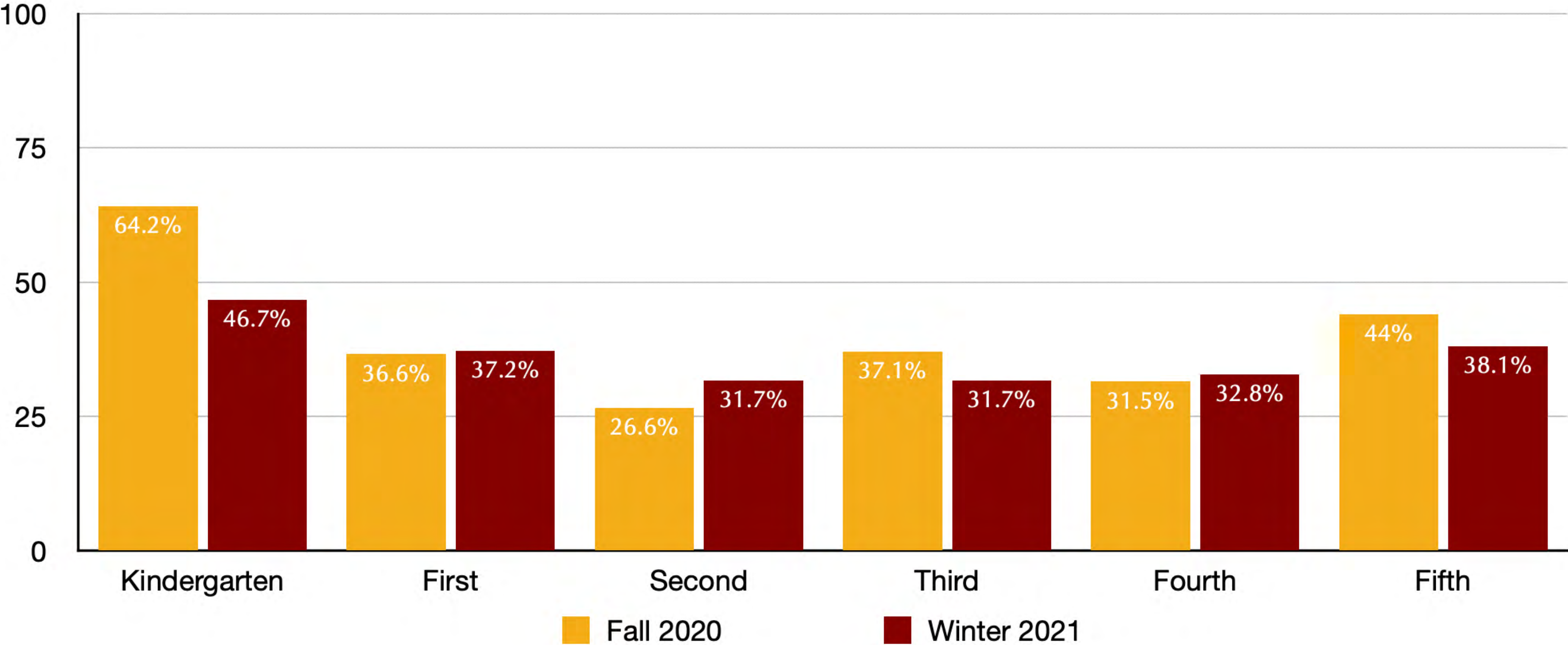
- Mid or Above Grade Level
241 Students
- Early On Grade Level
283 Students
- One Grade Level Below
458 Students
- Two Grade Levels Below
158 Students
- Three or More Grade Levels Below
214 Students

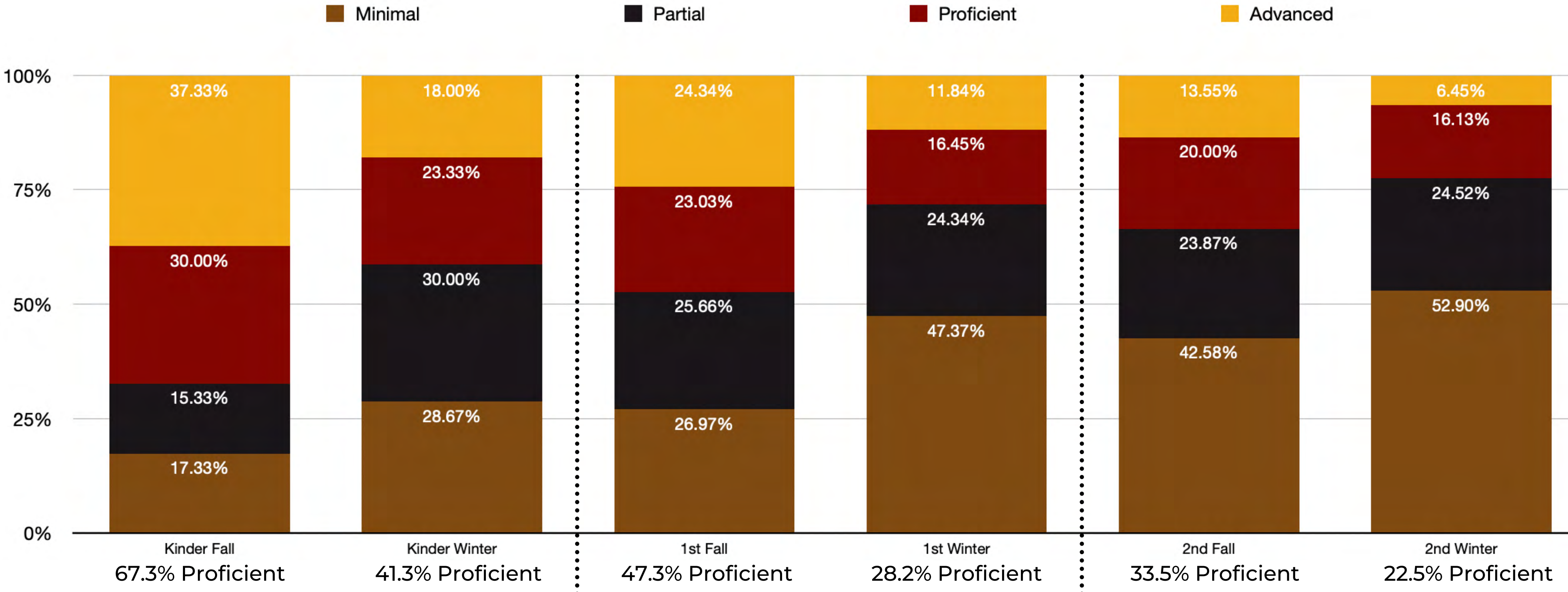


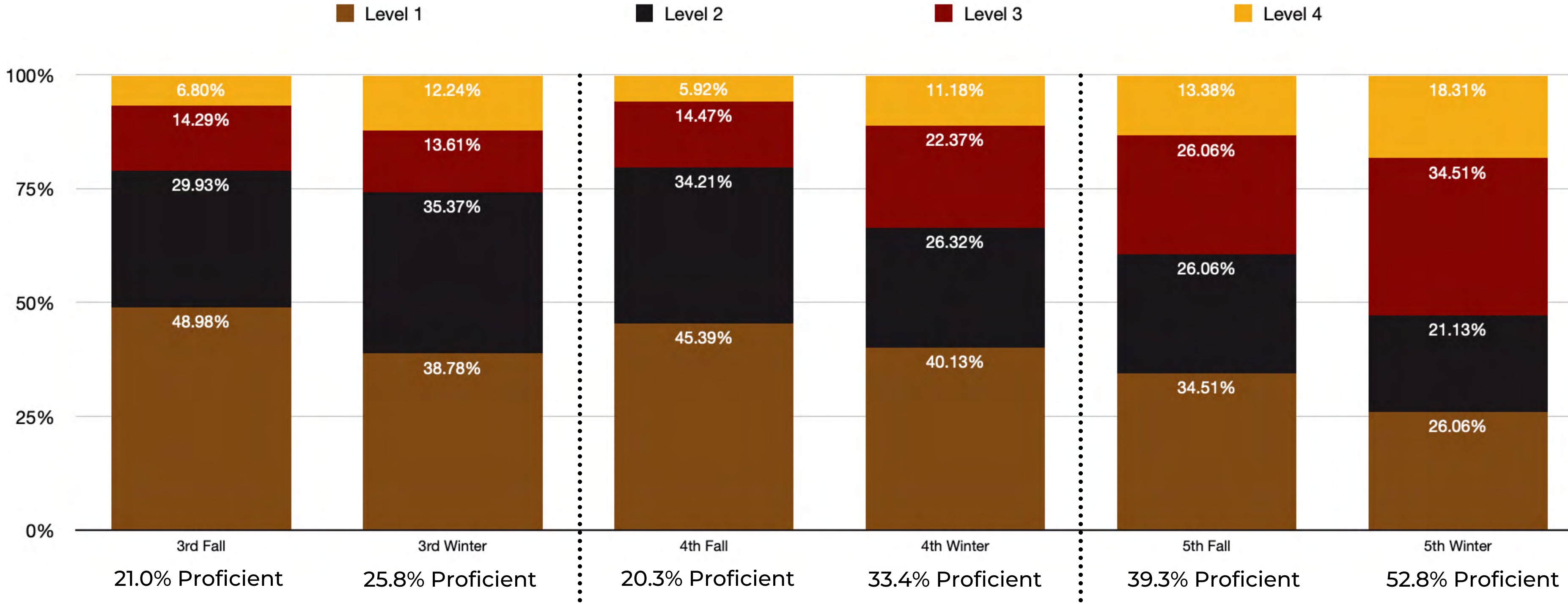


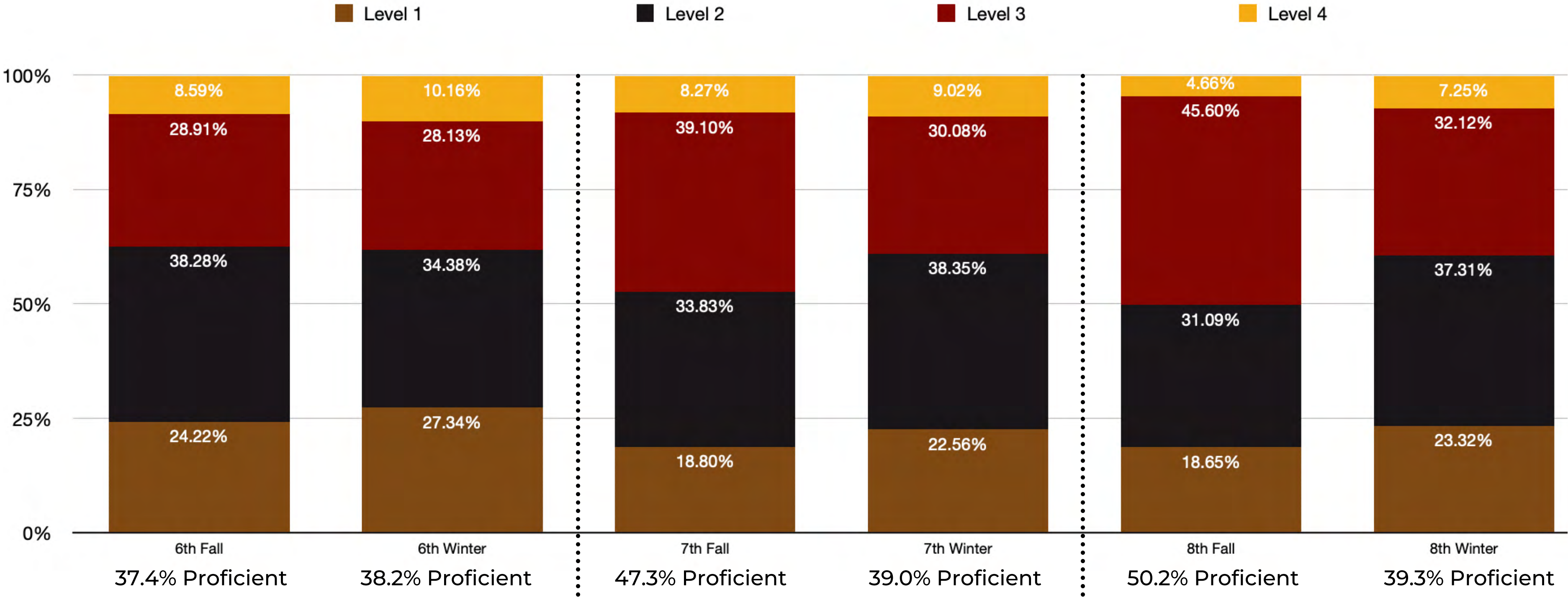
*Percentage of rushers calculated using Winter (<20 mins for Primary; <45 mins for Intermediate+)

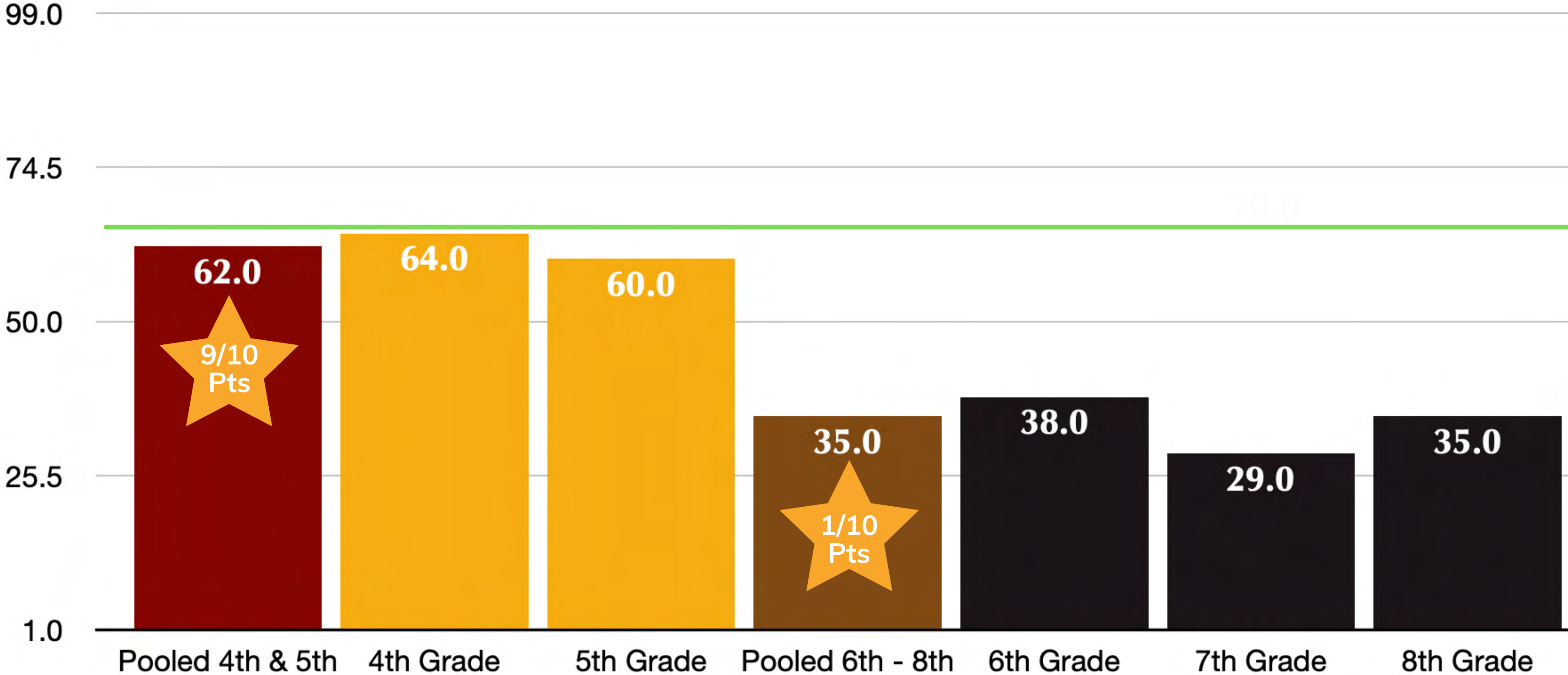


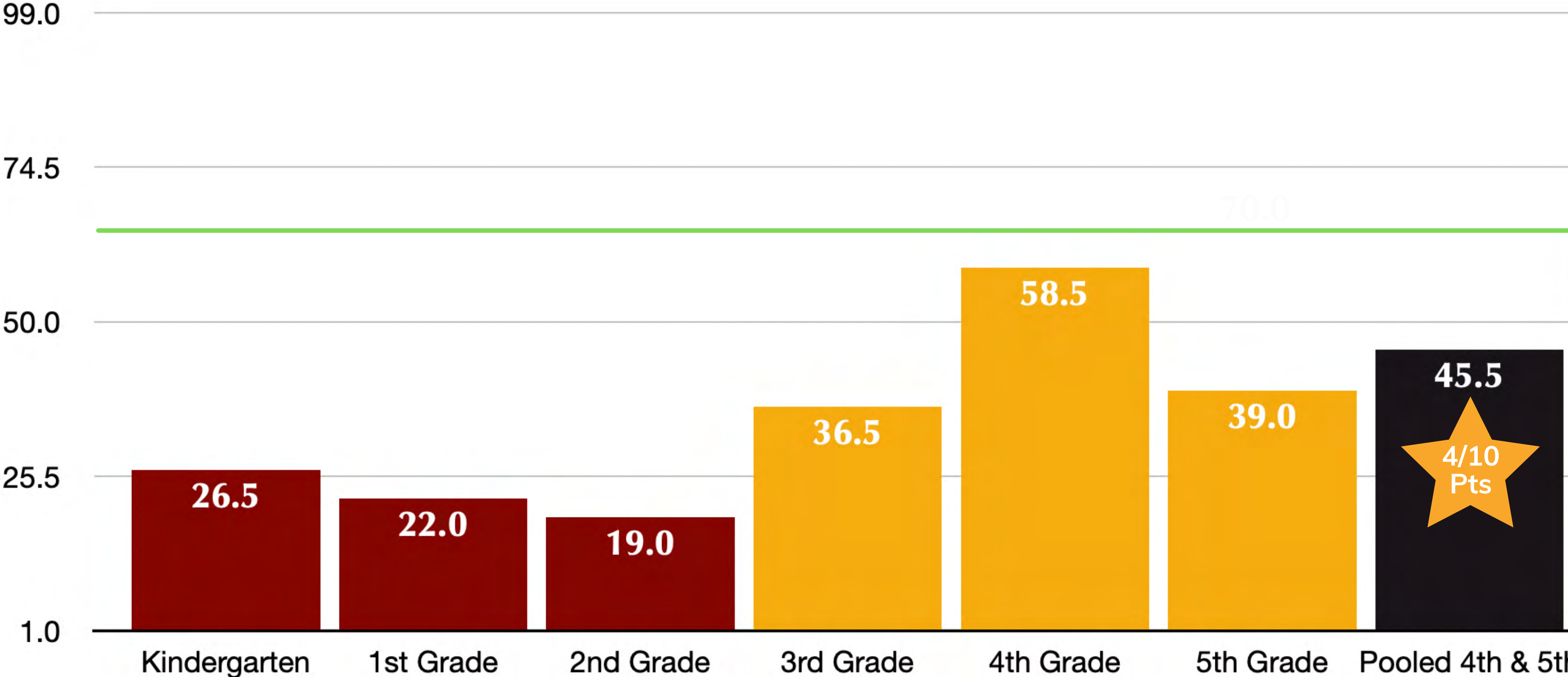




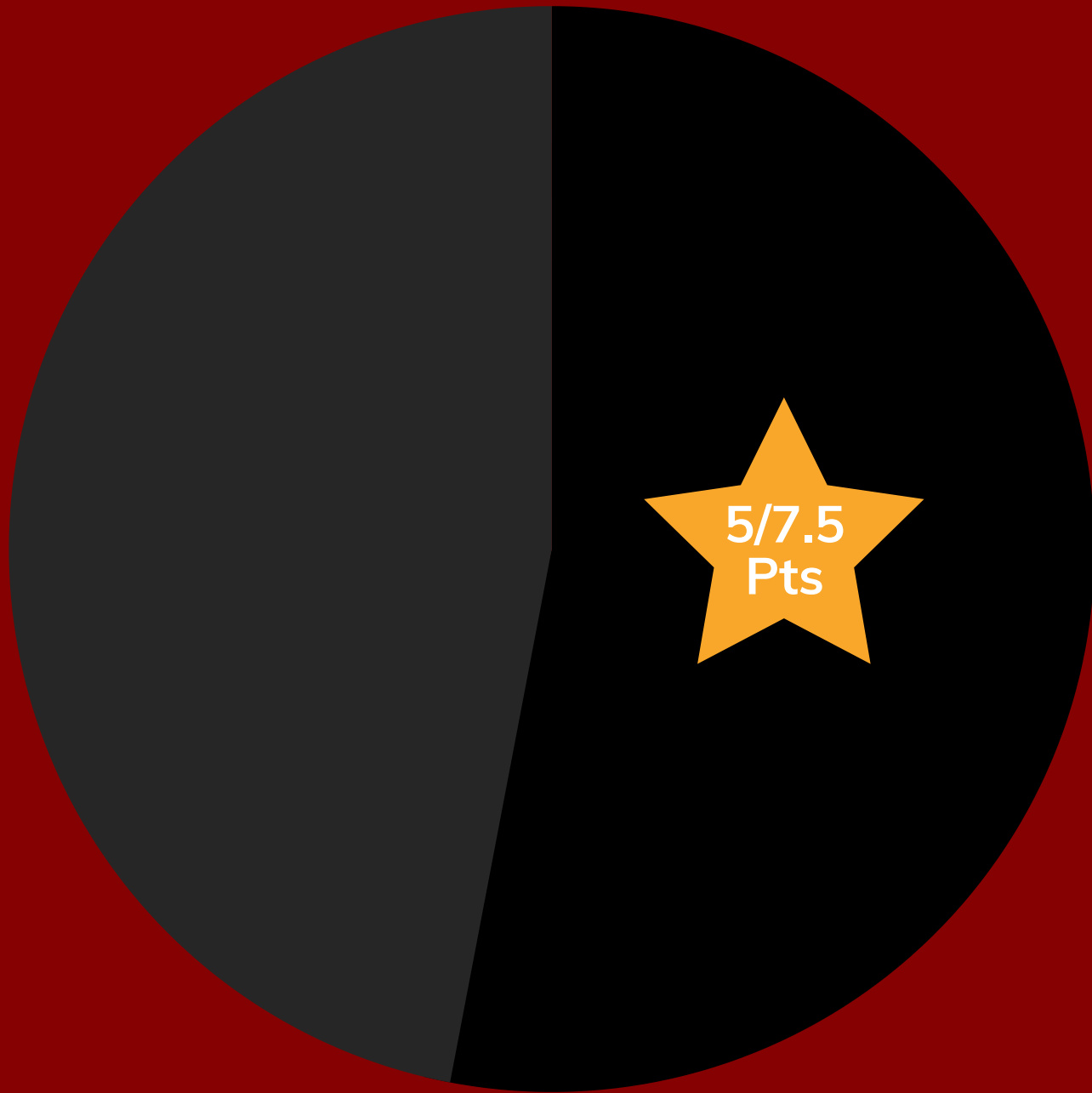




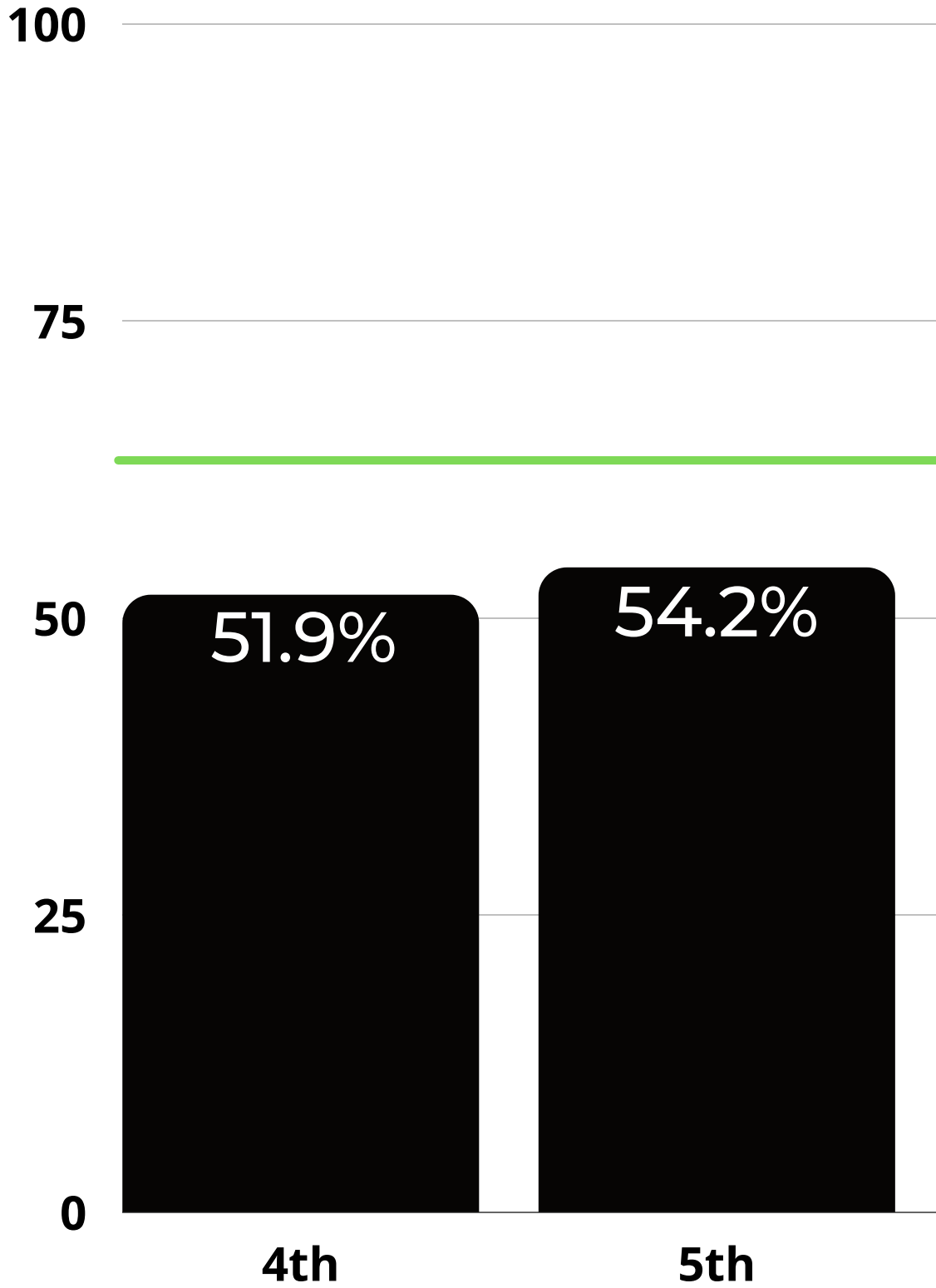




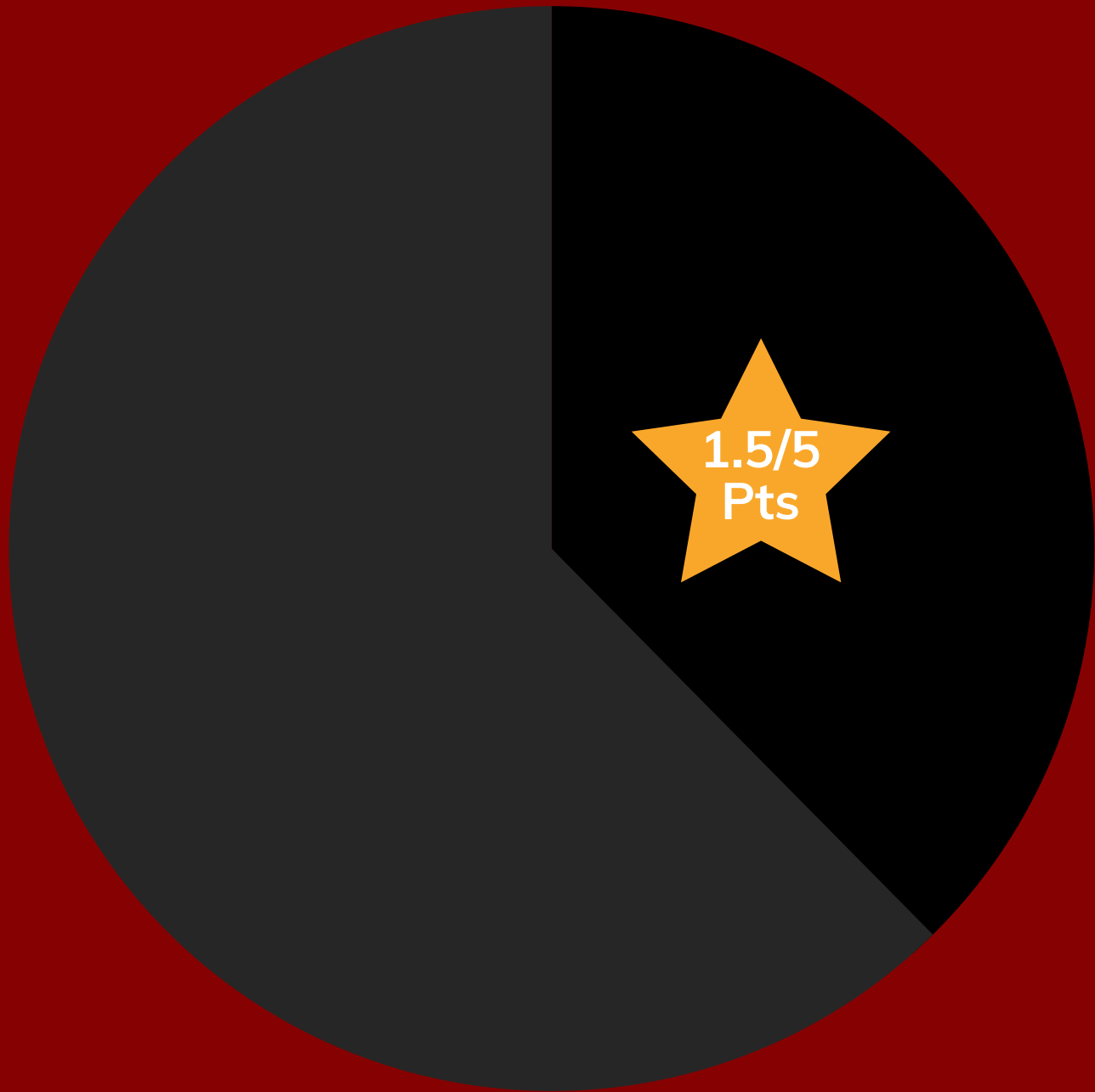
Grades 4-5 Pooled AGP



AGP by Grade



Grades 6-8 Pooled AGP

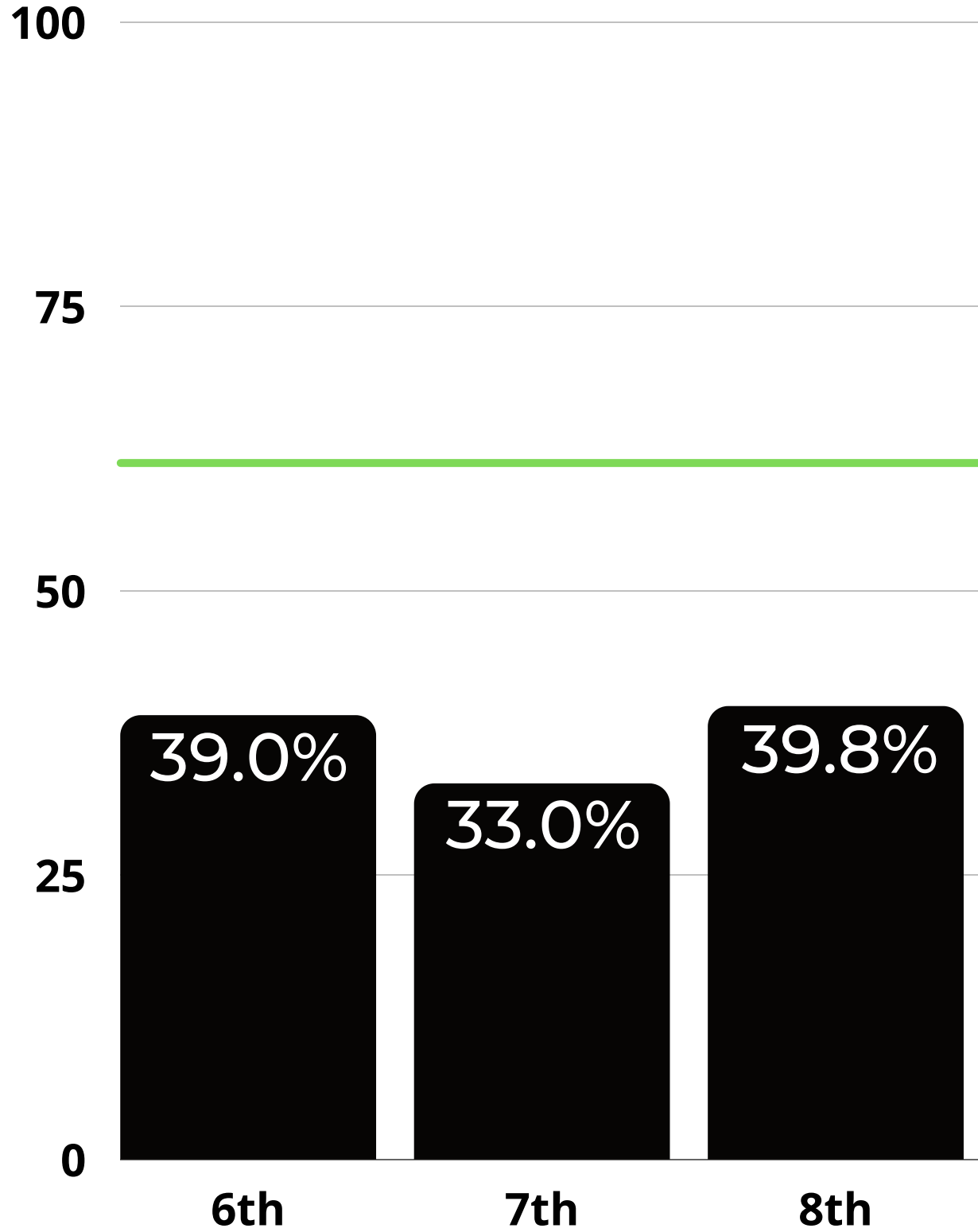


AGP Not Met
62.4%

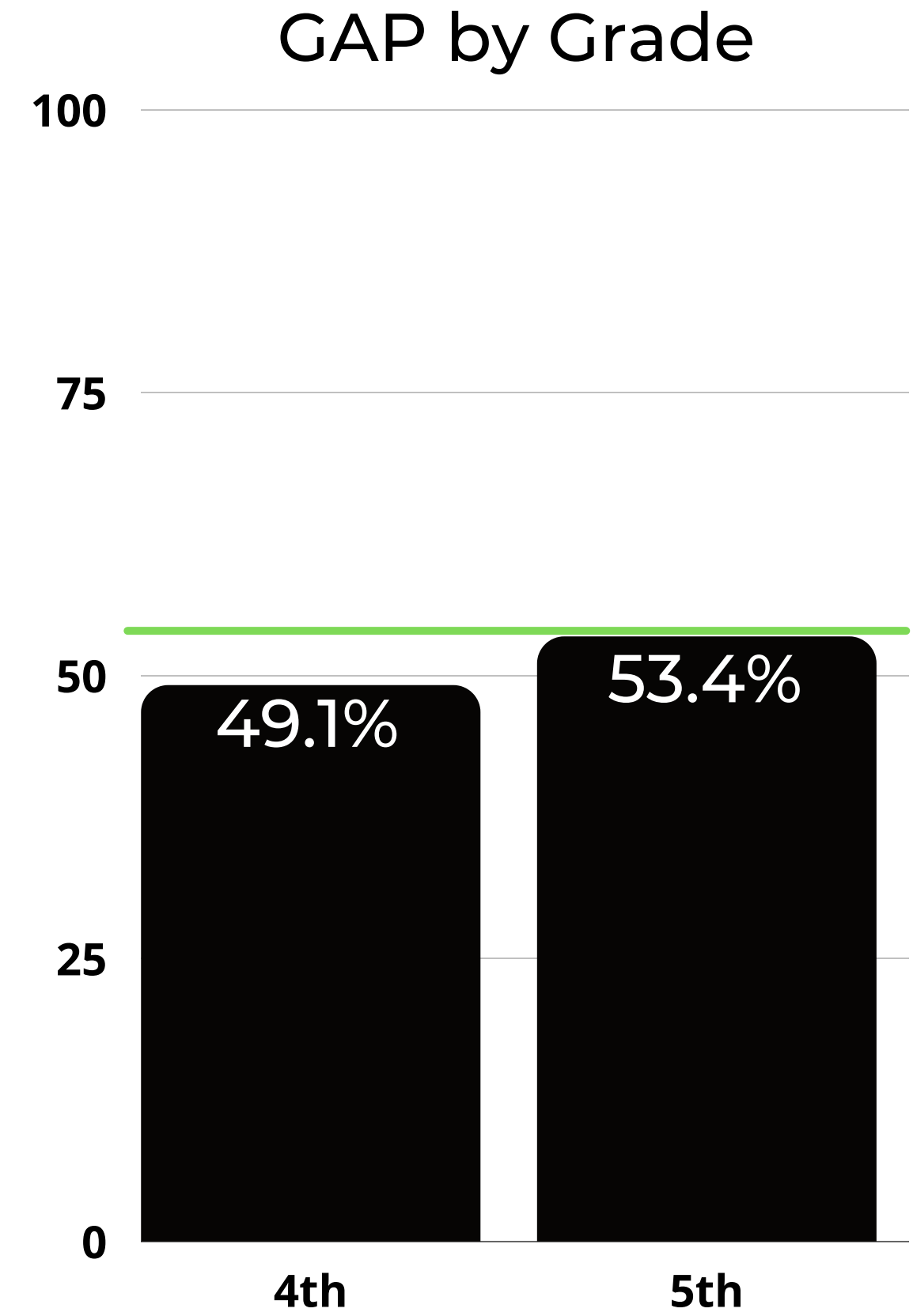
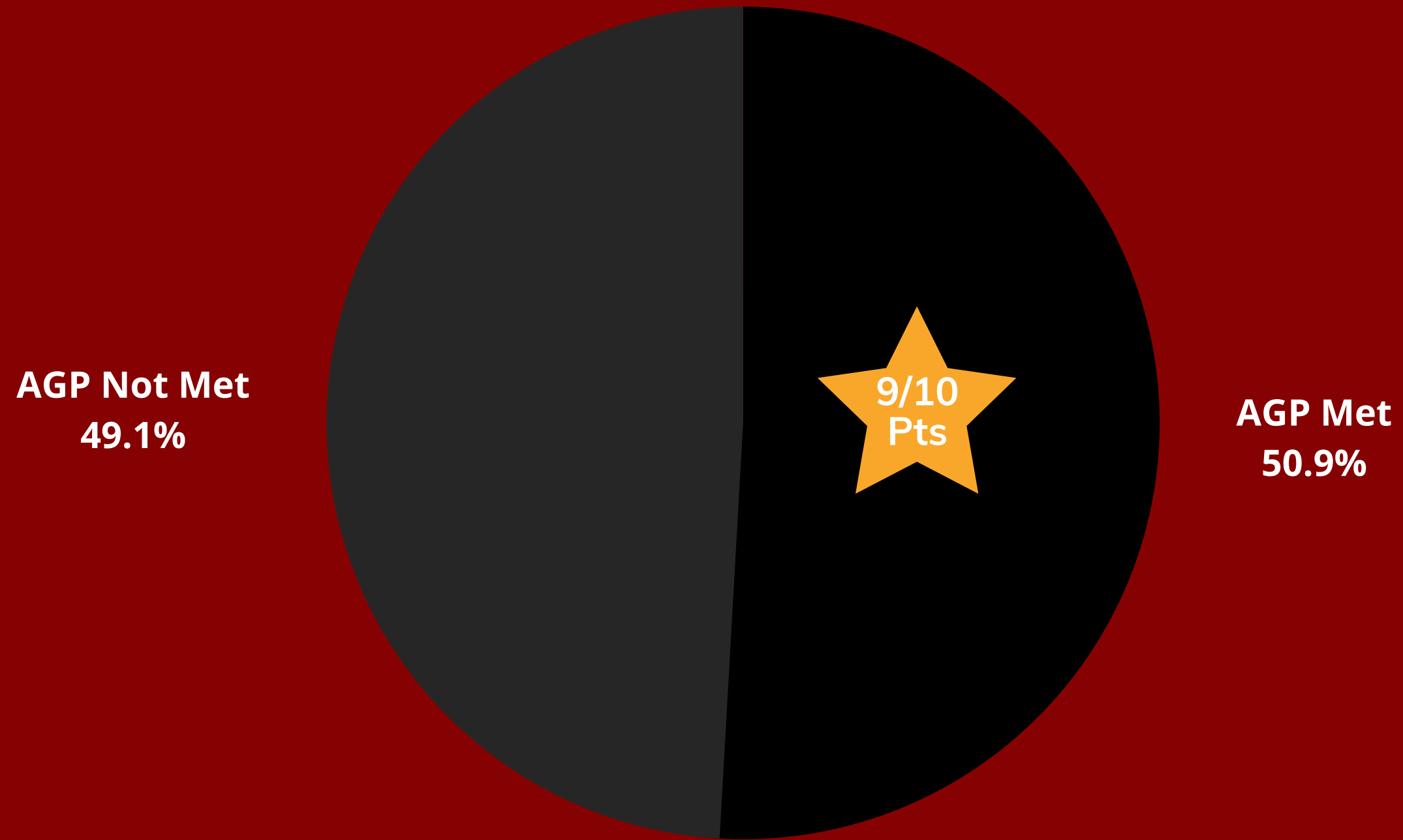
AGP Met
37.6%

1.5/5
Pts

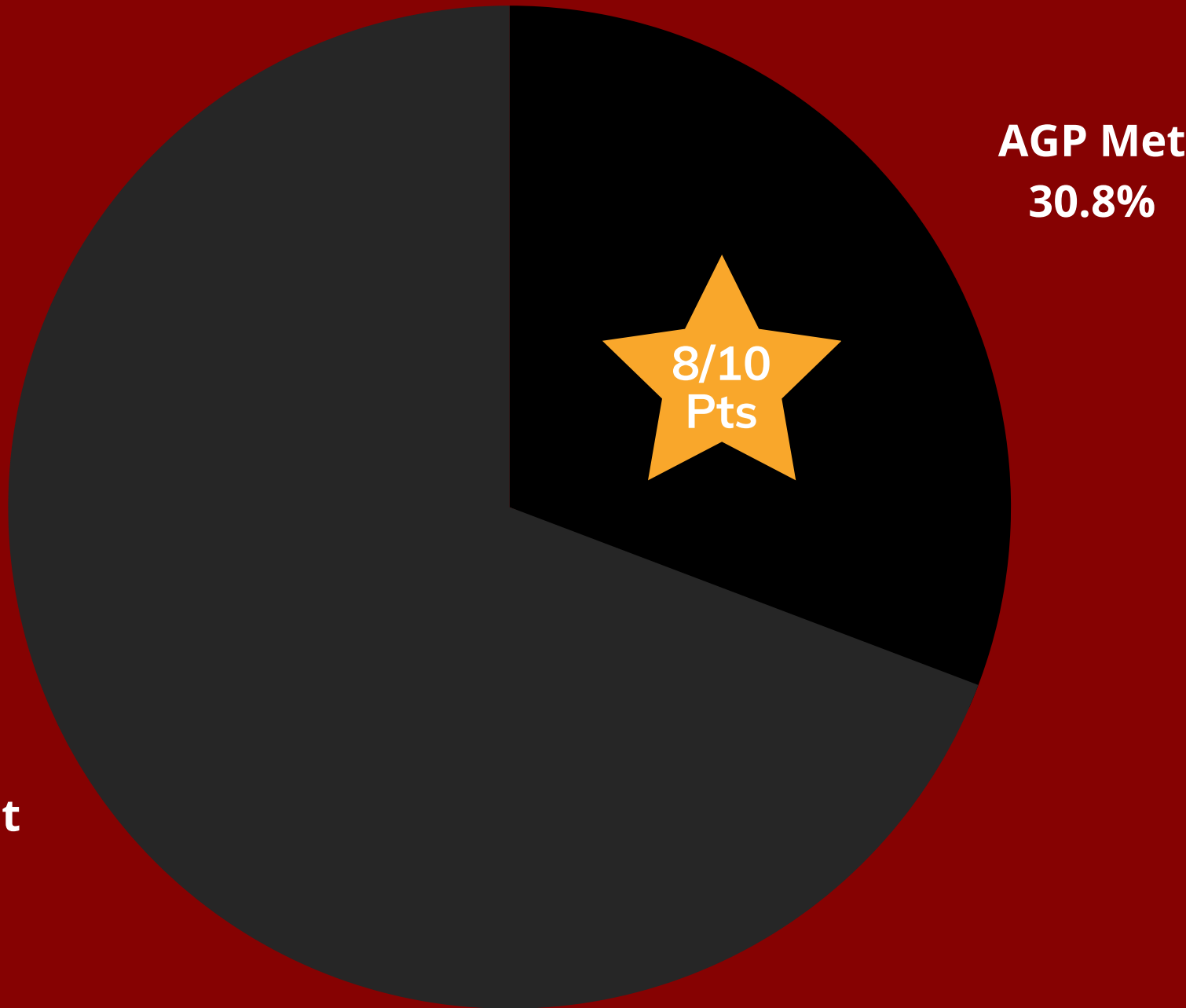
AGP by Grade



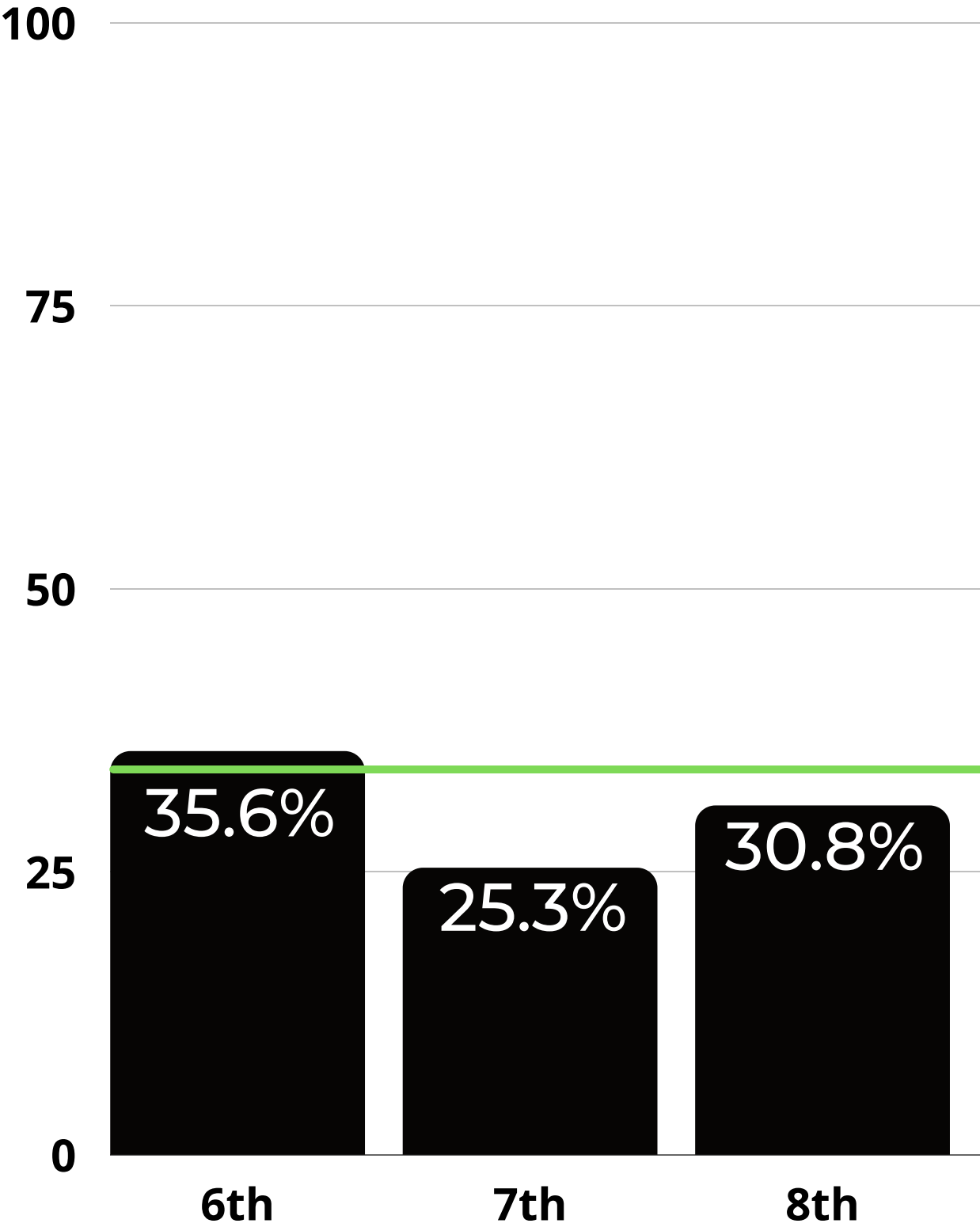
Grades 4-5 Pooled GAP

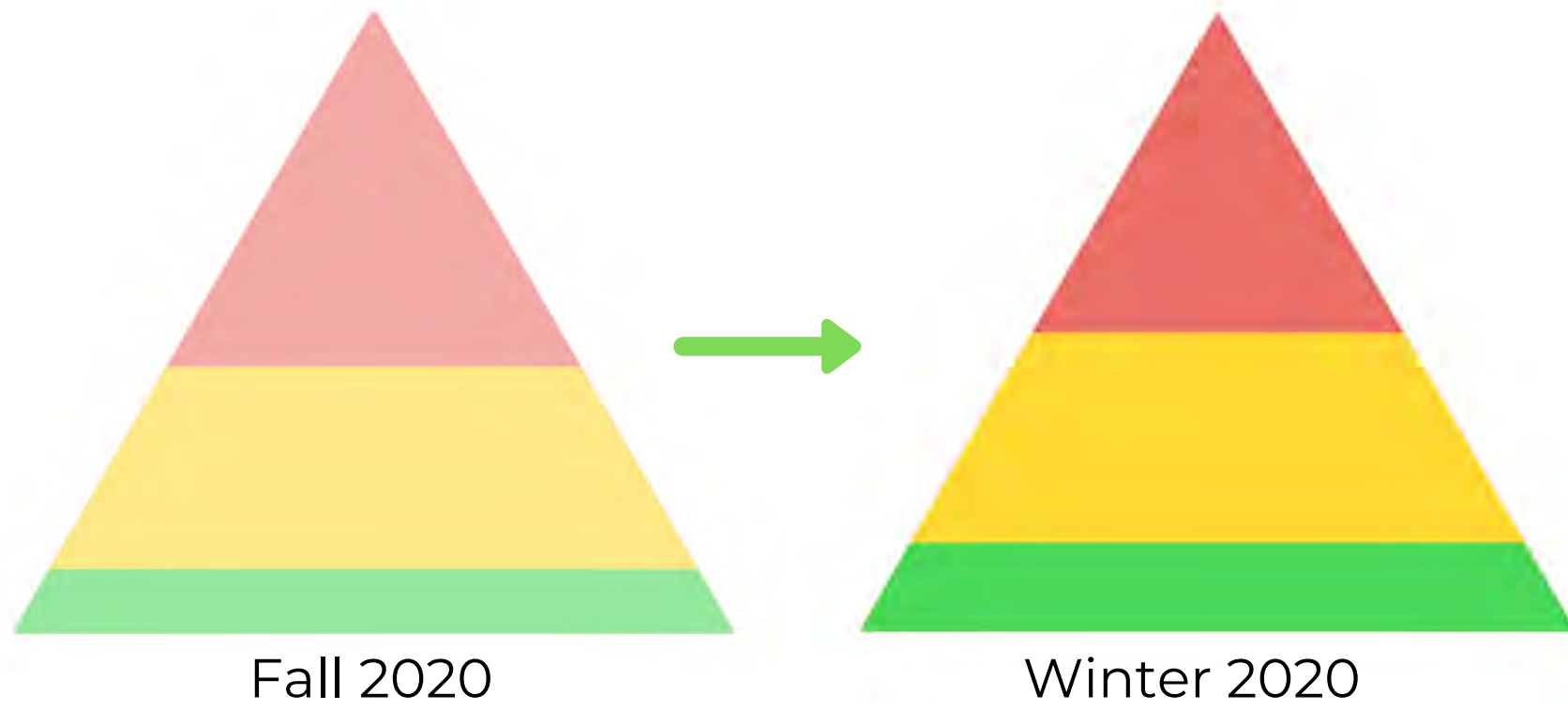


Grades 6-8 Pooled GAP

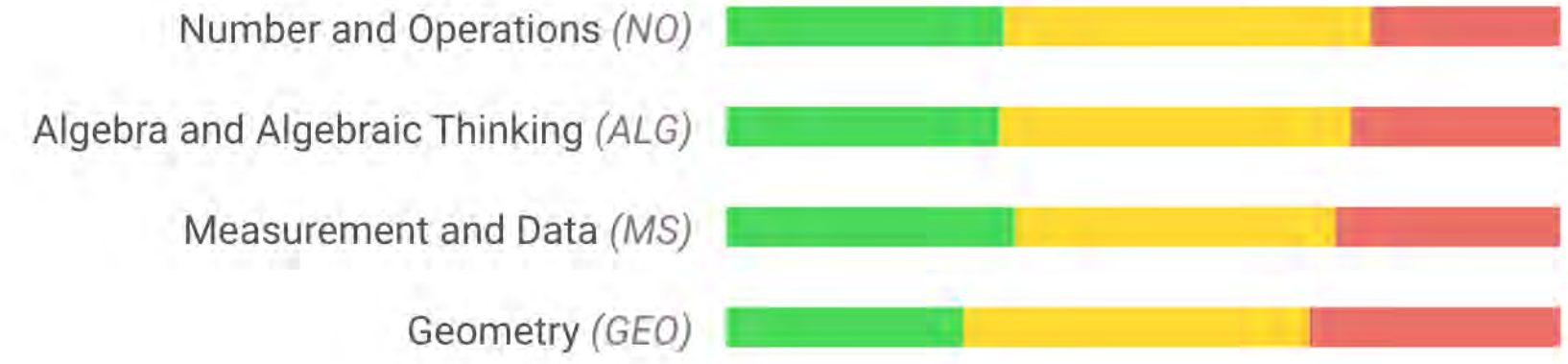


GAP by Grade

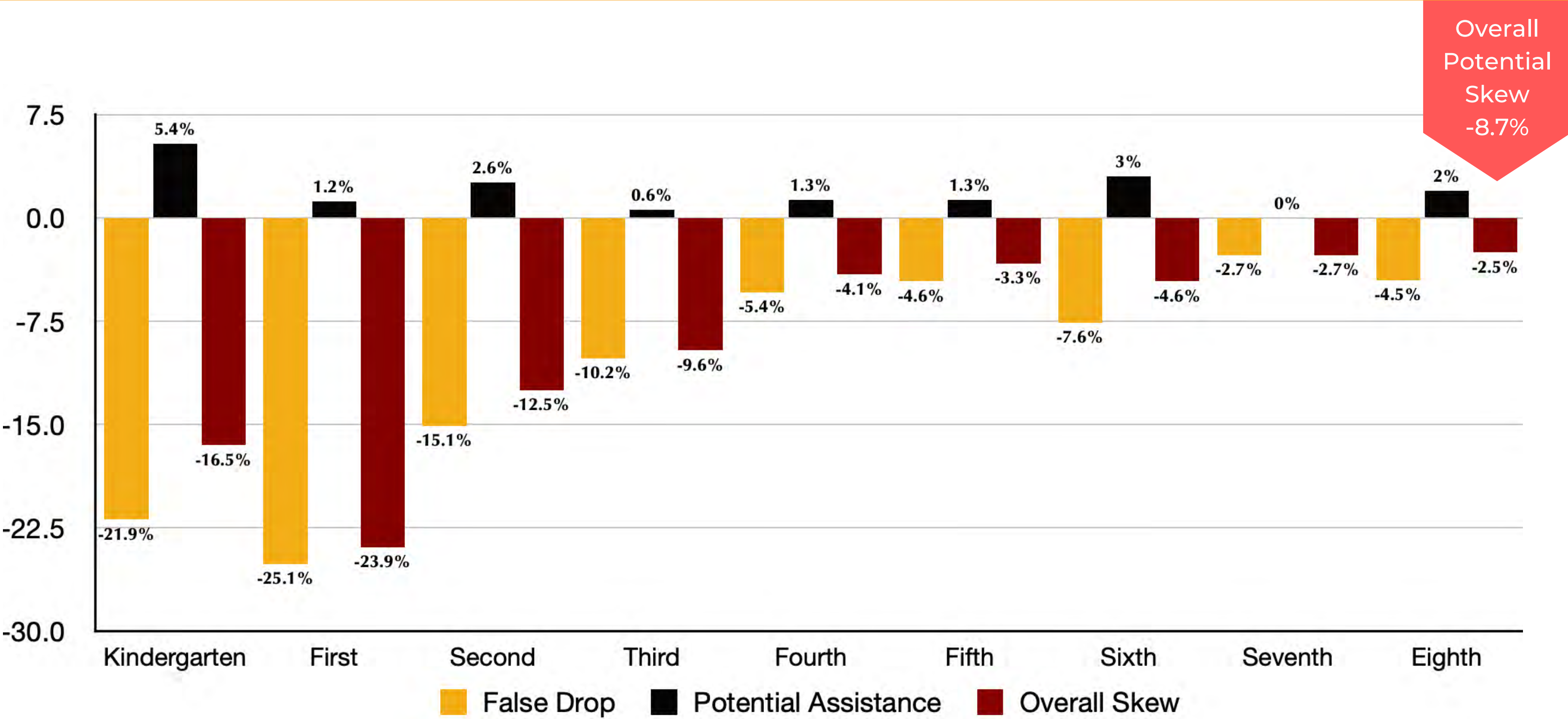


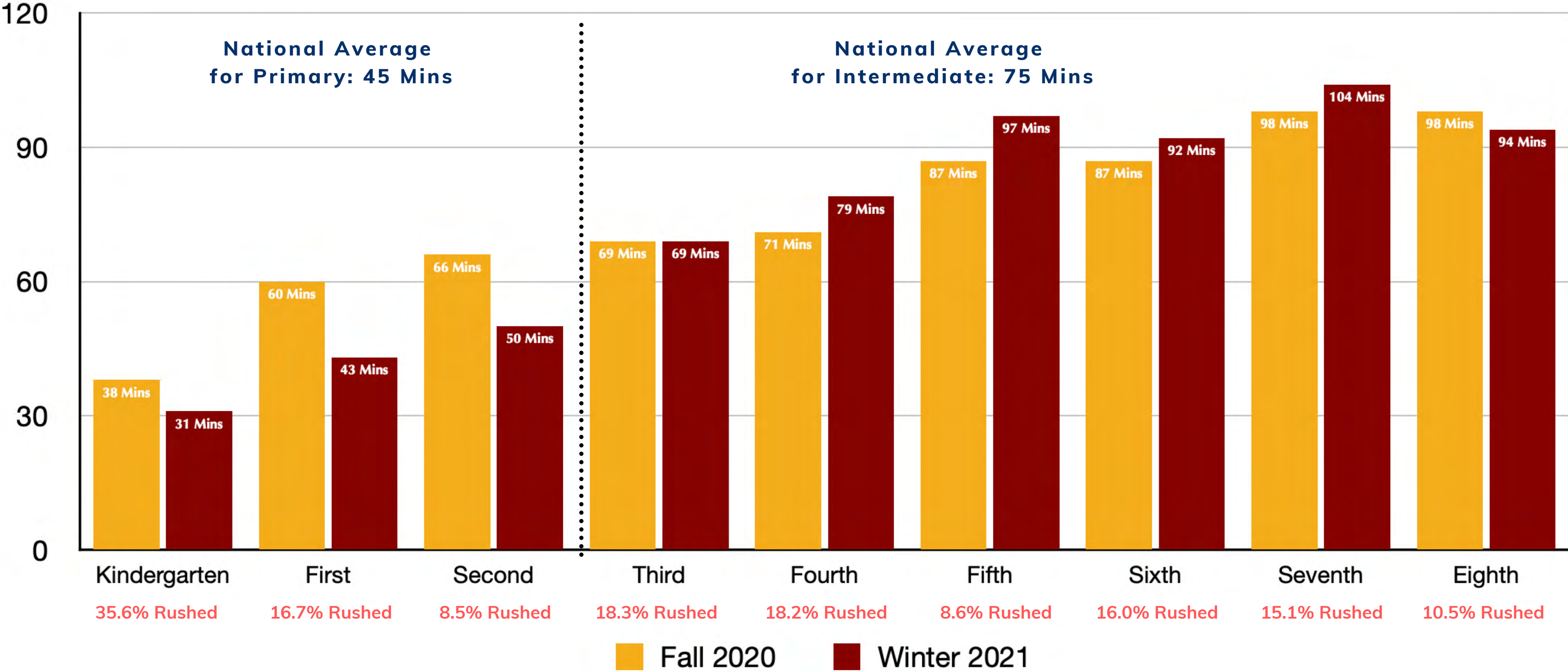


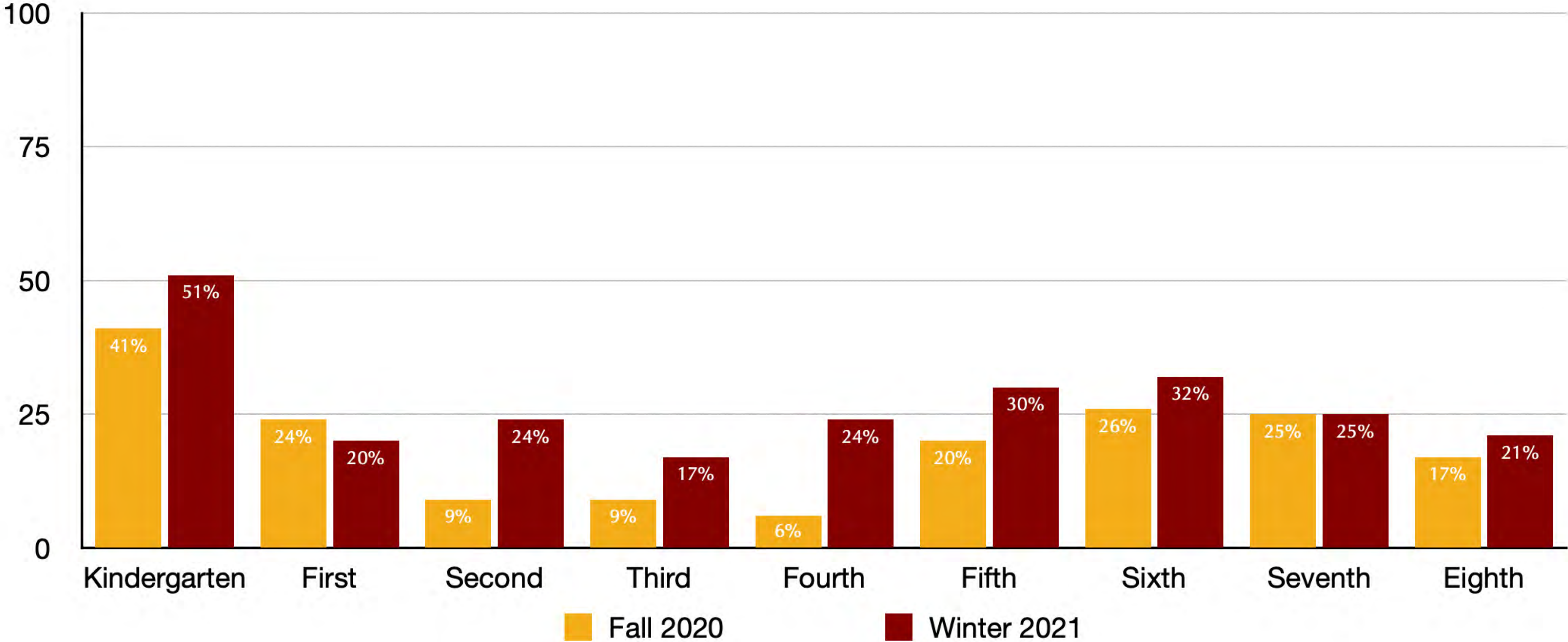
- **At Risk for Tier 3**
27%
- **Tier 2**
47%
- **Tier 1**
27%

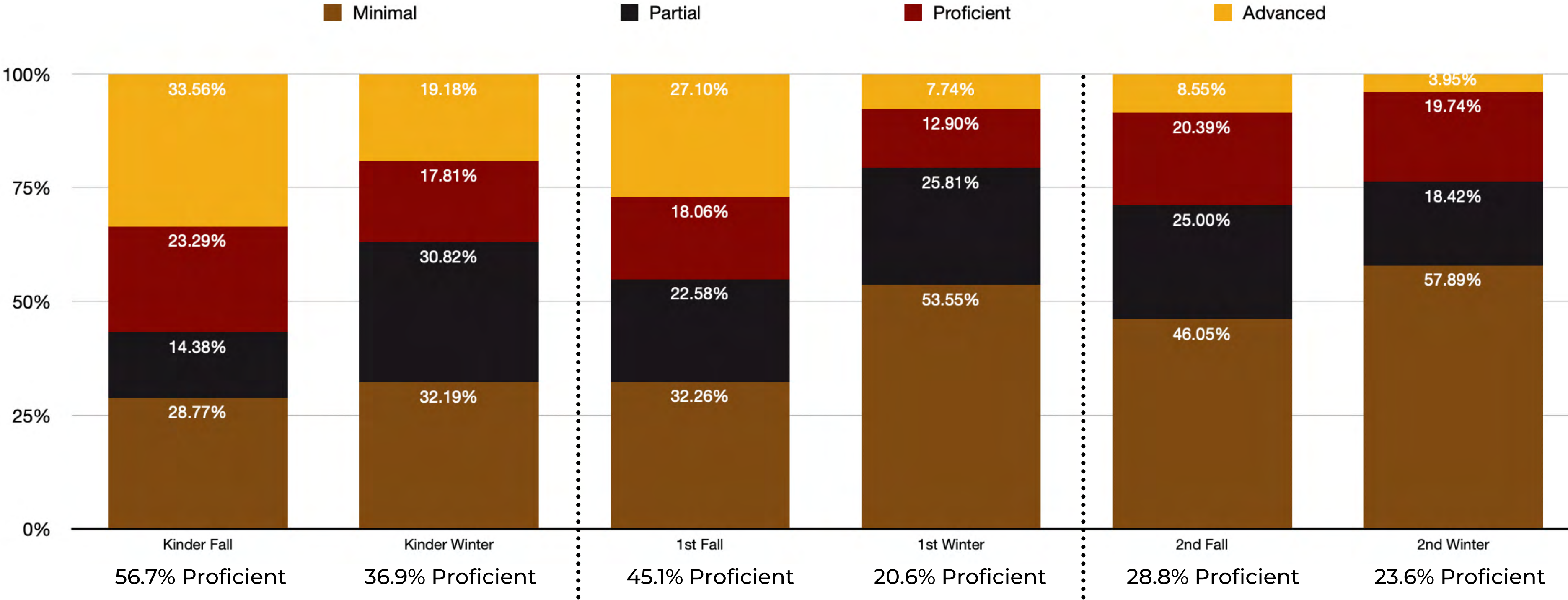


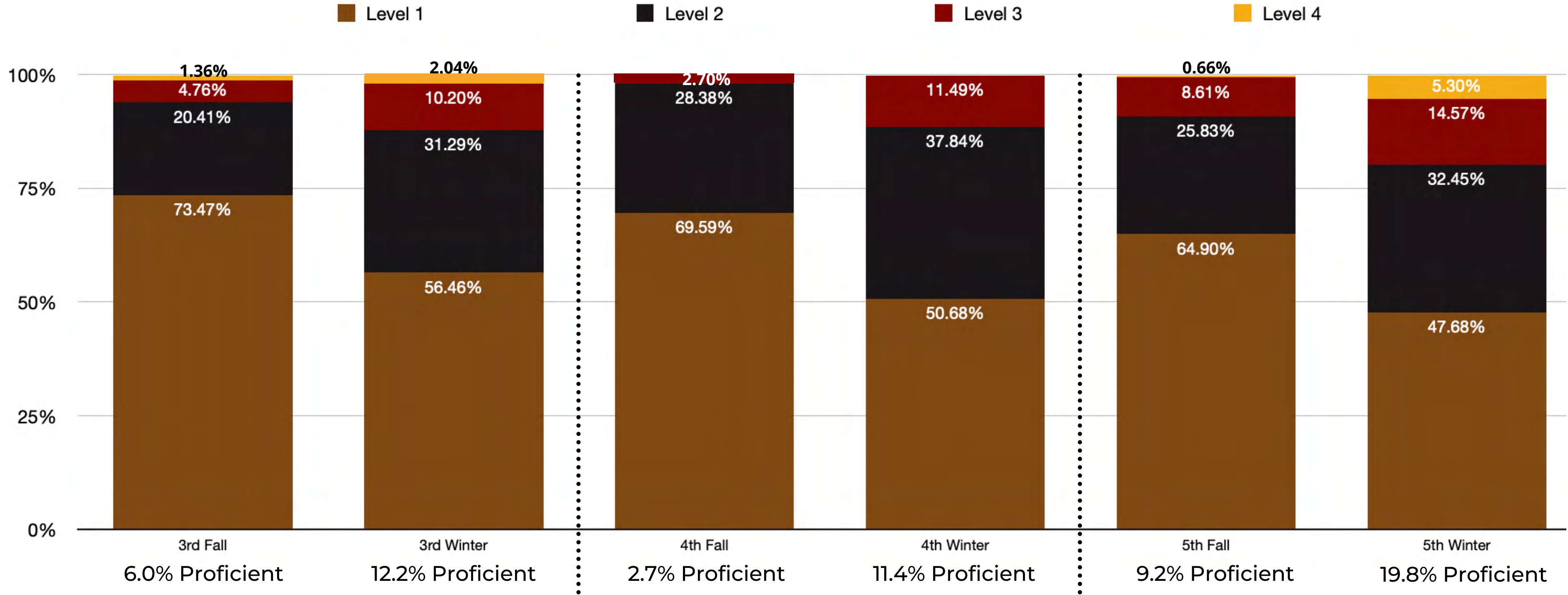
- Mid or Above Grade Level
149 Students
- Early On Grade Level
224 Students
- One Grade Level Below
646 Students
- Two Grade Levels Below
190 Students
- Three or More Grade Levels Below
178 Students

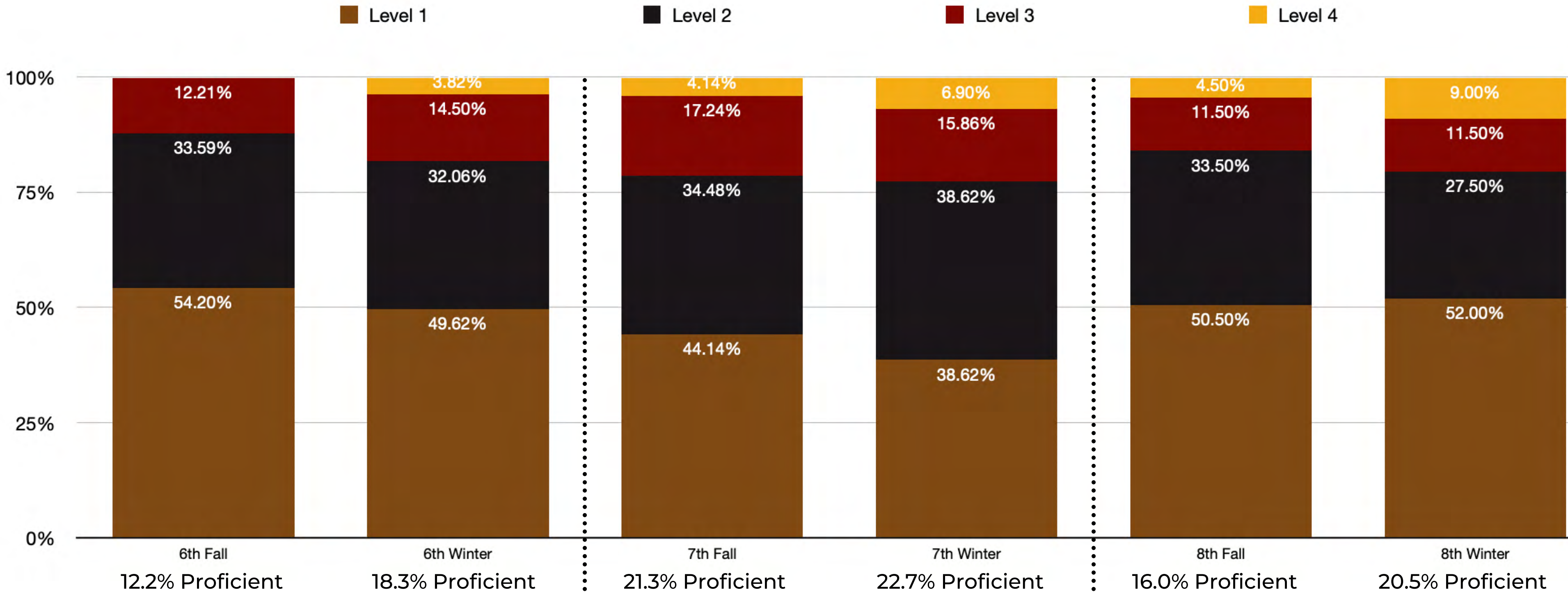


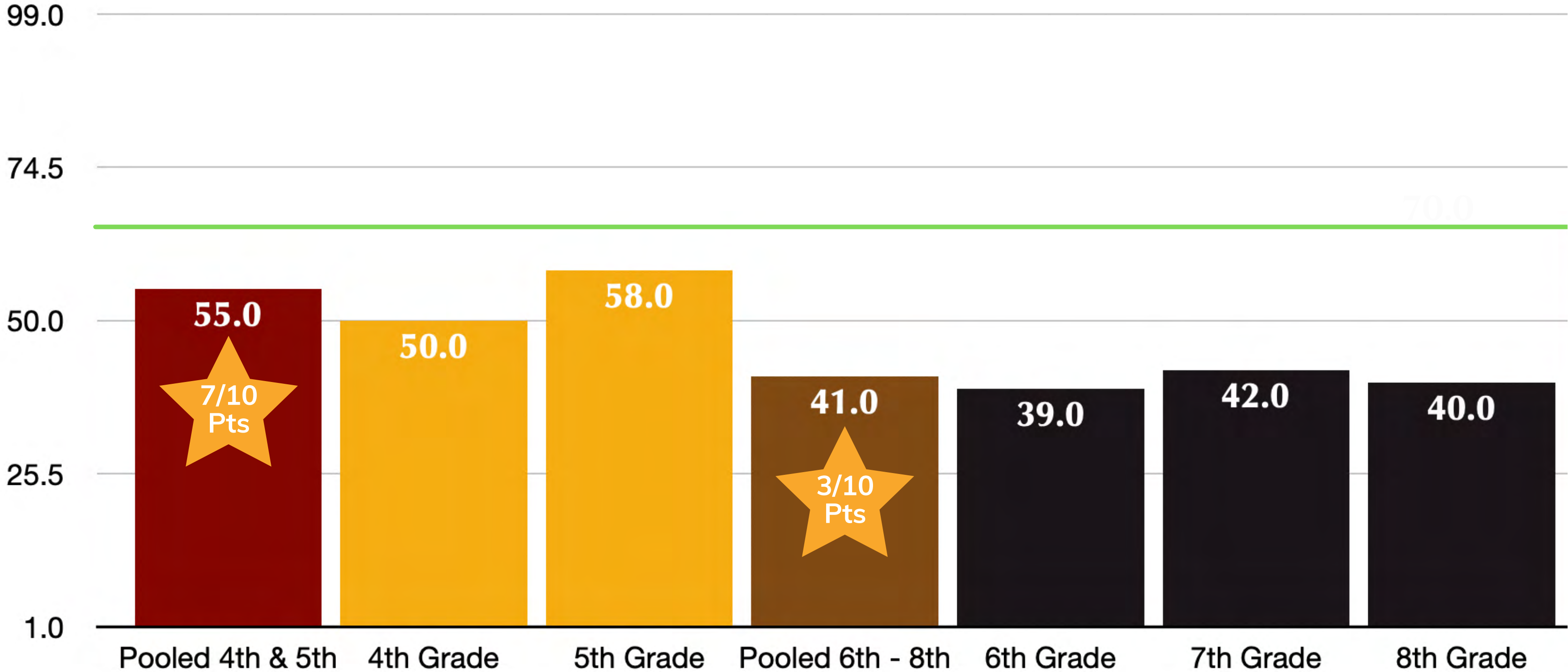




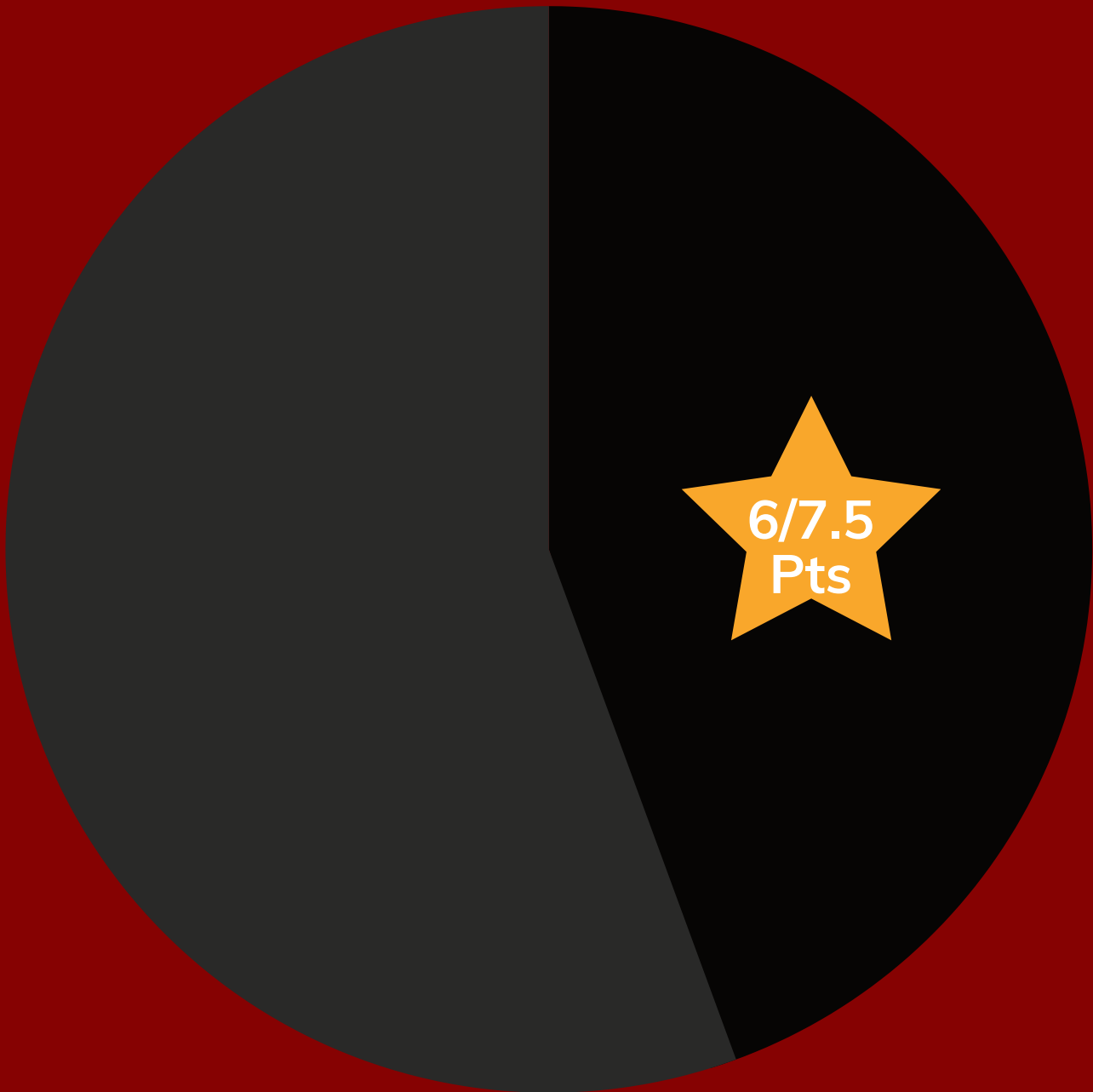




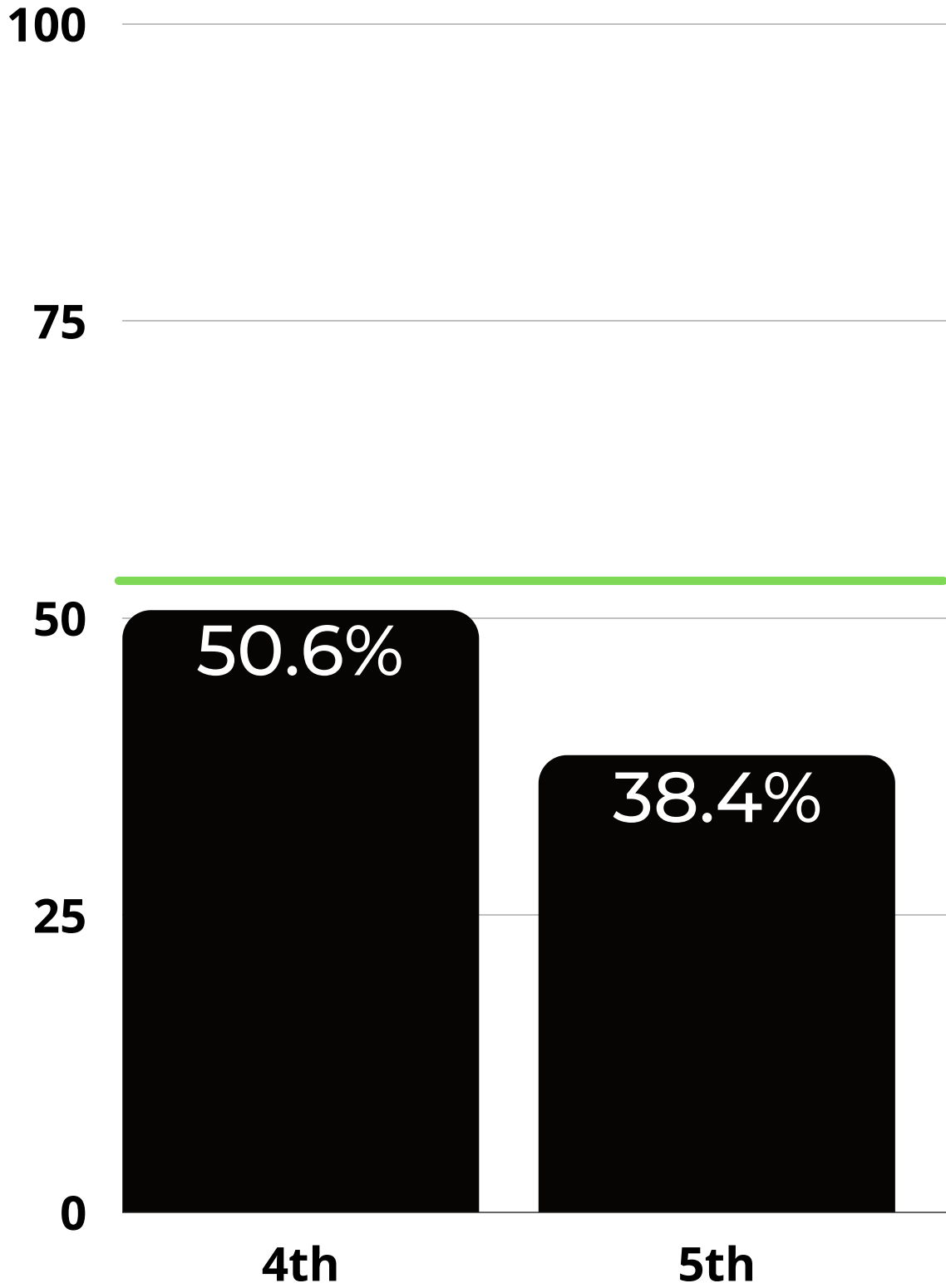




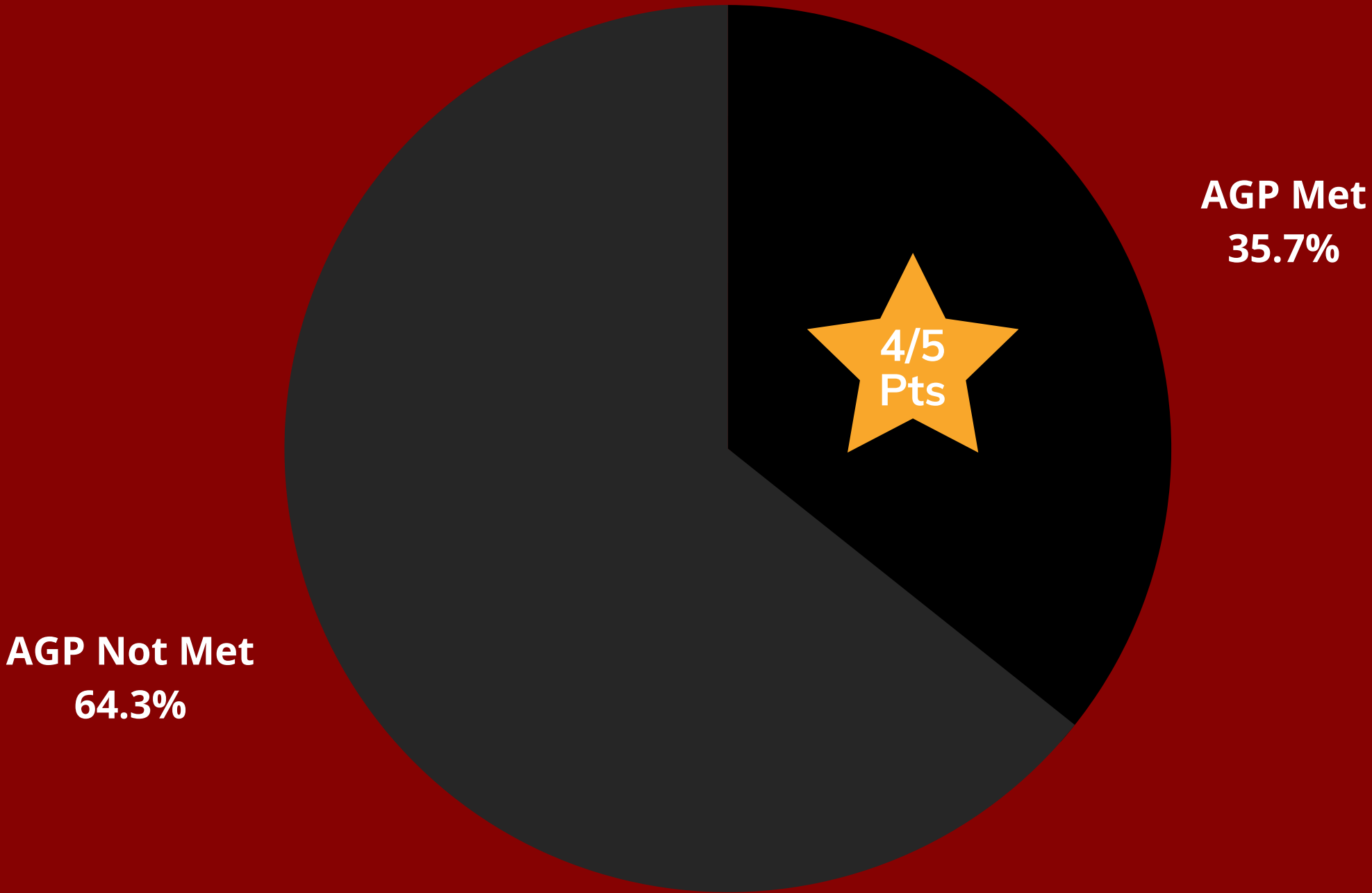
Grades 4-5 Pooled AGP



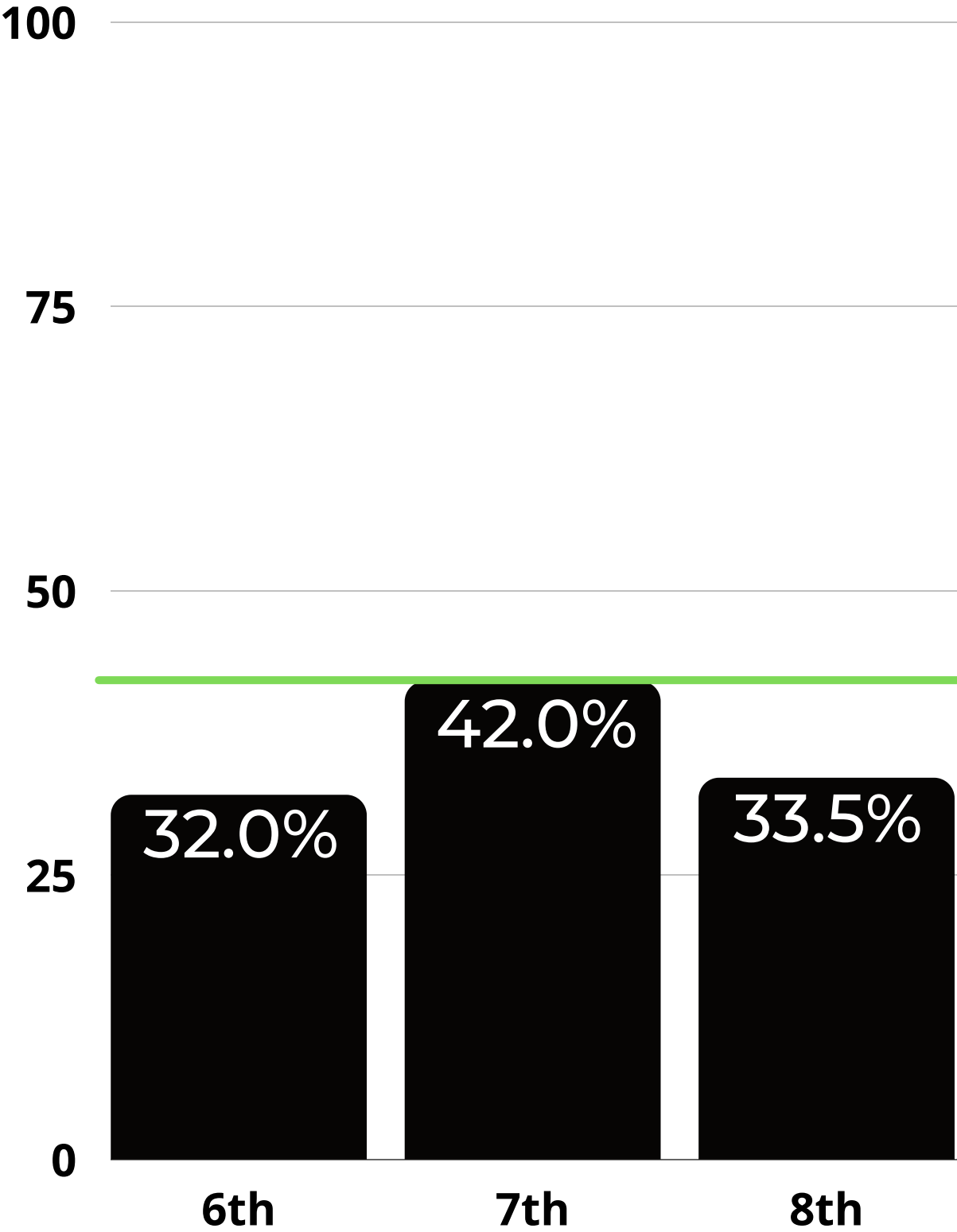
AGP by Grade



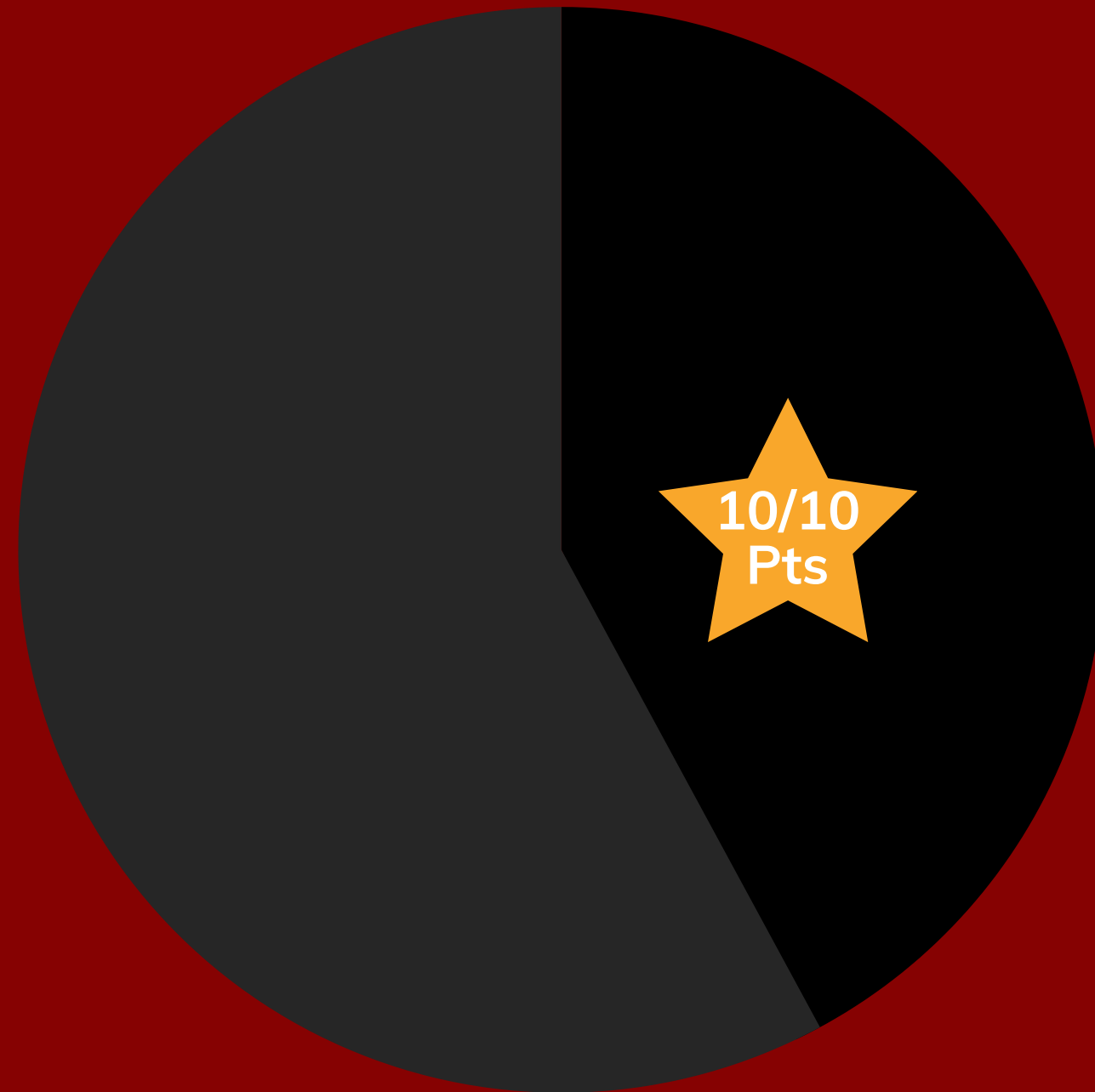
Grades 6-8 Pooled AGP



AGP by Grade



Grades 4-5 Pooled GAP

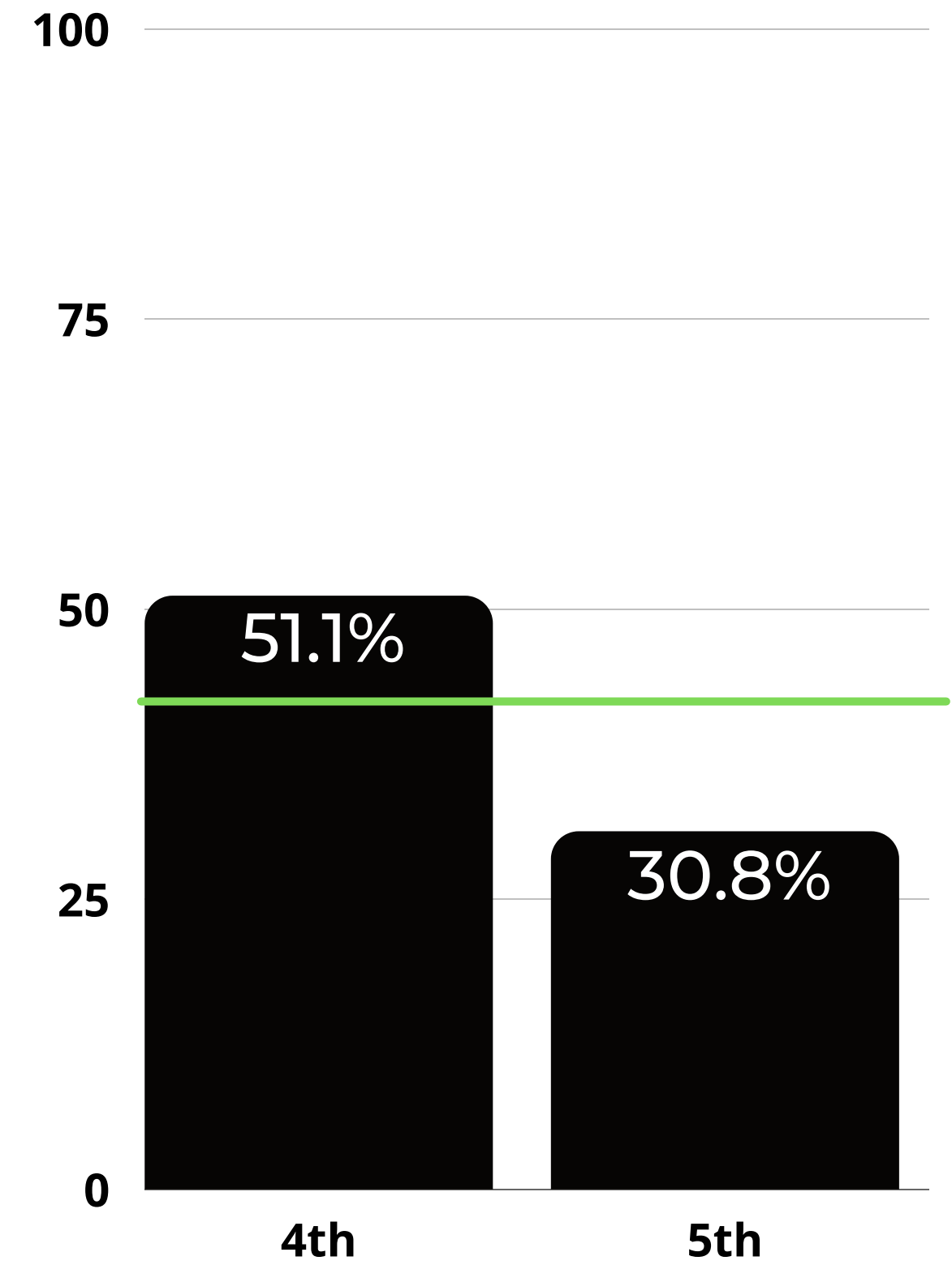


AGP Met
42.1%

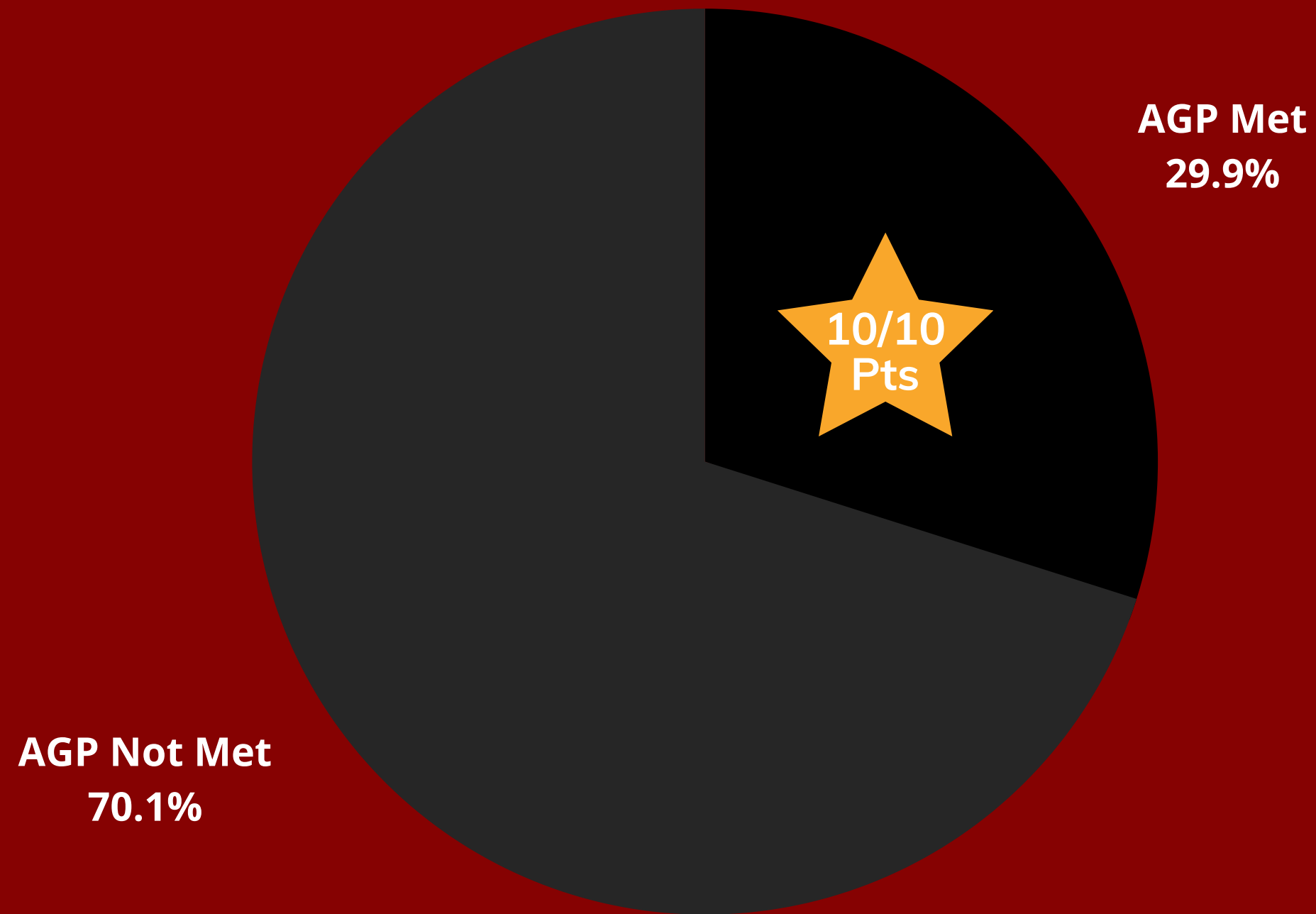
10/10
Pts

AGP Not Met
57.9%

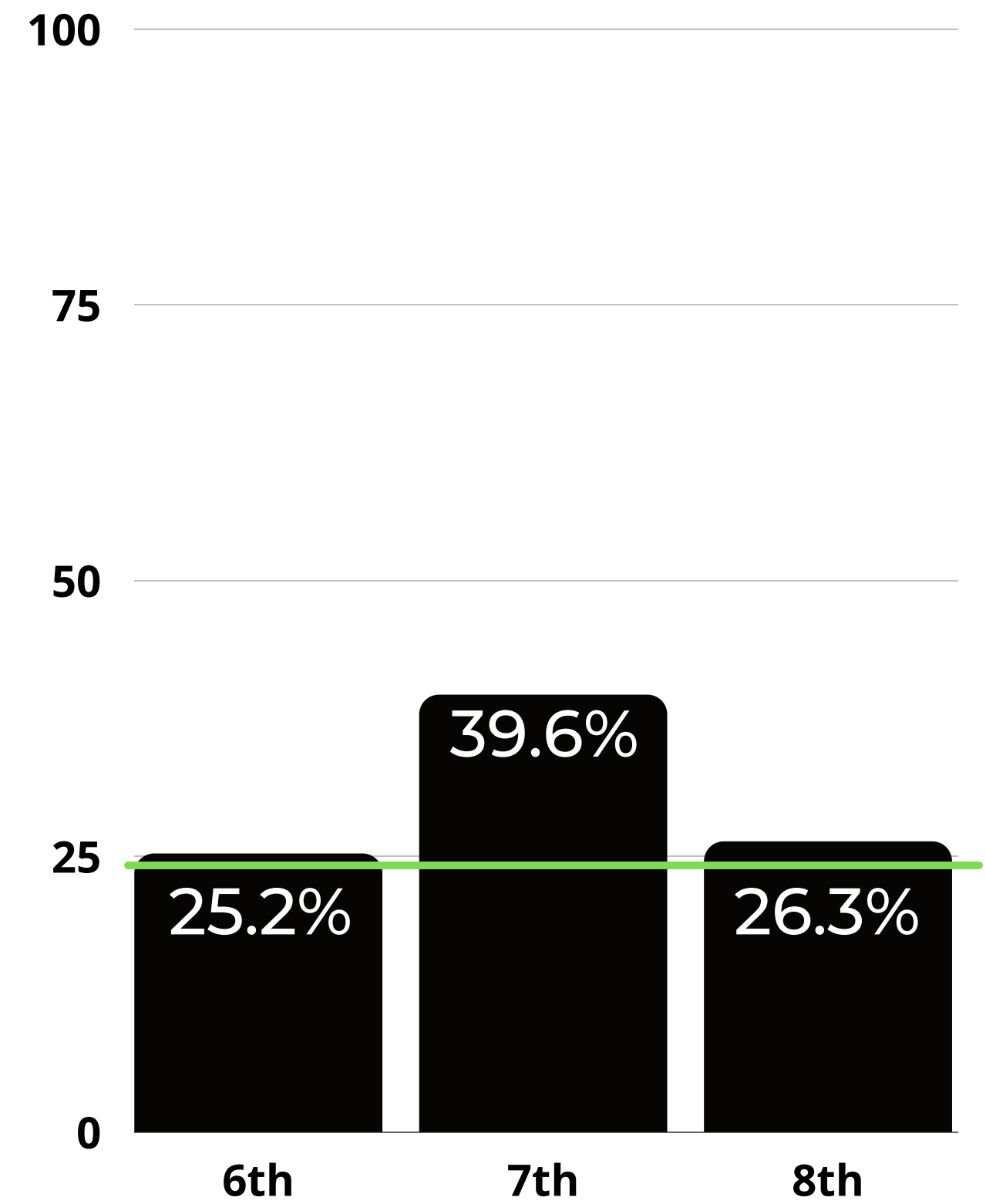
GAP by Grade



Grades 6-8 Pooled GAP



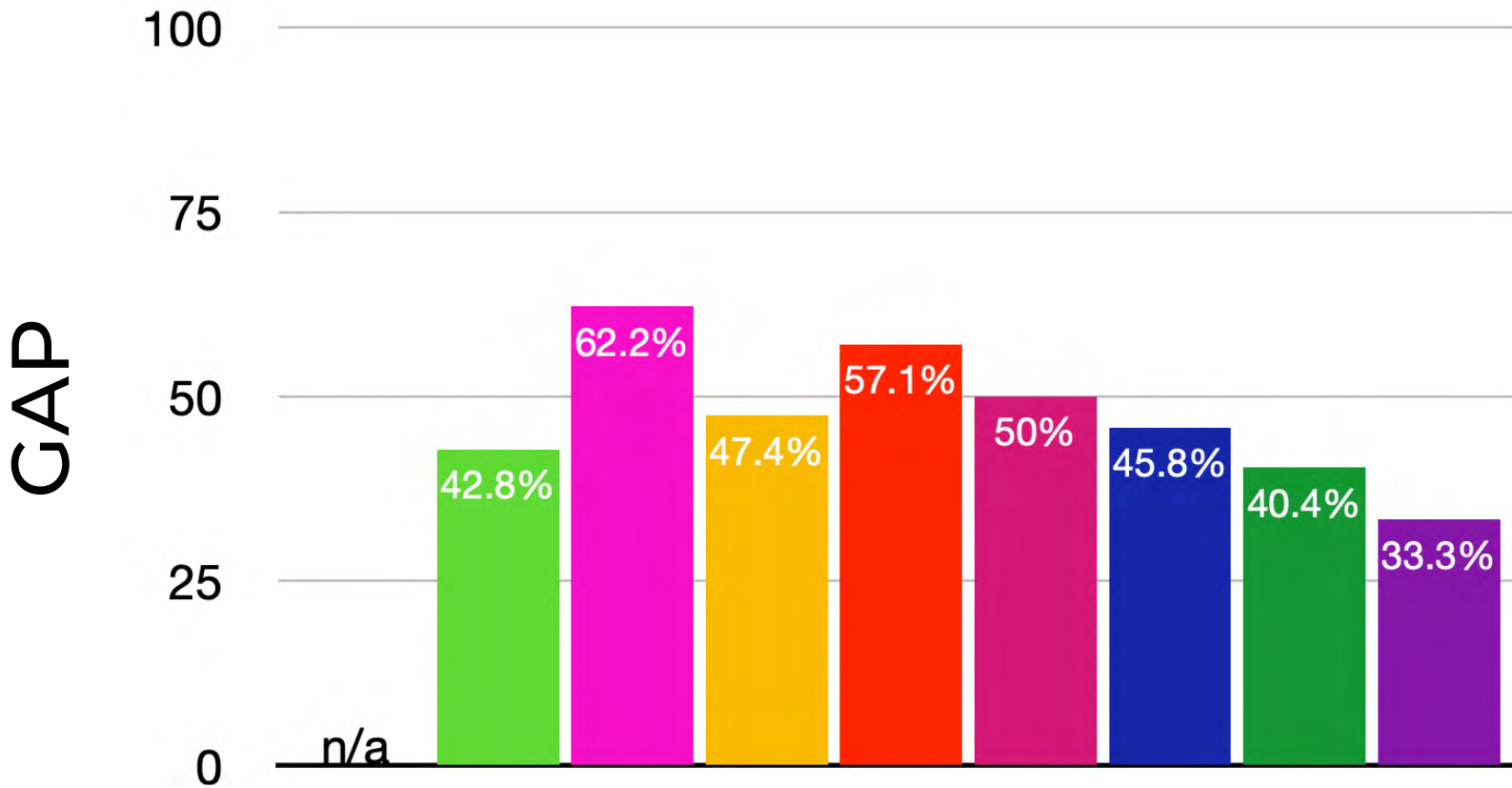
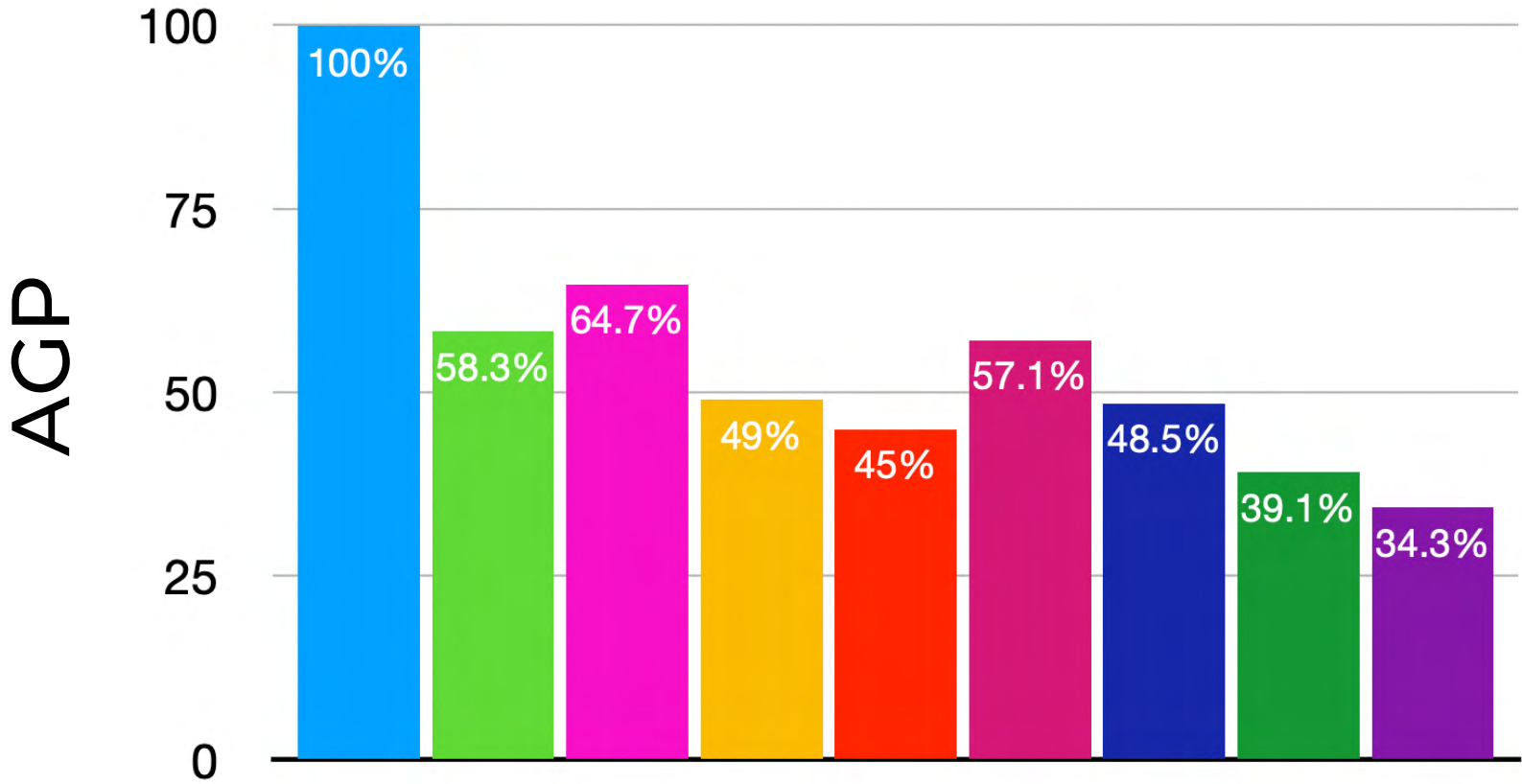
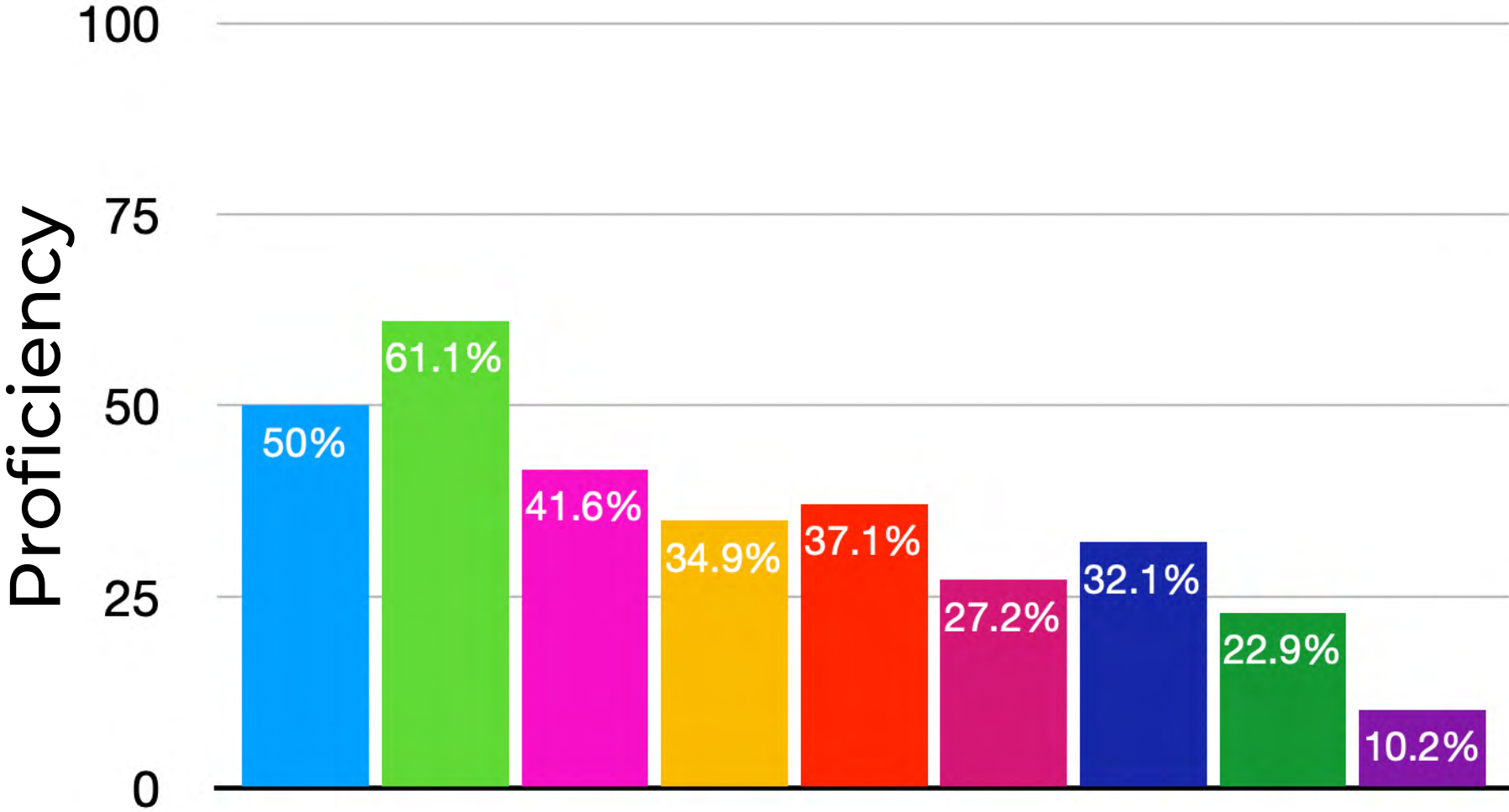
GAP by Grade

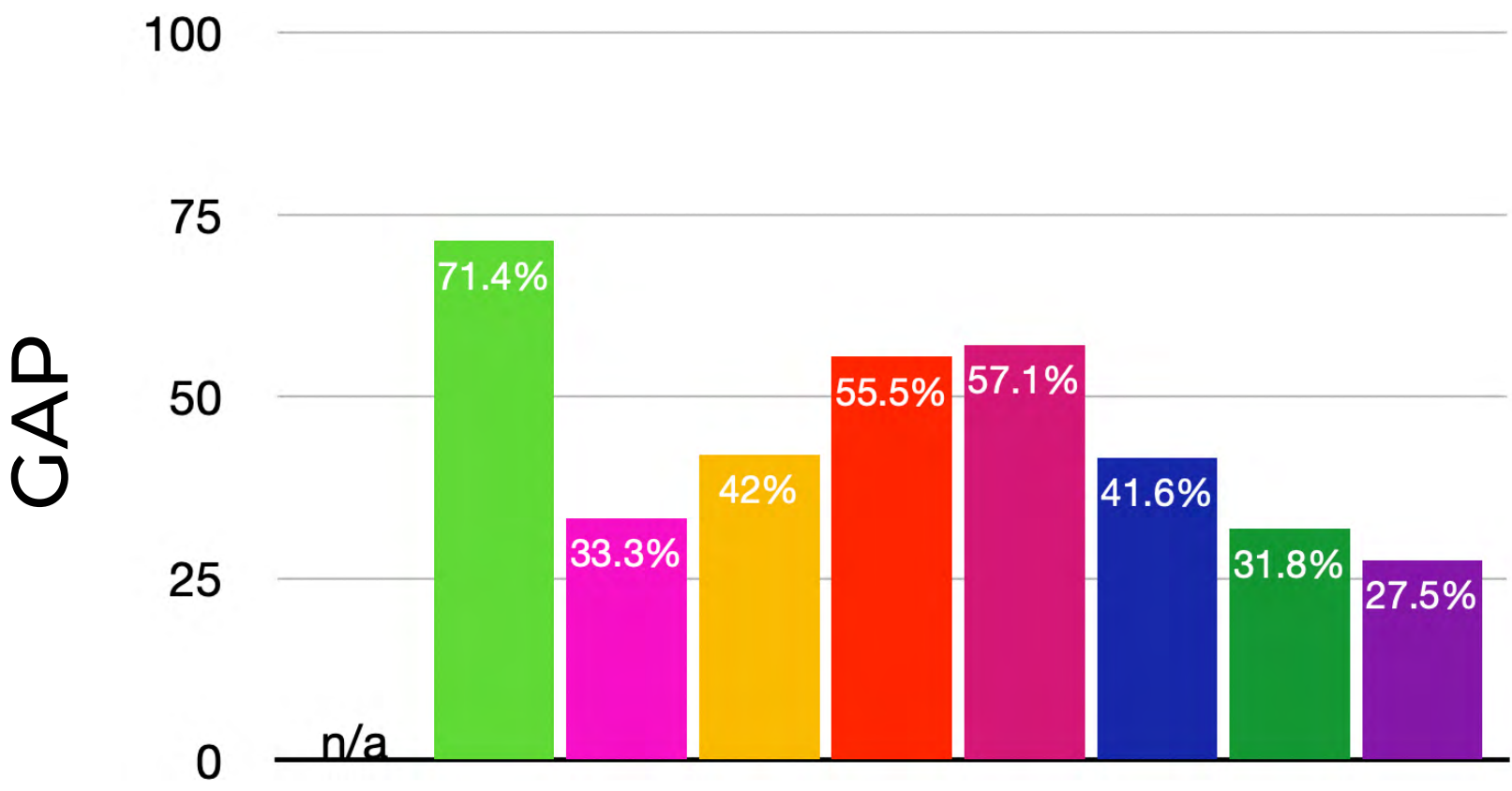
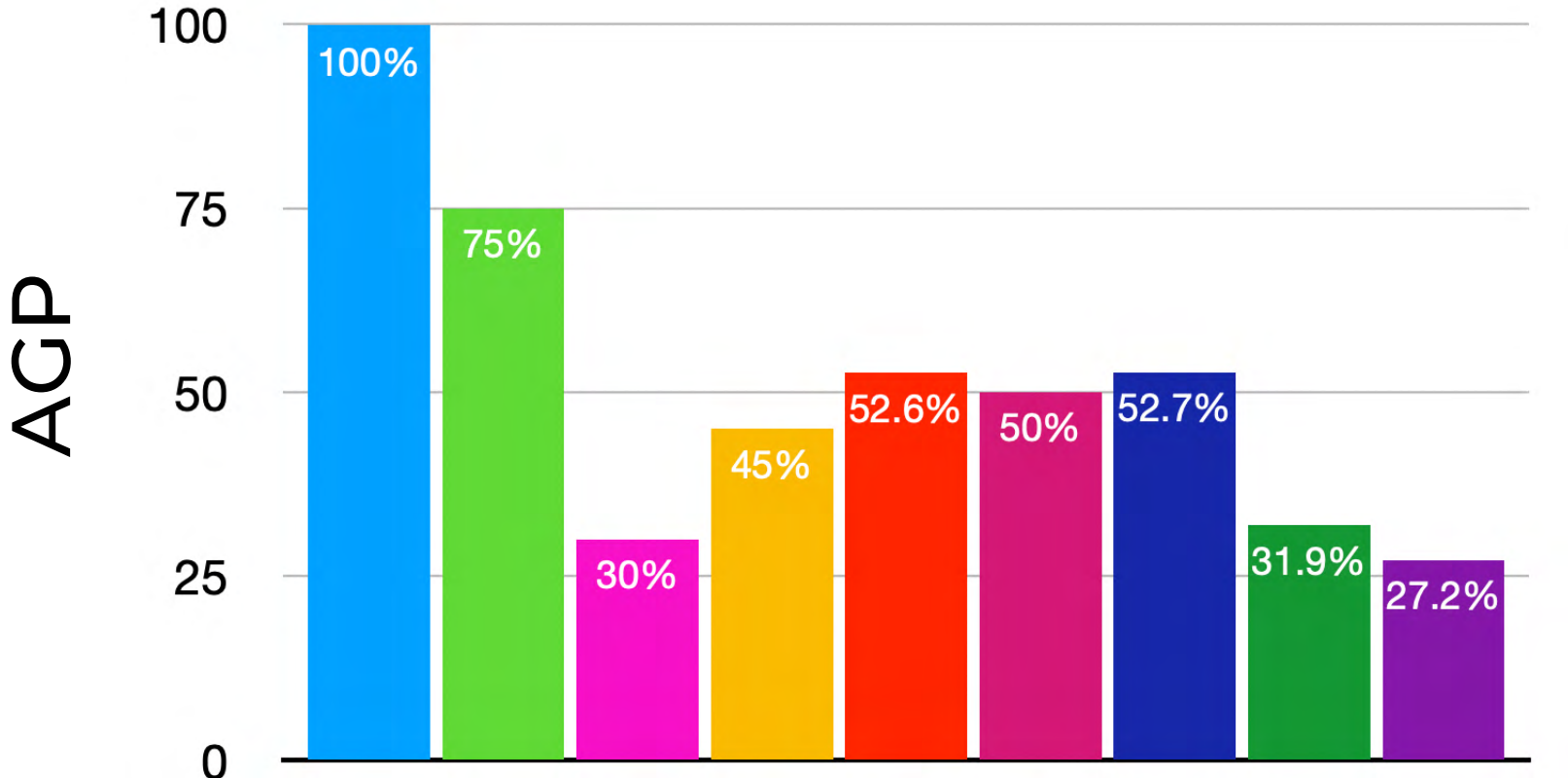
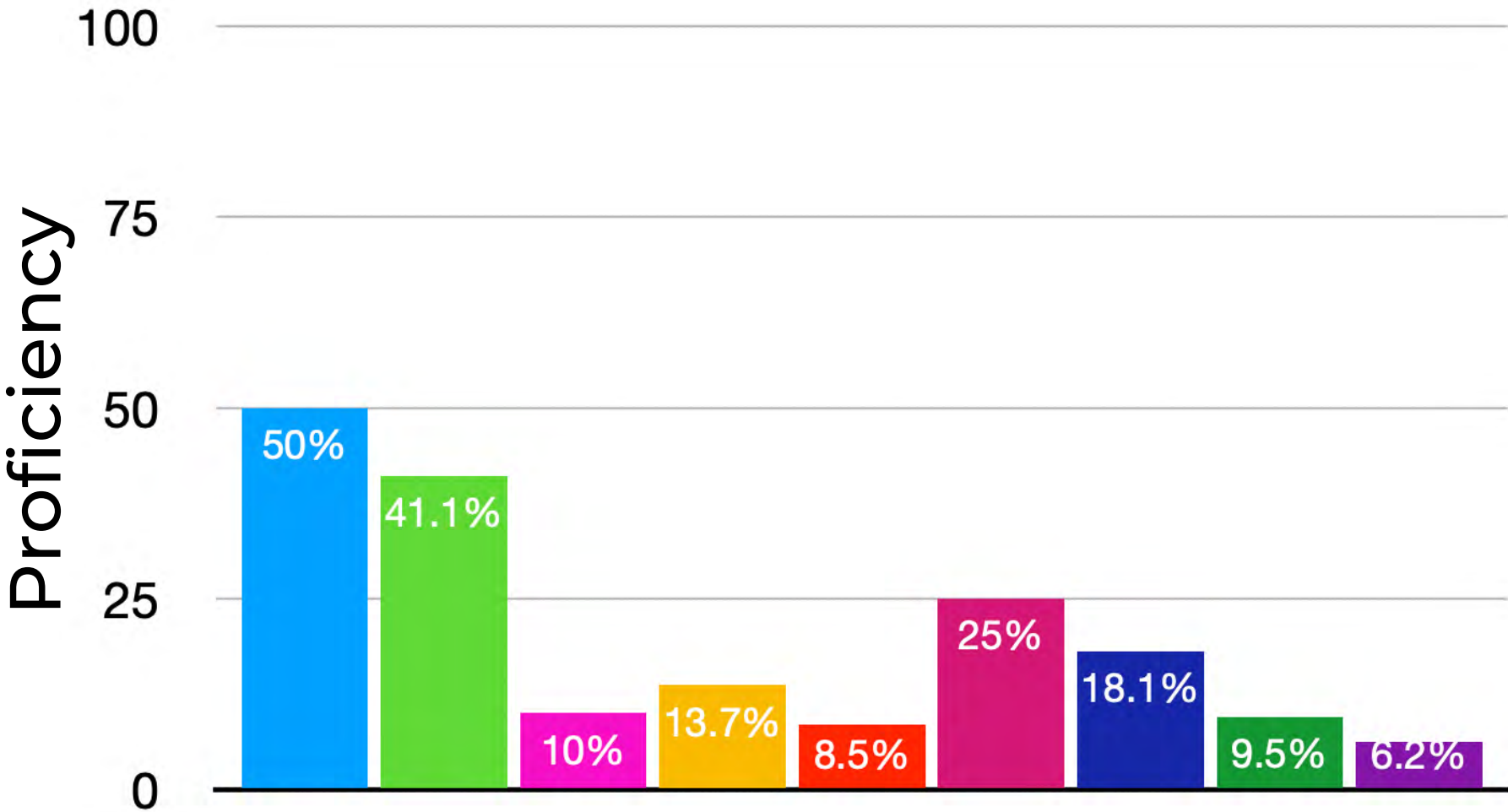


Potential TSI Trigger

Subgroup	N Size ELA Proficiency	ELA Proficiency	N Size Math Proficiency	Math Proficiency	N Size ELA AGP	ELA AGP	N Size Math AGP	MATH AGP	N Size ELA GAP	ELA GAP	N Size Math GAP	MATH GAP
American Indian	2	50.0	2	50.0	1	100.0	1	100.0	0	N/A	0	N/A
Asian	18	61.1	17	41.1	12	58.3	12	75.0	7	42.8	7	71.4
Black	96	41.6	100	10.0	68	64.7	70	30.0	45	62.2	60	33.3
Hispanic	223	34.9	225	13.7	151	49.0	153	45.0	116	47.4	126	42.0
Multirace	35	37.1	35	8.5	20	45.0	19	52.6	14	57.1	18	55.5
Pacific Islander	11	27.2	12	25.0	7	57.1	8	50.0	4	50.0	7	57.1
White	56	32.1	55	18.1	35	48.5	36	52.7	24	45.8	24	41.6
EL	61	22.9	63	9.5	46	39.1	47	31.9	42	40.4	44	31.8
SPED	49	10.2	48	6.2	32	34.3	33	27.2	27	33.3	29	27.5

*Please be aware, this graph does not include potential TSI triggers for the following groups/categories:
 FRL, MGP, WIDA, Chronic Absenteeism, or RBC3

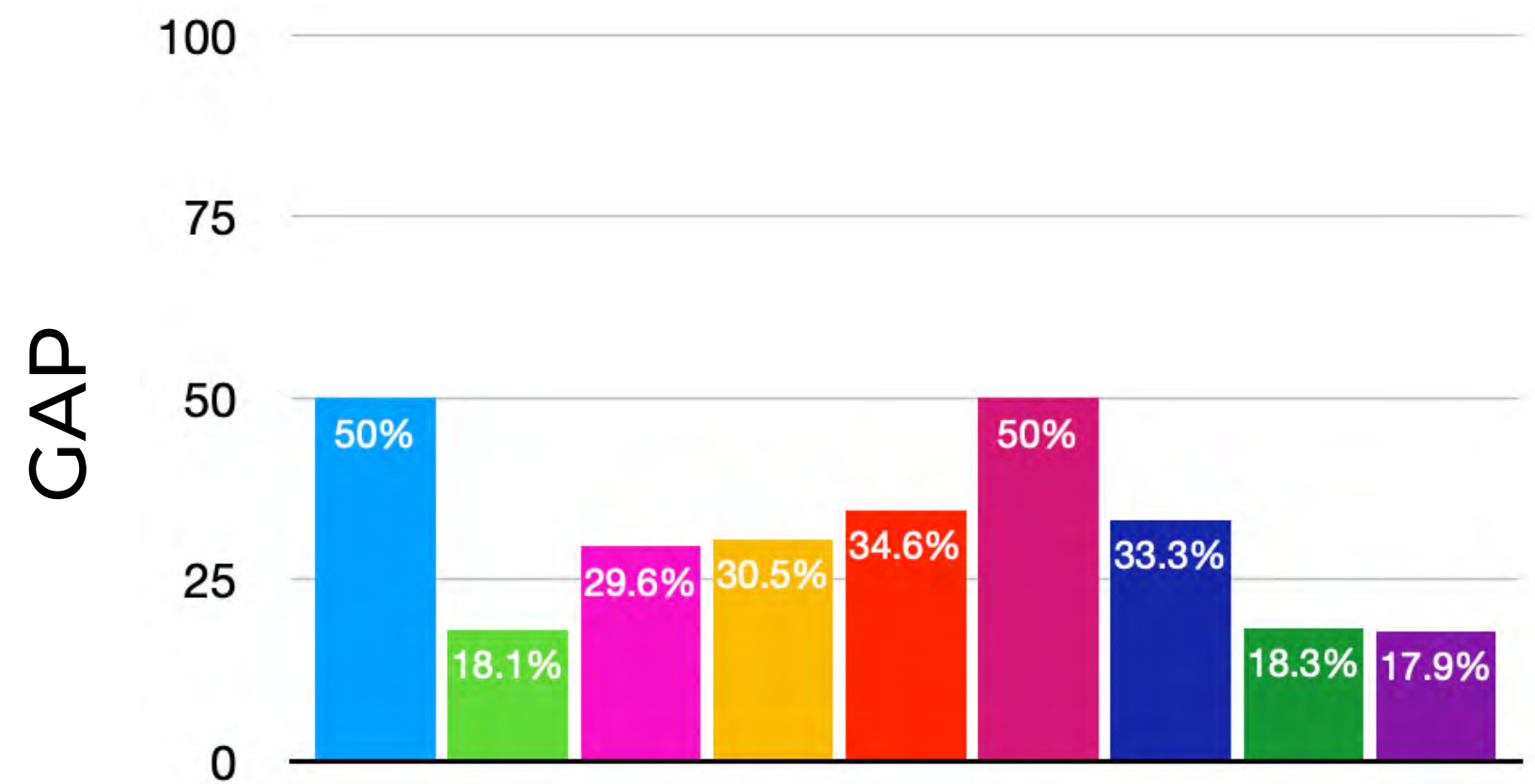
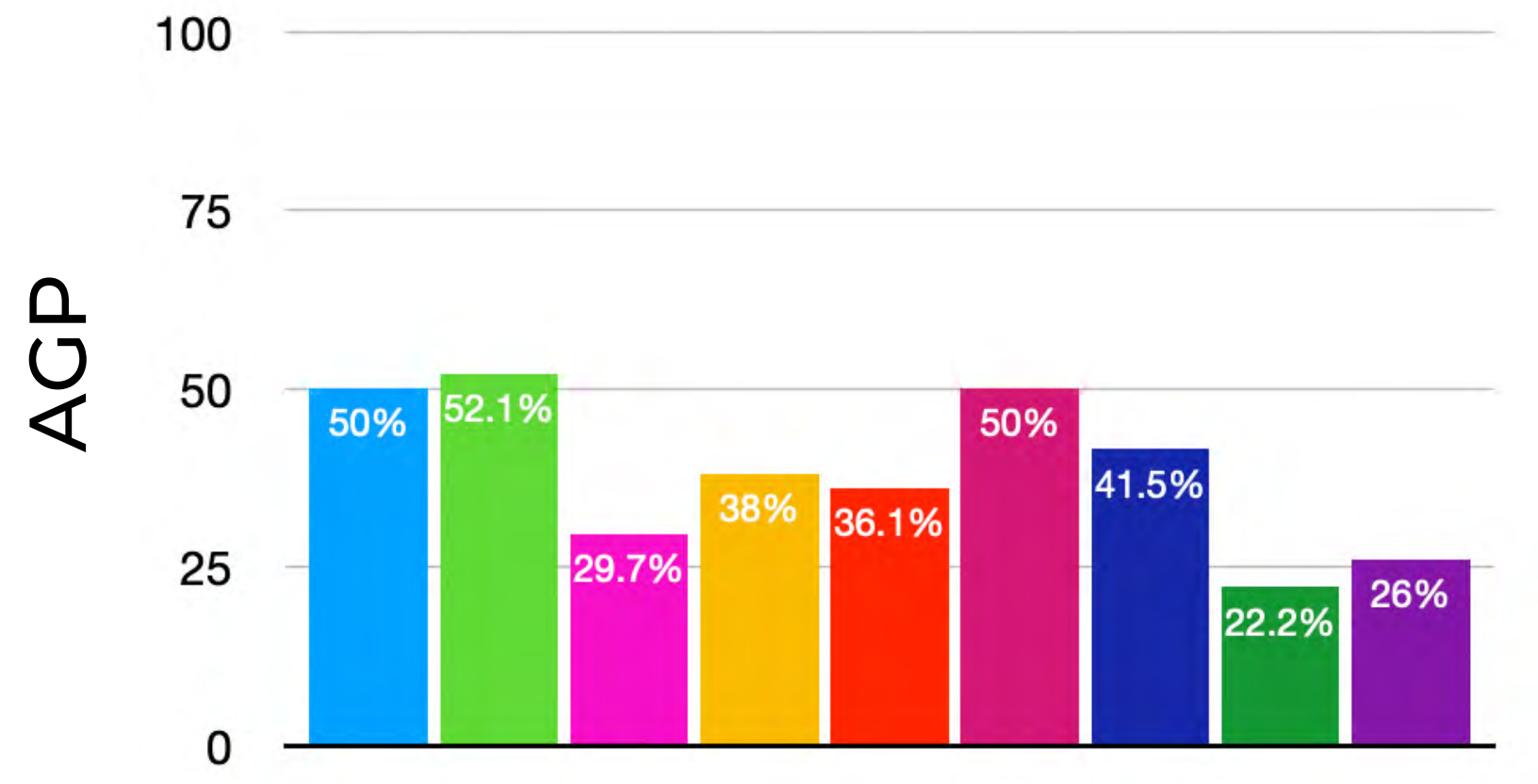
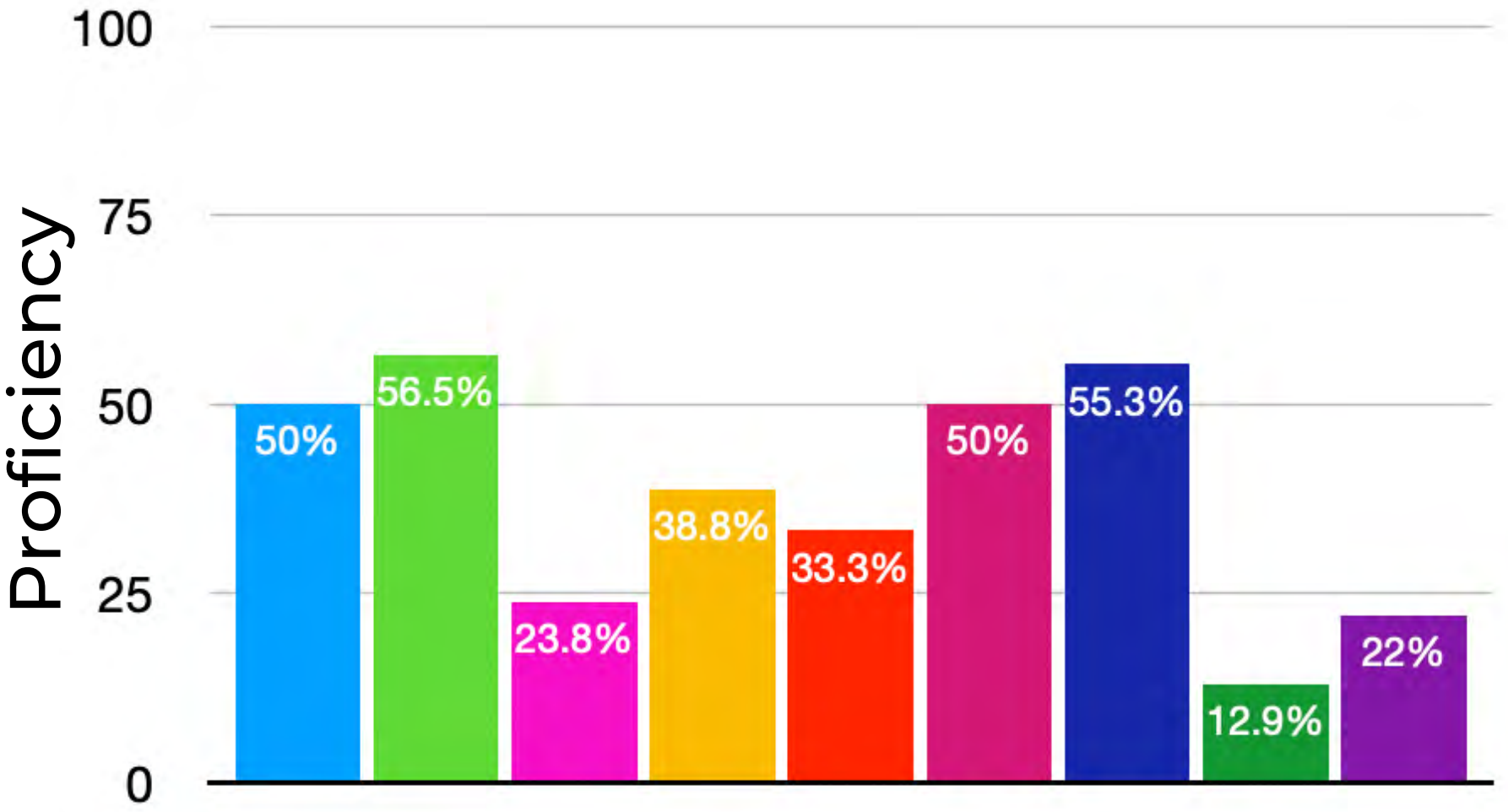


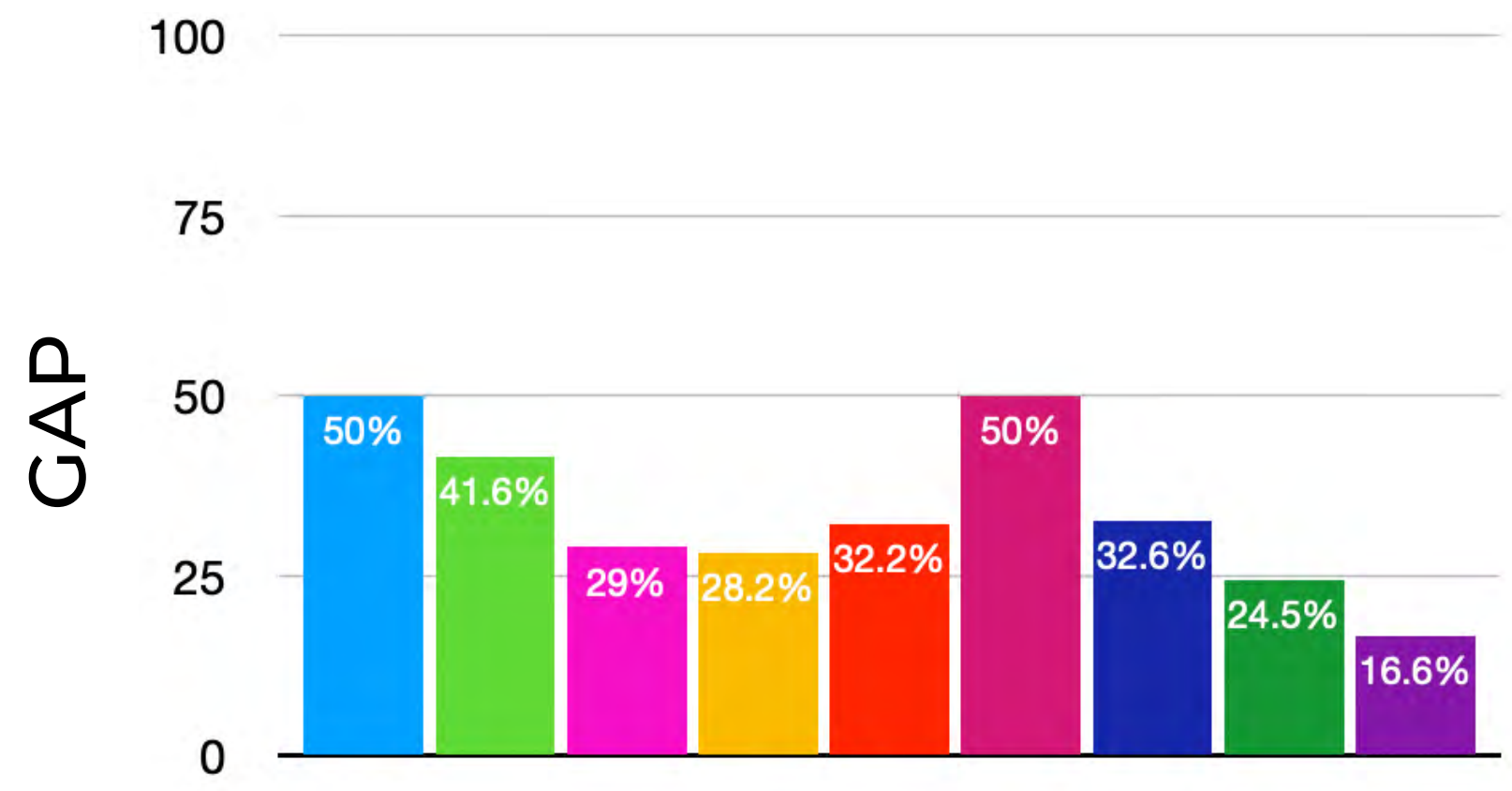
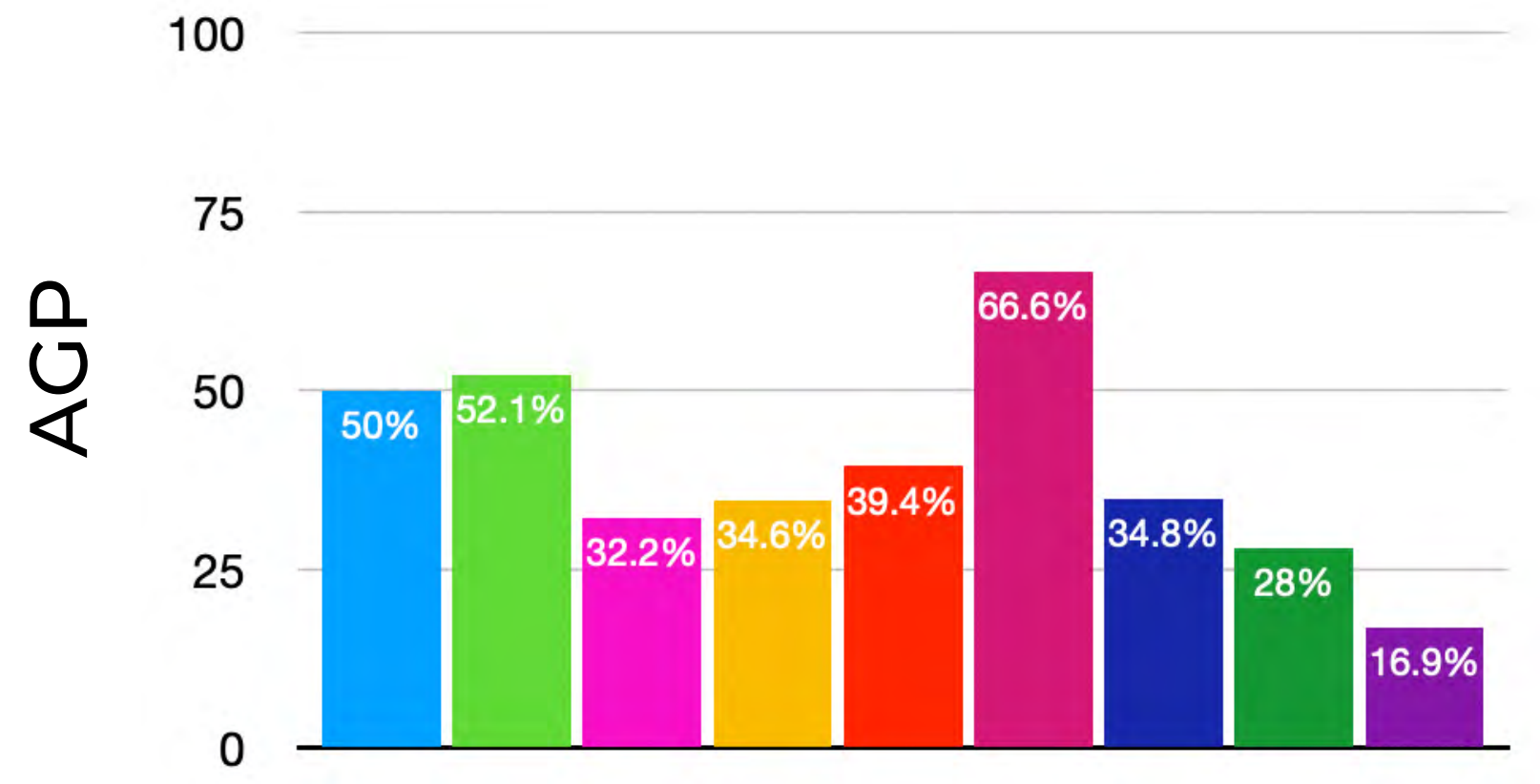
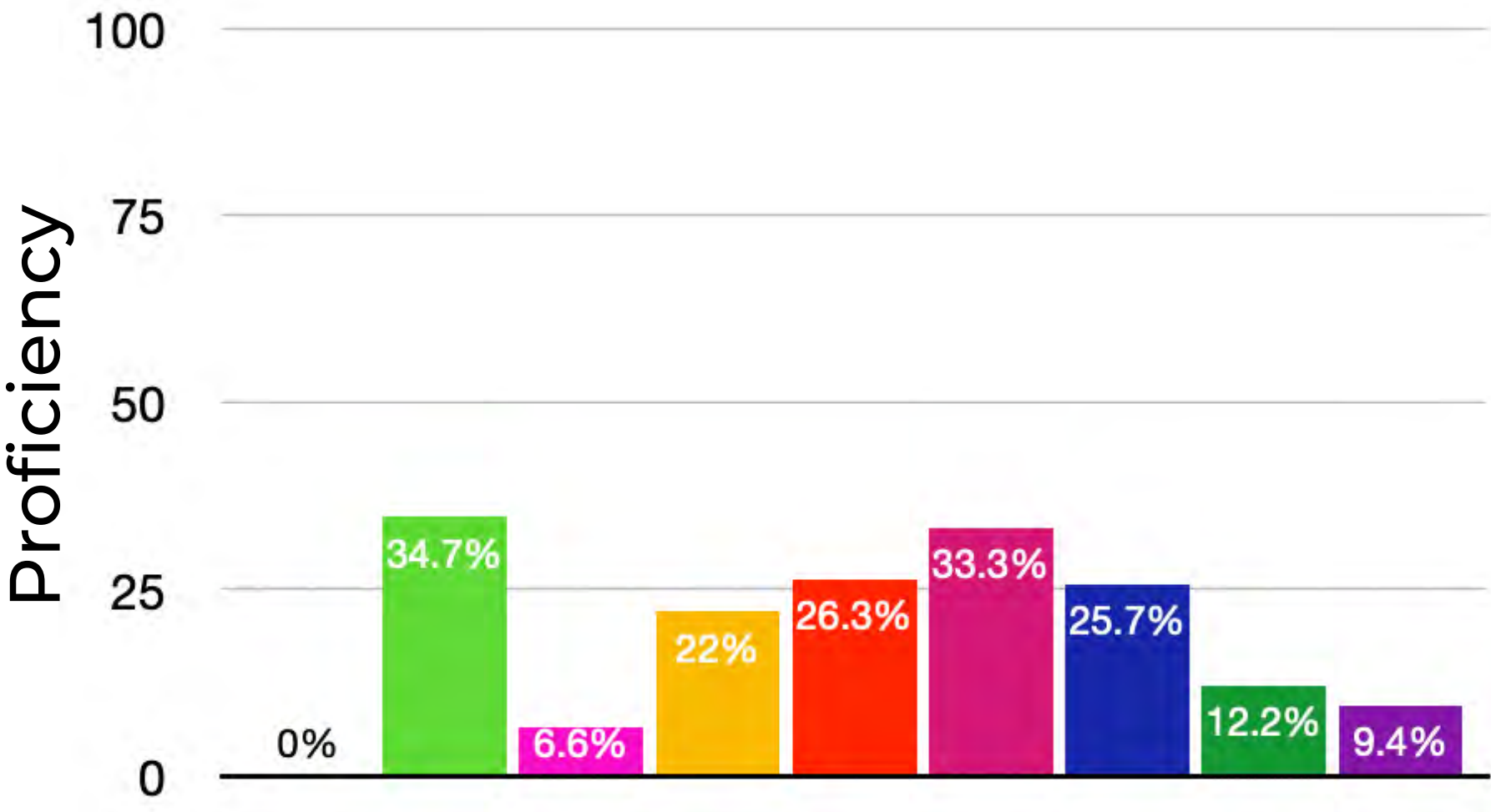


Potential TSI Trigger

Subgroup	N Size ELA Proficiency	ELA Proficiency	N Size Math Proficiency	Math Proficiency	N Size ELA AGP	ELA AGP	N Size Math AGP	MATH AGP	N Size ELA GAP	ELA GAP	N Size Math GAP	MATH GAP
American Indian	2	50.0	2	0.0	2	50.0	2	50.0	2	50.0	2	50.0
Asian	23	56.5	23	34.7	23	52.1	23	52.1	11	18.1	12	41.6
Black	84	23.8	90	6.6	84	29.7	90	32.2	64	29.6	86	29.0
Hispanic	242	38.8	254	22.0	242	38.0	254	34.6	154	30.5	198	28.2
Multirace	36	33.3	38	26.3	36	36.1	38	39.4	26	34.6	31	32.2
Pacific Islander	2	50.0	3	33.3	2	50.0	3	66.6	2	50.0	2	50.0
White	65	55.3	66	25.7	65	41.5	66	34.8	36	33.3	46	32.6
EL	54	12.9	57	12.2	54	22.2	57	28.0	49	18.3	53	24.5
SPED	50	22.0	53	9.4	50	26.0	53	16.9	39	17.9	48	16.6

*Please be aware, this graph does not include potential TSI triggers for the following groups/categories:
 FRL, MGP, WIDA, Chronic Absenteeism, Academic Learning Plans, or 8th Grade Sufficiency





*This represents the trajectory of your predicted index score based on NDE's current plan for testing/reporting.



MID YEAR REPORT CARD PREDICTION

Somerset Losee - 2020-21

SCHOOL LEVEL: ELEMENTARY

ASSESSMENT: IREADY

ACADEMIC ACHIEVEMENT		3/25 POINTS
MATH PROFICIENCY	14.5%	
ELA PROFICIENCY	37.8%	
SCIENCE PROFICIENCY	16.1%	<i>Used 2019 as possible indicator</i>
POOLED PROFICIENCY	24.3%	1/20 POINTS
READ BY GRADE 3	25.1%	2/5 POINTS
STUDENT GROWTH <i>(Only 5th grade reported)</i>		25.5/35 POINTS
MATH MGP	58	8/10 POINTS
ELA MGP	60	8/10 POINTS
MATH AGP	38.4%	4.5/7.5 POINTS
ELA AGP	54.2%	5/7.5 POINTS
ENGLISH LANGUAGE		1/10 POINTS
ELPA	<i>Used 2019-20 WiDA results as a possible indicator</i>	
CLOSING OPPORTUNITY GAPS <i>(Only 5th grade reported)</i>		16/20 POINTS
MATH	30.8%	6/10 POINTS
ELA	53.4%	10/10 POINTS
STUDENT ENGAGEMENT		N/A OF 10 POINTS
CHRONIC ABSENTEEISM	<i>Will not be reported in 2020-21</i>	



MID YEAR REPORT CARD PREDICTION

Somerset Losee - 2020-21

SCHOOL LEVEL: ELEMENTARY

ASSESSMENT: IREADY

ACADEMIC ACHIEVEMENT		3/25 POINTS
MATH PROFICIENCY	14.5%	
ELA PROFICIENCY	37.1%	
SCIENCE PROFICIENCY	16.1%	<i>Used 2019 as possible indicator</i>
POOLED PROFICIENCY	24.3%	1/20 POINTS
READ BY GRADE 3	25.8%	2/5 POINTS
STUDENT GROWTH		27/35 POINTS
MATH MGP	55	7/10 POINTS
ELA MGP	62	9/10 POINTS
MATH AGP	44.4%	6/7.5 POINTS
ELA AGP	53.0%	5/7.5 POINTS
ENGLISH LANGUAGE		1/10 POINTS
ELPA	<i>Used 2019-20 WiDA results as a possible indicator</i>	
CLOSING OPPORTUNITY GAPS		19/20 POINTS
MATH	42.1%	10/10 POINTS
ELA	50.9%	9/10 POINTS
STUDENT ENGAGEMENT		N/A OF 10 POINTS
CHRONIC ABSENTEEISM	<i>Will not be reported in 2020-21</i>	



MID YEAR REPORT CARD PREDICTION

Somerset Losee - 2020-21

SCHOOL LEVEL: MIDDLE SCHOOL

ASSESSMENT: IREADY

ACADEMIC ACHIEVEMENT		9/25 POINTS
MATH PROFICIENCY	20.5%	
ELA PROFICIENCY	38.9%	
SCIENCE PROFICIENCY	34.5%	<i>Used 2019 as possible indicator</i>
POOLED PROFICIENCY	30.3%	9/25 POINTS
STUDENT GROWTH		10.5/30 POINTS
MATH MGP	40	3/10 POINTS
ELA MGP	35	2/10 POINTS
MATH AGP	35.7%	4/5 POINTS
ELA AGP	37.6%	1.5/5 POINTS
ENGLISH LANGUAGE		1/10 POINTS
ELPA	<i>Used 2019-20 WiDA results as a possible indicator</i>	
CLOSING OPPORTUNITY GAPS		18/20 POINTS
MATH	29.9%	10/10 POINTS
ELA	30.8%	8/10 POINTS
STUDENT ENGAGEMENT		5 OF 5 POINTS
C. ABSENTEEISM/NAC/LEARNING PLANS	<i>C.A. will not be reported in 2020-21</i>	

Road to 5 Stars

SOMERSET LOSEE



Prepared by

JESSICA SCOBELL, PRINCIPAL
& LOSEE ADMINISTRATION

GOALS



1. To achieve 5 star status in the elementary school
2. To achieve 5 star status in the middle school
3. To achieve 5 star status in the high school

ROAD TO 5 STARS



The destination: 5 star status at Somerset Losee at every school level. The roadmap to our destination is provided in this proposal and is based on analysis of our current status and trajectory. It should be noted that our proposal includes realistic, yet rigorous benchmark goals for the next 5 years but that these goals will need to be revisited each year upon receiving the results of state testing. Updates should also be considered when, and if, there are any dramatic shifts in student population (ex. an enrollment increase). Progress towards goals should be observed through monitoring student interim assessment data (i.e. NWEA Map, iReady, etc.)

Current Status

Most recent star ratings and state testing performance (2018-2019 school year). A status update will be provided upon analyzing our Fall 2020 Interim assessment data.

Elementary

Middle School

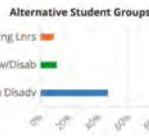
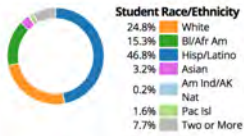
Somerset Academy Losee

School Year 2018-2019 Nevada School Rating

School Level: Elementary School
Grade Levels: OK-12
District: State Public Charter School Authority
School Address: 4650 Losee Road, North Las Vegas, NV 89081



School Type: Charter SPCSA
School Designation: TSI/ATSI
95% Assessment Participation: Met



What does my school rating mean?

Two-Star school: Identifies a school that has partially met the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

TSI/ATSI designation: This school has consistently underperforming subgroups as well as very low performing subgroups. TSI/ATSI schools cannot receive more than a three-star rating in the year they are first designated. See the TSI/ATSI designation report for more information.

2018-2019 School Performance

Measure	School Rate	District Rate
Pooled Proficiency	39.7	54
Math Proficiency	39.6	54.5
ELA Proficiency	48.2	60.1
Science Proficiency	16.1	34.7
Read-by-Grade-3 Proficiency	43.6	56.7

Measure	School Rate	District Rate
Met EL AGP Target	38	56.7

Measure	School Rate	District Rate
Chronic Absenteeism	12	8
Climate Survey Participation	92.7	N/A

Measure	School Median	District Median
Math MGP	41	55
ELA MGP	45	52

Measure	School Rate	District Rate
Met Math AGP Target	32.3	49.7
Met ELA AGP Target	48	59.7

Measure	School Rate	District Rate
Prior Non-Proficient Met	12.4	27.8
Math AGP Target		
Prior Non-Proficient Met	33	39.2
ELA AGP Target		

Climate Survey Participation is not a point-earning measure.

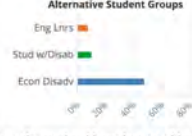
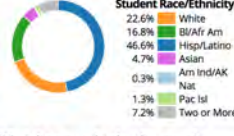
Somerset Academy Losee

School Year 2018-2019 Nevada School Rating

School Level: Middle School
Grade Levels: OK-12
District: State Public Charter School Authority
School Address: 4650 Losee Road, North Las Vegas, NV 89081



School Type: Charter SPCSA
School Designation: TSI/ATSI
95% Assessment Participation: Met



What does my school rating mean?

Two-Star school: Identifies a school that has partially met the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

- Below 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★
- At or above 80 ★★★★★

TSI/ATSI designation: This school has consistently underperforming subgroups as well as very low performing subgroups. TSI/ATSI schools cannot receive more than a three-star rating in the year they are first designated. See the TSI/ATSI designation report for more information.

2018-2019 School Performance

Measure	School Rate	District Rate
Pooled Proficiency	33.6	50.2
Math Proficiency	23.1	42.6
ELA Proficiency	43.7	59.6
Science Proficiency	34.5	44.7

Measure	School Rate	District Rate
Met EL AGP Target	8.5	38.3

Measure	School Rate	District Rate
Chronic Absenteeism	8.3	7.9
Academic Learning Plans	100	99.5
8th Grade Credit Requirements	100	92.7
Climate Survey Participation	88.4	N/A

Measure	School Median	District Median
Math MGP	36	58
ELA MGP	40	56

Measure	School Rate	District Rate
Met Math AGP Target	20.6	44.3
Met ELA AGP Target	44.7	61.3

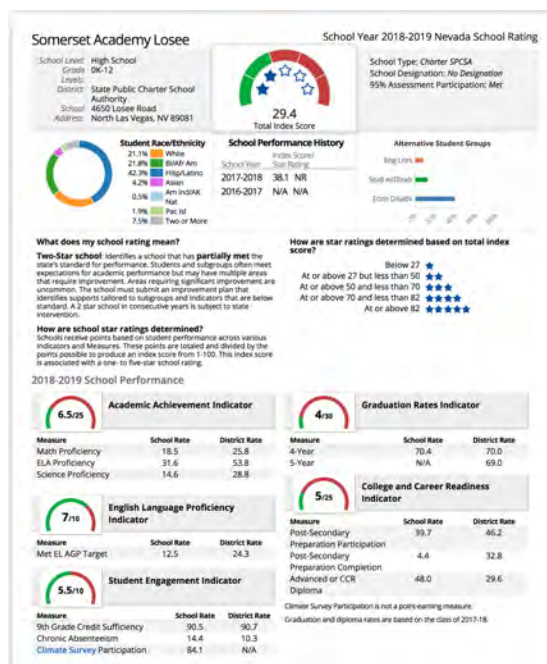
Measure	School Rate	District Rate
Prior Non-Proficient Met	7.9	21.8
Math AGP Target		
Prior Non-Proficient Met	16.8	32.7
ELA AGP Target		

Climate Survey Participation is not a point-earning measure.

Current Status

Most recent star rating and state testing performance (2018-2019 school year). A status update will be provided upon analyzing our 2020 ACT and Fall 2020 Interim assessment data.

High School



Losee High School's reporting issue led to an inaccurate rating. Below are the valid data points that would have resulted in a **3 star high school**. Goals proposed will be based on these numbers.

NSPF Component	Reported Components for Scoring Points Allotted
Academic Achievement	Math % Proficient = 18.5% 3/10 pts ELA % Proficient = 31.7% 3/10 pts Science % Proficient = 14.7% 0.5/5 Total Pts. = 6.5/25
Graduation	Reported 4 yr cohort = 70.4% Actual 4 yr cohort = 98.0% Pts Received = 3/25 Pts Should Have Received = 25/25
English Language Proficiency	Reported 5 year cohort = Pending 12.5% Pts Received = 7/10
College & Career Readiness	CCRPT = 0.5/10 CCRCOMP = 0.5/10 CCR Adv. Dip. = 4/5 Total pts = 5/25
Student Engagement	9th Grade Credit Suff. = 90.5% 3/5 pts Chron. Absenteeism = 14.4% 2.5/5 pts Total Pts. = 5.5/10
TOTAL	Received Index = 28.42 (2 star) Index w/Actual Grad Rates = 51.57 (3 star)

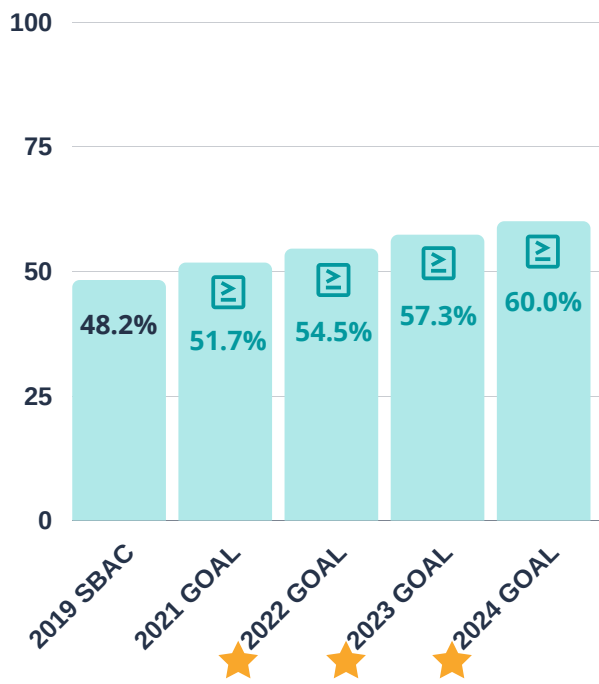
Academic Achievement

Below are performance benchmark goals for the next 5 years. Proficiency is historically the area that sees the smallest increases, even when coupled with high growth, especially at higher initial proficiency levels.

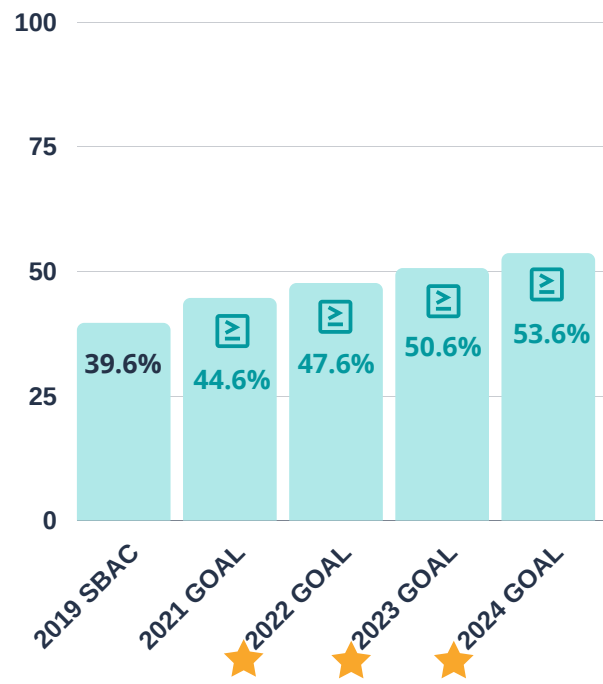
We do not know definitively what will happen with testing, but the following goals would be based on taking SBAC this Spring. This would mean that academic achievement data would be available but growth/ratings would not be available until 2022.

★ = Next potential rated year

Elementary ELA

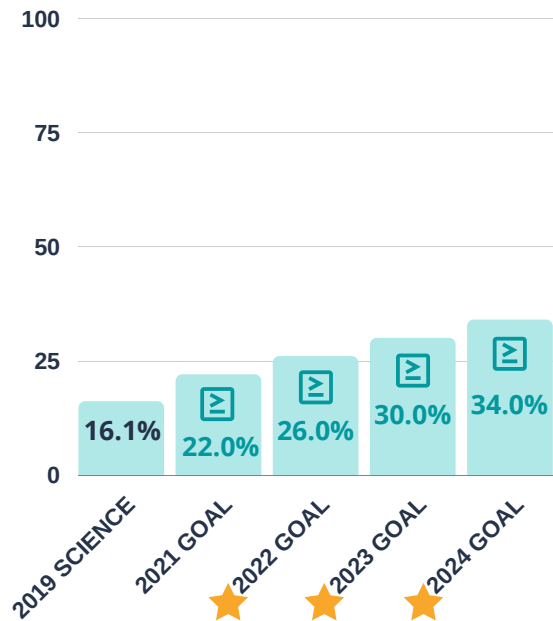


Elementary Math



* Though there is a 2 year gap between 2019 & 2021, a minimal benchmark increase was selected for ELA & Math. This is due to early research which anticipates an average academic loss of 1 instructional year for each student as a result of quarantine during the COVID-19 epidemic.

Elementary Science



Growth Indicators

Student growth percentiles represent a Somerset student's growth compared to their academic peers across Nevada. The target median should not gradually increase but rather always strive to be greater than or equal to 65.

Student growth indicators require 2 consecutive years of testing so the next likely year where this data would be received for SBAC would be in 2022. To track 2021 progress towards growth goals, interim data would need to be utilized.

★ = Next potential rated year

Elementary ELA

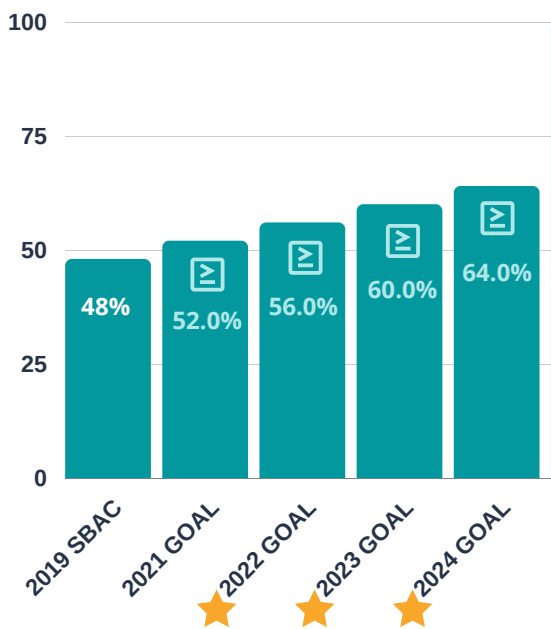
- 45** = 2019 ELA MGP
- ≥54** = 2021 ELA MGP Goal
- ≥65** = 2022-2024 ELA MGP Goal

Elementary Math

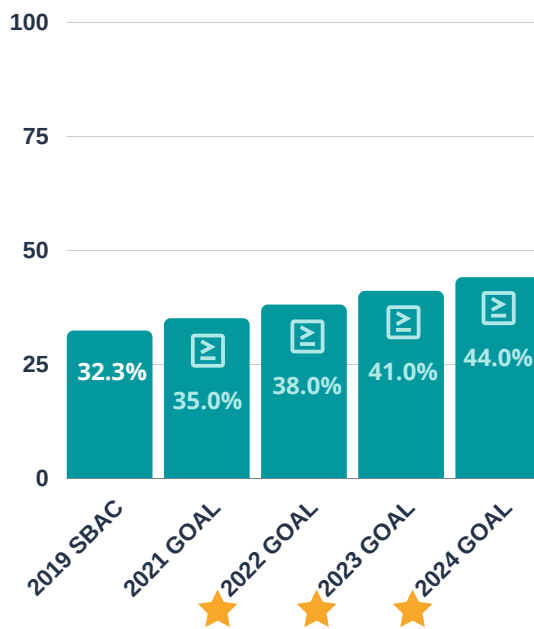
- 41** = 2019 Math MGP
- ≥50** = 2021 Math MGP Goal
- ≥58** = 2022-2024 Math MGP Goal

Adequate Growth Percentiles (AGP) reflects the percentage of students who hit their individual growth targets. Targets are based on either obtaining or maintaining proficiency. The higher the proficiency levels, the lower and more achievable the targets.

Elementary ELA



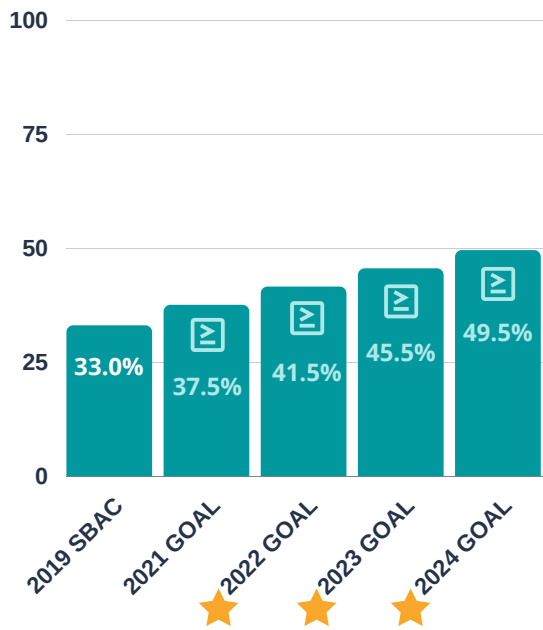
Elementary Math



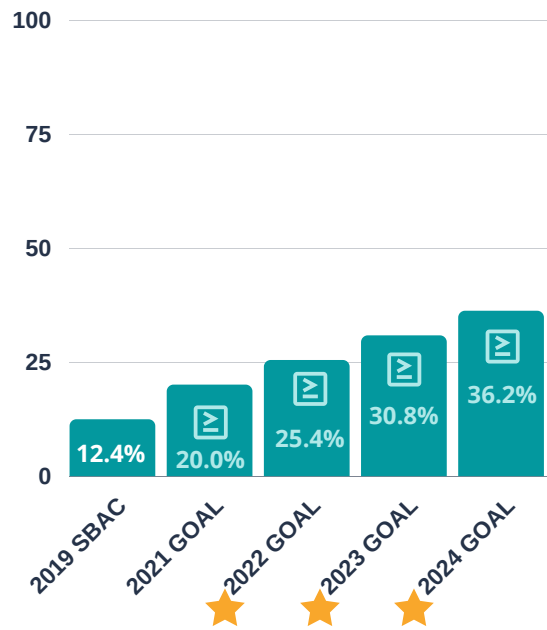
Closing Opportunity Gaps

The Closing Opportunity Gaps indicator reflects the percentage of non-proficient students hitting their individual growth targets (AGP). Students do not necessarily have to achieve proficiency in order to hit their target, so rigorous improvements can be realistic goals.

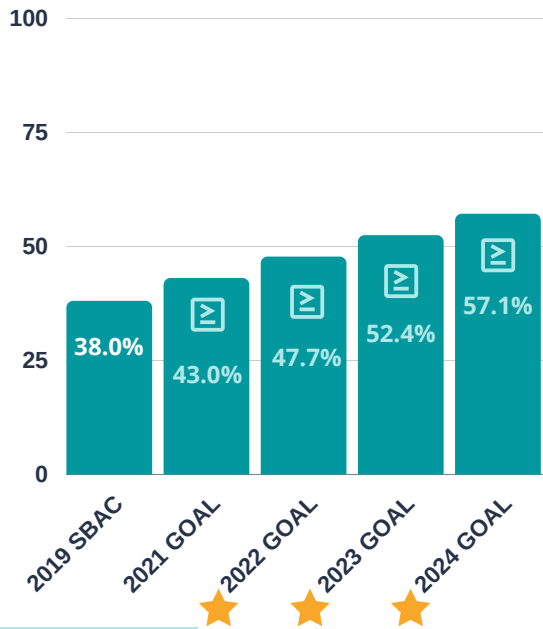
Elementary ELA



Elementary Math



EL Proficiency



Student Engagement

- 12%** = 2019 Chronic Absenteeism %
- ≥ 9%** = 2021 Goal
- ≥ 7%** = 2022 Goal
- > 5%** = 2023-24 Goal

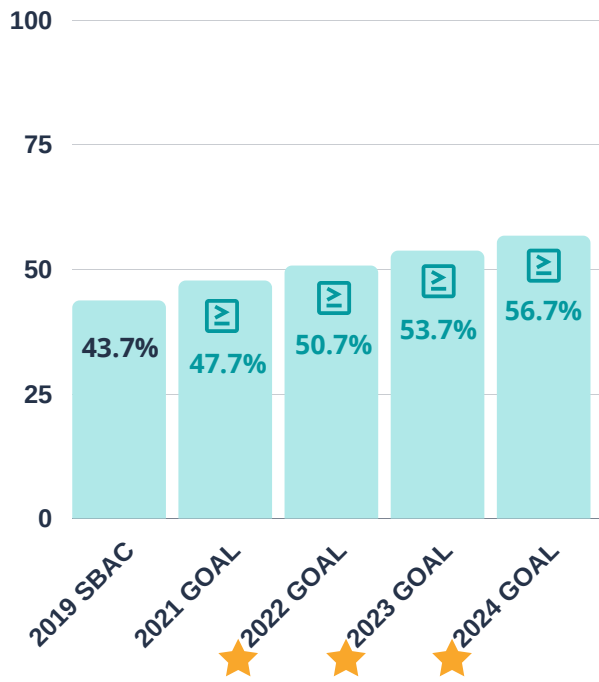
Academic Achievement

Below are performance benchmark goals for the next 5 years. Proficiency is historically the area that sees the smallest increases, even when coupled with high growth, especially at higher initial proficiency levels.

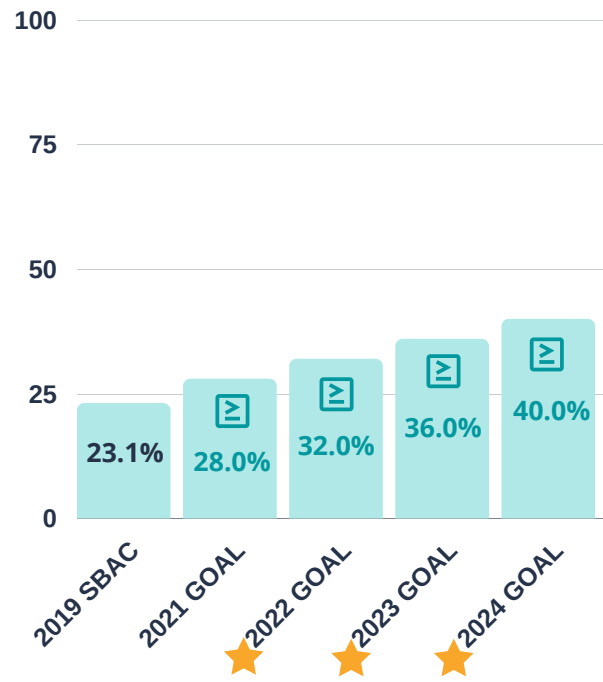
We do not know definitively what will happen with testing, but the following goals would be based on taking SBAC this Spring. This would mean that academic achievement data would be available but growth/ratings would not be available until 2022.

★ = Next potential rated year

Middle School ELA

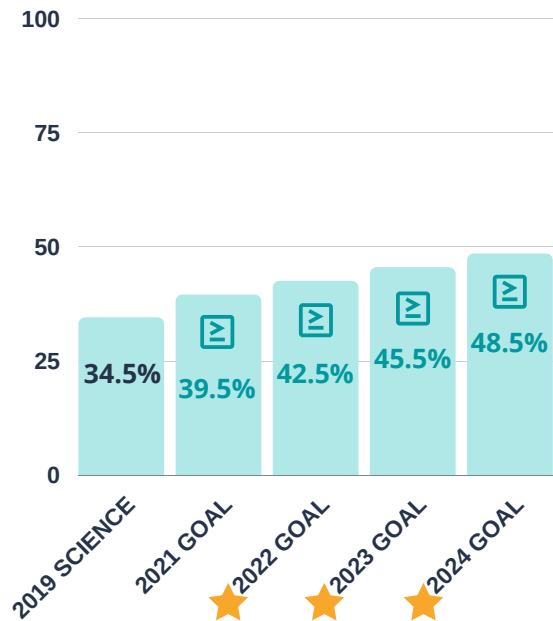


Middle School Math



* Though there is a 2 year gap between 2019 & 2021, a minimal benchmark increase was selected for ELA & Math. This is due to early research which anticipates an average academic loss of 1 instructional year for each student as a result of quarantine during the COVID-19 epidemic.

Middles School Science



Growth Indicators

Student growth percentiles represent a Somerset student's growth compared to their academic peers across Nevada. The target median should not gradually increase but rather always strive to be greater than or equal to 65.

Student growth indicators require 2 consecutive years of testing so the next likely year where this data would be received for SBAC would be in 2022. To track 2021 progress towards growth goals, interim data would need to be utilized.

★ = Next potential rated year

Middle School ELA

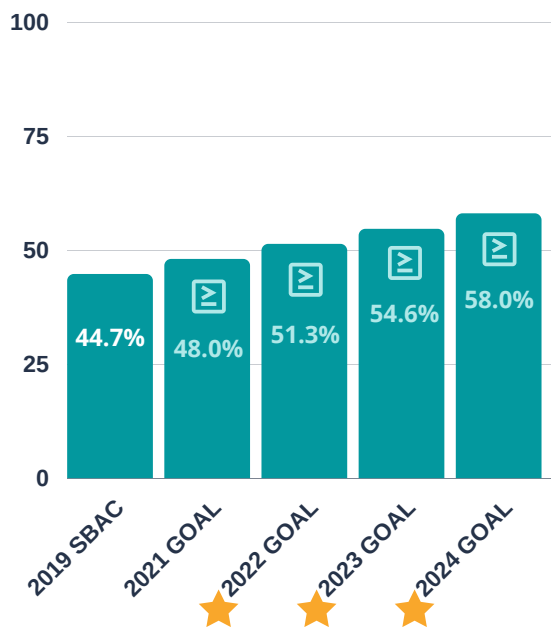
- 40** = 2019 ELA MGP
- ≥ 51** = 2021 ELA MGP Goal
- ≥ 61** = 2022-2024 ELA MGP Goal

Middle School Math

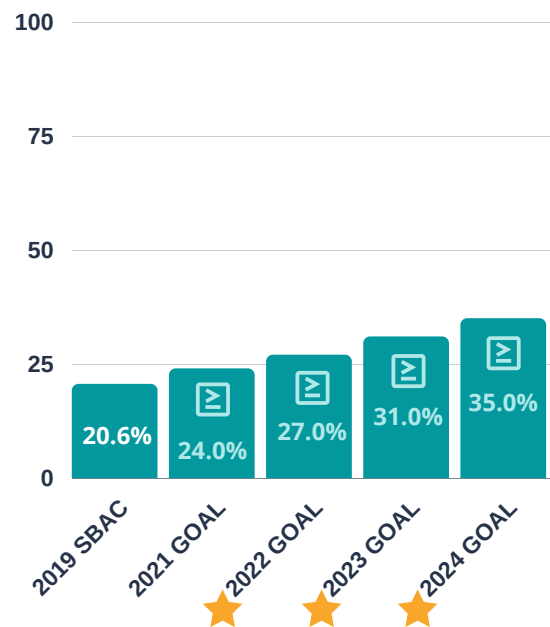
- 36** = 2019 Math MGP
- ≥ 50** = 2021 Math MGP Goal
- ≥ 58** = 2022-2024 Math MGP Goal

Adequate Growth Percentiles (AGP) reflects the percentage of students who hit their individual growth targets. Targets are based on either obtaining or maintaining proficiency. The higher the proficiency levels, the lower and more achievable the targets.

Middle School ELA



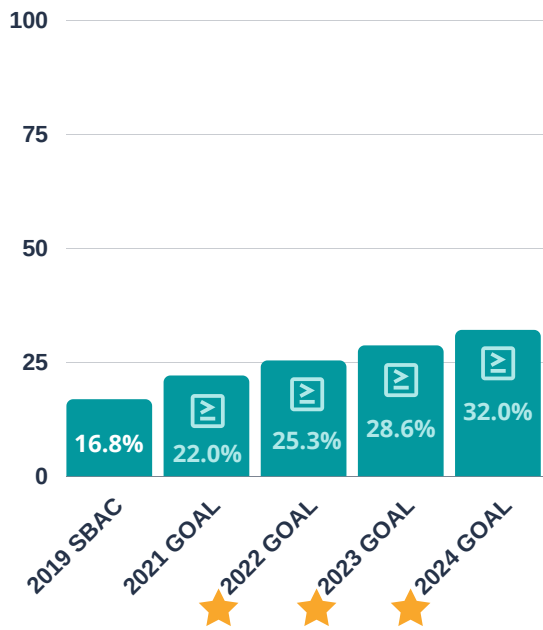
Middle School Math



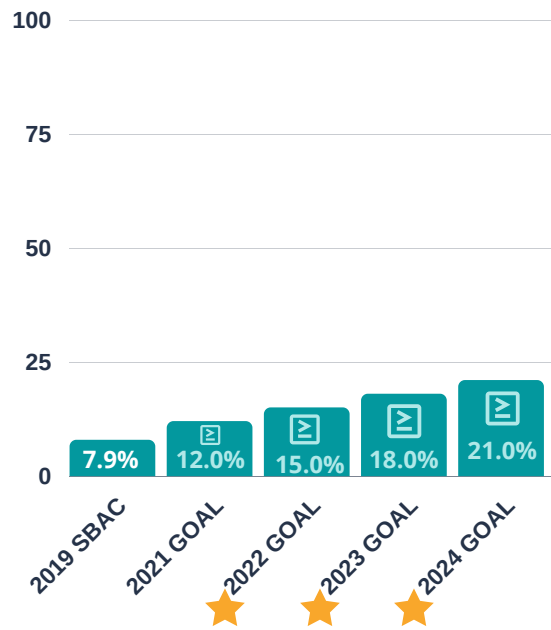
Closing Opportunity Gaps

The Closing Opportunity Gaps indicator reflects the percentage of non-proficient students hitting their individual growth targets (AGP). Students do not necessarily have to achieve proficiency in order to hit their target, so rigorous improvements can be realistic goals.

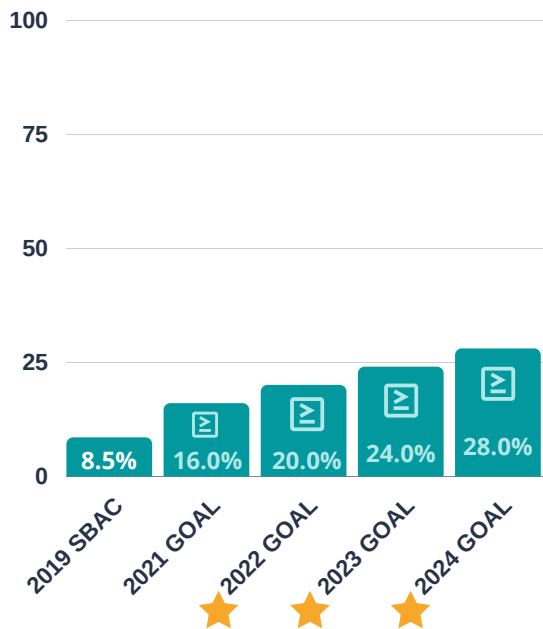
Middle School ELA



Middle School Math



EL Proficiency



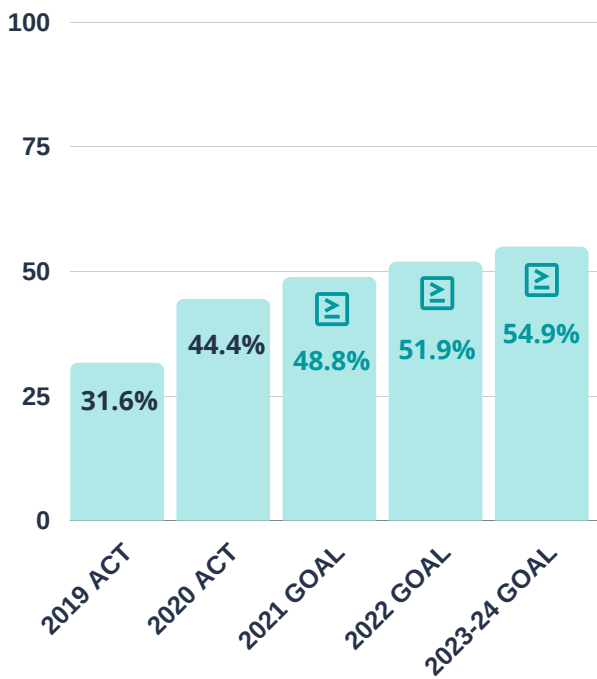
Student Engagement

- 8.3%** = 2019 Chronic Absenteeism %
- ≥ 7%** = 2021 Goal
- ≥ 6%** = 2022 Goal
- > 5%** = 2023-24 Goal

Academic Achievement

Below are performance benchmark goals for the next 5 years. Proficiency is historically the area that sees the smallest increases, even when coupled with high growth, especially at higher initial proficiency levels.

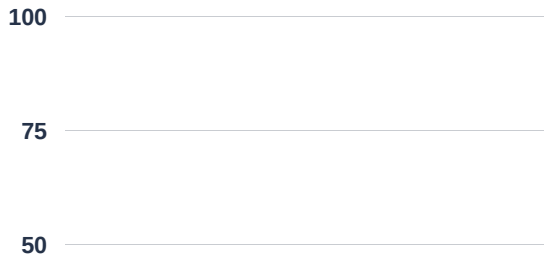
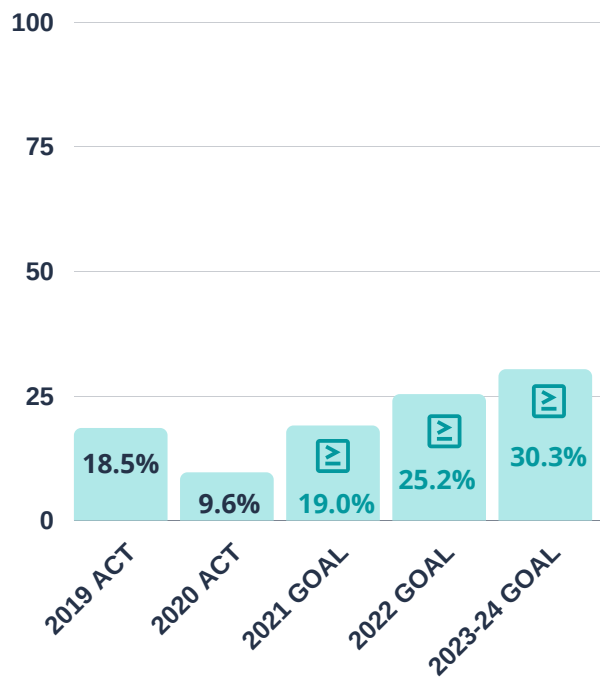
High School ELA



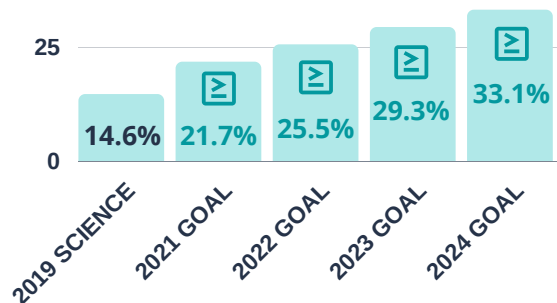
*2020 ACT results and benchmarks may be adjusted slightly after data validation process

*High schoolers are also anticipated to experience instructional losses due to the COVID-19 quarantine. This was factored into increases.

High School Math



High School Science



Graduation Rates

The 4-year cohort is the % of total students in the 4-year graduating class receiving a diploma (ex. seniors who graduated in 2020). The 5-year cohort is the % of total students whose OYOG was the year prior but they received their diploma with the next graduating class (ex. they were part of the 2019 cohort but graduated with the 2020 cohort). *HS grad rates lag a year behind.

4-Year ACGR



= 2019 4-Year ACGR



= 2020-2024 4-Year ACGR

5-Year ACGR



= 2019 Math MGP

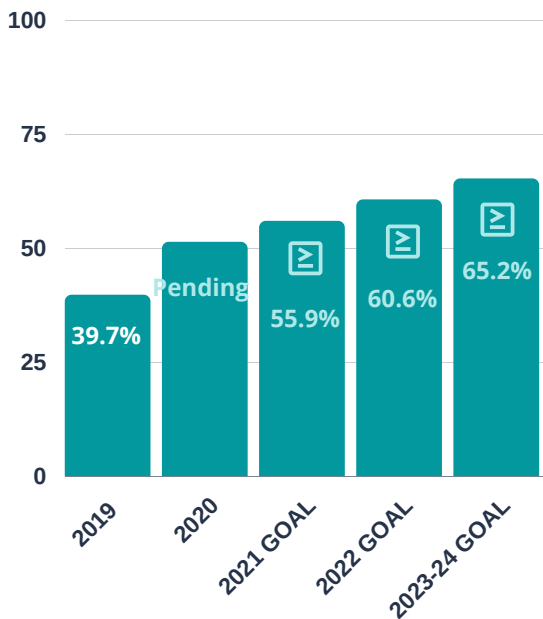


= 2021-2024 Math MGP Goal

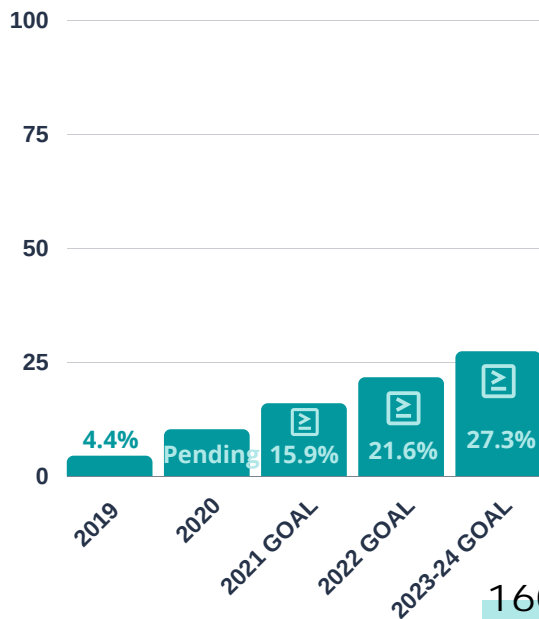
College & Career Readiness

Post-Secondary Preparation Participation and Completion is based on students meeting the criteria for participating and completing AP, IB, DC/DE, and/or CTE courses.

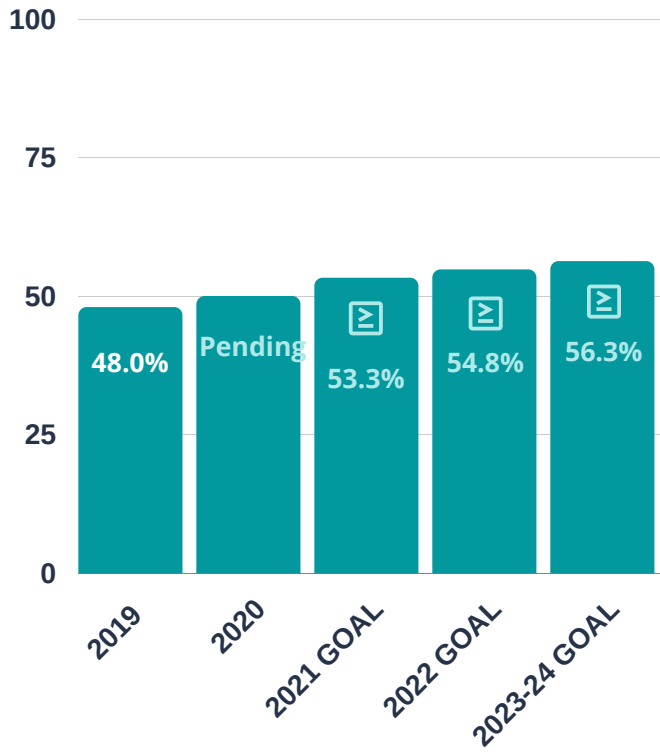
Post-Secondary Prep. Participation



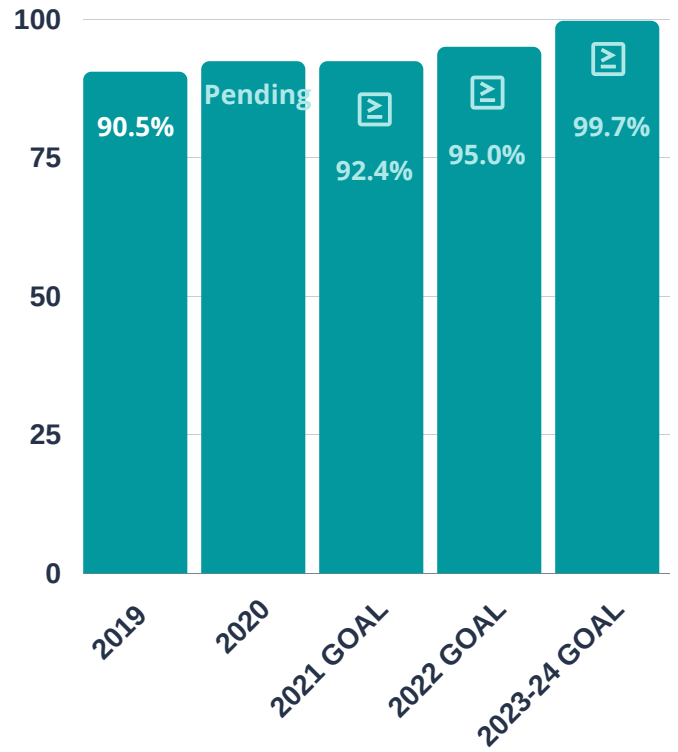
Post-Secondary Prep. Completion



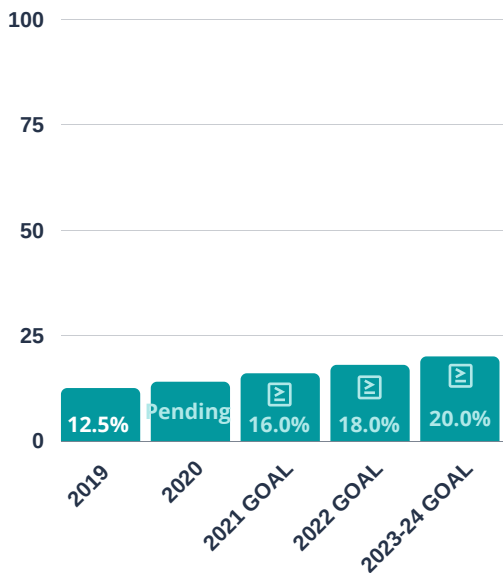
Advanced/CCR Diploma



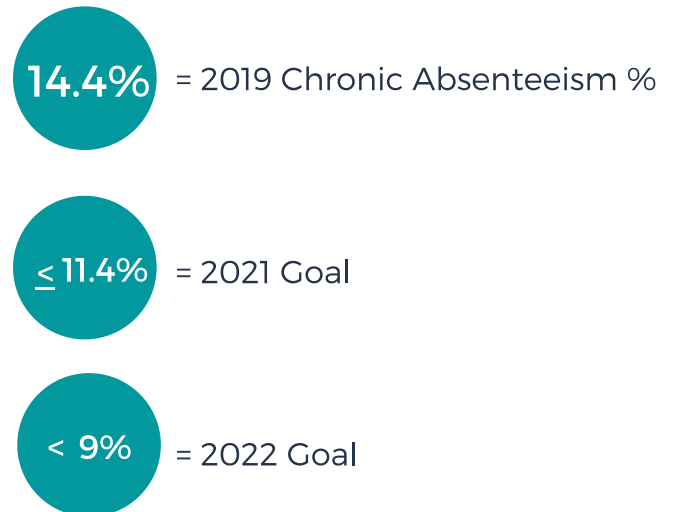
9th Credit Sufficiency



EL Proficiency



Student Engagement



Elementary Implementation Strategies for 2020-21



Below are some of the major instructional implementation strategies for each indicator in the 2020-21 school year:

Recommended that each strategy have an in-person & online implementation approach:

Academic Achievement/Growth Median:
1. ELA

In-person	Online
Utilize Instructional Coaches to provide individualized teacher support: -Part Time ELA strategist -Full Time K-5 instructional coach -Full Time Literacy Strategist	Utilize Instructional Coaches to provide individualized teacher support: -Part Time ELA strategist -Full Time K-5 instructional coach -Full Time Literacy Strategist
Strengthen Tier 1 Instruction using curriculum with integrity <ul style="list-style-type: none"> • CKLA • iReady 	Strengthen Tier 1 Instruction using digital curriculum with integrity <ul style="list-style-type: none"> • CKLA • iReady
Continue on-going training on unwrapping priority standards	Continue on-going training on unwrapping priority standards
Training scheduled for all K-5 teachers to utilize CKLA effectively.	Training scheduled for all K-5 teachers to utilize CKLA effectively.
Grade levels use common assessments for priority standards	Grade levels use common assessments for priority standards
Implement the ELA Framework in all grade levels	Implement the ELA Framework in all grade levels
	Provide professional development on the use of digital resources, programs, apps, and platforms
	Prepare Student take home curriculum packages to include workbooks, writing prompts and iReady toolbox supplemental materials. This ensures all students have essential materials to successfully navigate distance learning.

Elementary Implementation Strategies for 2020-21



2. Math

In-person	Online
Utilize Instructional Coaches to provide individualized teacher support: -Full Time K-8 Math Strategist -Full Time K-5 instructional coach	Utilize Instructional Coaches to provide individualized teacher support: -Full Time K-8 Math Strategist -Full Time K-5 instructional coach
Strengthen Tier 1 Instruction using curriculum with integrity <ul style="list-style-type: none"> Investigations 	Strengthen Tier 1 Instruction using digital curriculum with integrity <ul style="list-style-type: none"> Investigations
Continue on-going training on unwrapping priority standards	Continue on-going training on unwrapping priority standards
Provide training on Investigations to either introduce the curriculum to new staff or strengthen knowledge of current staff	Provide training on Investigations online resources to either introduce the curriculum to new staff or strengthen knowledge of current staff
Grade levels use common assessments for priority standards	Grade levels use common assessments for priority standards
Implement the Math Framework in all grade levels	Implement the Math Framework in all grade levels
	Provide professional development on the use of digital resources, programs, apps, and platforms
	Prepare Student take home curriculum packages to include workbooks, iReady toolbox supplemental materials and math manipulatives. This ensures all students have essential materials to successfully navigate distance learning.

3. Science

In-person	Online
Strengthen Tier 1 Instruction using curriculum with integrity <ul style="list-style-type: none"> Mystery Science K-4 FOSS - 5 	Strengthen Tier 1 Instruction using digital curriculum with integrity <ul style="list-style-type: none"> Mystery Science K-4 FOSS - 5
Continue on-going training on NGSS	Continue on-going training on NGSS
Provide training on Mystery Science & FOSS to either introduce the curriculum to new staff or strengthen knowledge of current staff	Provide training on Mystery Science & FOSS online resources to either introduce the curriculum to new staff or strengthen knowledge of current staff
Grade levels use common assessments for priority standards	Grade levels use common assessments for priority standards
Implement the Science Framework in all grade levels	Implement the Science Framework in all grade levels
	Provide professional development on the use of digital resources, programs, apps, and platforms.

Elementary Implementation Strategies for 2020-21

Growth (AGP) Differentiated Instruction:

In-person	Online
Daily math and ELA Intervention & Extension (I/E) blocks (30 minutes each) focused on Tier 2 & Tier 3 targeted small group instruction using I/E Framework Focus on iReady lessons and monitor student growth with data chats.	Daily math and ELA Intervention & Extension (I/E) blocks (30 minutes each) focused on Tier 2 & Tier 3 targeted small group instruction using I/E Framework <ul style="list-style-type: none"> IA will schedule zoom small group instruction when students are attending virtually (teachers provide scripted lessons) Focus on iReady lessons and monitor student growth with data chats.
Read by 3 literary specialists will meet with small groups focused on their RTI/Read by 3 goals	Read by 3 literary specialists will meet with small groups via zoom focused on their RTI/Read by 3 goals
Use iReady & MAP Data to flexibly adjust small group instruction, goals, and groups	Use iReady & MAP Data to flexibly adjust small group instruction, goals, and groups
Explicit Phonics instruction	Explicit Phonics instruction
Cohort 1 will train staff in LETRS	Cohort 1 will train staff in LETRS

Closing Opportunity Gaps (Instruction for non-proficient students):

In-person	Online
Use MAP data to identify students and implement targeted small group or 1:1 instruction using strategies mentioned above	Use MAP data to identify students and implement targeted small group or 1:1 instruction using strategies mentioned above

Targeting English Language Learners:

In-person	Online
ELL Strategist to facilitate professional development regarding SIOP strategies and scaffolding lessons.	ELL Strategist to facilitate professional development regarding SIOP strategies and scaffolding lessons.
Students will utilize Achieve 3000 software at an age appropriate level. K-2: Smarty Ants 3-5: Kid Biz	Students will utilize Achieve 3000 software at an age appropriate level. K-2: Smarty Ants 3-5: Kid Biz
ELL Strategist will provide small group intervention for students.	ELL Strategist will provide small group intervention for students via Zoom.

Chronic Absenteeism:

- Counselor and Student Success Advocate contact families and provide support as needed
 - Attendance contracts with students & parents
 - Implement individualized incentives when necessary
 - Provides families with research on the impact of absenteeism on learning
 - Provide community resources
- Regularly update the community about the impacts of absenteeism and the advantages of regular attendance via Weekly Wednesday newsletter and social media platforms

MS Implementation Strategies for 2020-21

Below are some of the major instructional implementation strategies for each indicator in the 2020-21 school year:

Recommended that each strategy have an in-person & online implementation approach:

Academic Achievement/Growth Median:

1. ELA

In-person	Online
Utilize Instructional Coach to provide individualized teacher support: -Part Time ELA strategist	Utilize Instructional Coach to provide individualized teacher support: -Part Time ELA strategist
Strengthen Tier 1 Instruction using curriculum with integrity (scaffolding the transition to using 1 curriculum in all MS) <ul style="list-style-type: none"> • Ready ELA 	Strengthen Tier 1 Instruction using digital curriculum with integrity (scaffolding the transition to using 1 curriculum in all MS) <ul style="list-style-type: none"> • Ready ELA
Provide targeted intervention with use of iReady.	Provide targeted intervention with use of iReady.
Continue on-going training on unwrapping priority standards	Continue on-going training on unwrapping priority standards
Addition of 6 th and 7 th grade Reading class to provide extended opportunity to focus on reading at grade level and establish structured literacy instruction.	Addition of 6 th and 7 th grade Reading class to provide extended opportunity to focus on reading at grade level and establish structured literacy instruction.
Grade levels use common assessments for priority standards for all classes	Grade levels use common assessments for priority standards for all classes
Implement the ELA Framework in all grade levels	Implement the ELA Framework in all grade levels
	Provide professional development on the use of digital resources, programs, apps, and platforms.

MS Implementation Strategies for 2020-21



2. Math

In-person	Online
Utilize Instructional Coach to provide individualized teacher support: -Full Time K-8 Math Strategist	Utilize Instructional Coach to provide individualized teacher support: -Full Time K-8 Math Strategist
Strengthen Tier 1 Instruction using curriculum with integrity <ul style="list-style-type: none"> • Ready Math 	Strengthen Tier 1 Instruction using digital curriculum with integrity <ul style="list-style-type: none"> • Ready Math
Provide targeted intervention with use of iReady.	Provide targeted intervention with use of iReady.
Continue on-going training on unwrapping priority standards	Continue on-going training on unwrapping priority standards
Provide training on Ready Math to either introduce the curriculum to new staff or strengthen knowledge of current staff	Provide training on Ready Math online resources to either introduce the curriculum to new staff or strengthen knowledge of current staff
Grade levels use common assessments for priority standards for all classes	Grade levels use common assessments for priority standards for all classes
Addition of 7 th Grade Math Boost class to supplement students who were below grade level in 6 th grade.	Addition of 7 th Grade Math Boost class to supplement students who were below grade level in 6 th grade.
Implement the Math Framework in all grade levels	Implement the Math Framework in all grade levels
	Provide professional development on the use of digital resources, programs, apps, and platforms

3. Science

In-person	Online
Strengthen Tier 1 Instruction using curriculum with integrity (year 2 of implementation) <ul style="list-style-type: none"> • FOSS 	Strengthen Tier 1 Instruction using digital curriculum with integrity (year 2 of implementation) <ul style="list-style-type: none"> • FOSS
Continue on-going training on NGSS	Continue on-going training on NGSS
Provide training on FOSS to either introduce the curriculum to new staff or strengthen knowledge of current staff	Provide training on FOSS online resources to either introduce the curriculum to new staff or strengthen knowledge of current staff
Grade levels use common assessments for priority standards for all classes	Grade levels use common assessments for priority standards for all classes
Implement the Science Framework in all grade levels	Implement the Science Framework in all grade levels
	Provide professional development on the use of digital resources, programs, apps, and platforms

MS Implementation Strategies for 2020-21

Growth (AGP) Differentiated Instruction:

In-person	Online
<p>Students placed in a foundations course to provide daily math and ELA Intervention (40 minutes each) focused on Tier 2 & Tier 3 targeted small group instruction using I/E Framework</p> <p>All intervention will focus on utilization of iReady individualized pathways and iReady toolbox materials.</p>	<p>Daily math and ELA Intervention blocks (30 minutes each) focused on Tier 2 & Tier 3 targeted small group instruction using I/E Framework</p> <ul style="list-style-type: none"> IA will schedule zoom small group instruction when students are attending virtually (teachers provide scripted lessons) Students complete iReady lesson at their level
Use iReady & MAP Data to flexibly adjust small group instruction, goals, and groups	Use iReady & MAP Data to flexibly adjust small group instruction, goals, and groups
<p>Advisory class for 8th grade, Reading class for 6th and 7th grade meet each day to focus on academic progress and tracking of academic goals.</p> <ul style="list-style-type: none"> Students will maintain a data folder. They will track iReady progress, MAP assessment scores and iReady assessment growth. Discussions with teacher 2 times a month. 	<p>Advisory class for 8th grade, Reading class for 6th and 7th grade meet each day to focus on academic progress and tracking of academic goals.</p> <p>Students will maintain a data folder. They will track iReady progress, MAP assessment scores and iReady assessment growth. Discussions with teacher 2 times a month.</p>

Closing Opportunity Gaps (Instruction for non-proficient students):

In-person	Online
Use MAP data to identify students and implement targeted small group or 1:1 instruction during general instruction	Use MAP data to identify students and implement targeted small group or 1:1 via zoom
Students can be flexibly be moved in and out of foundations courses for extra support as needed	

Targeting English Language Learners:

In-person	Online
ELL Strategist to facilitate professional development regarding SIOP strategies and scaffolding lessons.	ELL Strategist to facilitate professional development regarding SIOP strategies and scaffolding lessons.
Students will utilize Achieve 3000 software at an age appropriate level. 6-8: Teen Biz	Students will utilize Achieve 3000 software at an age appropriate level. 6-8: Teen Biz
ELL Strategist will provide small group intervention for students.	ELL Strategist will provide small group intervention for students via Zoom.

Chronic Absenteeism:

- Counselor and Student Success Advocate contact families and provide support as needed
 - Attendance contracts with students & parents
 - Implement individualized incentives when necessary
 - Provides families with research on the impact of absenteeism on learning
 - Provide community resources
- Regularly update the community about the impacts of absenteeism and the advantages of regular attendance via Weekly Wednesday newsletter and social media platforms

HS Implementation Strategies for 2020-21



All plans remain consistent regardless of in person or online learning.

Targeted Area	Intervention/Support
Credit Sufficiency	<p>9th grade and 10th grade student progress reports will be monitored. Students failing courses will be placed with the new Intervention Counselor to provide targeted intervention.</p> <p>Students who fail courses at the quarter will have required weekly meetings with Intervention counselor and a parent meeting will be scheduled.</p>
ACT Growth	<p>All courses will incorporate an ACT prep questions each day.</p> <p>Math Strategist will provide support materials for teachers to ensure that all curriculum is designed to integrate ACT test questions.</p> <p>Addition of an ACT Prep elective class for 11th grade students.</p> <p>10th grade Careers class will focus on ACT preparation through use of targeted ACT prep software. Students will investigate colleges and standardized test requirements.</p> <p>ACT Pep Rally for 11th grade the week of the test.</p>
ELL Proficiency	<p>ELL Strategist to facilitate professional development regarding SIOP strategies and scaffolding lessons.</p> <p>Students will utilize Achieve 3000 software at an age appropriate level. 9-12: Teen Biz</p> <p>ELL Strategist will provide small group intervention for students.</p>
CCR Attainment	<p>Addition of two CTE strands – Business Marketing, Teaching and Training (with an additional strand to be added in 21-22)</p> <p>All students will be required to achieve a CPR certification to meet the “professional certification requirement”</p> <p>Counselors will discuss GPA requirements with students.</p>

MS Implementation Strategies for 2020-21



Advanced Placement Courses/Participation	<p>Addition of a Part Time Advanced Placement Strategist. He will focus on student test preparation, teacher professional development.</p> <p>Total of 10 Advanced Placement courses offered with the addition of the following Advanced Placement courses in 20-21:</p> <ul style="list-style-type: none"> -AP Biology -AP Psychology -AP Comparative Politics
Attendance	<p>Counselors contact families and provide support as needed</p> <p>Attendance contracts with students & parents</p> <p>Implement individualized incentives when necessary</p> <p>Provides families with research on the impact of absenteeism on learning</p> <p>Provide community resources</p> <p>Regularly update the community about the impacts of absenteeism and the advantages</p>
Cohort Graduation Rate	<p>Monitor student enrollment</p> <p>Ensure staff diligently verifies transfers to avoid unsuccessful transfers</p> <p>Provide credit retrieval opportunities to students who fail to meet credit sufficiency benchmarks.</p>

5 Star Timeline

ANTICIPATED RATINGS TIMELINE

Meeting each of the aforementioned benchmarks will put Somerset Losee on the following timeline for achieving 5 Star status:

ELEMENTARY



MIDDLE SCHOOL



HIGH SCHOOL



SOMERSET ACADEMY NORTH LAS VEGAS

WINTER 2020

WINTER READY DATA
+ FALL DIBELS

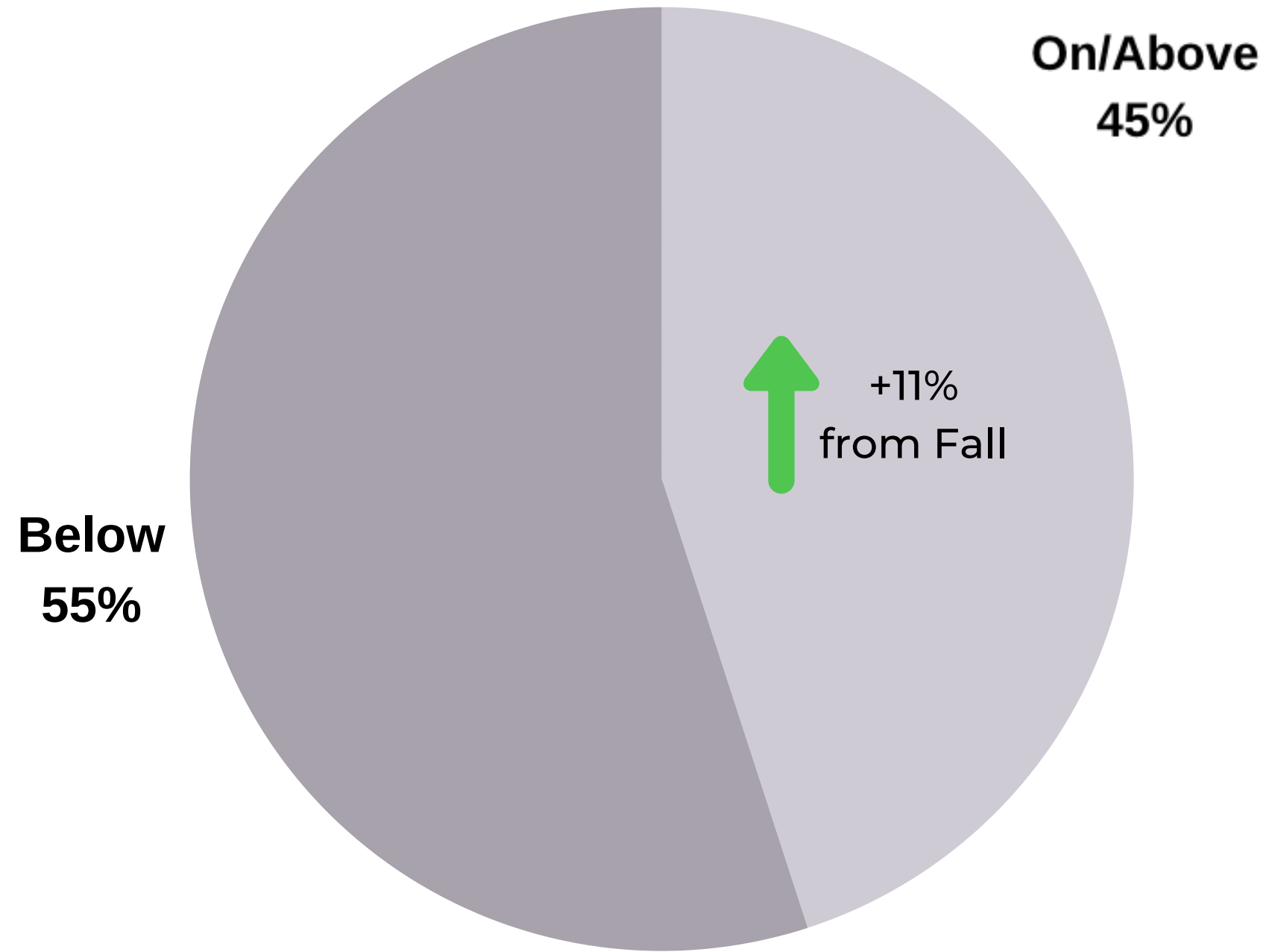


Fig.10

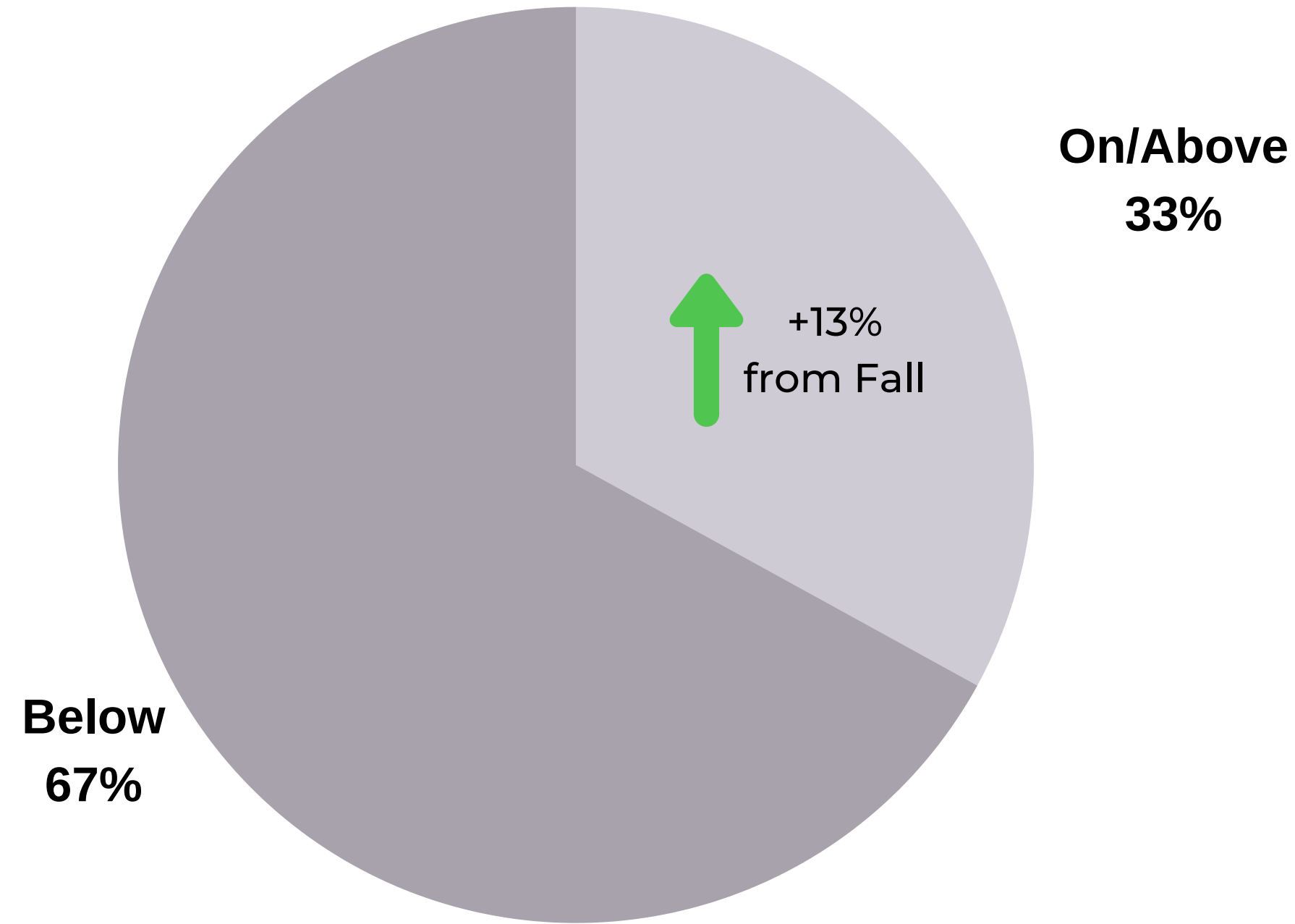
Fig.3

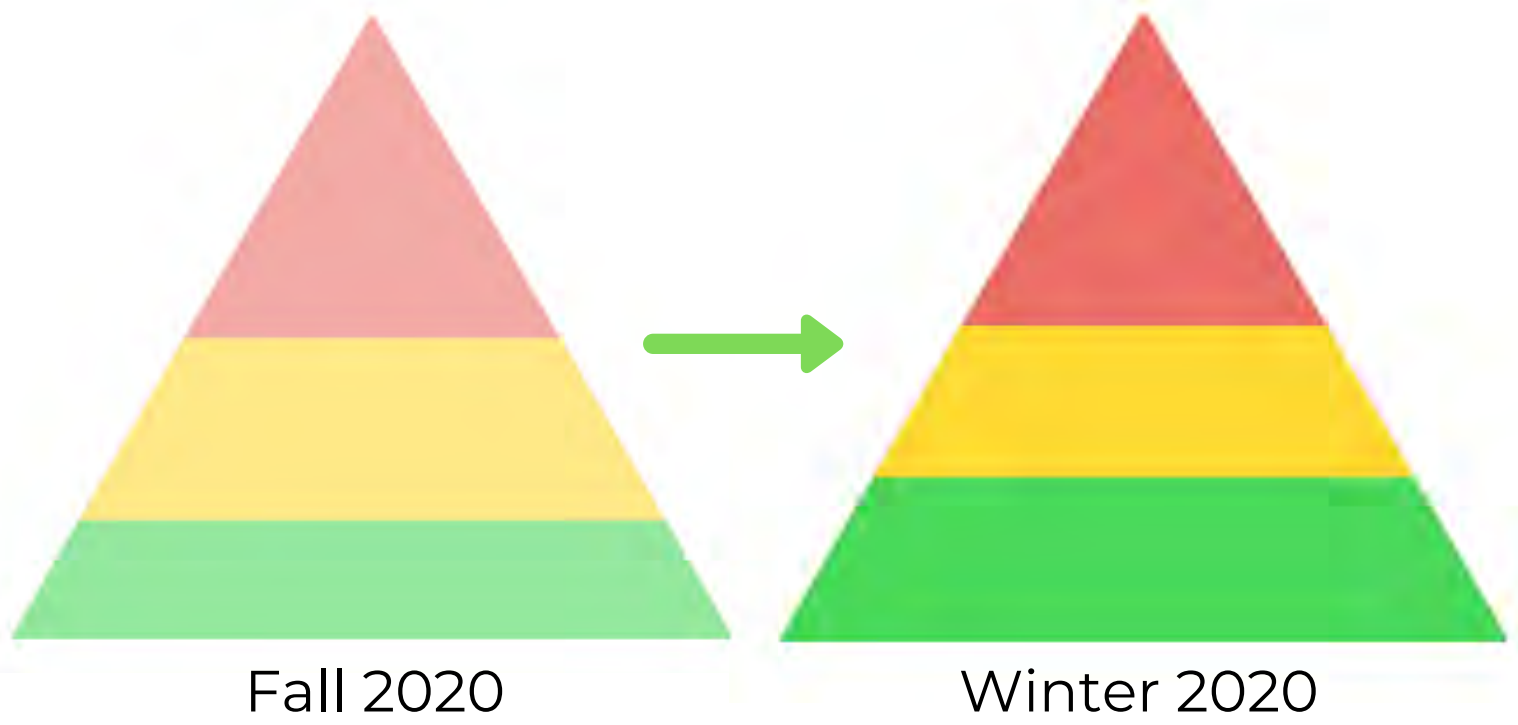
Fig.18

Reading % of Students at Grade Level

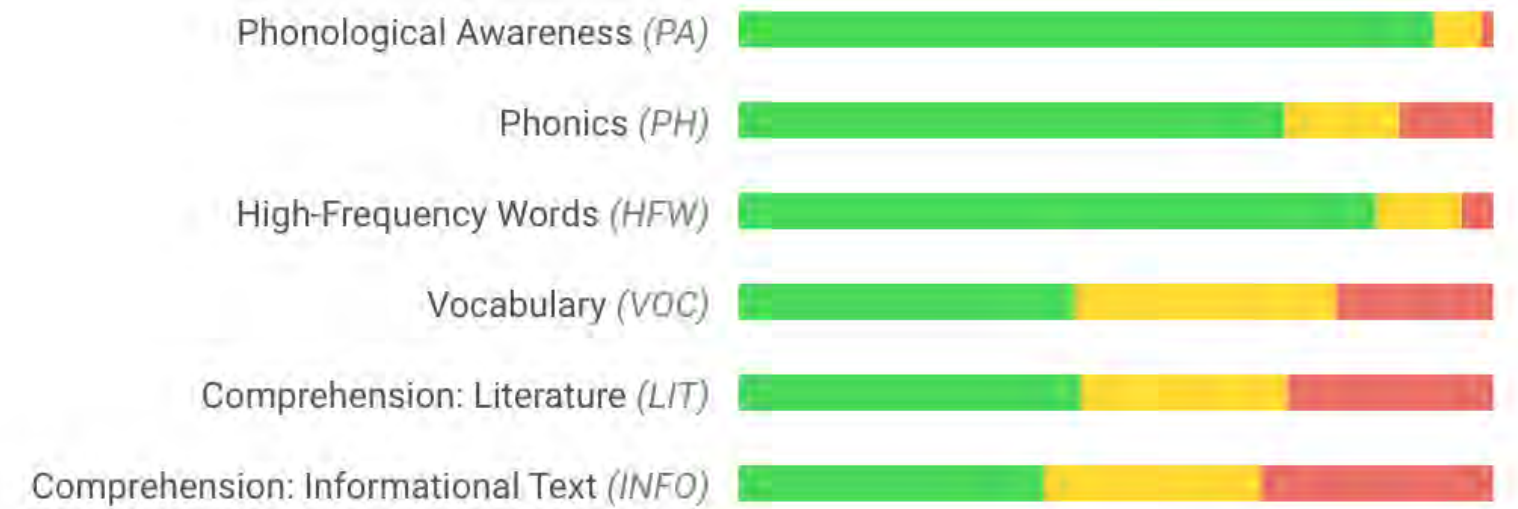


Math % of Students at Grade Level

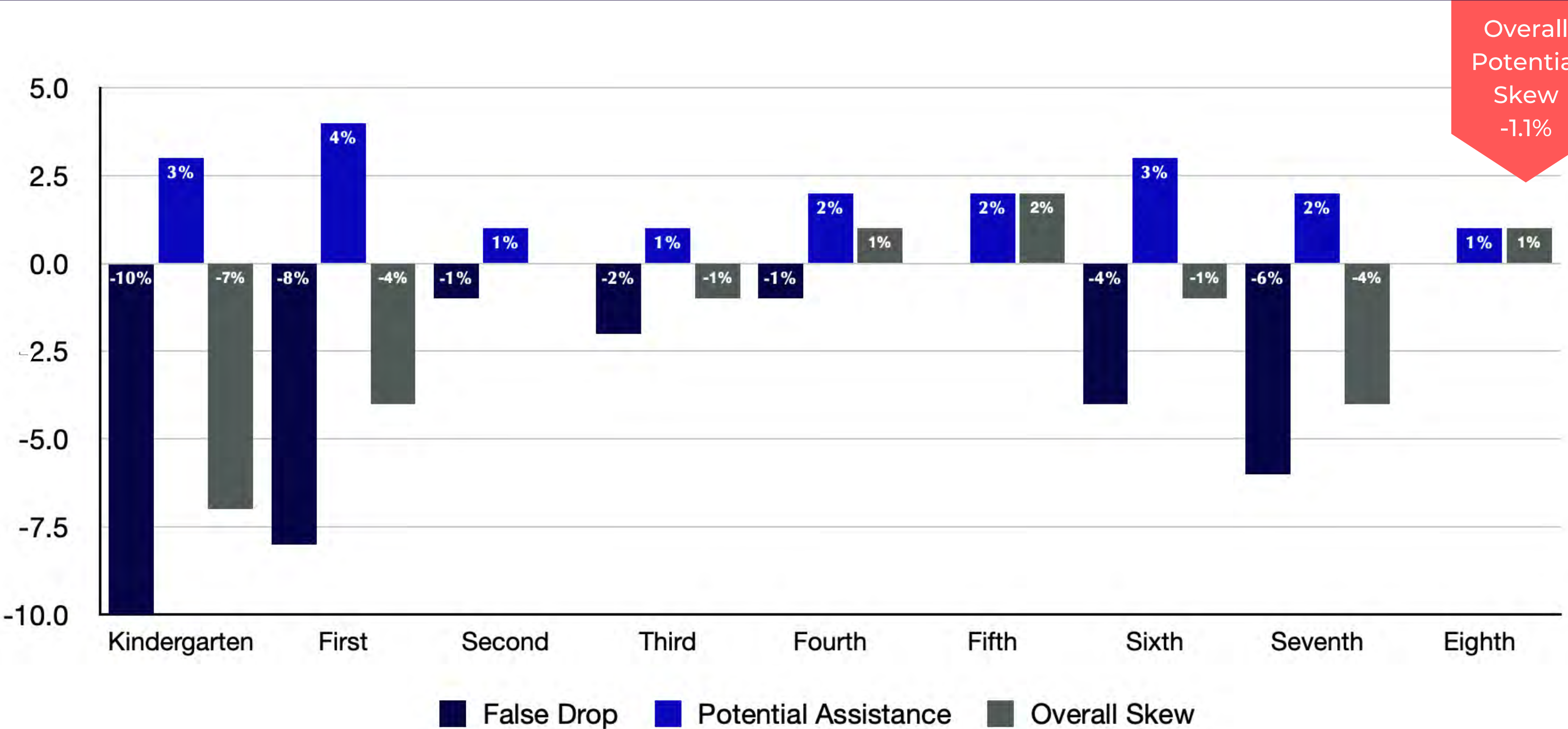


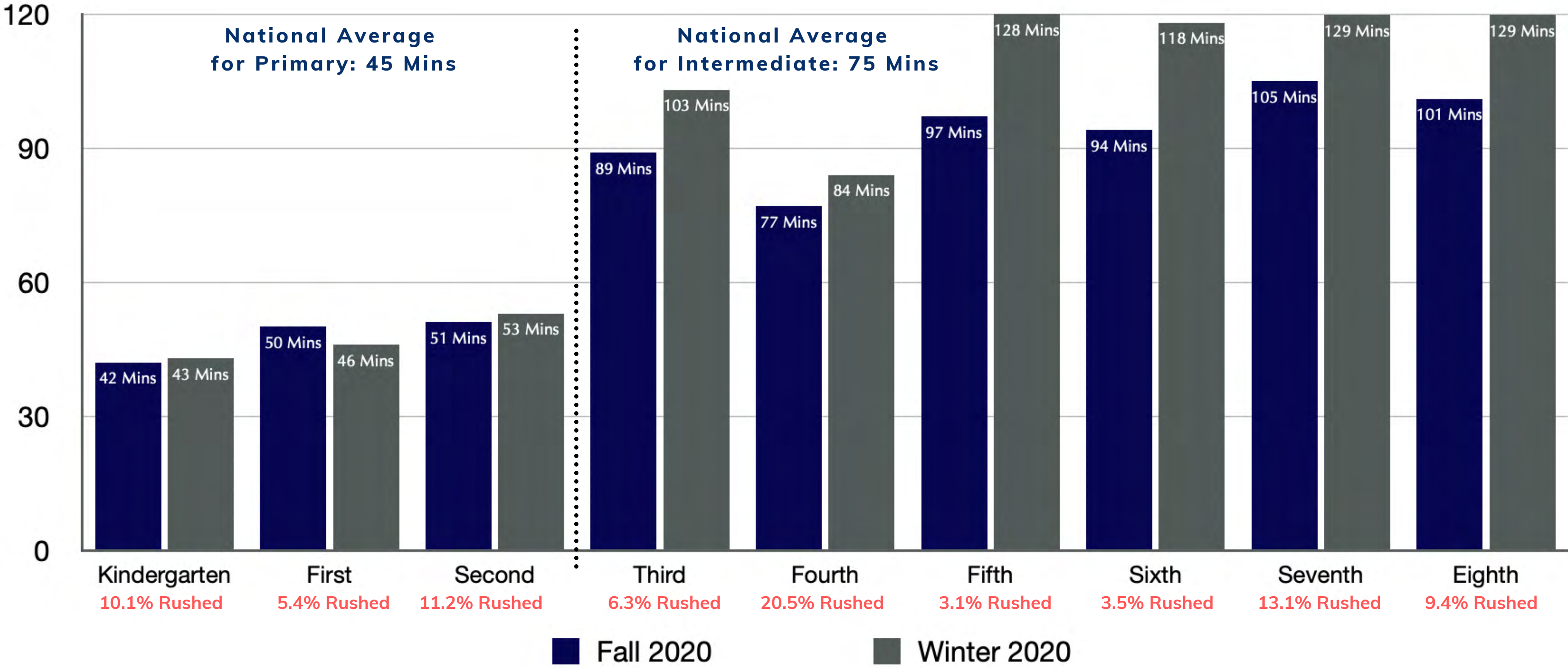


- **At Risk for Tier 3**
25%
- **Tier 2**
30%
- **Tier 1**
45%

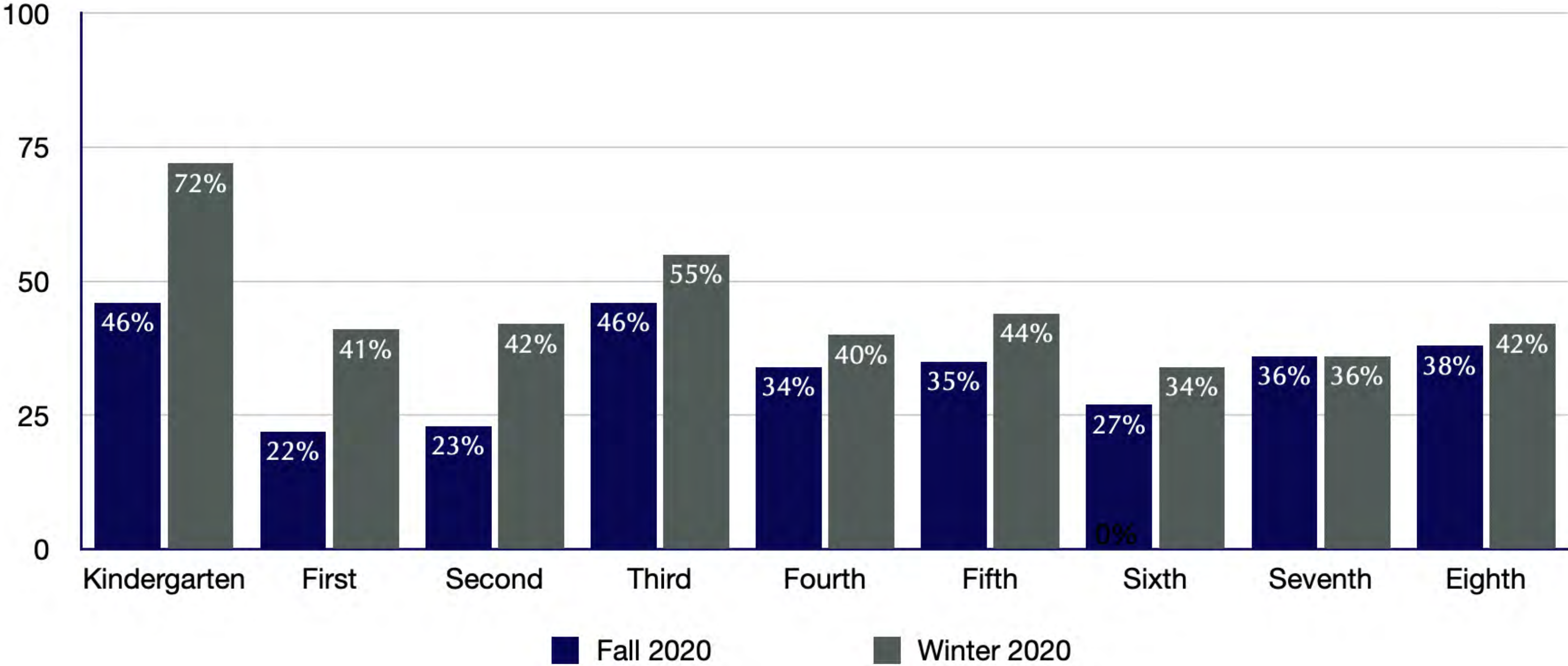


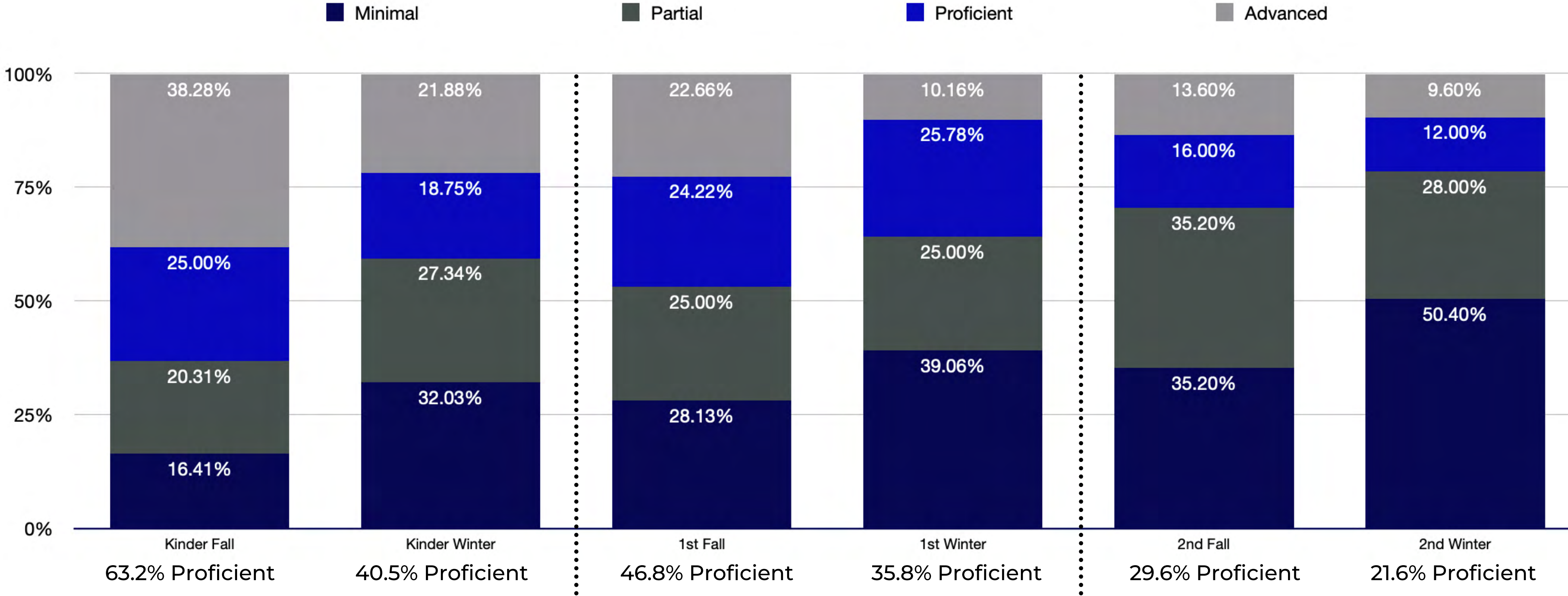
- Mid or Above Grade Level
286 Students
- Early On Grade Level
250 Students
- One Grade Level Below
361 Students
- Two Grade Levels Below
134 Students
- Three or More Grade Levels Below
168 Students

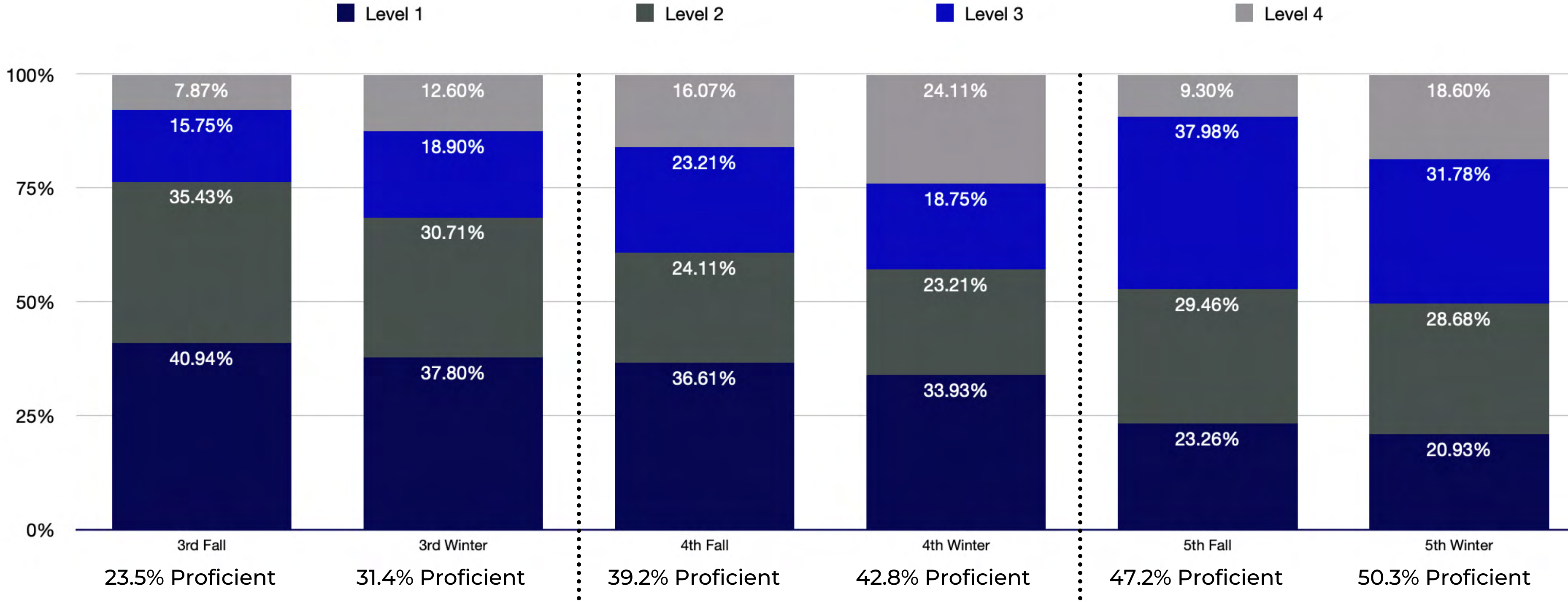


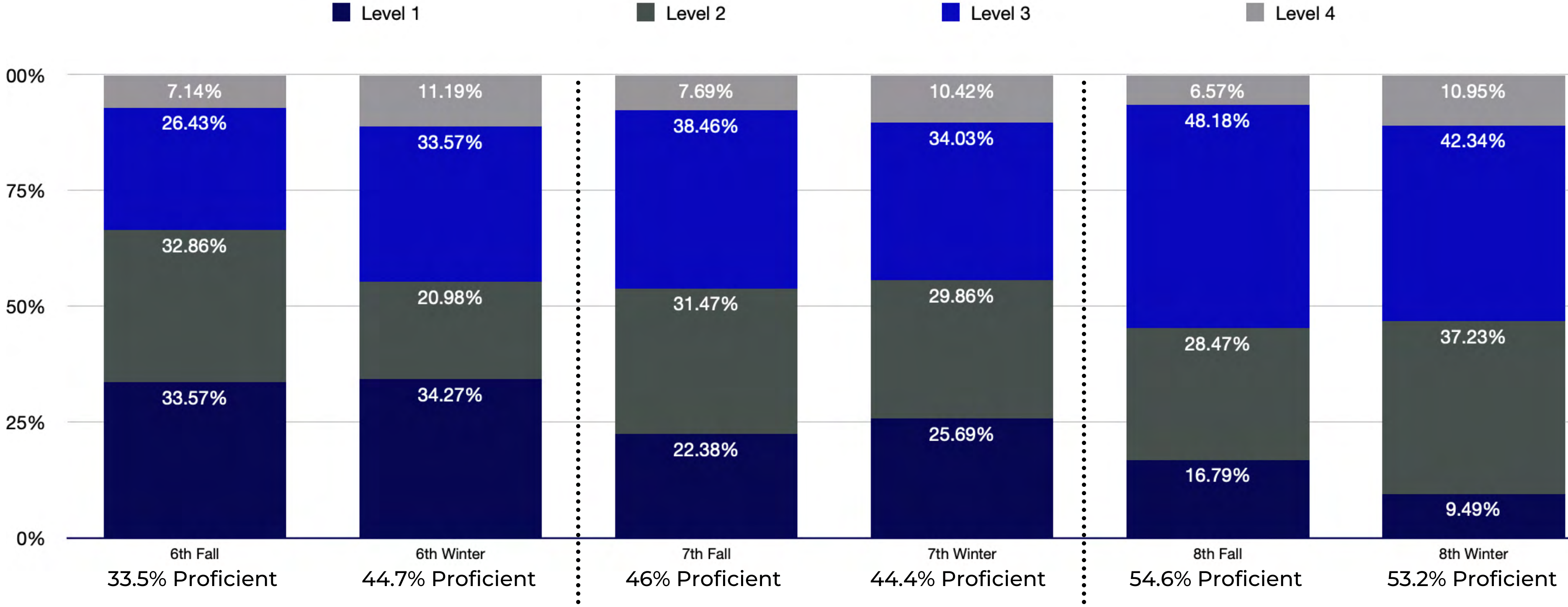


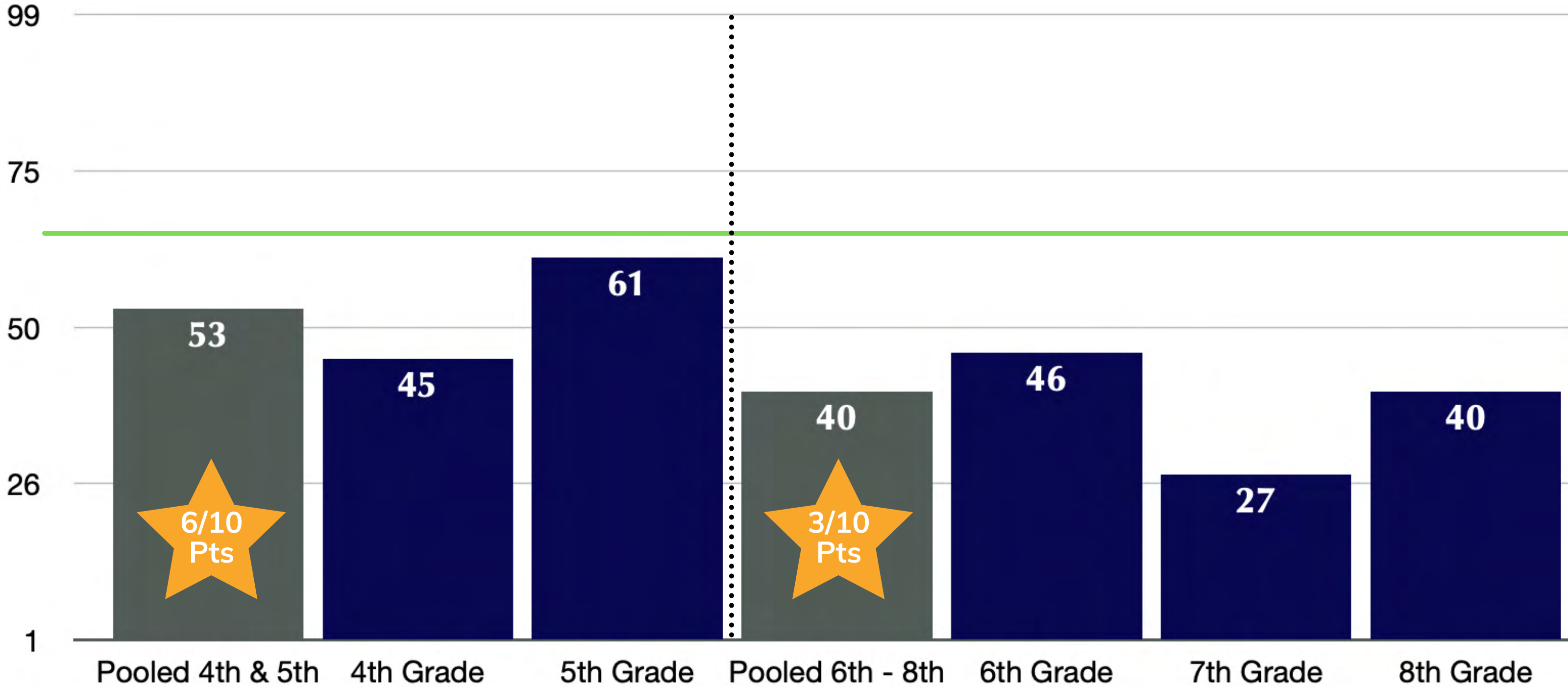
*Percentage of rushers calculated using Winter (<20 mins for Primary; <45 mins for Intermediate+)



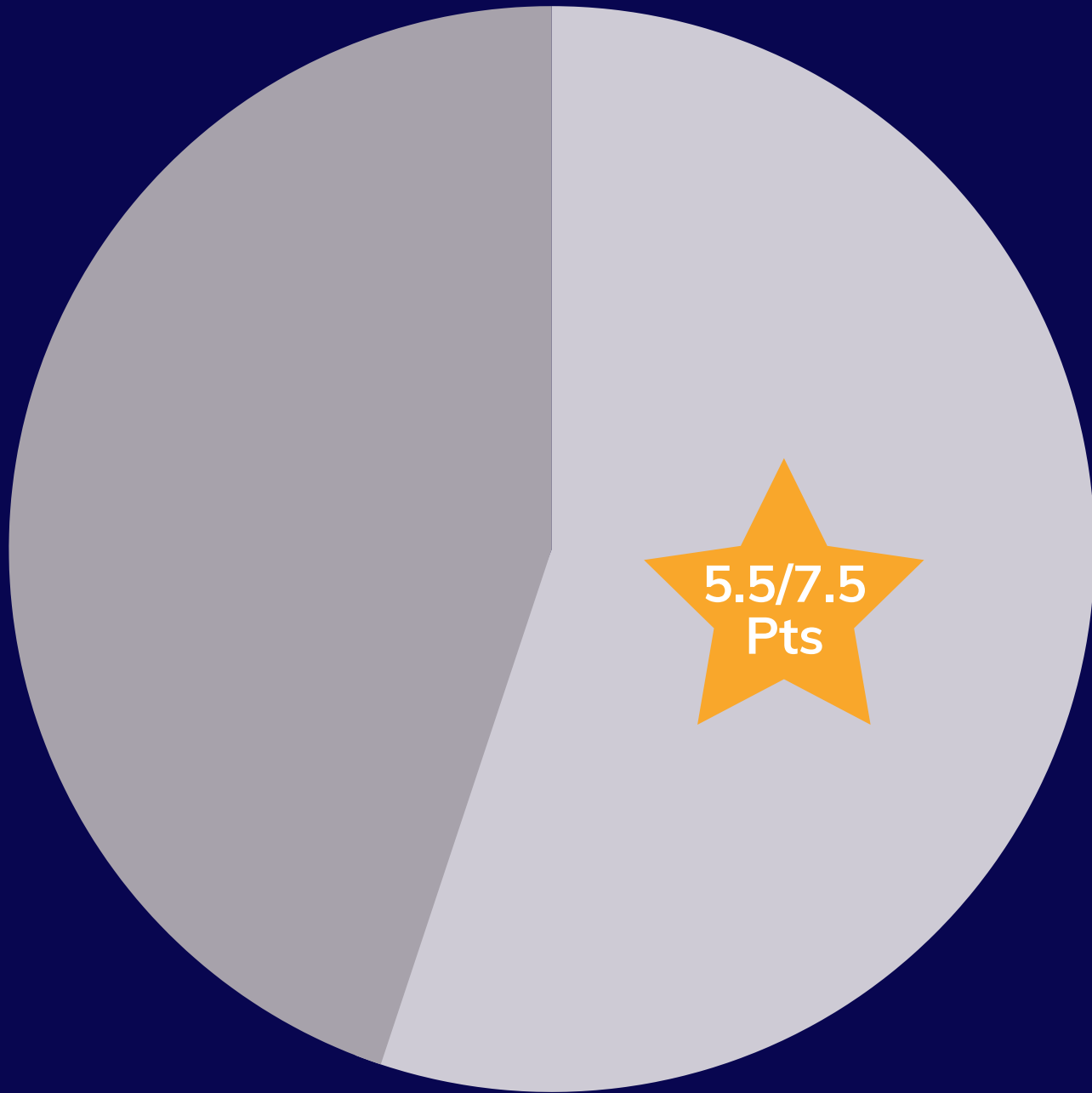




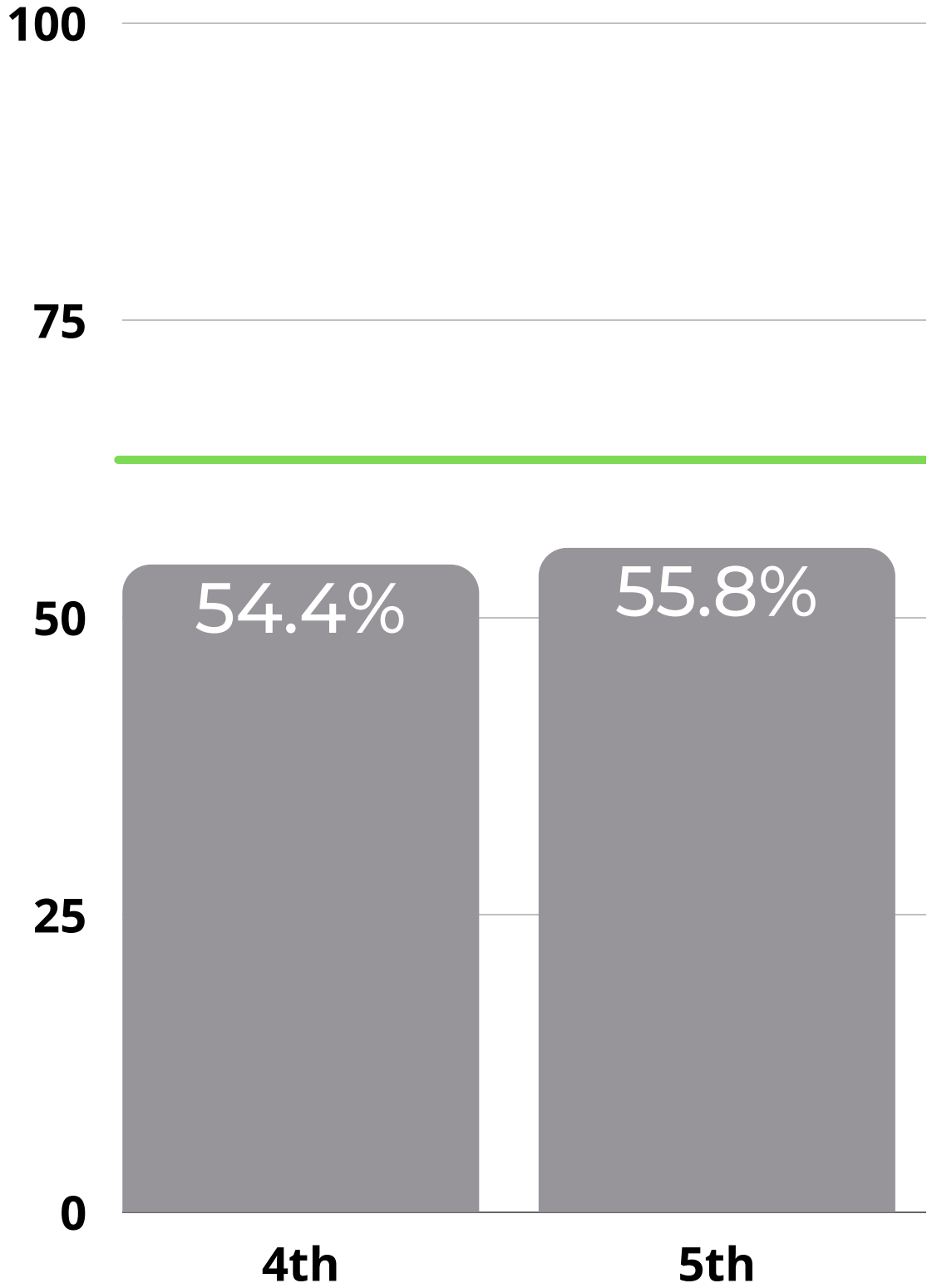




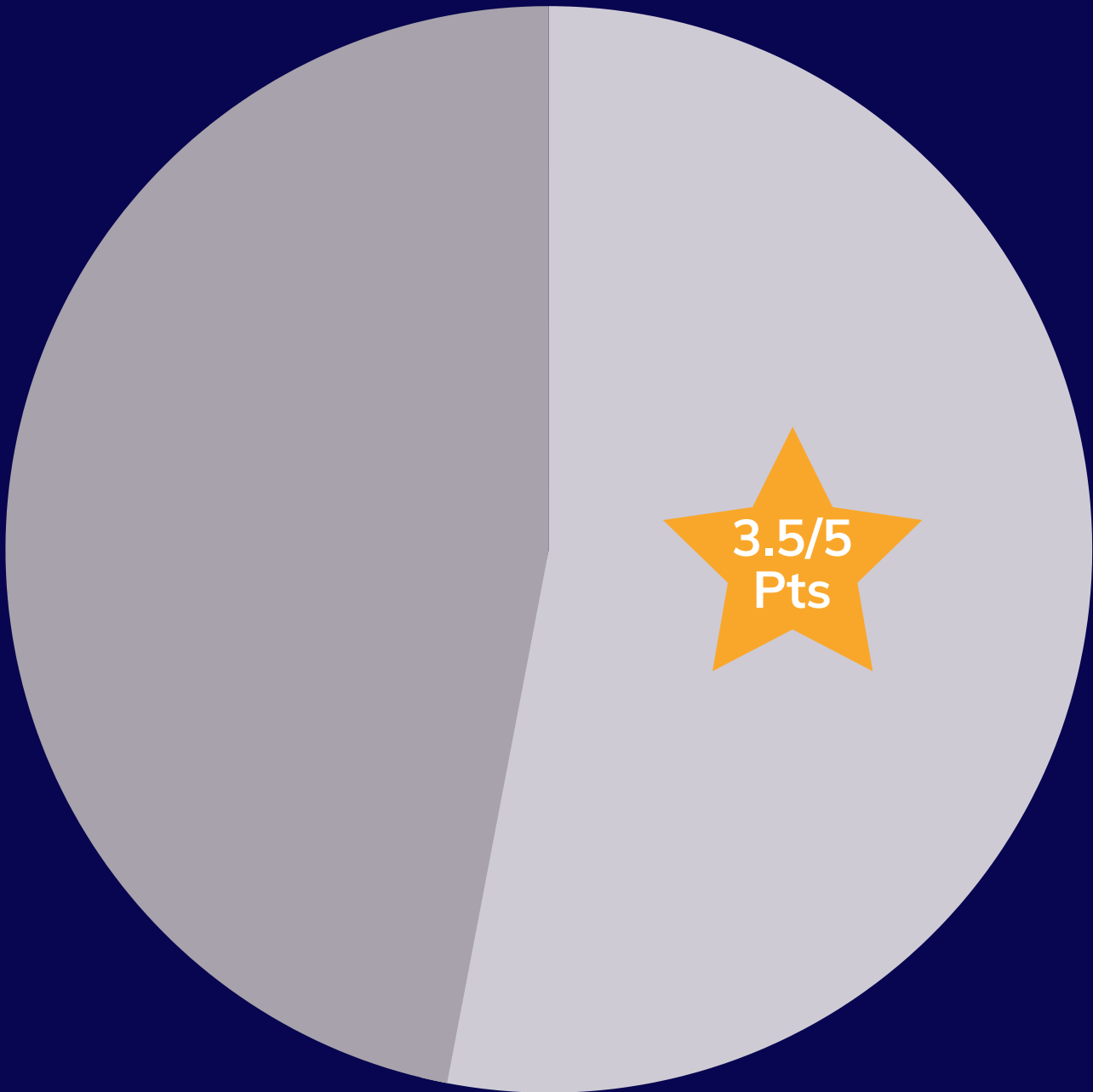
Grades 4-5 Pooled AGP



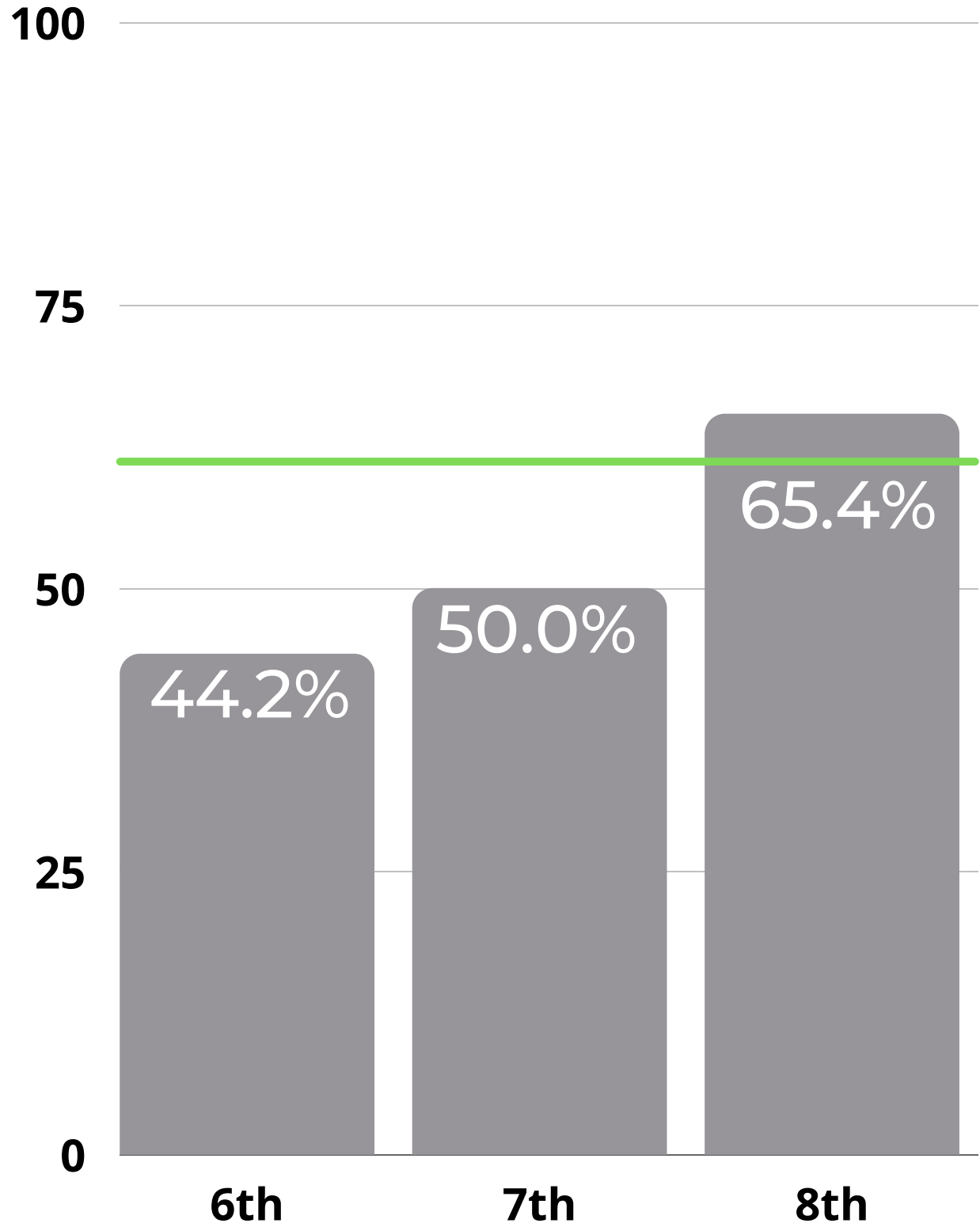
AGP by Grade



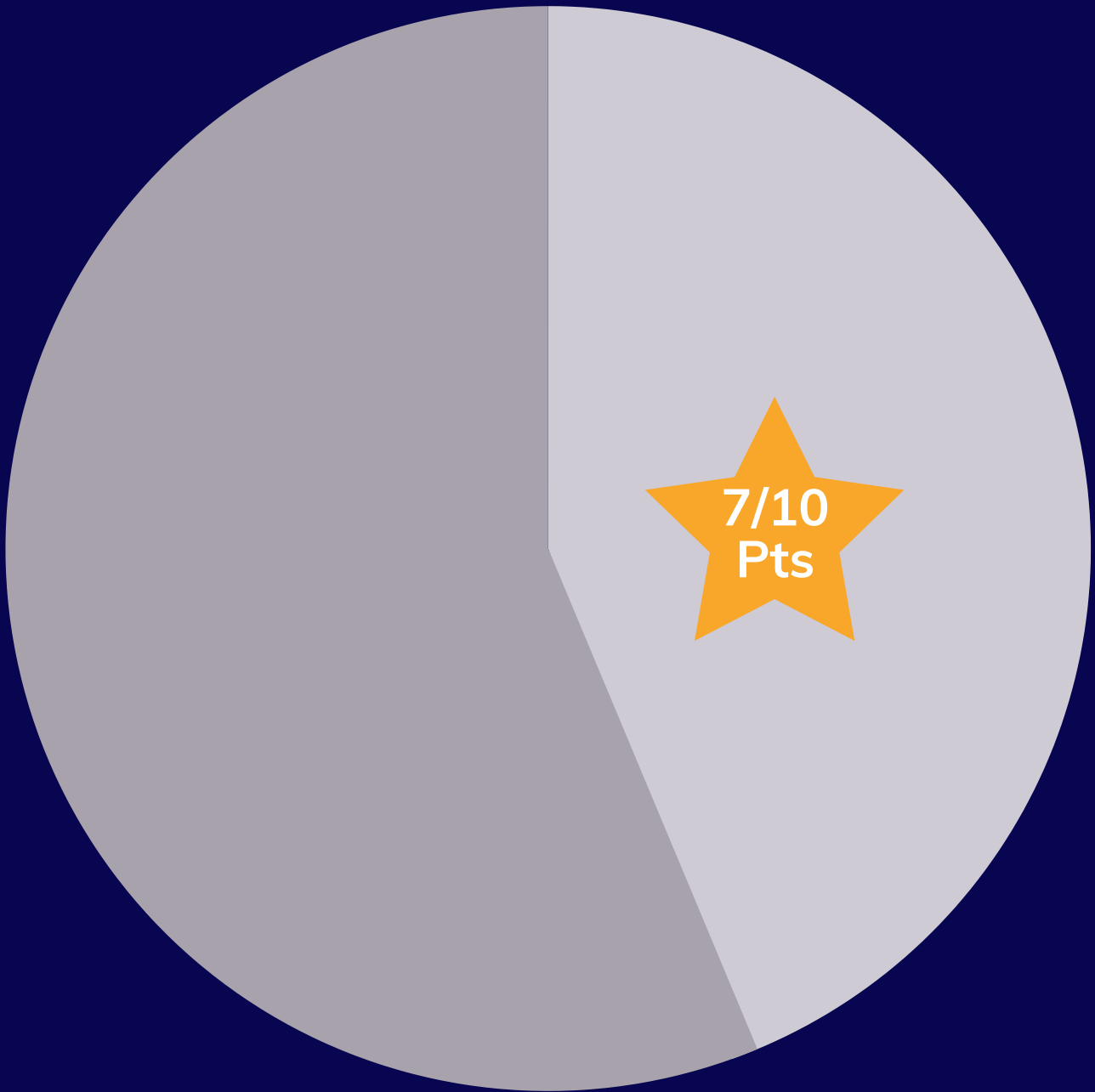
Grades 6-8 Pooled AGP



AGP by Grade



Grades 4-5 Pooled GAP

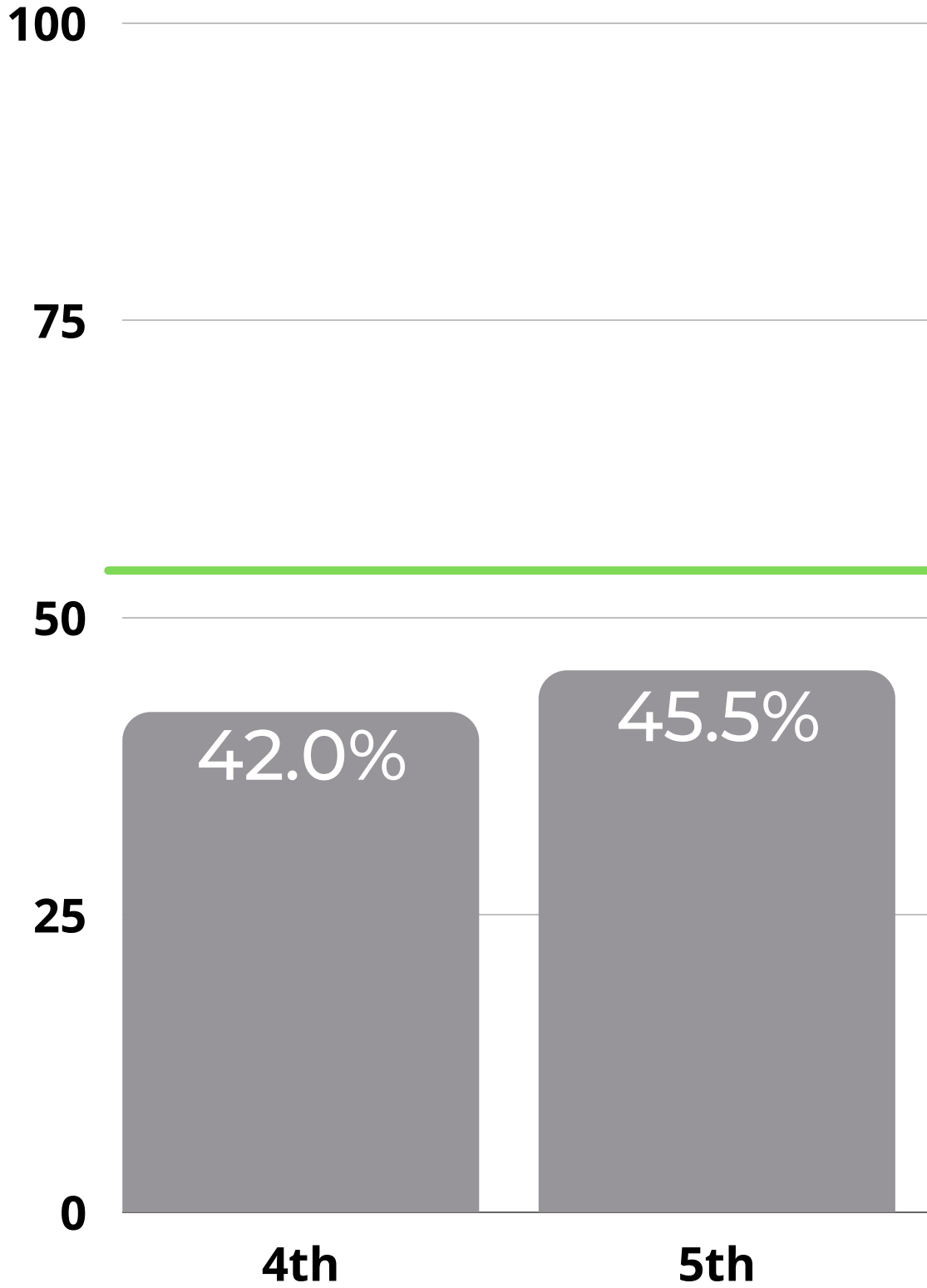


AGP Met
43.7%

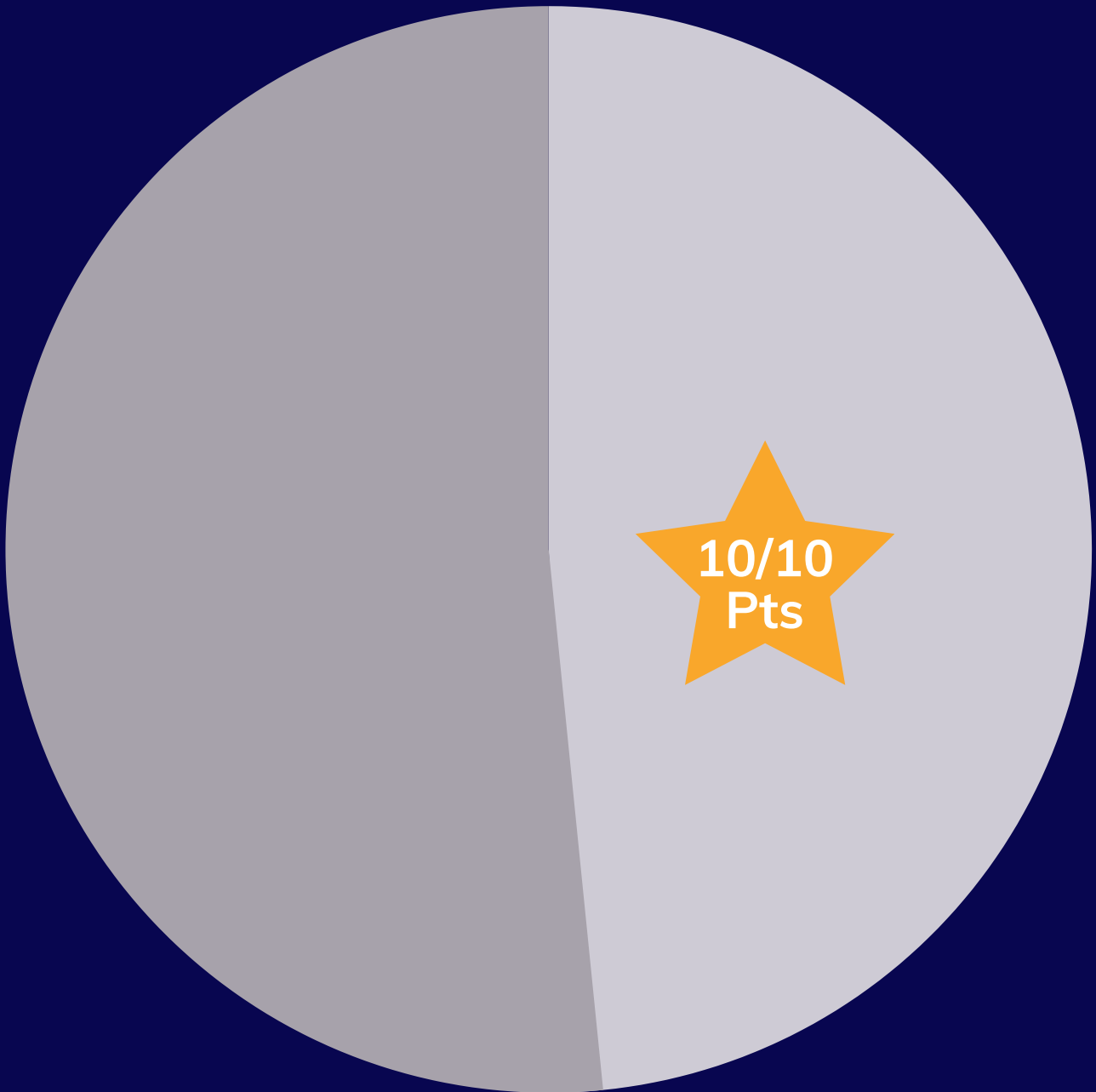
7/10
Pts

AGP Not Met
56.3%

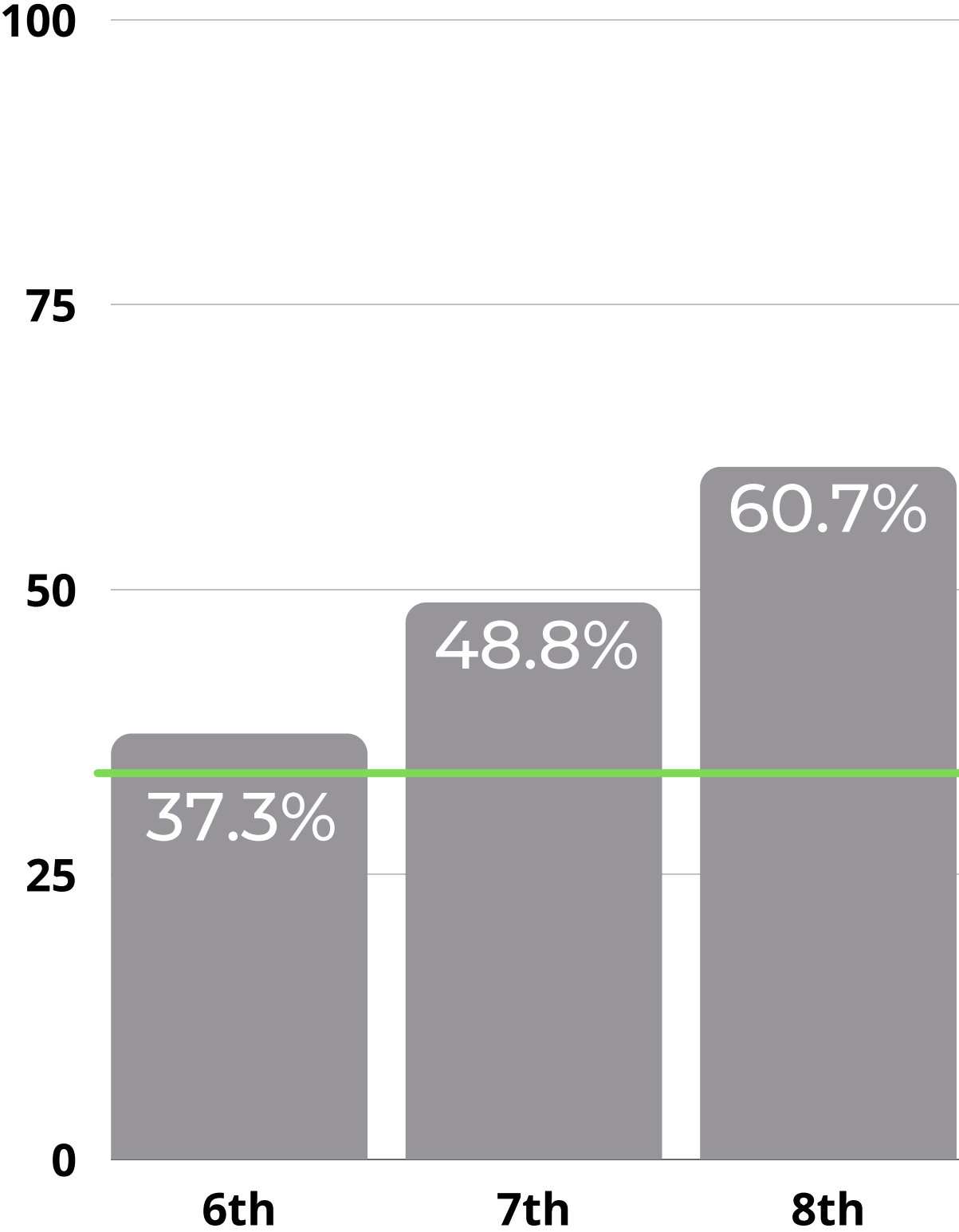
GAP by Grade

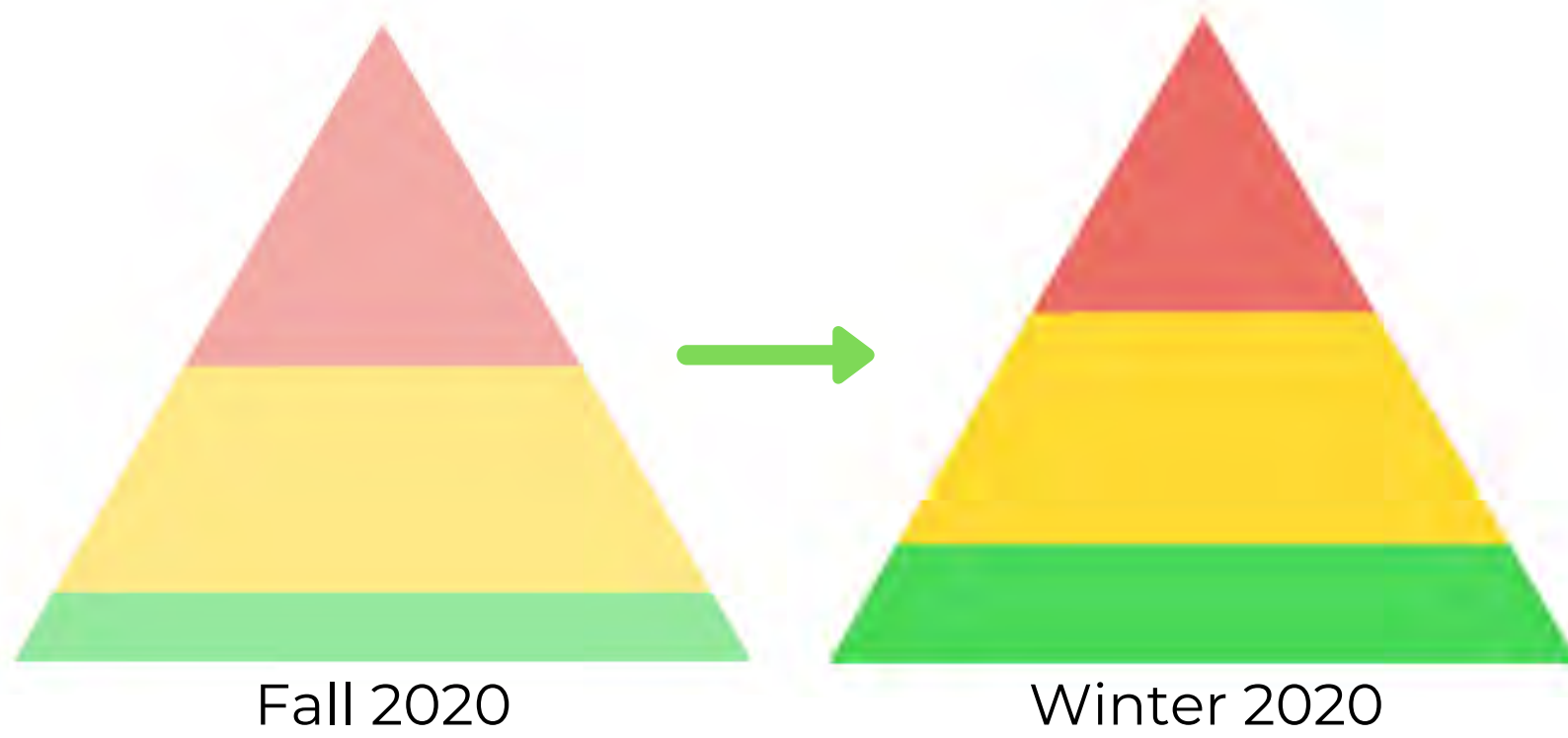


Grades 6-8 Pooled GAP

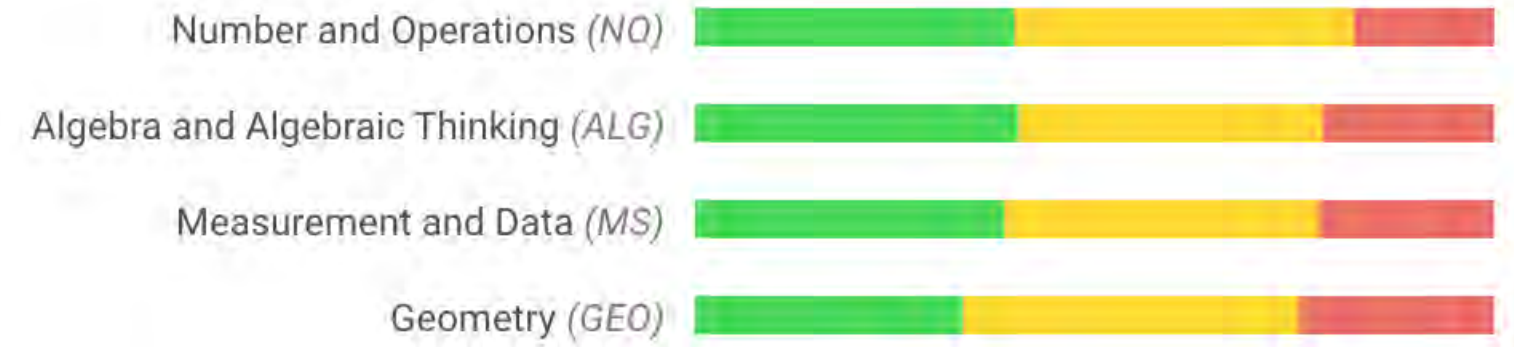


GAP by Grade

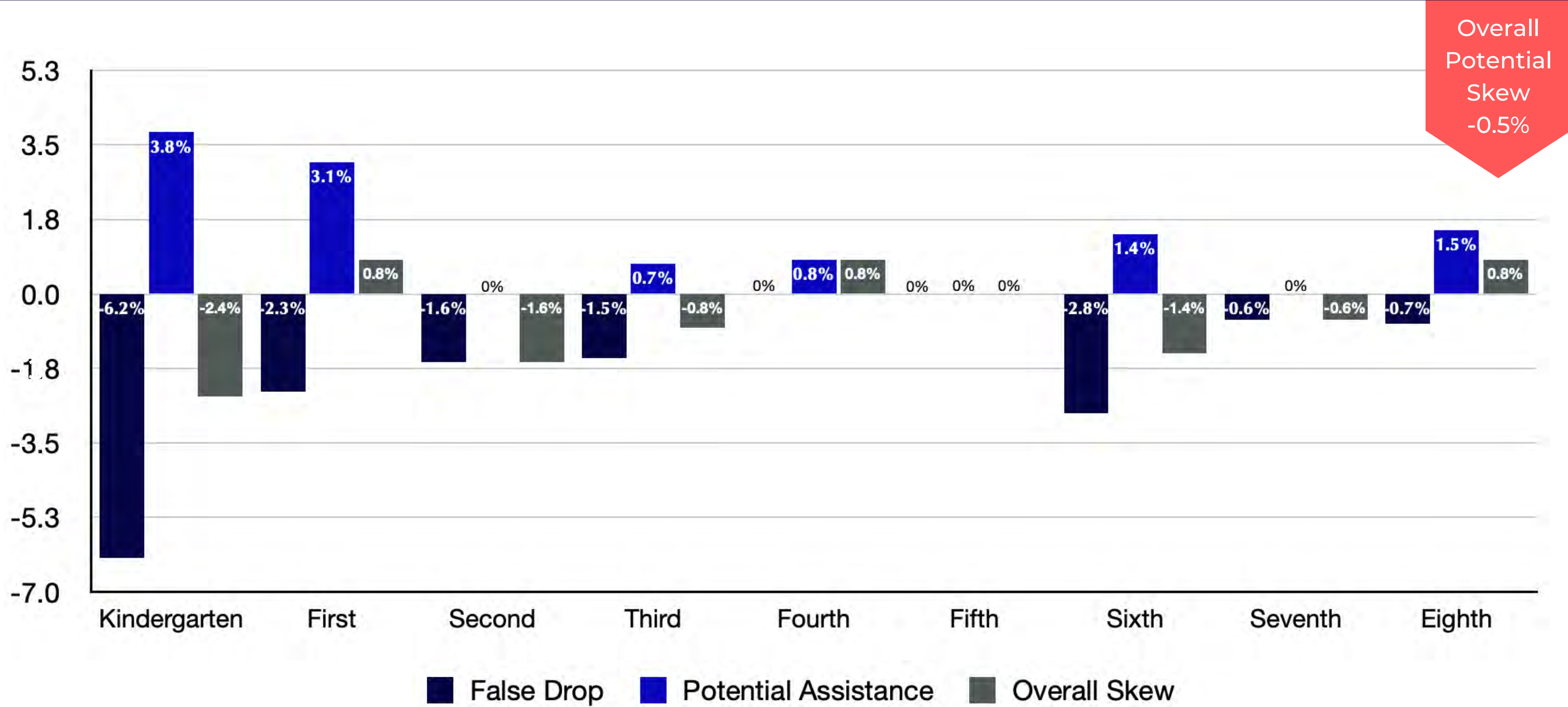


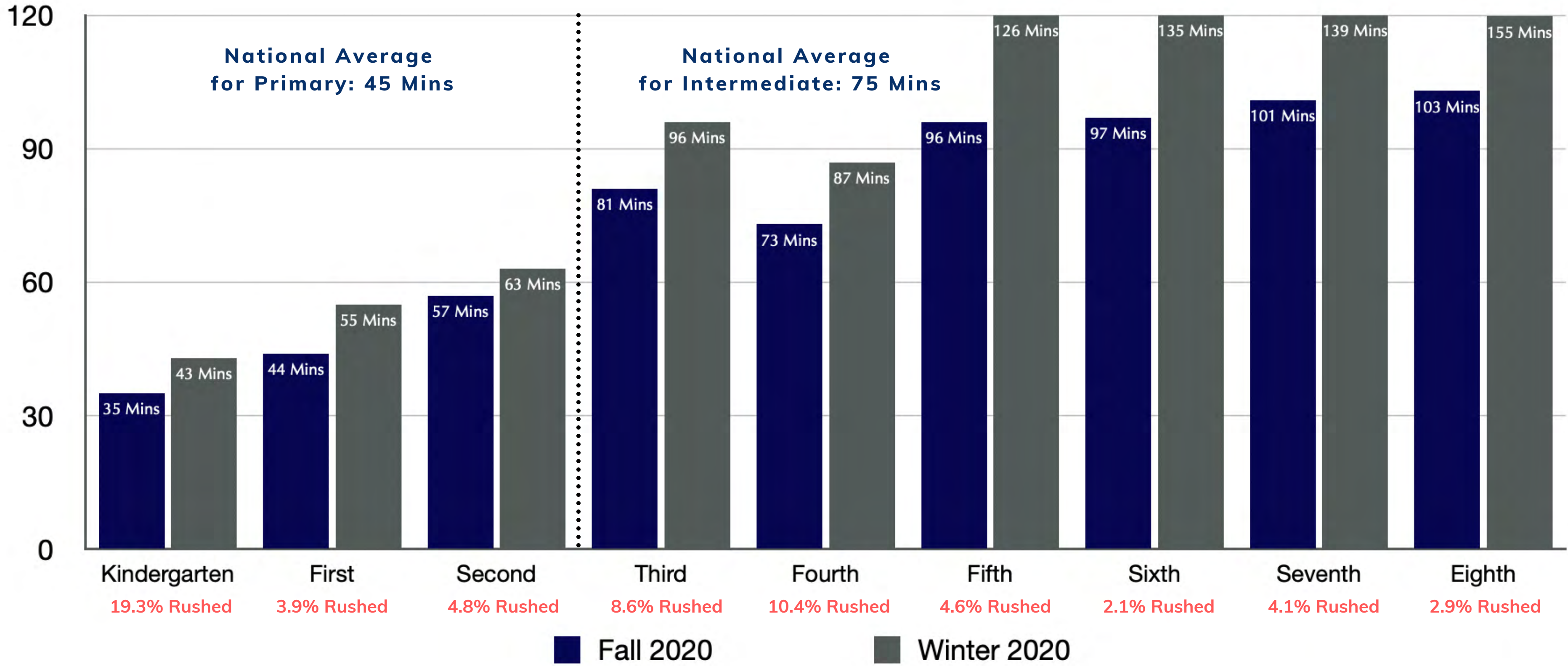


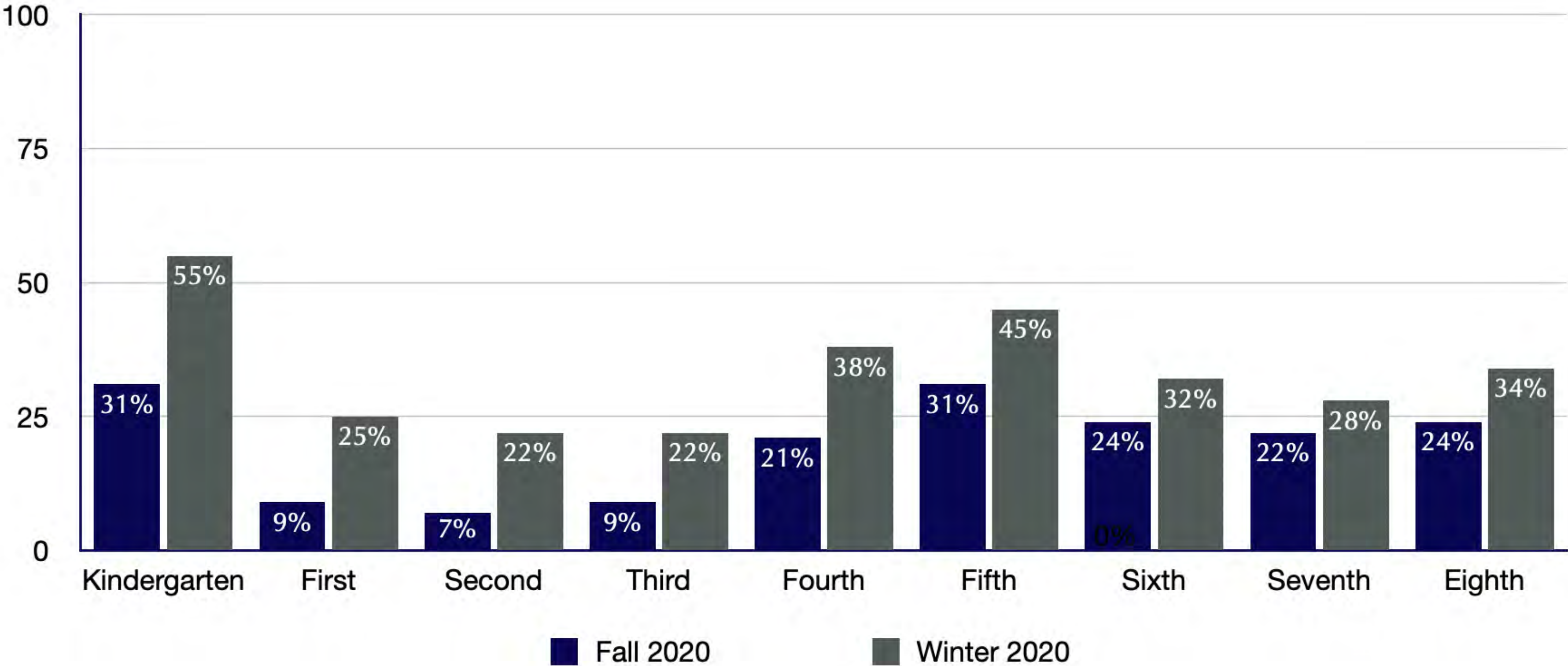
- **At Risk for Tier 3**
21%
- **Tier 2**
46%
- **Tier 1**
33%

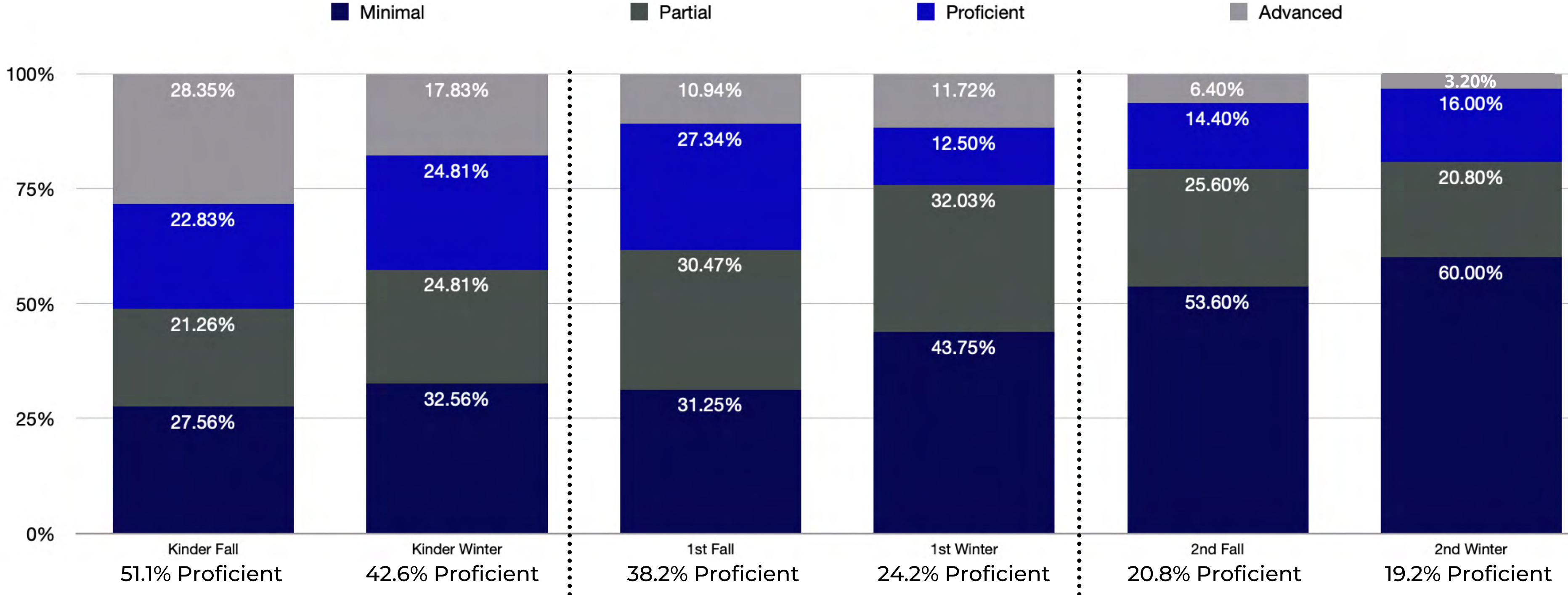


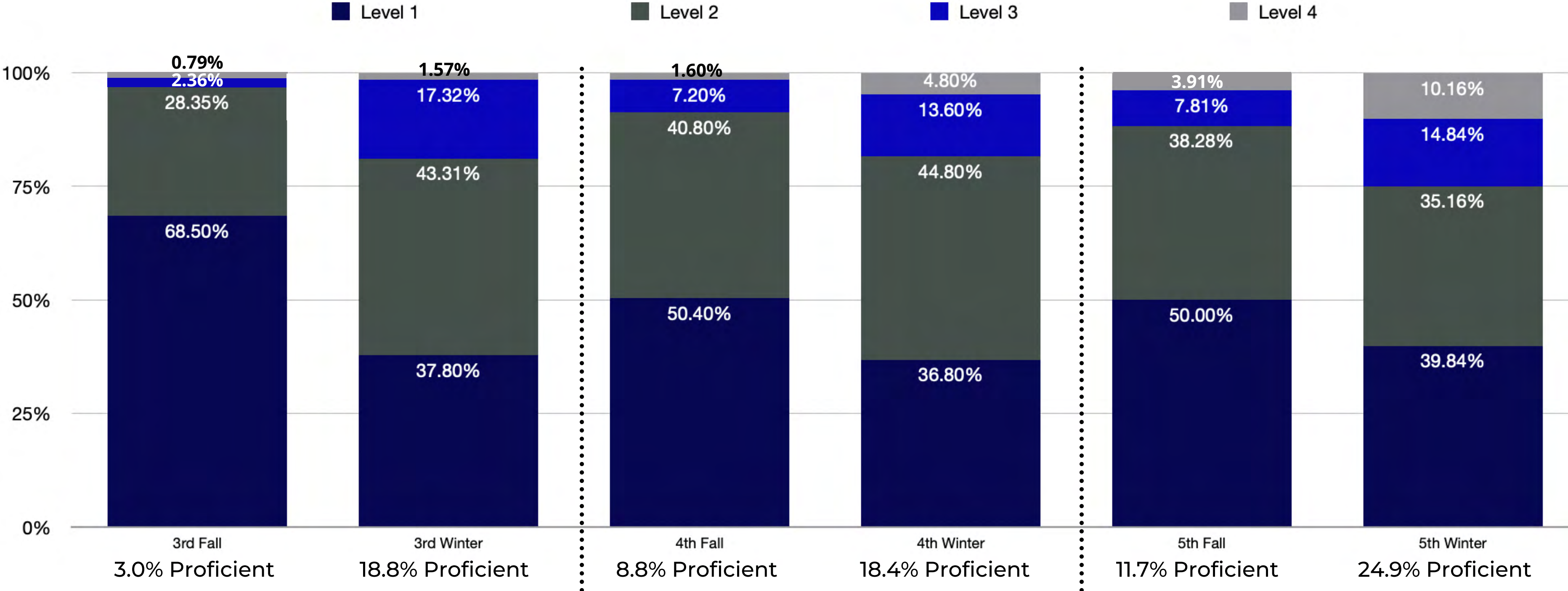
- Mid or Above Grade Level
185 Students
- Early On Grade Level
216 Students
- One Grade Level Below
550 Students
- Two Grade Levels Below
134 Students
- Three or More Grade Levels Below
116 Students

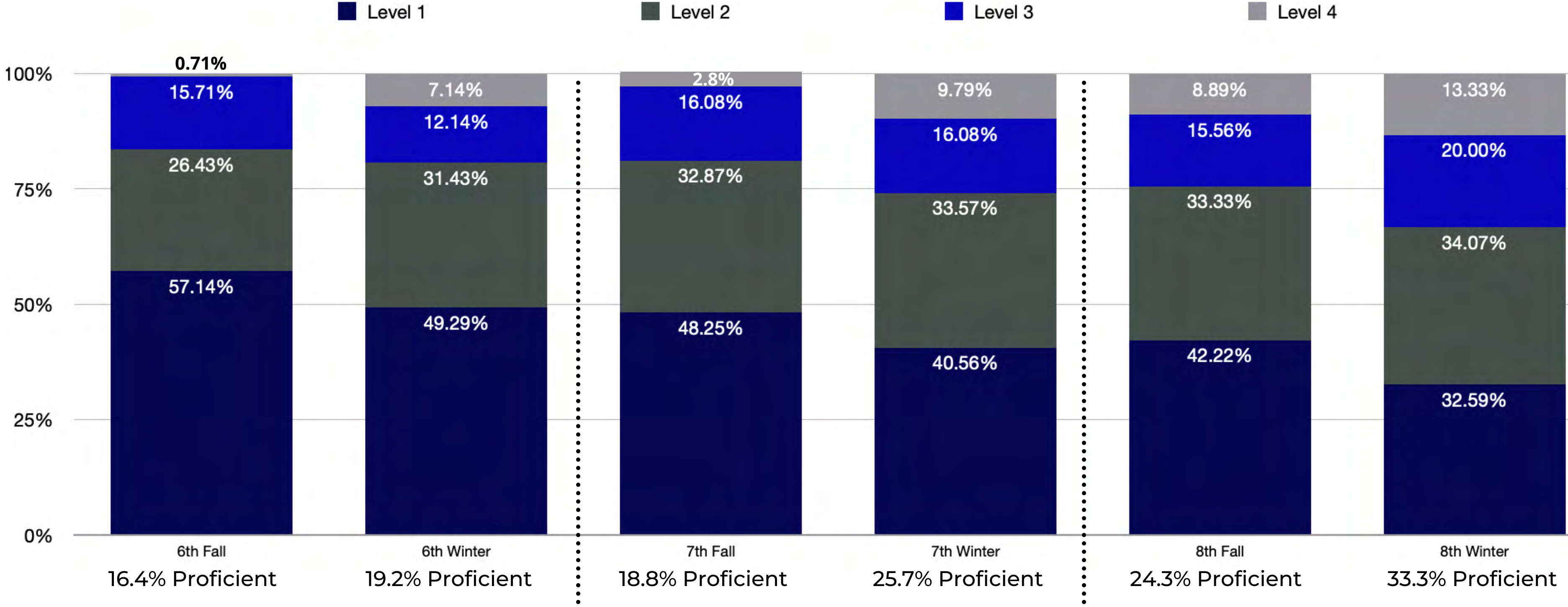


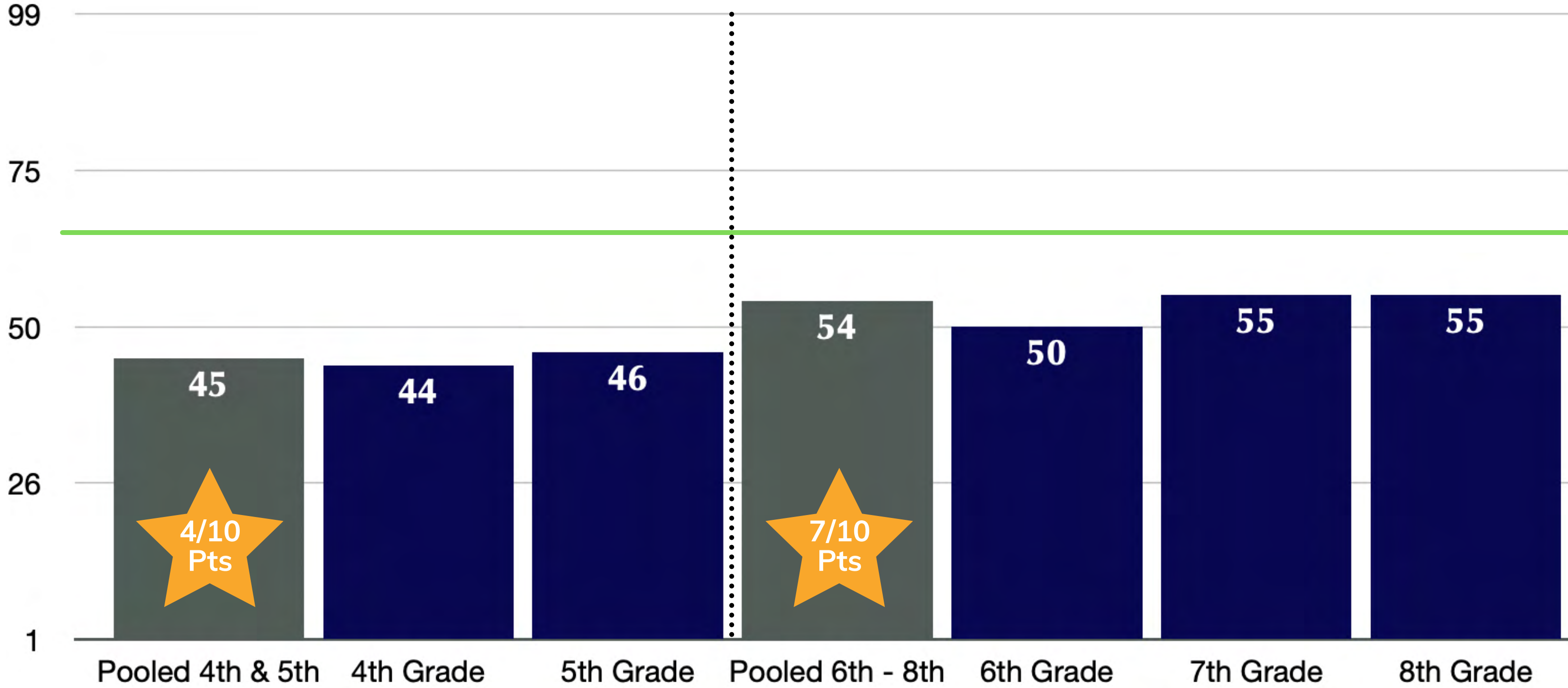




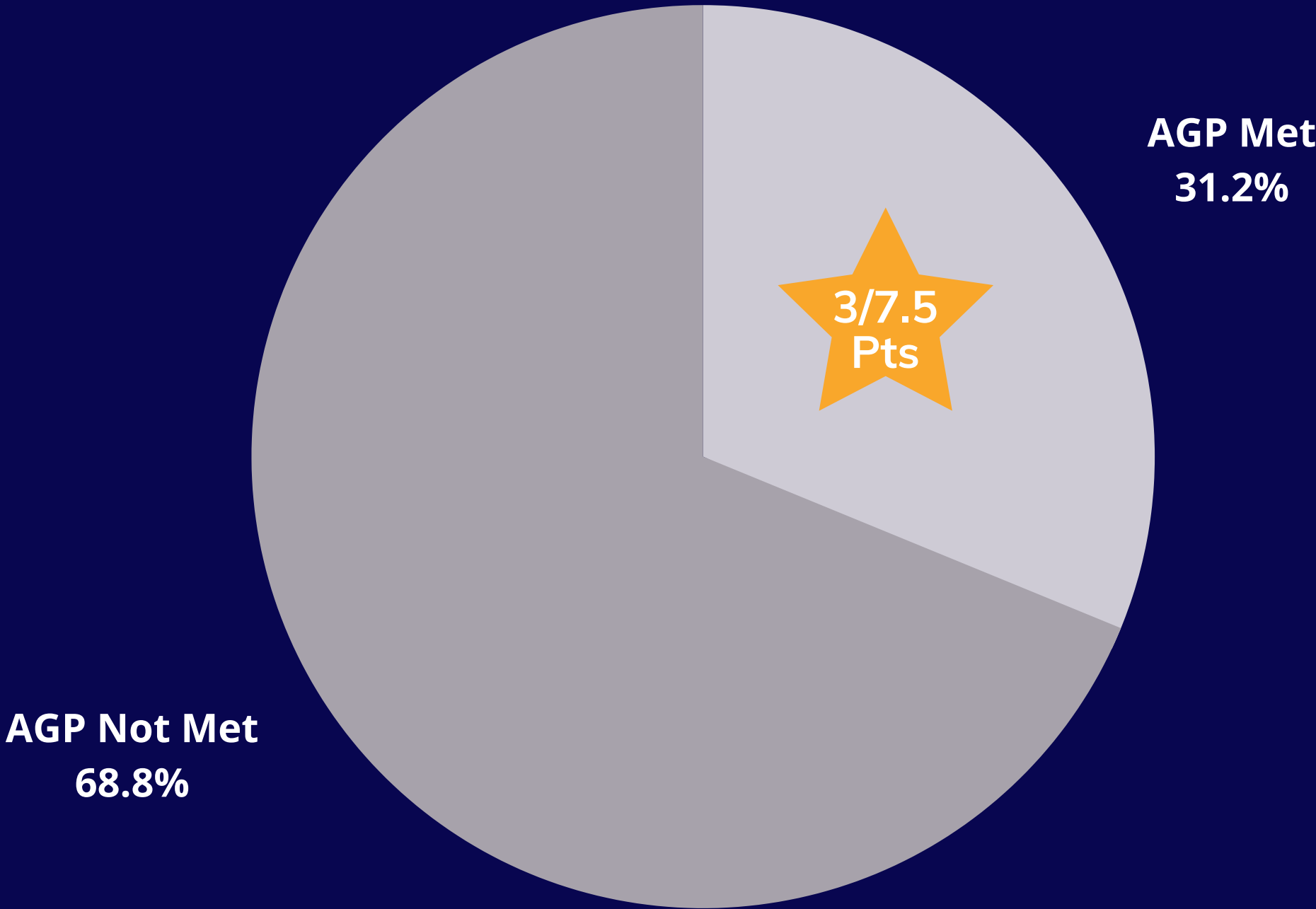




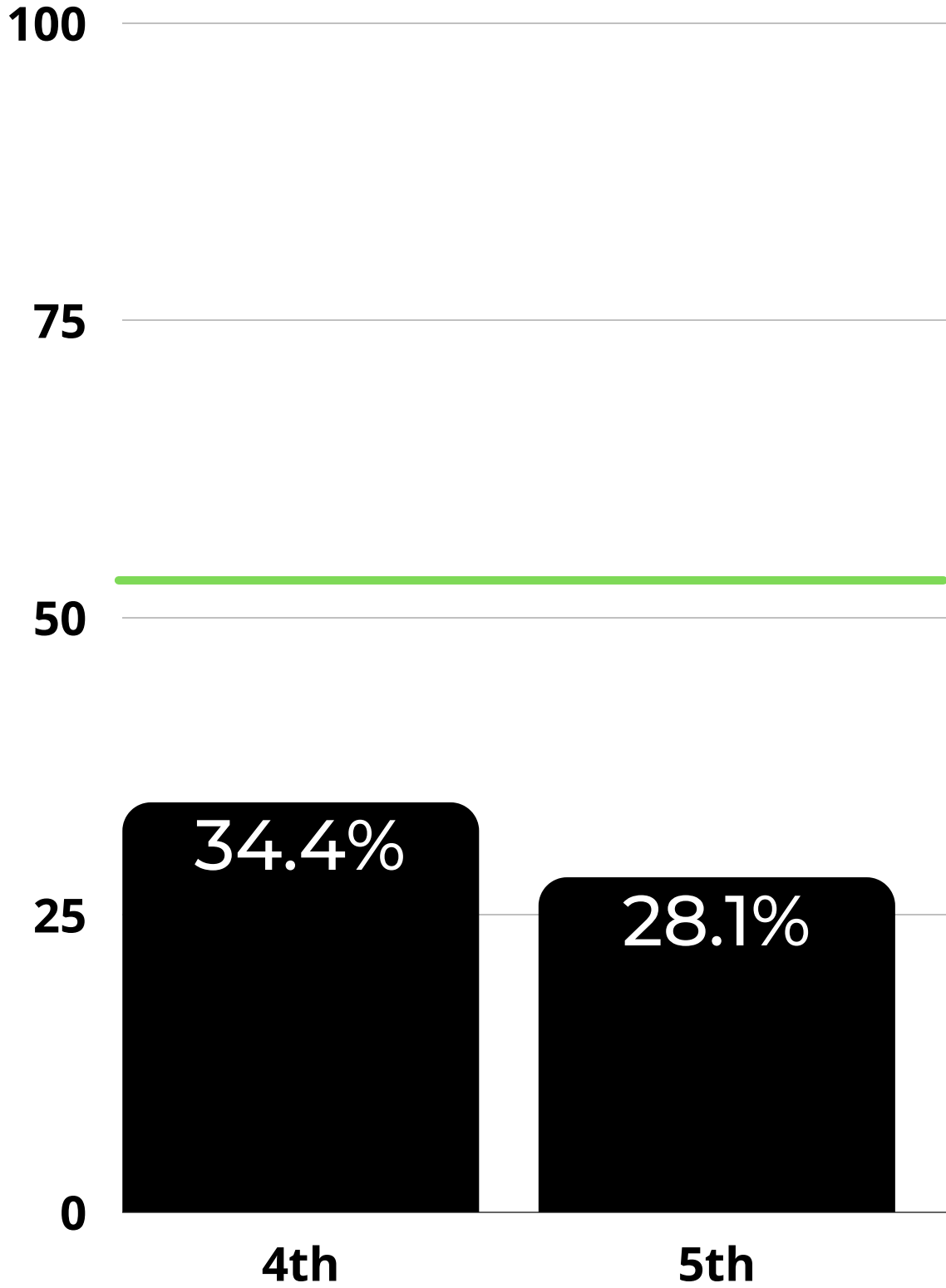




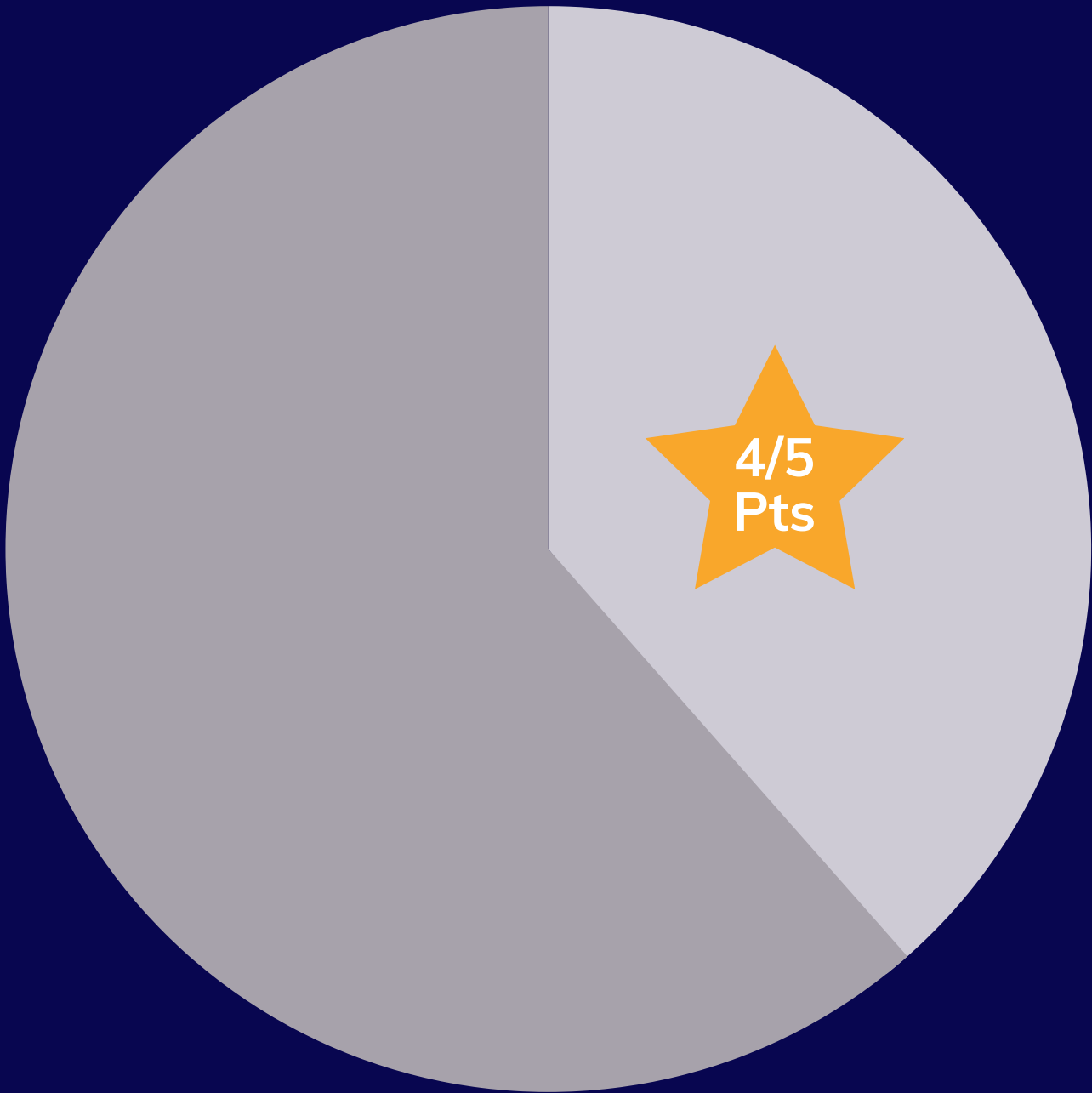
Grades 4-5 Pooled AGP



AGP by Grade



Grades 6-8 Pooled AGP

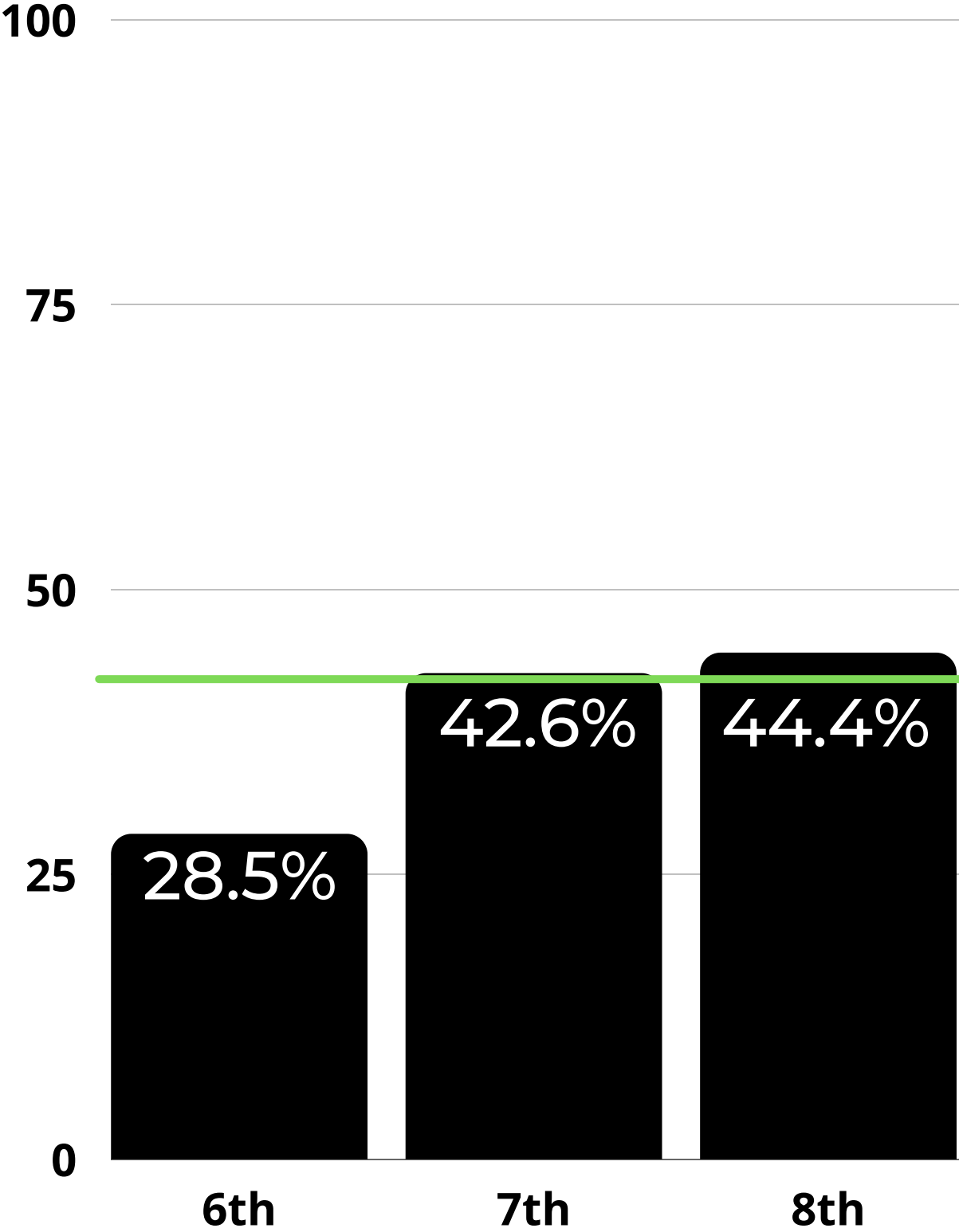


AGP Met
38.5%

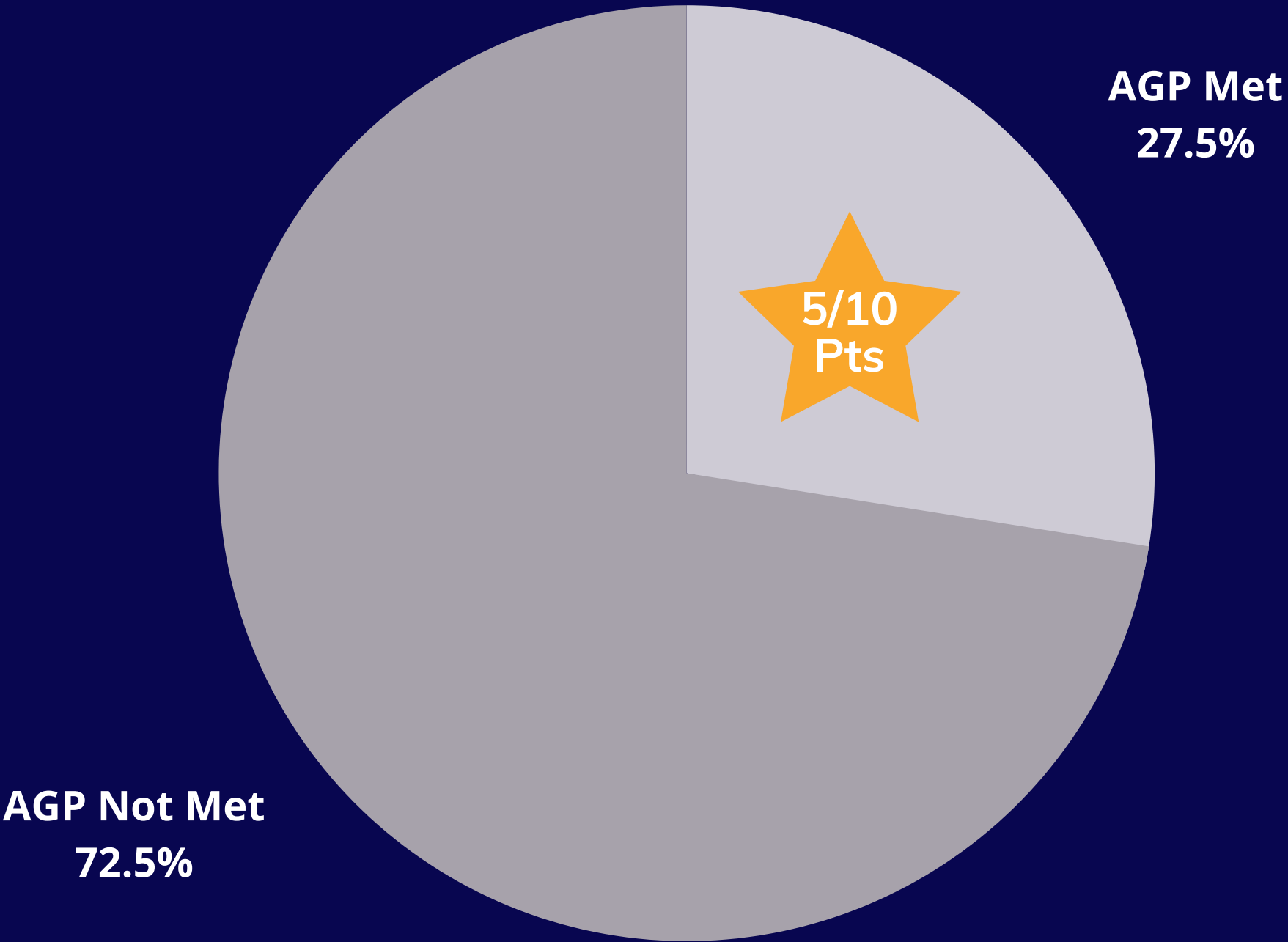
AGP Not Met
61.5%



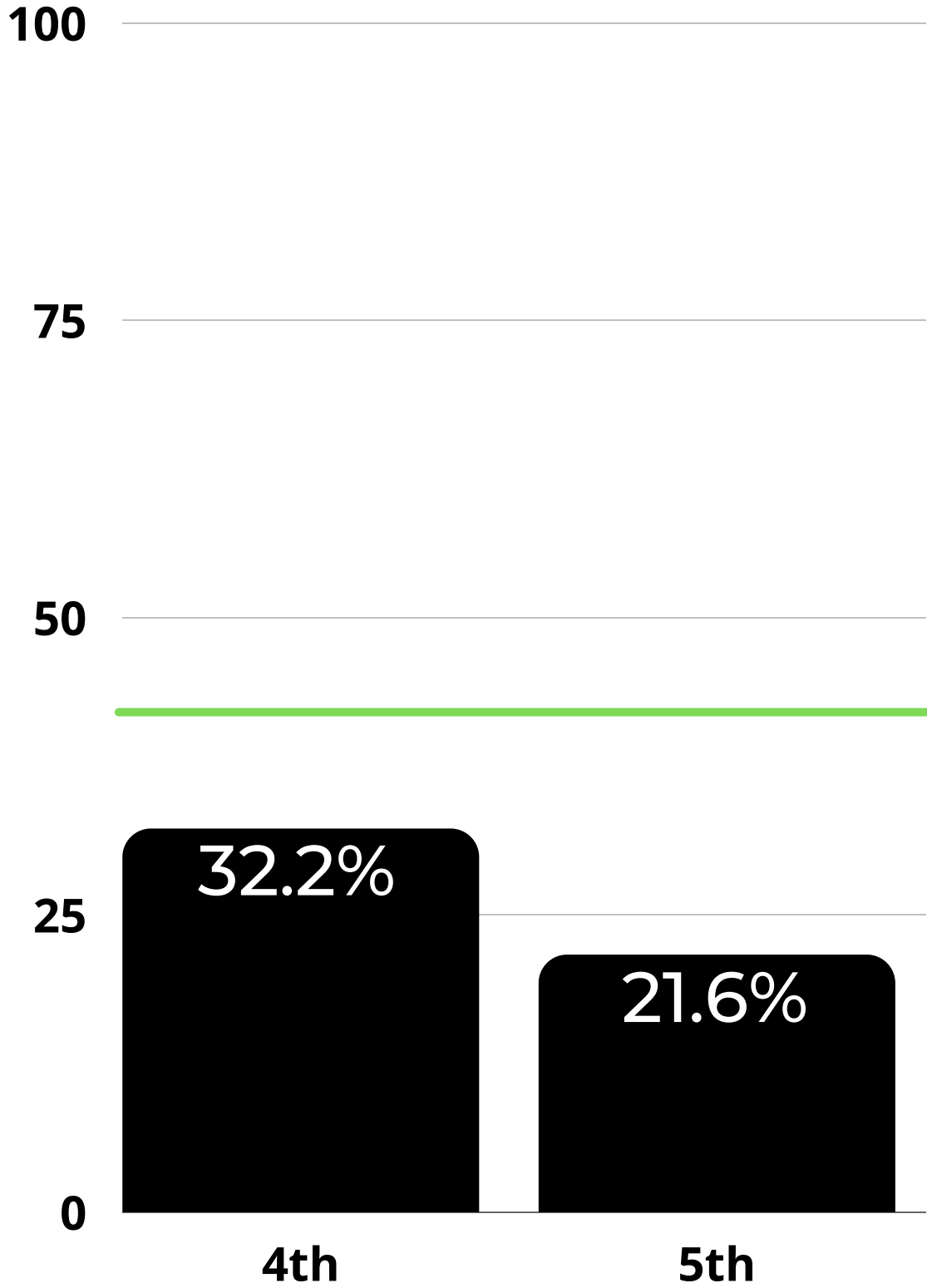
AGP by Grade



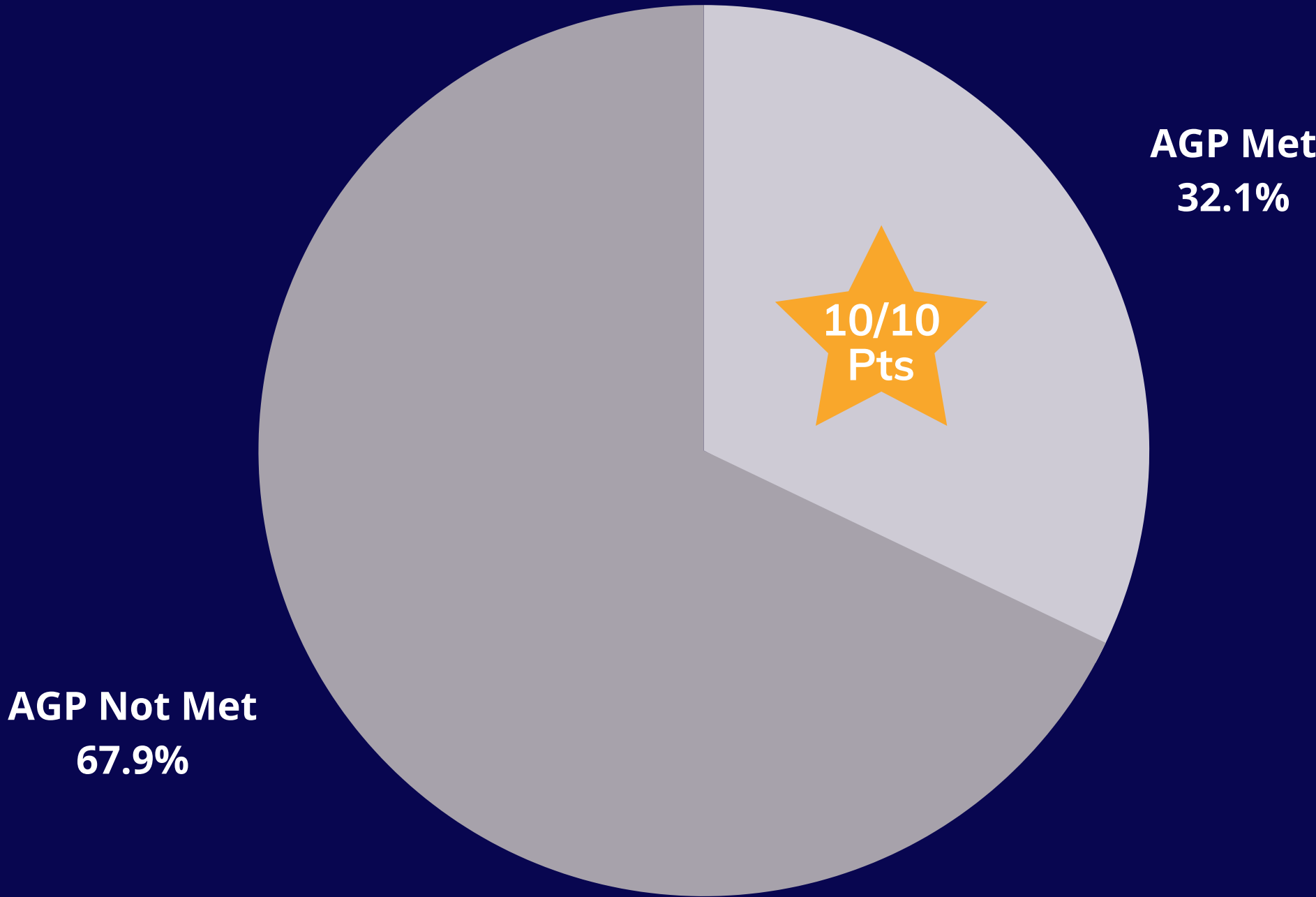
Grades 4-5 Pooled GAP



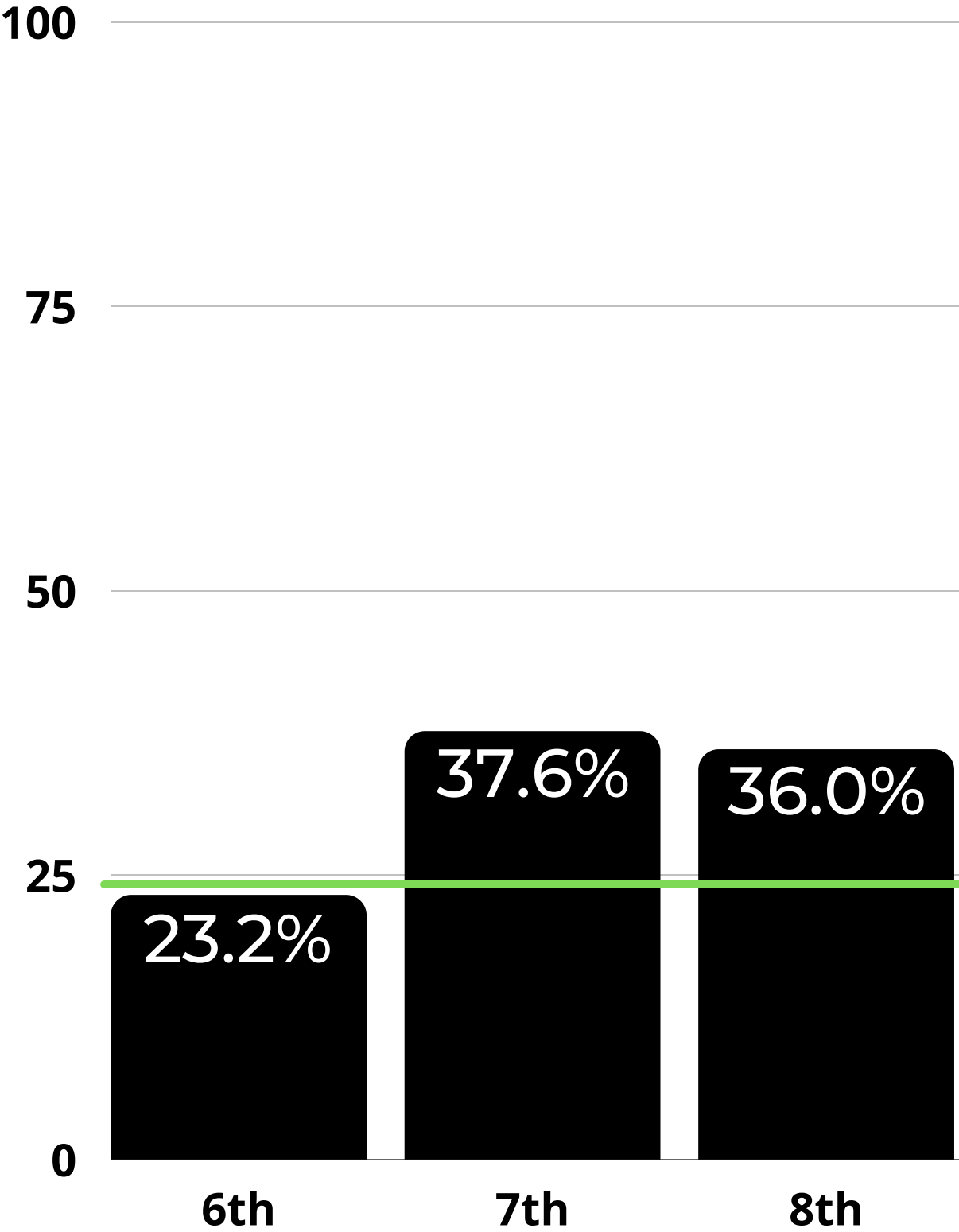
GAP by Grade



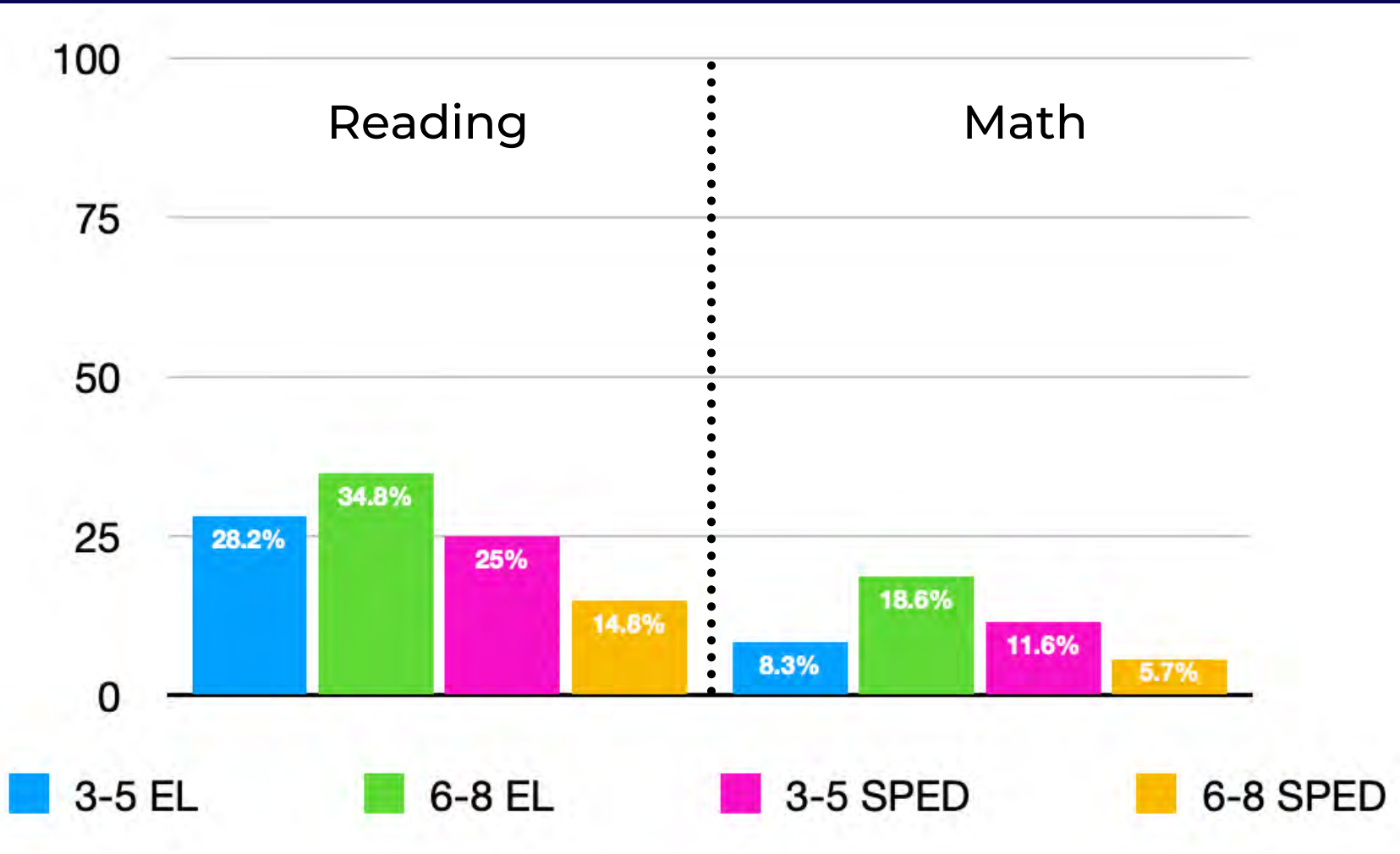
Grades 6-8 Pooled GAP



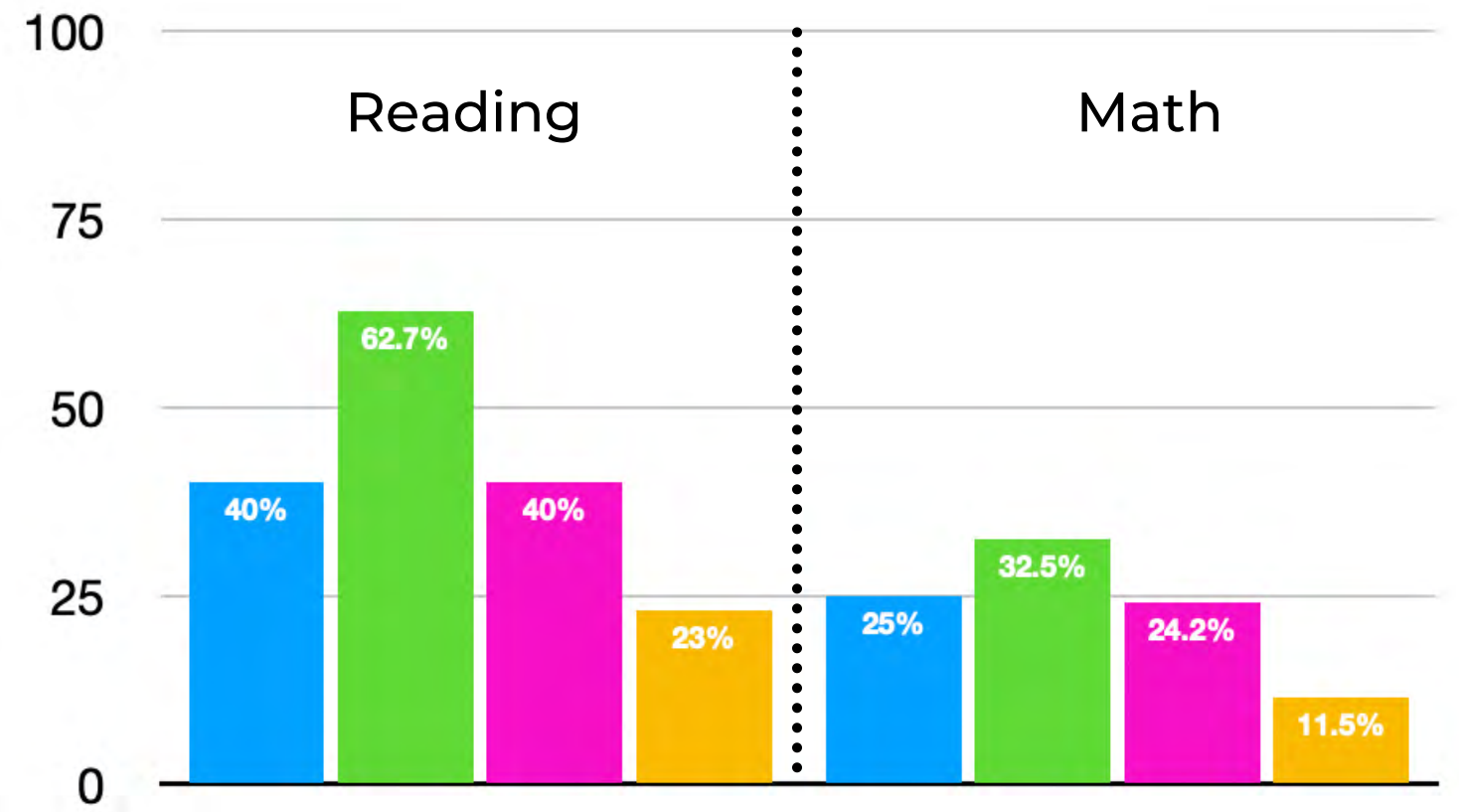
GAP by Grade



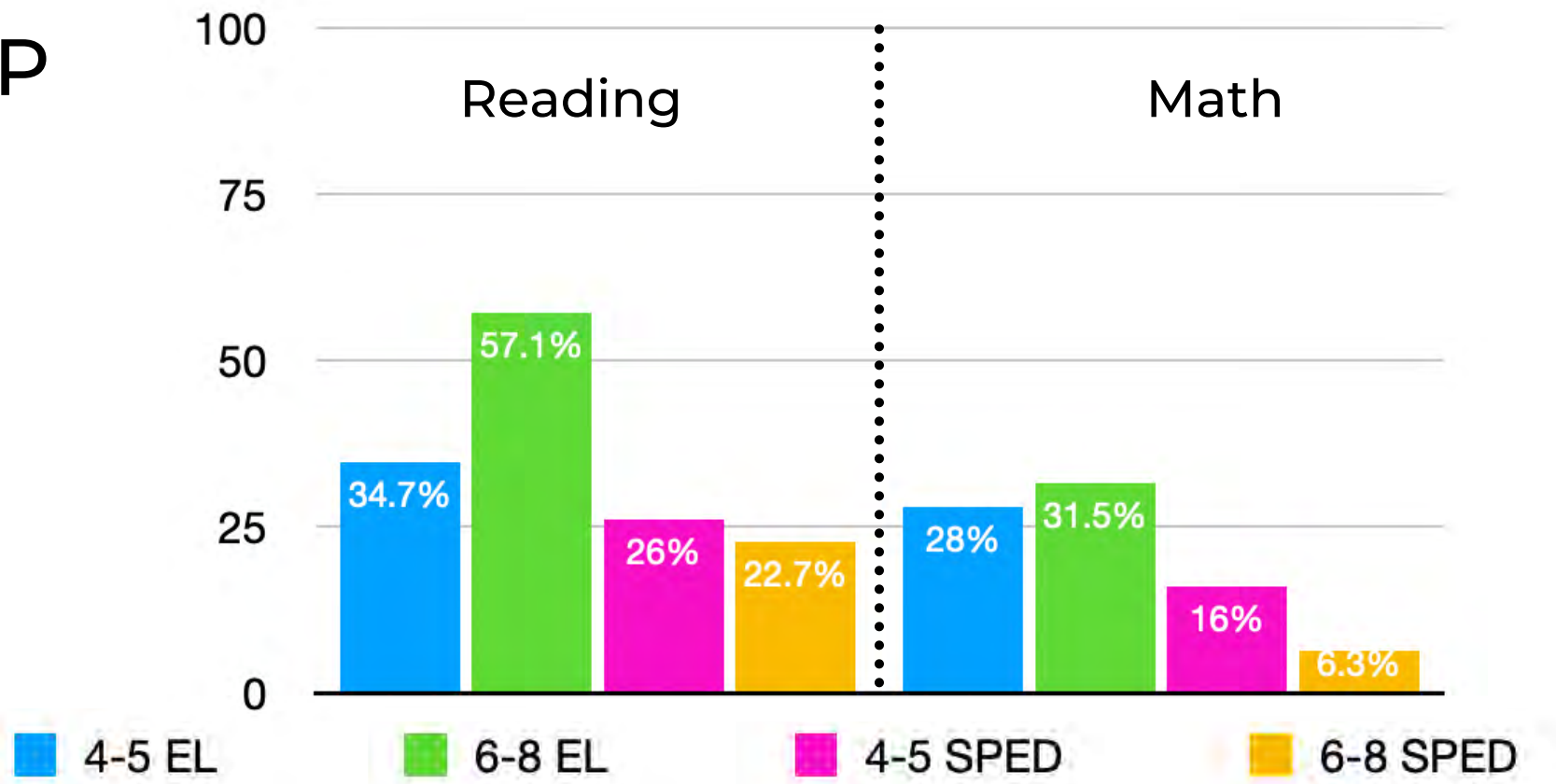
Proficiency



AGP



GAP



*This represents the trajectory of your predicted index score based on NDE's current plan for testing/reporting.



MID YEAR REPORT CARD PREDICTION

Somerset North Las Vegas - 2020-21

SCHOOL LEVEL: ELEMENTARY

ASSESSMENT: IREADY

ACADEMIC ACHIEVEMENT	5/25 POINTS	
MATH PROFICIENCY	20.7%	
ELA PROFICIENCY	41.5%	
SCIENCE PROFICIENCY	25.3%	<i>Used 2018-19 results as possible indicator</i>
POOLED PROFICIENCY	30.2%	3/20 POINTS
READ BY GRADE 3	31.4%	2/5 POINTS
STUDENT GROWTH	<i>(Only 5th grade reported)</i>	20.5/35 POINTS
MATH MGP	46	4/10 POINTS
ELA MGP	61	9/10 POINTS
MATH AGP	28.1%	2/7.5 POINTS
ELA AGP	55.8%	5.5/7.5 POINTS
ENGLISH LANGUAGE	10/10 POINTS	
ELPA	<i>Used 2019-20 WIDA results as a possible indicator</i>	
CLOSING OPPORTUNITY GAPS	<i>(Only 5th grade reported)</i>	10/20 POINTS
MATH	21.6%	3/10 POINTS
ELA	45.5%	7/10 POINTS
STUDENT ENGAGEMENT	N/A OF 10 POINTS	
CHRONIC ABSENTEEISM	<i>Will not be reported in 2020-21</i>	



MID YEAR REPORT CARD PREDICTION

Somerset North Las Vegas - 2020-21

SCHOOL LEVEL: ELEMENTARY

ASSESSMENT: IREADY

ACADEMIC ACHIEVEMENT	5/25 POINTS	
MATH PROFICIENCY	20.7%	
ELA PROFICIENCY	41.5%	
SCIENCE PROFICIENCY	25.3%	
POOLED PROFICIENCY	30.2%	3/20 POINTS
READ BY GRADE 3	31.4%	2/5 POINTS
STUDENT GROWTH		18.5/35 POINTS
MATH MGP	45	4/10 POINTS
ELA MGP	53	6/10 POINTS
MATH AGP	31.2%	3/7.5 POINTS
ELA AGP	55.1%	5.5/7.5 POINTS
ENGLISH LANGUAGE	10/10 POINTS	
ELPA	<i>Used 2019-20 WIDA results as a possible indicator</i>	
CLOSING OPPORTUNITY GAPS	12/20 POINTS	
MATH	27.5%	5/10 POINTS
ELA	43.7%	7/10 POINTS
STUDENT ENGAGEMENT	N/A OF 10 POINTS	
CHRONIC ABSENTEEISM	<i>Will not be reported in 2020-21</i>	



MID YEAR REPORT CARD PREDICTION

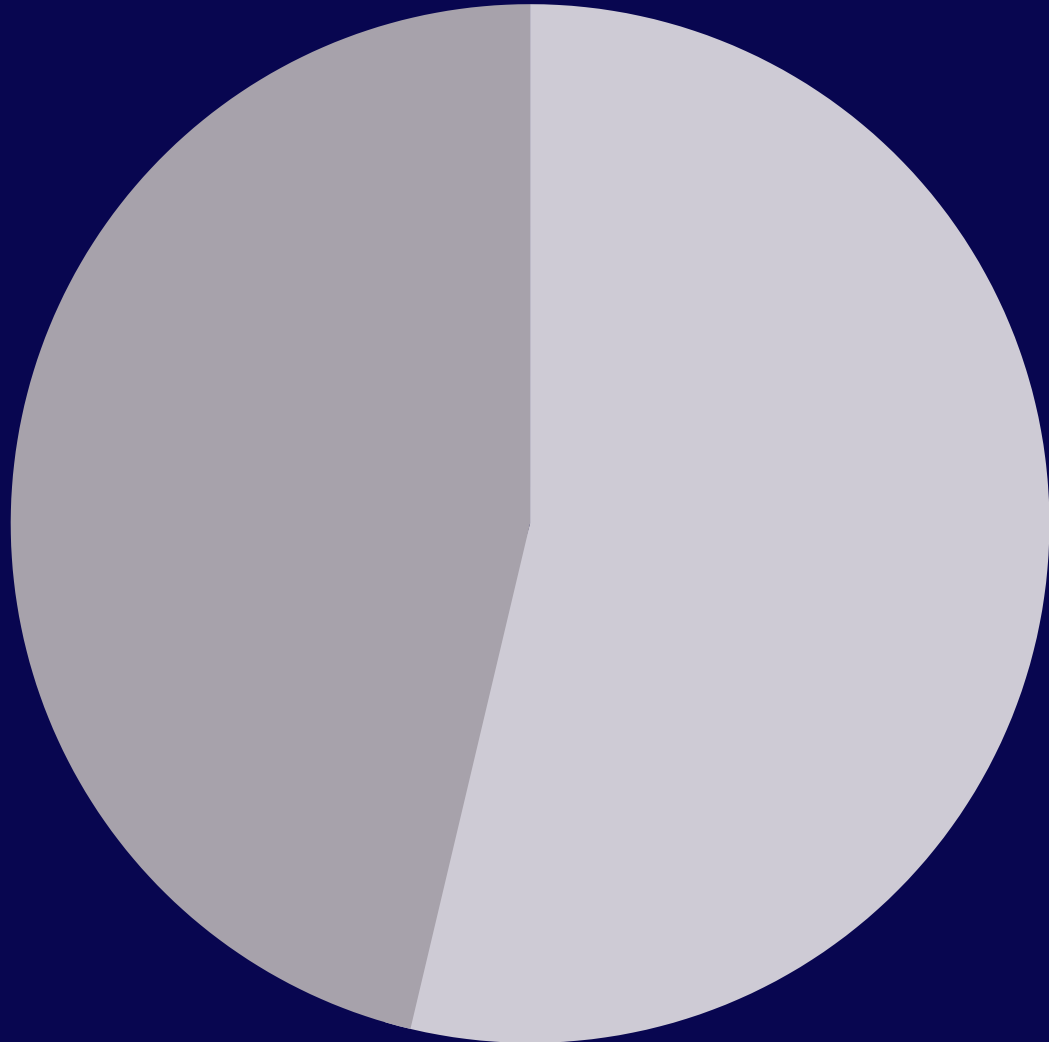
Somerset North Las Vegas - 2020-21

SCHOOL LEVEL: MIDDLE SCHOOL

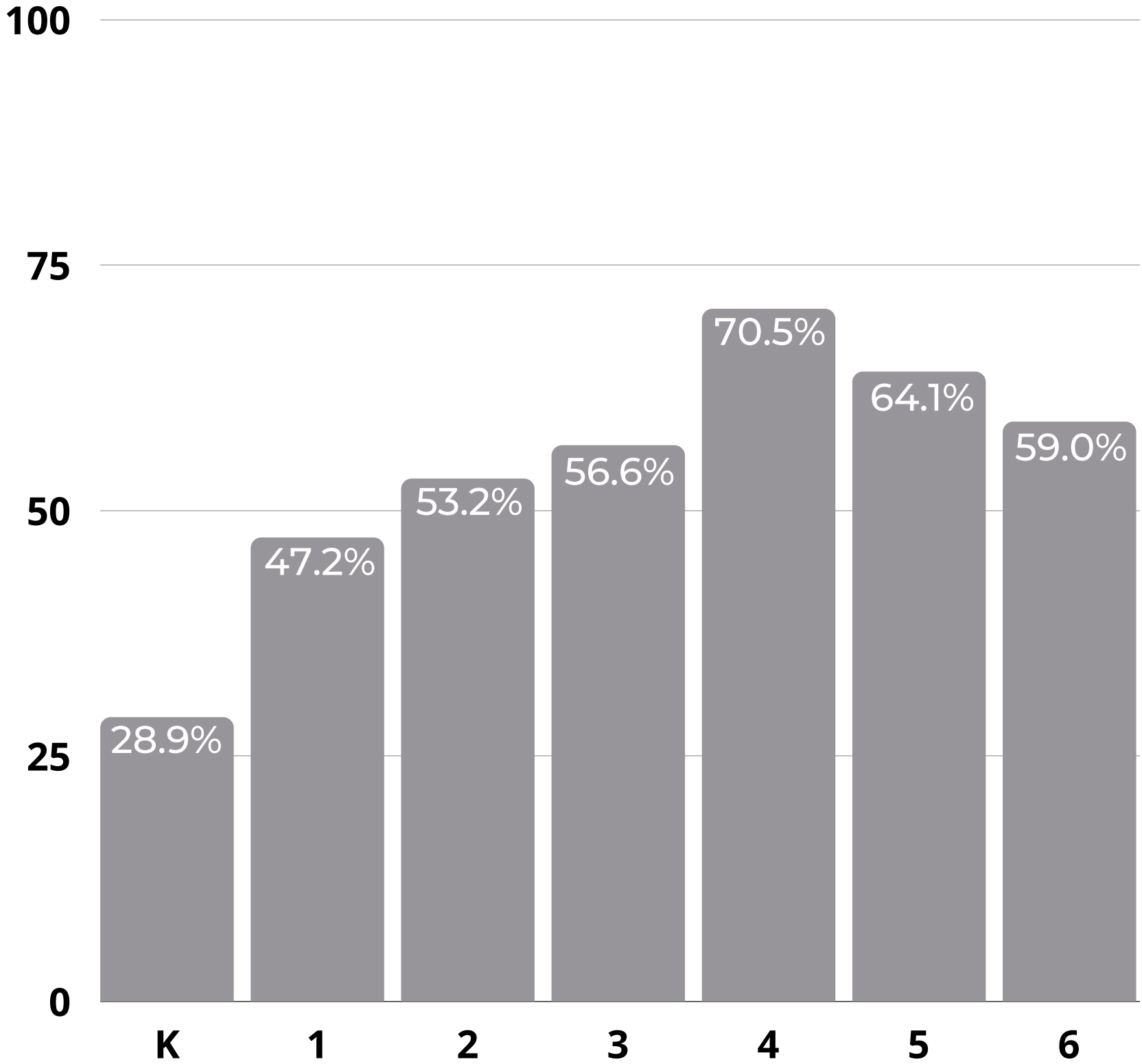
ASSESSMENT: IREADY

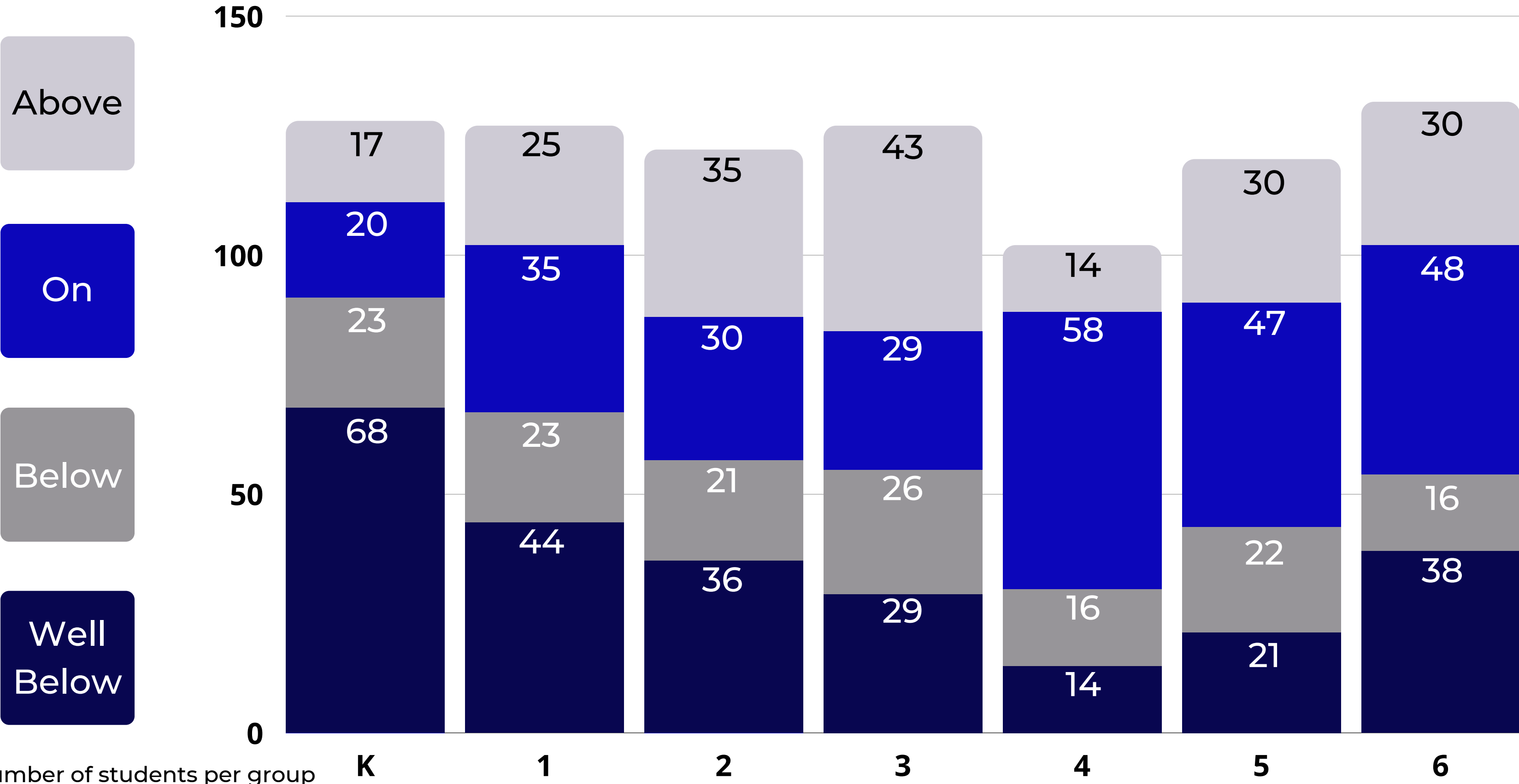
ACADEMIC ACHIEVEMENT	13/25 POINTS	
MATH PROFICIENCY	26.1%	
ELA PROFICIENCY	47.4%	
SCIENCE PROFICIENCY	42.7%	<i>Used 2018-19 results as possible indicator</i>
POOLED PROFICIENCY	37.5%	13/25 POINTS
STUDENT GROWTH		20.5/30 POINTS
MATH MGP	54	7/10 POINTS
ELA MGP	40	3/10 POINTS
MATH AGP	38.5%	4/5 POINTS
ELA AGP	53.0%	3.5/5 POINTS
ENGLISH LANGUAGE	7/10 POINTS	
ELPA	<i>Used 2019-20 WIDA results as a possible indicator</i>	
CLOSING OPPORTUNITY GAPS	20/20 POINTS	
MATH	32.1%	10/10 POINTS
ELA	48.4%	10/10 POINTS
STUDENT ENGAGEMENT	5 OF 5 POINTS	
C. ABSENTEEISM/NAC/LEARNING PLANS	<i>C.A. will not be reported in 2020-21</i>	

Grades K-6 % of Students On/Above



% of Students On/Above by Grade





**Number of students per group

Road to 5 Stars

SOMERSET NORTH LAS VEGAS



Prepared by

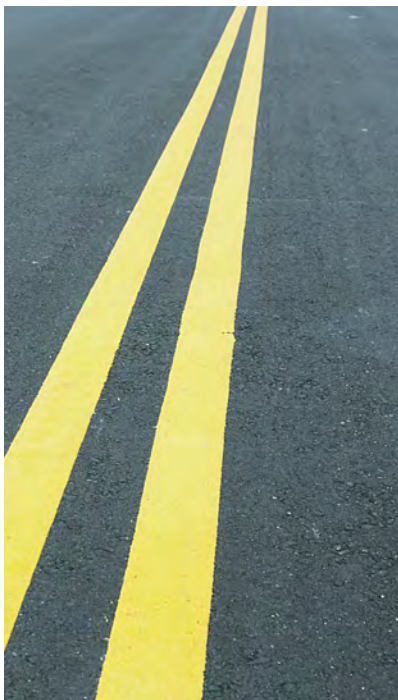
CHRISTINA THRETON, PRINCIPAL
& NLV ADMINISTRATION

GOALS



1. To achieve 5 star status in the elementary school
2. To achieve 5 star status in the middle school

ROAD TO 5 STARS



The destination: 5 star status at Somerset North Las Vegas at the elementary and middle school levels. The roadmap to our destination is provided in this proposal and is based on analysis of our current status and trajectory. It should be noted that our proposal includes realistic, yet rigorous benchmark goals for the next 5 years but that these goals will need to be revisited each year upon receiving the results of state testing. Updates should also be considered when, and if, there are any dramatic shifts in student population (ex. an enrollment increase). Progress towards goals should be observed through monitoring student interim assessment data (i.e. NWEA Map, iReady, etc.)

Current Status

Most recent star ratings and state testing performance (2018-2019 school year). A status update will be provided upon analyzing our Fall 2020 Interim assessment data.

Elementary

Middle School



What does my school rating mean?

Two-Star school: Identifies a school that has partially met the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?
Schools receive points based on student performance across various indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

What does my school rating mean?

Four-Star school: Recognizes a commendable school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

How are school star ratings determined?
Schools receive points based on student performance across various indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

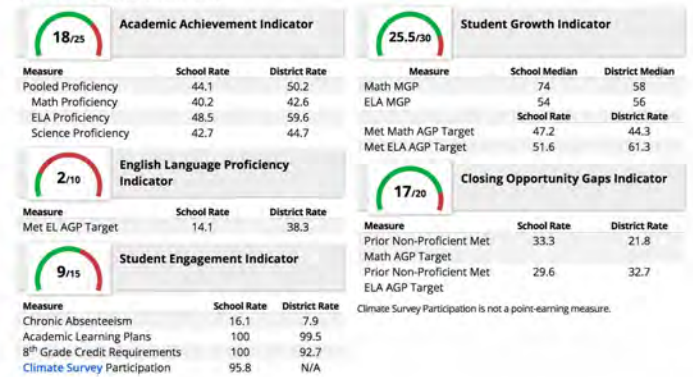
How are star ratings determined based on total index score?

- Below 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★
- At or above 80 ★★★★★

2018-2019 School Performance



2018-2019 School Performance



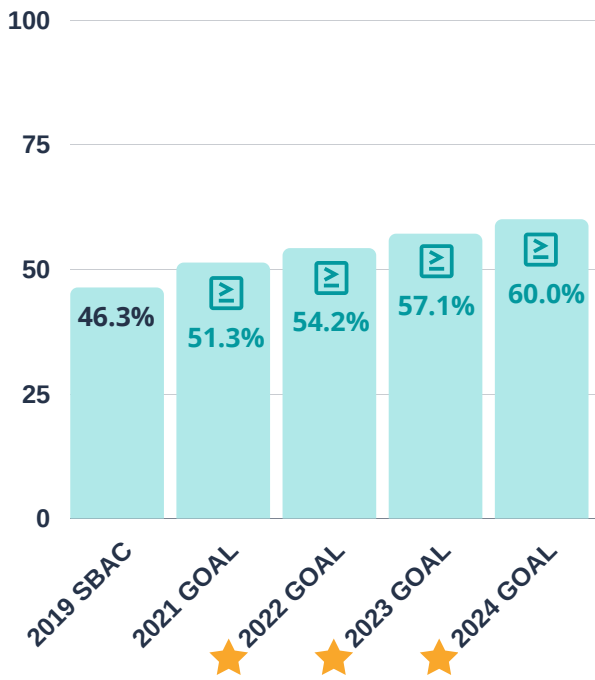
Academic Achievement

Below are performance benchmark goals for the next 5 years. Proficiency is historically the area that sees the smallest increases, even when coupled with high growth, especially at higher initial proficiency levels.

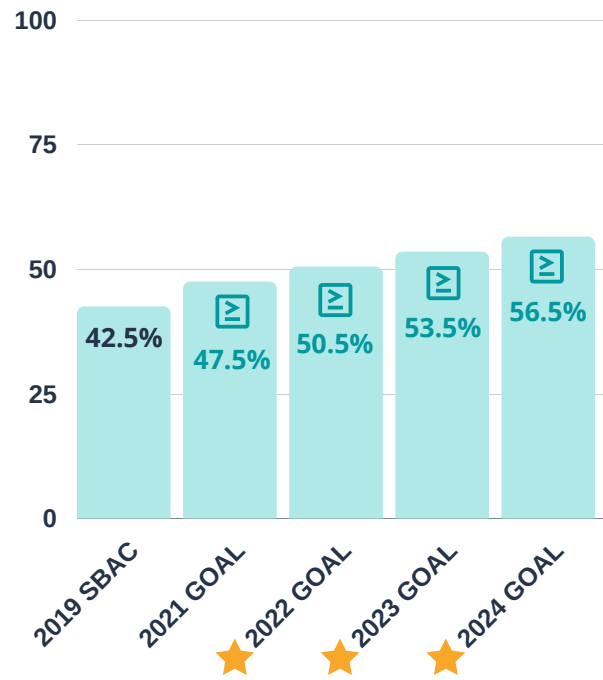
We do not know definitively what will happen with testing, but the following goals would be based on taking SBAC this Spring. This would mean that academic achievement data would be available but growth/ratings would not be available until 2022.

★ = Next potential rated year

Elementary ELA

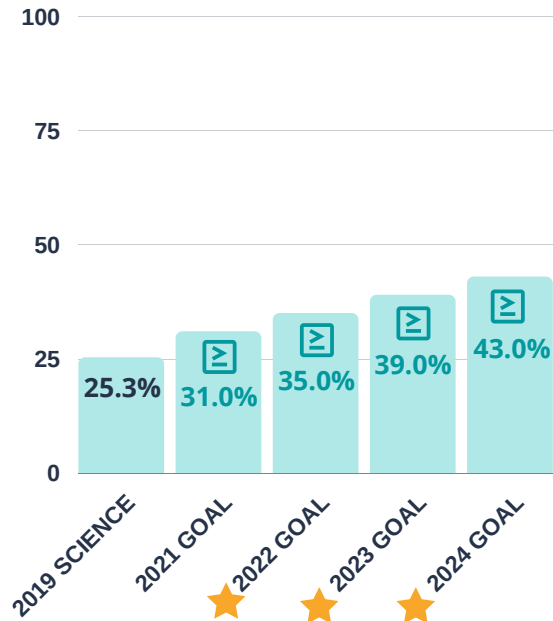


Elementary Math



* Though there is a 2 year gap between 2019 & 2021, a minimal benchmark increase was selected for ELA & Math. This is due to early research which anticipates an average academic loss of 1 instructional year for each student as a result of quarantine during the COVID-19 epidemic.

Elementary Science



Growth Indicators

Student growth percentiles represent a Somerset student's growth compared to their academic peers across Nevada. The target median should not gradually increase but rather always strive to be greater than or equal to 65.

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★ = Next potential rated year

Elementary ELA

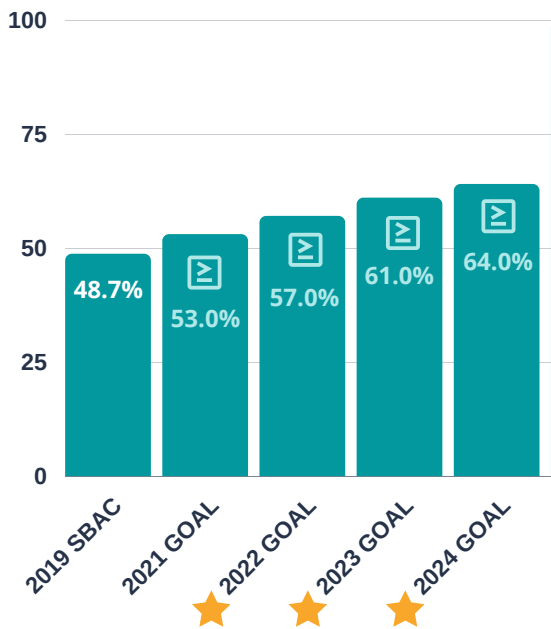
- 50** = 2019 ELA MGP
- ≥ 60** = 2021 ELA MGP Goal
- ≥ 65** = 2022-2024 ELA MGP Goal

Elementary Math

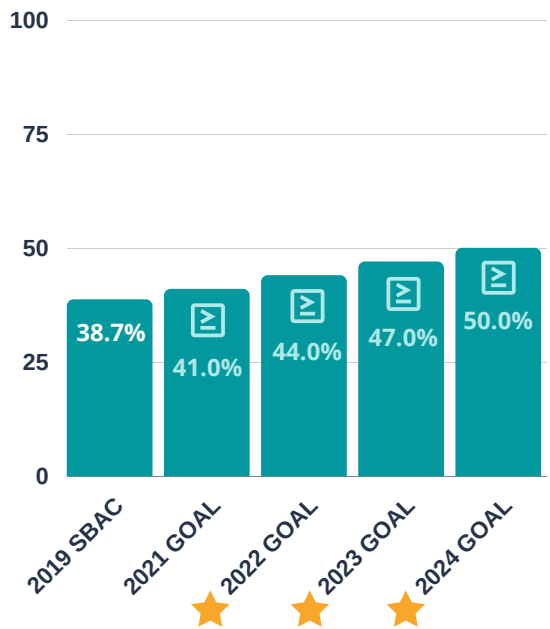
- 48** = 2019 Math MGP
- ≥ 54** = 2021 Math MGP Goal
- ≥ 65** = 2022-2024 Math MGP Goal

Adequate Growth Percentiles (AGP) reflects the percentage of students who hit their individual growth targets. Targets are based on either obtaining or maintaining proficiency. The higher the proficiency levels, the lower and more achievable the targets.

Elementary ELA



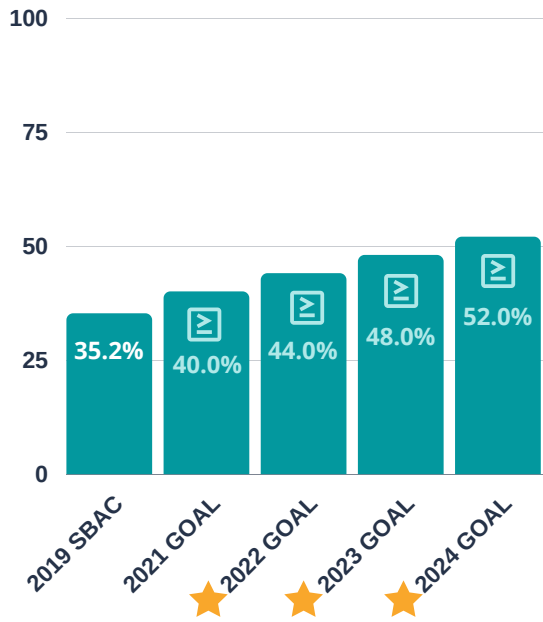
Elementary Math



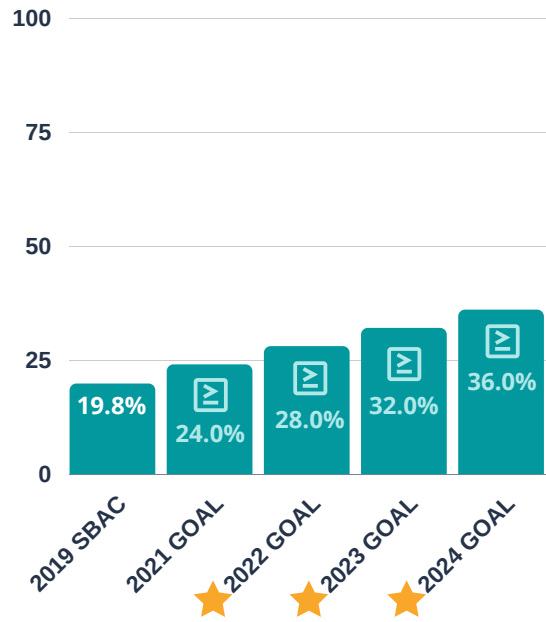
Closing Opportunity Gaps

The Closing Opportunity Gaps indicator reflects the percentage of non-proficient students hitting their individual growth targets (AGP). Students do not necessarily have to achieve proficiency in order to hit their target, so rigorous improvements can be realistic goals.

Elementary ELA



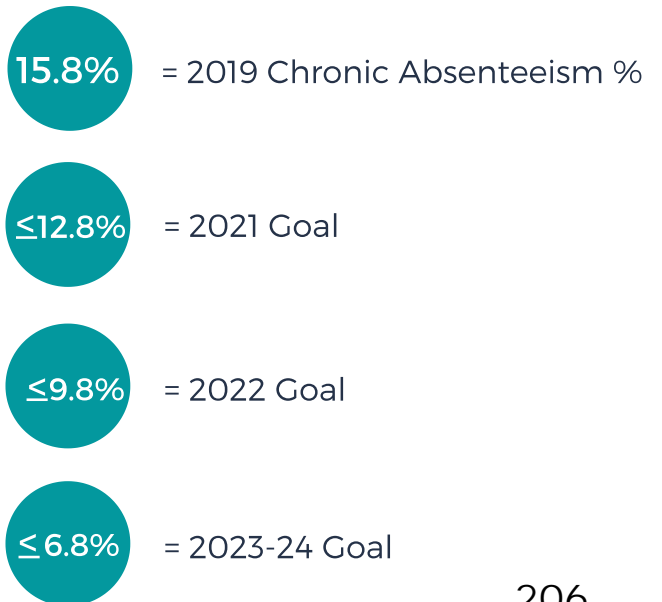
Elementary Math



EL Proficiency



Student Engagement



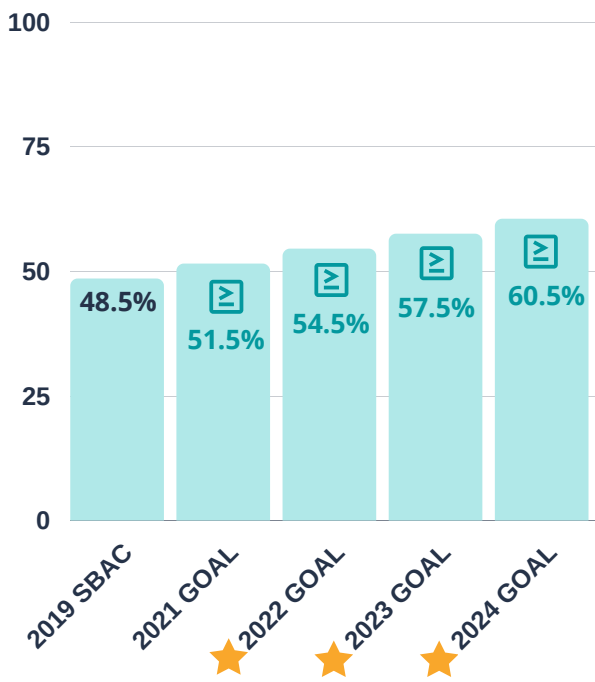
Academic Achievement

Below are performance benchmark goals for the next 5 years. Proficiency is historically the area that sees the smallest increases, even when coupled with high growth, especially at higher initial proficiency levels.

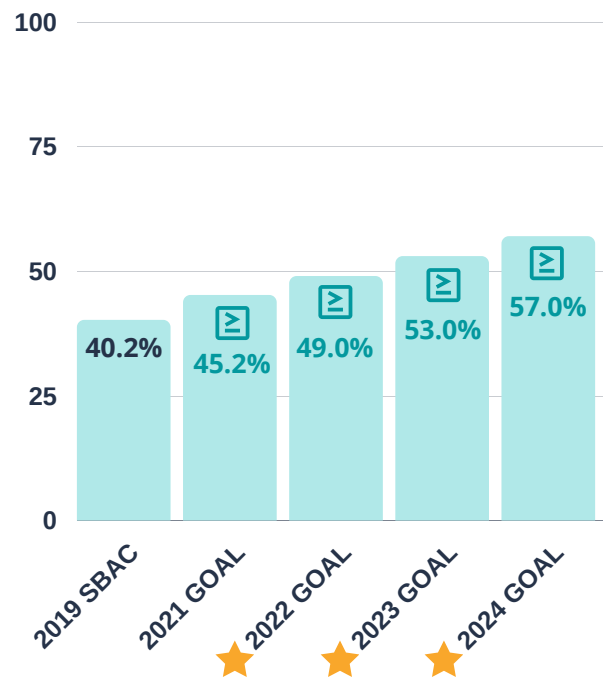
We do not know definitively what will happen with testing, but the following goals would be based on taking SBAC this Spring. This would mean that academic achievement data would be available but growth/ratings would not be available until 2022.

★ = Next potential rated year

Middle School ELA



Middle School Math



* Though there is a 2 year gap between 2019 & 2021, a minimal benchmark increase was selected for ELA & Math. This is due to early research which anticipates an average academic loss of 1 instructional year for each student as a result of quarantine during the COVID-19 epidemic.

Middle School Science



Growth Indicators

Student growth percentiles represent a Somerset student's growth compared to their academic peers across Nevada. The target median should not gradually increase but rather always strive to be greater than or equal to 65.

Student growth indicators require 2 consecutive years of testing so the next likely year where this data would be received for SBAC would be in 2022. To track 2021 progress towards growth goals, interim data would need to be utilized.

★ = Next potential rated year

Middle School ELA

54

= 2019 ELA MGP

≥ 65

= 2021-2024 ELA MGP Goal

Middle School Math

74

= 2019 Math MGP

≥ 65

= 2021-2024 Math MGP Goal

Adequate Growth Percentiles (AGP) reflects the percentage of students who hit their individual growth targets. Targets are based on either obtaining or maintaining proficiency. The higher the proficiency levels, the lower and more achievable the targets.

Middle School ELA



Middle School Math



Closing Opportunity Gaps

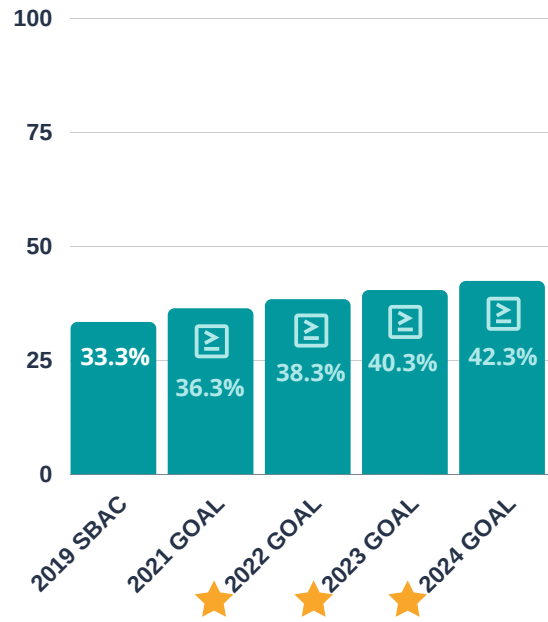
The Closing Opportunity Gaps indicator reflects the percentage of non-proficient students hitting their individual growth targets (AGP). Students do not necessarily have to achieve proficiency in order to hit their target, so rigorous improvements can be realistic goals.

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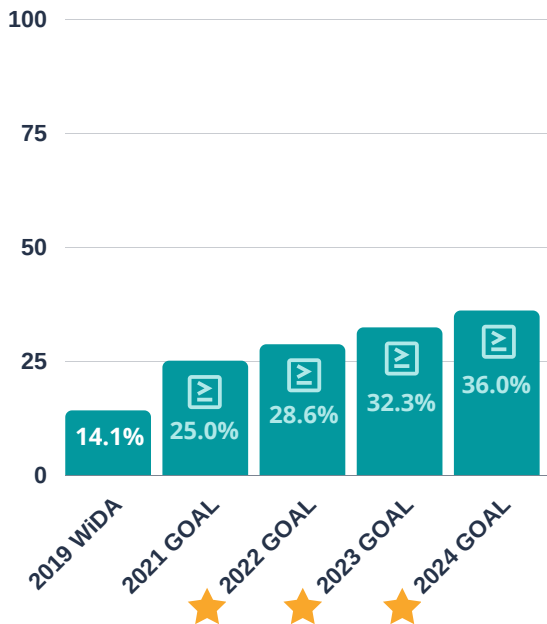
Middle School ELA



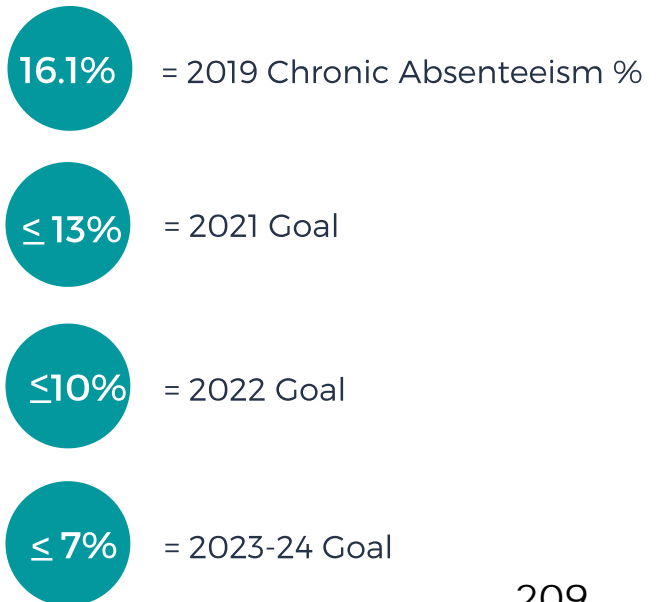
Middle School Math



EL Proficiency



Student Engagement



Elementary Implementation Strategies for 2020-21



Below are some of the major instructional implementation strategies for each indicator in the 2020-21 school year:

Recommended that each strategy have an in-person & online implementation approach:

1. Academic Achievement/Growth Medians:

ELA

- Students will be keeping track of their data in a data notebook and will be meeting with their teacher(s) frequently to discuss their progress and develop goals
- Continuing with Superkids program in K-2ND grade and adding in Heggerty Phonics daily instruction for Tier I instruction to support the foundational phonics base of our primary students. This will help all students grow towards proficiency especially our EL students.
- Continuing with Expeditionary Learning in Grades 3-5 that include rich and rigorous text, projects, discussions, and a connection between reading and writing. This will help all students grow towards proficiency especially our EL students.
- Implement the guided reading portion of the Expeditionary Learning program to enhance the differentiation and reading experiences of our students and to develop students love or reading fiction and nonfiction materials.
- Continue with iReady as an online component to meet students where they are and to set goals and monitor those goals monthly through progress monitoring using growth checks.
- Focus PD opportunities to assist teachers with planning and implementing the program with fidelity.

Elementary Implementation Strategies for 2020-21



MATH

- Students will be keeping track of their data in a data notebook and will be meeting with their teacher(s) frequently to discuss their progress and develop goals
- Continuing Ready Math K-8th which will bring continuity to our school
- Continue with iReady as an online component to meet students where they are and to set goals and monitor those goals monthly through progress monitoring using growth checks
- Focus on PD opportunities for using manipulatives and conceptual understanding to build teacher capacity

SCIENCE

- Continue Mystery Science in grade K-3
- Introduce FOSS to grade 4-5
- Include Test Talk opportunities into grade 5 and 8 to prepare students for CRT
- Departmentalize in grade 4 and 5 to include Science into the daily routine that embeds Math and ELA opportunities

2. Growth (AGP) Differentiated Instruction:

- Students will be keeping track of their data in a data notebook and will be meeting with their teacher(s) frequently to discuss their progress and develop goals
- Develop better systems and structures for our RTI process
- Monitor every student using iReady growth checks once a month
- Include PLC planning into the calendar to allow teachers opportunities to discuss formative and summative assessments regularly to adjust for differentiation
- Implementing AIMS web as our Rtl progress monitoring tool for Tier 2/RBG3 students using MCOMP for Math and Fluency for Reading

Elementary Implementation Strategies for 2020-21



Growth (AGP) Differentiated Instruction Continued:

- K-2 teachers will utilize the program FUNDATIONS for students that are in Tier 2/RBG3 to close the gap and differentiate instruction in small group reading
- 3-5 teachers will use the Ready Phonics to differentiate instruction for our Tier 2 students
- Teachers will provide small group time (in person or via Zoom) in ELA and Math and work with students at a variety of levels to extend the learning as well as reteach
- Students will rotate through Daily 5 in ELA and Math to build strong fluency and foundational skills

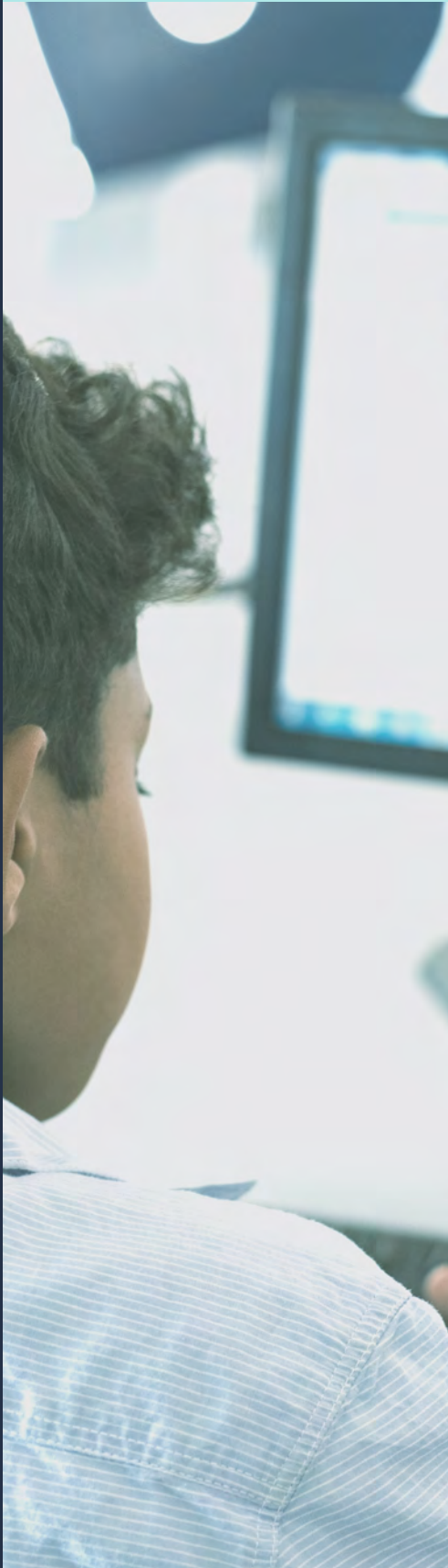
3. Closing Opportunity Gaps (Instruction for non-proficient students):

- After identifying the students in the Opportunity Gap, those students will be given targeted instruction and will be offered tutoring support before or after school/via Zoom and will meet with their teacher frequently to fill gaps in learning
- Saturday School/Bootcamp invites will be extended to these students first (depending on funding)

4. Chronic Absenteeism:

- Registrar and Community Engagement Liaison will work together to identify students that are nearing chronically absent status to troubleshoot with families and build relationships to identify needs so children may attend school (transportation, alarm clocks, assistance, etc)
- Community Engagement Liaison will make house calls and setup goals and individualized plans to ensure success

MS Implementation Strategies for 2020-21



Recommended that each strategy have an in-person & online implementation approach:

1. Academic Achievement/Growth Medians:

ELA

- Students will be keeping track of their data in a data notebook and will be meeting with their teacher(s) frequently to discuss their progress and develop goals
- Continuing with Expeditionary Learning in Grades 6-8 that include rich and rigorous text, projects, discussions, and a connection between reading and writing. This will help all students grow towards proficiency especially our EL students.
- Purchased the guided reading portion of the Expeditionary Learning program to enhance the differentiation and reading experiences of our students and to develop students love or reading fiction and nonfiction materials.
- Continue with iReady as an online component to meet students where they are and to set goals and monitor those goals monthly through progress monitoring using growth checks.
- Focus PD opportunities to assist teachers with planning and implementing the program with fidelity
- Designed a block schedule to allow teachers the opportunity to connect on a deeper level for 80 minutes and allow students to focus on 4 classes a day
- Developed mandatory electives for students in Tier 2 Rtl (Intensives) that content area teachers will work in small groups to develop the necessary skills that students are missing to reach proficiency
- Students that are approaching proficiency are placed in an advisory class that will work as a tutoring/study hall to allow students to tutor one another and receive assistance from their teachers. This class will also be a test prep class where the teachers will go through practice questions from SBAC as well as allow student opportunities to complete iReady lessons.

MS Implementation Strategies for 2020-21



MATH

- Students will be keeping track of their data in a data notebook and will be meeting with their teacher(s) frequently to discuss their progress and develop goals
- Continuing Ready Math K-8th which will bring continuity to our school
- Continue with iReady as an online component to meet students where they are and to set goals and monitor those goals monthly through progress monitoring using growth checks
- Focus on PD opportunities for using manipulatives and conceptual understanding to build teacher capacity
- Designed a block schedule to allow teachers the opportunity to connect on a deeper level for 80 minutes and allow students to focus on 4 classes a day
- Developed mandatory electives for students in Tier 2 RtI (Intensives) that content area teachers will work in small groups to develop the necessary skills that students are missing to reach proficiency
- Students that are approaching proficiency are placed in an advisory class that will work as a tutoring/study hall to allow students to tutor one another and receive assistance from their teachers. This class will also be a test prep class where the teachers will go through practice questions from SBAC as well as allow student opportunities to complete iReady lessons.

SCIENCE

- Continue FOSS in grade 6-8 and all teachers will work on integrating review opportunities from previously required standards

MS Implementation Strategies for 2020-21



2. Growth (AGP) Differentiated Instruction:

- Students will be keeping track of their data in a data notebook and will be meeting with their teacher(s) frequently to discuss their progress and develop goals
- Develop better systems and structures for our RtI process
- Monitor every student using iReady growth checks once a month
- Include PLC planning into the calendar to allow teachers opportunities to discuss formative and summative assessments regularly to adjust for differentiation
- Teachers will provide small group time (in person or via Zoom) in ELA and Math and work with students at a variety of levels to extend the learning as well as reteach
- Students will rotate through small group stations/centers daily to review and extend opportunities for learning
- Students will attend mandatory intensive classes or advisory classes in order to work towards proficiency and meeting goals

3. Closing Opportunity Gaps (Instruction for non-proficient students):

- After identifying the students in the Opportunity Gap, those students will be given targeted instruction and will be offered tutoring support before or after school/via Zoom and will meet with their teacher frequently to fill gaps in learning
- Saturday School/Bootcamp invites will be extended to these students first (depending on funding)

4. Chronic Absenteeism

- Registrar and Community Engagement Liaison will work together to identify students that are nearing chronically absent status to troubleshoot with families and build relationships to identify needs so children may attend school (transportation, alarm clocks, assistance, etc)
- Community Engagement Liaison will make house calls and setup goals and individualized plans to ensure success

5 Star Timeline

ANTICIPATED RATINGS TIMELINE

Meeting each of the aforementioned benchmarks will put Somerset North Las Vegas on the following timeline for achieving 5 Star status:

ELEMENTARY



MIDDLE SCHOOL



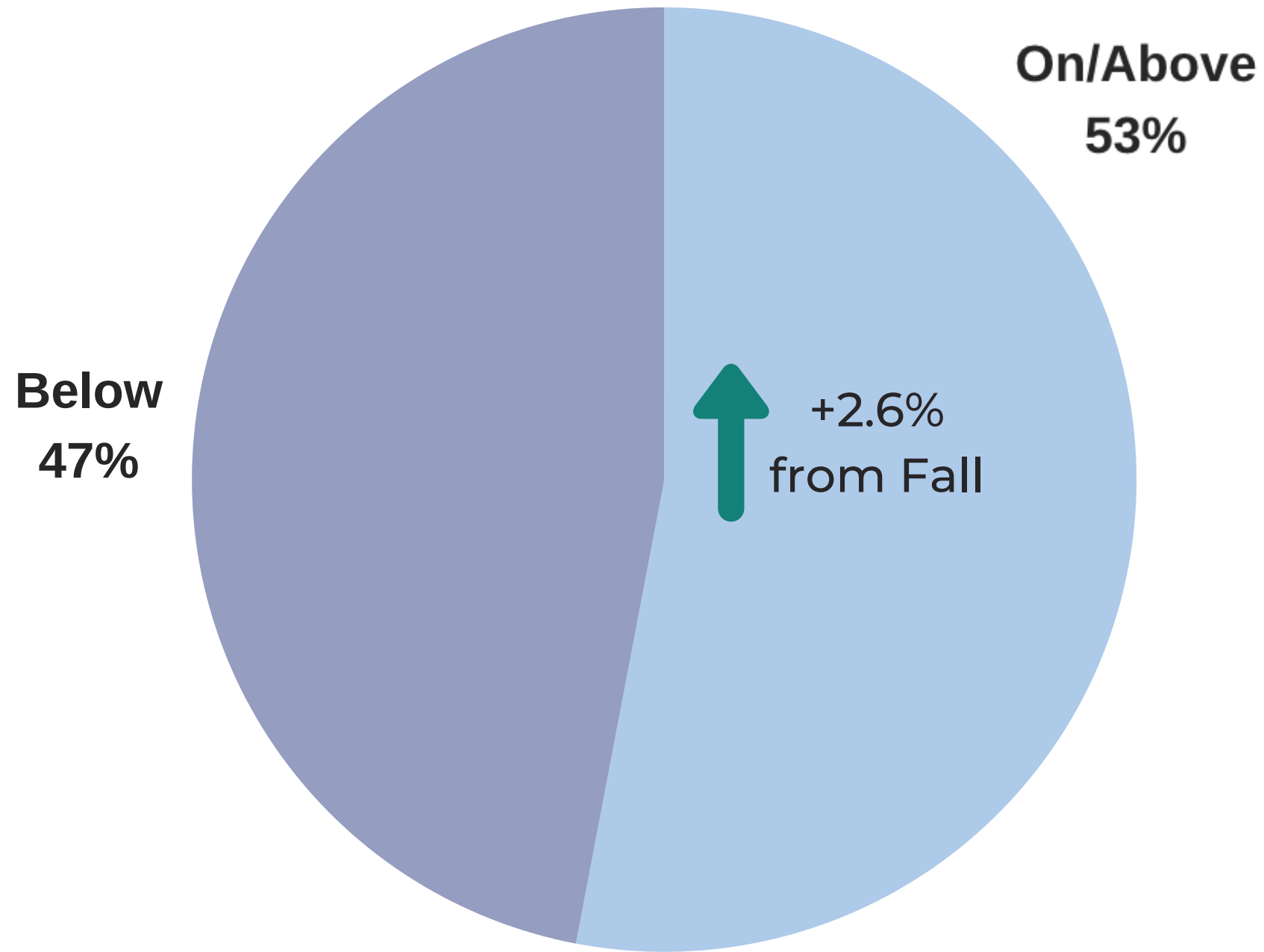


SOMERSET ACADEMY SKY POINTE

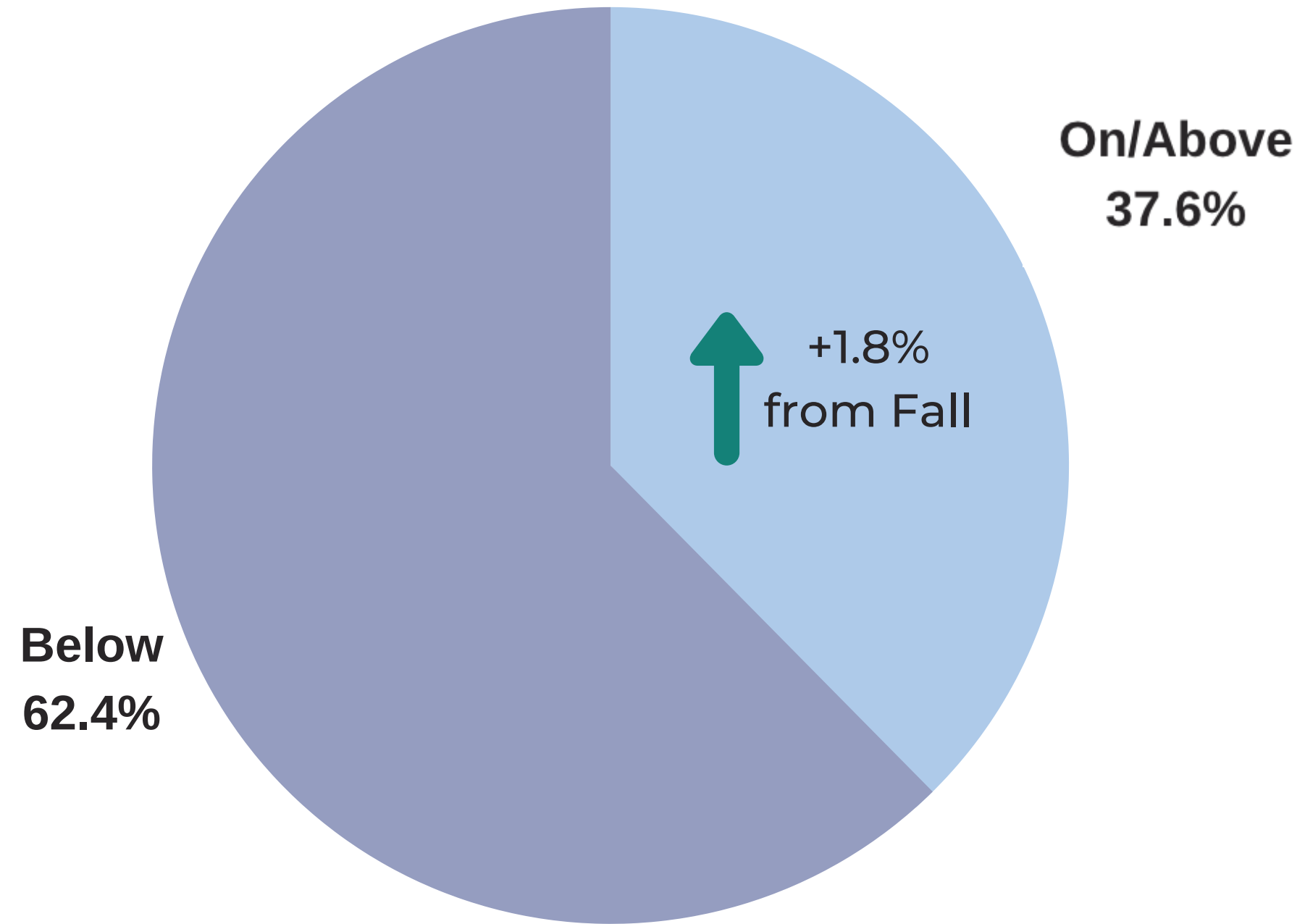
WINTER 2021

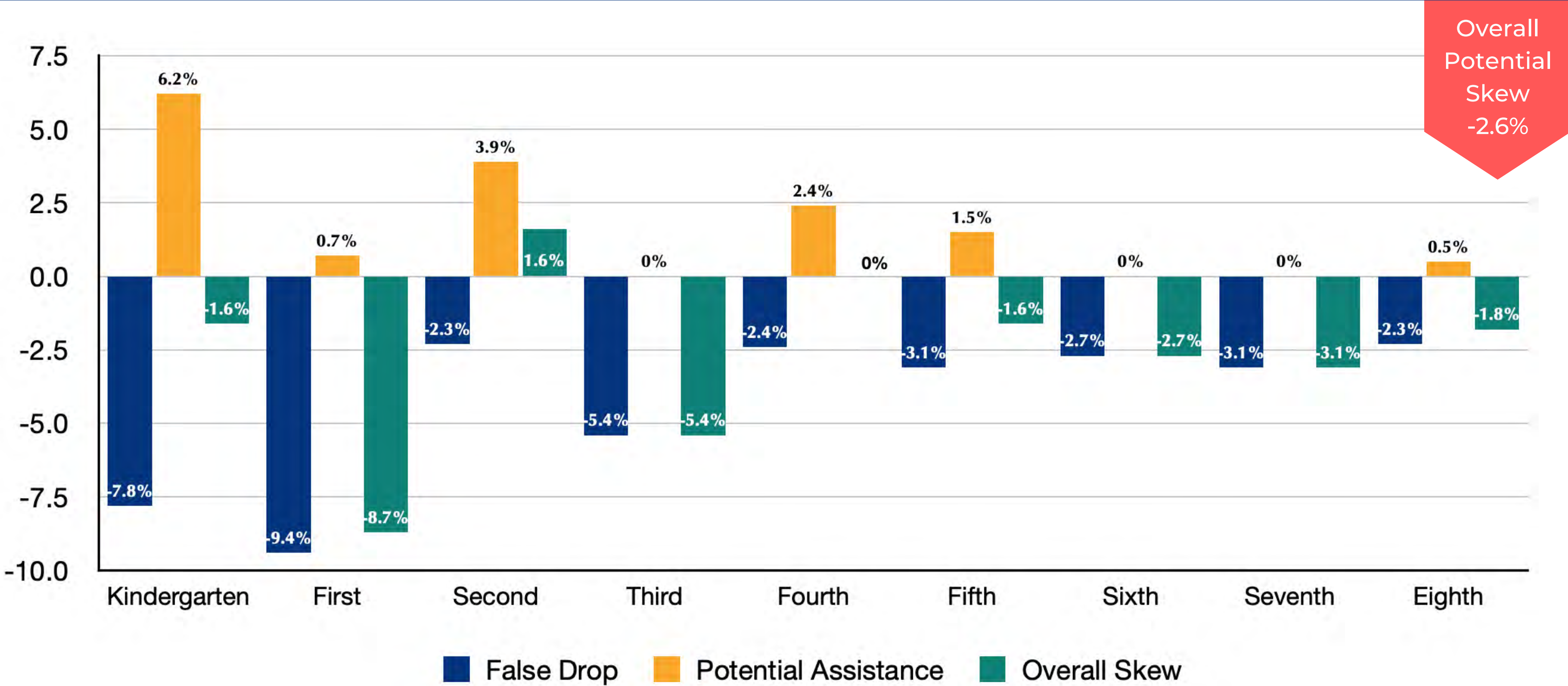


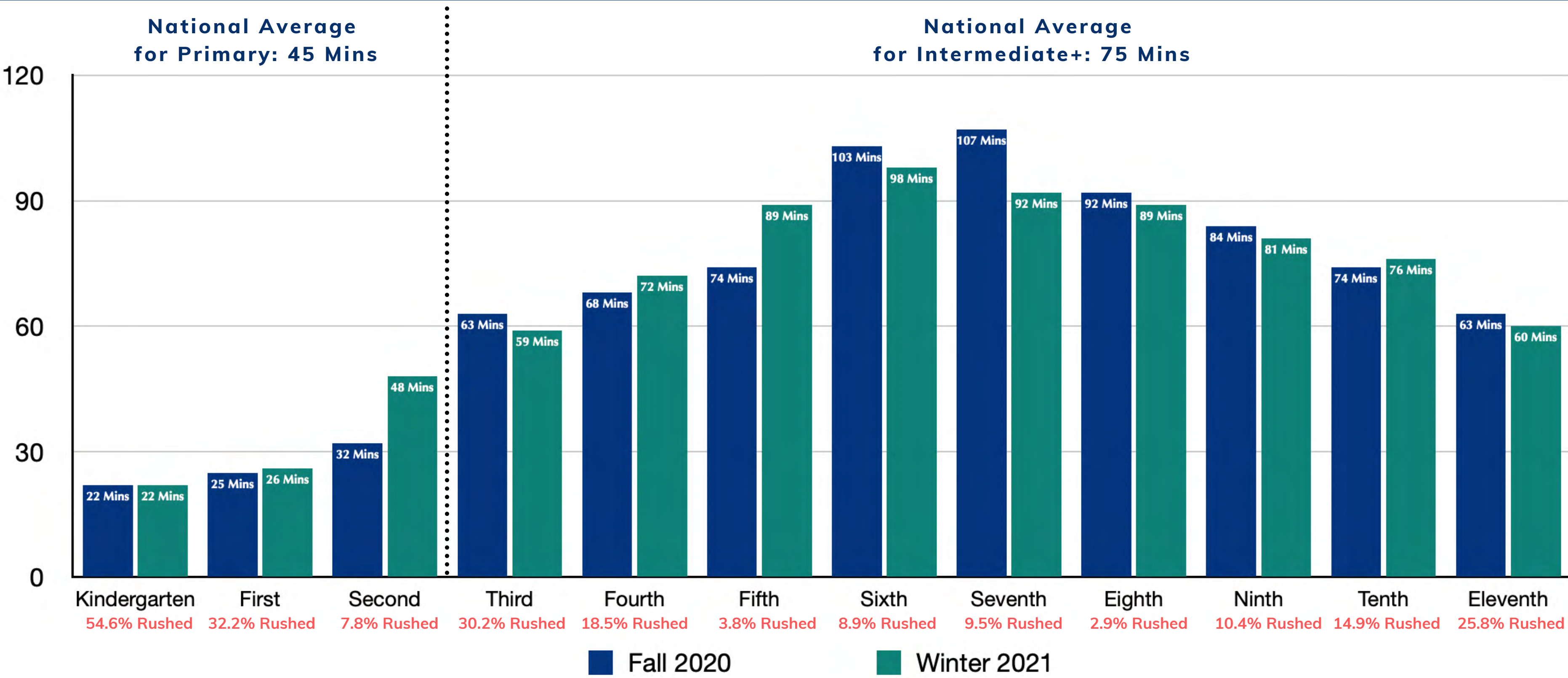
Reading % of Students at Grade Level



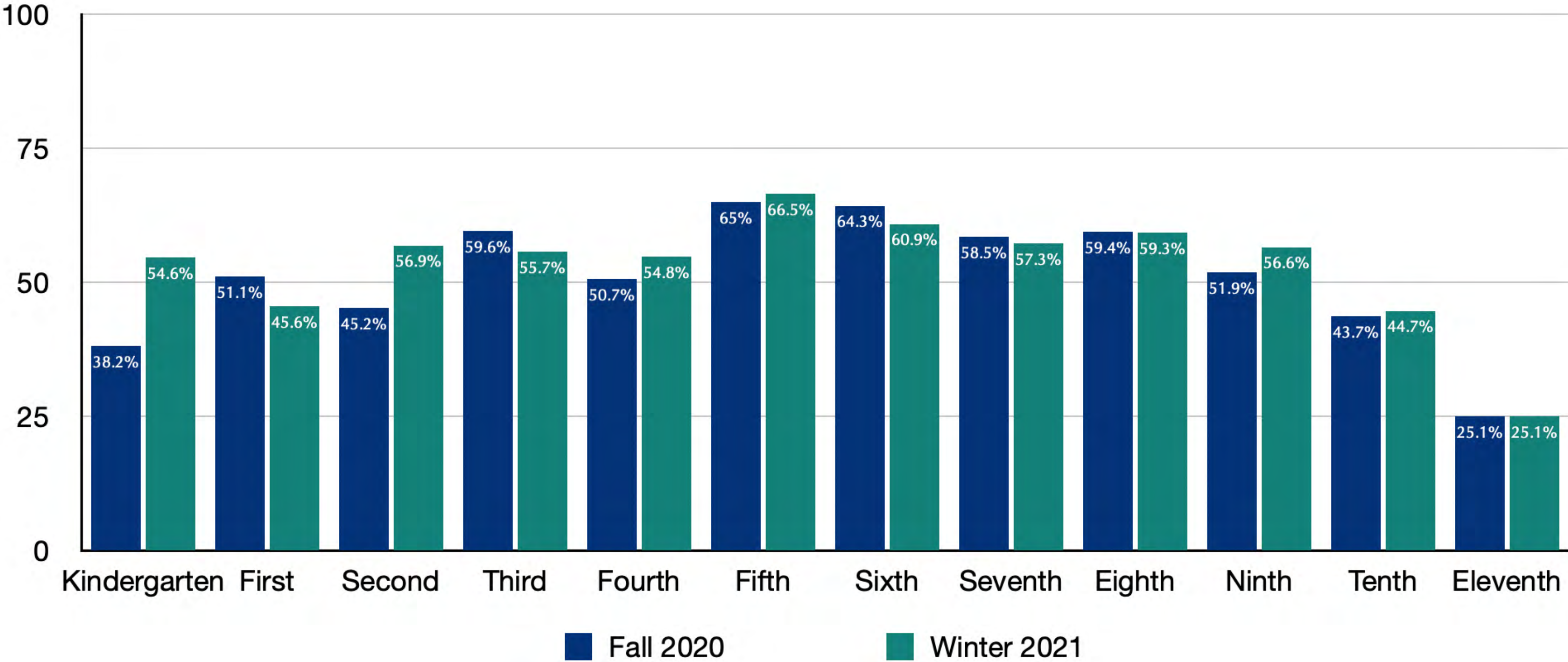
Math % of Students at Grade Level

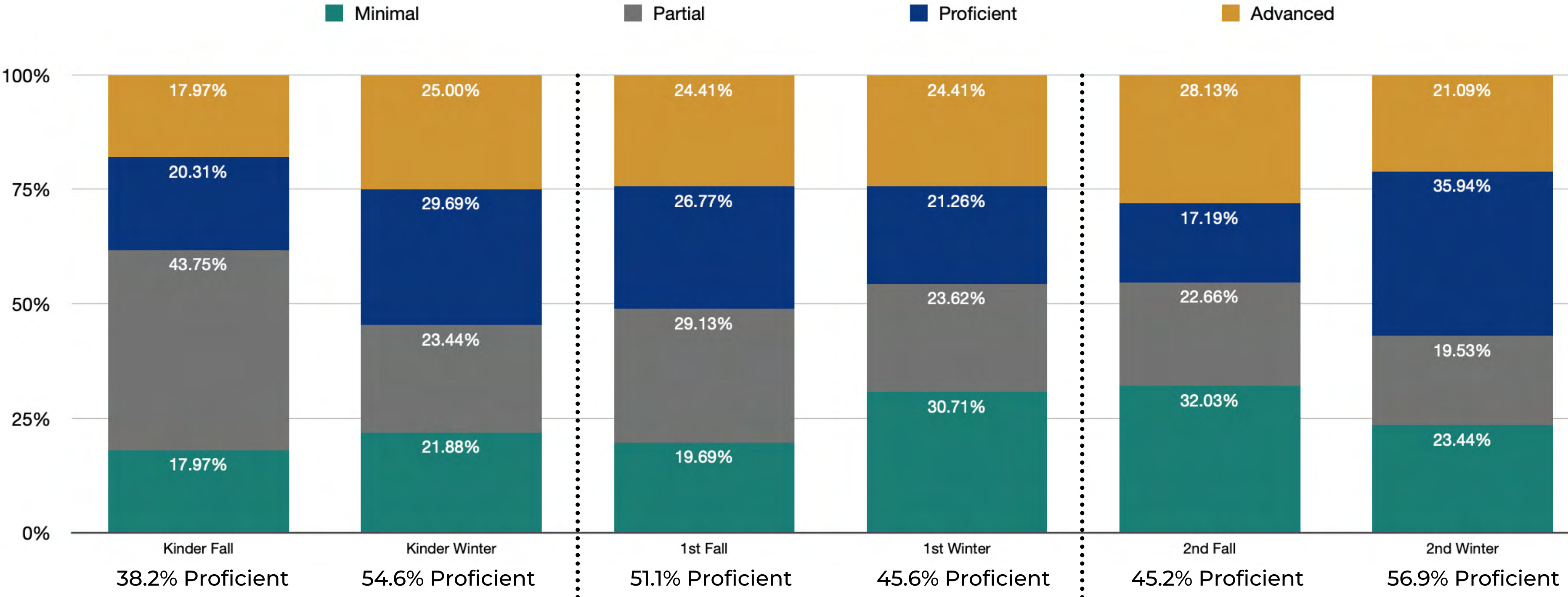


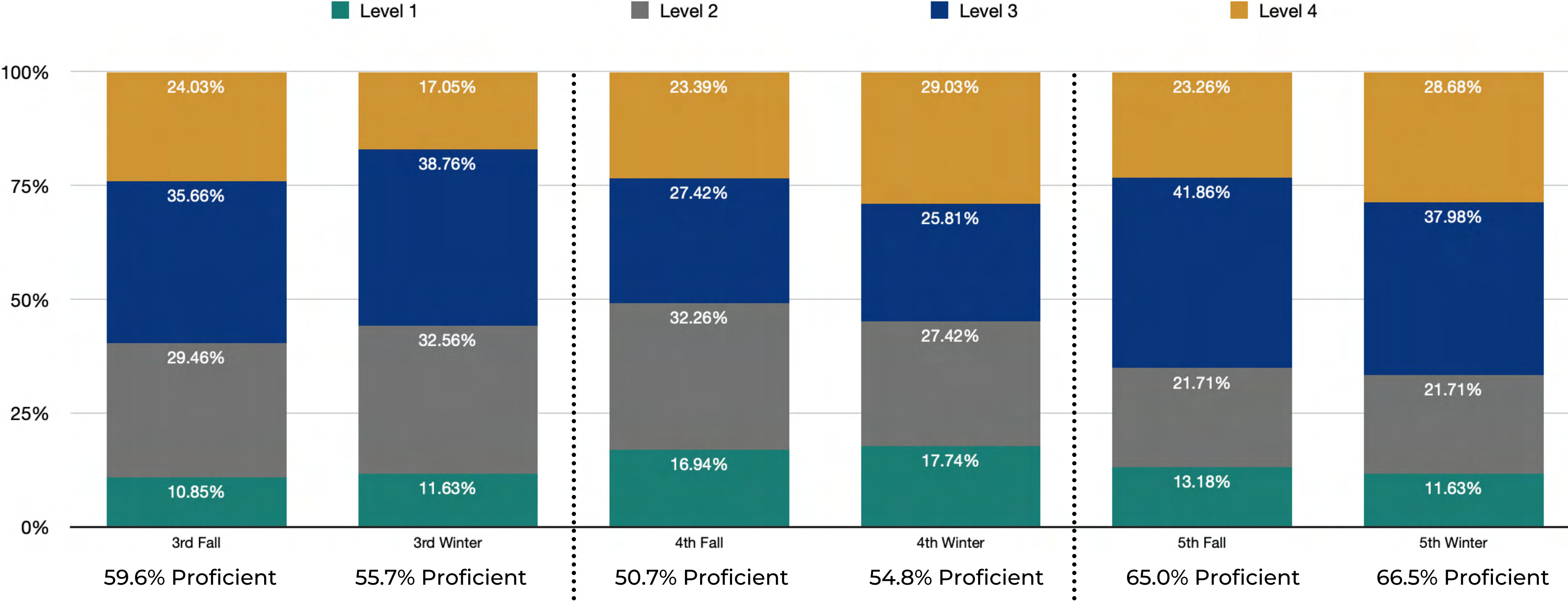


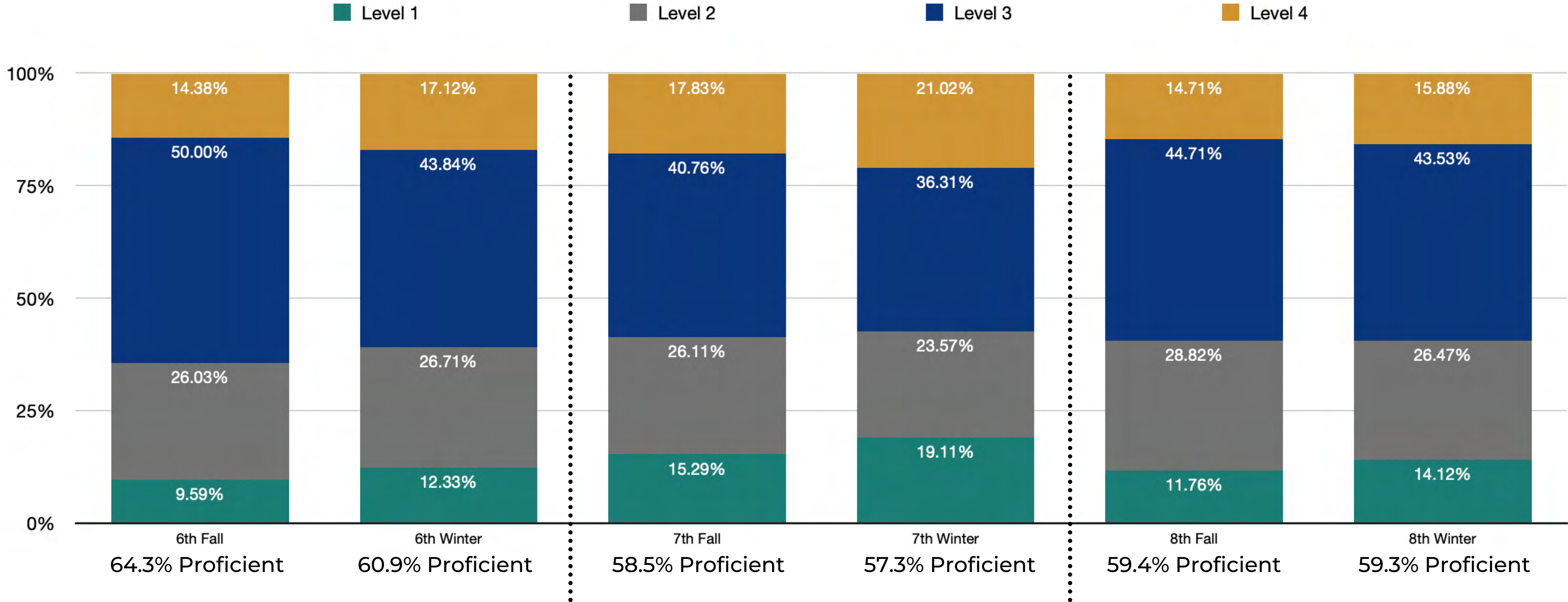


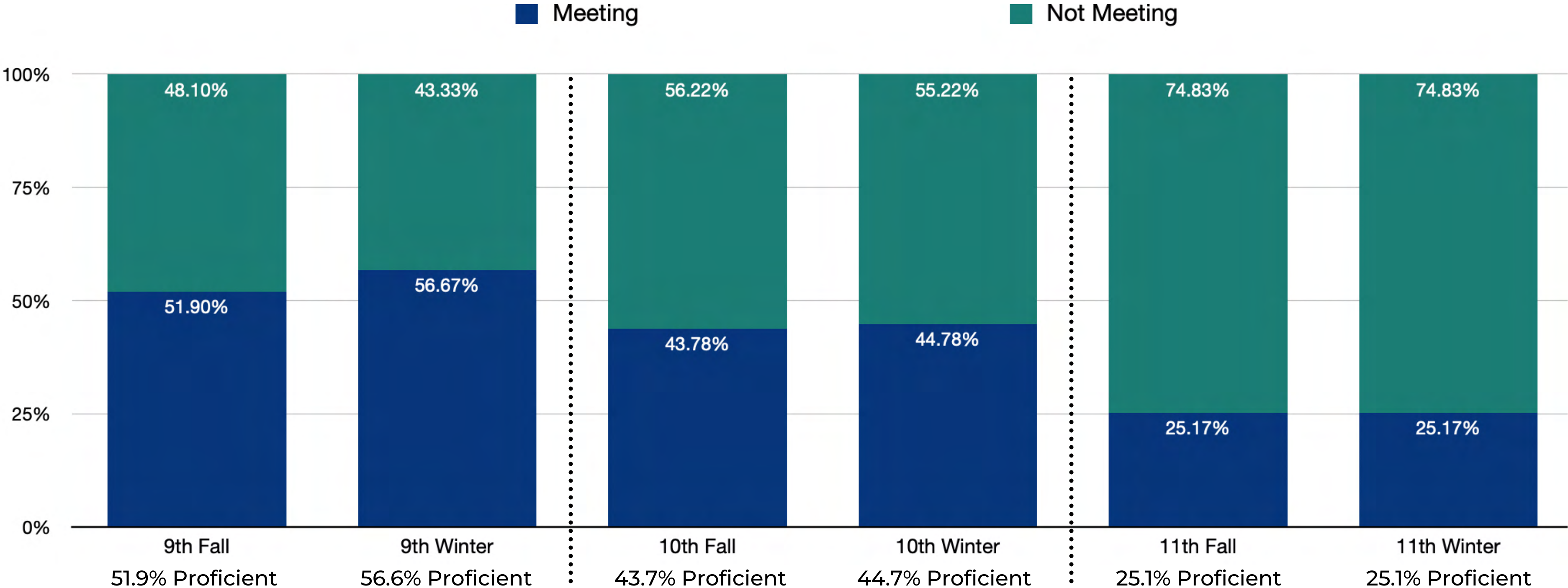
*Percentage of rushers calculated using Winter (<20 mins for Primary; <45 mins for Intermediate+)

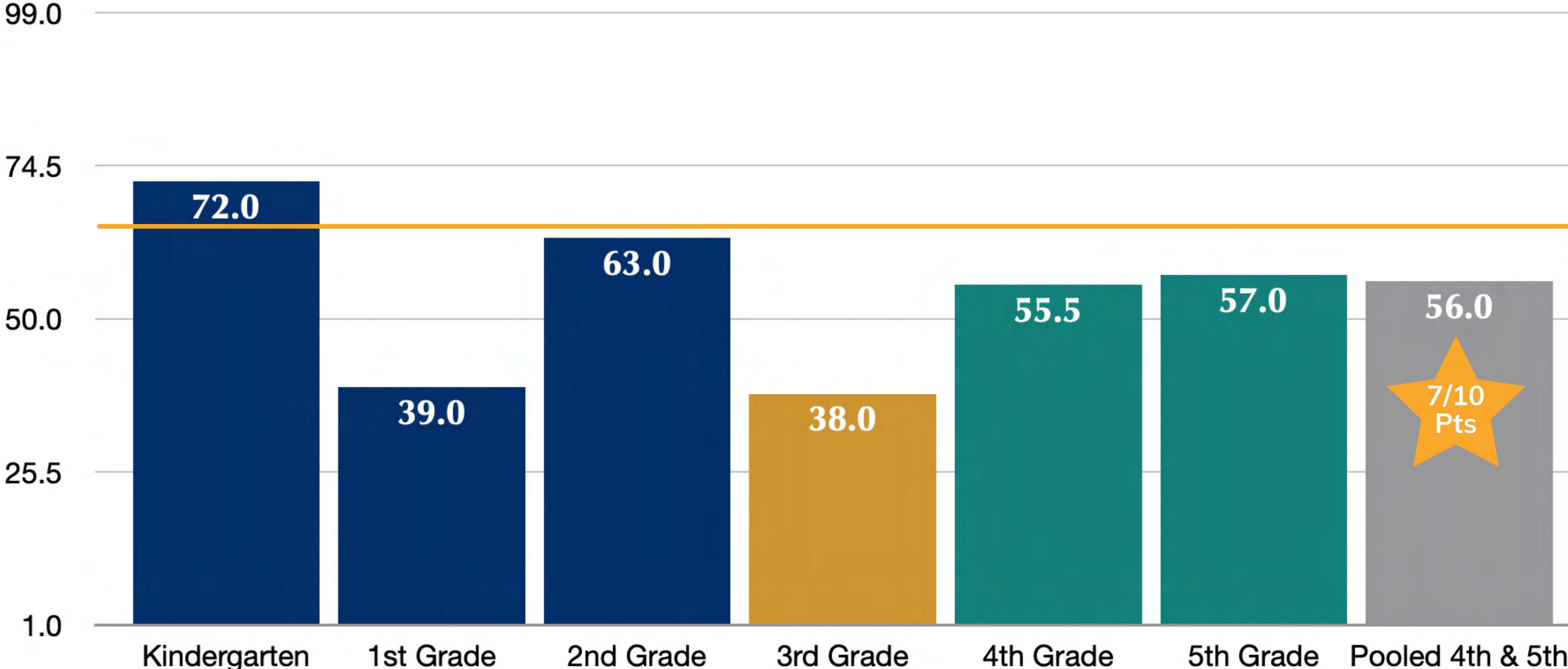


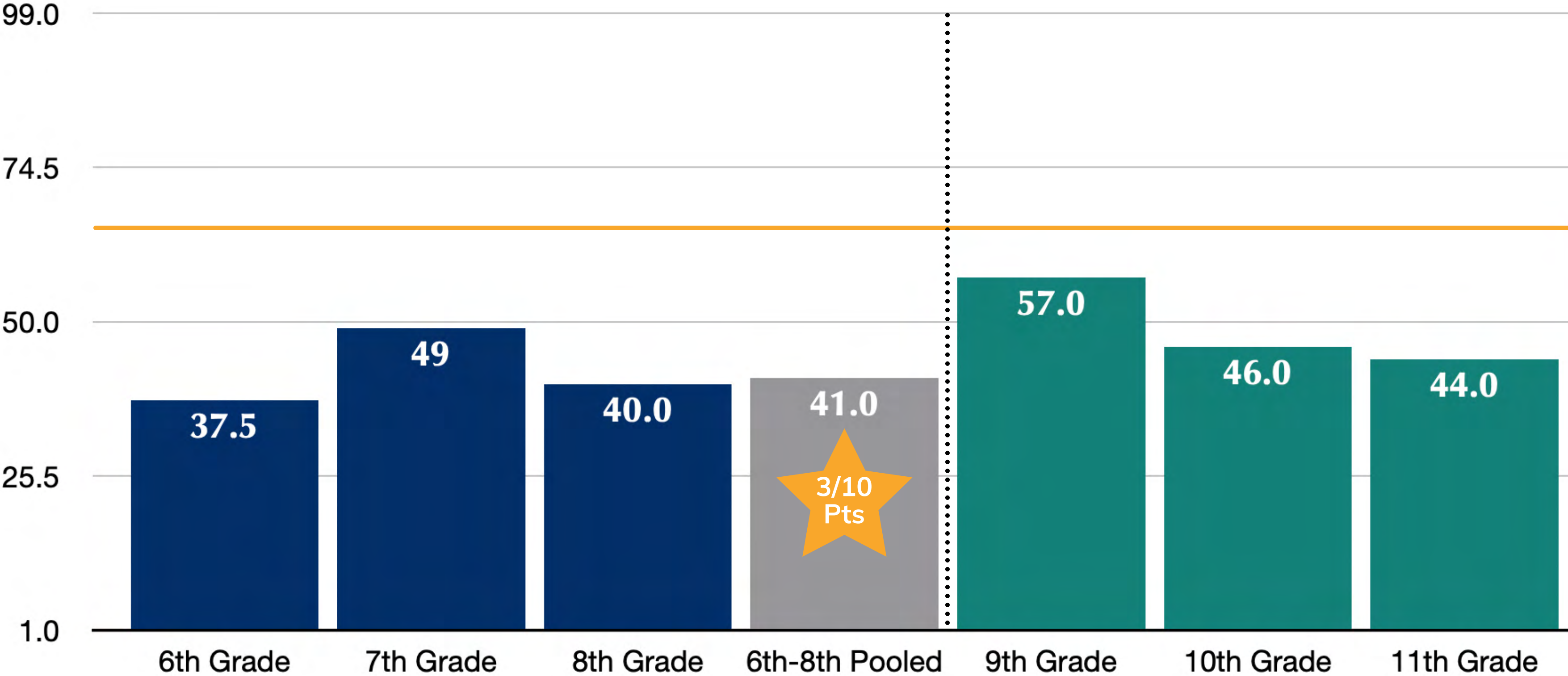


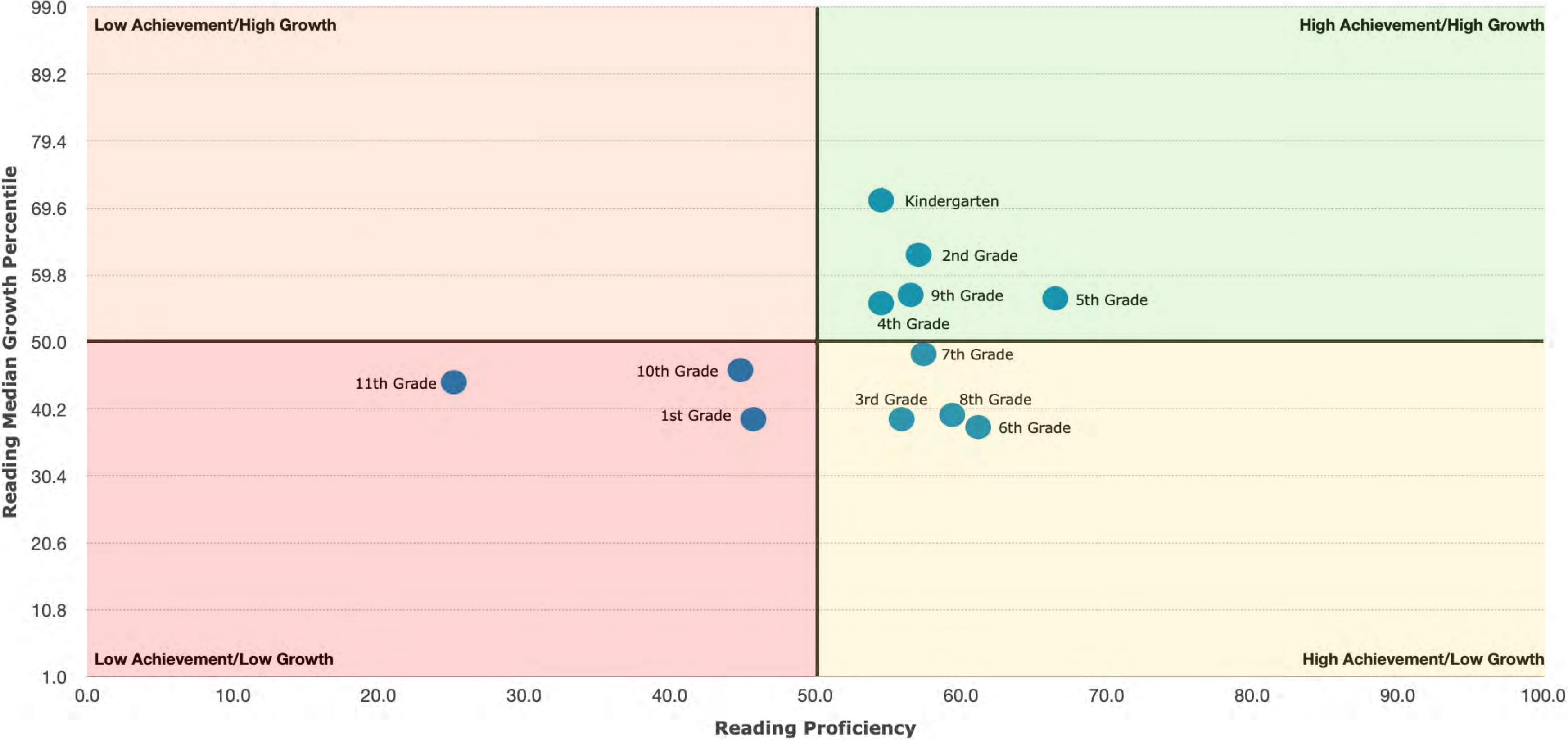




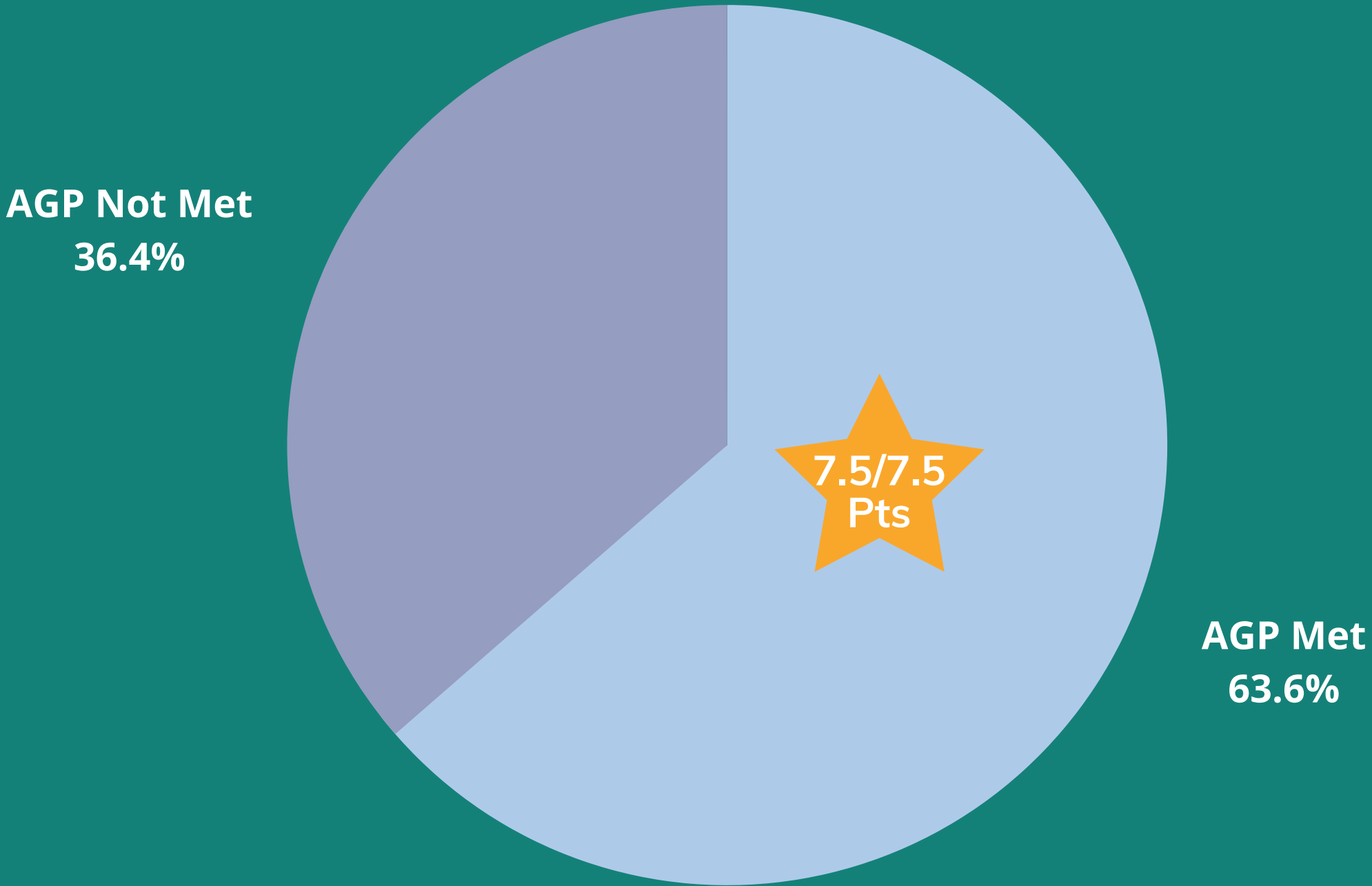




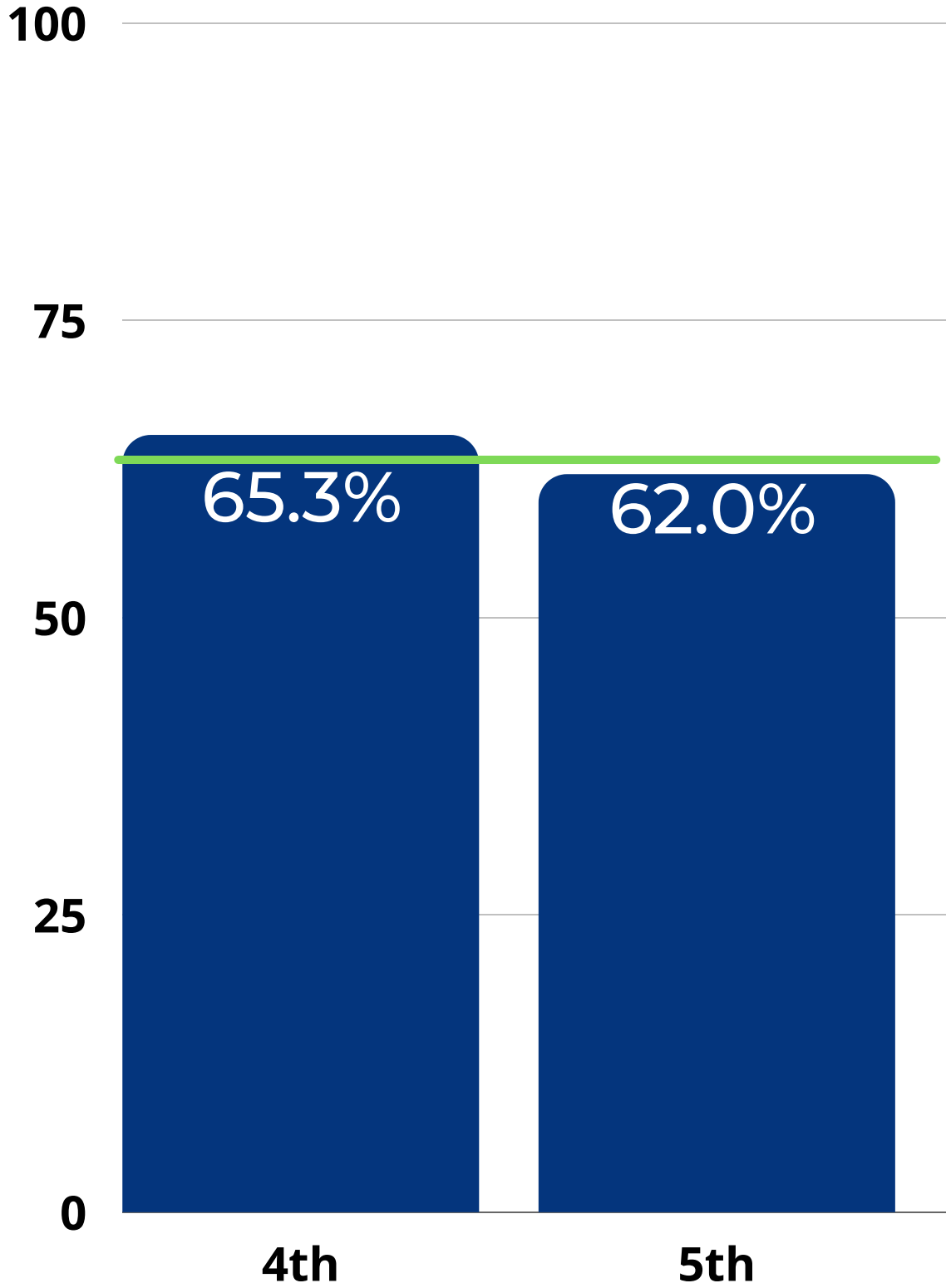




Grades 4-5 Pooled AGP

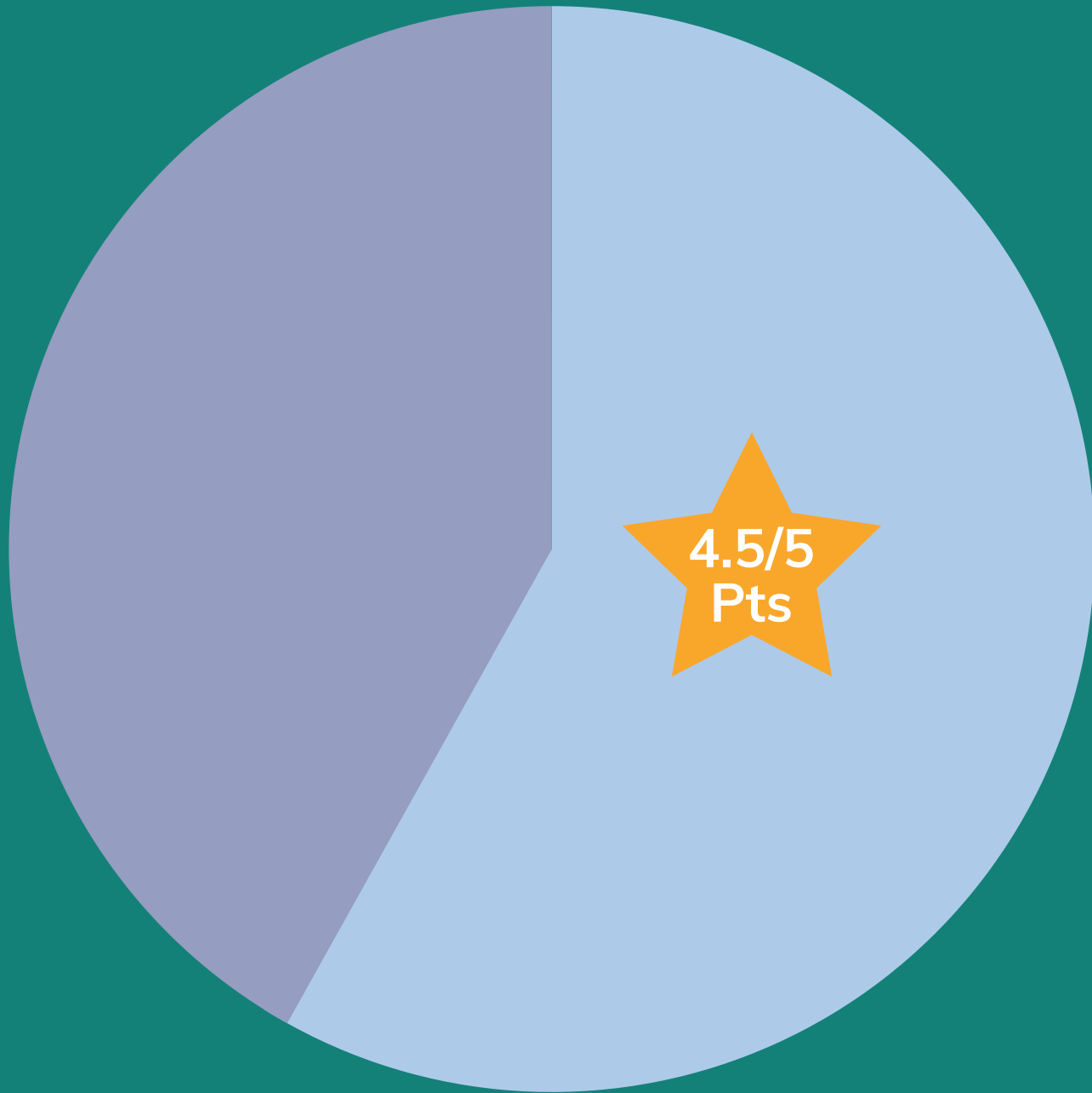


AGP by Grade



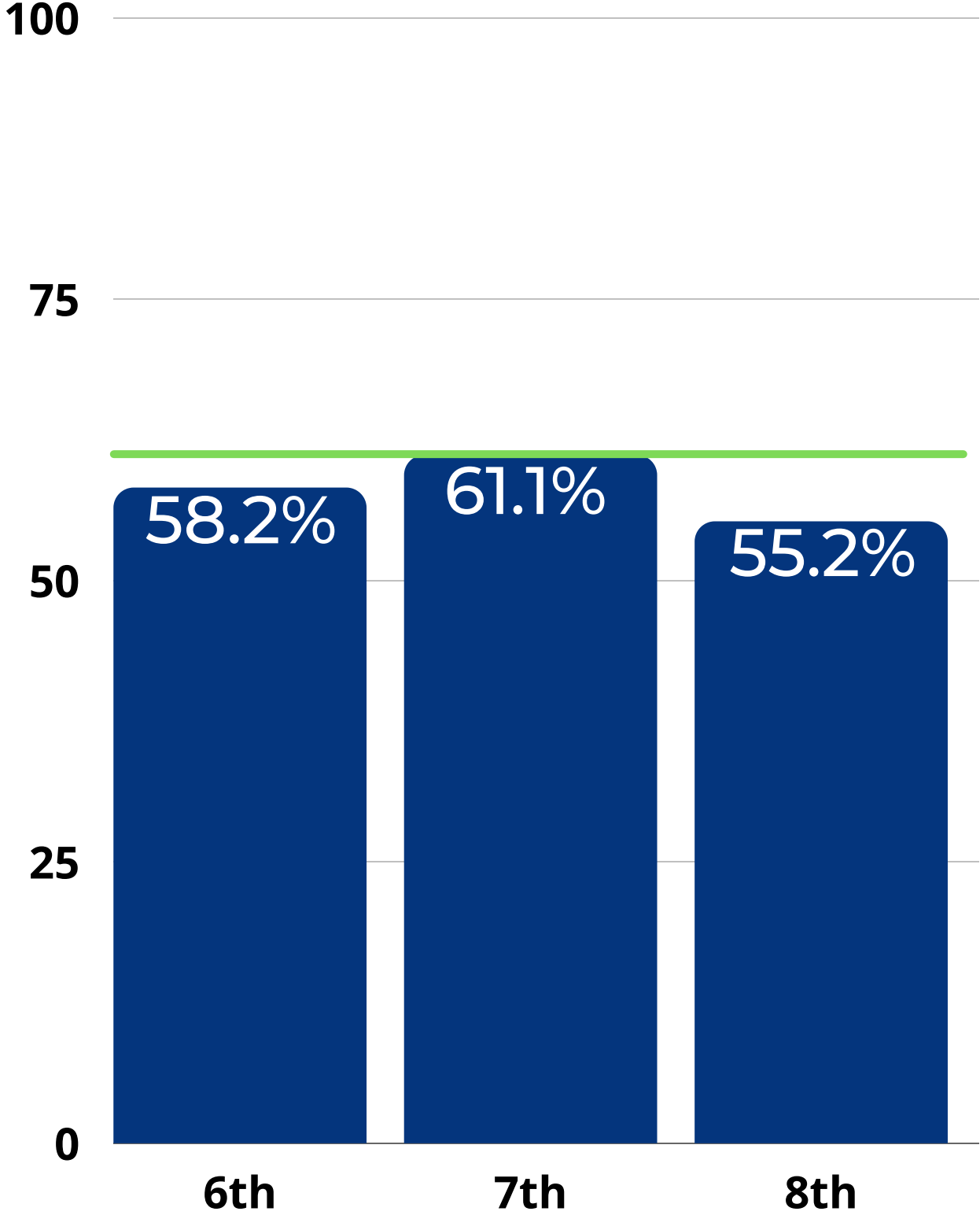
Grades 6-8 Pooled AGP

AGP Not Met
41.9%

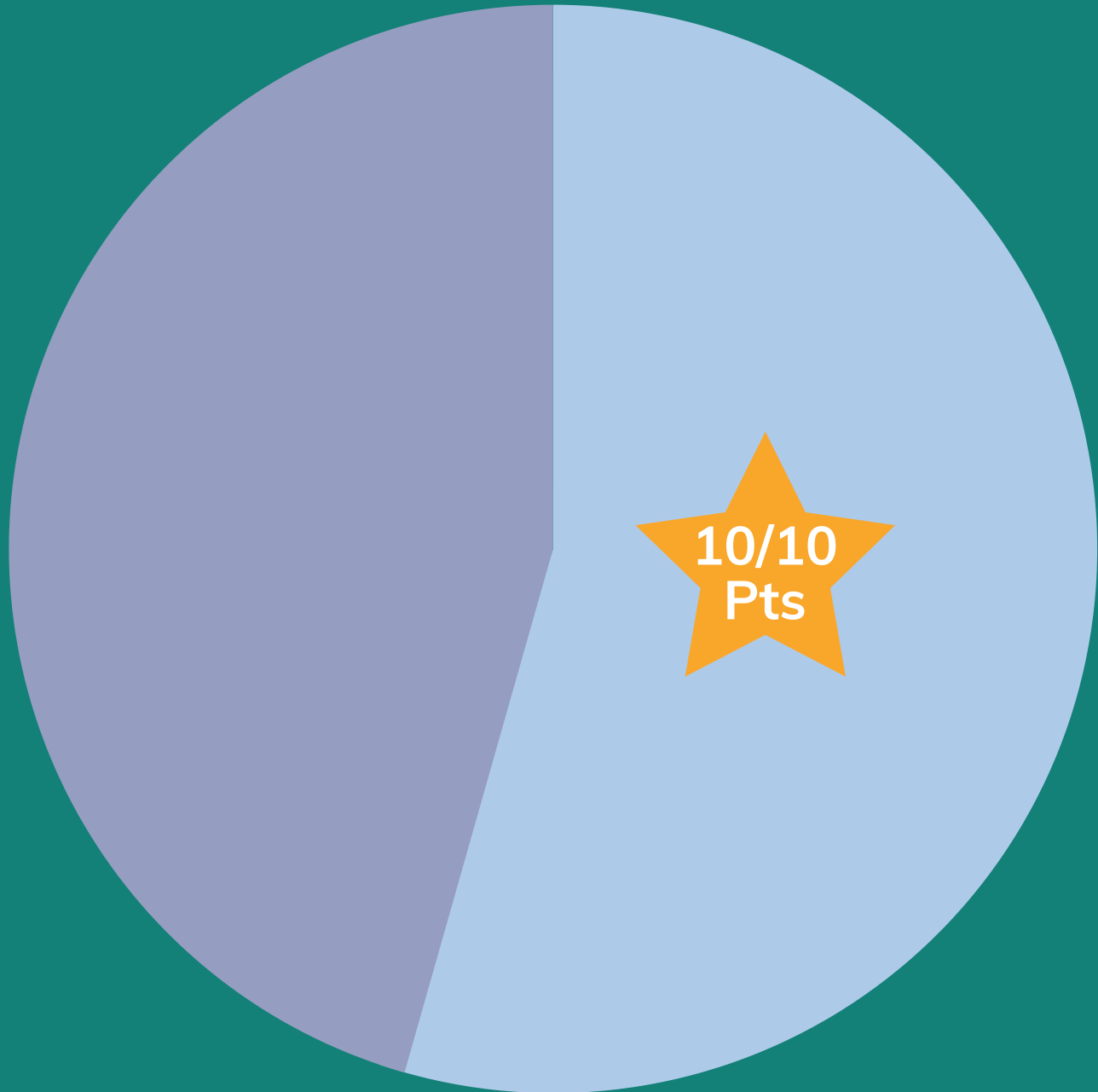


AGP Met
58.1%

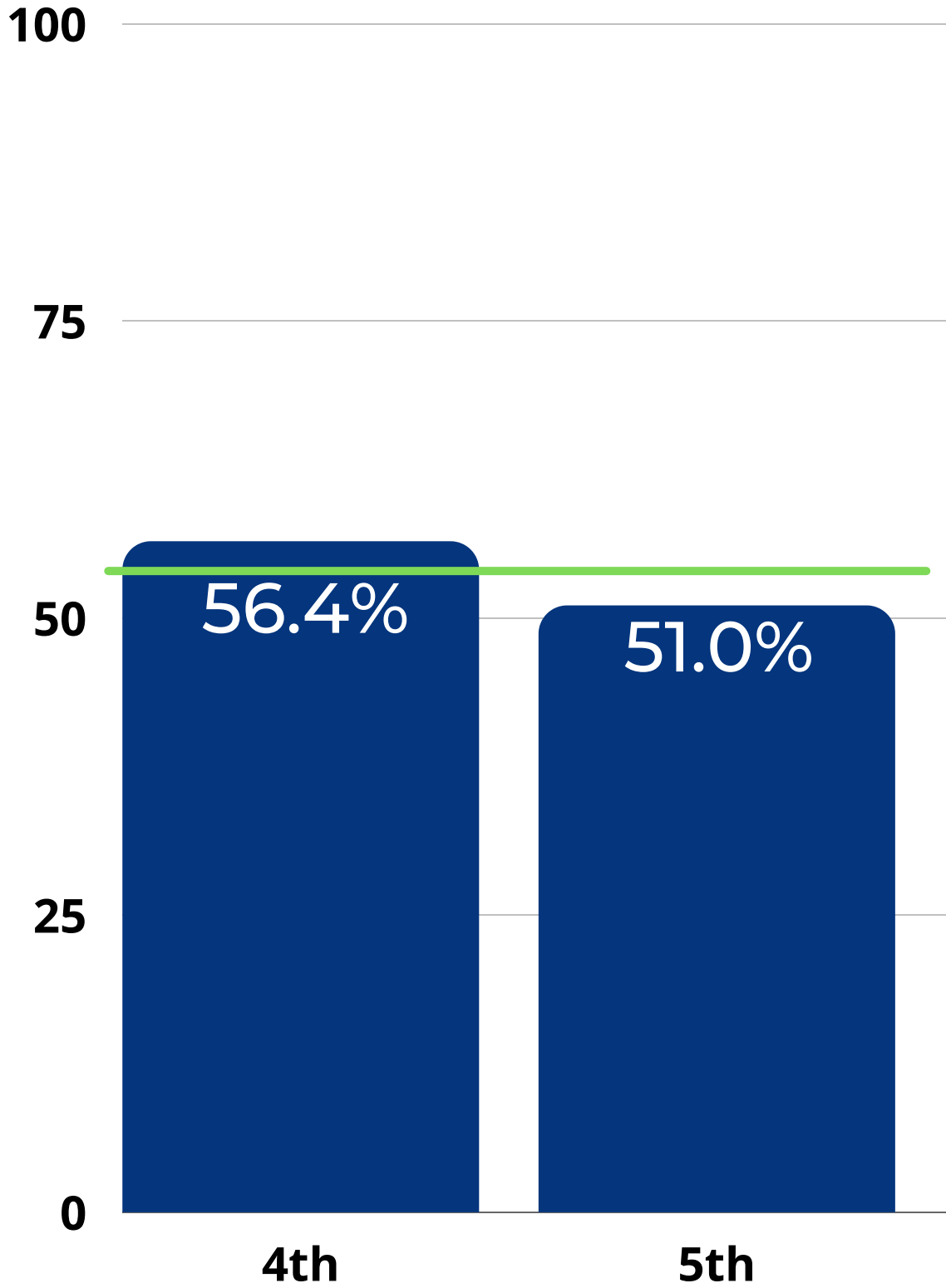
AGP by Grade



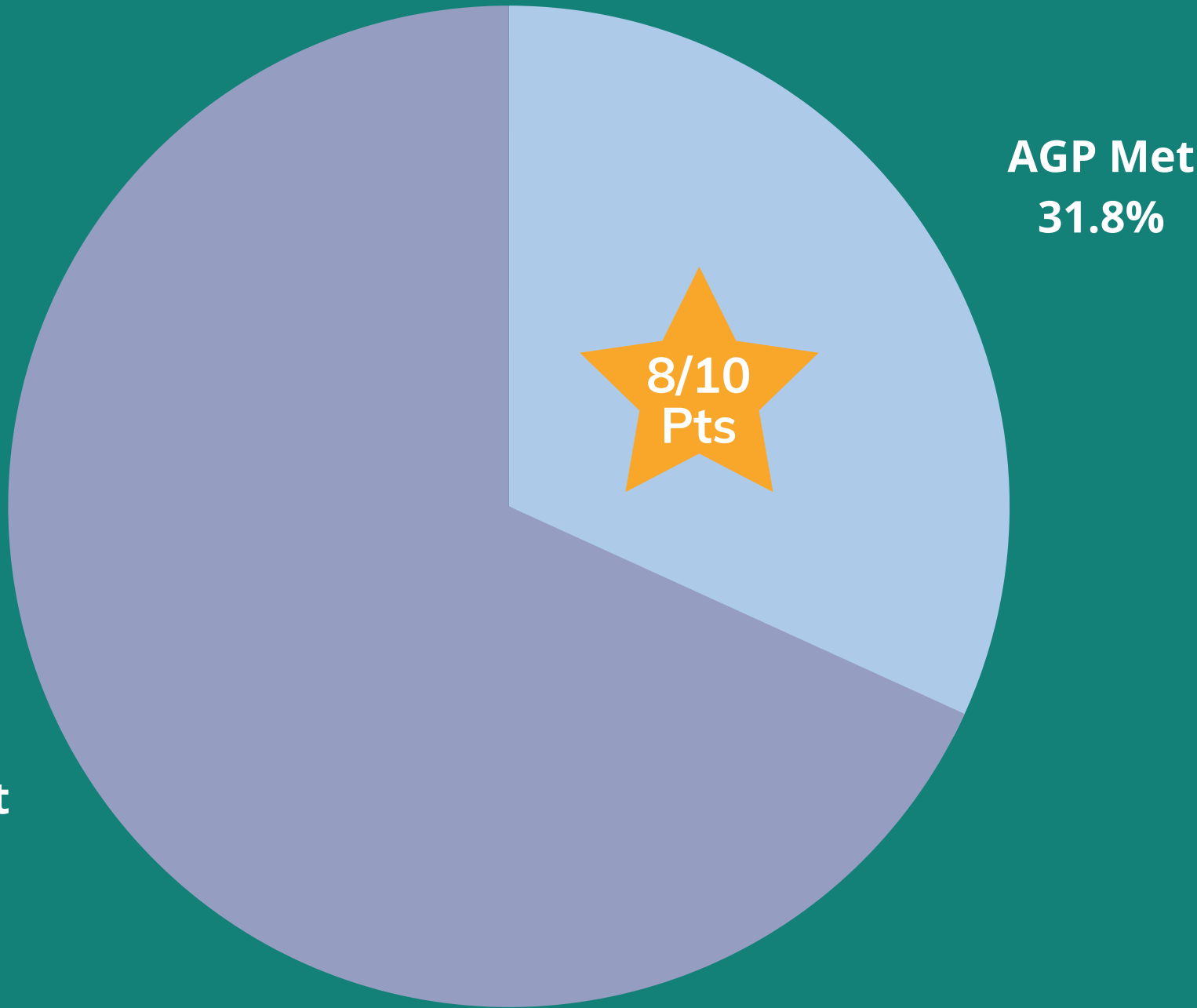
Grades 4-5 Pooled GAP



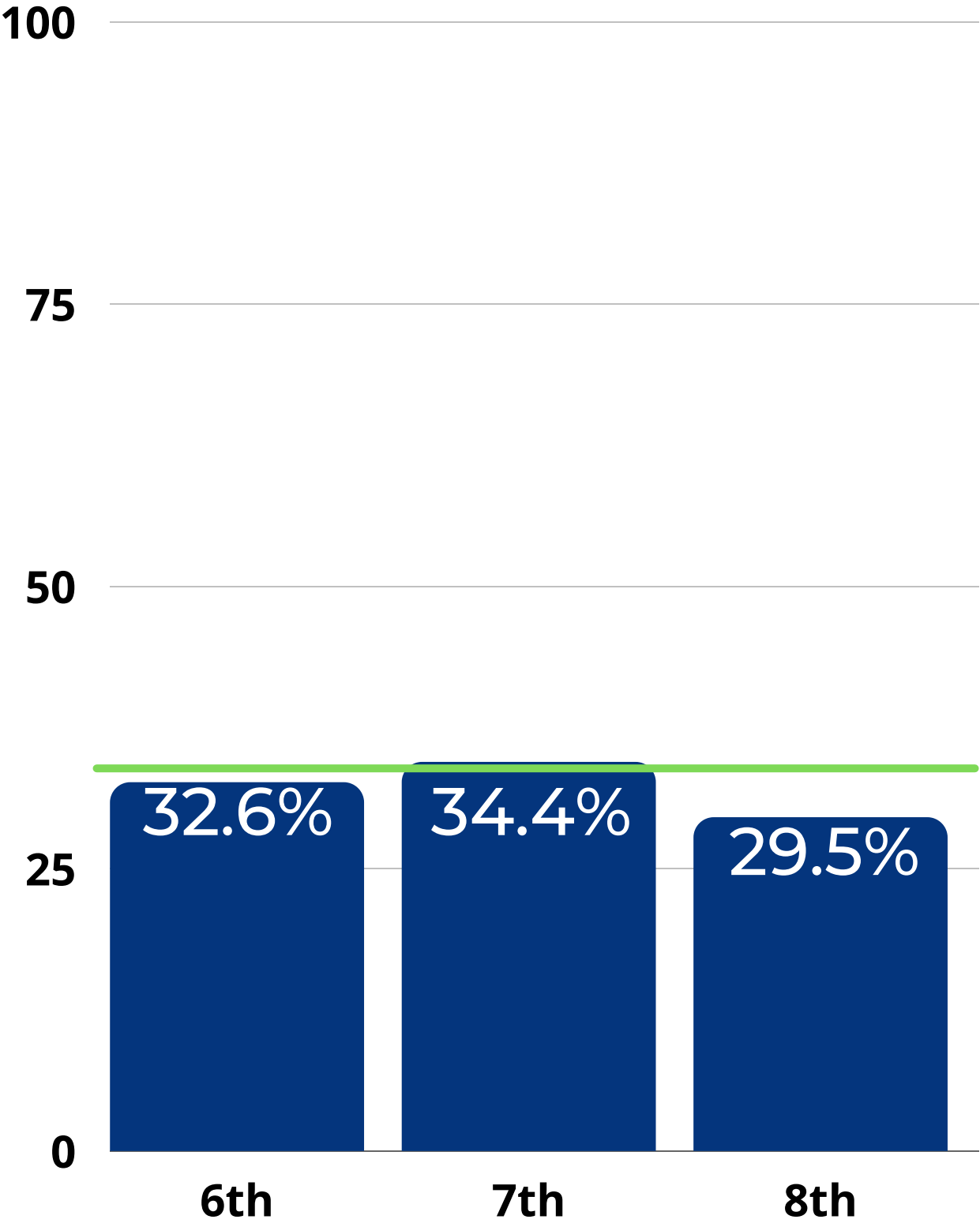
GAP by Grade

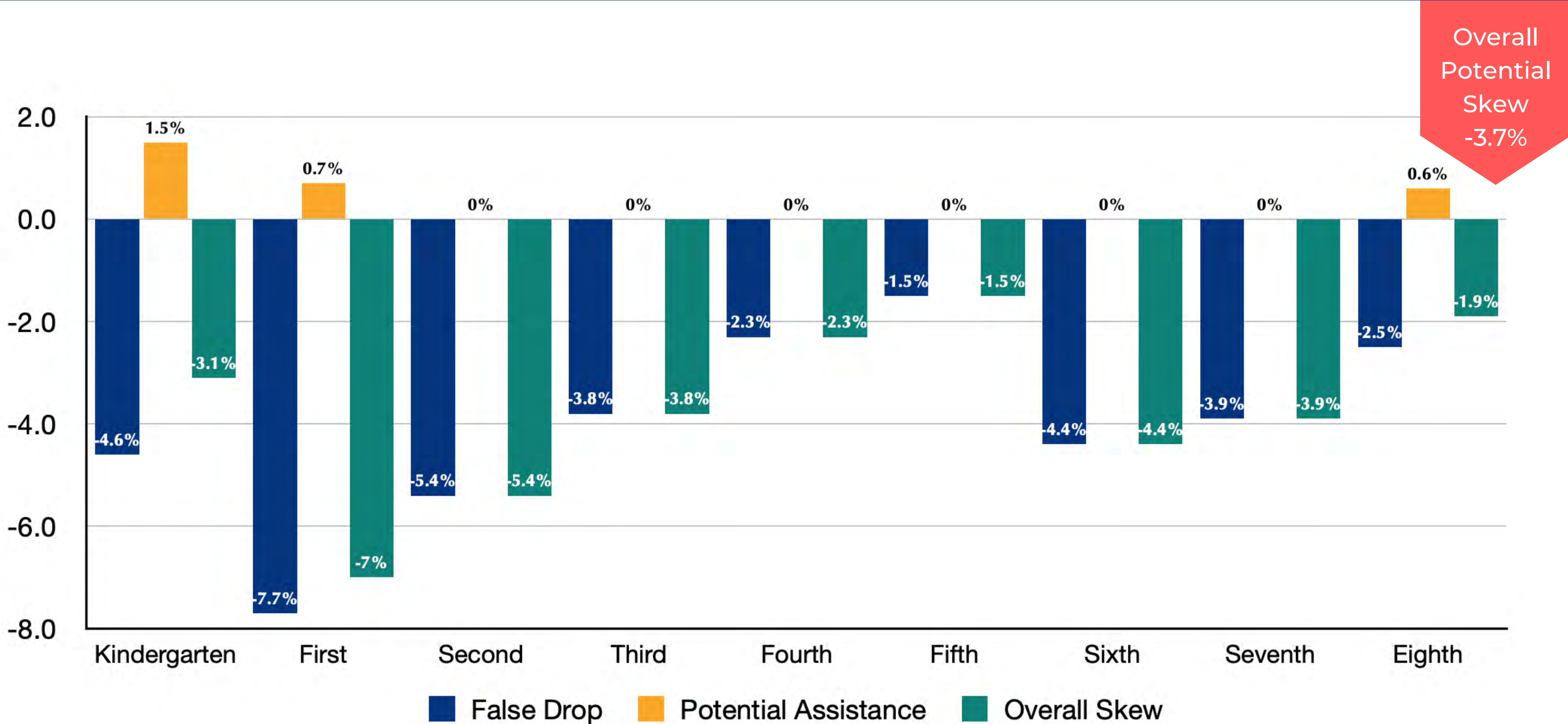


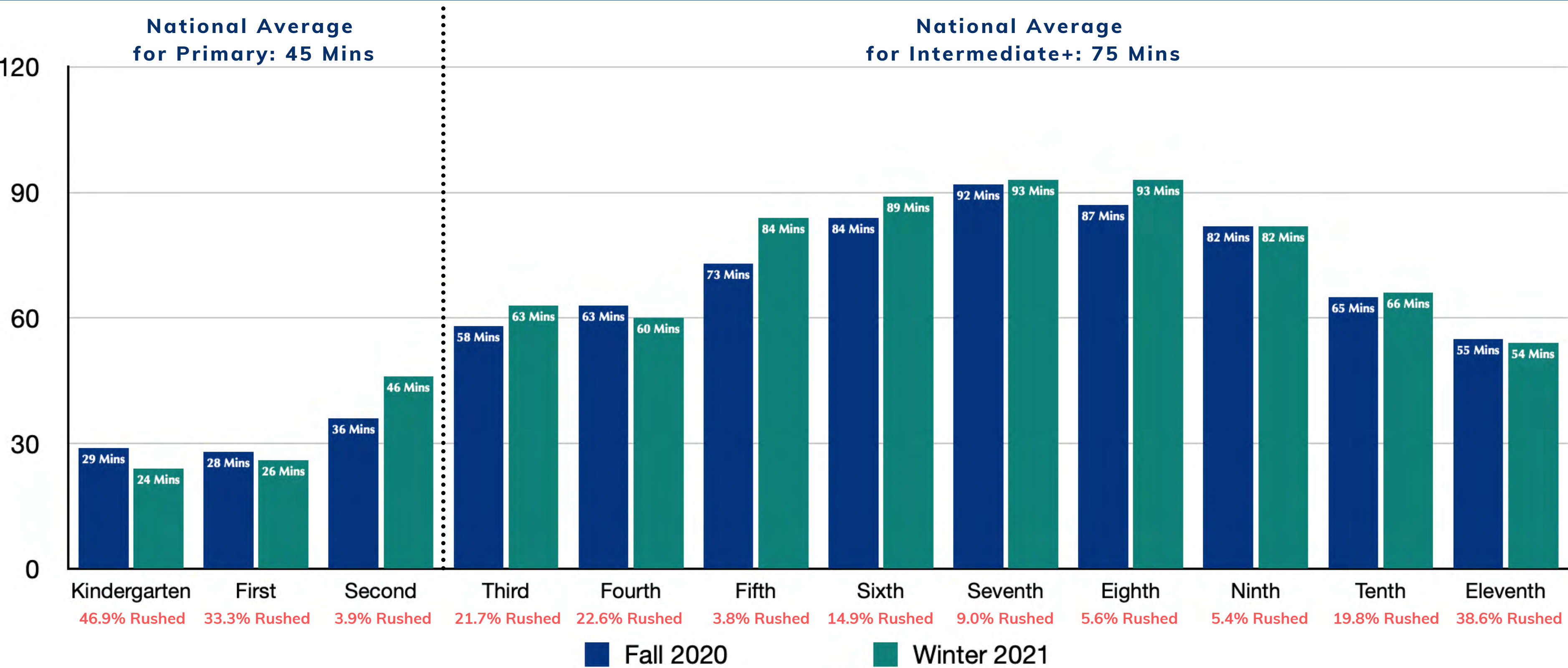
Grades 6-8 Pooled GAP



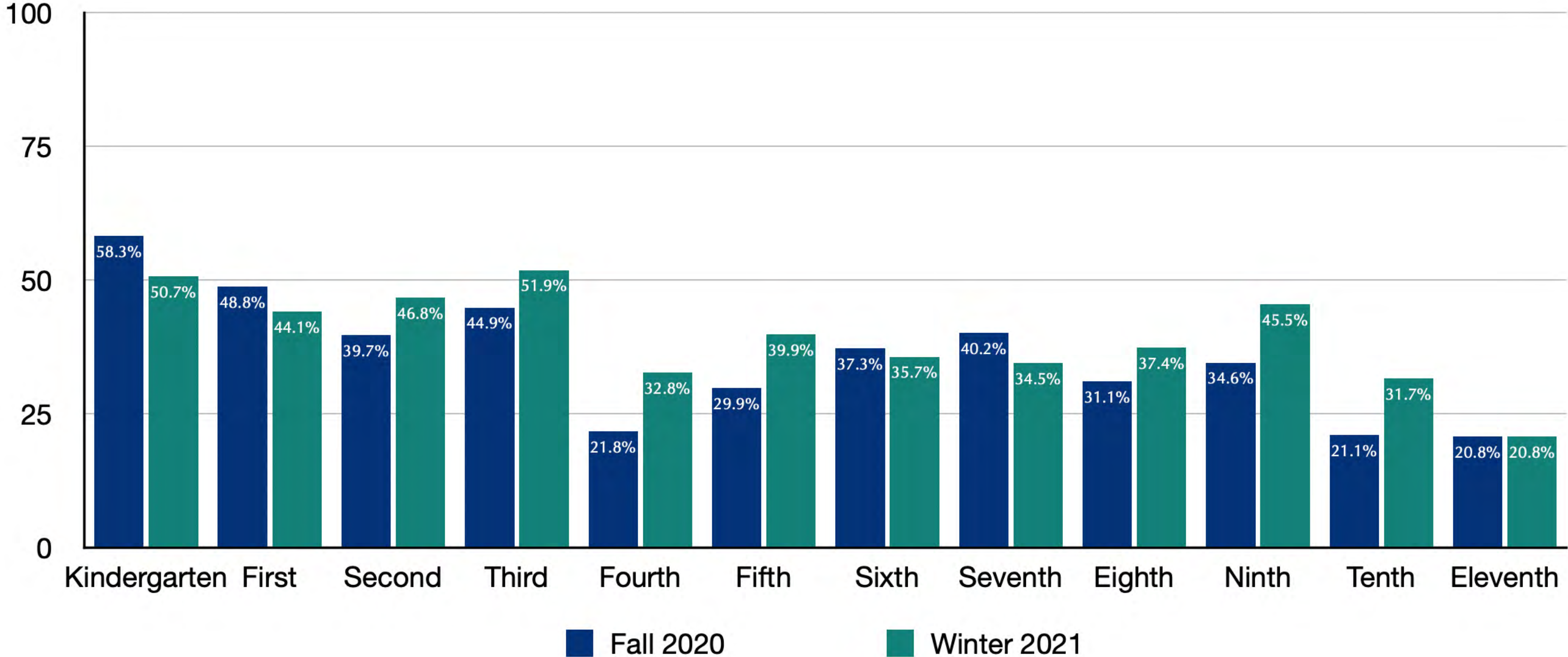
GAP by Grade

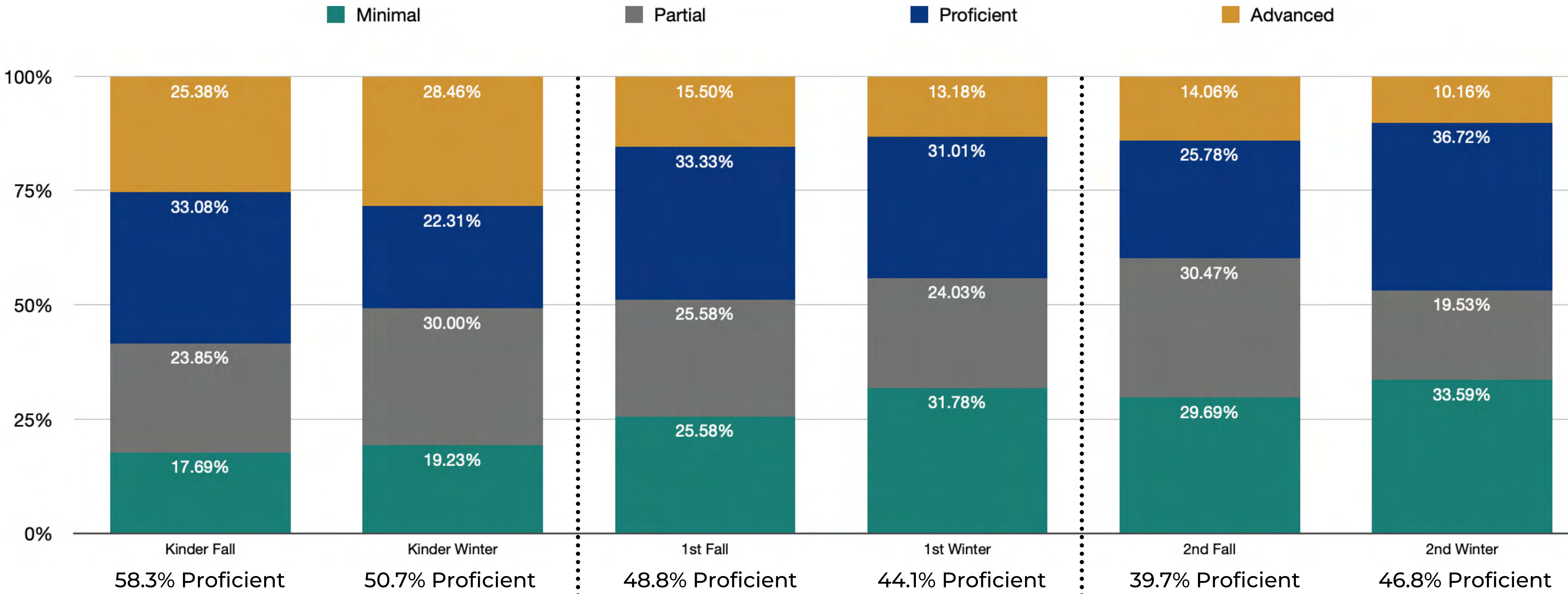


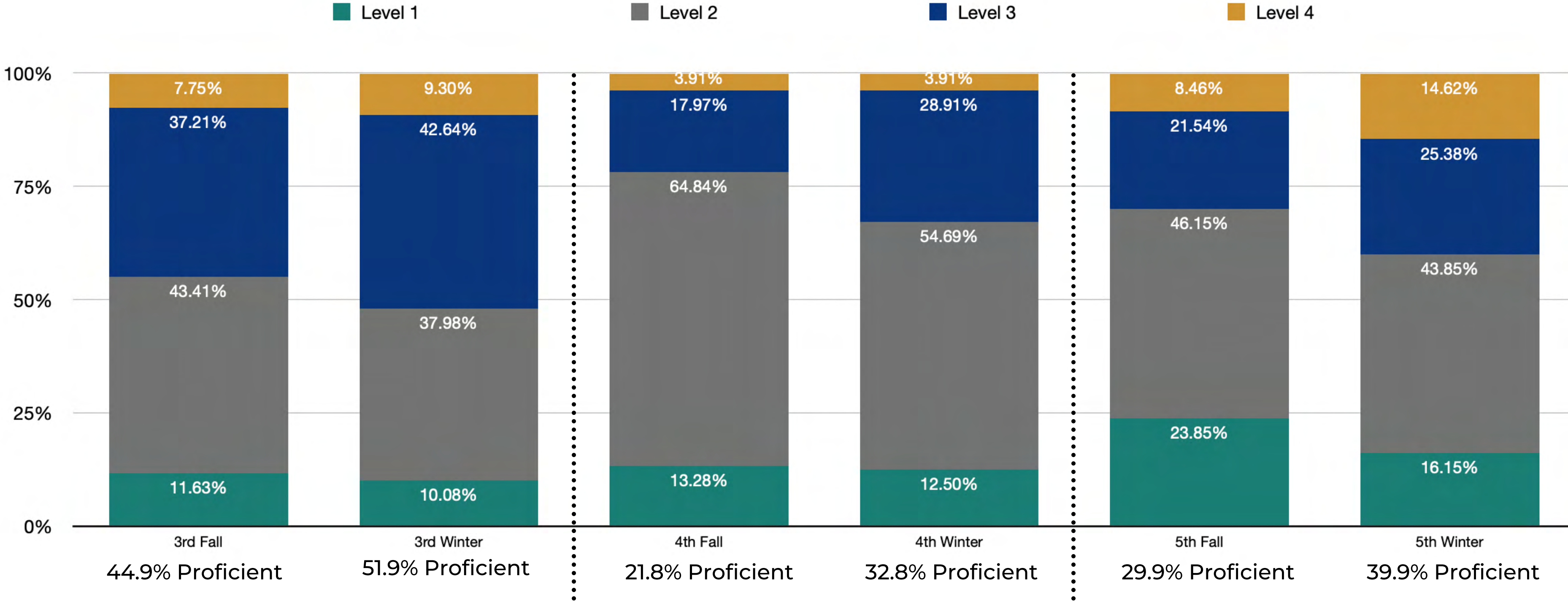


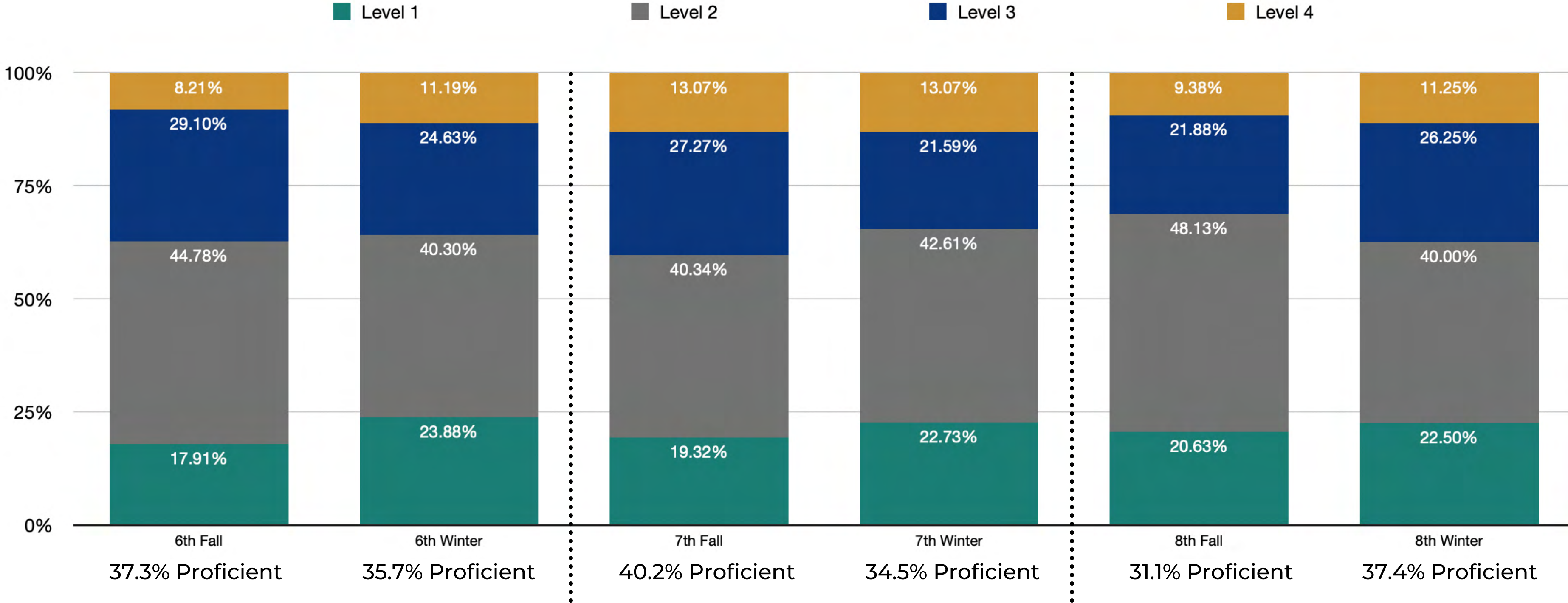


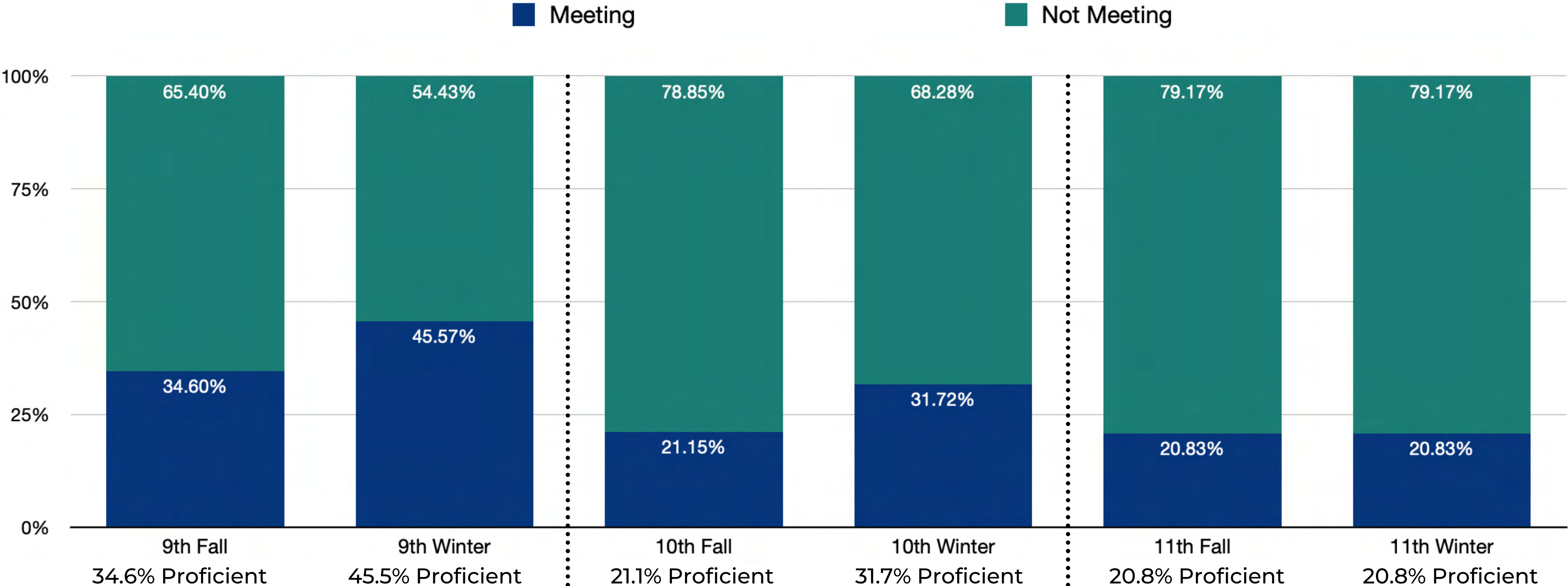
*Percentage of rushers calculated using Winter (<20 mins for Primary; <45 mins for Intermediate+)

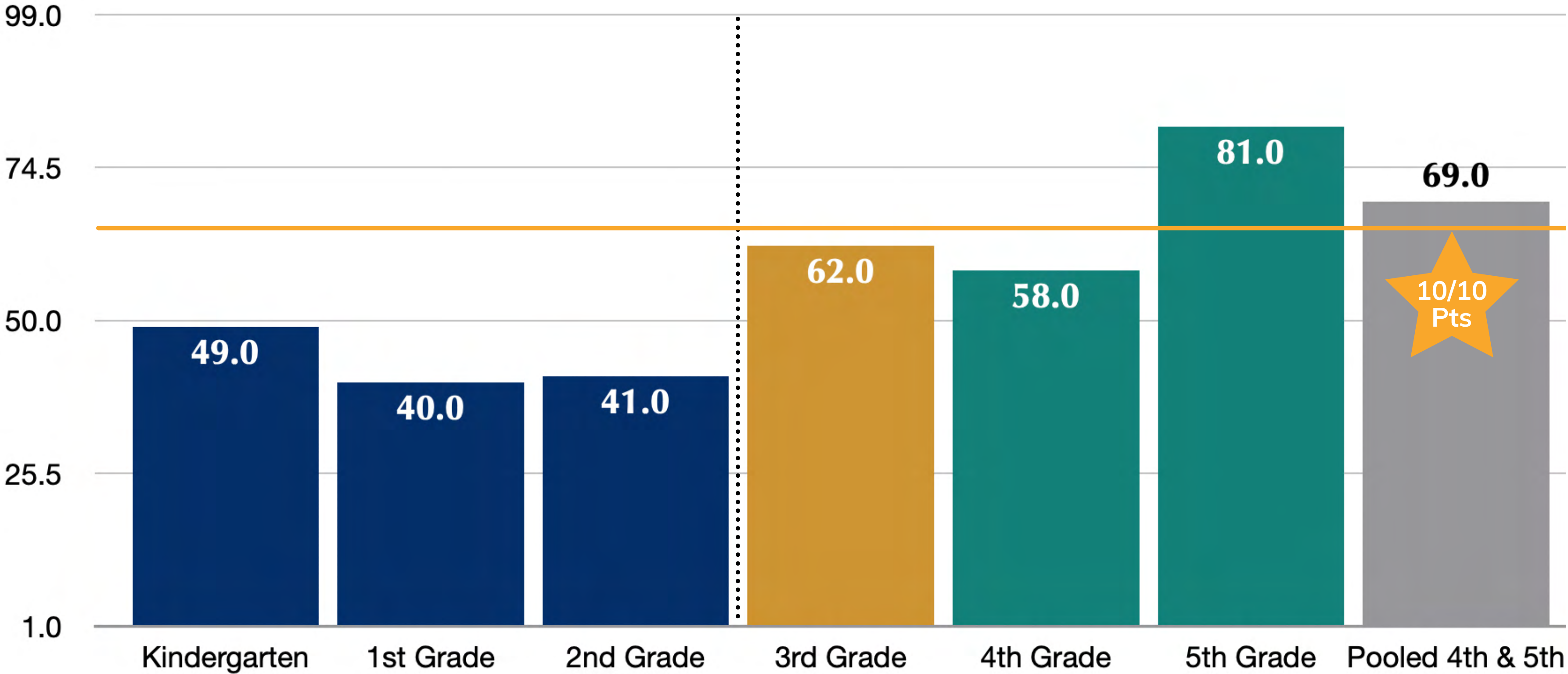


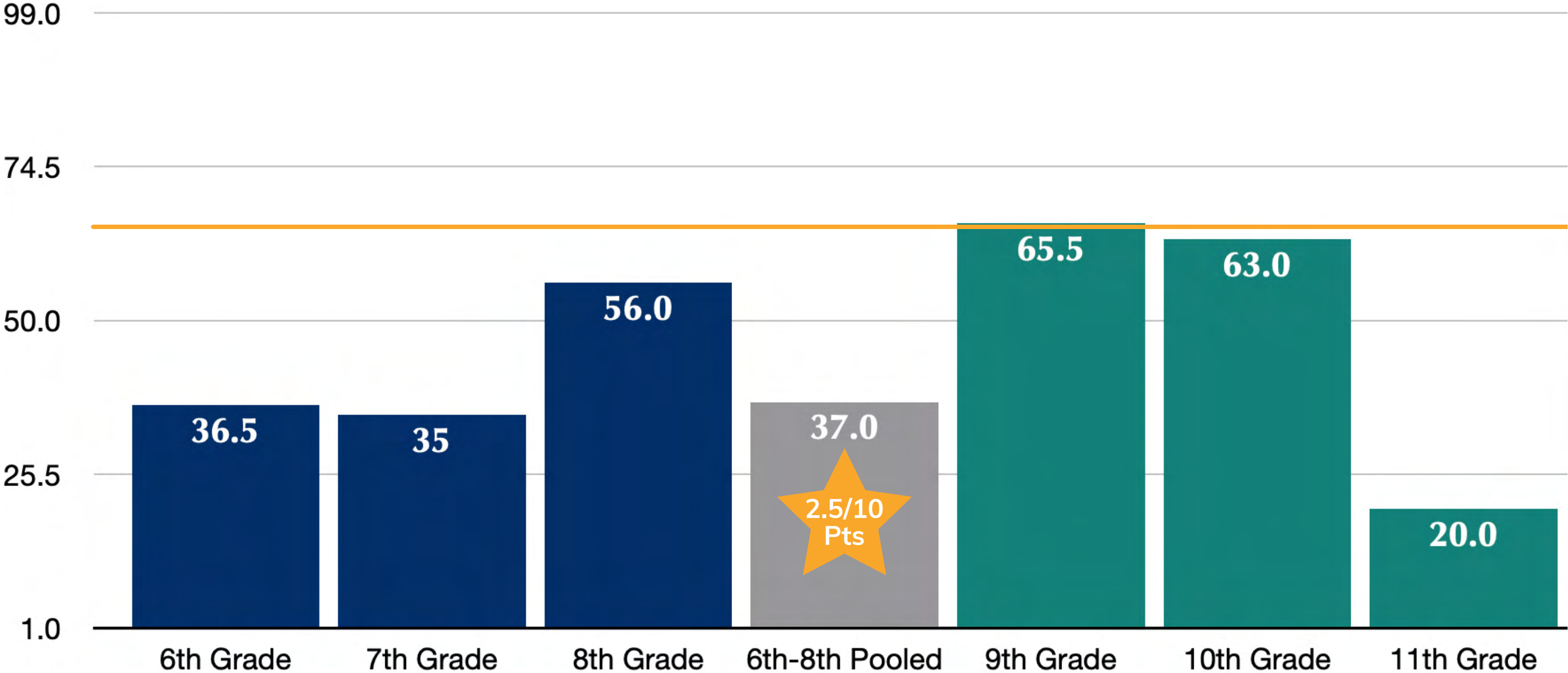


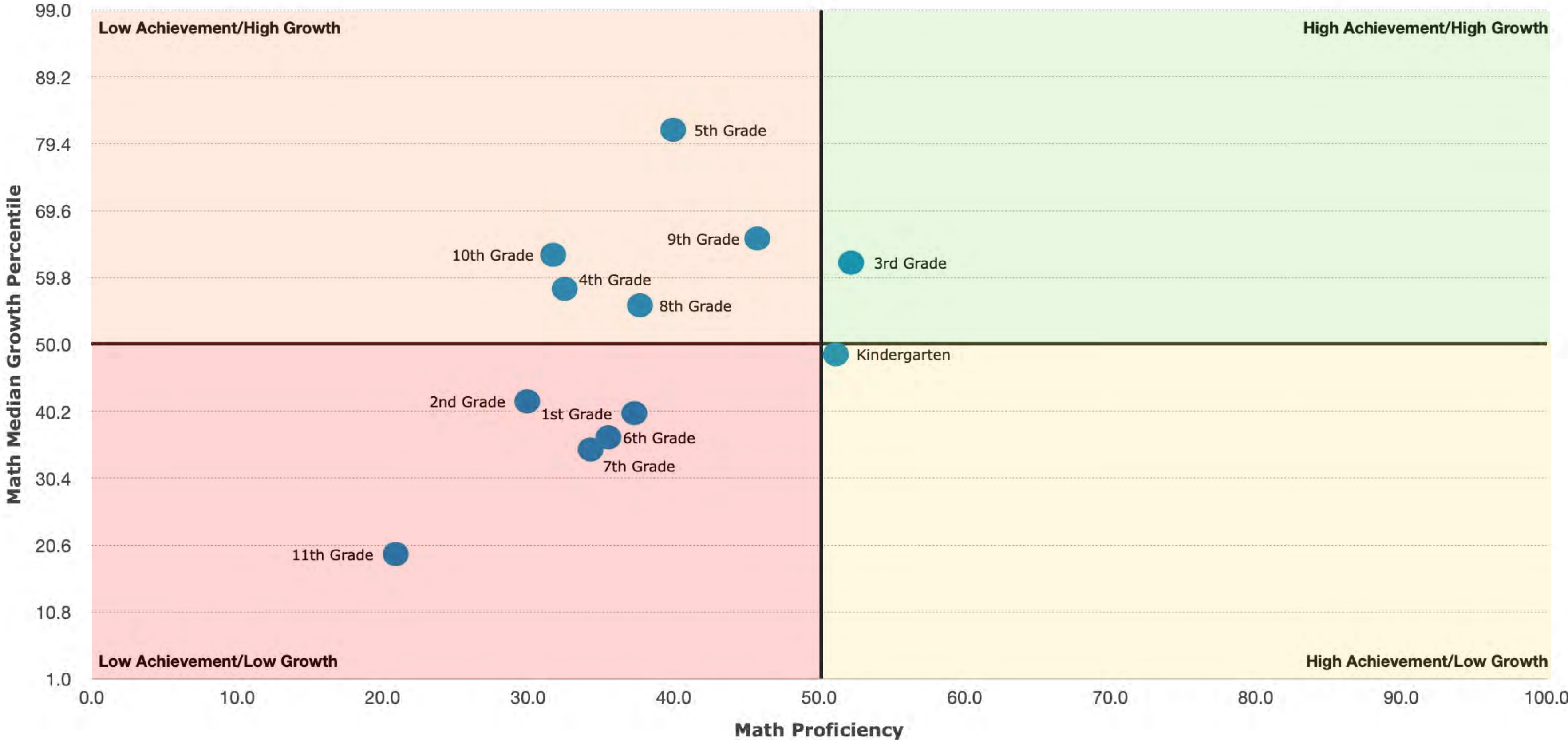








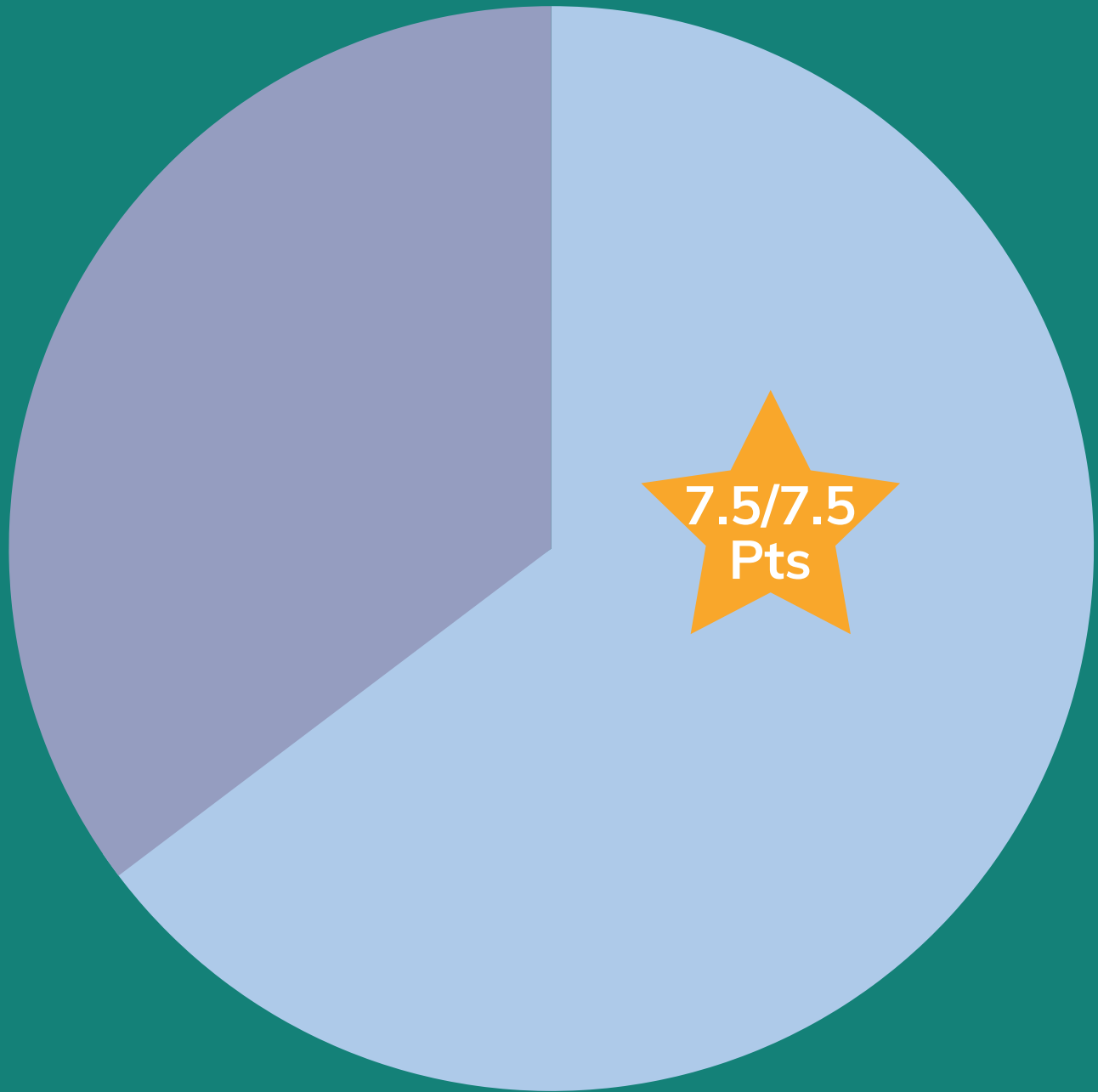




Grade	Lesson Time-on-Task (Custom)		% Lessons Passed (Year-to-Date)				
	Average Lesson Time-on-Task per Student	Students Using Instruction	Average % Lessons Passed	0-49%	50-69%	70-100%	Students Completing Lessons
Grade K	15h 1m	126/130	92%	0%	2%	98%	126/130
Grade 1	17h 43m	130/130	97%	0%	0%	100%	130/130
Grade 2	14h 30m	129/130	94%	2%	2%	97%	129/130
Grade 3	<i>Most time annual-to-date, only grade in green quadrant</i> ★ 21h 2m	130/130	90%	0%	6%	94%	130/130
Grade 4	16h 52m	130/130	87%	0%	6%	94%	130/130
Grade 5	14h 15m	130/130	81%	1%	15%	85%	130/130
Grade 6	6h 48m	36/155	79%	5%	18%	77%	22/155
Grade 7	12h 50m	46/186	71%	9%	27%	64%	44/186
Grade 8	10h 11m	19/184	77%	0%	32%	68%	19/184

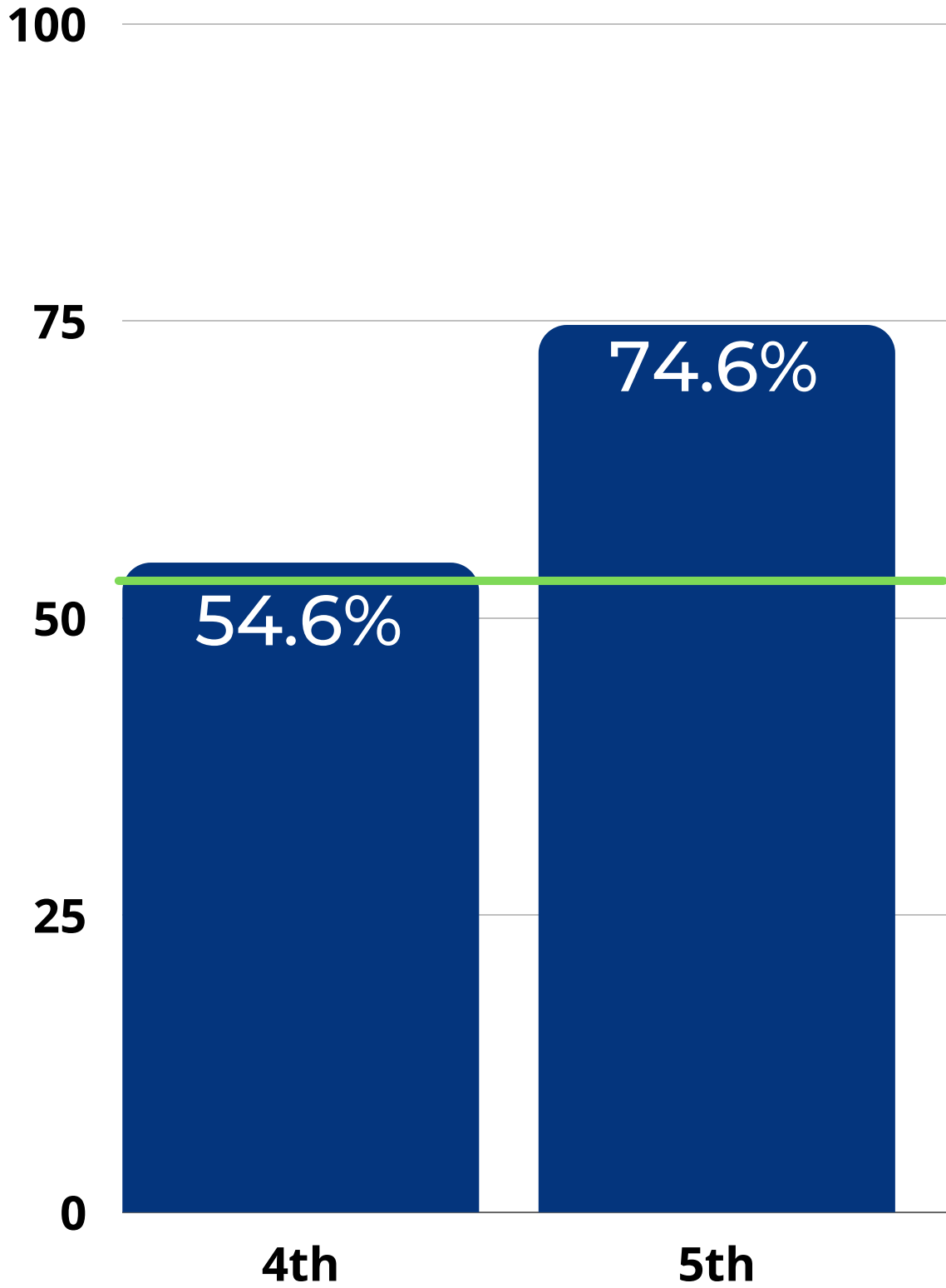
Grades 4-5 Pooled AGP

AGP Not Met
35.3%

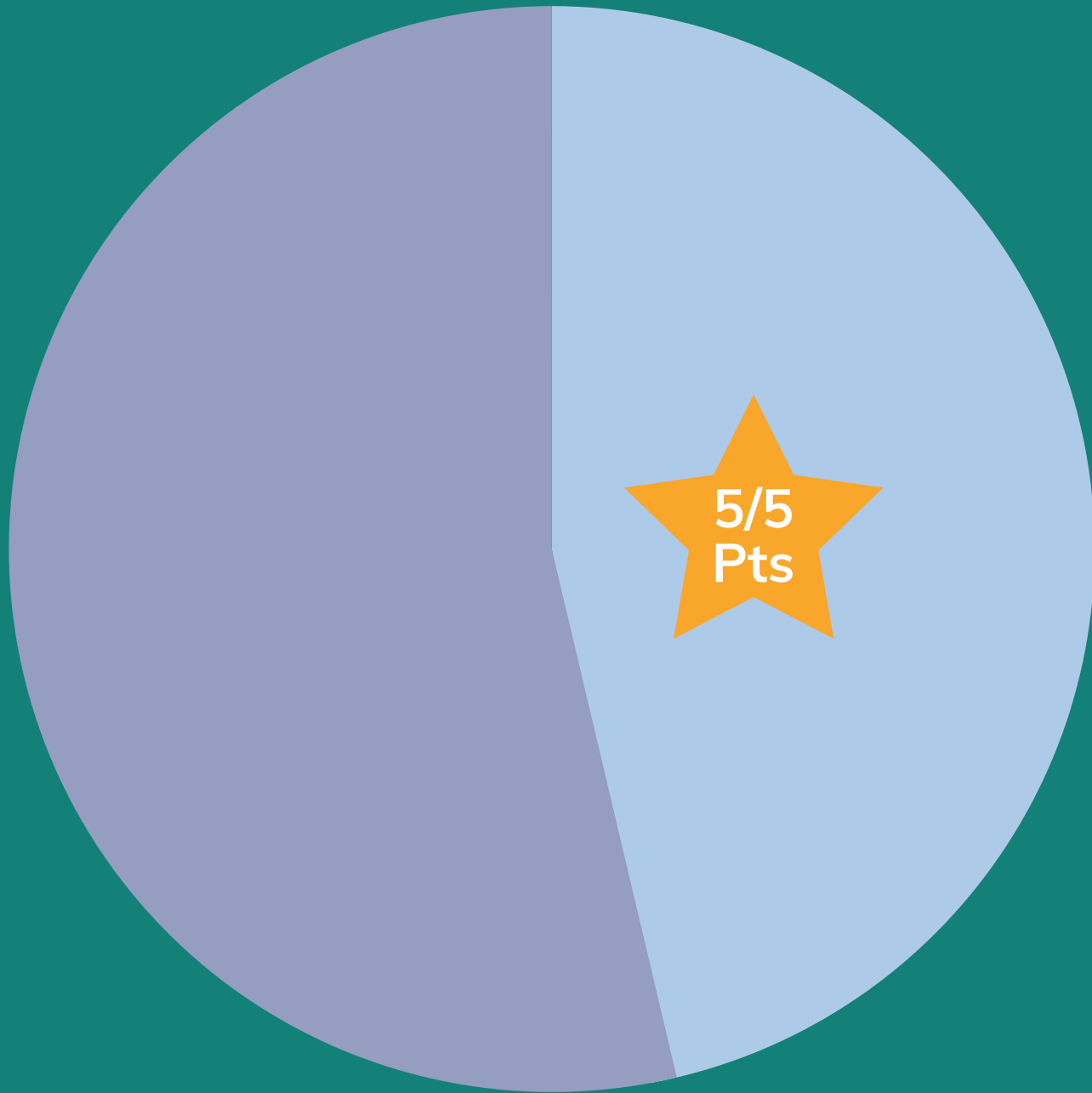


AGP Met
64.7%

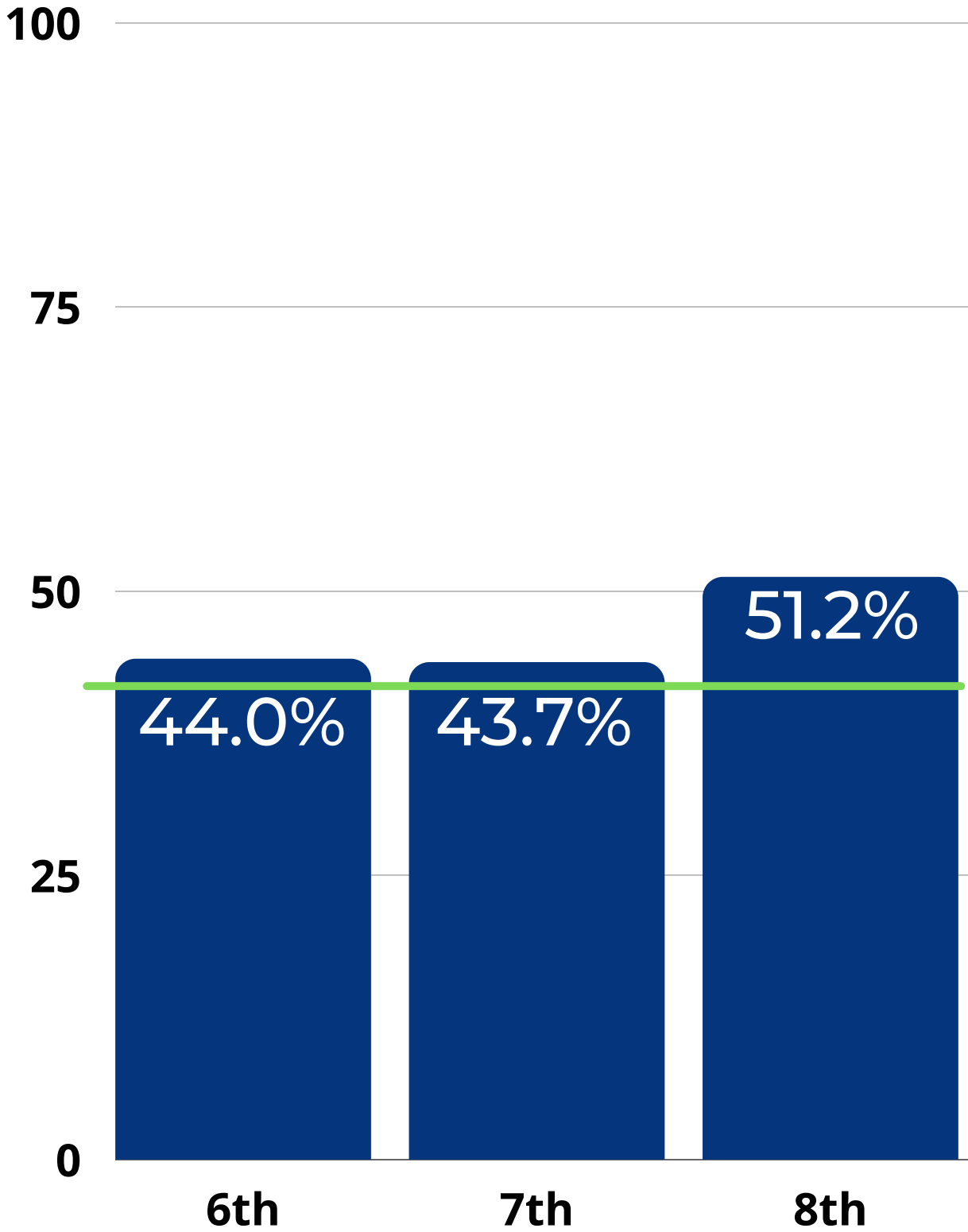
AGP by Grade



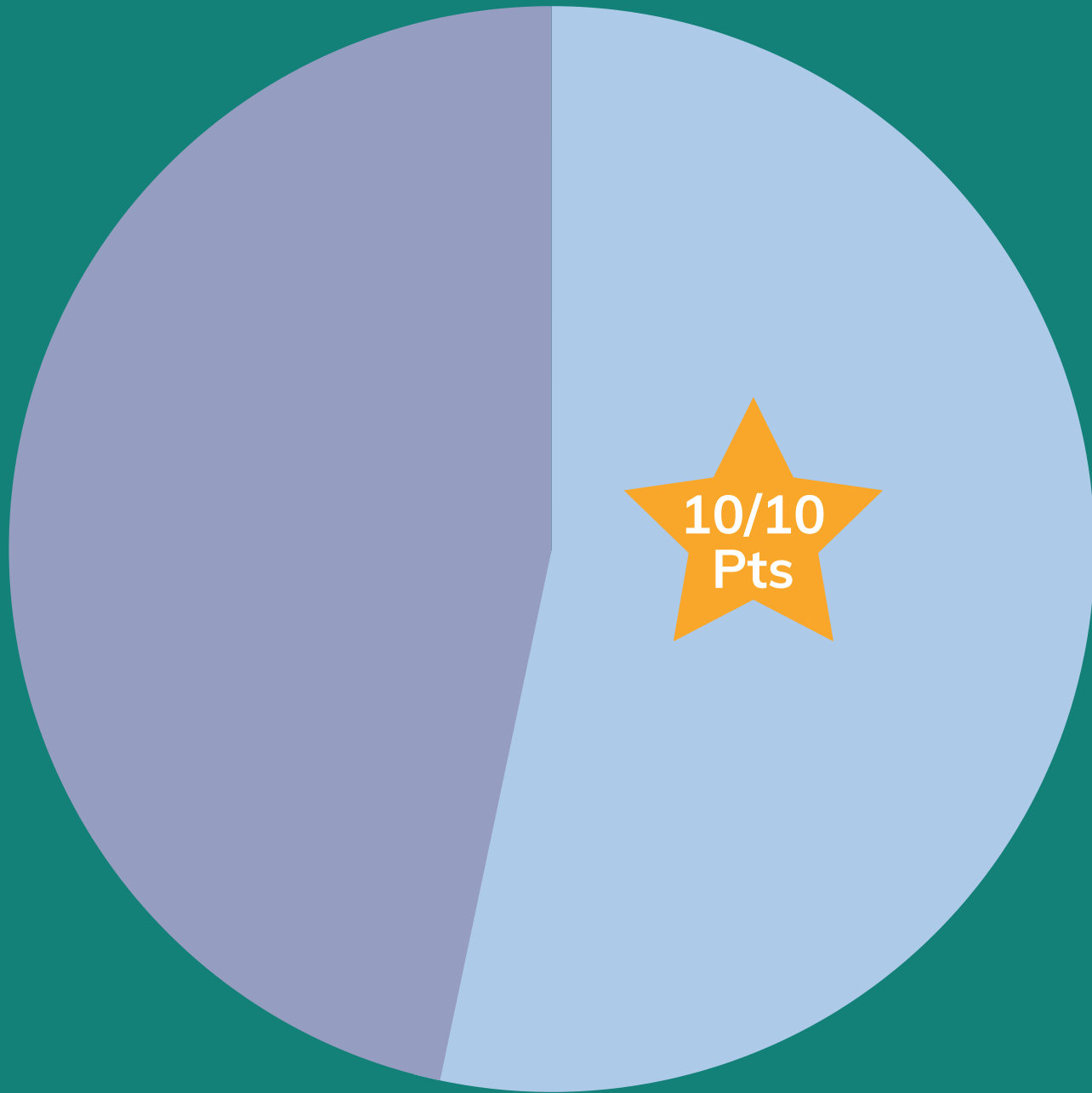
Grades 6-8 Pooled AGP



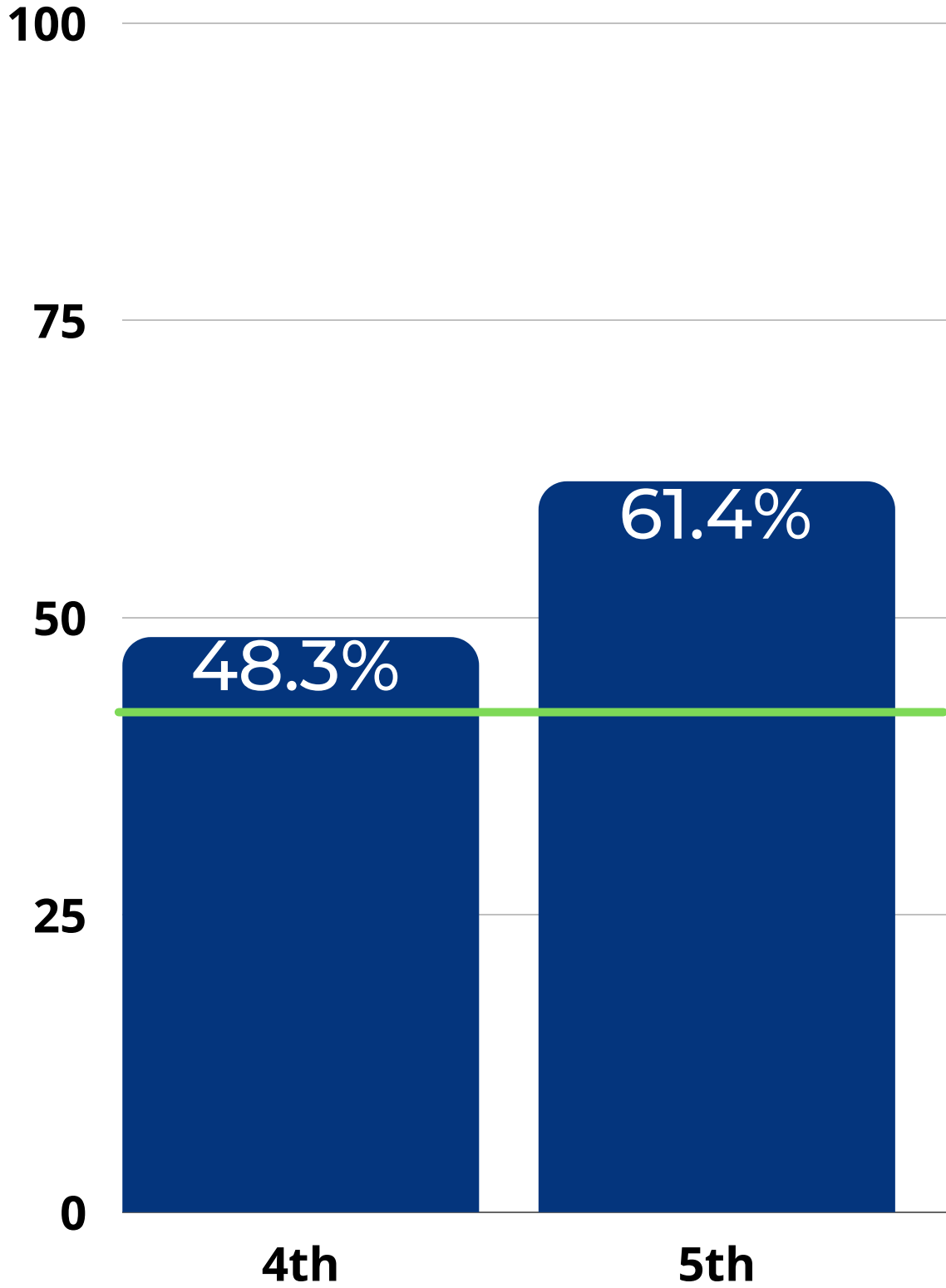
AGP by Grade



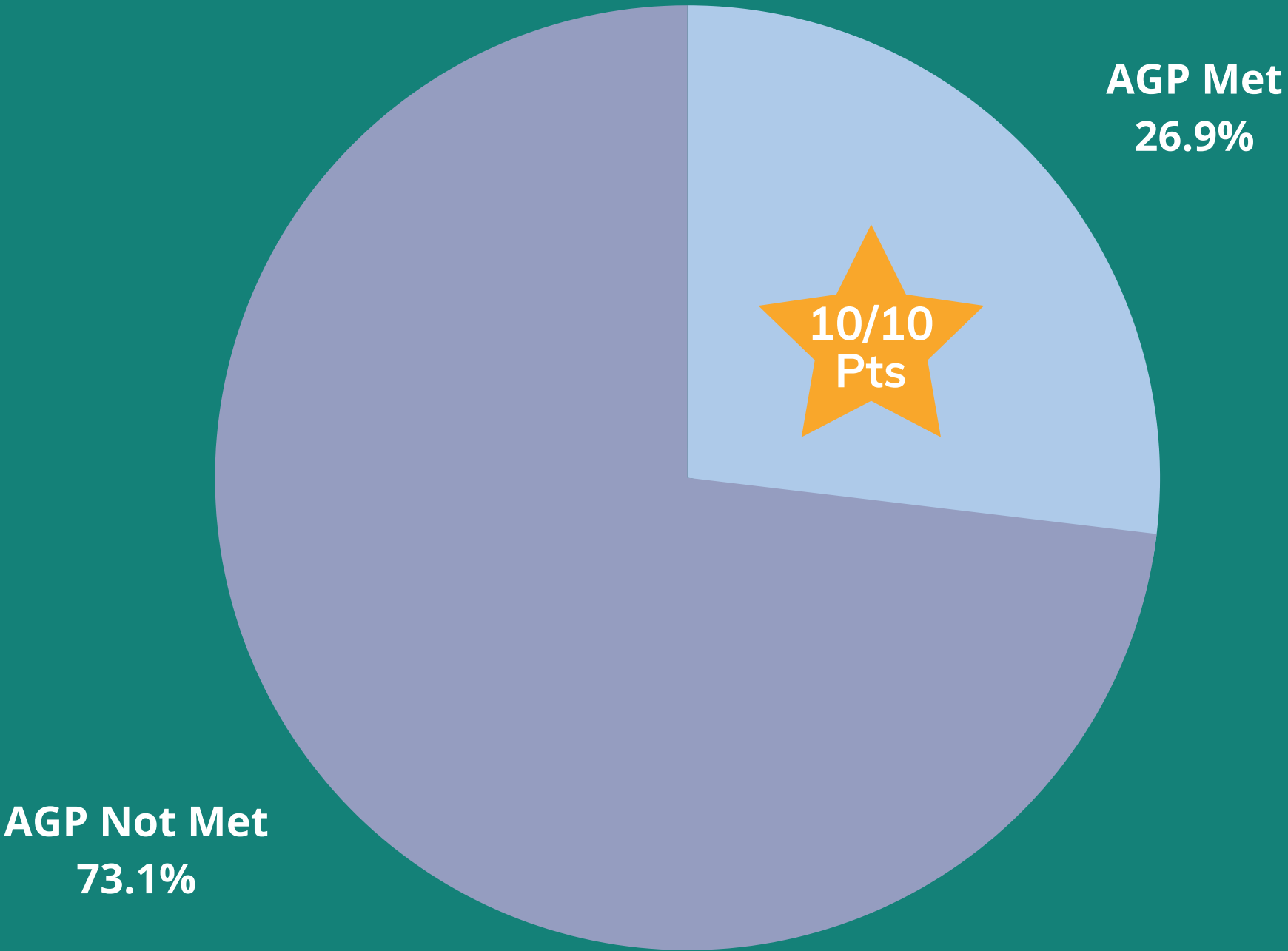
Grades 4-5 Pooled GAP



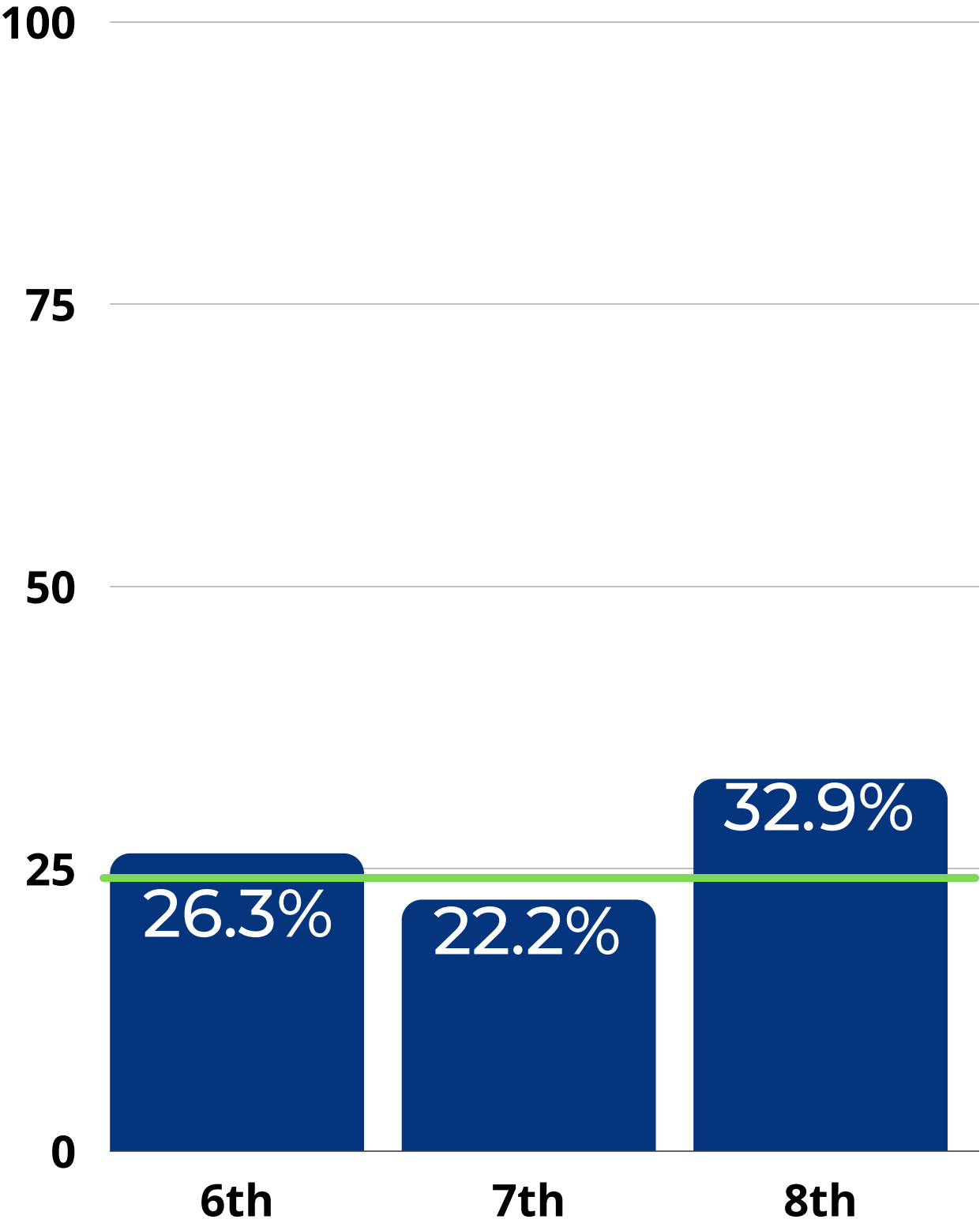
GAP by Grade



Grades 6-8 Pooled GAP



GAP by Grade

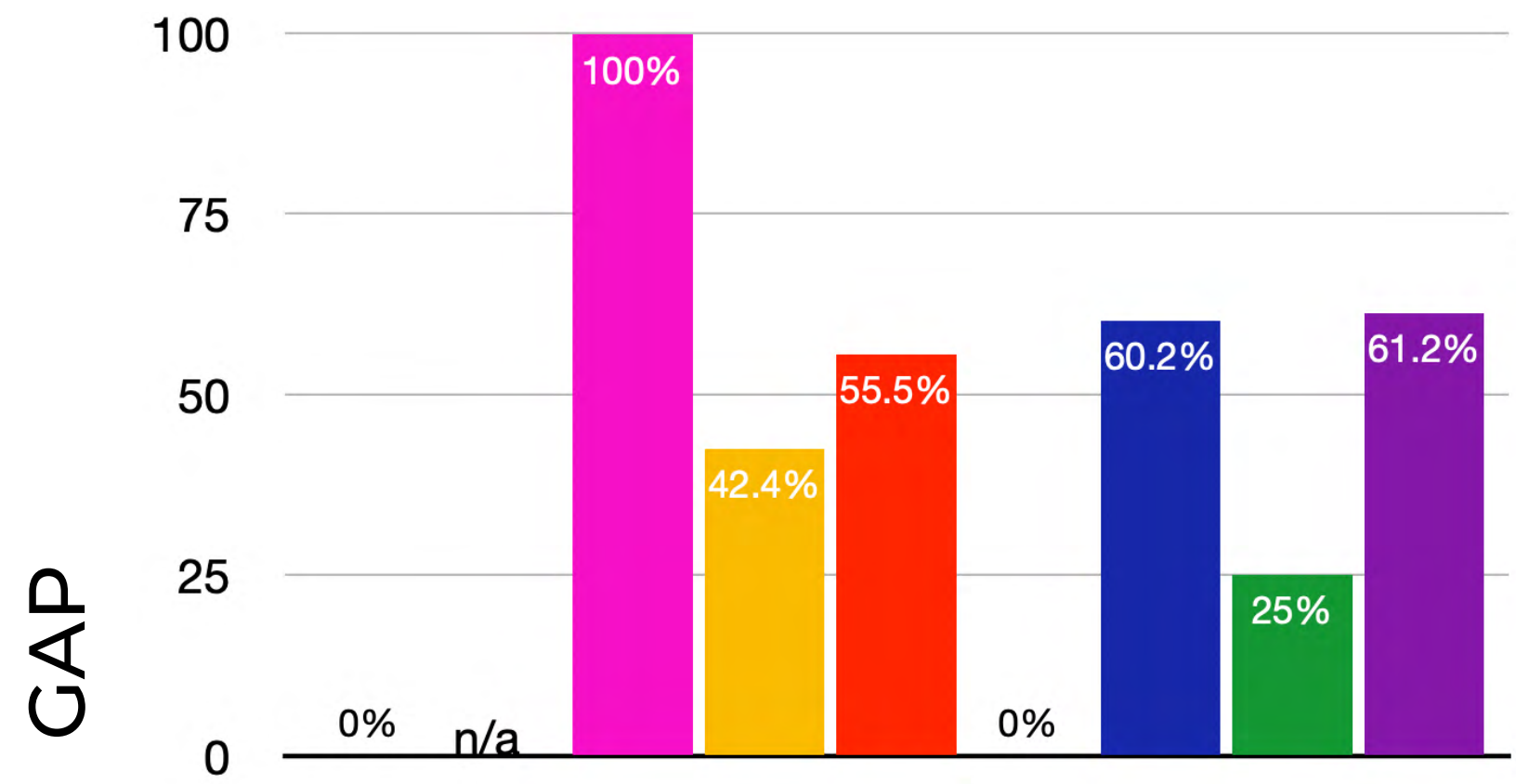
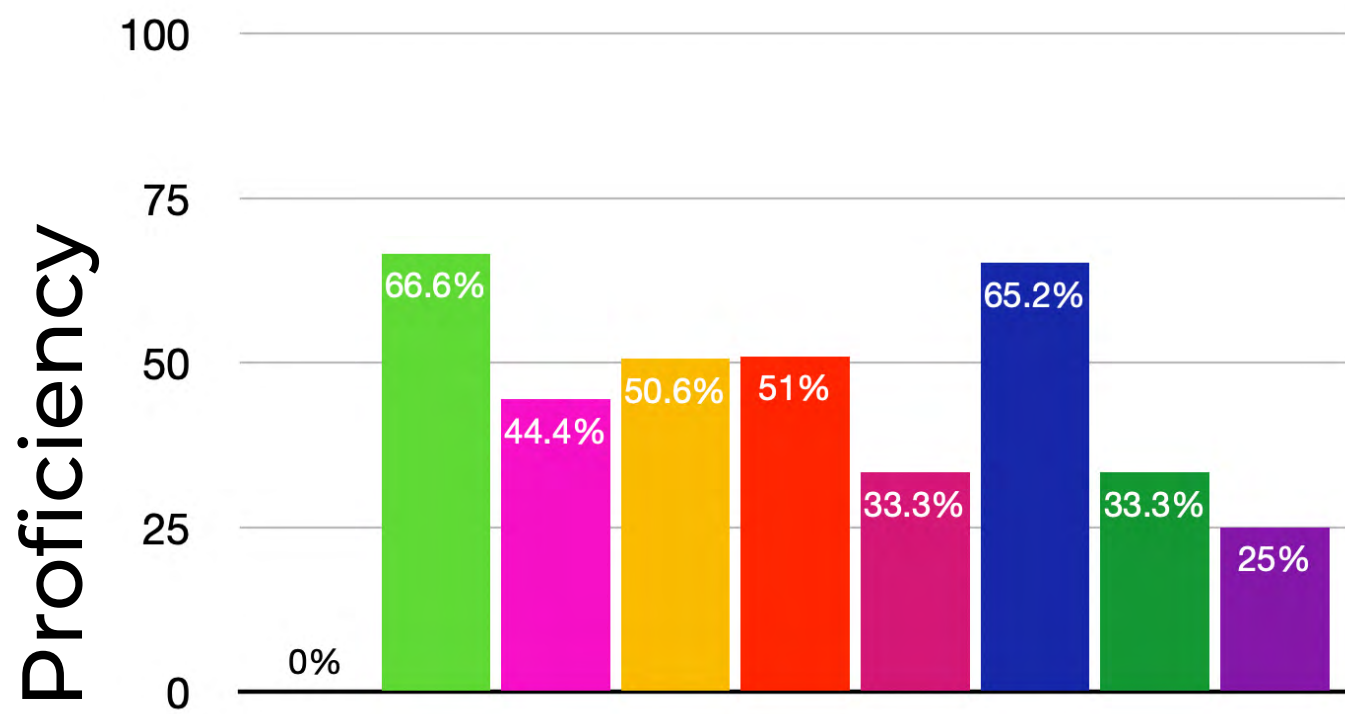
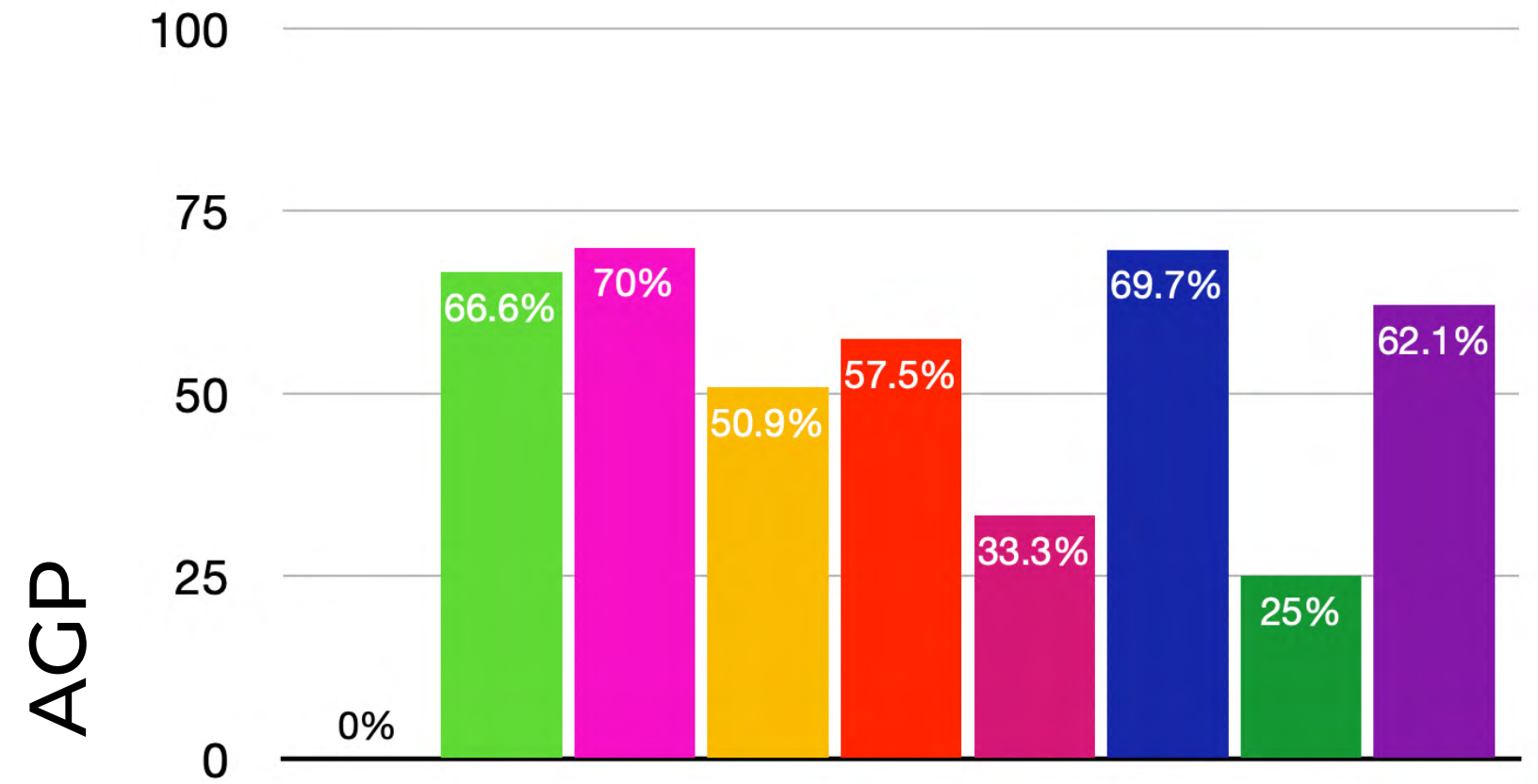
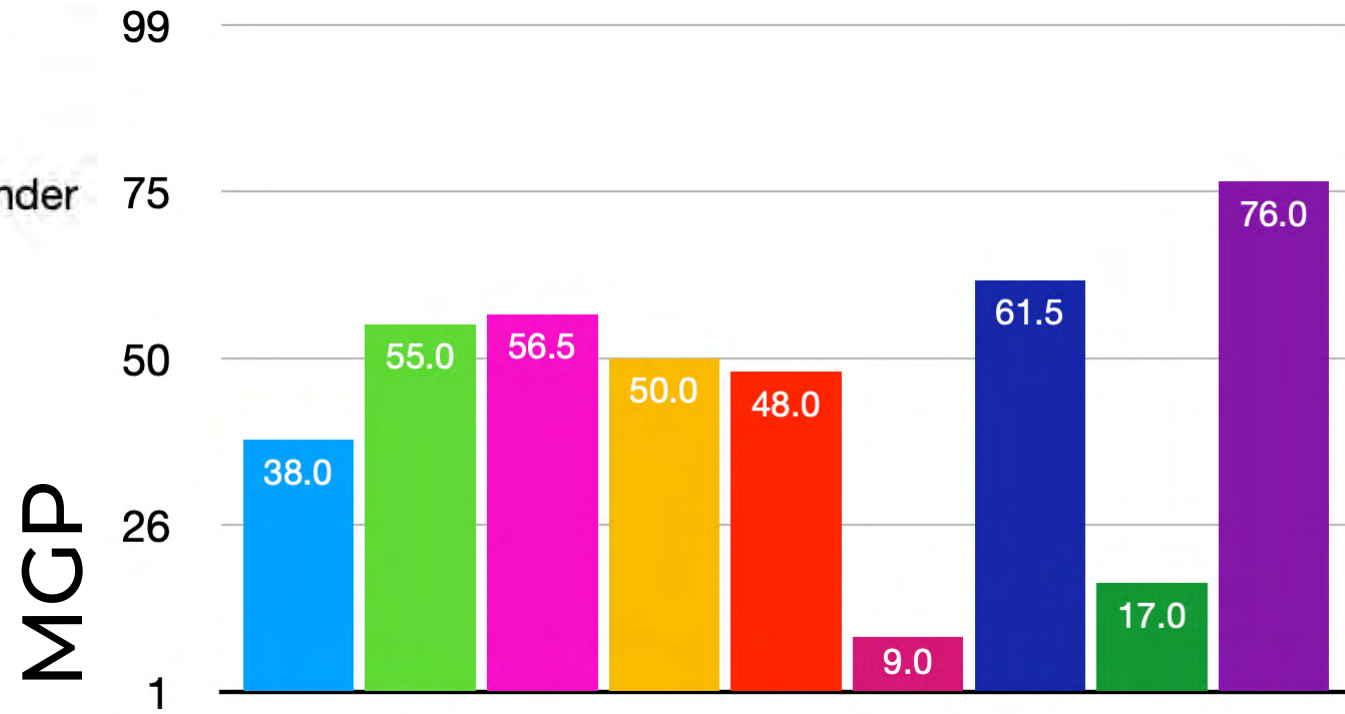


Potential TSI Trigger

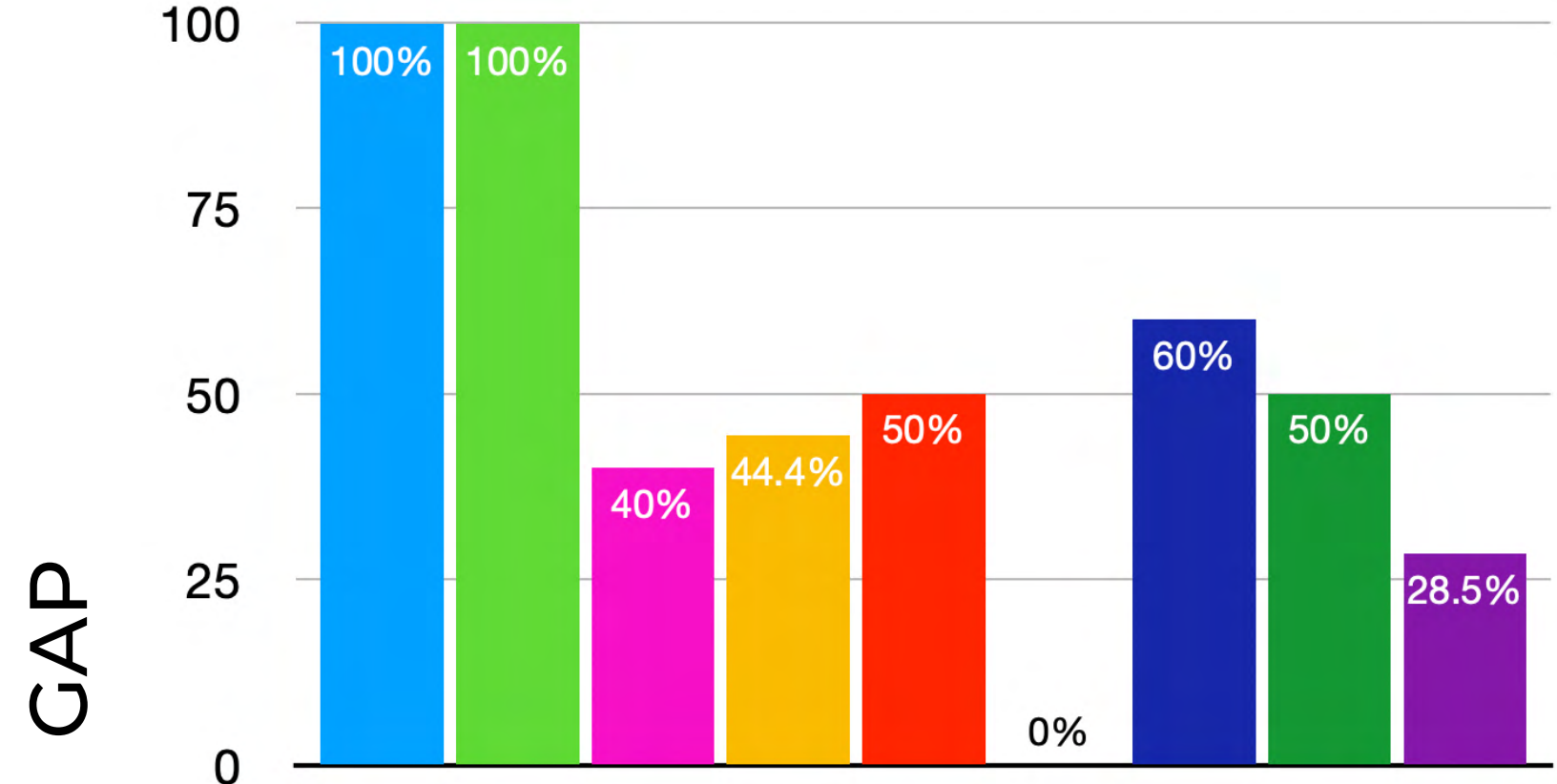
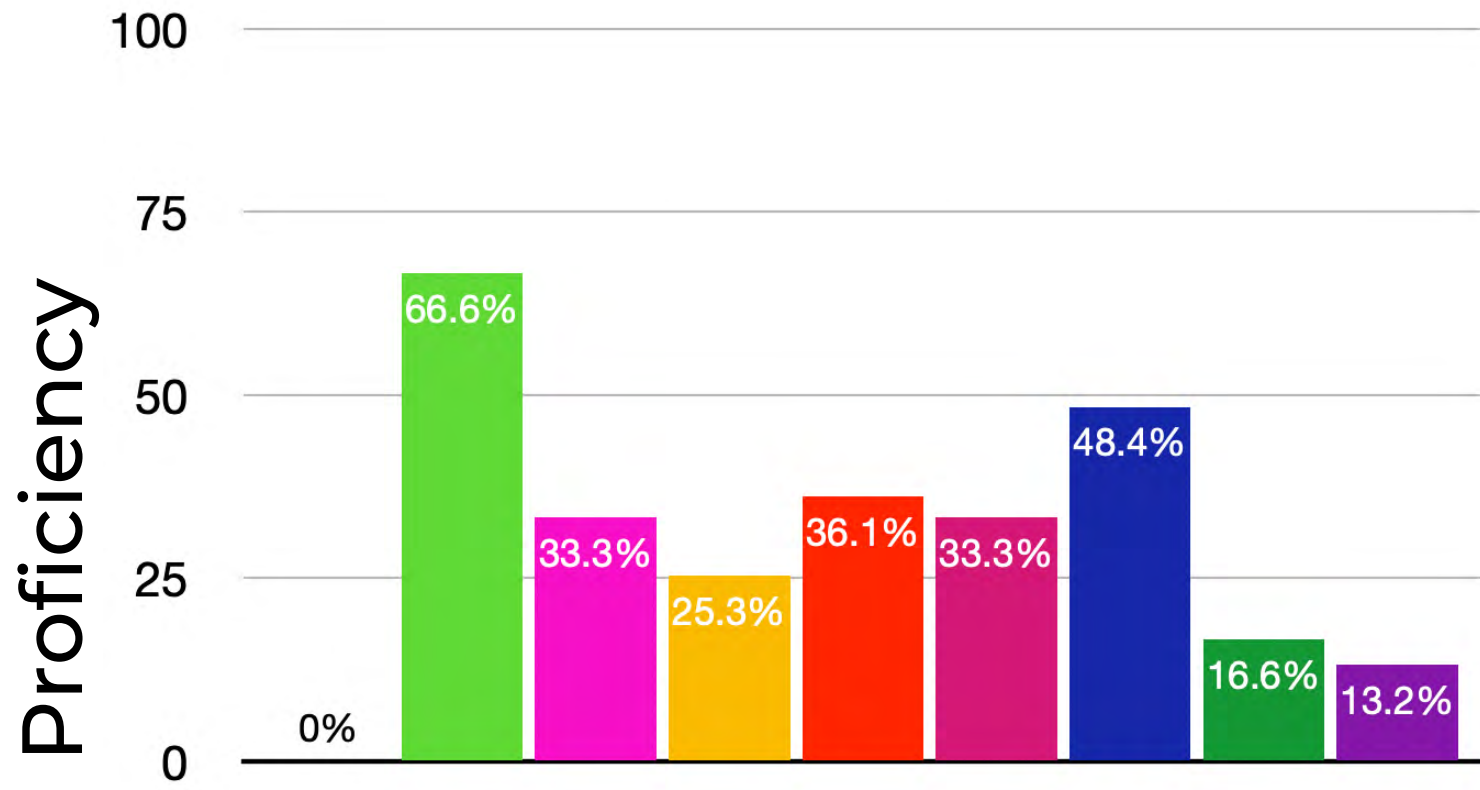
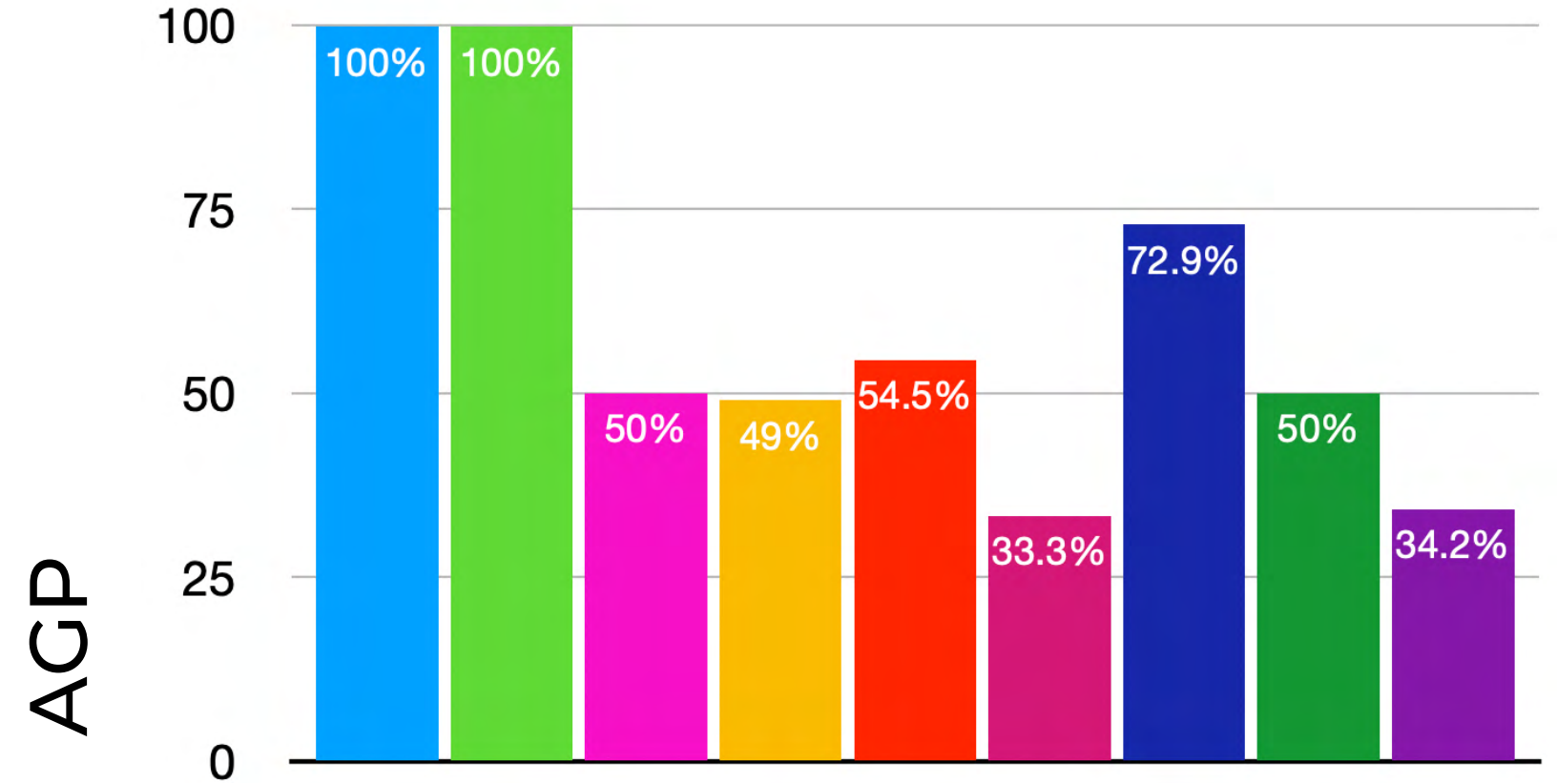
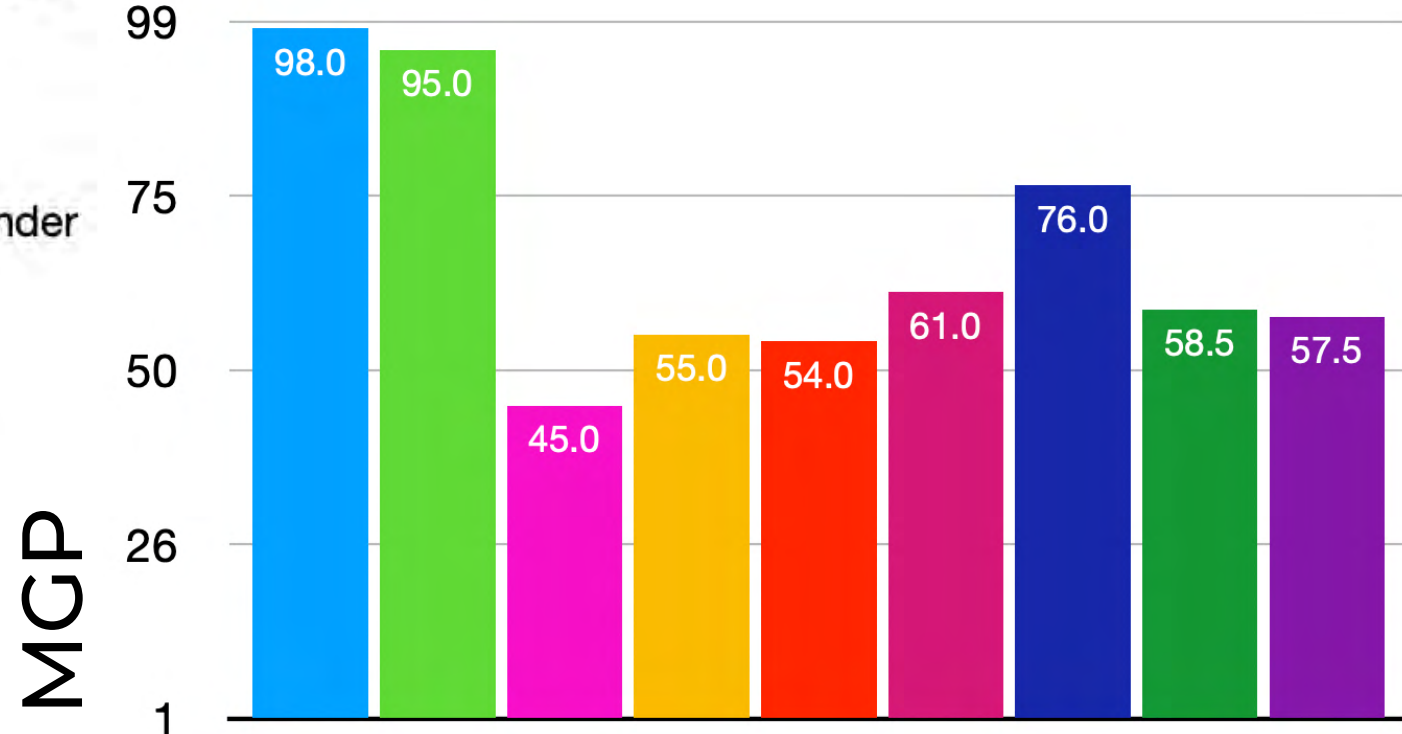
Subgroup	N Size ELA Proficiency	ELA Proficiency	N Size Math Proficiency	Math Proficiency	N Size ELA MGP	ELA MGP	N Size Math MGP	Math MGP	N Size ELA AGP	ELA AGP	N Size Math AGP	MATH AGP	N Size ELA GAP	ELA GAP	N Size Math GAP	MATH GAP
American Indian	1	0.0	1	0.0	1	38.0	1	98.0	1	0.0	1	100.0	1	0.0	1	100.0
Asian	6	66.6	6	66.6	3	55.0	3	95.0	3	66.6	3	100.0	0	n/a	1	100.0
Black	18	44.4	18	33.3	10	56.5	10	45.0	10	70.0	10	50.0	3	100.0	5	40.0
Hispanic	77	50.6	79	25.3	51	50.0	53	55.0	51	50.9	53	49.0	33	42.4	45	44.4
Multirace	47	51.0	47	36.1	33	48.0	33	54.0	33	57.5	33	54.5	18	55.5	20	50.0
Pacific Islander	3	33.3	3	33.3	3	9.0	3	61.0	3	33.3	3	33.3	2	0.0	1	0.0
White	230	65.2	233	48.4	152	61.5	155	76.0	152	69.7	155	72.9	68	60.2	75	60.0
EL	6	33.3	6	16.6	4	17.0	4	58.5	4	25.0	4	50.0	4	25.0	4	50.0
SPED	52	25.0	53	13.2	37	76.0	38	57.5	37	62.1	38	34.2	31	61.2	35	28.5

*Please be aware, this graph does not include potential TSI triggers for the following groups/categories:
 FRL, WIDA, Chronic Absenteeism, or RBC3

- American Indian
- Asian
- Black
- Hispanic
- Multirace
- Pacific Islander
- White
- EL
- SPED



- American Indian
- Asian
- Black
- Hispanic
- Multirace
- Pacific Islander
- White
- EL
- SPED

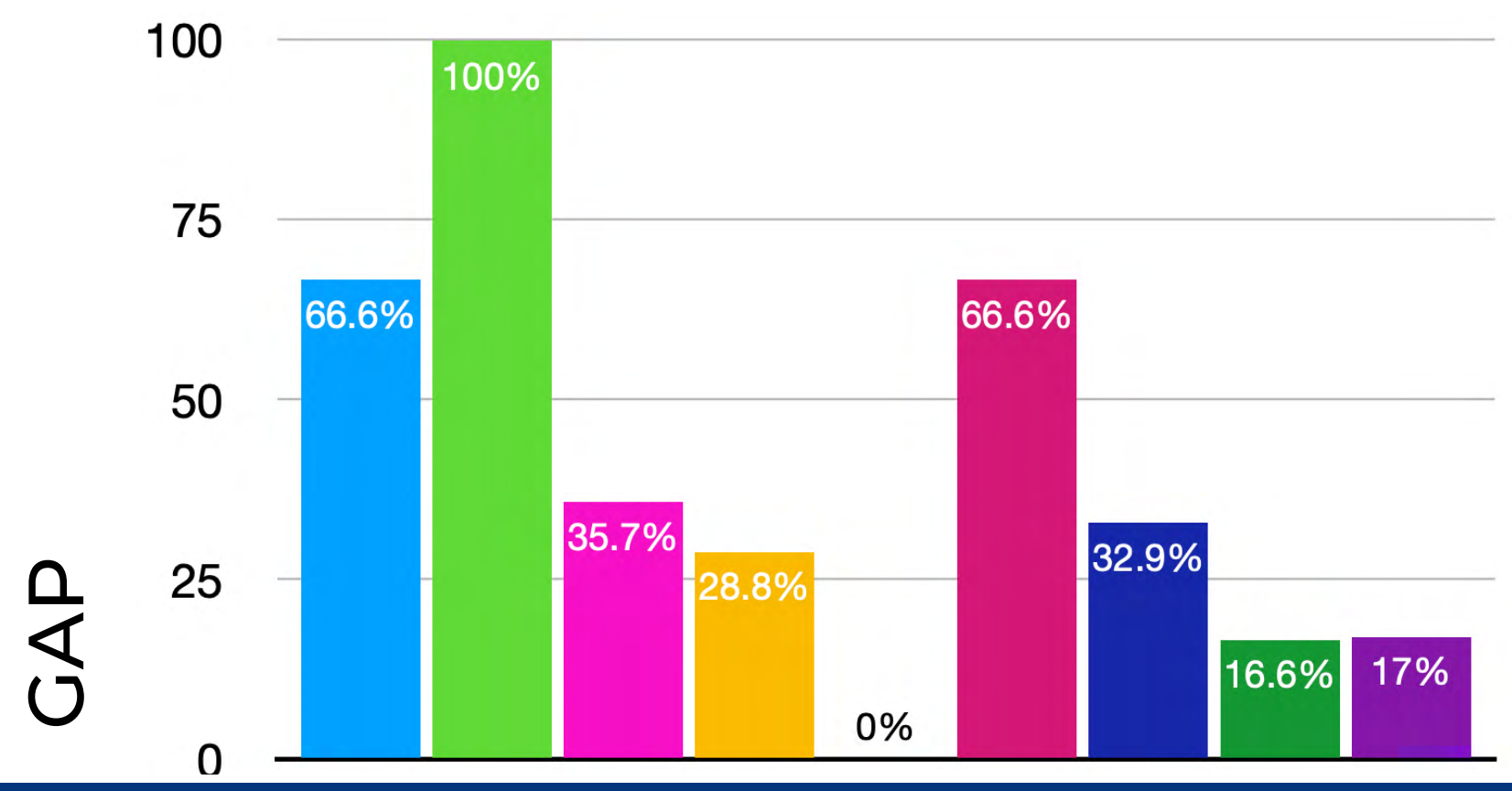
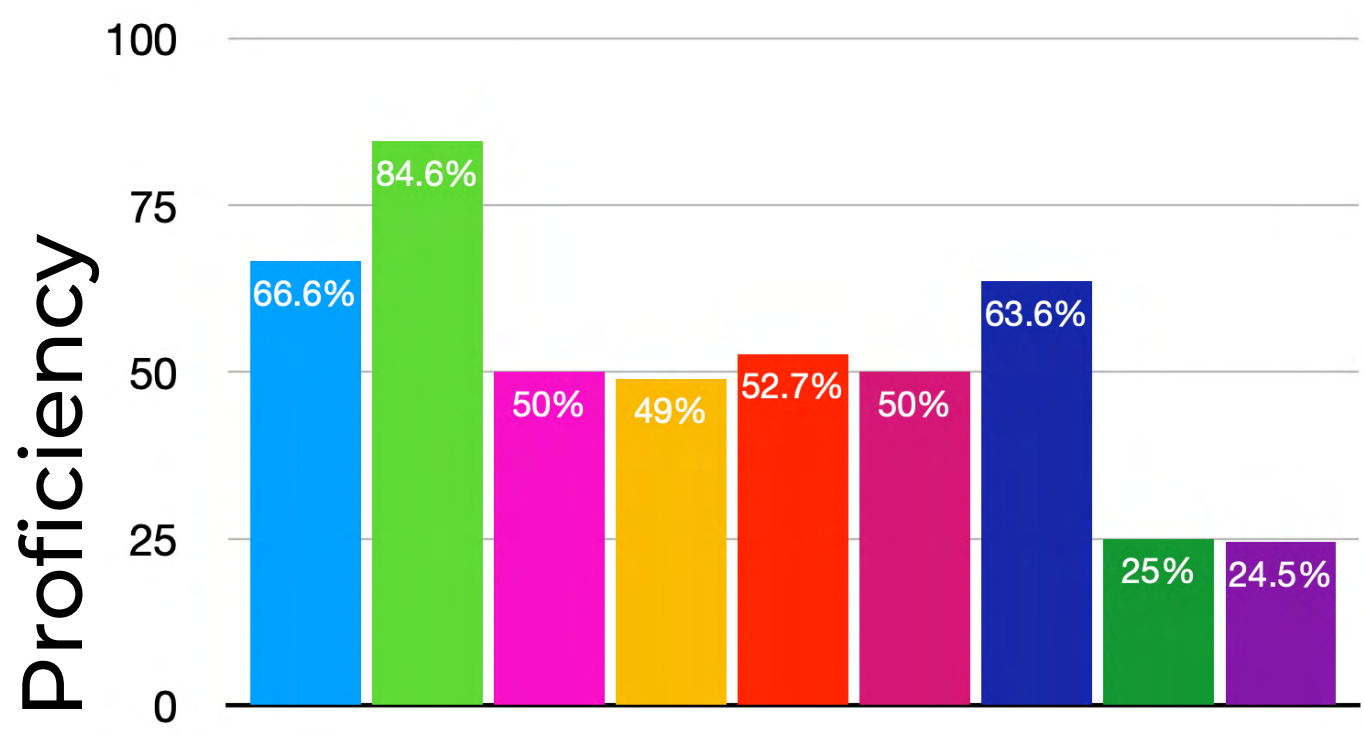
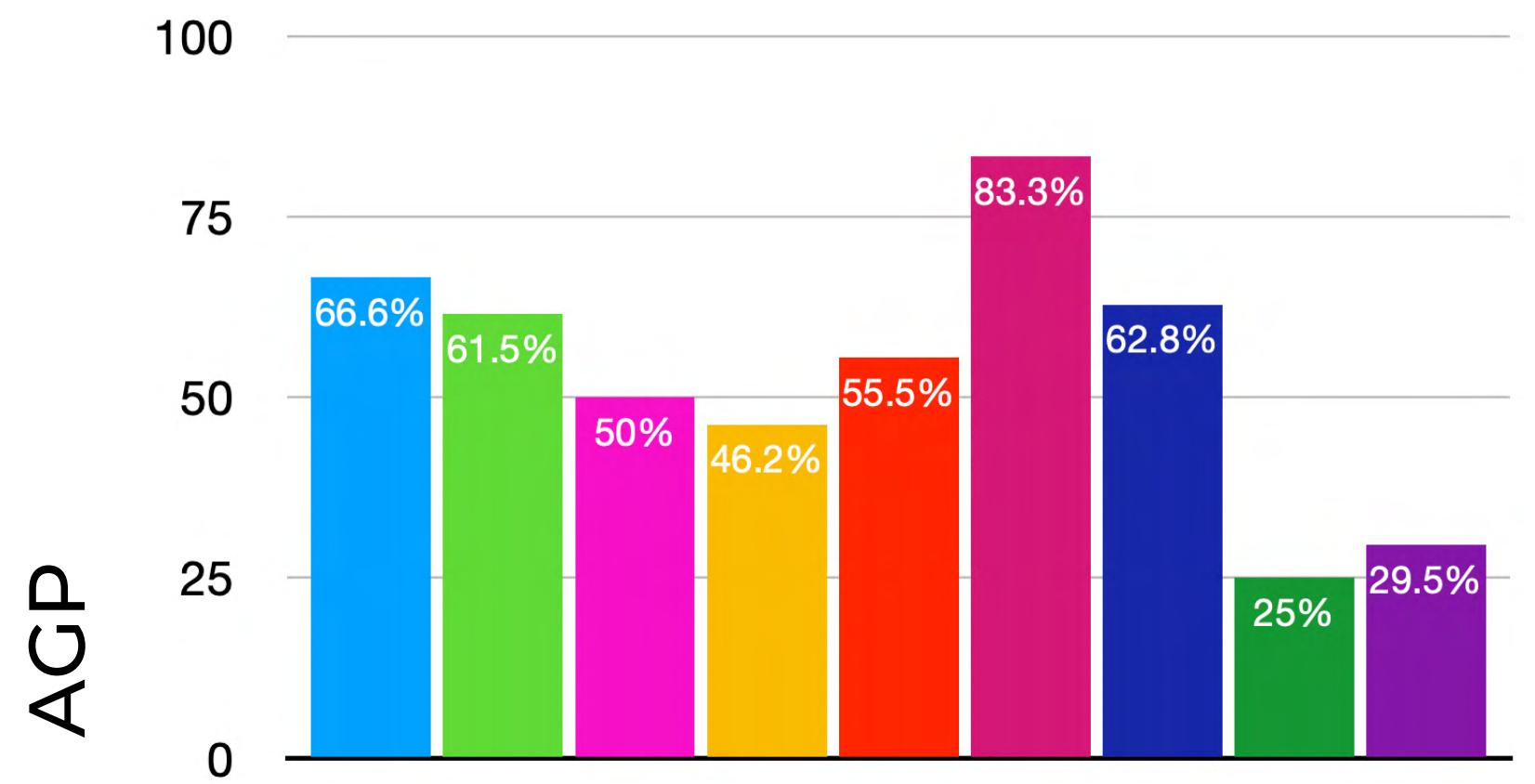
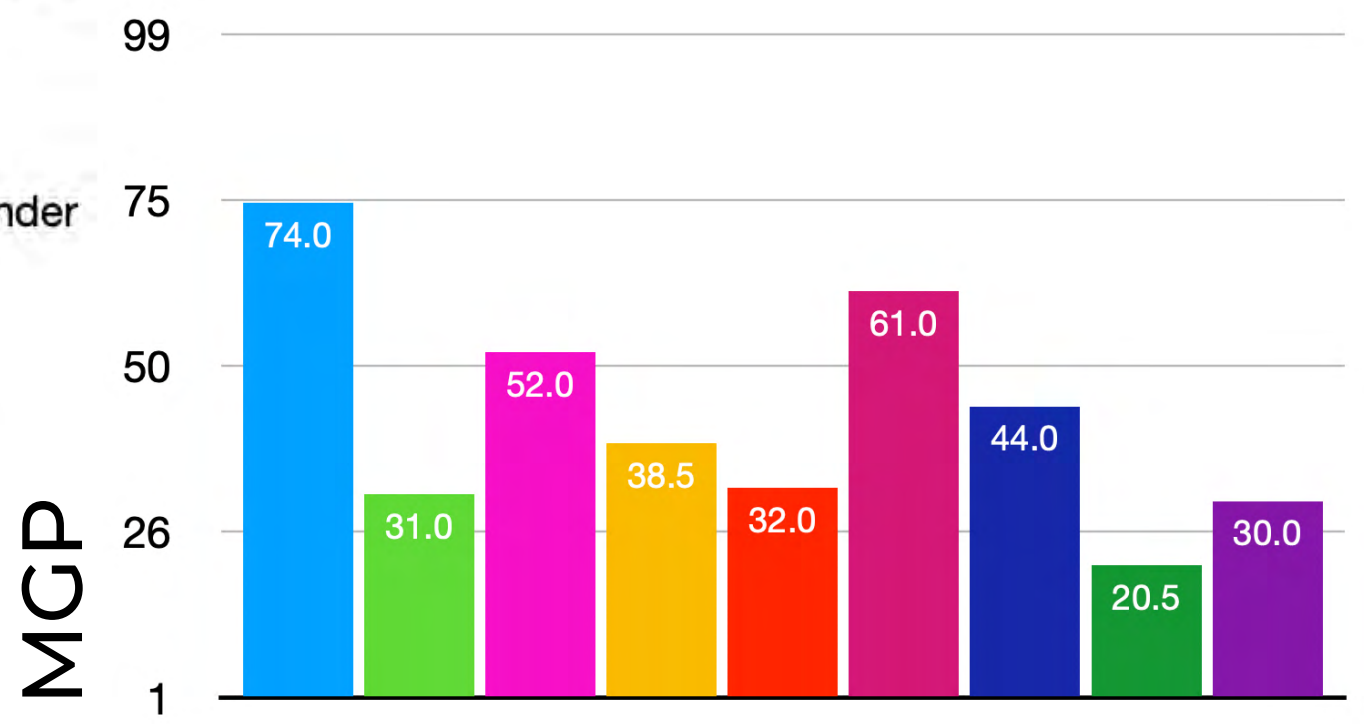


Potential TSI Trigger

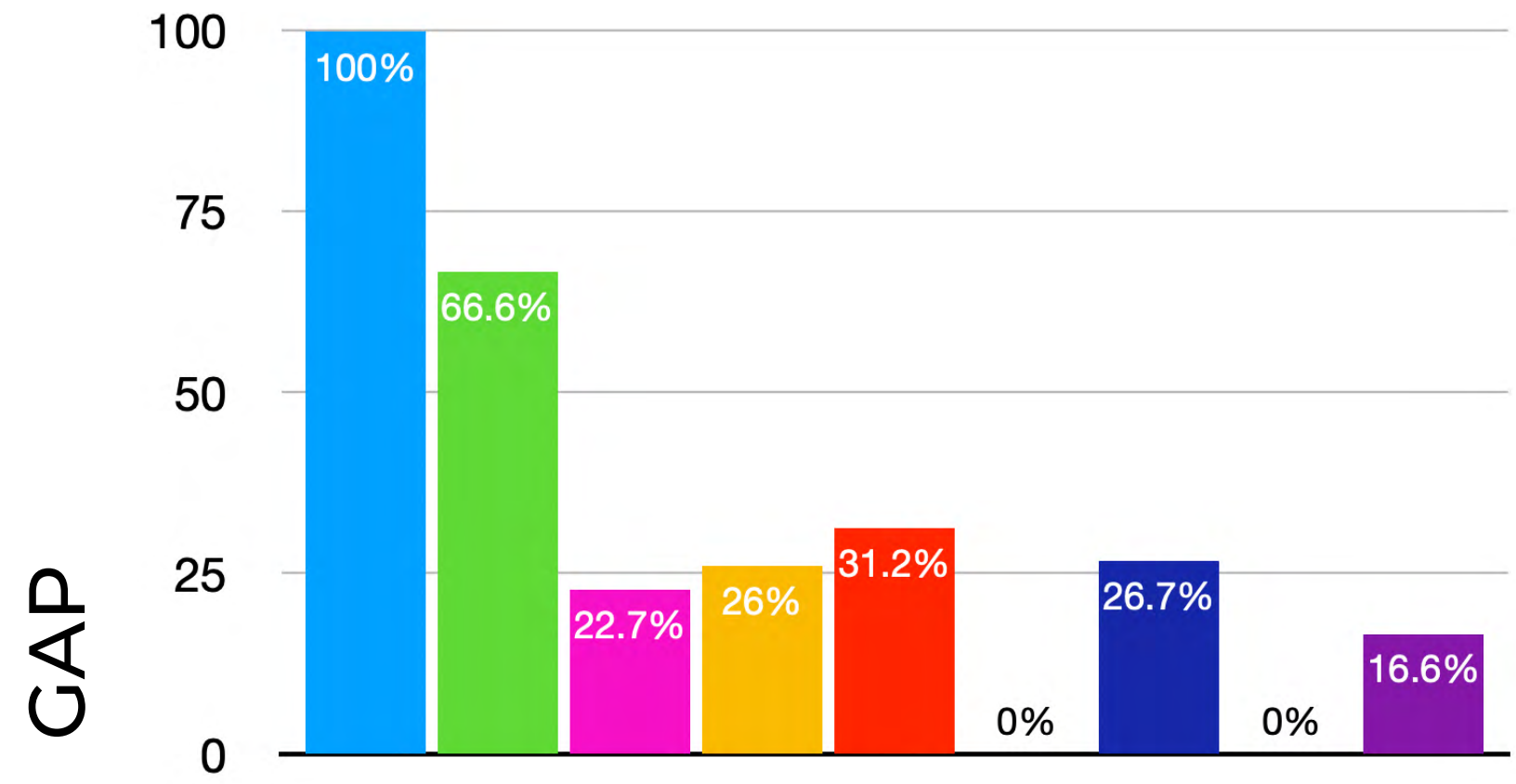
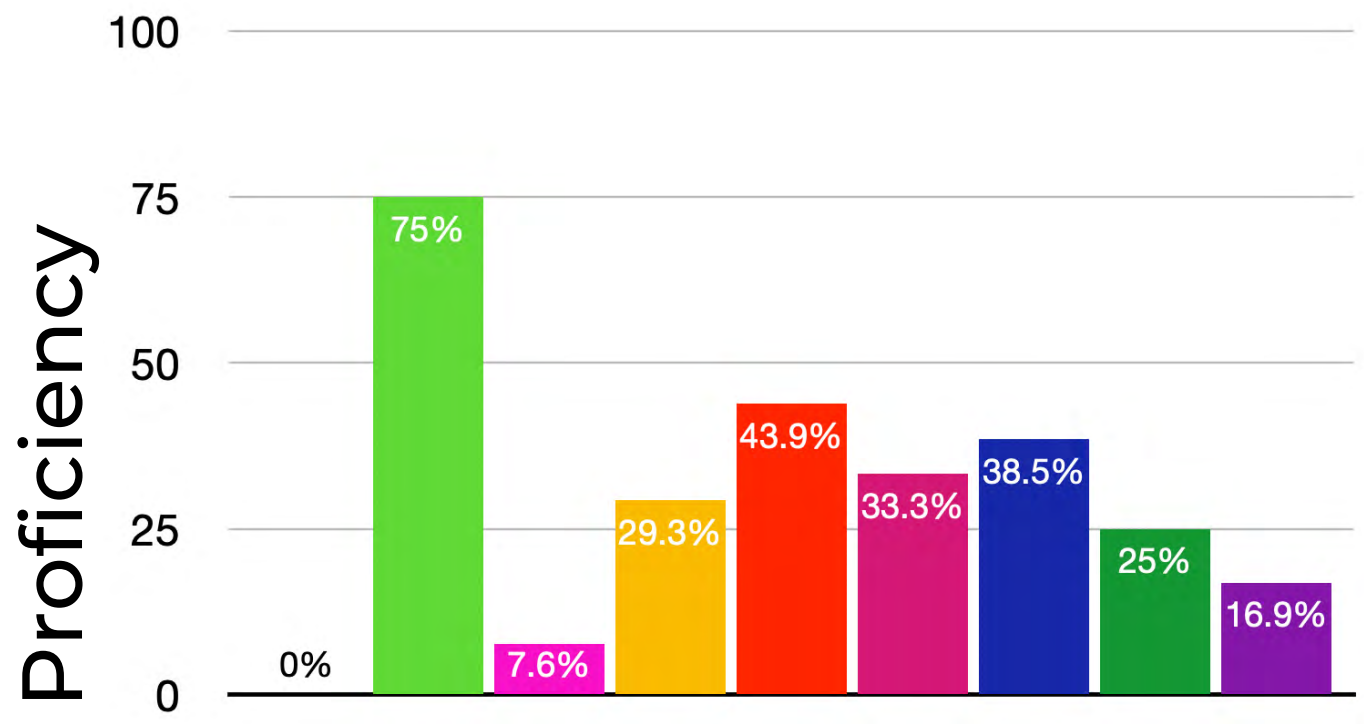
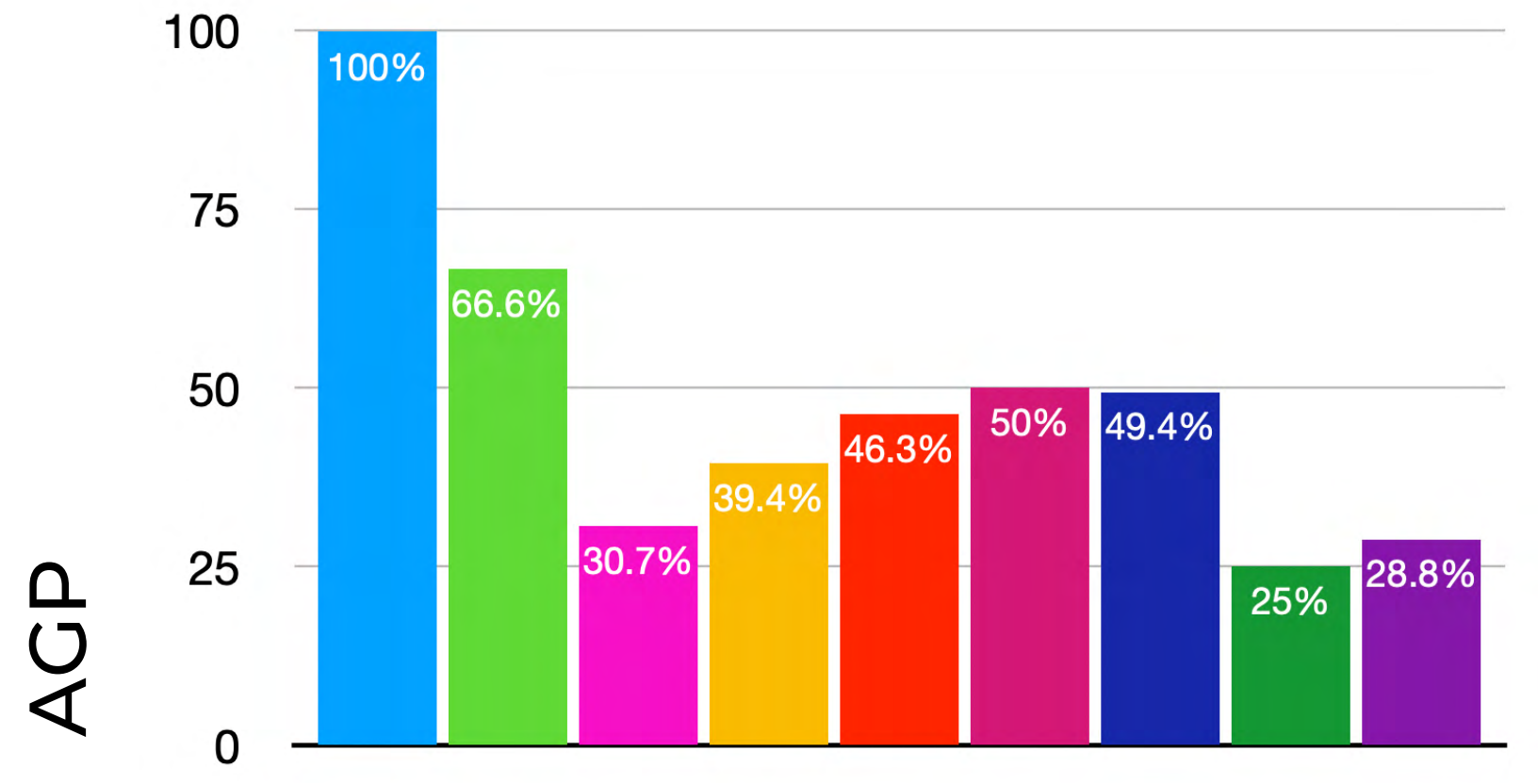
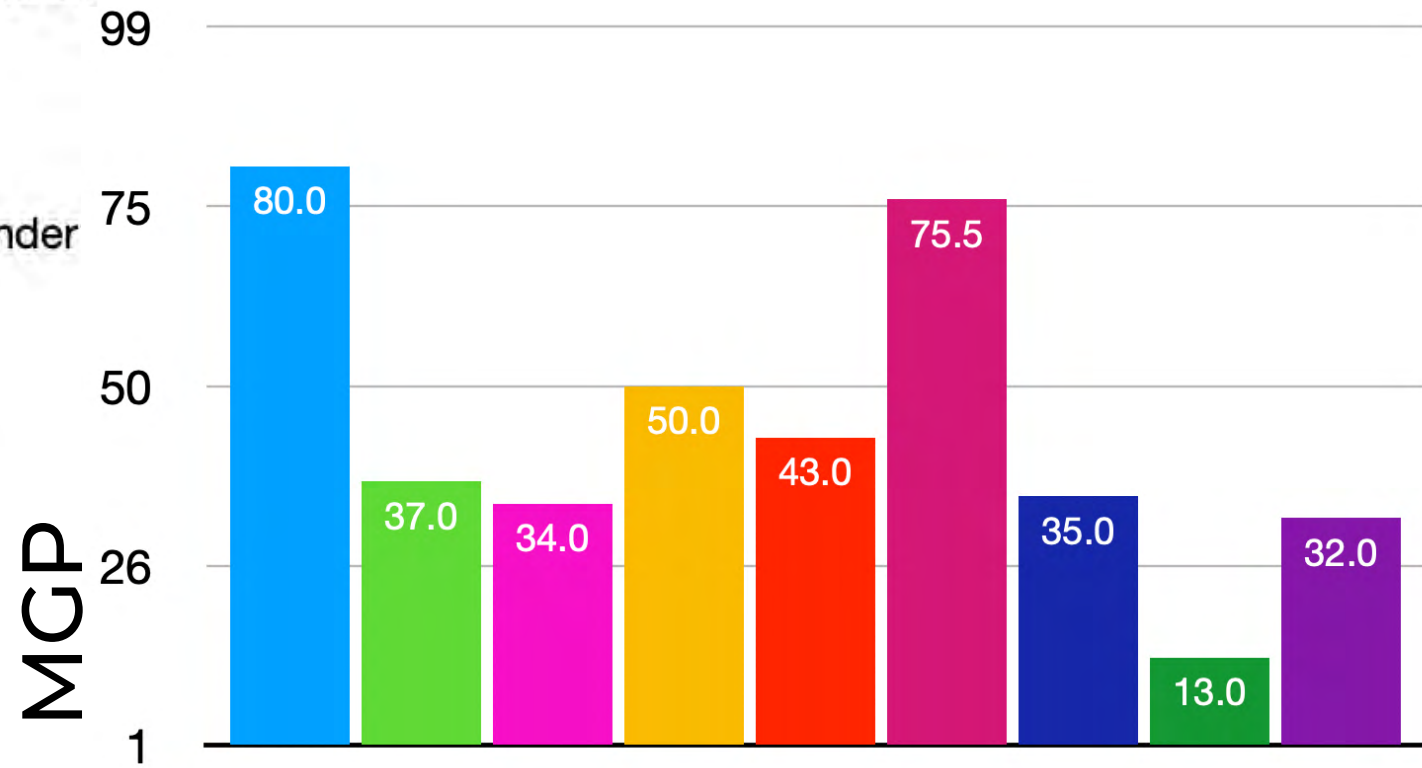
Subgroup	N Size ELA Proficiency	ELA Proficiency	N Size Math Proficiency	Math Proficiency	N Size ELA MGP	ELA MGP	N Size Math MGP	Math MGP	N Size ELA AGP	ELA AGP	N Size Math AGP	MATH AGP	N Size ELA GAP	ELA GAP	N Size Math GAP	MATH GAP
American Indian	3	66.6	1	0.0	3	74.0	1	80.0	3	66.6	1	100.0	3	66.6	1	100.0
Asian	13	84.6	12	75.0	13	31.0	10	37.0	13	61.5	12	66.6	2	100.0	3	66.6
Black	24	50.0	26	7.6	24	52.0	25	34.0	24	50.0	26	30.7	14	35.7	22	22.7
Hispanic	108	49.0	109	29.3	108	38.5	105	50.0	108	46.2	109	39.4	59	28.8	69	26.0
Multirace	36	52.7	41	43.9	36	32.0	35	43.0	36	55.5	41	46.3	10	0.0	16	31.2
Pacific Islander	6	50.0	6	33.3	6	61.0	6	75.5	6	83.3	6	50.0	3	66.6	3	0.0
White	283	63.6	275	38.5	283	44.0	255	35.0	283	62.8	275	49.4	91	32.9	112	26.7
EL	8	25.0	8	25.0	8	20.5	8	13.0	8	25.0	8	25.0	6	16.6	5	0.0
SPED	61	24.5	59	16.9	61	30.0	59	32.0	61	29.5	59	28.8	47	17.0	48	16.6

*Please be aware, this graph does not include potential TSI triggers for the following groups/categories:
 FRL, WIDA, Chronic Absenteeism, Academic Learning Plans, or 8th Grade Sufficiency

- American Indian
- Asian
- Black
- Hispanic
- Multirace
- Pacific Islander
- White
- EL
- SPED



- American Indian
- Asian
- Black
- Hispanic
- Multirace
- Pacific Islander
- White
- EL
- SPED



**This represents the trajectory of your predicted index score based on NDE's current plan for testing/reporting.*



MID YEAR REPORT CARD PREDICTION

Somerset Sky Pointe - 2020-21

SCHOOL LEVEL: **ELEMENTARY**
 ASSESSMENT: **NWEA MAP**

ACADEMIC ACHIEVEMENT	17/25 POINTS	
MATH PROFICIENCY	41.6%	
ELA PROFICIENCY	59.1%	
SCIENCE PROFICIENCY	48.7%	<i>Used 2018-19 results as possible indicator</i>
POOLED PROFICIENCY	50.0%	13/20 POINTS
READ BY GRADE 3	55.8%	4/5 POINTS
STUDENT GROWTH <i>(Only 5th grade reported)</i>	31.5/35 POINTS	
MATH MGP	81	10/10 POINTS
ELA MGP	57	7/10 POINTS
MATH AGP	74.6%	7.5/7.5 POINTS
ELA AGP	62.0%	7/7.5 POINTS
ENGLISH LANGUAGE	NA OF 10 POINTS	
ELPA		
CLOSING OPPORTUNITY GAPS <i>(Only 5th grade reported)</i>	19/20 POINTS	
MATH	61.4%	10/10 POINTS
ELA	51.0%	9/10 POINTS
STUDENT ENGAGEMENT	N/A OF 10 POINTS	
CHRONIC ABSENTEEISM	<i>Will not be reported in 2020-21</i>	



MID YEAR REPORT CARD PREDICTION

Somerset Sky Pointe - 2020-21

SCHOOL LEVEL: **ELEMENTARY**
 ASSESSMENT: **NWEA MAP**

ACADEMIC ACHIEVEMENT	17/25 POINTS	
MATH PROFICIENCY	41.6%	
ELA PROFICIENCY	59.1%	
SCIENCE PROFICIENCY	48.7%	<i>Used 2018-19 results as possible indicator</i>
POOLED PROFICIENCY	50.0%	13/20 POINTS
READ BY GRADE 3	55.8%	4/5 POINTS
STUDENT GROWTH	32/35 POINTS	
MATH MGP	69	10/10 POINTS
ELA MGP	56	7/10 POINTS
MATH AGP	64.7%	7.5/7.5 POINTS
ELA AGP	63.6%	7.5/7.5 POINTS
ENGLISH LANGUAGE	NA OF 10 POINTS	
ELPA		
CLOSING OPPORTUNITY GAPS	20/20 POINTS	
MATH	53.3%	10/10 POINTS
ELA	54.4%	10/10 POINTS
STUDENT ENGAGEMENT	N/A OF 10 POINTS	
CHRONIC ABSENTEEISM	<i>Will not be reported in 2020-21</i>	



MID YEAR REPORT CARD PREDICTION

Somerset Sky Pointe - 2020-21

SCHOOL LEVEL: **MIDDLE SCHOOL**
 ASSESSMENT: **NWEA MAP**

ACADEMIC ACHIEVEMENT	19/25 POINTS	
MATH PROFICIENCY	35.9%	
ELA PROFICIENCY	59.1%	
SCIENCE PROFICIENCY	45.3%	<i>Used 2018-19 results as possible indicator</i>
POOLED PROFICIENCY	47.2%	19/25 POINTS
STUDENT GROWTH	14.5/30 POINTS	
MATH MGP	37	2/10 POINTS
ELA MGP	41	3/10 POINTS
MATH AGP	46.3%	5/5 POINTS
ELA AGP	58.1%	4.5/5 POINTS
ENGLISH LANGUAGE	NA OF 10 POINTS	
ELPA		
CLOSING OPPORTUNITY GAPS	18/20 POINTS	
MATH	26.9%	10/10 POINTS
ELA	31.8%	8/10 POINTS
STUDENT ENGAGEMENT	5 OF 5 POINTS	
C. ABSENTEEISM/NAC/LEARNING PLANS	<i>C.A. will not be reported in 2020-21</i>	

Road to 5 Stars

SOMERSET SKY POINTE



Prepared by

LEE ESPLIN, PRINCIPAL
& SKY POINTE ADMINISTRATION

GOALS



1. To maintain 5 star status in the elementary school
2. To maintain 5 star status in the middle school
3. To achieve 5 star status in the high school

ROAD TO 5 STARS



The destination: 5 star status at Somerset Sky Pointe at every school level. The roadmap to our destination is provided in this proposal and is based on analysis of our current status and trajectory. It should be noted that our proposal includes realistic, yet rigorous benchmark goals for the next 5 years but that these goals will need to be revisited each year upon receiving the results of state testing. Updates should also be considered when, and if, there are any dramatic shifts in student population (ex. an enrollment increase). Progress towards goals should be observed through monitoring student interim assessment data (i.e. NWEA Map, iReady, etc.)

Current Status

Most recent star ratings and state testing performance (2018-2019 school year). A status update will be provided upon analyzing our Fall 2020 Interim assessment data.

Elementary

Middle School



What does my school rating mean?

Five-Star school: Recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

What does my school rating mean?

Five-Star school: Recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

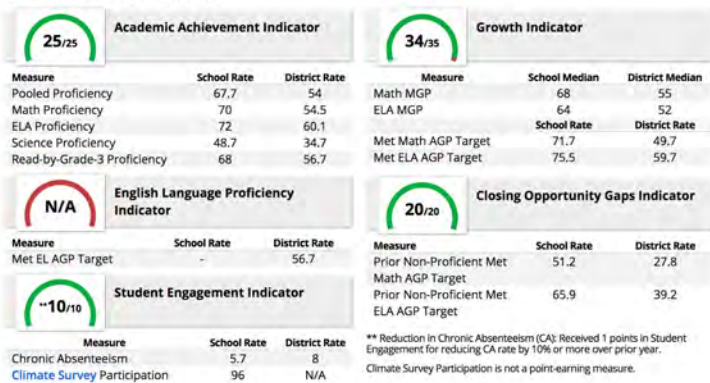
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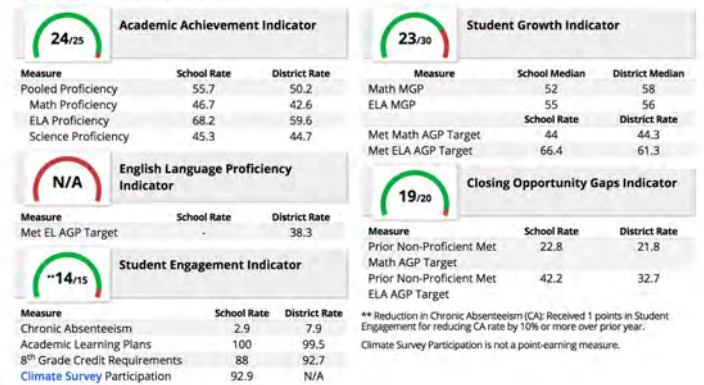
- Below 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★
- At or above 80 ★★★★★

2018-2019 School Performance



** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year. Climate Survey Participation is not a point-earning measure.

2018-2019 School Performance

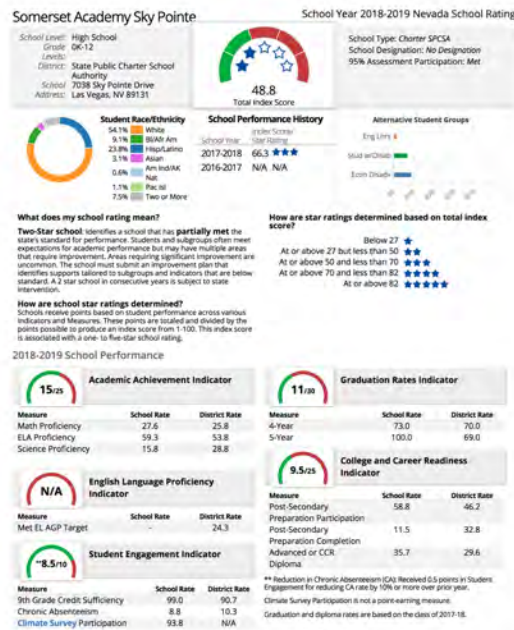


** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year. Climate Survey Participation is not a point-earning measure.

Current Status

Most recent star rating and state testing performance (2018-2019 school year). A status update will be provided upon analyzing our 2020 ACT and Fall 2020 Interim assessment data.

High School



Sky Pointe High School's reporting issue led to an inaccurate rating. Below are the valid data points that would have resulted in a **4 star high school**. Goals proposed will be based on these numbers.

NSPF Component	Reported Components for Scoring	Points Allotted
Academic Achievement	Math % Proficient = 27.6% ELA % Proficient = 59.4% Science % Proficient = 15.8%	4.5/10 10/10 0.5/5 Total Pts. = 15/25
Graduation	Reported 4 yr cohort = 73.1% Actual 4 yr cohort = 97.0%	Pts Received = 6/25 Pts Should Have Received = 25/25
English Language Proficiency	Reported 5 year cohort = 100% N/A (N Size too small)	Pts Received = 5/5 N/A
College & Career Readiness	CCRPT = CCR COMP = CCR Adv. Dip. =	4.5/10 2/10 3/5 Total Pts = 9.5/25
Student Engagement	9th Grade Credit Suff. = 99.0% Chron. Absenteeism = 8.8%	4/5 pts 4/5 pts Total Pts. = 8/10
TOTAL		Received Index = 48.89 (2 Star) Index w/Actual Grad Rates = 70.0 (4 Star)

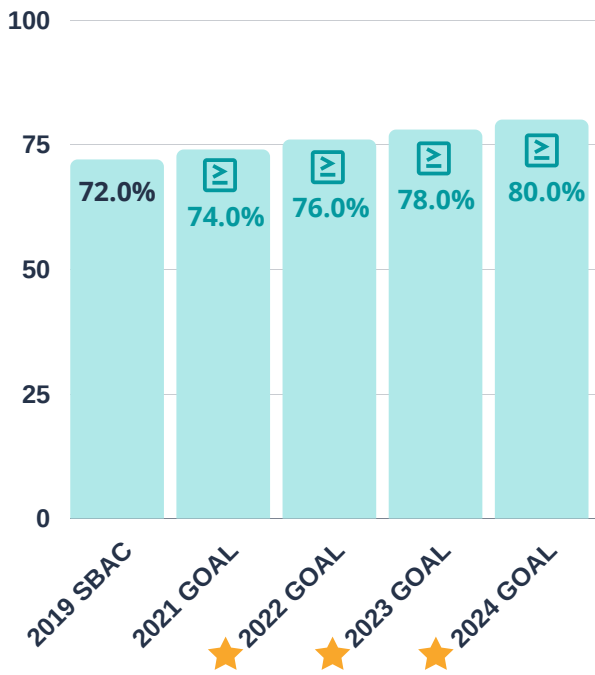
Academic Achievement

Below are performance benchmark goals for the next 5 years. Proficiency is historically the area that sees the smallest increases, even when coupled with high growth, especially at higher initial proficiency levels.

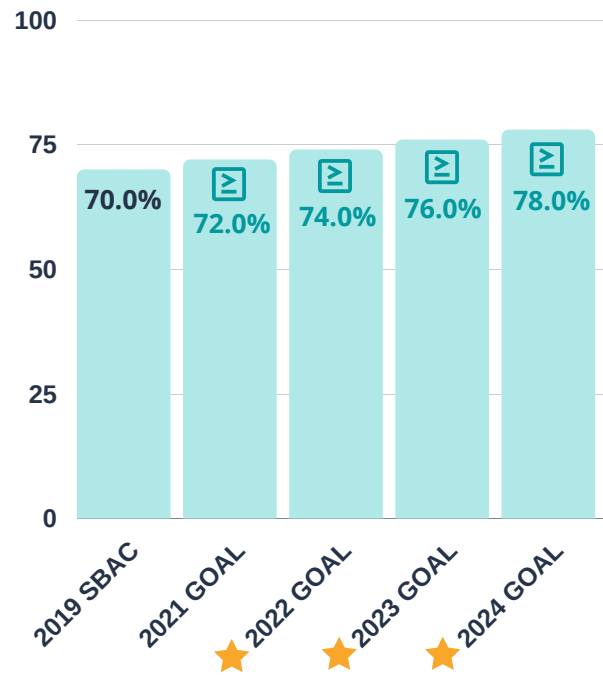
We do not know definitively what will happen with testing, but the following goals would be based on taking SBAC this Spring. This would mean that academic achievement data would be available but growth/ratings would not be available until 2022.

★ = Next potential rated year

Elementary ELA

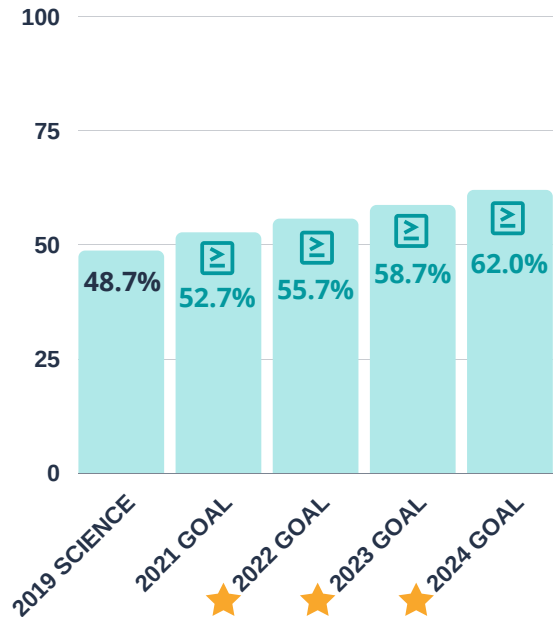


Elementary Math



* Though there is a 2 year gap between 2019 & 2021, a minimal benchmark increase was selected for ELA & Math. This is due to early research which anticipates an average academic loss of 1 instructional year for each student as a result of quarantine during the COVID-19 epidemic.

Elementary Science



Growth Indicators

Student growth percentiles represent a Somerset student's growth compared to their academic peers across Nevada. The target median should not gradually increase but rather always strive to be greater than or equal to 65.

Student growth indicators require 2 consecutive years of testing so the next likely year where this data would be received for SBAC would be in 2022. To track 2021 progress towards growth goals, interim data would need to be utilized.

★ = Next potential rated year

Elementary ELA

64 = 2019 ELA MGP

≥ 65 = 2021-2024 ELA MGP Goal

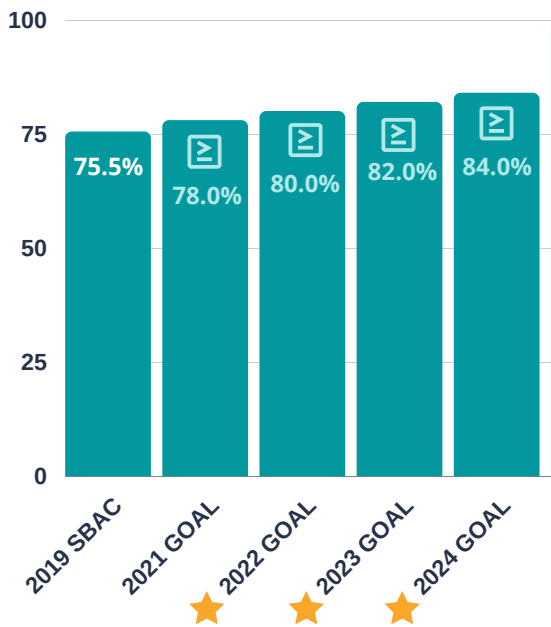
Elementary Math

68 = 2019 Math MGP

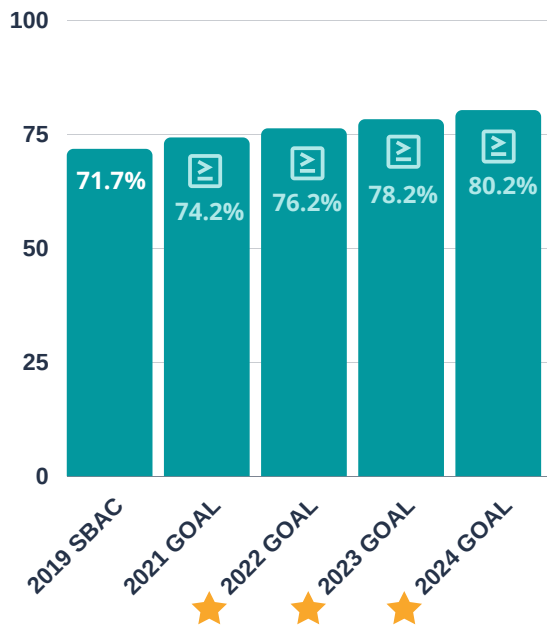
≥ 65 = 2021-2024 Math MGP Goal

Adequate Growth Percentiles (AGP) reflects the percentage of students who hit their individual growth targets. Targets are based on either obtaining or maintaining proficiency. The higher the proficiency levels, the lower and more achievable the targets.

Elementary ELA



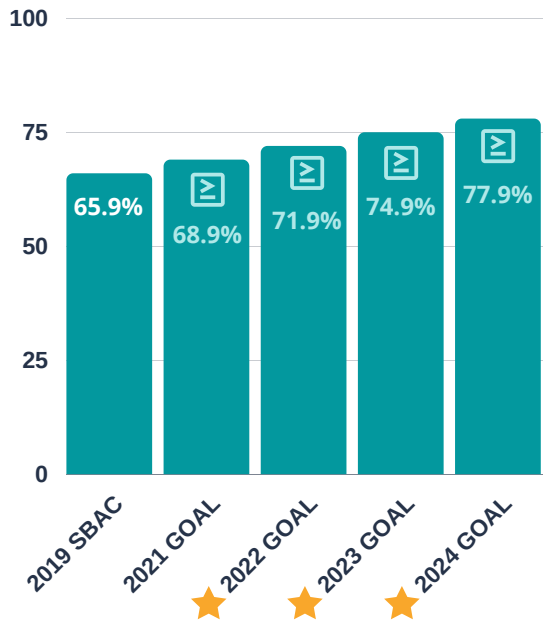
Elementary Math



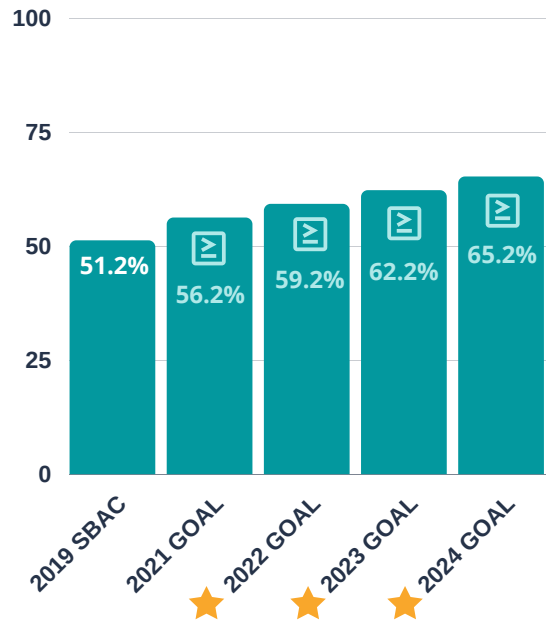
Closing Opportunity Gaps

The Closing Opportunity Gaps indicator reflects the percentage of non-proficient students hitting their individual growth targets (AGP). Students do not necessarily have to achieve proficiency in order to hit their target, so rigorous improvements can be realistic goals.

Elementary ELA



Elementary Math



Student Engagement

5.7% = 2019 Chronic Absenteeism %
Full pts were earned because the absenteeism rate was decreased by >10% of the prior year's rate

< 5% = 2021-2024 Goal

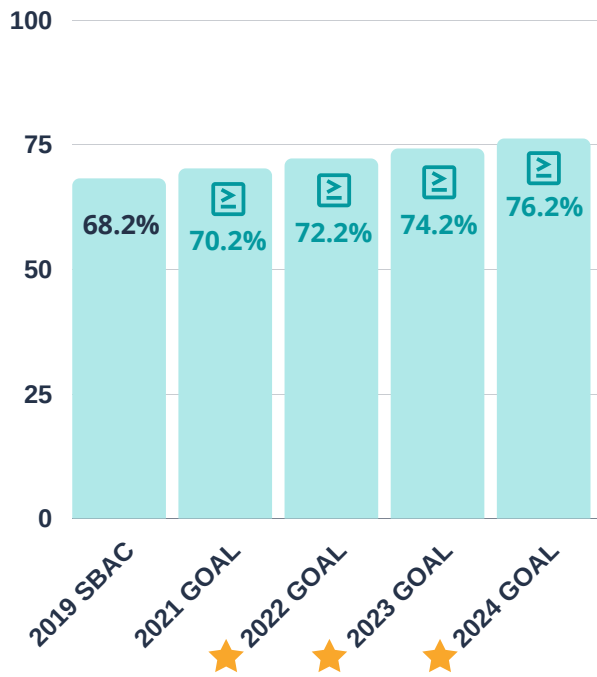
Academic Achievement

Below are performance benchmark goals for the next 5 years. Proficiency is historically the area that sees the smallest increases, even when coupled with high growth, especially at higher initial proficiency levels.

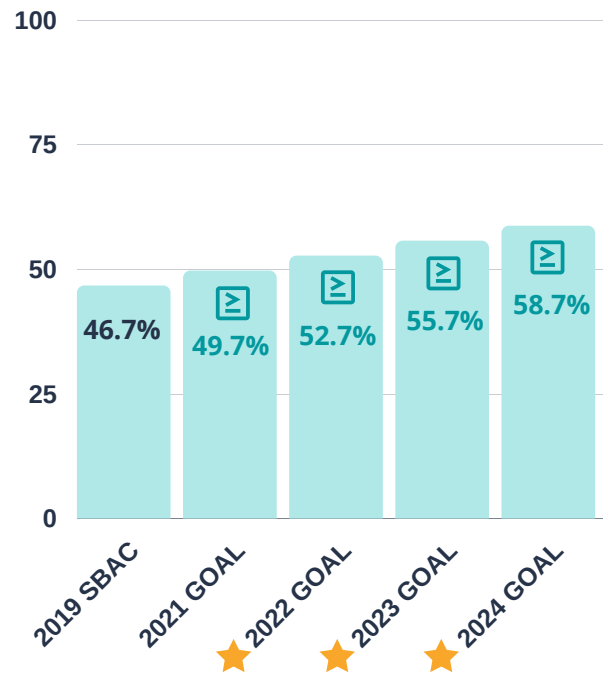
We do not know definitively what will happen with testing, but the following goals would be based on taking SBAC this Spring. This would mean that academic achievement data would be available but growth/ratings would not be available until 2022.

★ = Next potential rated year

Middle School ELA

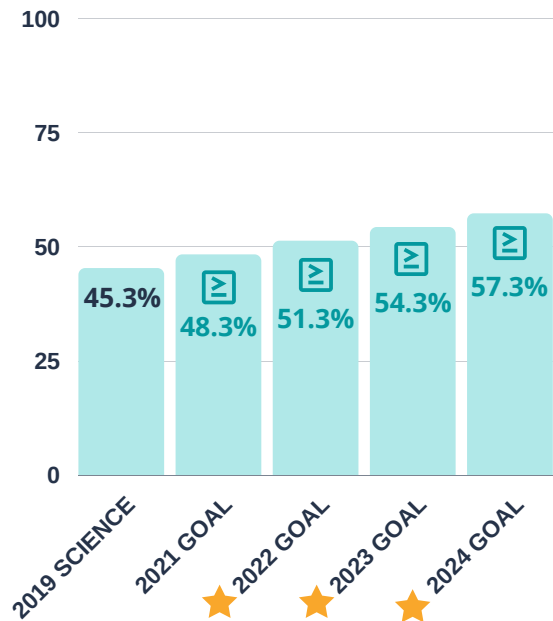


Middle School Math



* Though there is a 2 year gap between 2019 & 2021, a minimal benchmark increase was selected for ELA & Math. This is due to early research which anticipates an average academic loss of 1 instructional year for each student as a result of quarantine during the COVID-19 epidemic.

Middle School Science



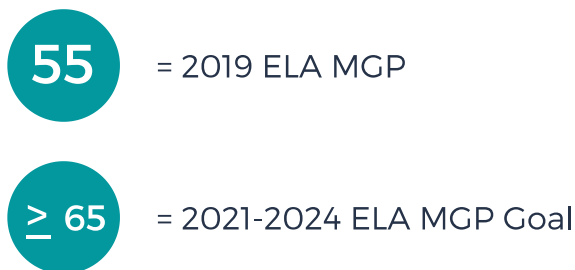
Growth Indicators

Student growth percentiles represent a Somerset student's growth compared to their academic peers across Nevada. The target median should not gradually increase but rather always strive to be greater than or equal to 65.

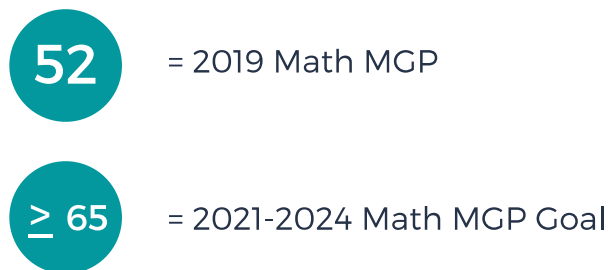
Student growth indicators require 2 consecutive years of testing so the next likely year where this data would be received for SBAC would be in 2022. To track 2021 progress towards growth goals, interim data would need to be utilized.

★ = Next potential rated year

Middle School ELA

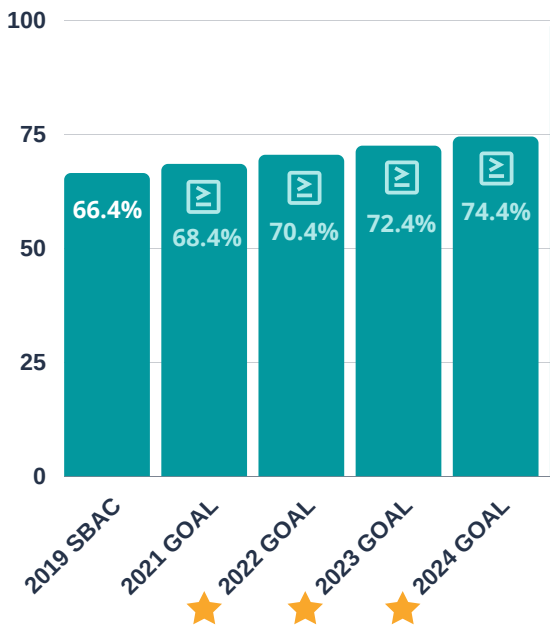


Middle School Math

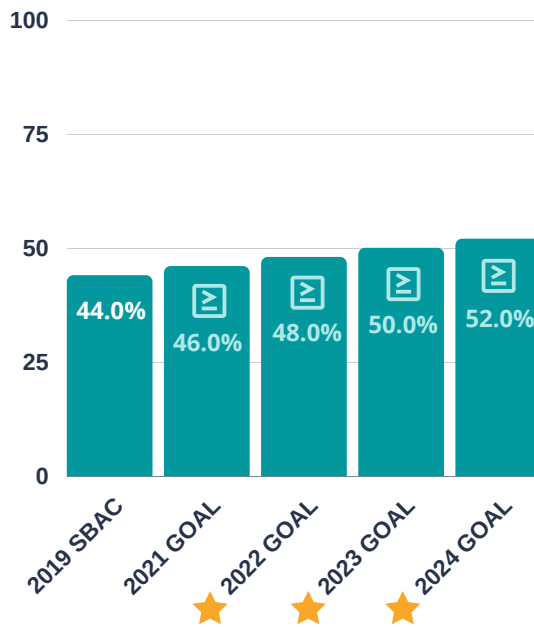


Adequate Growth Percentiles (AGP) reflects the percentage of students who hit their individual growth targets. Targets are based on either obtaining or maintaining proficiency. The higher the proficiency levels, the lower and more achievable the targets.

Middle School ELA



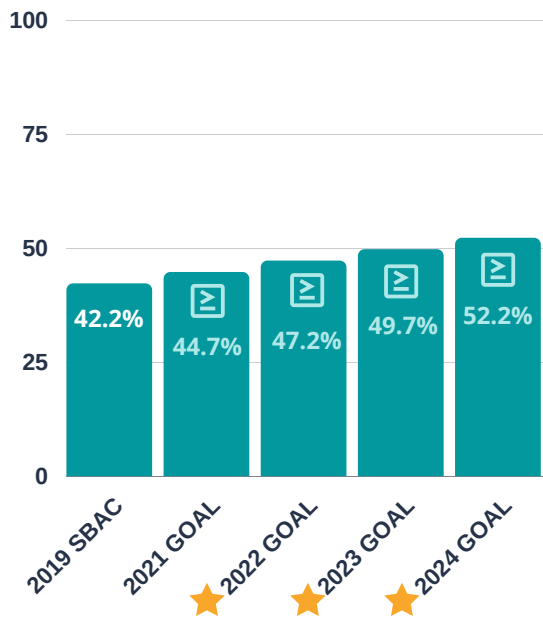
Middle School Math



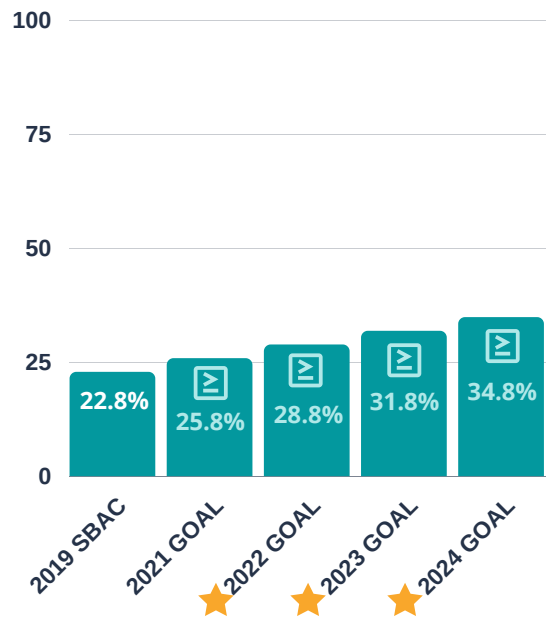
Closing Opportunity Gaps

The Closing Opportunity Gaps indicator reflects the percentage of non-proficient students hitting their individual growth targets (AGP). Students do not necessarily have to achieve proficiency in order to hit their target, so rigorous improvements can be realistic goals.

Middle School ELA



Middle School Math



Student Engagement

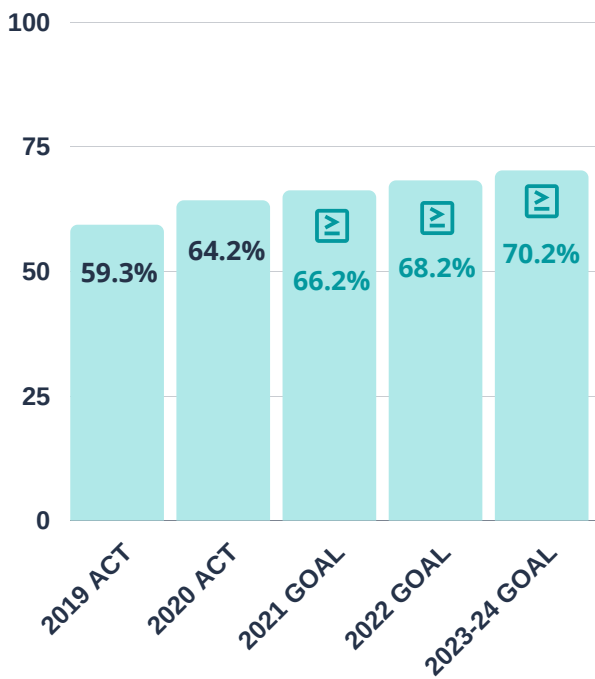
2.9% = 2019 Chronic Absenteeism %

< 5% = 2021-2024 Goal

Academic Achievement

Below are performance benchmark goals for the next 5 years. Proficiency is historically the area that sees the smallest increases, even when coupled with high growth, especially at higher initial proficiency levels.

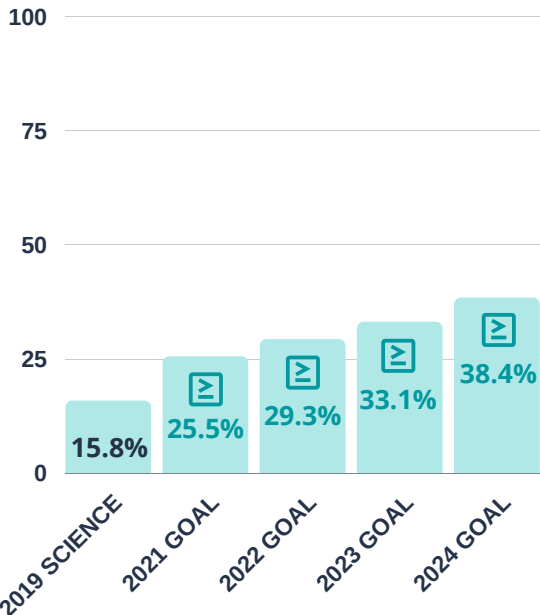
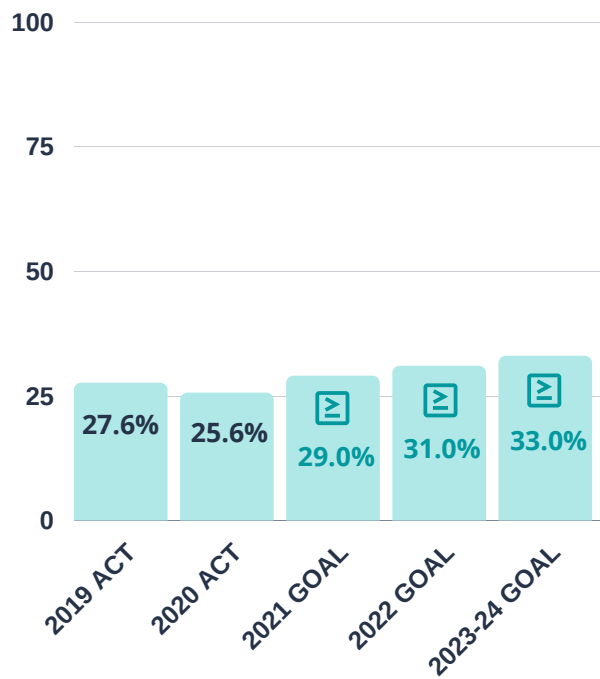
High School ELA



*2020 ACT results and benchmarks may be adjusted slightly after data validation process

*High schoolers are also anticipated to experience instructional losses due to the COVID-19 quarantine. This was factored into increases.

High School Math



High School Science

Graduation Rates

The 4-year cohort is the % of total students in the 4-year graduating class receiving a diploma (ex. seniors who graduated in 2020). The 5-year cohort is the % of total students whose OYOG was the year prior but they received their diploma with the next graduating class (ex. they were part of the 2019 cohort but graduated with the 2020 cohort). *HS grad rates lag a year behind.

4-Year ACGR



= 2019 4-Year ACGR



= 2020-2024 4-Year ACGR

5-Year ACGR



= 2019 Math MGP

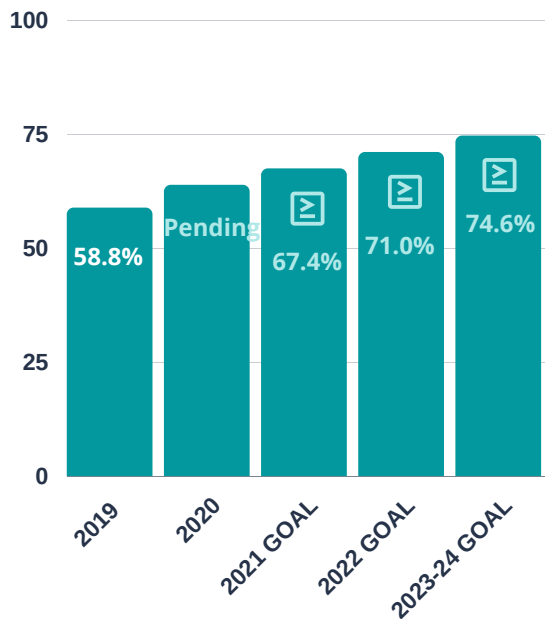


= 2021-2024 Math MGP Goal

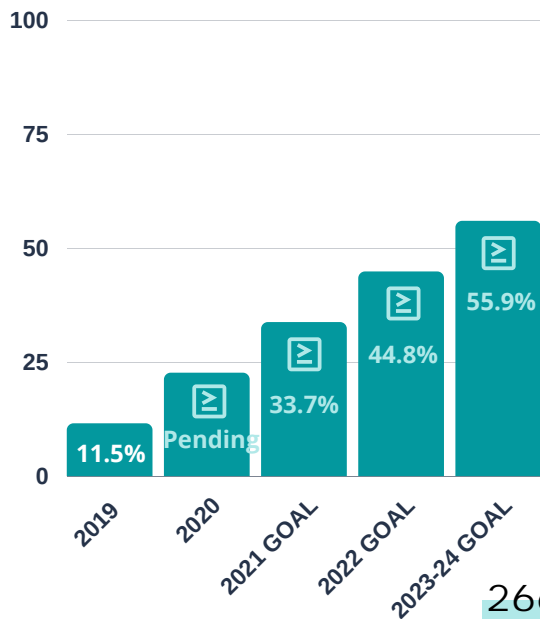
College & Career Readiness

Post-Secondary Preparation Participation and Completion is based on students meeting the criteria for participating and completing AP, IB, DC/DE, and/or CTE courses.

Post-Secondary Prep. Participation

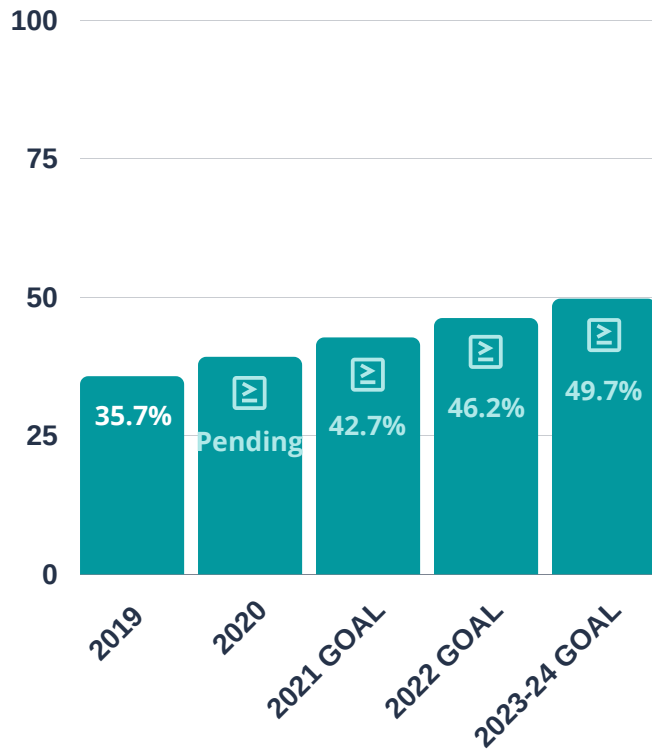


Post-Secondary Prep. Completion



Advanced or CCR Diploma

A school's rate for this Measure is their percentage of graduates with an Advanced or CCR Diploma.



Student Engagement

8.8% = 2019 Chronic Absenteeism %

≤ 7% = 2021 Goal

< 5% = 2022-24 Goal

Elementary Implementation Strategies for 2020-21



Below are some of the major instructional implementation strategies for each indicator in the 2020-21 school year:

Recommended that each strategy have an in-person & online implementation approach:

1. Academic Achievement/Growth Medians:

ELA

In Person:

- Wonders Core Reading Program K-5
- Foundations Tier one phonics instructional supplement to the core for grades K-2
- Heggery Phonological and phonemic awareness instructional supplement to the core for grades K and 1

Online:

- Amplify Reading grades K-5
- NewsELA grades 2-5
- Digital Readworks.org grades K-5
- MyOn (including Accelerated Reader) Grades K-5

MATH

In Person:

- Go Math!
- Go Math! K-5

Online:

- Reflex Math K-5
- IXL Math- 5th grade

SCIENCE

In Person:

- Science A-Z
- Picture Perfect Science
- Mystery Science
- TCI Science- 5th grade only

Online:

- Mystery Science
- NewsELA science resources
- Digital Readworks.org science resources
- BrainPop

Elementary Implementation Strategies for 2020-21



2. Growth (AGP) Differentiated Instruction:

In Person:

- Wonders Differentiated small group lessons
- MCLASS Differentiated small group lessons
- Reading A-Z small group lessons
- Florida Center for Reading Research Student Center Activities

Online:

- Reflex independent practice for math
- Amplify Reading online practice component for reading

3. Closing Opportunity Gaps (Instruction for non-proficient students):

In Person:

- IReady small group instruction for math RTI
- MCLASS Intervention- small group targeted research-based reading intervention for students below the 40th percentile on MAP and in the at-risk category on DIBELS-8
- Wonders Differentiated small group lessons
- Foundations Tier II intervention lessons
- MCLASS Differentiated small group lessons
- West Virginia Explicit Phonics Lessons
- Reading A-Z small group lessons
- Florida Center for Reading Research Student Center Activities

Online

- IReady online practice component for math grades K-4
- ALEX online intervention for math grade 5
- Reflex independent practice for math
- Amplify Reading online practice component for reading

4. Chronic Absenteeism:

- Continued monitoring of absenteeism
- Teacher contact with parents when students have an extended absence
- Full time attendance clerk to make phone calls and send emails regarding student absences
- Meetings held by Administration with students and parents with excessive absences

MS Implementation Strategies for 2020-21

Below are some of the major instructional implementation strategies for each indicator in the 2020-21 school year:

Recommended that each strategy have an in-person & online implementation approach:

1. Academic Achievement/Growth Medians:

ELA

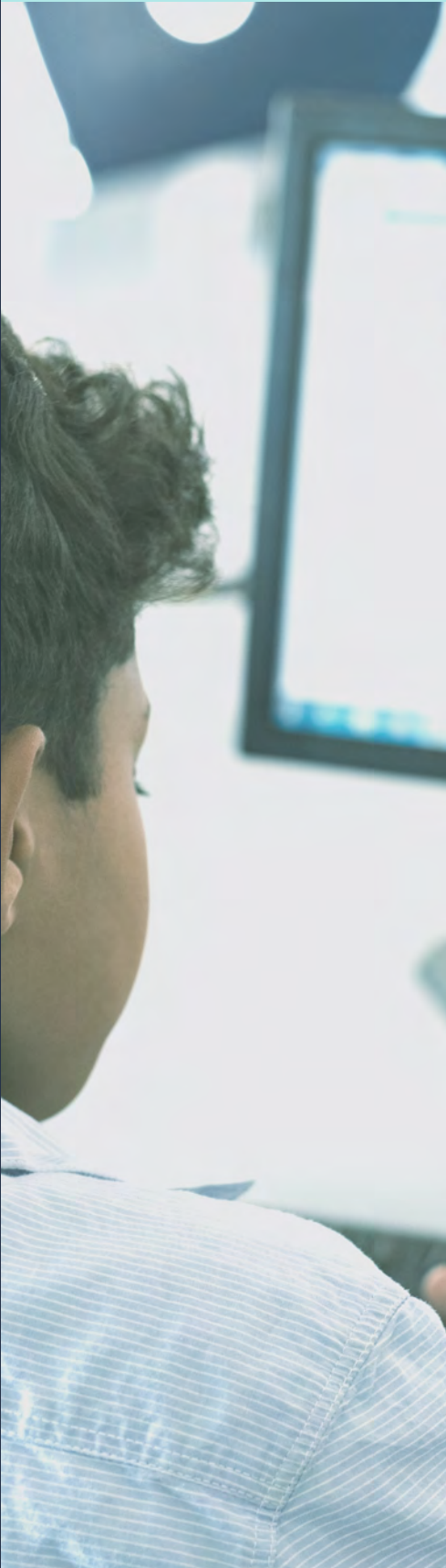
In Person/Online:

- Content/grade level instructional planning, collaboration, and common assessment aligned with standards
- Use of Springboard College Ready curriculum
- Content area MS collaboration and horizontal alignment
- Data analysis for effective instruction and improvement
- Increase student engagement strategies such as Kagan and Marzano
- Student tracking of growth and goals
- Implementation of SBAC testing engagement, readiness, and strategies

MATH

In Person/Online:

- Content/grade level instructional planning, collaboration, and common assessment aligned with standards
- iReady Math curriculum
- Content area MS collaboration and horizontal alignment
- Data analysis for effective instruction and improvement
- Increase student engagement strategies such as Kagan and Marzano
- Student tracking of growth and goals
- Implementation of SBAC testing engagement, readiness, and strategies



MS Implementation Strategies for 2020-21



SCIENCE

In Person/Online:

- Collaborative planning of MS science teachers with the standards
- Implement hands on science activities to teach and enforce science concepts
- Use of interactive notebooks for student engagement, note taking, tracking, and responsibility
- Increase student engagement strategies such as Kagan and Marzano
- Student tracking of growth and goals
- Spiral review of curriculum

2. Growth (AGP) Differentiated Instruction:

In Person/Online:

- Differentiate instruction and increase effective instruction supported in all areas through content level collaboration and planning, coaching support for teachers, and mentor program for new teachers.
- Advisory period used to place identified students in SBAC Bootcamp
- Collaborative discussion and grade level planning for students' needs
- Integrated instruction between content areas
- Increase student engagement strategies such as Kagan and Marzano

3. Closing Opportunity Gaps (Instruction for non-proficient students):

In Person/Online:

- ELA: Continue to assist low achieving students fill gaps with ELA Foundations class as an elective. Classes to remain at 15-20 students. Individual, small group, and whole group instruction.
- MATH: Continue to assist low achieving students fill gaps with the Math Boost class as an elective. Classes to remain at 13-16 students.
- BOTH: Student weakness/gaps identified and worked with to strengthen; Foundational skills strengthened; Concepts reinforced and spiraled

MS Implementation Strategies for 2020-21



ONLINE

- Teachers will continue to teach, monitor growth, and support students through use of Zoom, online programs, and teacher guided activities. Teacher support of each other, planning, and collaboration to continue.

4. Chronic Absenteeism:

- Continued monitoring of absenteeism
- Teacher contact with parents when students have an extended absence
- Full time attendance clerk to make phone calls and send emails regarding student absences
- Meetings held by Administration with students and parents with excessive absences

HS Implementation Strategies for 2020-21



1. Academic Achievement:

ELA

- Content/grade level instructional planning, collaboration, and common assessment aligned with Common Core Standards
- Use of College Board ELA Springboard Curriculum
- Use of AP College Board ELA Curriculum
- Collaboration within ELA Department, focus on standards
- Create and Evaluate Common Assessments
- Common Formative and Summative Assessments
- Data analysis for effective instruction and improvement
- Increase student engagement strategies such as Kagan and Marzano
- Student tracking of growth and goals-Use MAP effectively to focus on strands/standards
- Alignment and Collaboration with Social Studies Department
- Embed ACT questions within instruction

HS Implementation Strategies for 2020-21



MATH

- Content/grade level instructional planning, collaboration, and common assessment aligned with Common Core Standards
- Use of enVision Math Curriculum for Algebra I, Algebra II, Basic Math
- Use of AP College Board Math Curriculum
- Collaboration within Math Department, focus on standard based instruction
- Create and Evaluate Common Assessments
- Common Formative and Summative Assessments
- Data analysis for effective instruction and improvement
- Increase student engagement strategies such as Kagan and Marzano
- Student tracking of growth and goals-Use MAP effectively to focus on strands/standards
- Use of Kuta software to help with interventions
- Alignment and Collaboration with Science department including spiral review
- Embed ACT questions within instruction

HS Implementation Strategies for 2020-21



Science

- Content/grade level instructional planning, collaboration, and common assessment aligned with Common Core Standards
- Use of textbook and lab materials effectively within the department
- Use of AP College Board Science Curriculum
- Collaboration within Science Department, focus on standard based instruction
- Create and Evaluate Common Assessments
- Common Formative and Summative Assessments
- Data analysis for effective instruction and improvement
- Increase student engagement strategies such as Kagan and Marzano
- Student tracking of growth and goals-Use MAP effectively to focus on strands/standards
- Use of appropriate software to help with interventions
- Alignment and Collaboration with Math department
- Spiral review of curriculum
- Embed ACT questions within instruction

HS Implementation Strategies for 2020-21



CTE

Additional Courses including-

- Sports Medicine/Health Science
- Teacher in Training

Build upon current CTE course-

- Business Marketing
- Graphic Design
- Photography

Dual Enrollment

Addition of Dual Enrollment with College of Southern Nevada

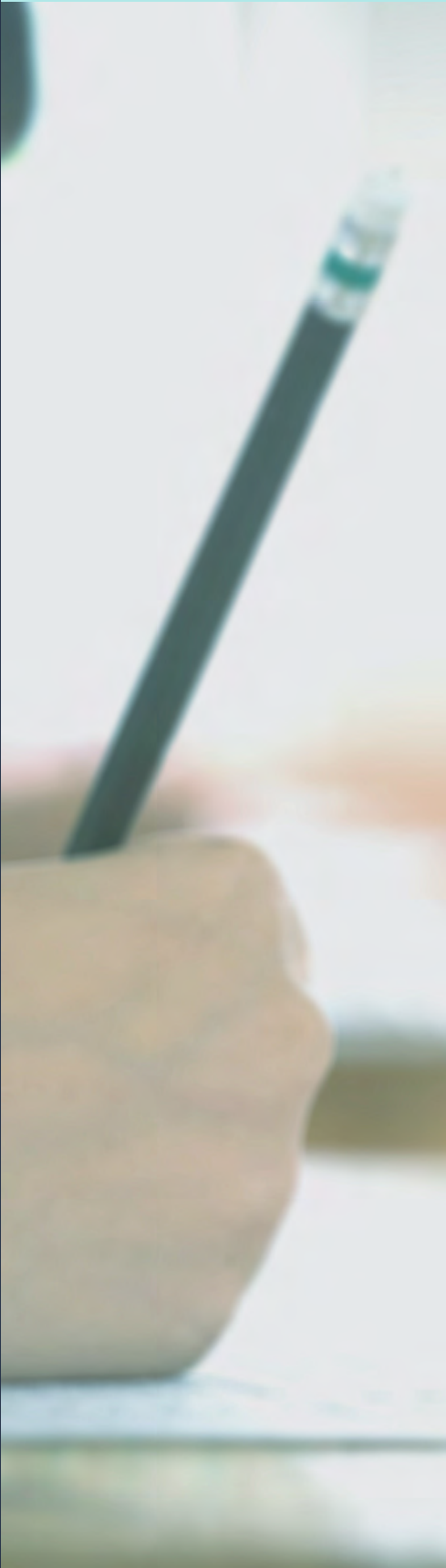
- Students must take 4 courses on-campus if of Junior status
- Students must take 2 courses on-campus if of Senior status

2. Differentiated Instruction

Differentiate instruction and increase effective instruction supported in all areas through content level collaboration and planning, coaching support for teachers, and mentor program for new teachers.

- Advisory period used for ACT Prep
- ACT Work Keys Course
- Collaborative discussion and grade level planning for students' needs
- Integrated instruction between content areas
- Increase student engagement strategies such as Kagan and Marzano

HS Implementation Strategies for 2020-21



3. Closing Opportunity Gaps (Instruction for non-proficient students):

ELA

- WIDI course/instruction to WIDA students;
- Alignment of instruction, tracking and interventions with all WIDA students/teachers
- Foundational skills strengthened
- Concepts reinforced and spiraled

MATH

- Students placed appropriately in courses to build foundational skills
- Spiral review within instruction
- Tutoring before and after school
- ACT practice during advisory

ONLINE

Teachers will continue to teach, monitor growth, and support students through use of Zoom, online programs, and teacher guided activities. Teacher support of each other, planning, and collaboration to continue.

HS Implementation Strategies for 2020-21



4. Chronic Absenteeism

- Continued monitoring of absenteeism-quicker response to those who are absent and why they are absent
- Teacher contact with parents when students have an extended absence
- Full time attendance clerk to make phone calls and send emails regarding student absences
- Meetings held by Administration with students and parents with excessive absences

5 Star Timeline

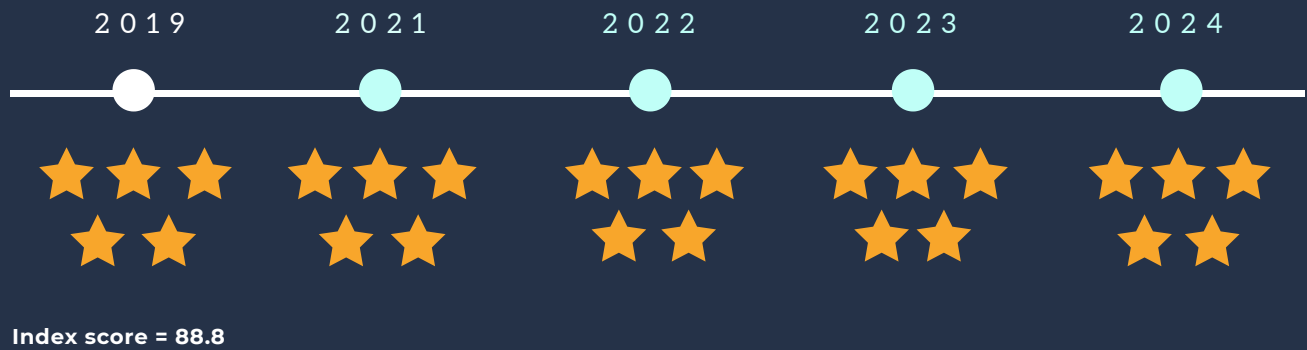
ANTICIPATED RATINGS TIMELINE

Meeting each of the aforementioned benchmarks will put Somerset Sky Pointe on the following timeline for maintaining/achieving 5 Star status:

ELEMENTARY



MIDDLE SCHOOL



HIGH SCHOOL





SOMERSET ACADEMY SKYE CANYON

WINTER 2021



SAMANTHA BLACK
sales director

EXPERIENCE

POSITION TITLE for company tld
Present
Short description of the position and the responsibilities you had in this position.

POSITION TITLE for company tld
2013 - 2016
Short description of the position and the responsibilities you had in this position.

POSITION TITLE for company tld
2012 - 2013
Short description of the position and the responsibilities you had in this position.
Lorem ipsum dolor sit amet, consectetur adipiscing elit. In ornare, in ornare, in ornare.

POSITION TITLE for company tld
2009 - 2010
Short description of the position and the responsibilities you had in this position.

REFERENCES

ELIOT BROWN
0028 01234 5678
eliot@mypage.com

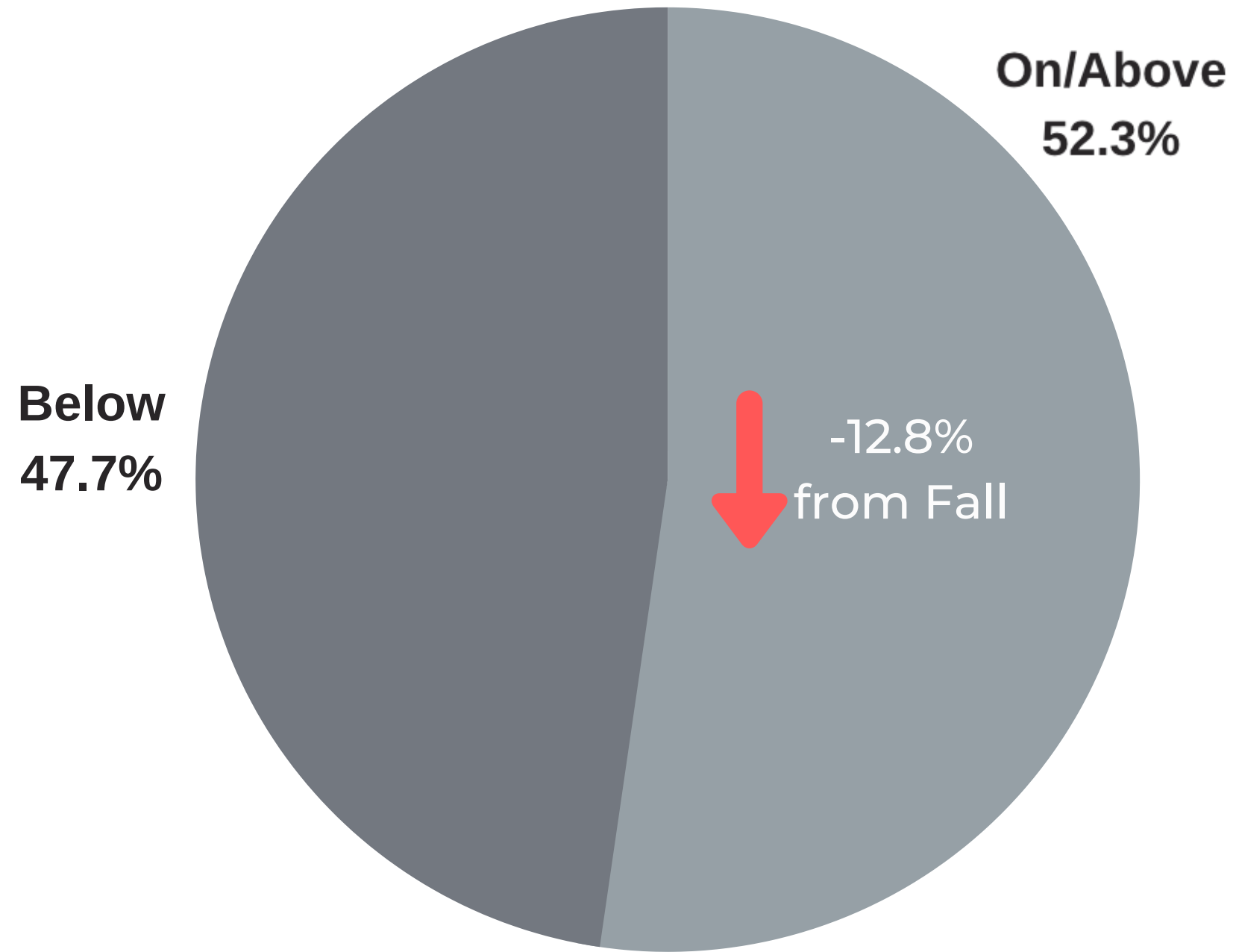
ELIOT BROWN
0028 01234 5678
eliot@mypage.com

ELIOT BROWN
0028 01234 5678
eliot@mypage.com

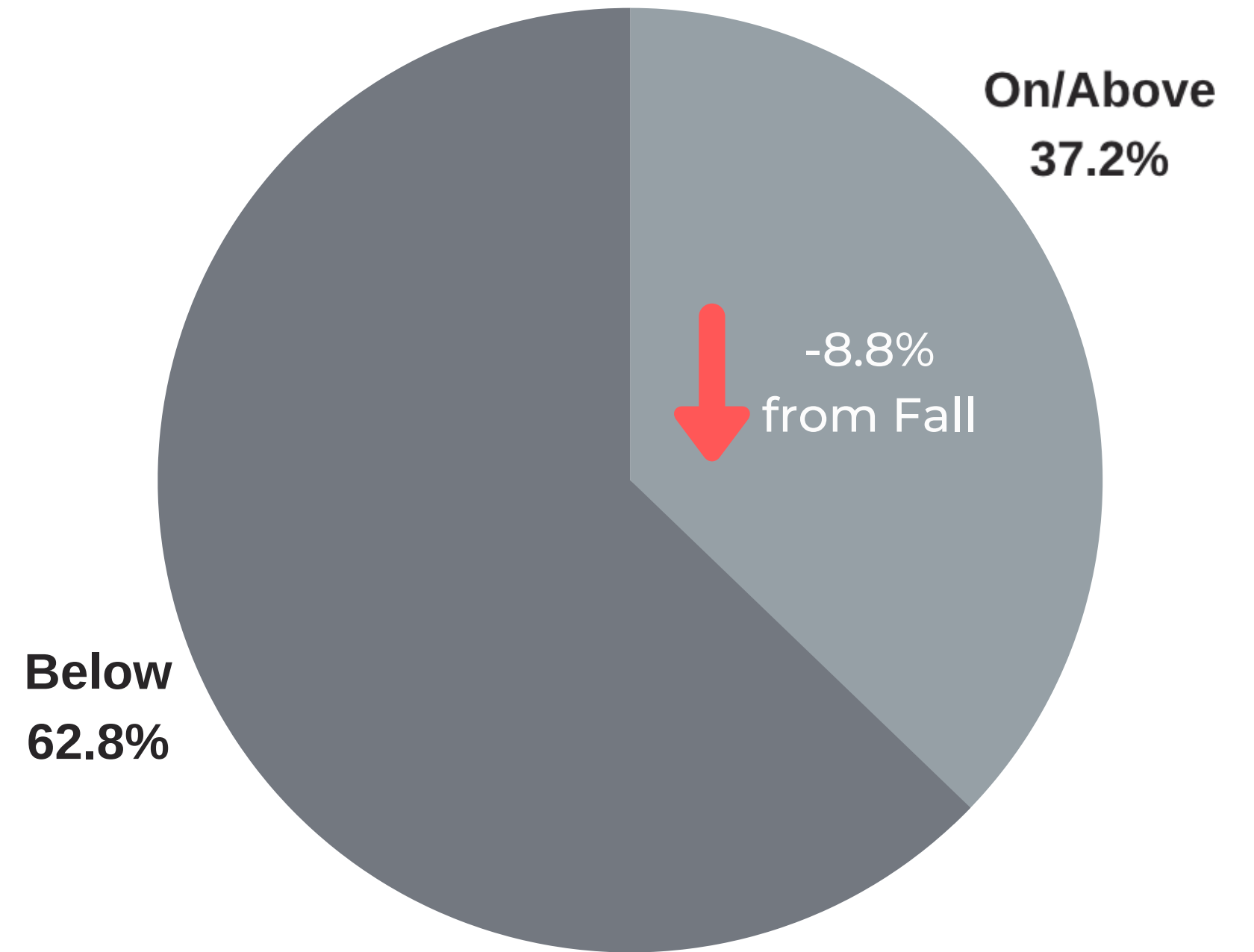
COVER LETTER

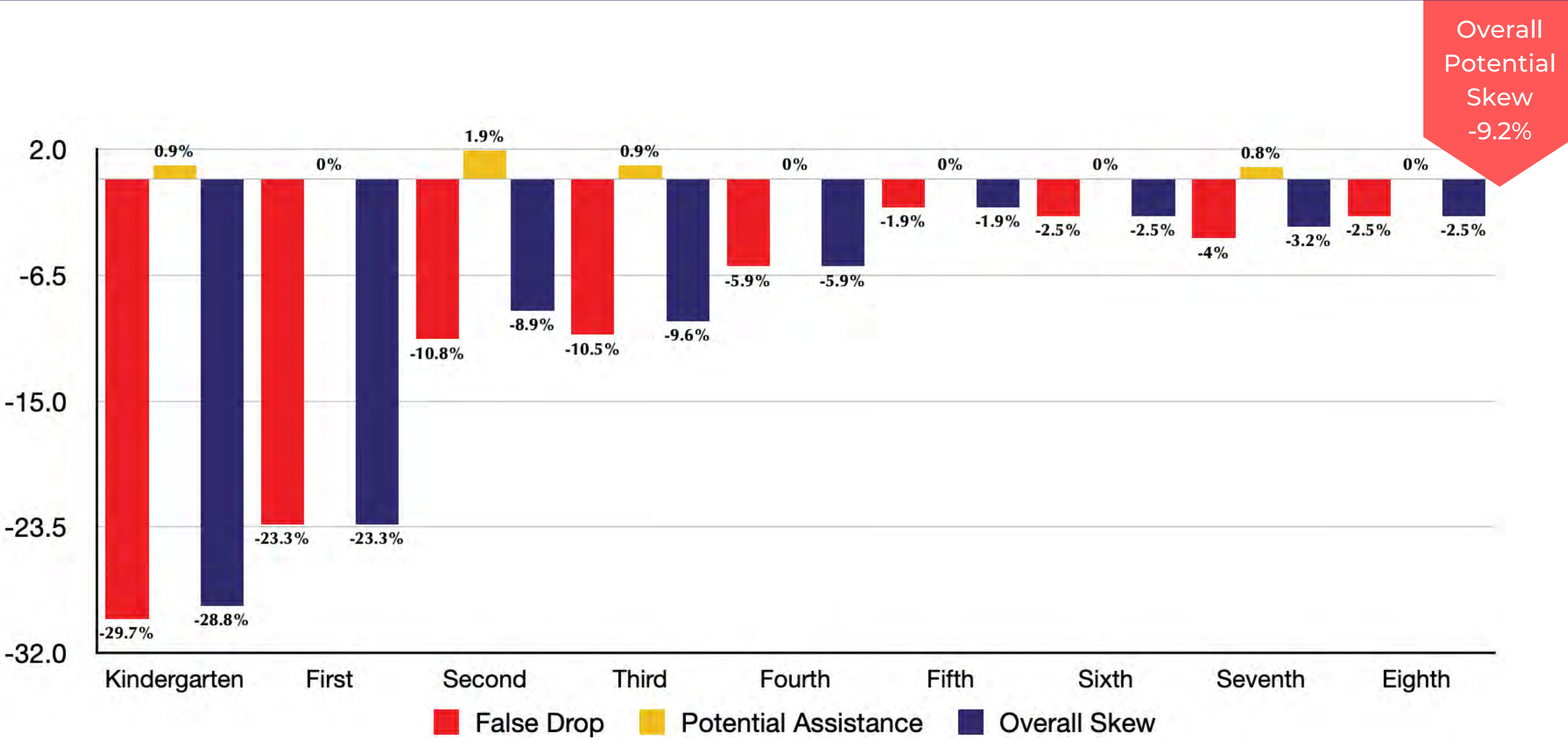
280

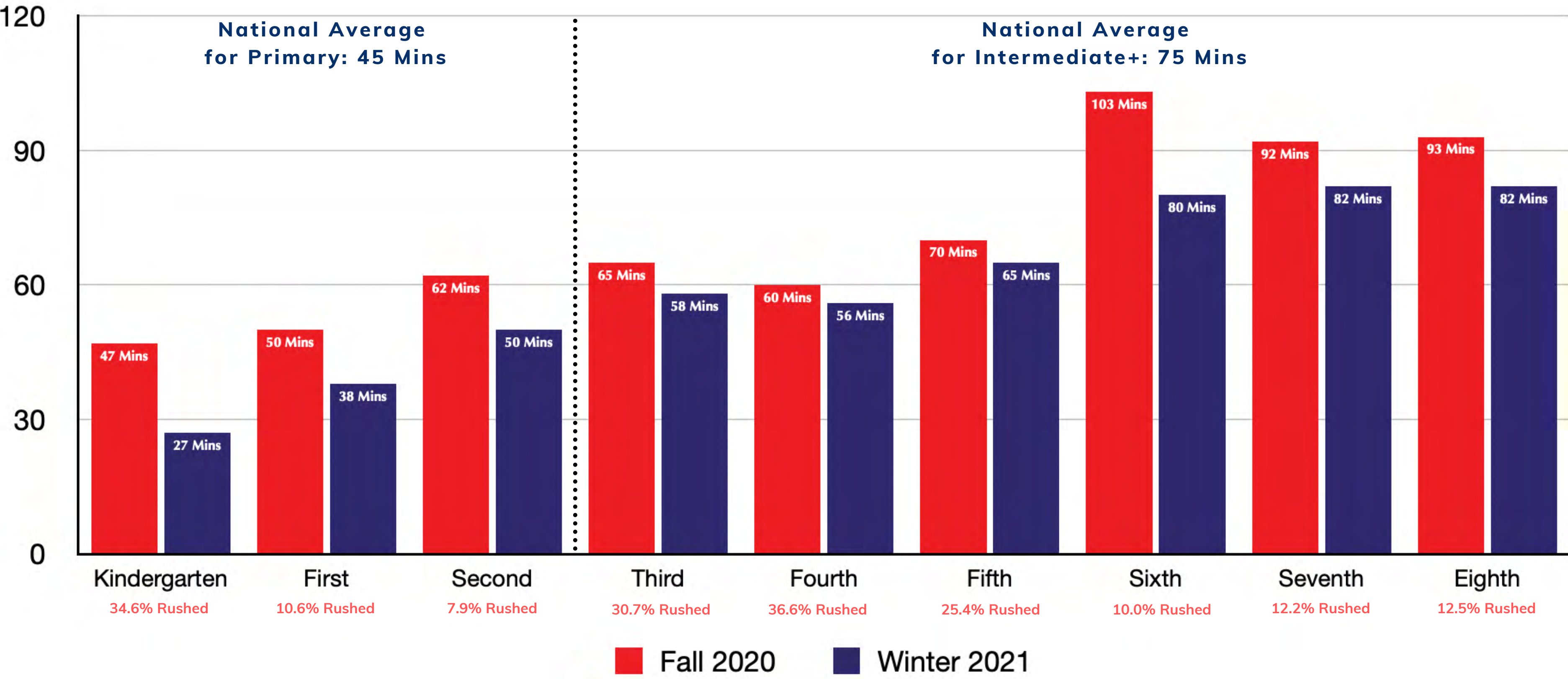
Reading % of Students at Grade Level



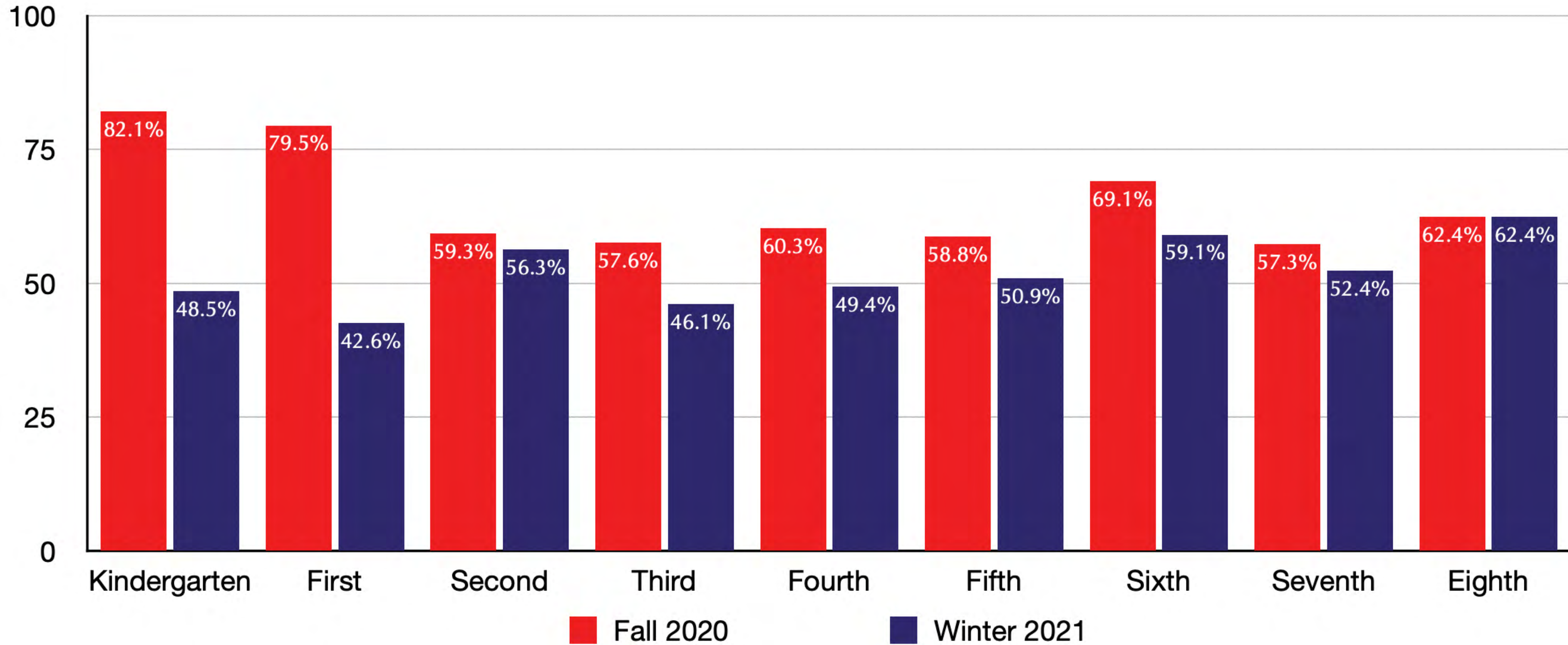
Math % of Students at Grade Level

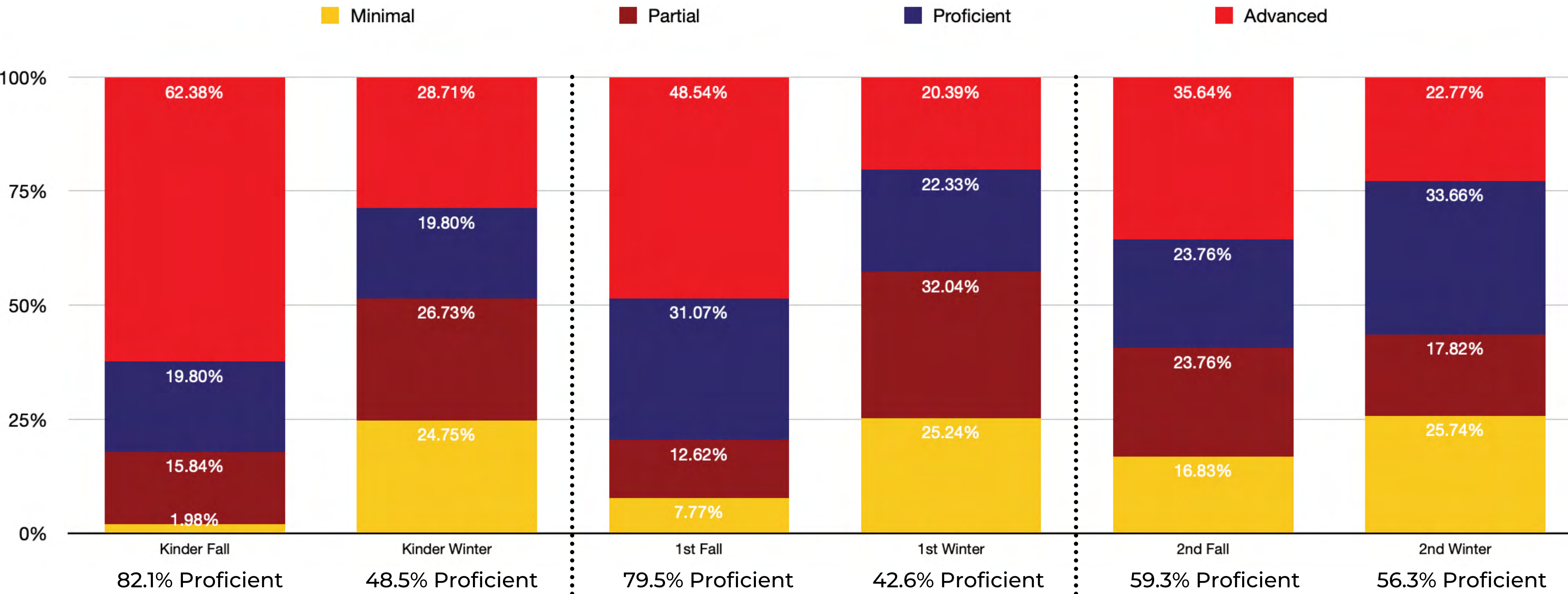


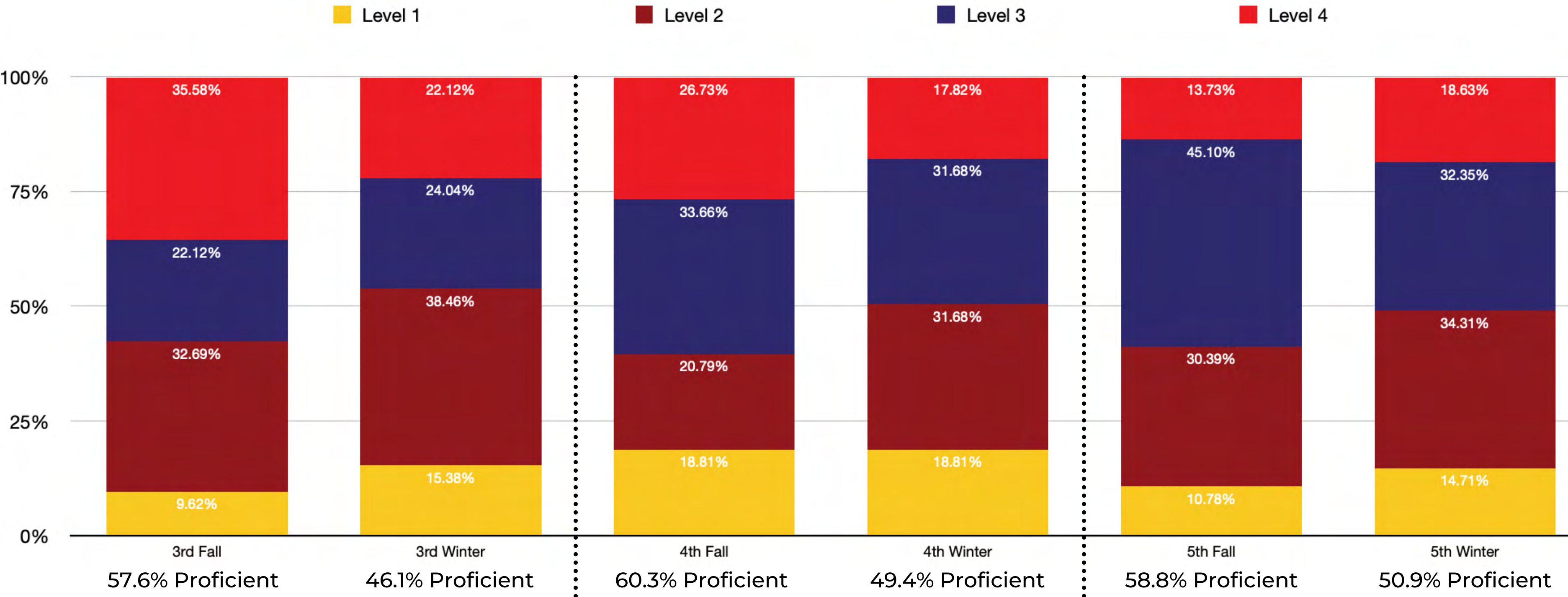


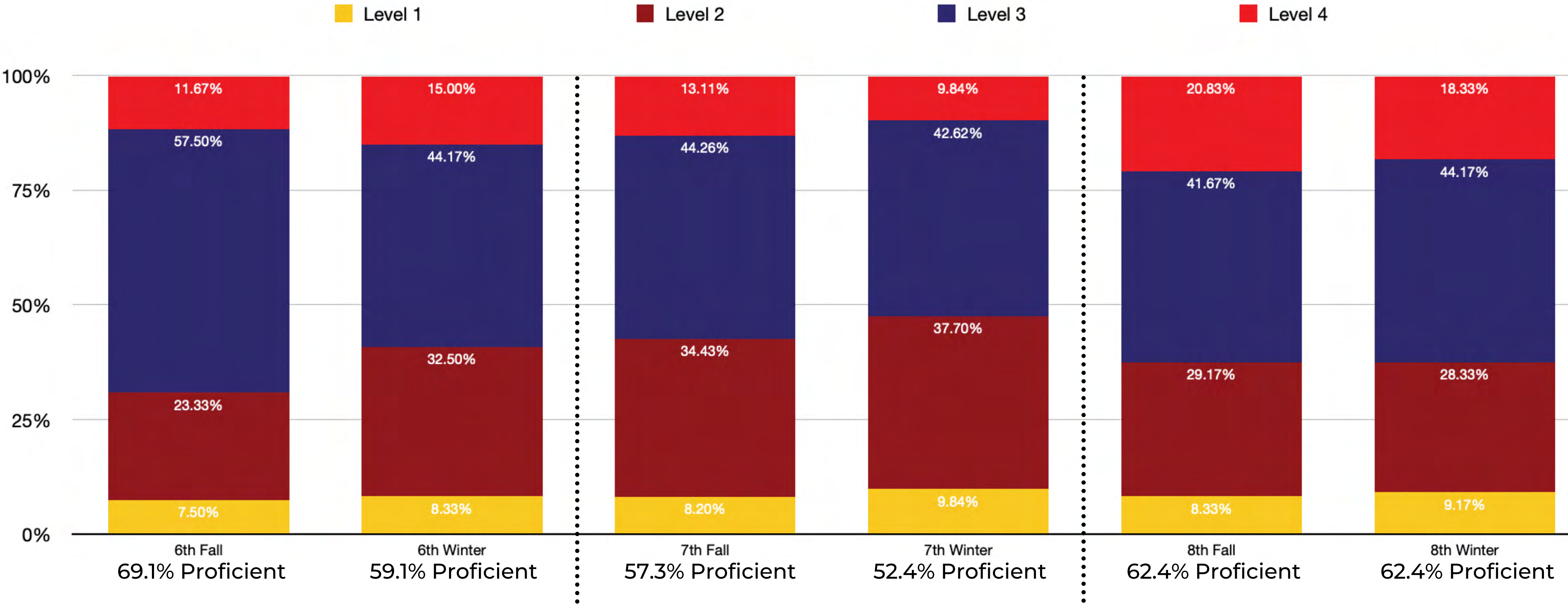


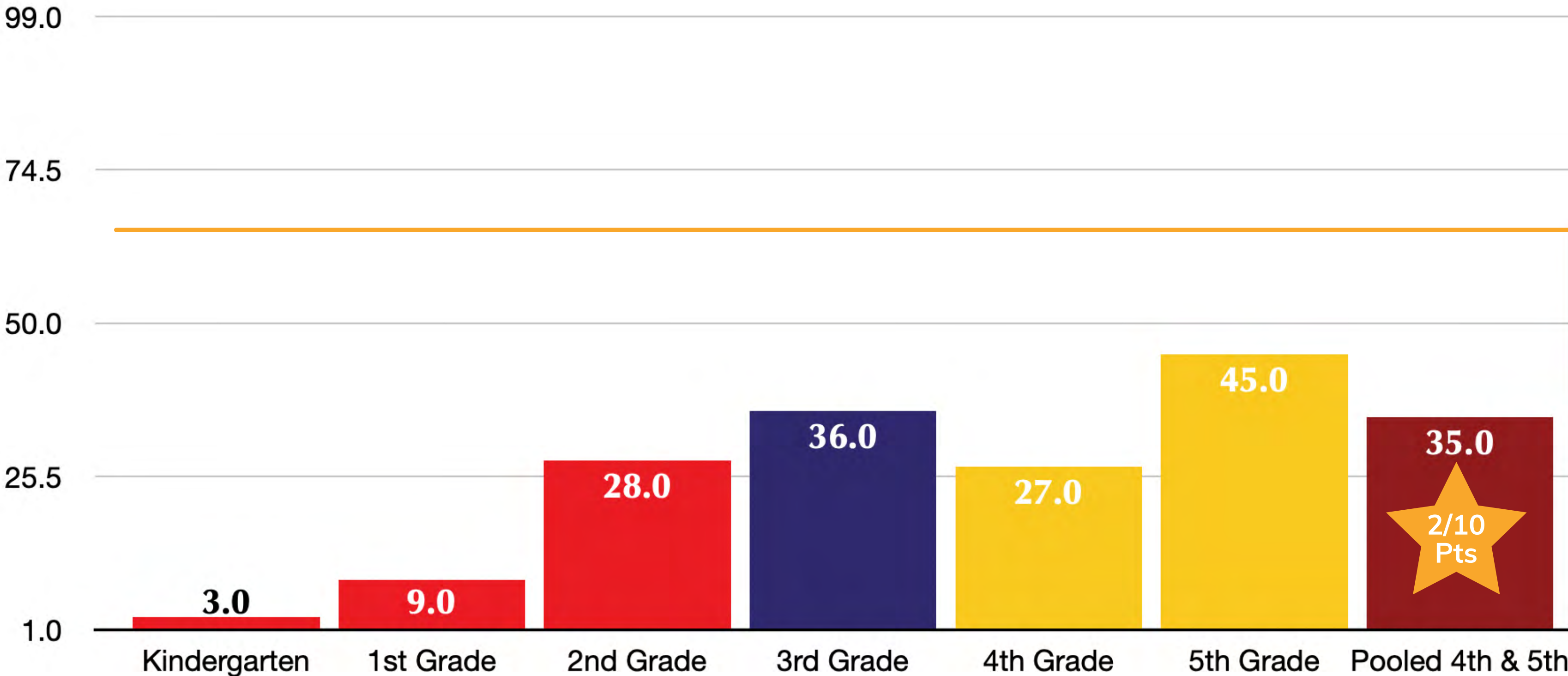
*Percentage of rushers calculated using Winter (<20 mins for Primary; <45 mins for Intermediate+)

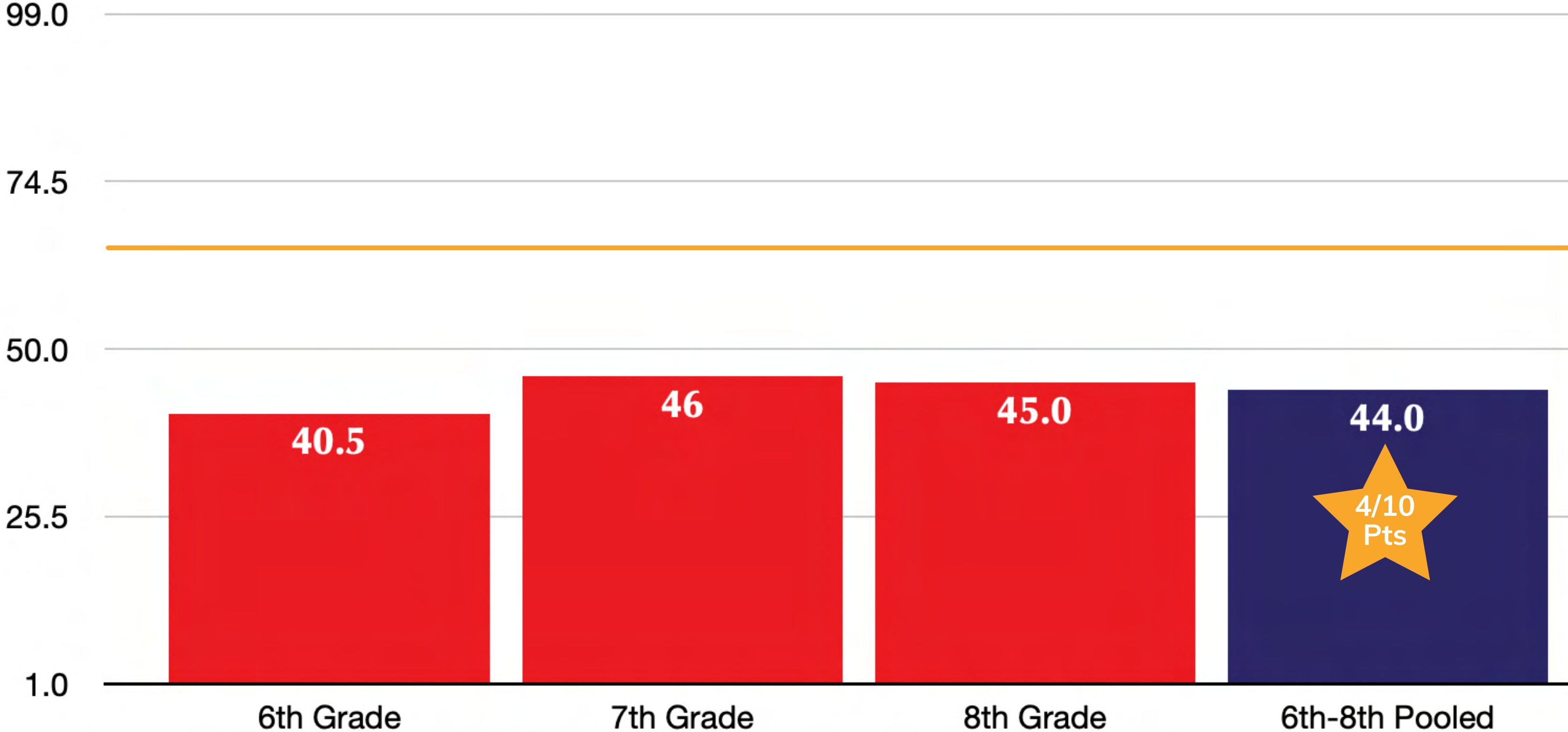


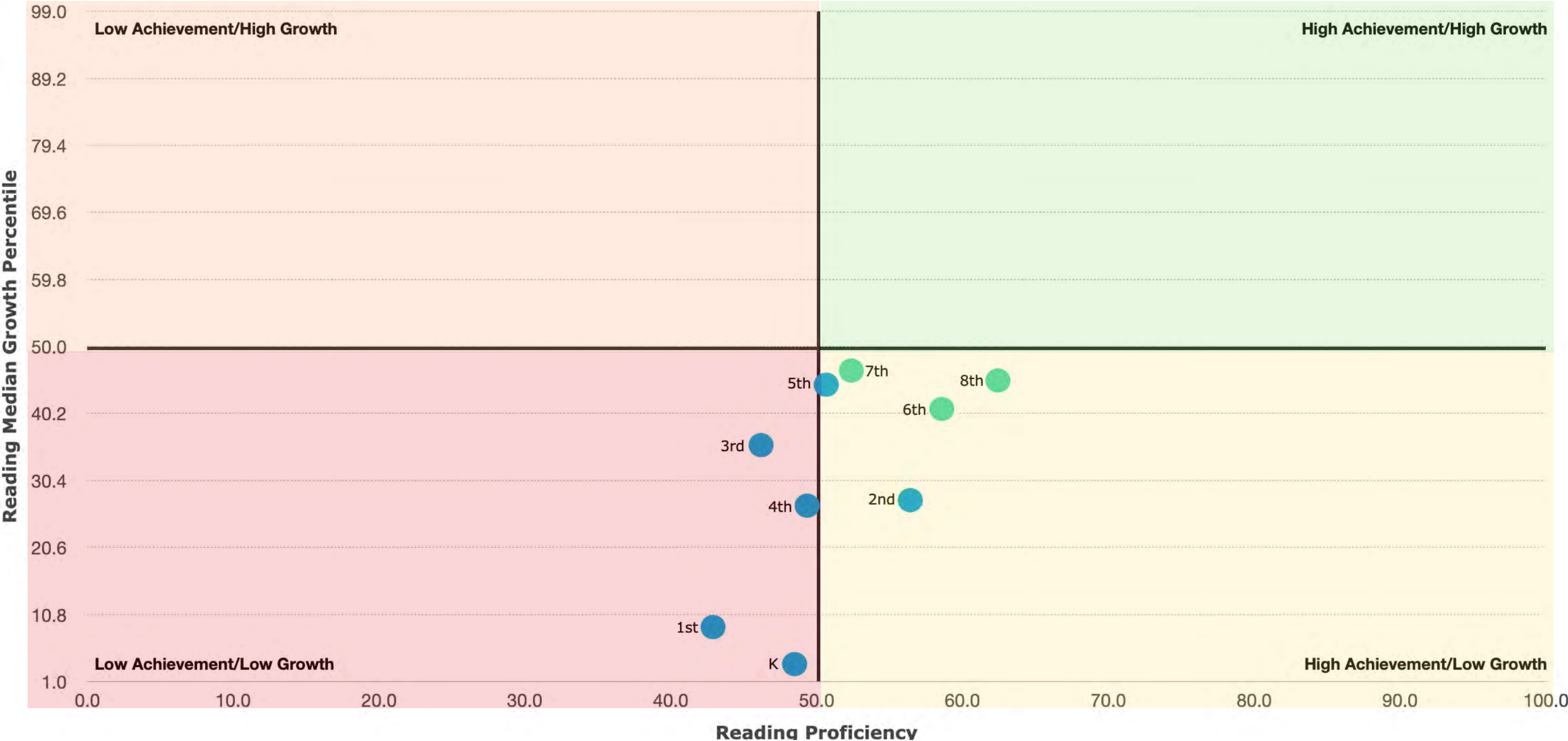




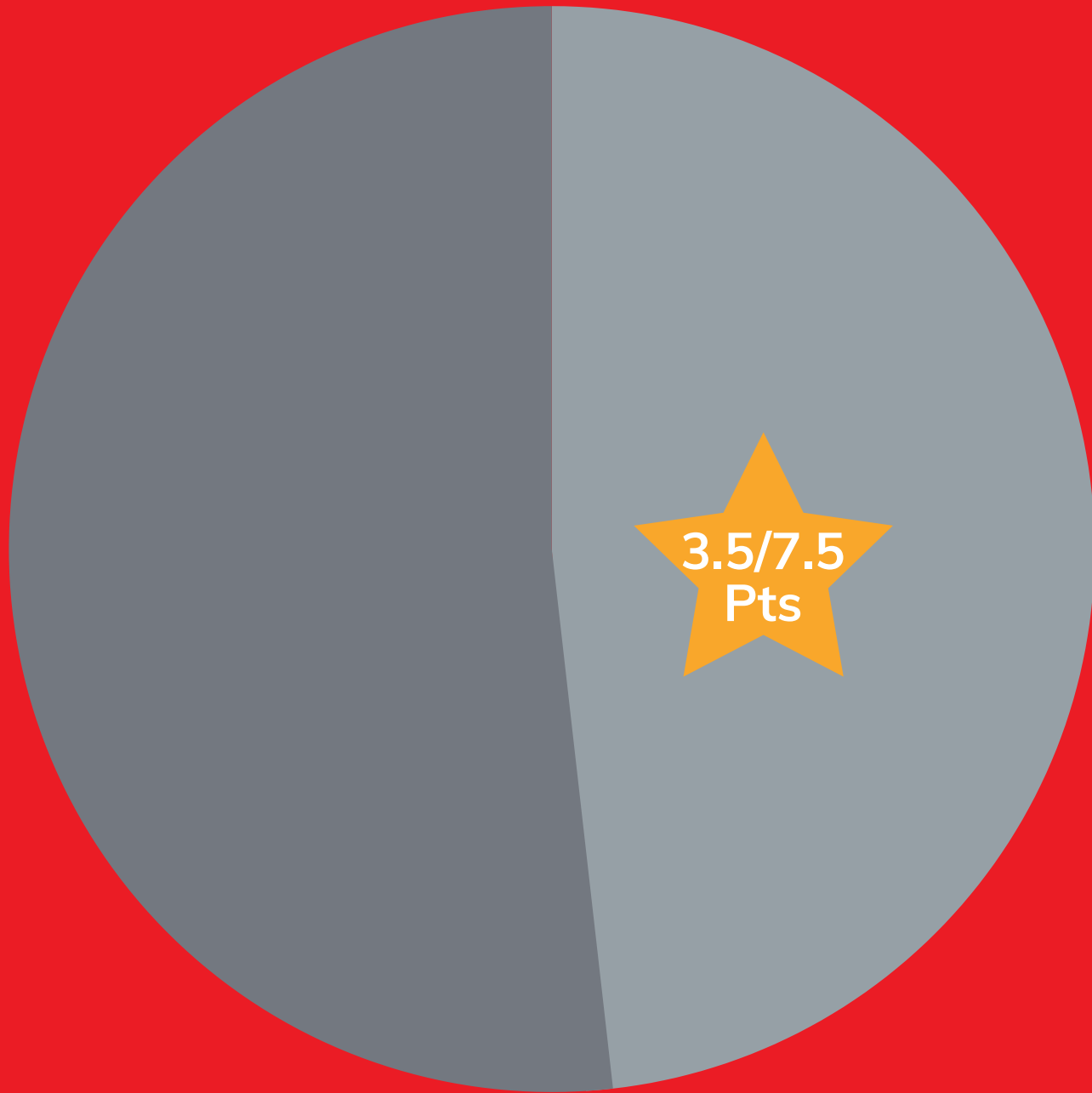




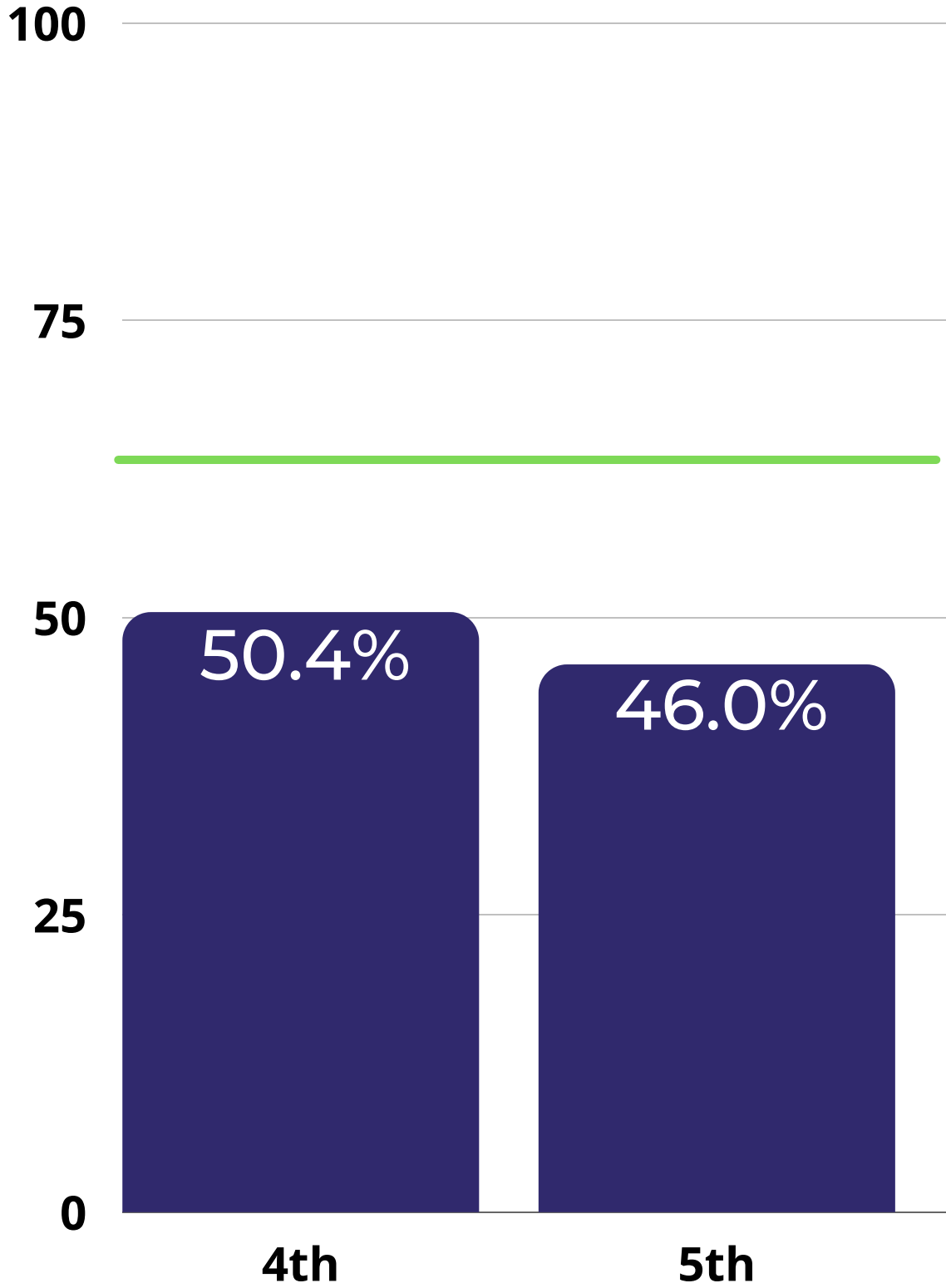




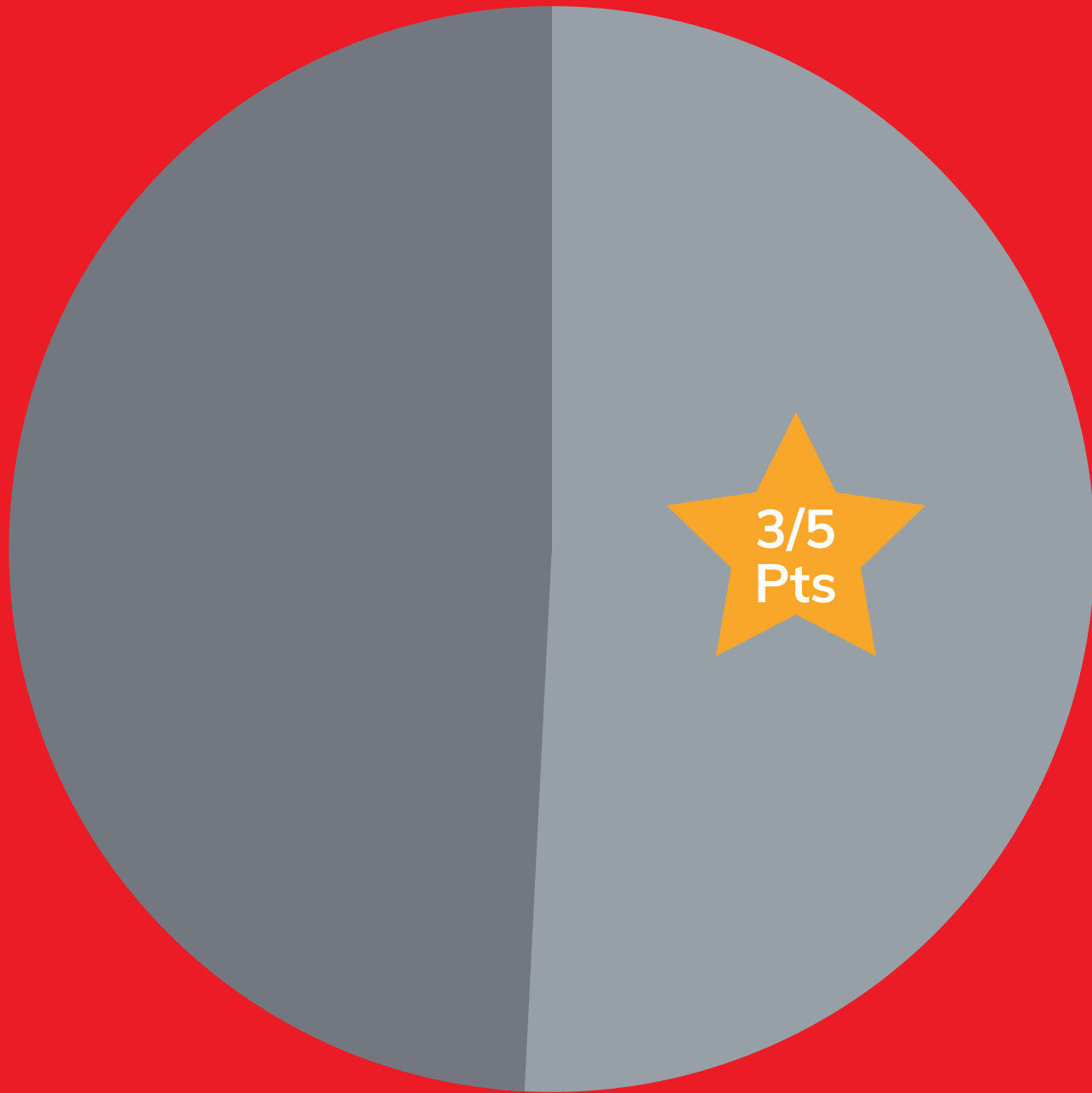
Grades 4-5 Pooled AGP



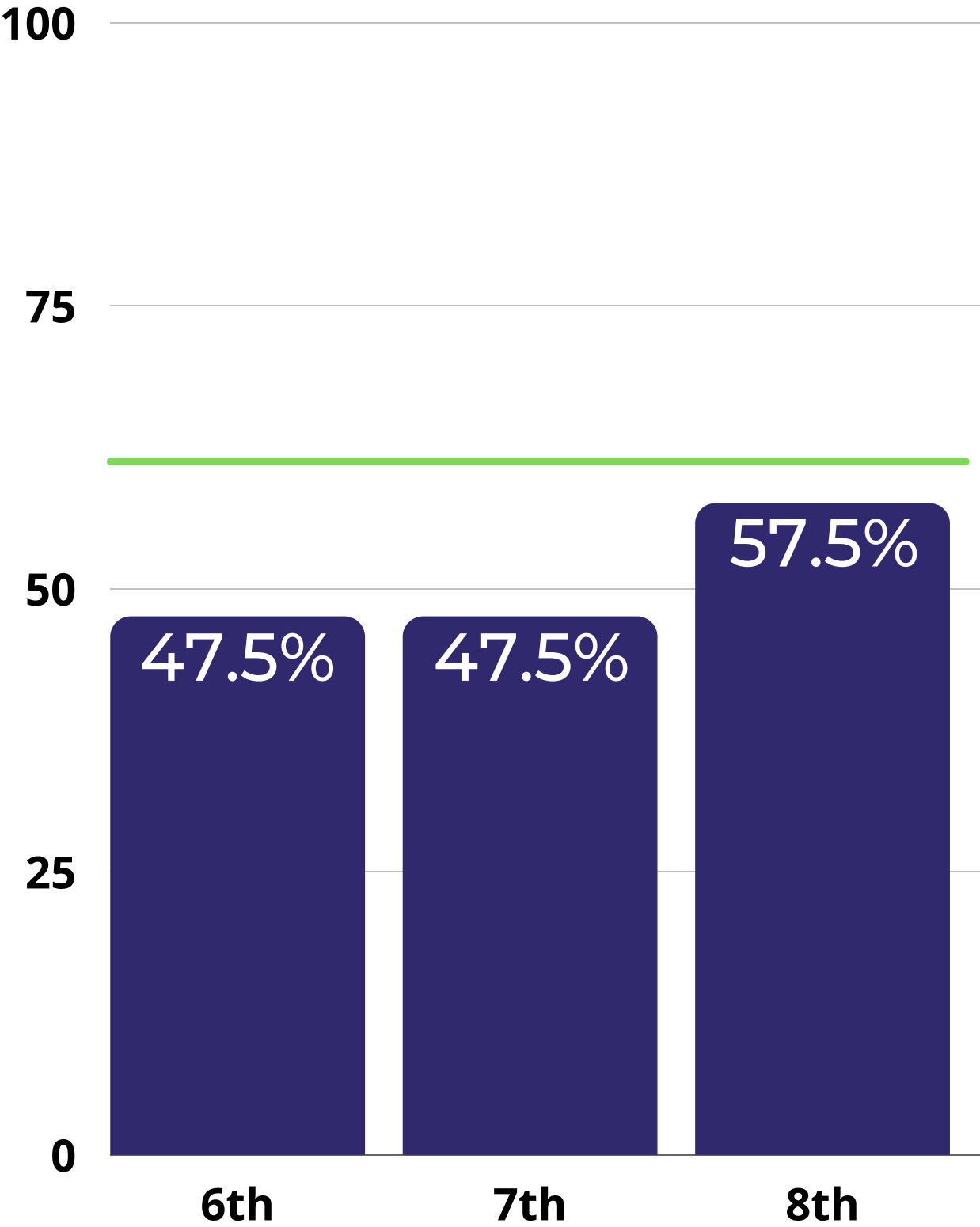
AGP by Grade



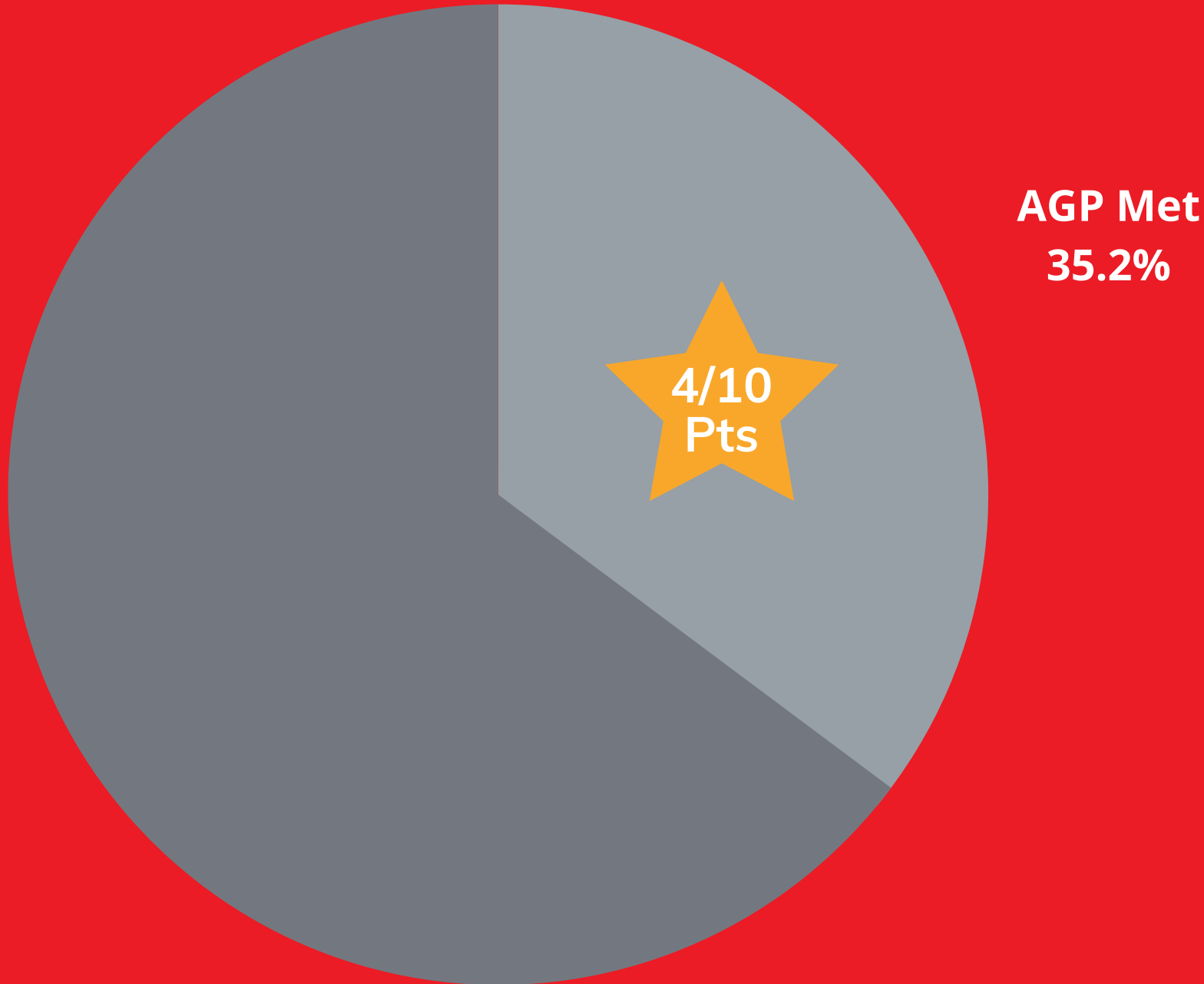
Grades 6-8 Pooled AGP



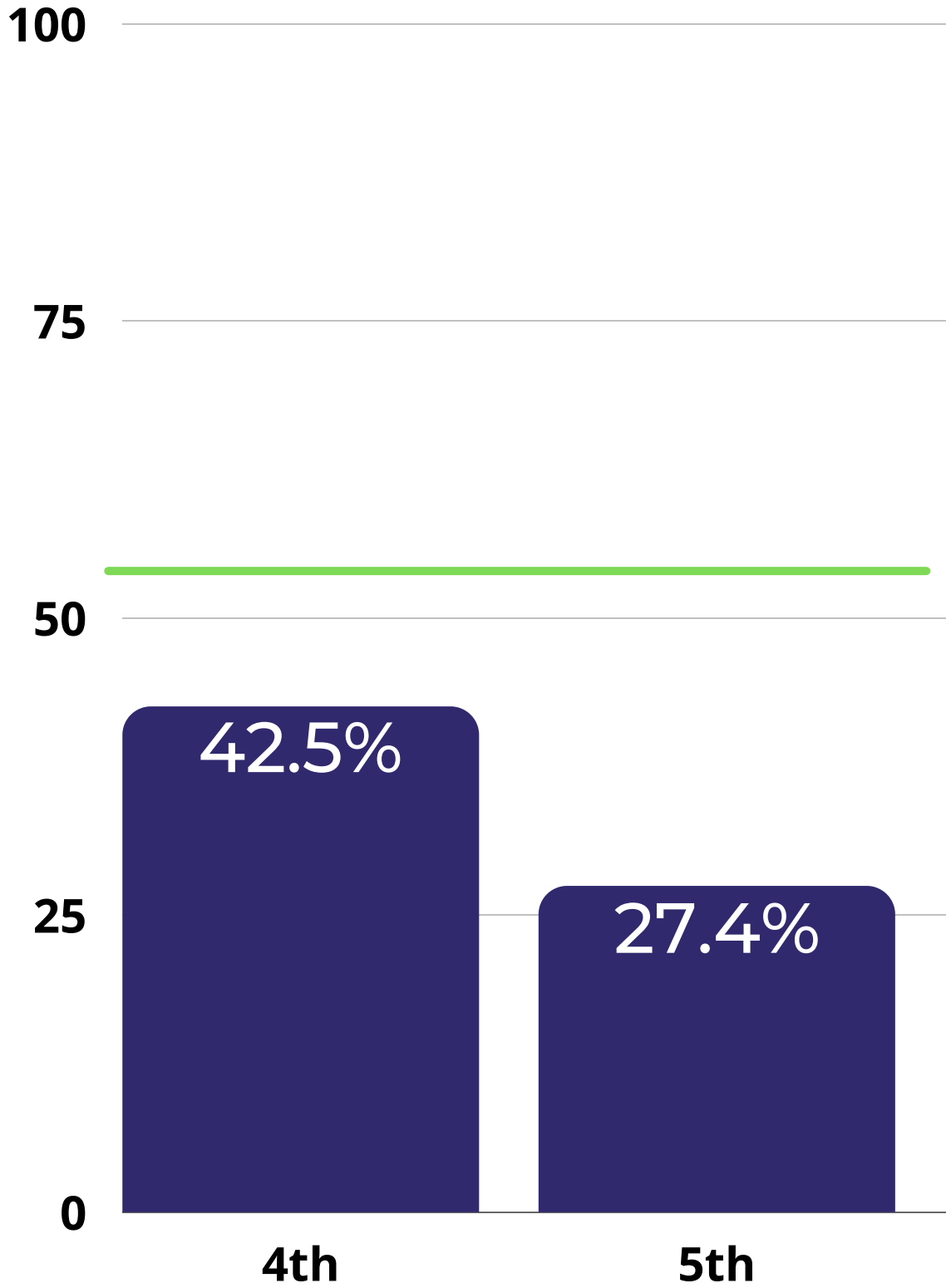
AGP by Grade



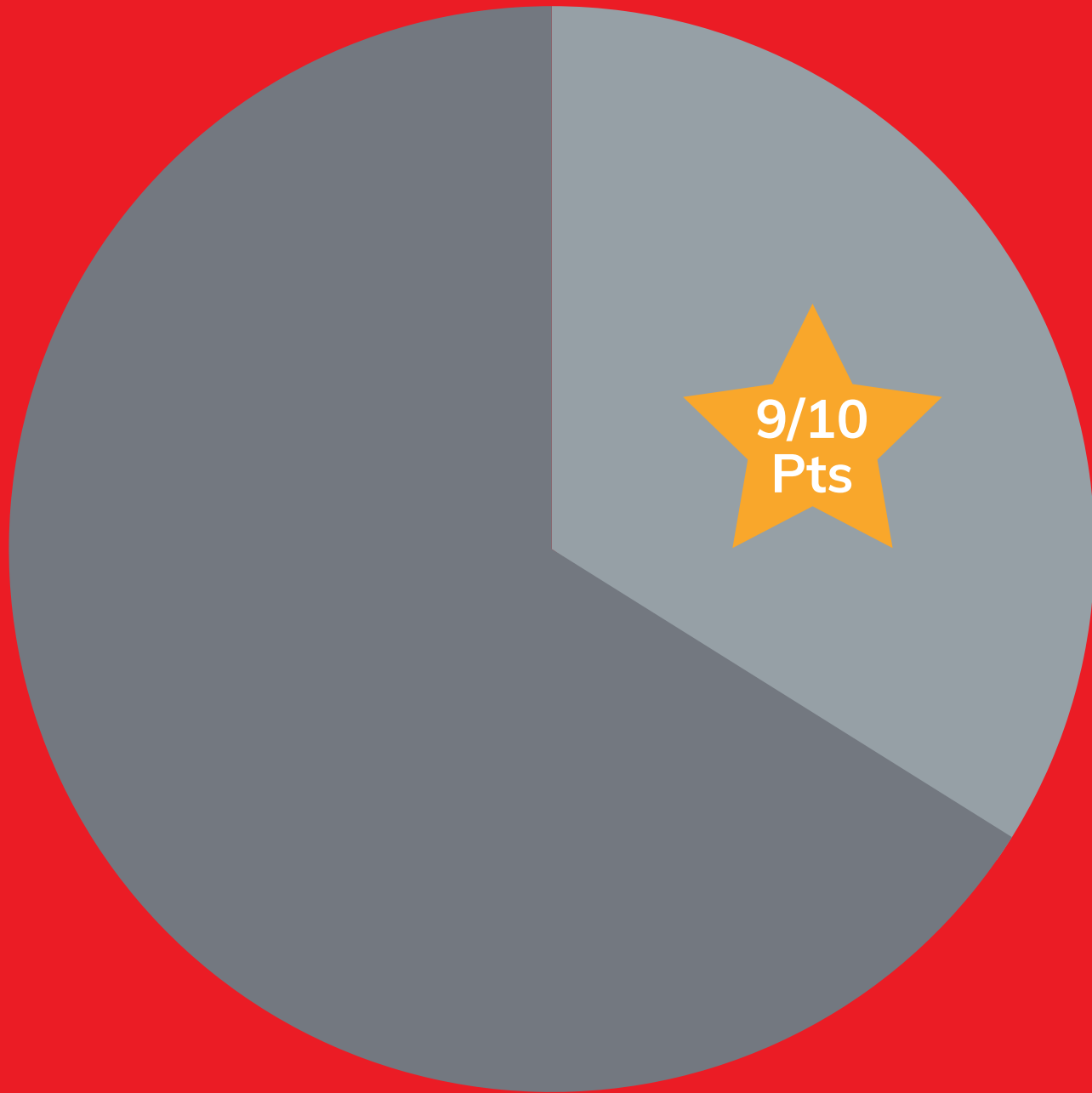
Grades 4-5 Pooled GAP



GAP by Grade



Grades 6-8 Pooled GAP

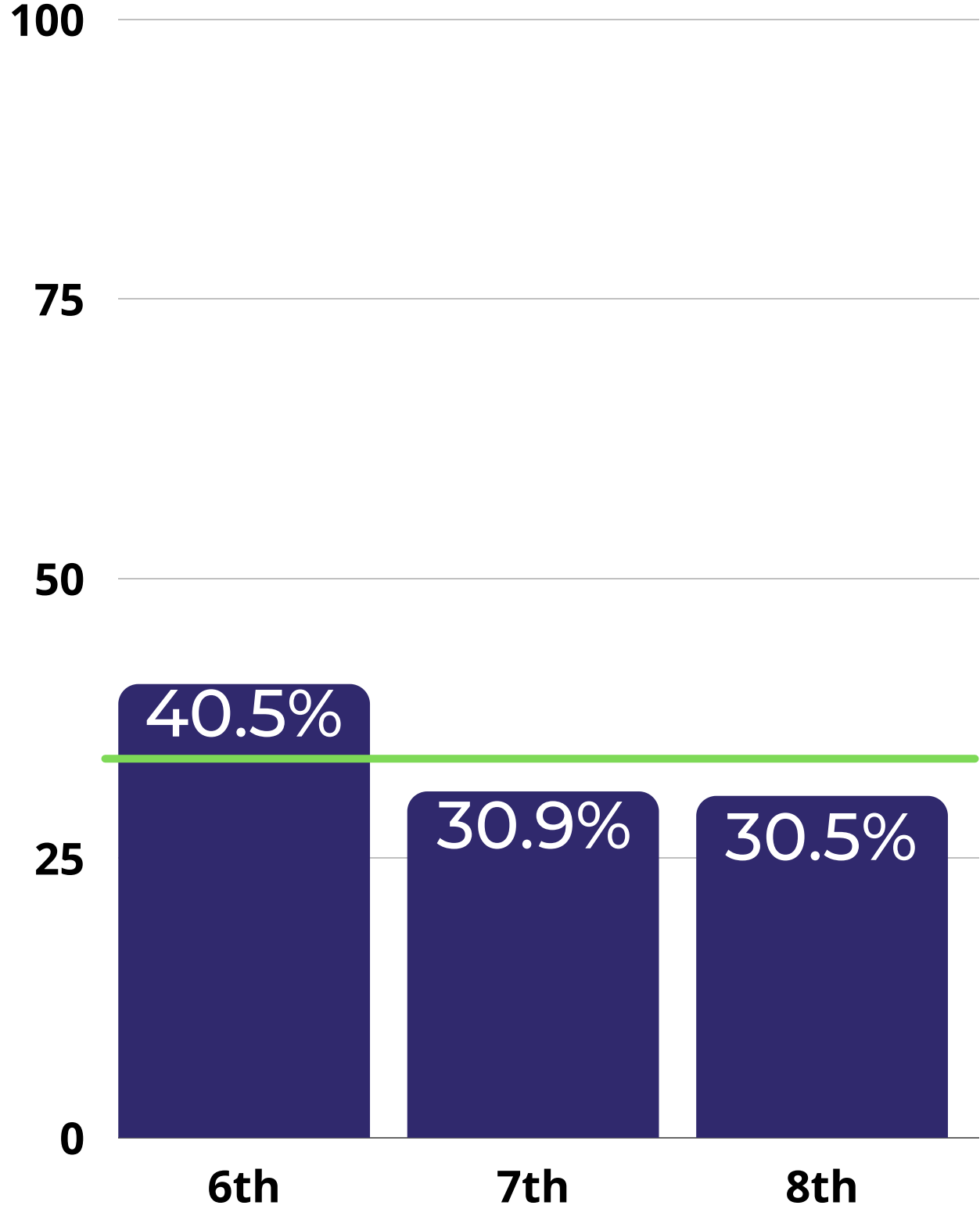


AGP Met
33.9%

9/10
Pts

AGP Not Met
66.1%

GAP by Grade



40.5%

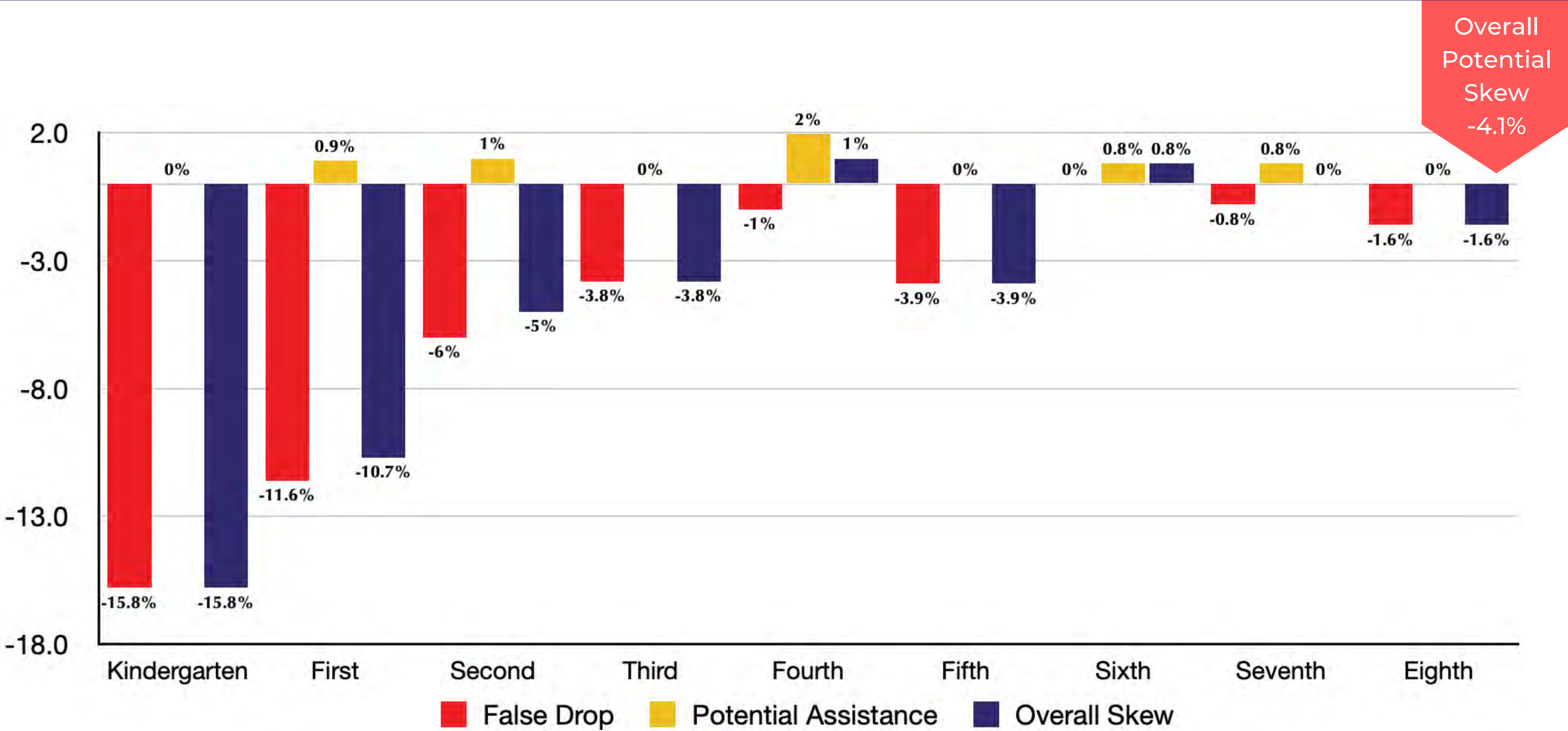
30.9%

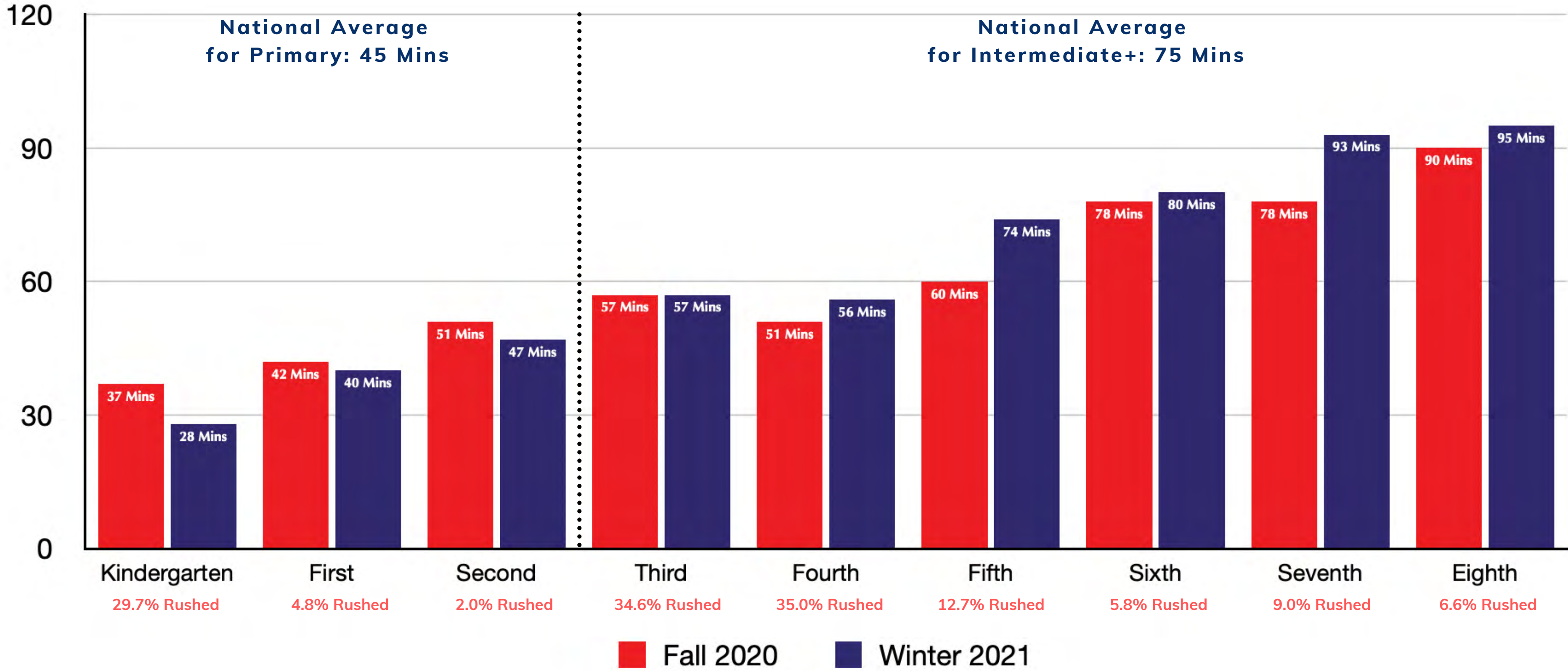
30.5%

6th

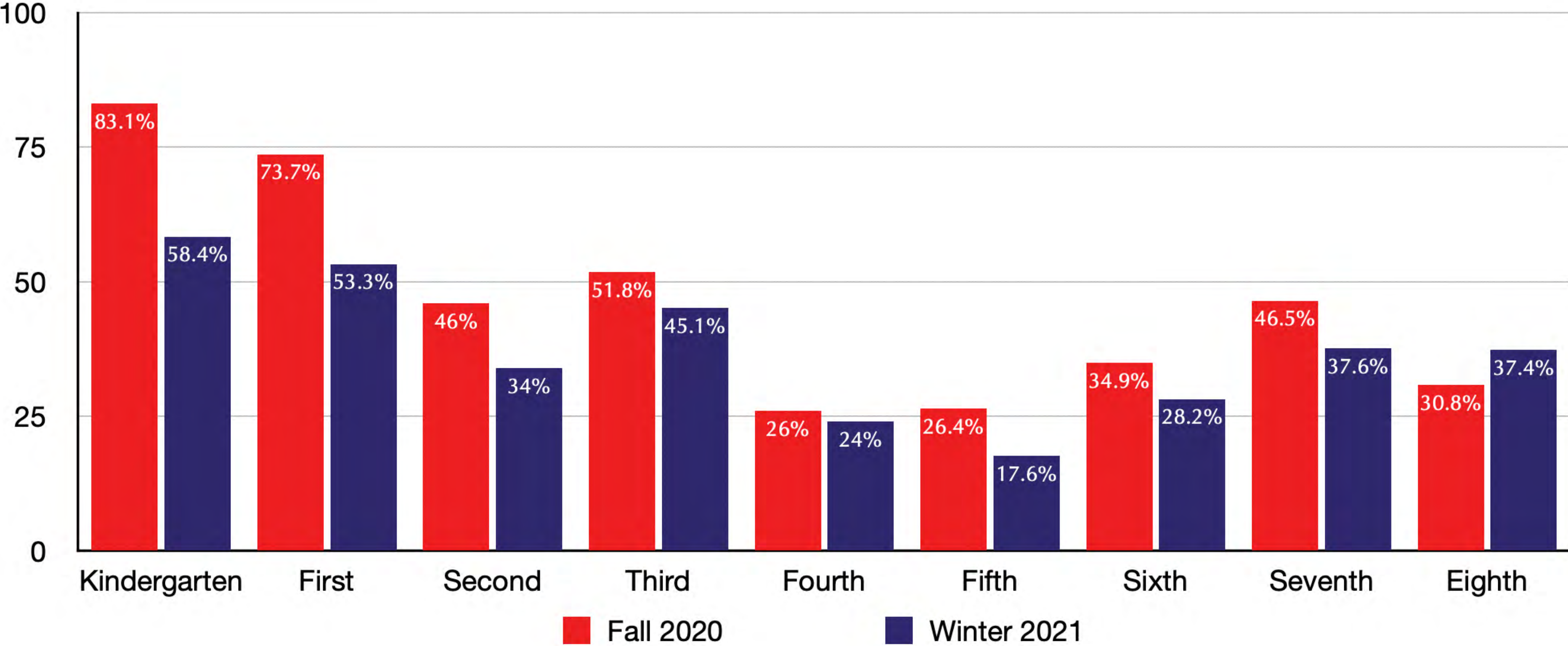
7th

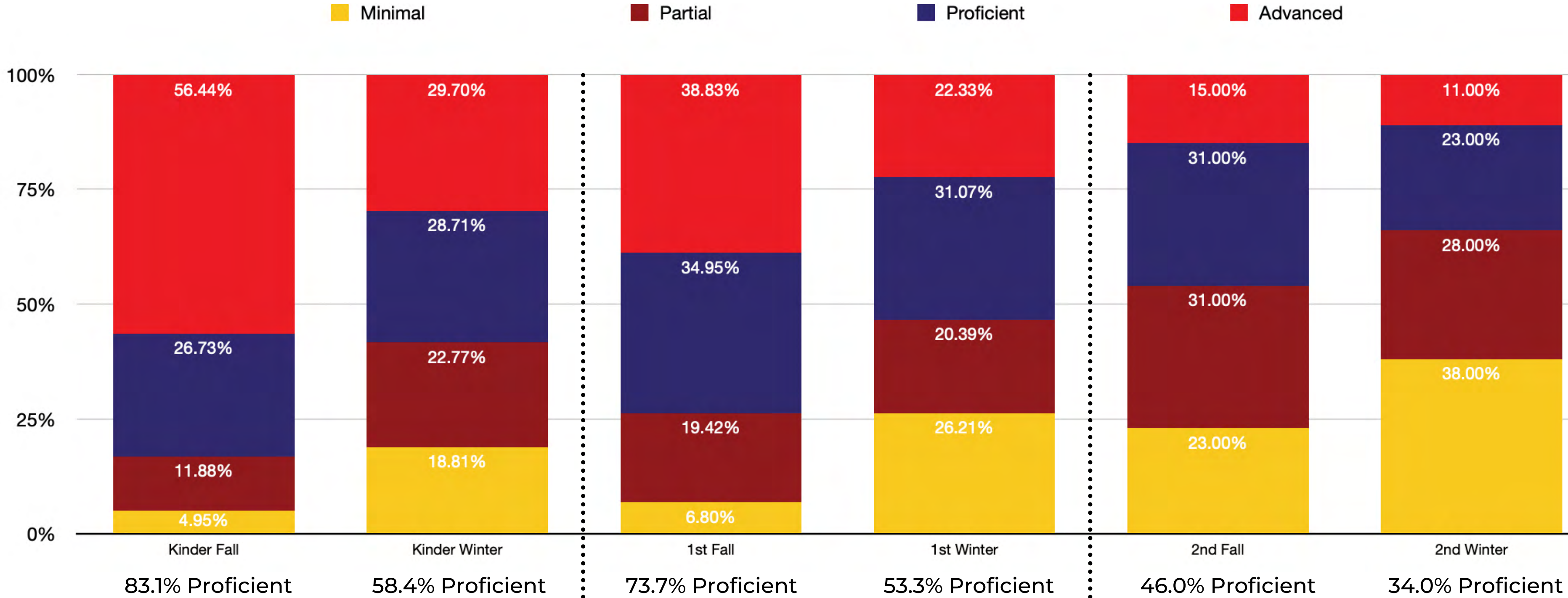
8th

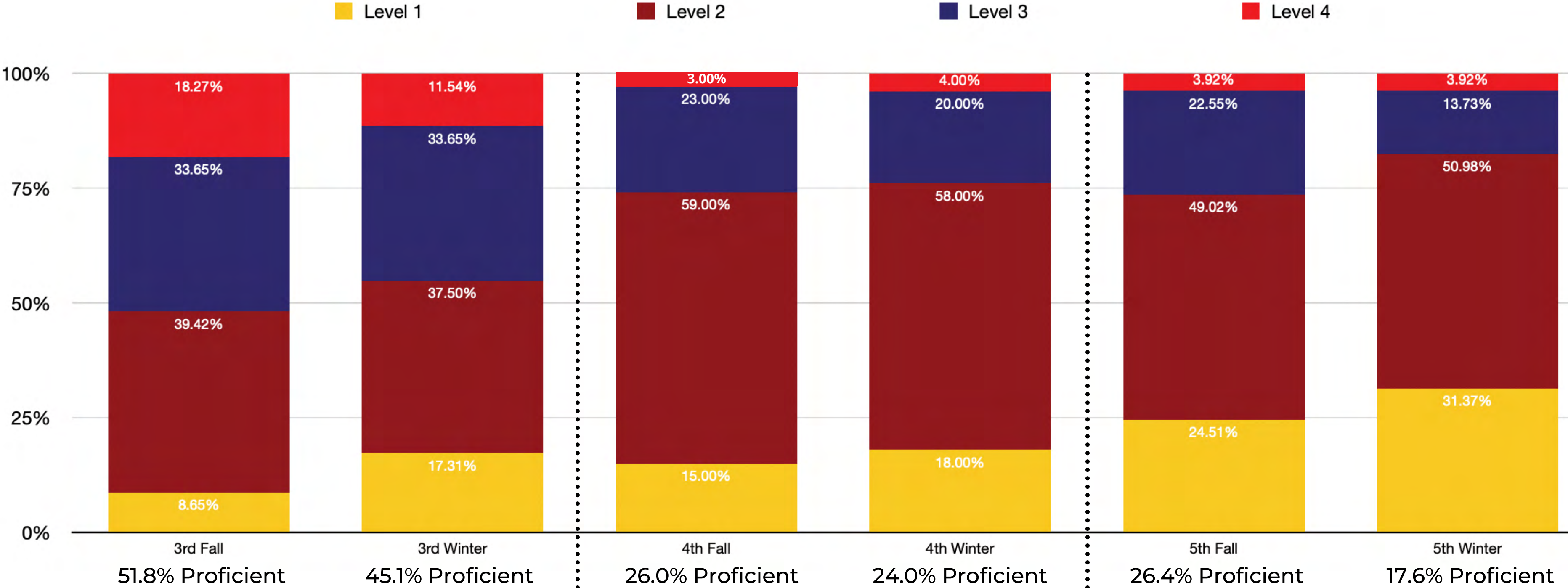


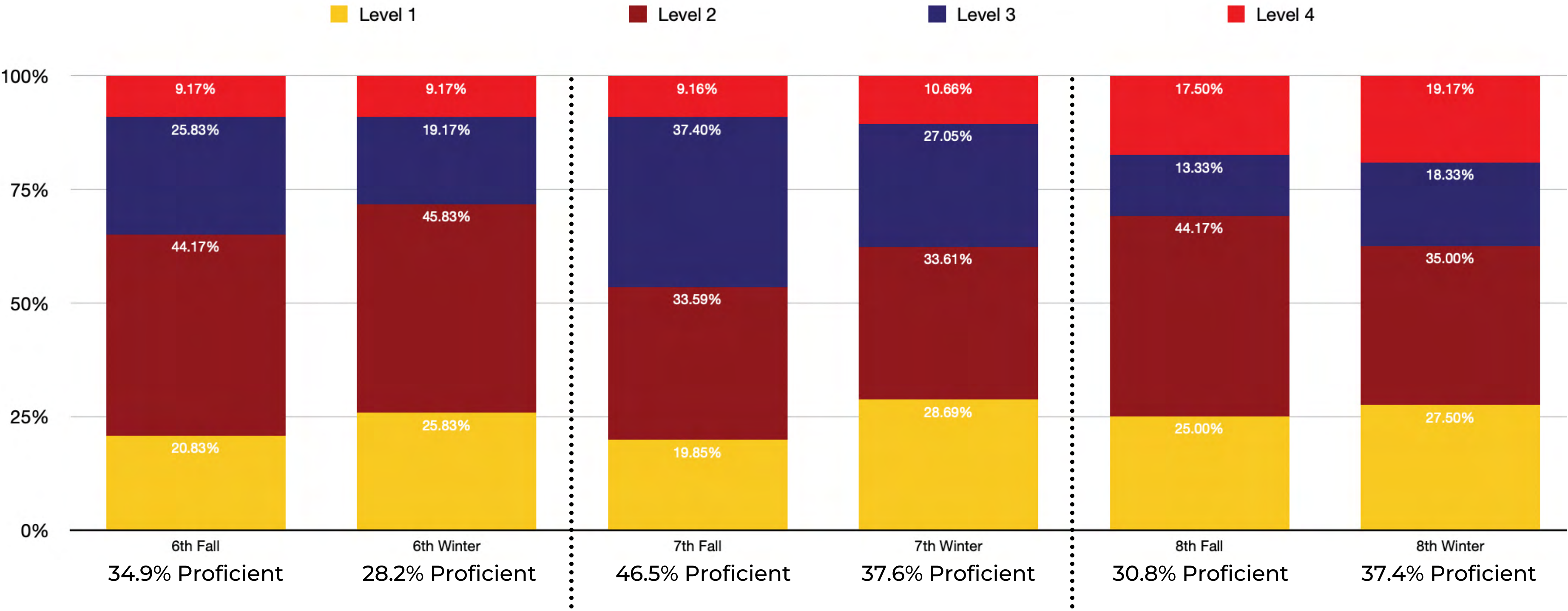


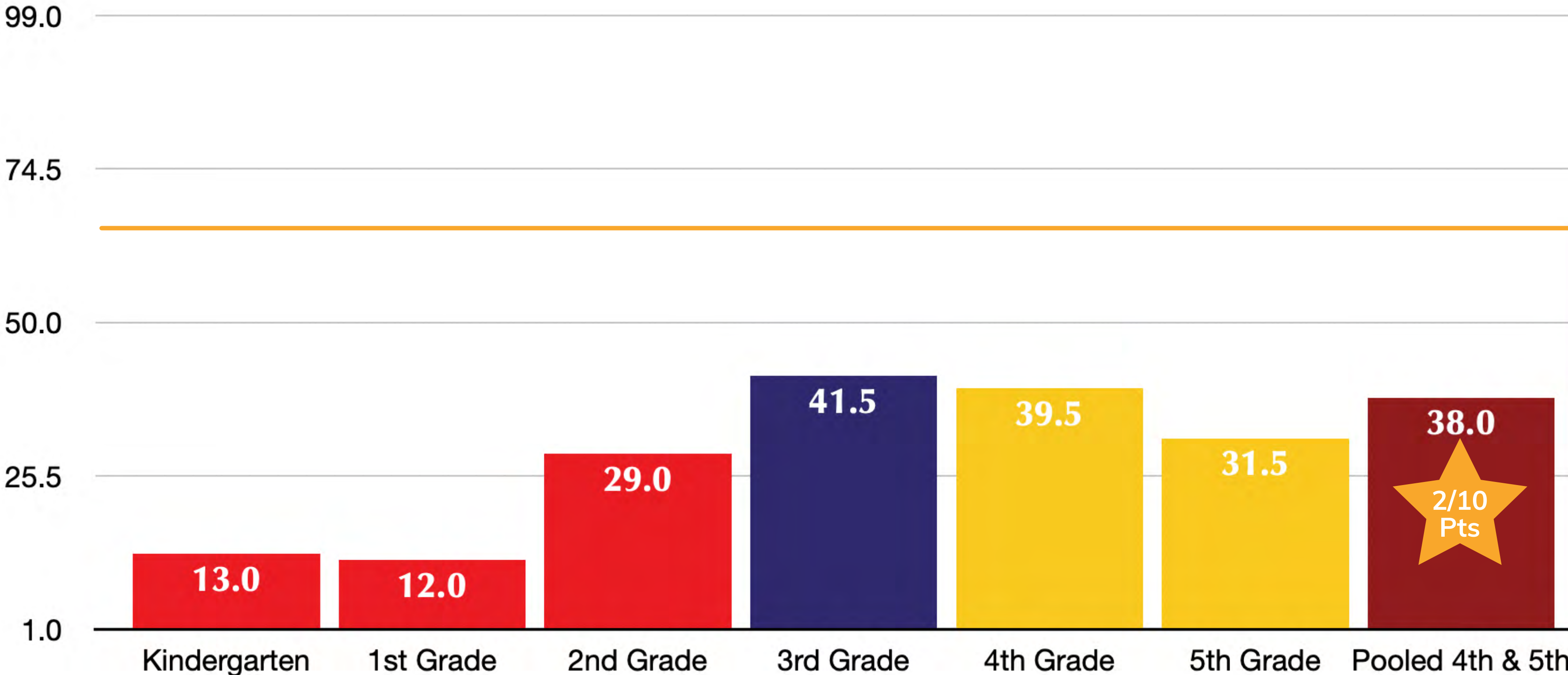
*Percentage of rushers calculated using Winter (<20 mins for Primary; <45 mins for Intermediate+)

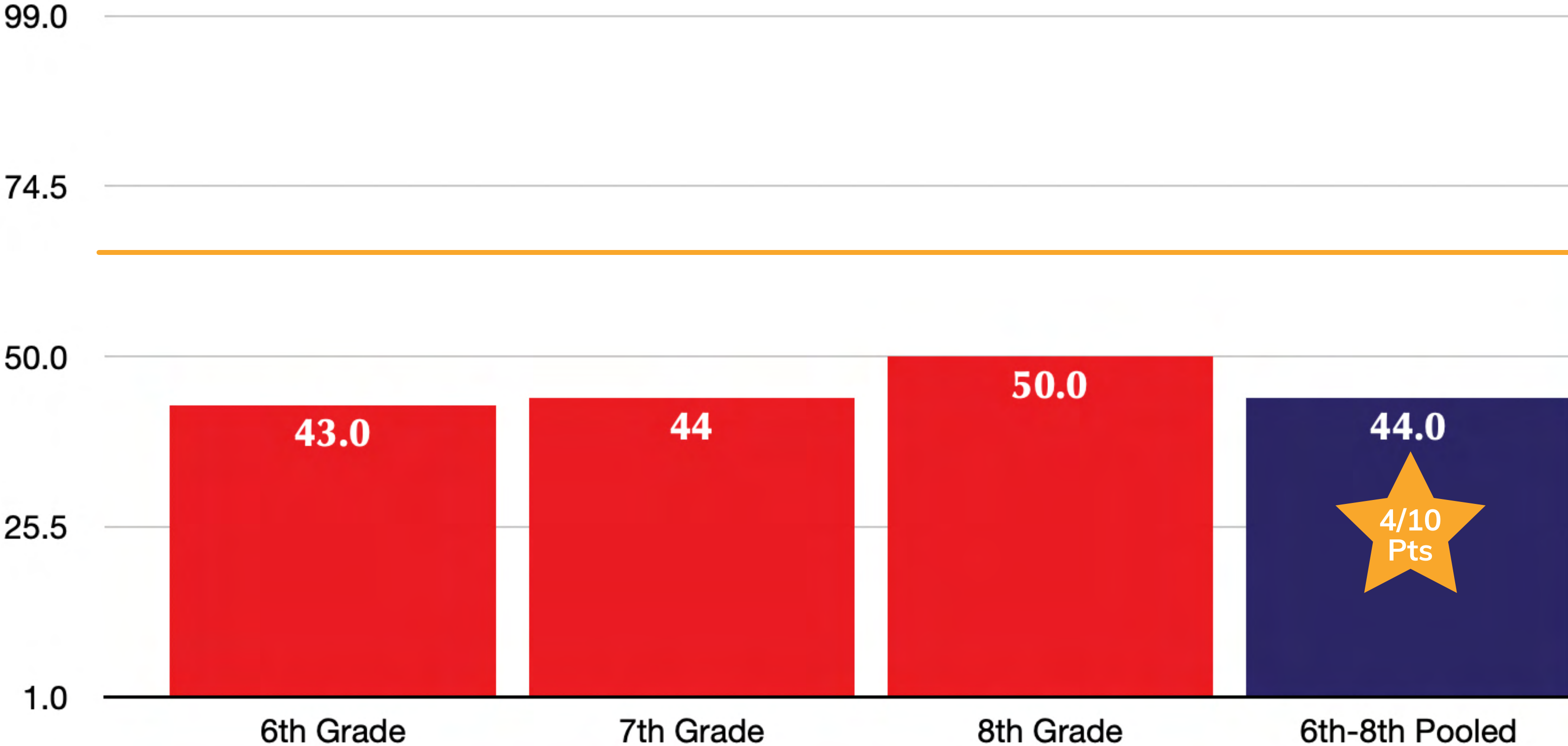


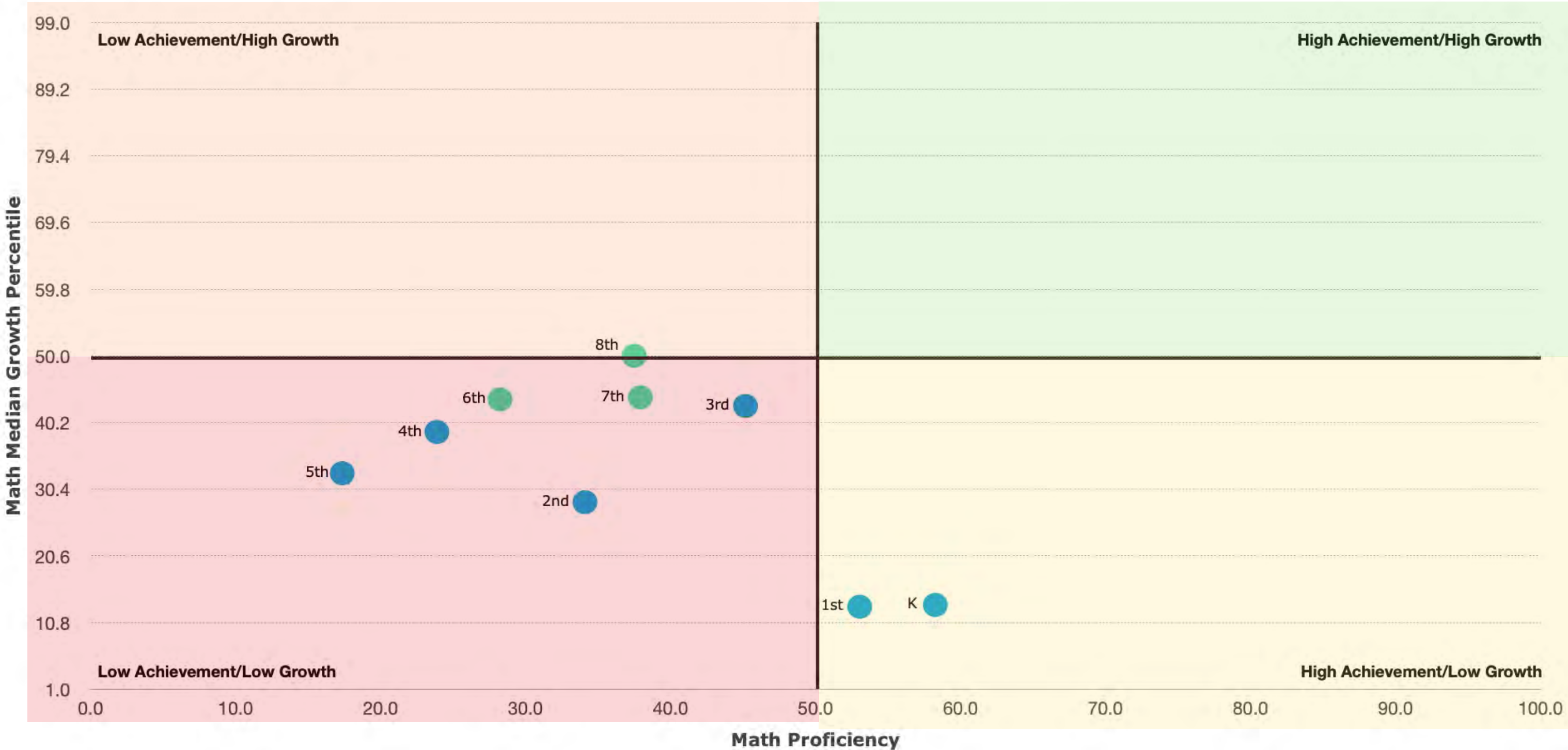




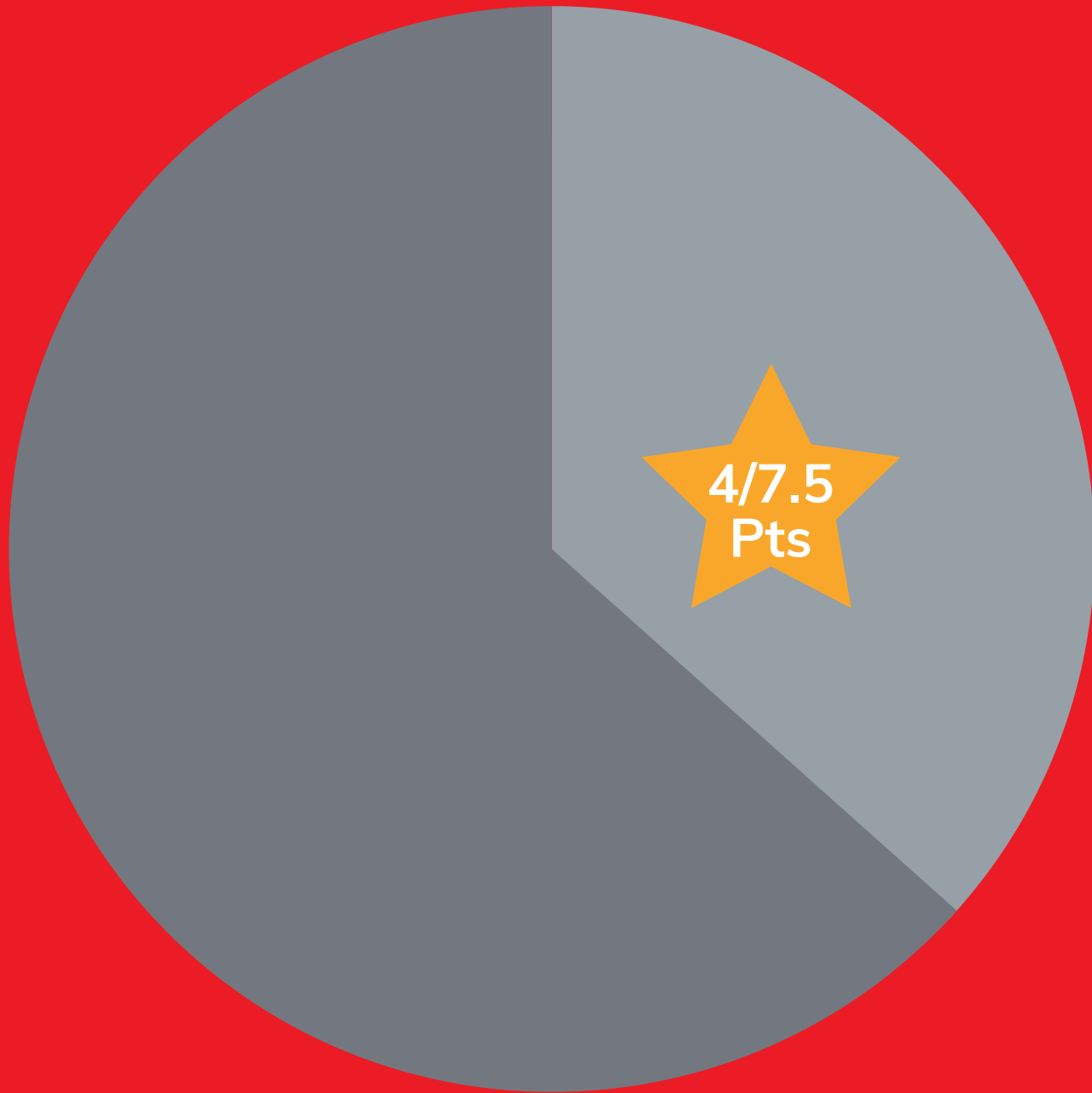








Grades 4-5 Pooled AGP

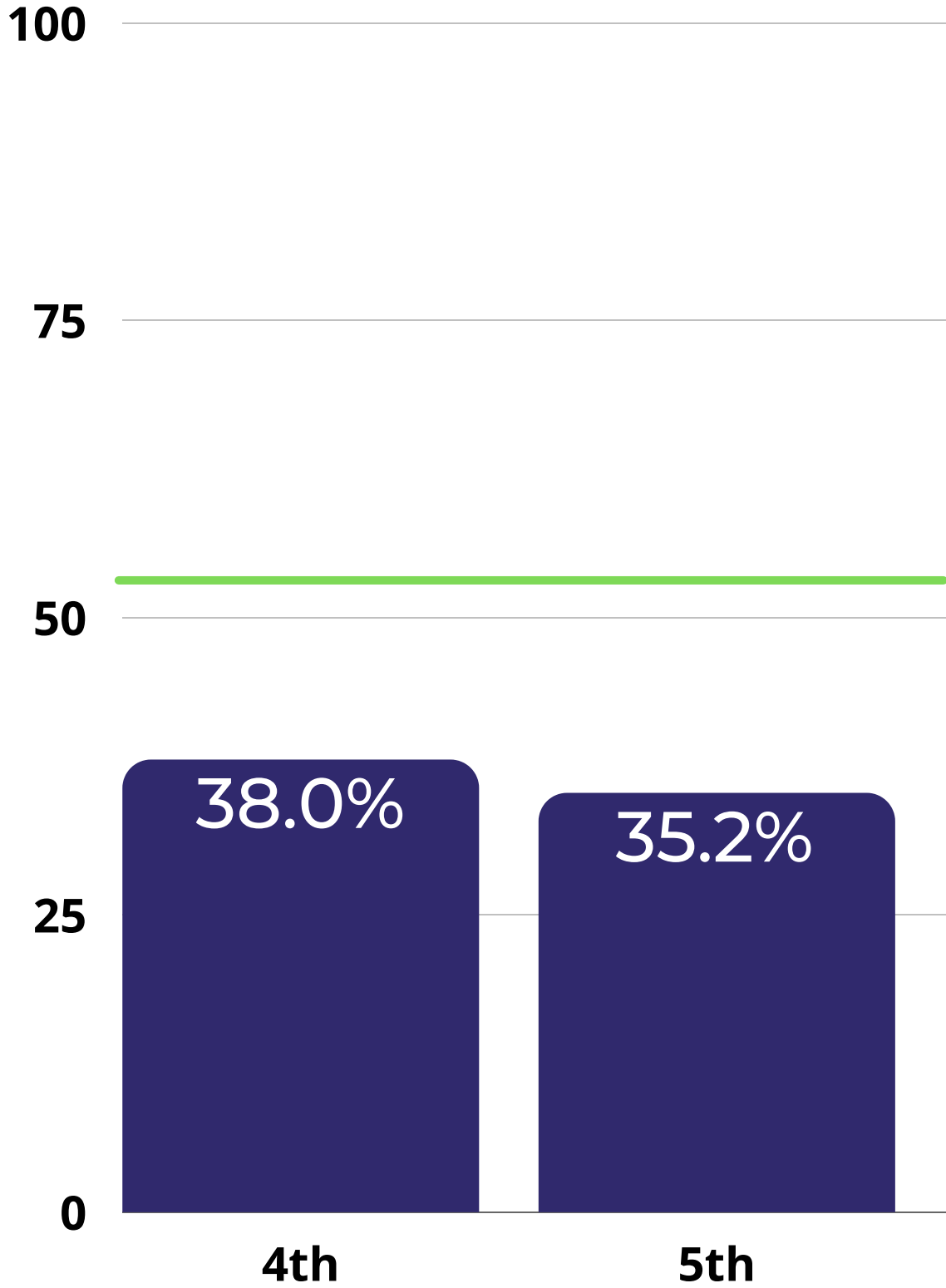


AGP Met
36.6%

AGP Not Met
63.4%

4/7.5
Pts

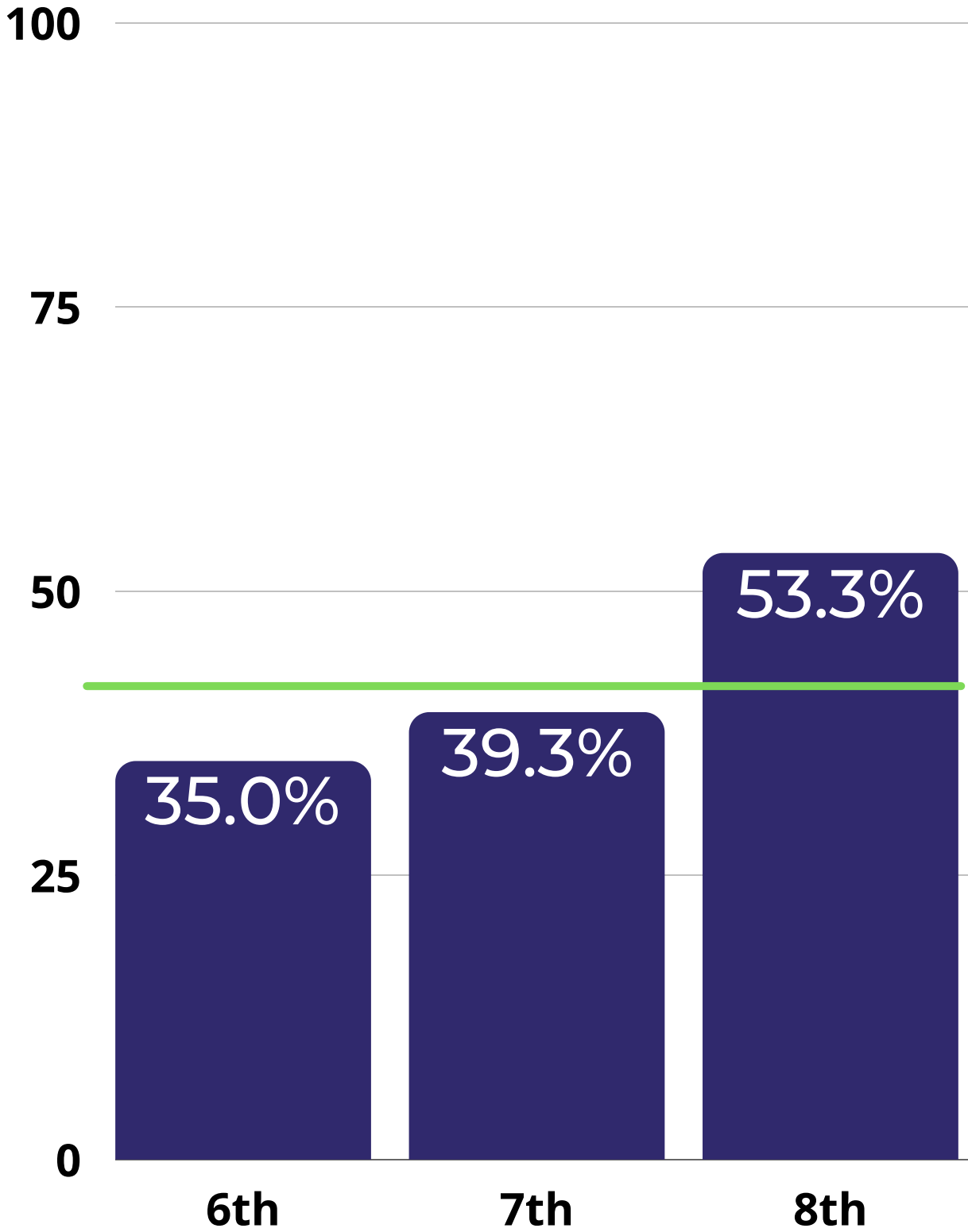
AGP by Grade



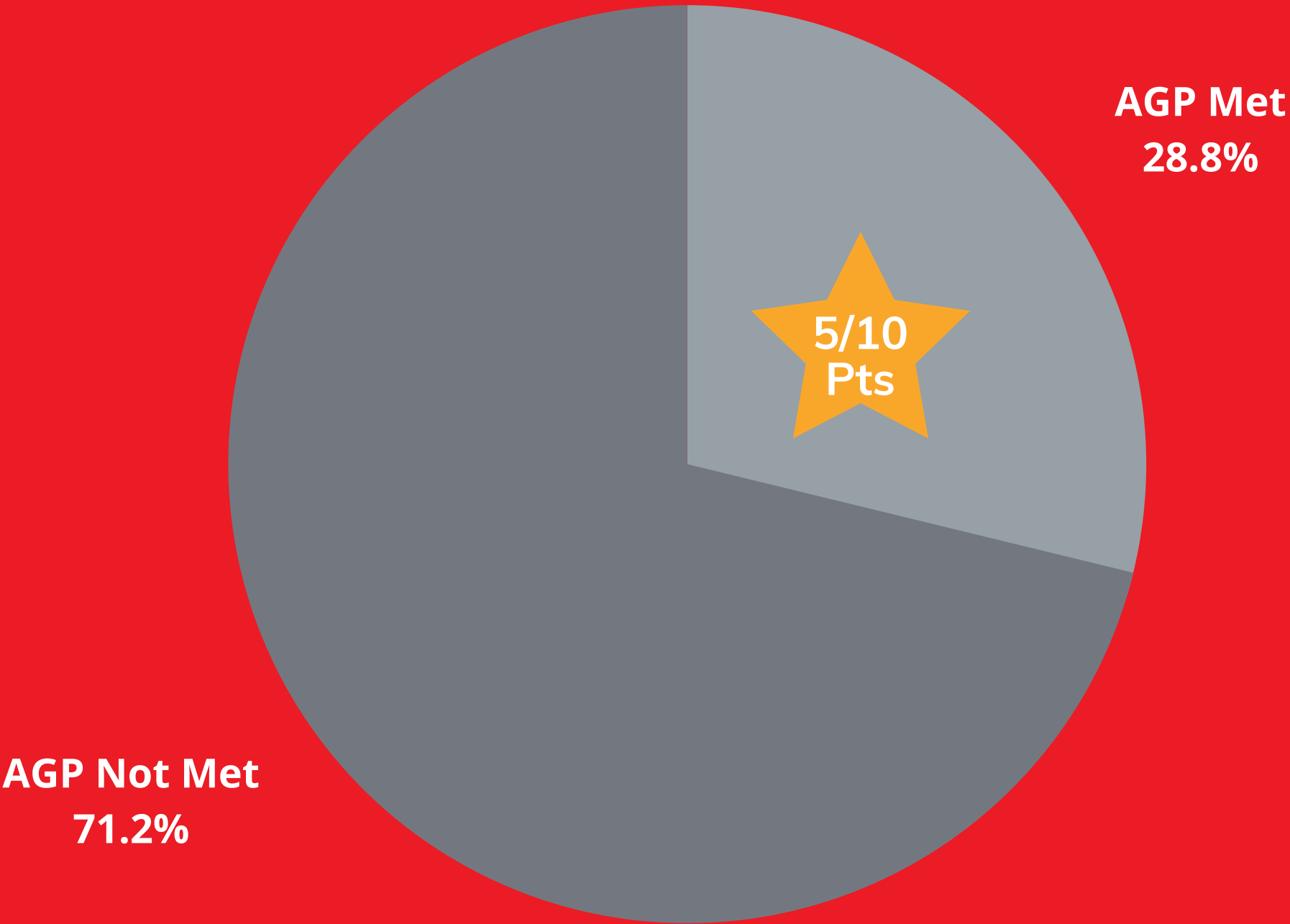
Grades 6-8 Pooled AGP



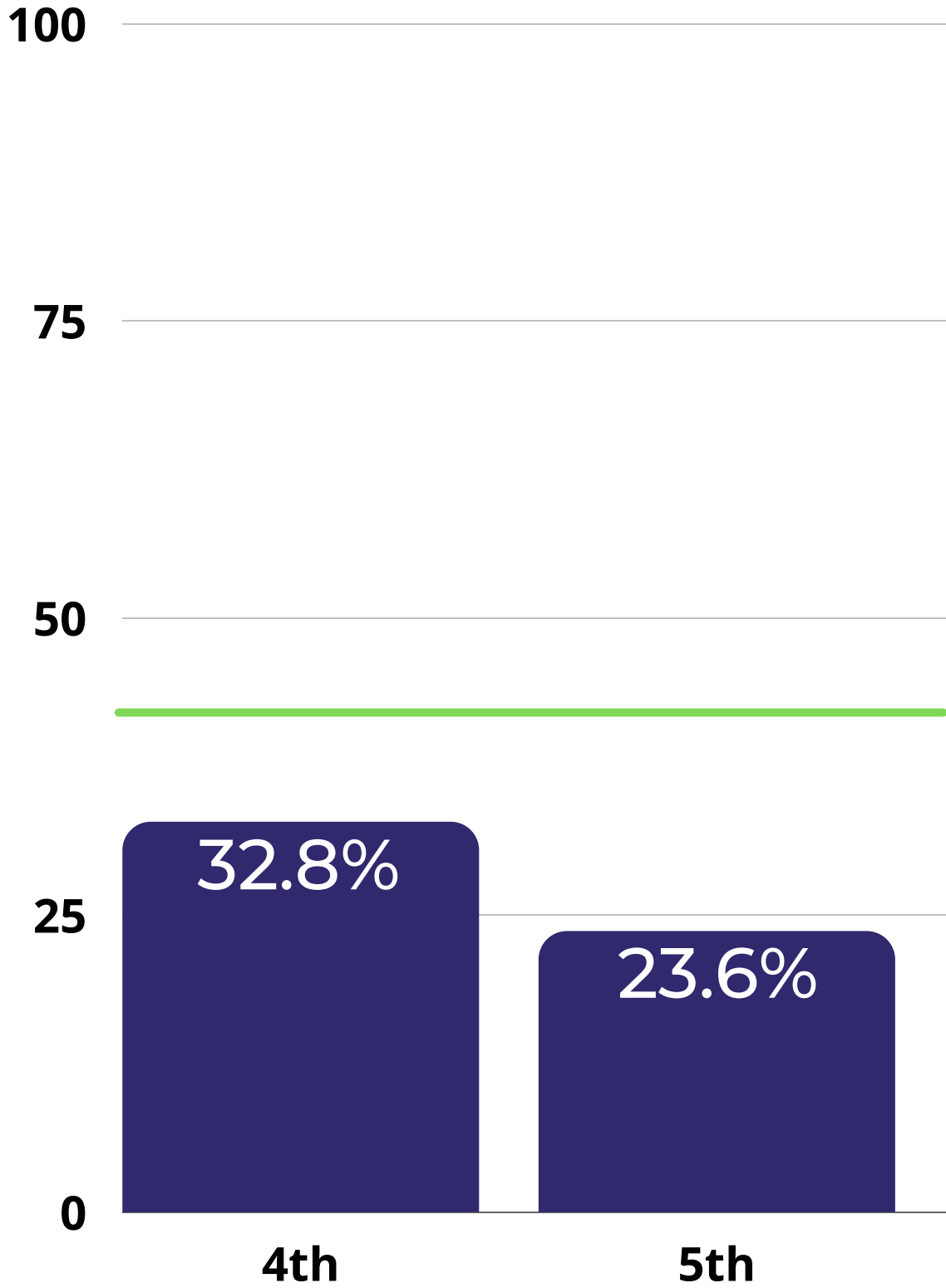
AGP by Grade



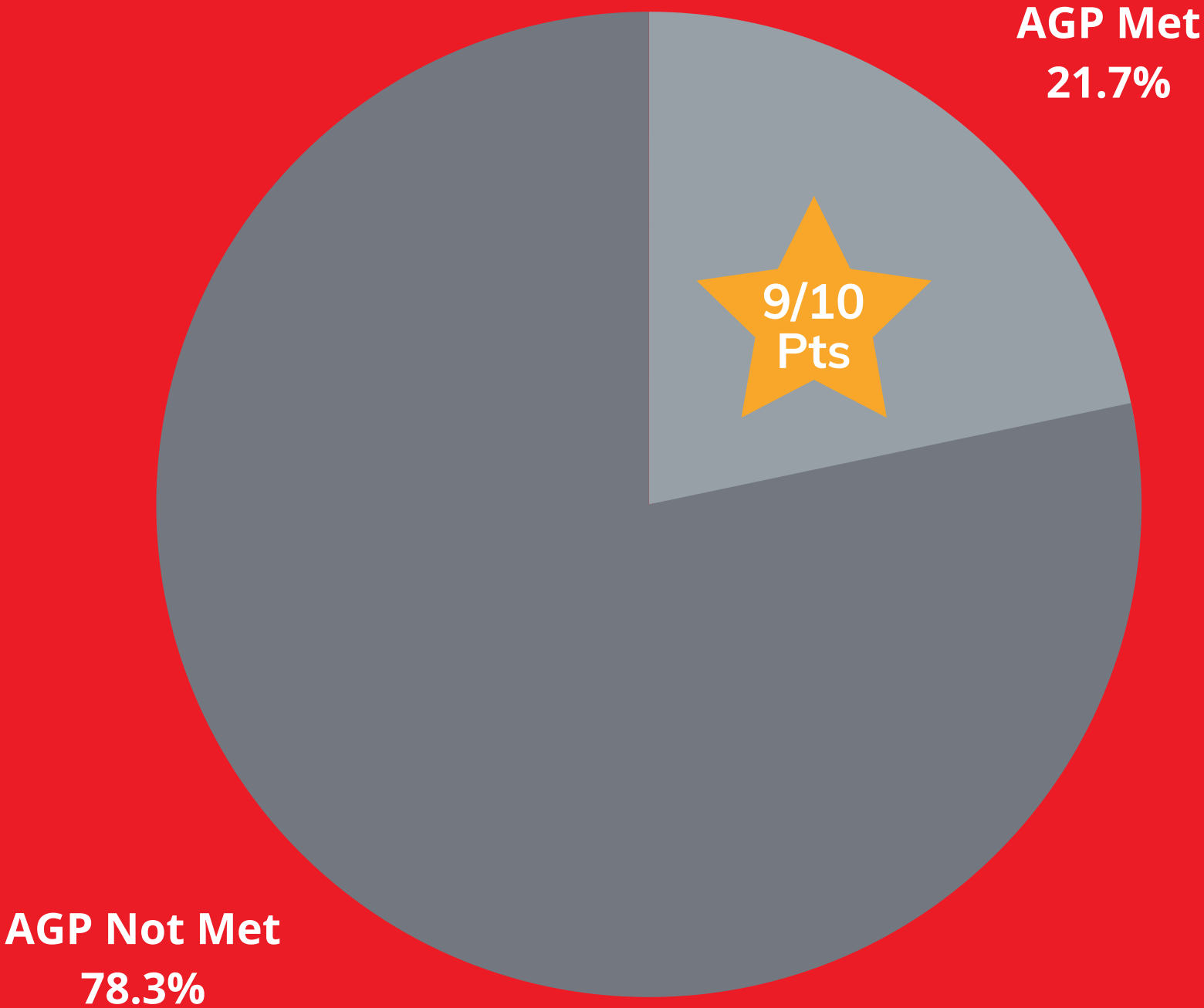
Grades 4-5 Pooled GAP



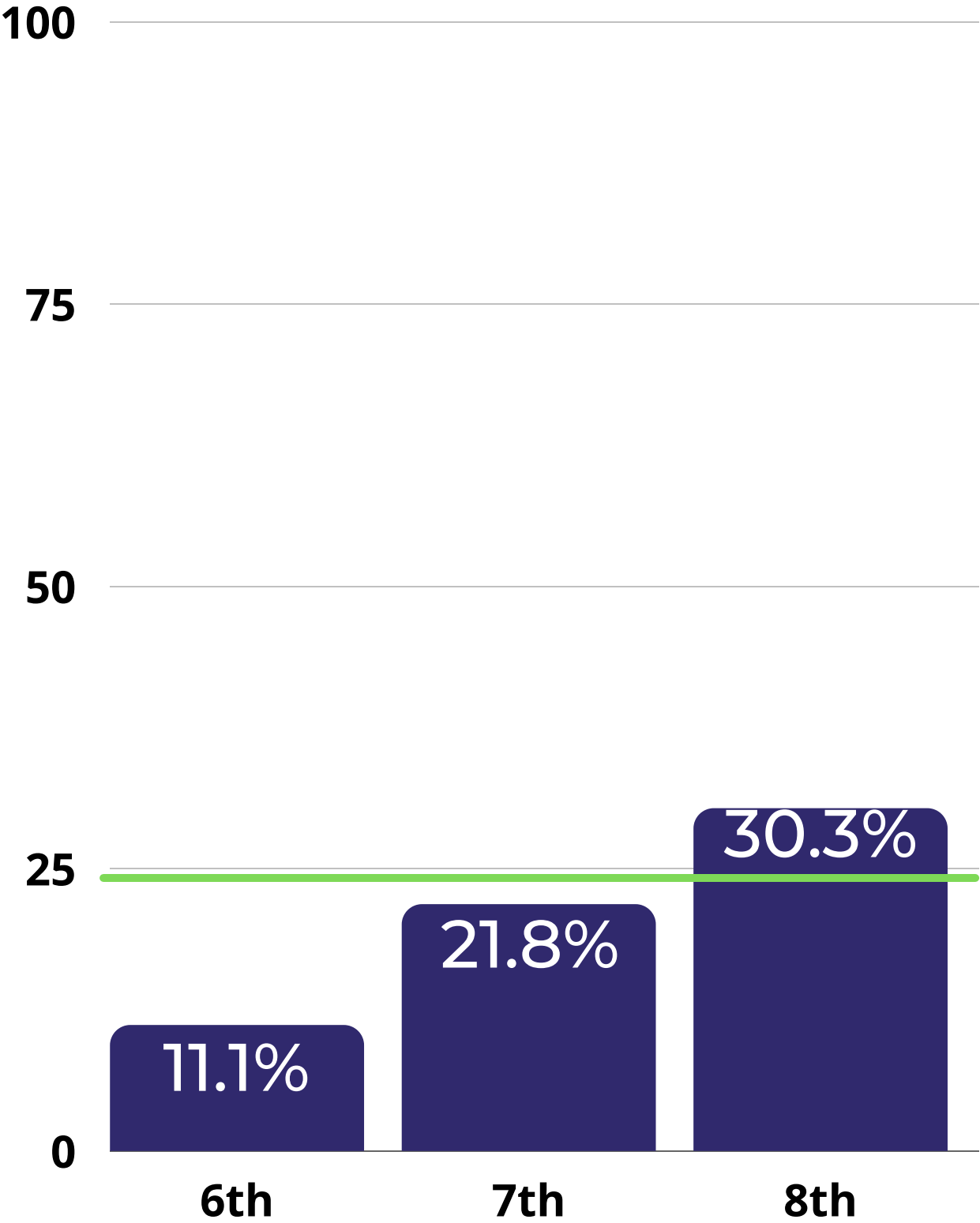
GAP by Grade



Grades 6-8 Pooled GAP



GAP by Grade

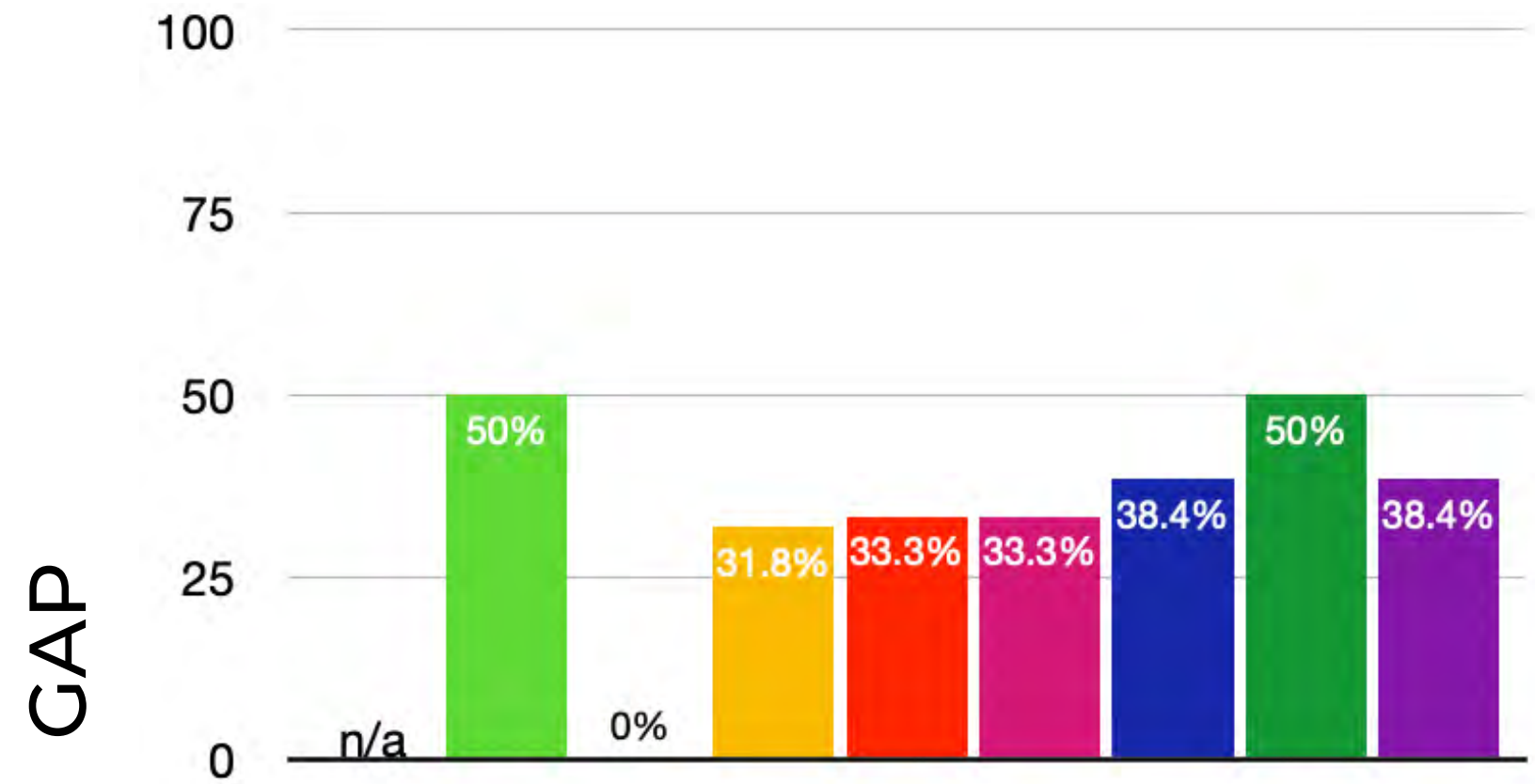
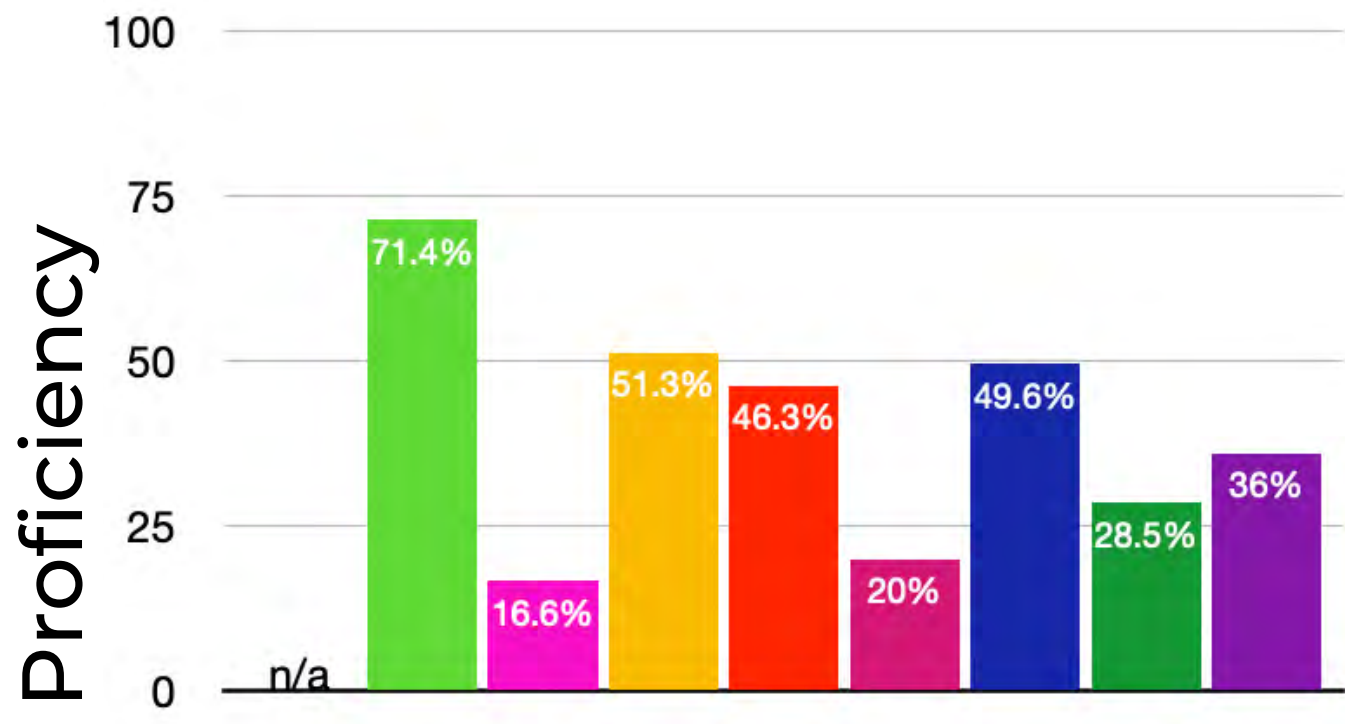
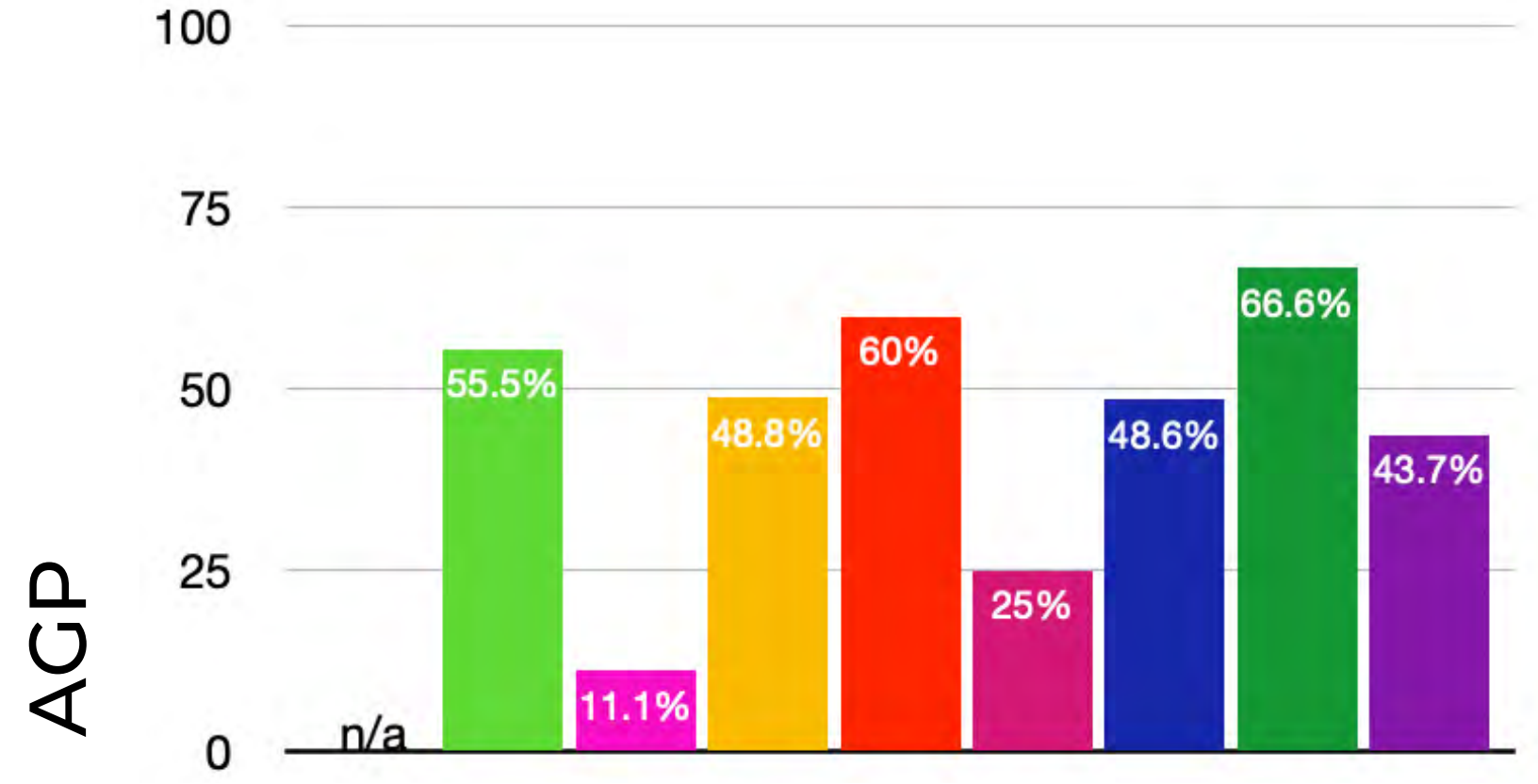
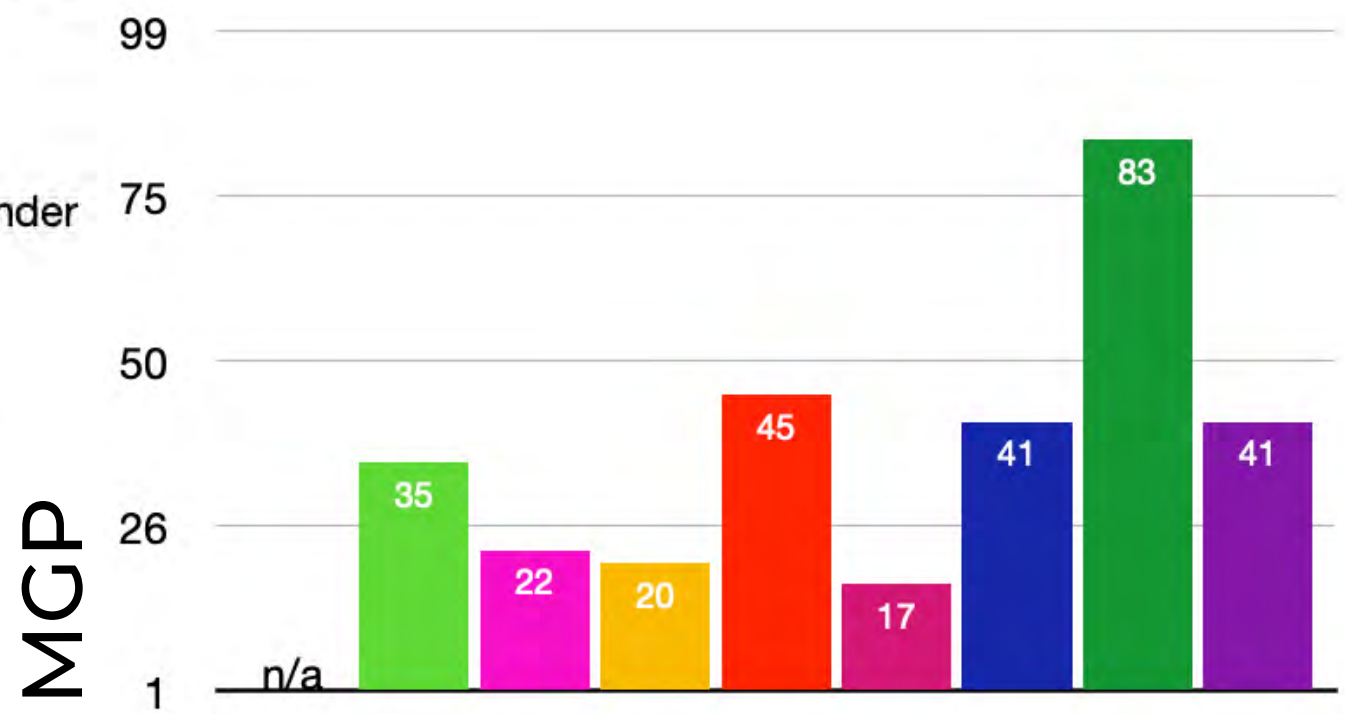


Potential TSI Trigger

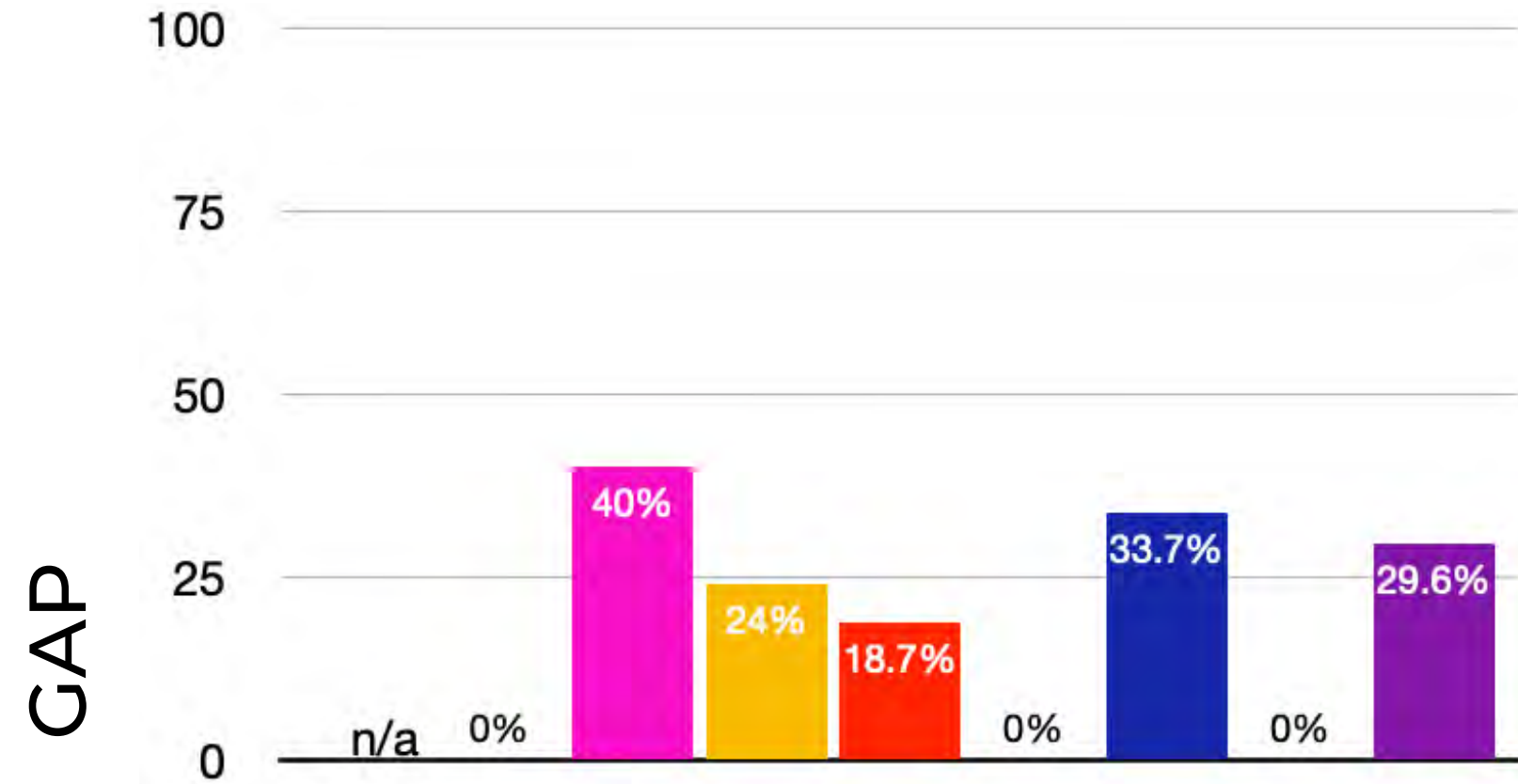
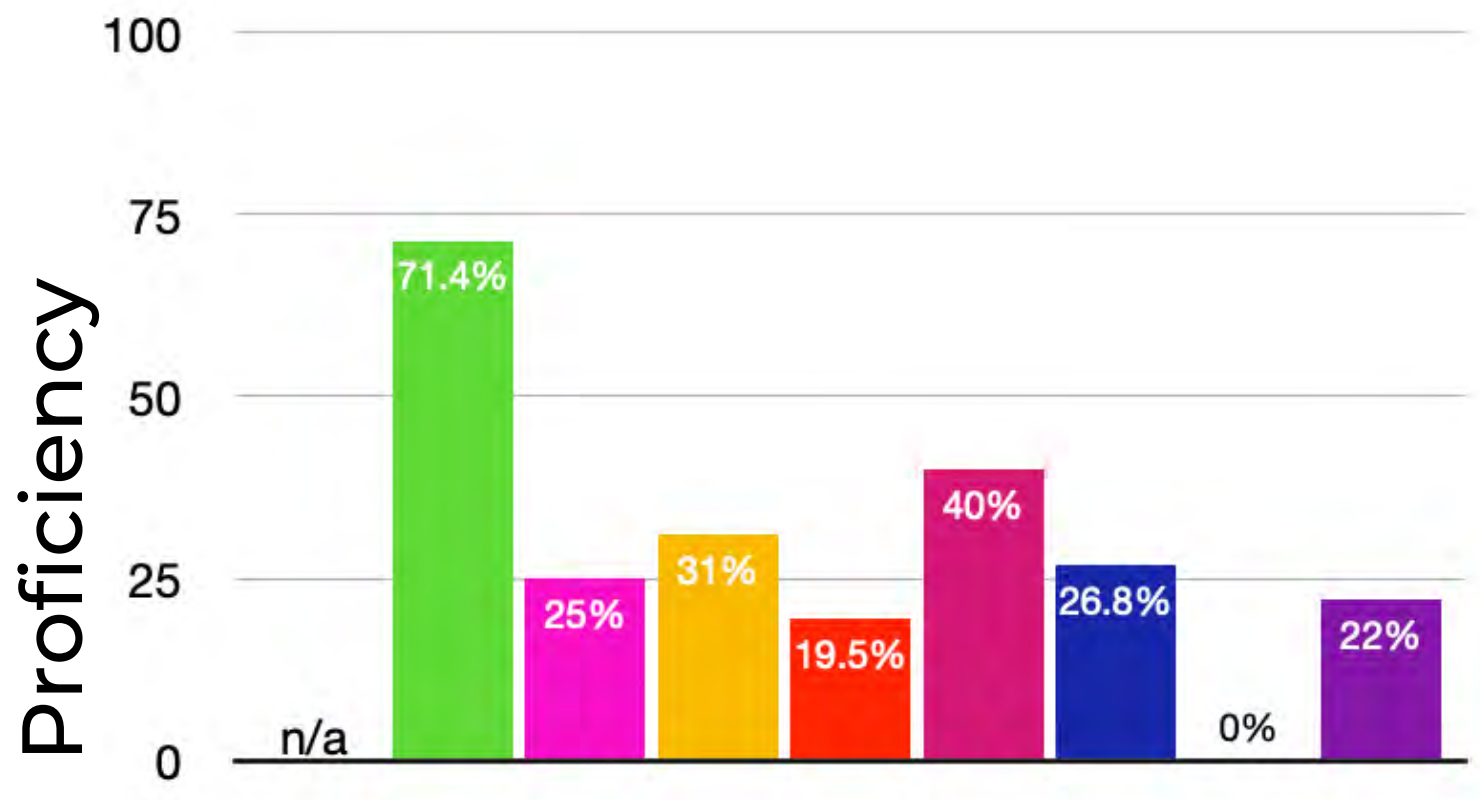
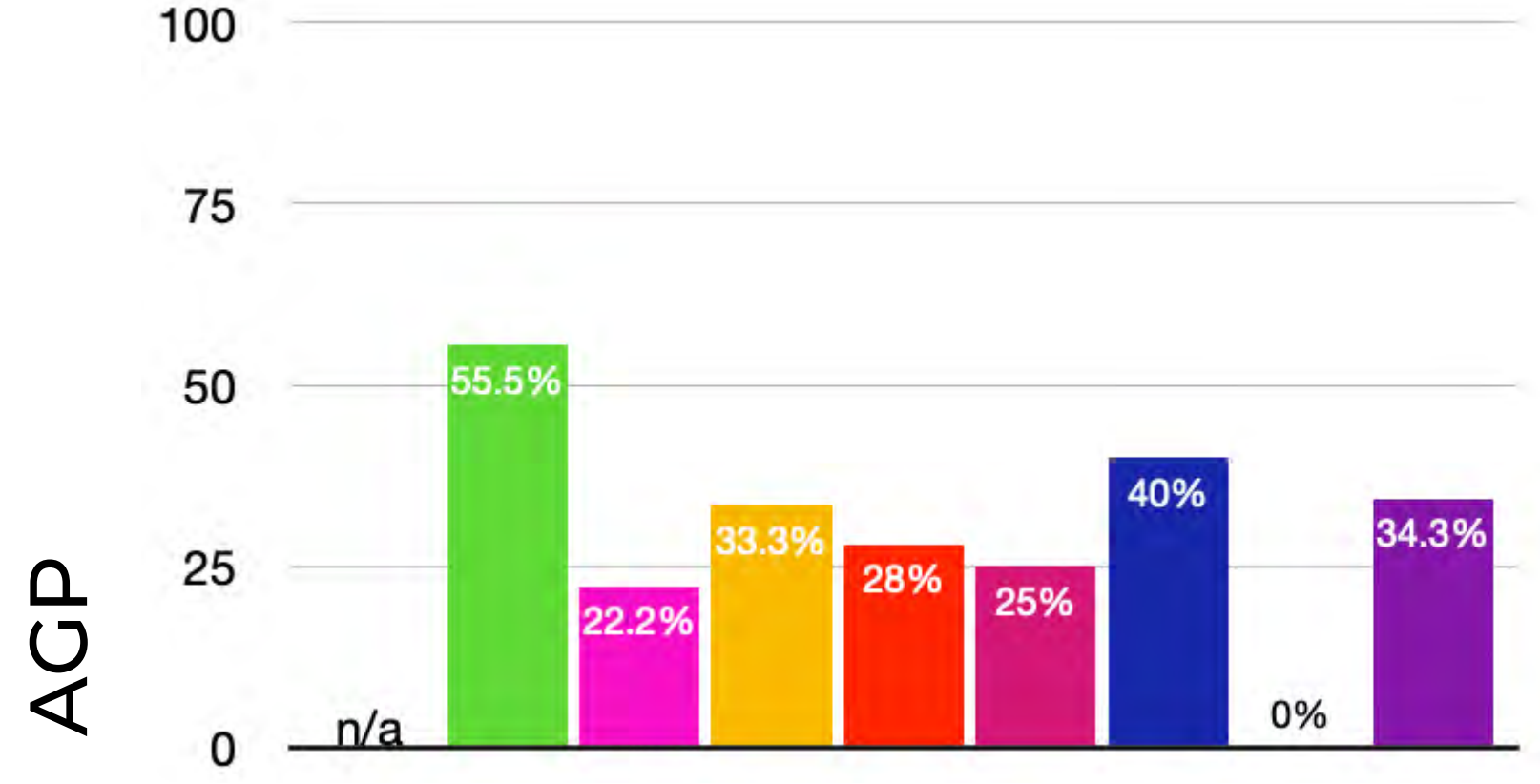
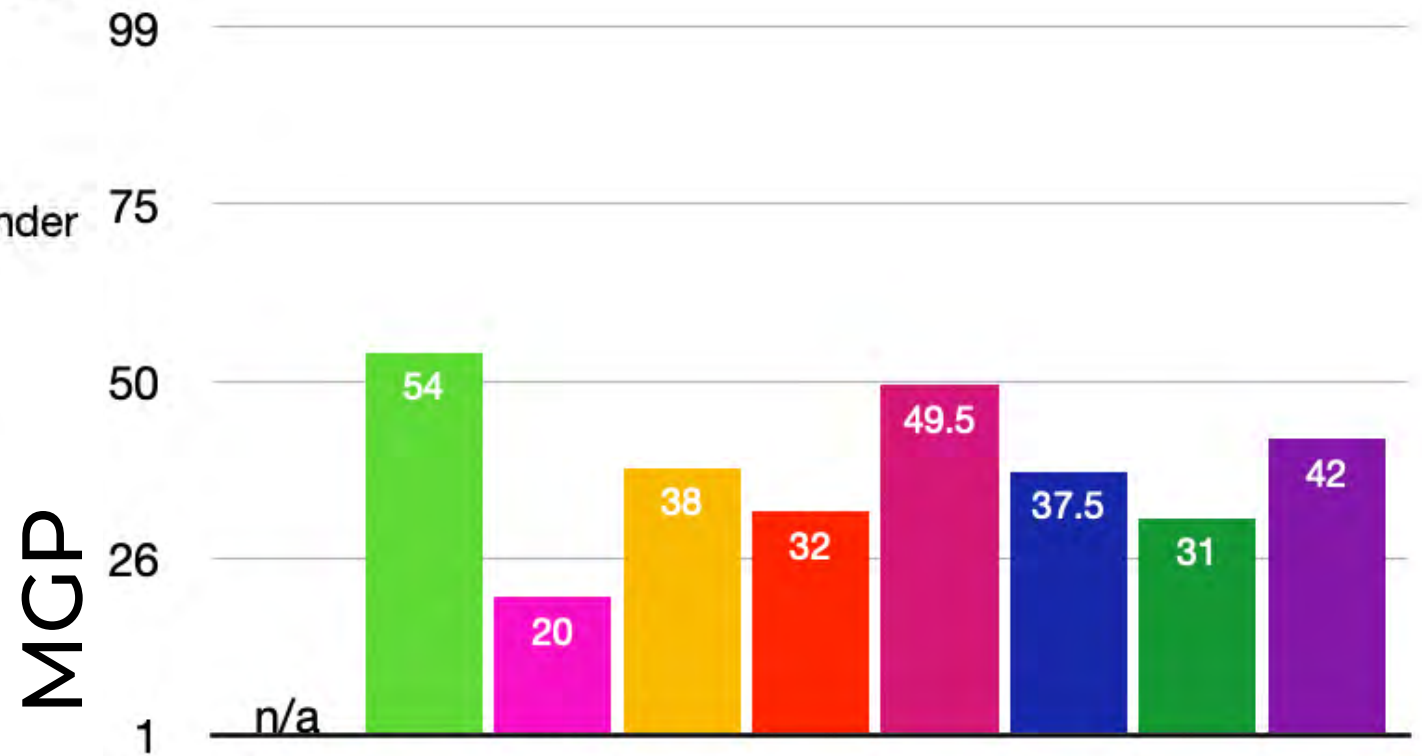
Subgroup	N Size ELA Proficiency	ELA Proficiency	N Size Math Proficiency	Math Proficiency	N Size ELA MGP	ELA MGP	N Size Math MGP	Math MGP	N Size ELA AGP	ELA AGP	N Size Math AGP	MATH AGP	N Size ELA GAP	ELA GAP	N Size Math GAP	MATH GAP
American Indian	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Asian	14	71.4	14	71.4	9	35.0	9	54.0	9	55.5	9	55.5	2	50.0	2	0.0
Black	12	16.6	12	25.0	9	22.0	9	20.0	9	11.1	9	22.2	4	0.0	5	40.0
Hispanic	74	51.3	74	31.0	45	20.0	45	38.0	45	48.8	45	33.3	22	31.8	25	24.0
Multirace	41	46.3	41	19.5	25	45.0	25	32.0	25	60.0	25	28.0	9	33.3	16	18.7
Pacific Islander	5	20.0	5	40.0	4	17.0	4	49.5	4	25.0	4	25.0	3	33.3	3	0.0
White	161	49.6	160	26.8	111	41.0	110	37.5	111	48.6	110	40.0	65	38.4	74	33.7
EL	7	28.5	7	0.0	3	83.0	3	31.0	3	66.6	3	0.0	2	50.0	3	0.0
SPED	50	36.0	50	22.0	32	41.0	37	42.0	32	43.7	32	34.3	26	38.4	27	29.6

*Please be aware, this graph does not include potential TSI triggers for the following groups/categories:
 FRL, WIDA, Chronic Absenteeism, or RBG3

- American Indian
- Asian
- Black
- Hispanic
- Multirace
- Pacific Islander
- White
- EL
- SPED



- American Indian
- Asian
- Black
- Hispanic
- Multirace
- Pacific Islander
- White
- EL
- SPED

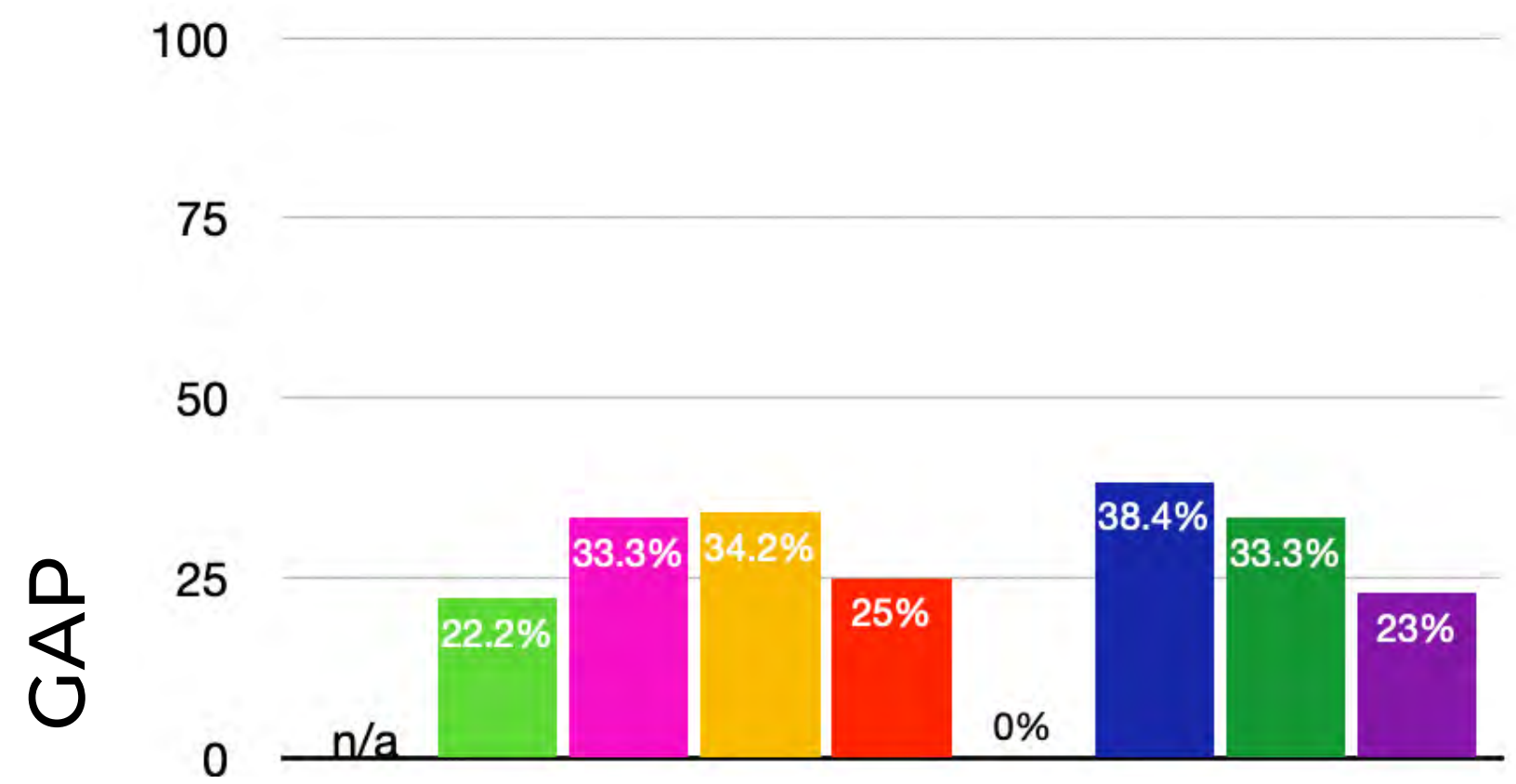
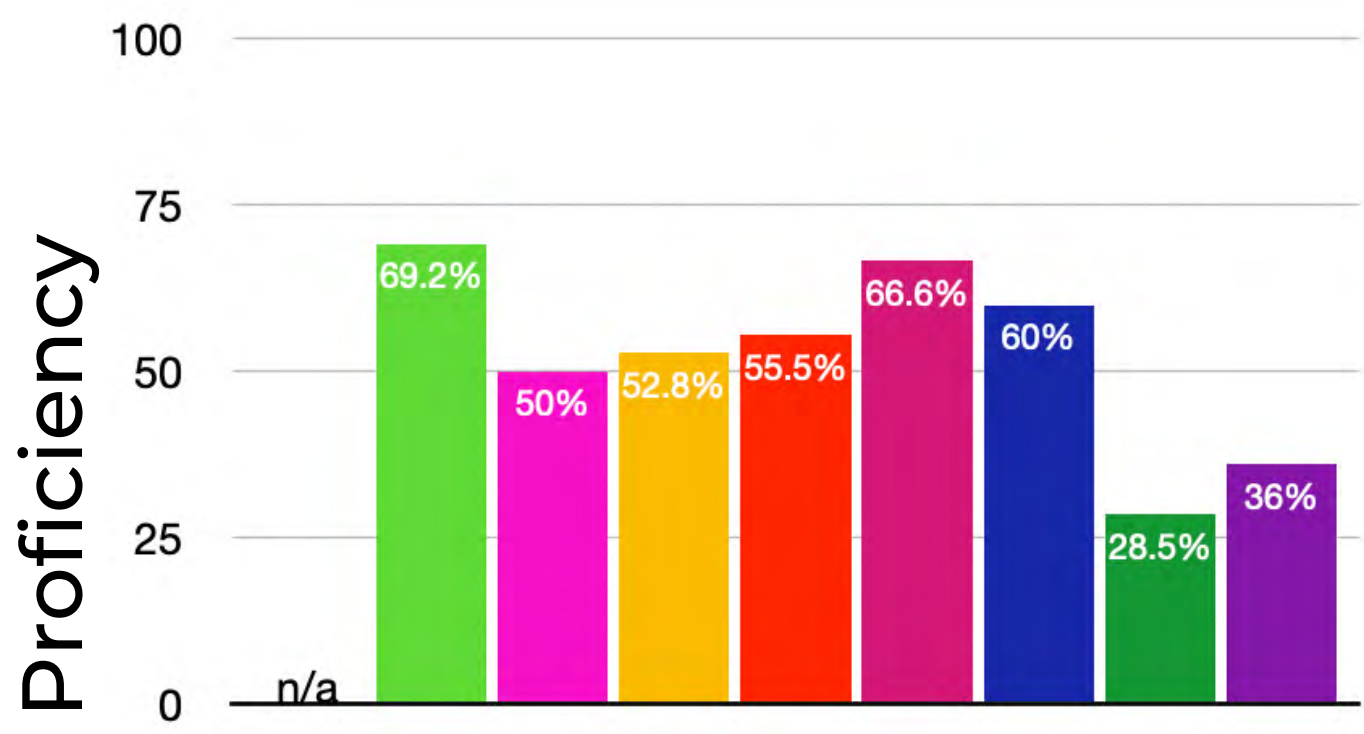
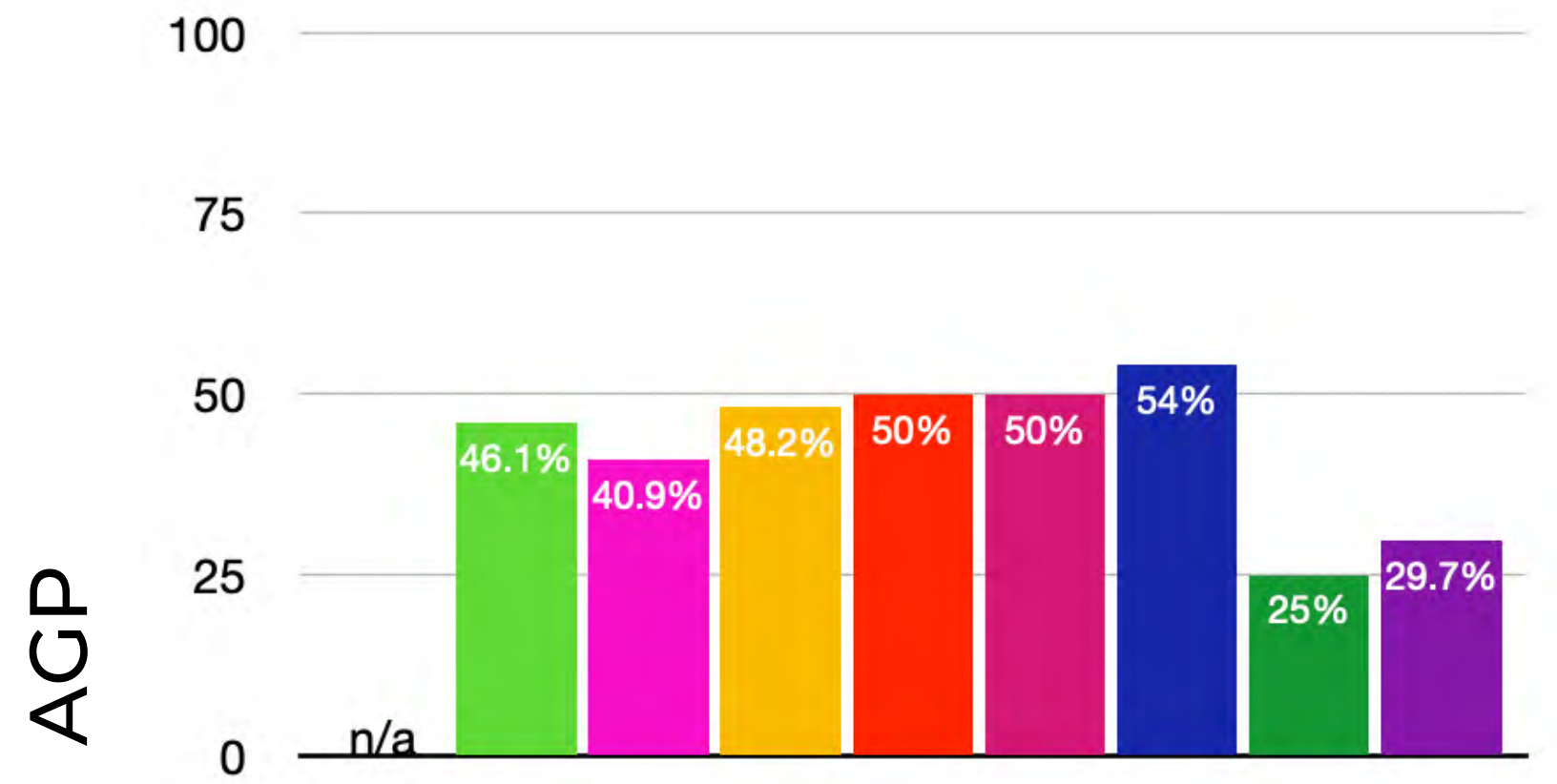
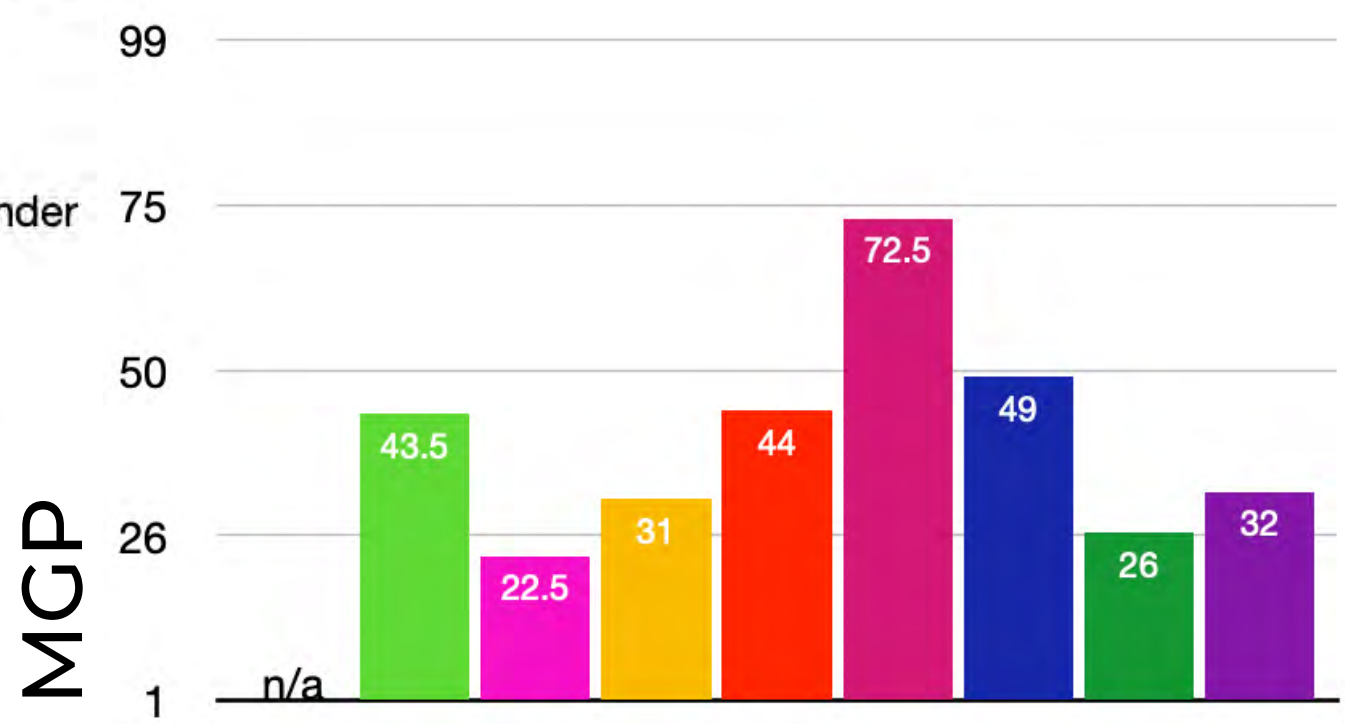


Potential TSI Trigger

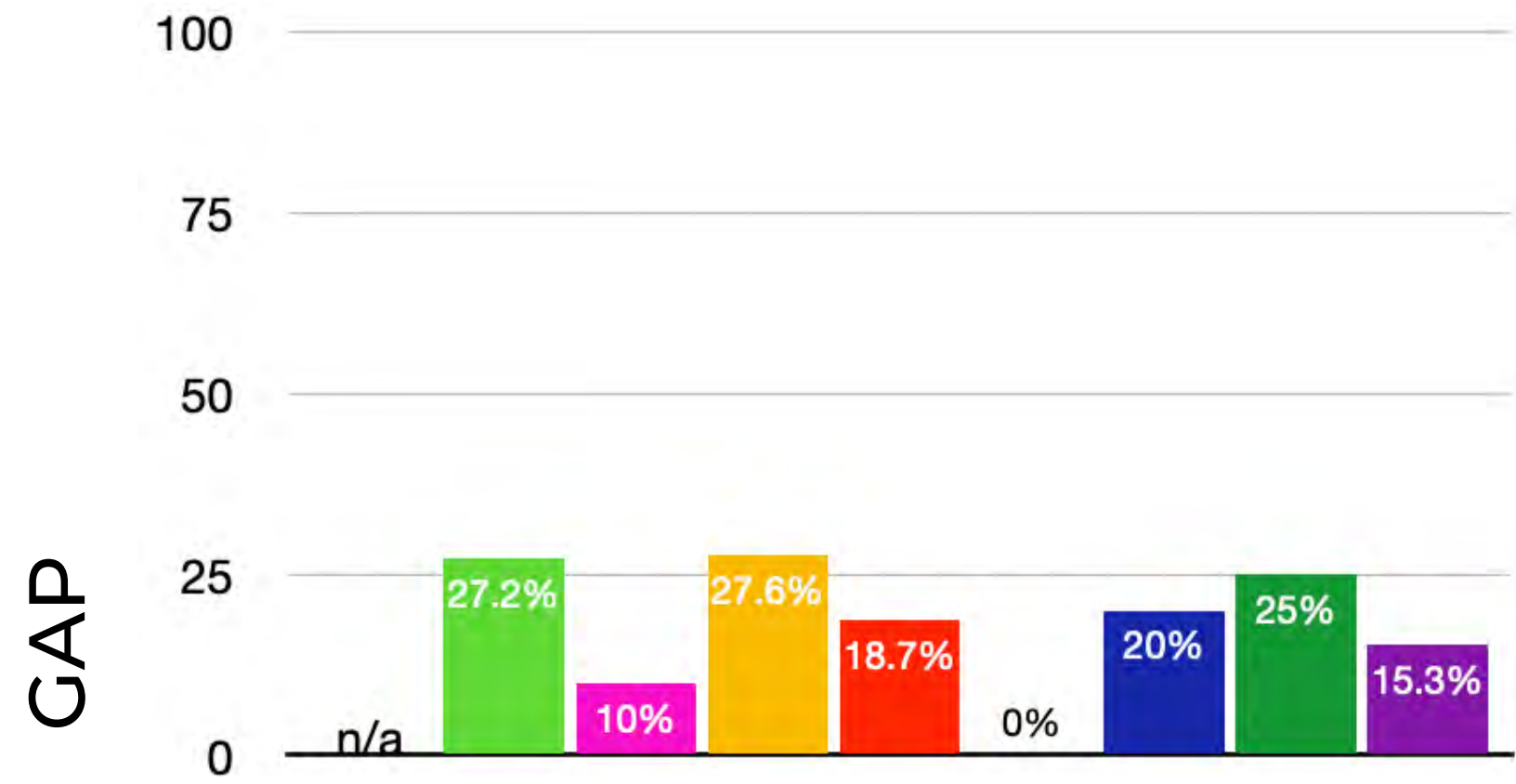
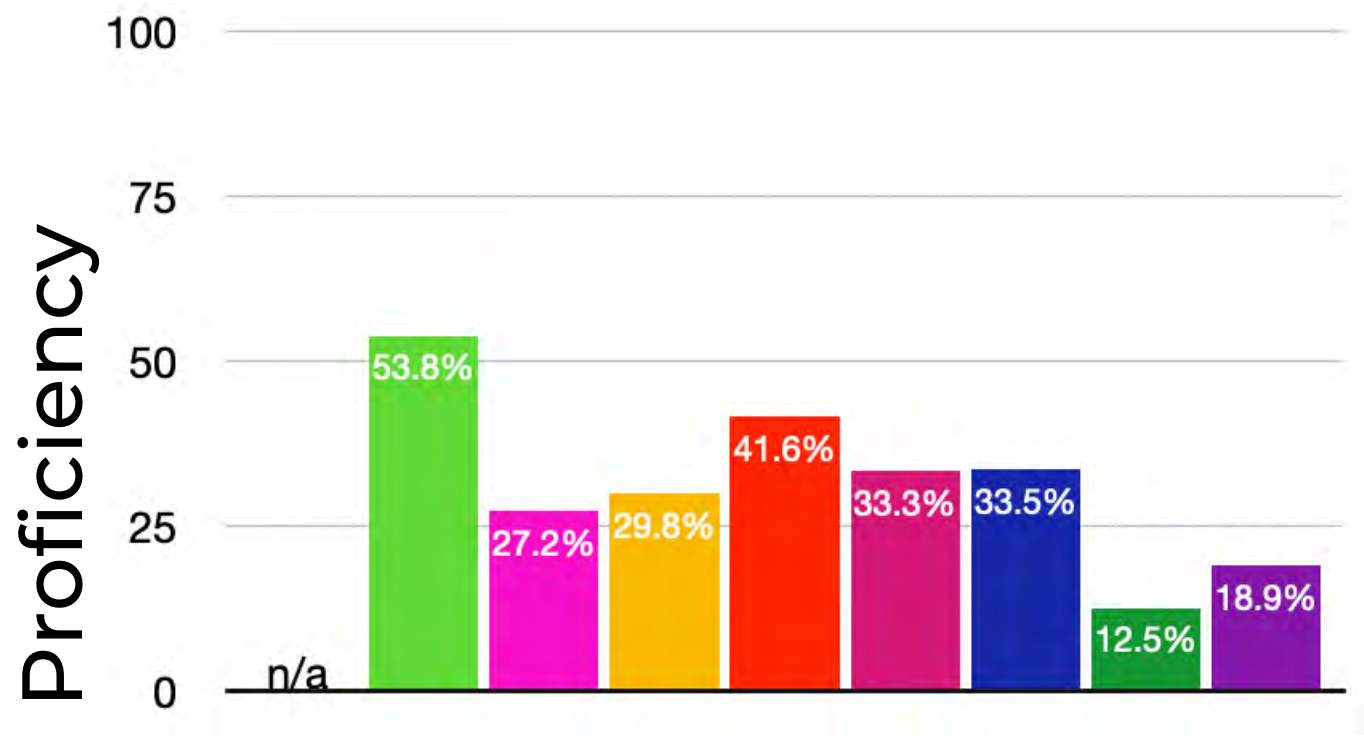
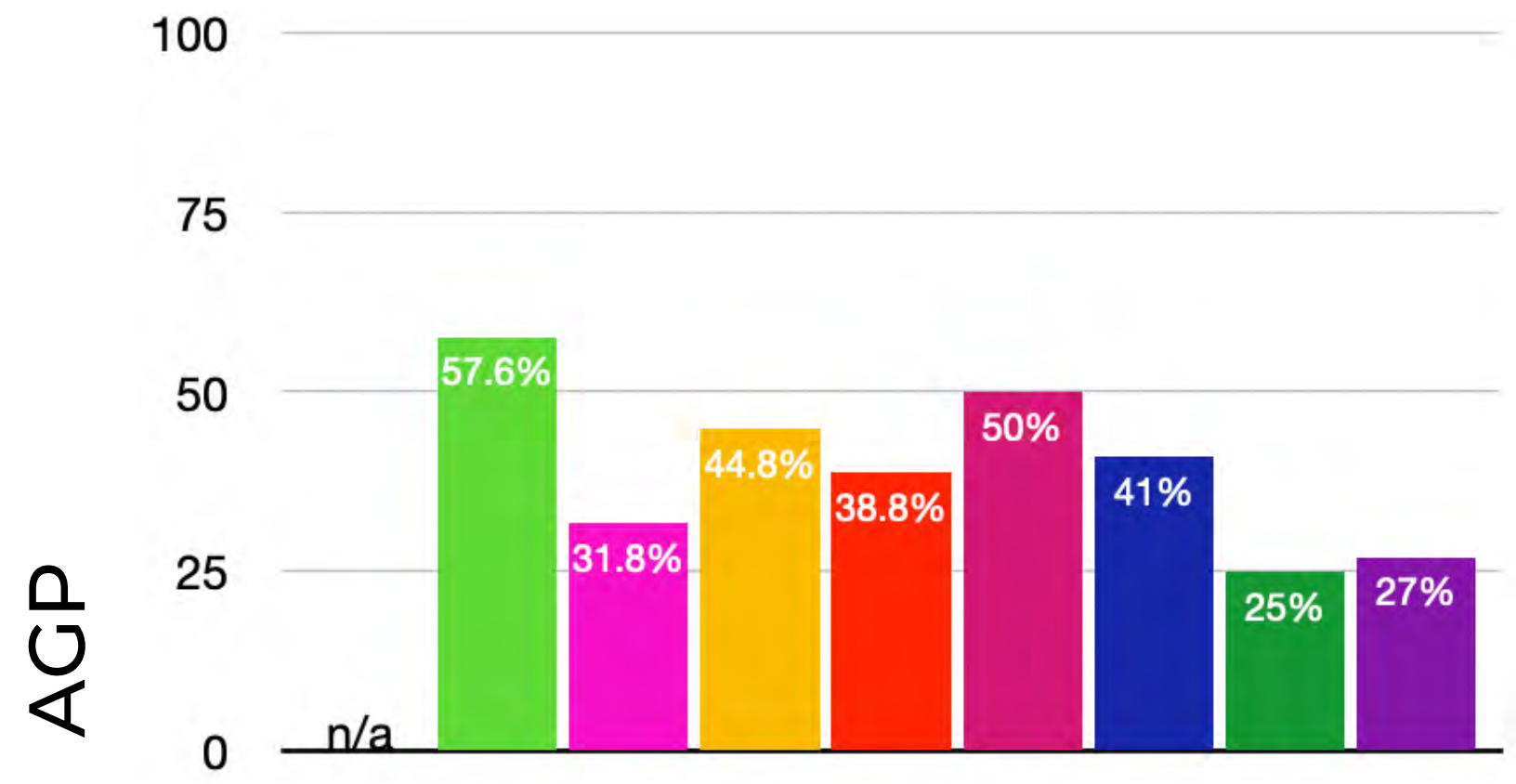
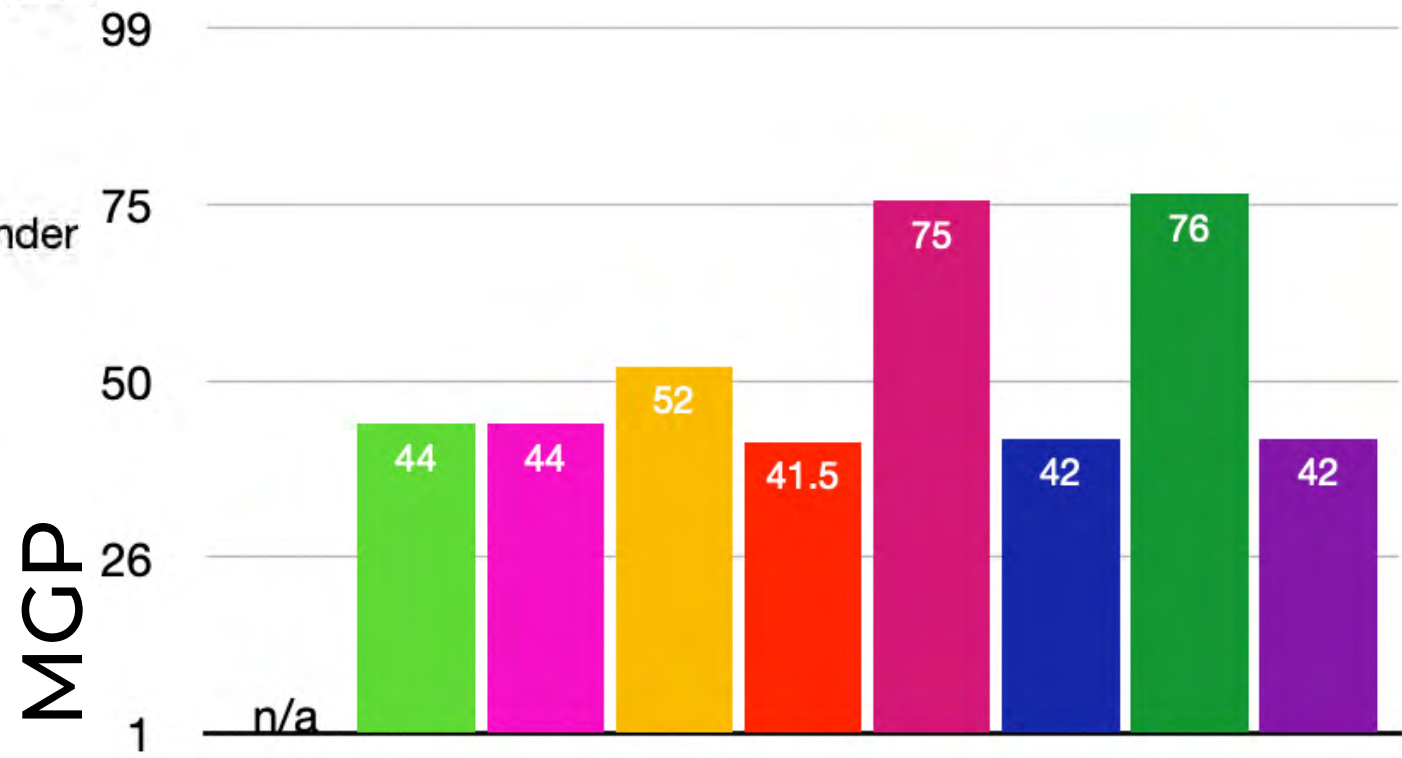
Subgroup	N Size ELA Proficiency	ELA Proficiency	N Size Math Proficiency	Math Proficiency	N Size ELA MGP	ELA MGP	N Size Math MGP	Math MGP	N Size ELA AGP	ELA AGP	N Size Math AGP	MATH AGP	N Size ELA GAP	ELA GAP	N Size Math GAP	MATH GAP
American Indian	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Asian	26	69.2	26	53.8	26	43.5	26	44.0	26	46.1	26	57.6	9	22.2	11	27.2
Black	22	50.0	22	27.2	22	22.5	22	44.0	22	40.9	22	31.8	6	33.3	10	10.0
Hispanic	87	52.8	87	29.8	87	31.0	87	52.0	87	48.2	87	44.8	35	34.2	47	27.6
Multirace	36	55.5	36	41.6	36	44.0	36	41.5	36	50.0	36	38.8	12	25.0	16	18.7
Pacific Islander	6	66.6	6	33.3	6	72.5	6	75.0	6	50.0	6	50.0	1	0.0	2	0.0
White	185	60.0	185	33.5	185	49.0	185	42.0	185	54.0	185	41.0	52	38.4	70	20.0
EL	7	28.5	8	12.5	8	26.0	8	76.0	8	25.0	8	25.0	6	33.3	8	25.0
SPED	50	36.0	37	18.9	37	32.0	37	42.0	37	29.7	37	27.0	26	23.0	26	15.3

*Please be aware, this graph does not include potential TSI triggers for the following groups/categories:
 FRL, WIDA, Chronic Absenteeism, Academic Learning Plans, or 8th Grade Sufficiency

- American Indian
- Asian
- Black
- Hispanic
- Multirace
- Pacific Islander
- White
- EL
- SPED



- American Indian
- Asian
- Black
- Hispanic
- Multirace
- Pacific Islander
- White
- EL
- SPED



*This represents the trajectory of your predicted index score based on NDE's current plan for testing/reporting.



MID YEAR REPORT CARD PREDICTION

Somerset Skye Canyon - 2020-21

SCHOOL LEVEL:
 ASSESSMENT:

ACADEMIC ACHIEVEMENT		9/25 POINTS
MATH PROFICIENCY	29.0%	
ELA PROFICIENCY	48.8%	
SCIENCE PROFICIENCY	43.0% <small>Used 2018-19 results as possible indicator</small>	
POOLED PROFICIENCY	39.5%	6/20 POINTS
READ BY GRADE 3	46.1%	3/5 POINTS
STUDENT GROWTH <small>(Only 5th grade reported)</small>		12/35 POINTS
MATH MGP	31.5	1/10 POINTS
ELA MGP	45	4/10 POINTS
MATH AGP	35.2%	4/7.5 POINTS
ELA AGP	46.0%	3/7.5 POINTS
ENGLISH LANGUAGE		NA OF 10 POINTS
ELPA		
CLOSING OPPORTUNITY GAPS <small>(Only 5th grade reported)</small>		5/20 POINTS
MATH	23.6%	3/10 POINTS
ELA	27.4%	2/10 POINTS
STUDENT ENGAGEMENT		N/A OF 10 POINTS
CHRONIC ABSENTEEISM	<small>Will not be reported in 2020-21</small>	



MID YEAR REPORT CARD PREDICTION

Somerset Skye Canyon - 2020-21

SCHOOL LEVEL:
 ASSESSMENT:

ACADEMIC ACHIEVEMENT		9/25 POINTS
MATH PROFICIENCY	29.0%	
ELA PROFICIENCY	48.8%	
SCIENCE PROFICIENCY	43.0% <small>Used 2018-19 results as possible indicator</small>	
POOLED PROFICIENCY	39.5%	6/20 POINTS
READ BY GRADE 3	46.1%	3/5 POINTS
STUDENT GROWTH		11.5/35 POINTS
MATH MGP	38	2/10 POINTS
ELA MGP	35	2/10 POINTS
MATH AGP	36.6%	4/7.5 POINTS
ELA AGP	48.2%	3.5/7.5 POINTS
ENGLISH LANGUAGE		NA OF 10 POINTS
ELPA		
CLOSING OPPORTUNITY GAPS		9/20 POINTS
MATH	28.8%	5/10 POINTS
ELA	35.2%	4/10 POINTS
STUDENT ENGAGEMENT		N/A OF 10 POINTS
CHRONIC ABSENTEEISM	<small>Will not be reported in 2020-21</small>	



MID YEAR REPORT CARD PREDICTION

Somerset Skye Canyon - 2020-21

SCHOOL LEVEL:
 ASSESSMENT:

ACADEMIC ACHIEVEMENT		19/25 POINTS
MATH PROFICIENCY	34.5%	
ELA PROFICIENCY	58.0%	
SCIENCE PROFICIENCY	56.0% <small>Used 2018-19 results as possible indicator</small>	
POOLED PROFICIENCY	47.6%	19/25 POINTS
STUDENT GROWTH		16/30 POINTS
MATH MGP	44	4/10 POINTS
ELA MGP	44	4/10 POINTS
MATH AGP	42.5%	5/5 POINTS
ELA AGP	50.8%	3/5 POINTS
ENGLISH LANGUAGE		NA OF 10 POINTS
ELPA		
CLOSING OPPORTUNITY GAPS		18/20 POINTS
MATH	21.7%	9/10 POINTS
ELA	33.9%	9/10 POINTS
STUDENT ENGAGEMENT		5 OF 5 POINTS
C. ABSENTEEISM/NAC/LEARNING PLANS	<small>C.A. will not be reported in 2020-21</small>	

Road to 5 Stars

SOMERSET SKYE CANYON



Prepared by
KATE LACKEY, PRINCIPAL
& SKYE CANYON ADMINISTRATION

GOALS



1. To maintain 5 star status in the elementary school
2. To maintain 5 star status in the middle school

ROAD TO 5 STARS



The destination: 5 star status at Somerset Skye Canyon at the elementary and middle school levels. The roadmap to our destination is provided in this proposal and is based on analysis of our current status and trajectory. It should be noted that our proposal includes realistic, yet rigorous benchmark goals for the next 5 years but that these goals will need to be revisited each year upon receiving the results of state testing. Updates should also be considered when, and if, there are any dramatic shifts in student population (ex. an enrollment increase). Progress towards goals should be observed through monitoring student interim assessment data (i.e. NWEA Map, iReady, etc.)

Current Status

Most recent star ratings and state testing performance (2018-2019 school year). A status update will be provided upon analyzing our Fall 2020 Interim assessment data.


Elementary

Middle School

Somerset Skye Canyon

School Level: Elementary School
Grade: 0K-08
Levels: District: State Public Charter School Authority
School Address: 8151 N Shaumber Rd Las Vegas, NV 89166

School Year 2018-2019 Nevada School Rating



92.2
Total Index Score

School Type: *Charter SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*

Student Race/Ethnicity

19%	White
1.3%	Blk/Afr Am
23.1%	Hisp/Latino
0.7%	Asian
0%	Am Indi/AK Nat
0.4%	Pac Isl
55%	Two or More

School Performance History

School Year	Index Score/Star Rating
2017-2018	N/A N/A
2016-2017	N/A N/A

Alternative Student Groups

Eng Lnrs: ■

Stud w/Disab: ■

Econ Disadv: ■

What does my school rating mean?
Five-Star school: Recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are school star ratings determined?
 Schools receive points based on student performance across various indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

2018-2019 School Performance

Measure	School Rate	District Rate
Pooled Proficiency	61.5	54
Math Proficiency	61.2	54.5
ELA Proficiency	68.4	60.1
Science Proficiency	43	34.7
Read-by-Grade-3 Proficiency	50.5	56.7

Measure	School Median	District Median
Math MGP	65	55
ELA MGP	55.5	52
Measure	School Rate	District Rate
Met Math AGP Target	60.2	49.7
Met ELA AGP Target	69.5	59.7

Measure	School Rate	District Rate
Met EL AGP Target	-	56.7

Measure	School Rate	District Rate
Prior Non-Proficient Met	40.3	27.8
Math AGP Target	-	-
Prior Non-Proficient Met	50	39.2
ELA AGP Target	-	-


Climate Survey Participation is not a point-earning measure.

Measure	School Rate	District Rate
Chronic Absenteeism	4.9	8
Climate Survey Participation	94.3	N/A

Somerset Skye Canyon

School Level: Middle School
Grade: 0K-08
Levels: District: State Public Charter School Authority
School Address: 8151 N Shaumber Rd Las Vegas, NV 89166

School Year 2018-2019 Nevada School Rating



91.1
Total Index Score

School Type: *Charter SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*

Student Race/Ethnicity

15%	White
1.9%	Blk/Afr Am
26.8%	Hisp/Latino
2.3%	Asian
0%	Am Indi/AK Nat
0.4%	Pac Isl
53.1%	Two or More

School Performance History

School Year	Index Score/Star Rating
2017-2018	N/A N/A
2016-2017	N/A N/A

Alternative Student Groups

Eng Lnrs: ■

Stud w/Disab: ■

Econ Disadv: ■

What does my school rating mean?
Five-Star school: Recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are school star ratings determined?
 Schools receive points based on student performance across various indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 29	★
At or above 29 but less than 50	★★
At or above 50 and less than 70	★★★
At or above 70 and less than 80	★★★★
At or above 80	★★★★★

2018-2019 School Performance

Measure	School Rate	District Rate
Pooled Proficiency	59	50.2
Math Proficiency	47.5	42.6
ELA Proficiency	71	59.6
Science Proficiency	56	44.7

Measure	School Median	District Median
Math MGP	51.5	58
ELA MGP	55	56
Measure	School Rate	District Rate
Met Math AGP Target	46.1	44.3
Met ELA AGP Target	67.9	61.3

Measure	School Rate	District Rate
Met EL AGP Target	-	38.3

Measure	School Rate	District Rate
Prior Non-Proficient Met	23.1	21.8
Math AGP Target	-	-
Prior Non-Proficient Met	35.3	32.7
ELA AGP Target	-	-

Climate Survey Participation is not a point-earning measure.

Measure	School Rate	District Rate
Chronic Absenteeism	1.9	7.9
Academic Learning Plans	100	99.5
8 th Grade Credit Requirements	100	92.7
Climate Survey Participation	95.5	N/A

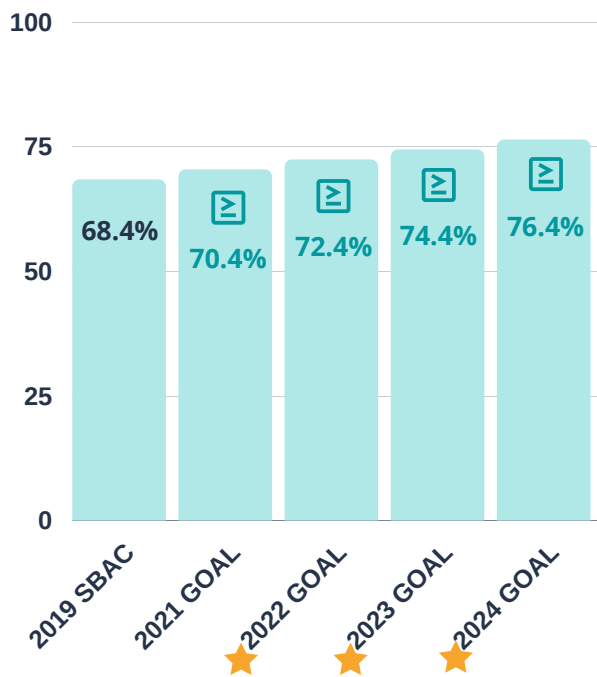
Academic Achievement

Below are performance benchmark goals for the next 5 years. Proficiency is historically the area that sees the smallest increases, even when coupled with high growth, especially at higher initial proficiency levels.

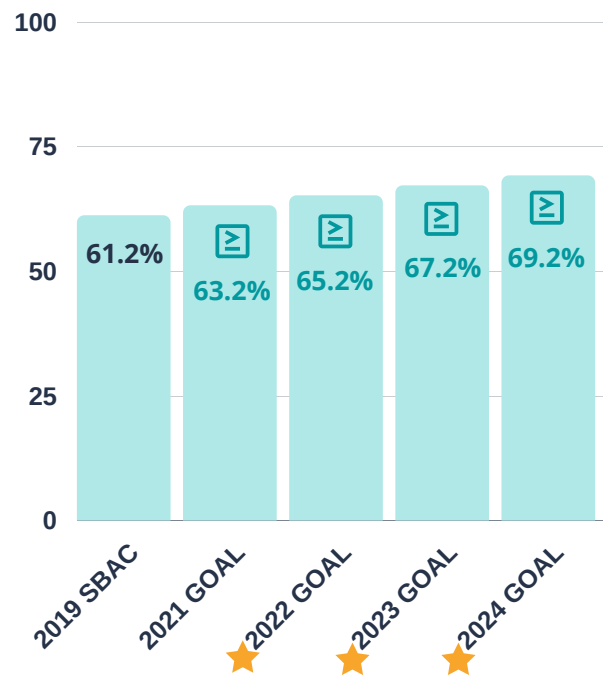
We do not know definitively what will happen with testing, but the following goals would be based on taking SBAC this Spring. This would mean that academic achievement data would be available but growth/ratings would not be available until 2022.

★ = Next potential rated year

Elementary ELA



Elementary Math



* Though there is a 2 year gap between 2019 & 2021, a minimal benchmark increase was selected for ELA & Math. This is due to early research which anticipates an average academic loss of 1 instructional year for each student as a result of quarantine during the COVID-19 epidemic.

Elementary Science



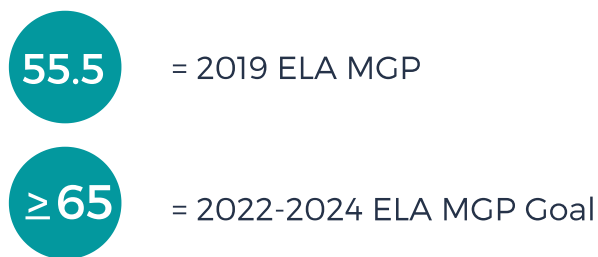
Growth Indicators

Student growth percentiles represent a Somerset student's growth compared to their academic peers across Nevada. The target median should not gradually increase but rather always strive to be greater than or equal to 65.

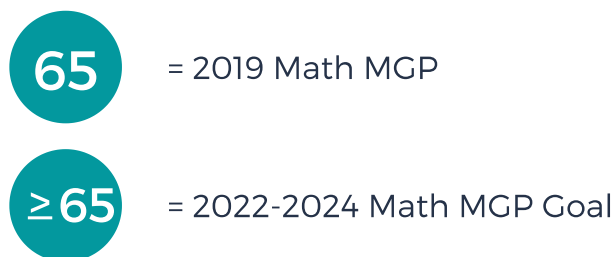
Student growth indicators require 2 consecutive years of testing so the next likely year where this data would be received for SBAC would be in 2022. To track 2021 progress towards growth goals, interim data would need to be utilized.

★ = Next potential rated year

Elementary ELA

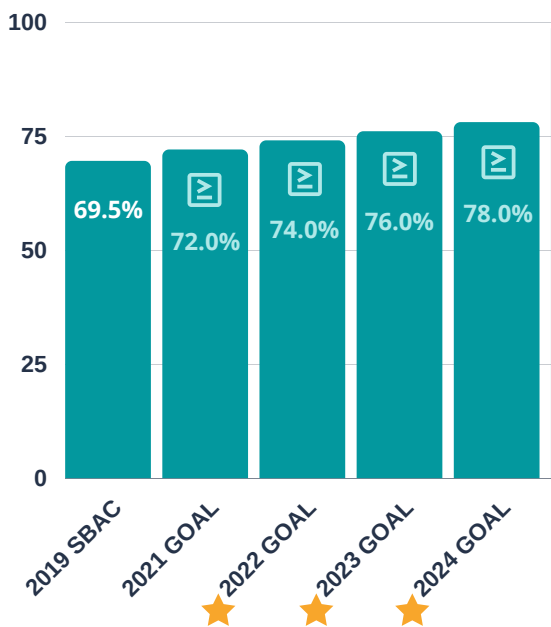


Elementary Math

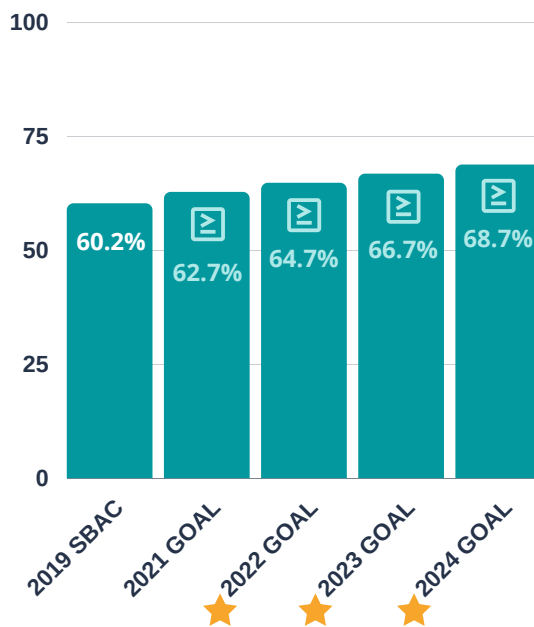


Adequate Growth Percentiles (AGP) reflects the percentage of students who hit their individual growth targets. Targets are based on either obtaining or maintaining proficiency. The higher the proficiency levels, the lower and more achievable the targets.

Elementary ELA



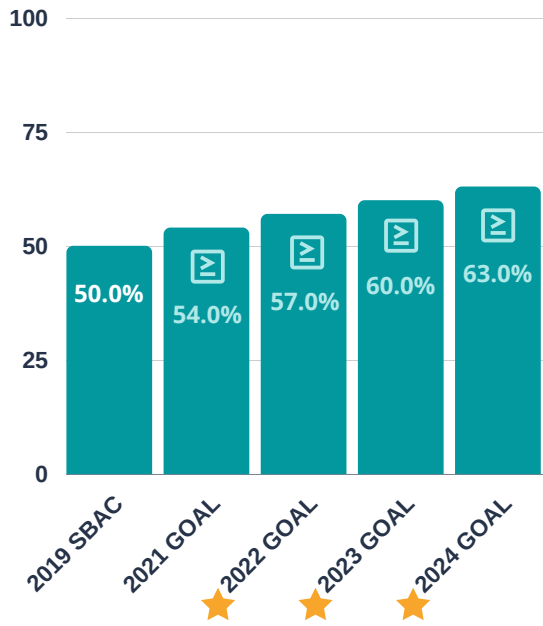
Elementary Math



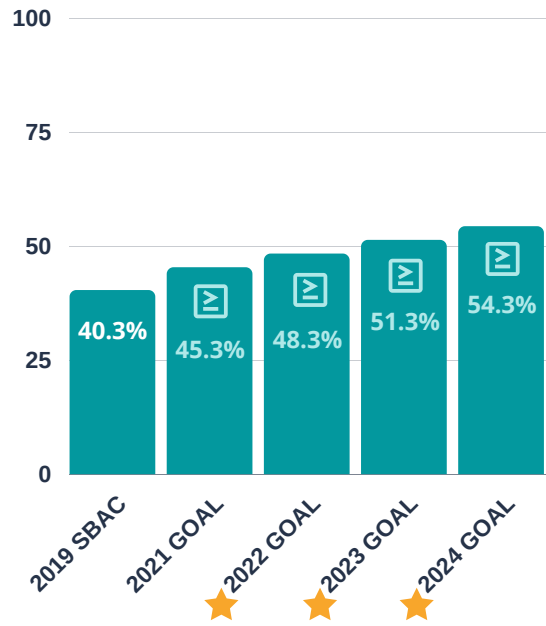
Closing Opportunity Gaps

The Closing Opportunity Gaps indicator reflects the percentage of non-proficient students hitting their individual growth targets (AGP). Students do not necessarily have to achieve proficiency in order to hit their target, so rigorous improvements can be realistic goals.

Elementary ELA



Elementary Math



Student Engagement

4.9% = 2019 Chronic Absenteeism %

<5% = 2021-24 Goal

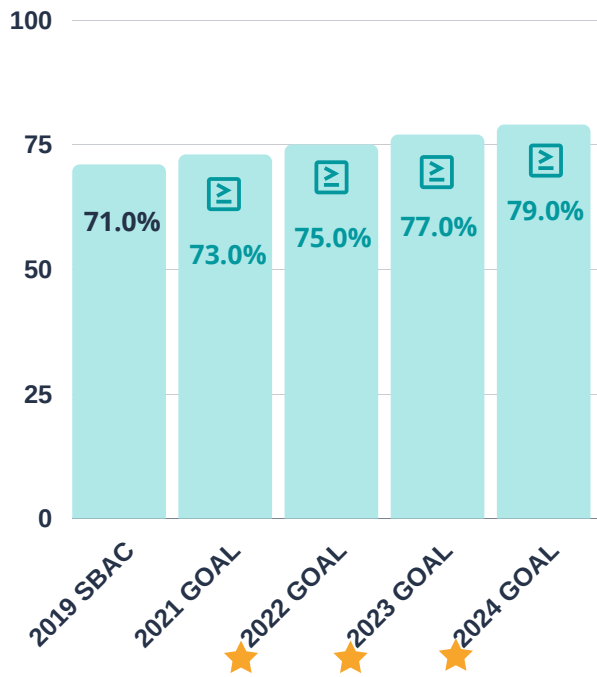
Academic Achievement

Below are performance benchmark goals for the next 5 years. Proficiency is historically the area that sees the smallest increases, even when coupled with high growth, especially at higher initial proficiency levels.

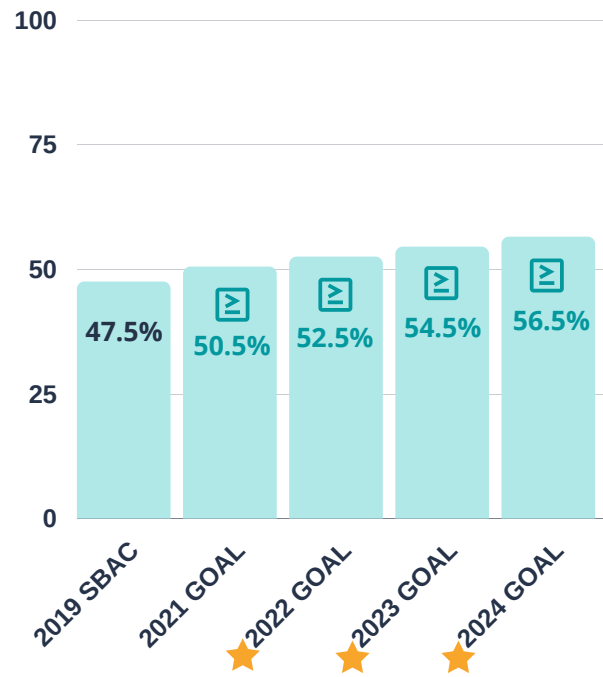
We do not know definitively what will happen with testing, but the following goals would be based on taking SBAC this Spring. This would mean that academic achievement data would be available but growth/ratings would not be available until 2022.

★ = Next potential rated year

Middle School ELA

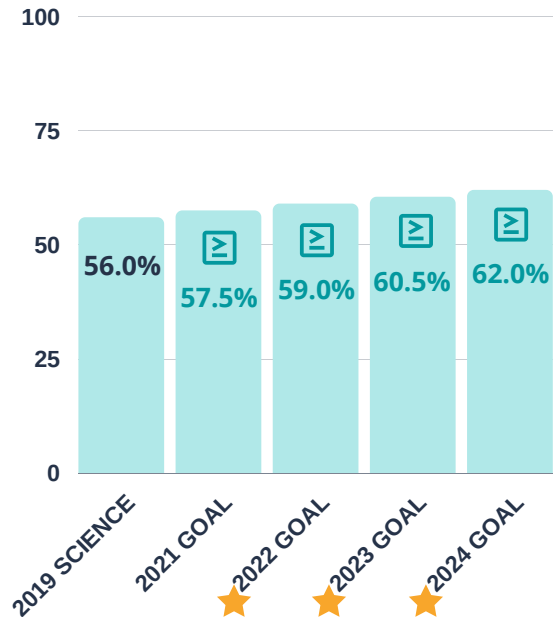


Middle School Math



* Though there is a 2 year gap between 2019 & 2021, a minimal benchmark increase was selected for ELA & Math. This is due to early research which anticipates an average academic loss of 1 instructional year for each student as a result of quarantine during the COVID-19 epidemic.

Middle School Science



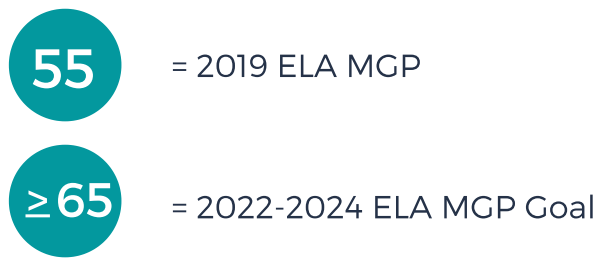
Growth Indicators

Student growth percentiles represent a Somerset student's growth compared to their academic peers across Nevada. The target median should not gradually increase but rather always strive to be greater than or equal to 65.

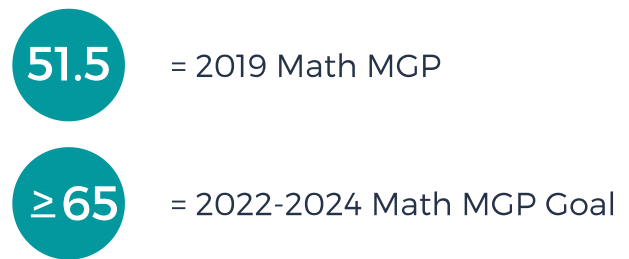
Student growth indicators require 2 consecutive years of testing so the next likely year where this data would be received for SBAC would be in 2022. To track 2021 progress towards growth goals, interim data would need to be utilized.

★ = Next potential rated year

Middle School ELA

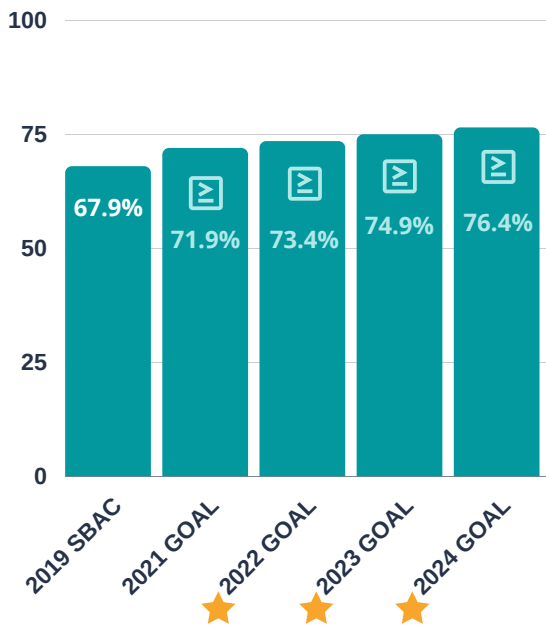


Middle School Math

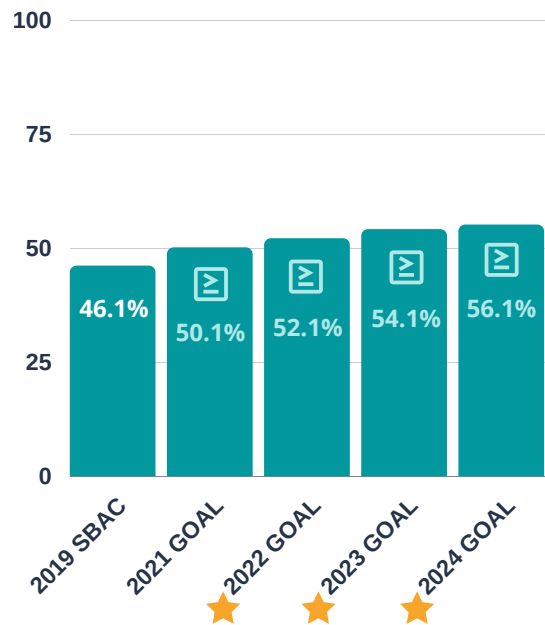


Adequate Growth Percentiles (AGP) reflects the percentage of students who hit their individual growth targets. Targets are based on either obtaining or maintaining proficiency. The higher the proficiency levels, the lower and more achievable the targets.

Middle School ELA



Middle School Math

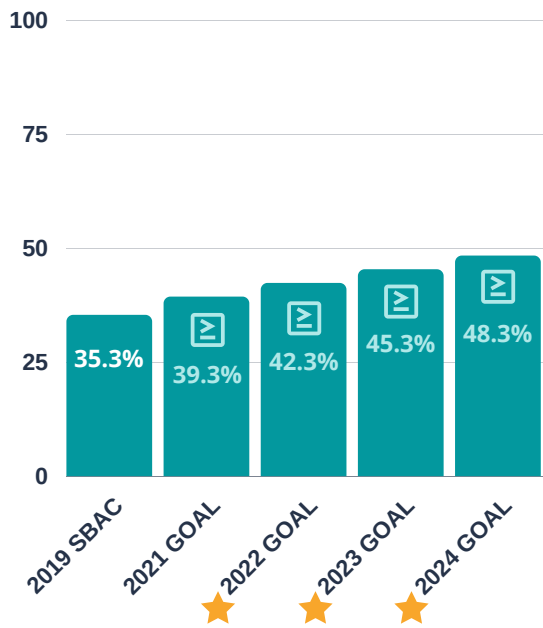


Closing Opportunity Gaps

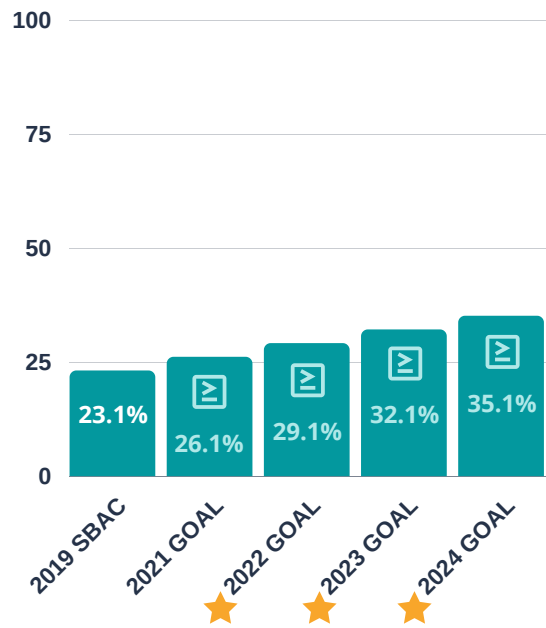
The Closing Opportunity Gaps indicator reflects the percentage of non-proficient students hitting their individual growth targets (AGP). Students do not necessarily have to achieve proficiency in order to hit their target, so rigorous improvements can be realistic goals.

★ = Next potential rated year

Middle School ELA



Middle School Math



Student Engagement

1.9% = 2019 Chronic Absenteeism %

< 5% = 2022-2024 Goal

Elementary Implementation Strategies for 2020-21



Below are some of the major instructional implementation strategies for each indicator in the 2020-21 school year:

Recommended that each strategy have an in-person & online implementation approach:

Academic Achievement/Growth Median:

1. English Language Arts

In-person	Online
Strengthen Tier 1 Instruction using curriculum with integrity <ul style="list-style-type: none"> • CKLA (K-5) • Step Up to Writing (K-5) 	Strengthen Tier 1 Instruction using curriculum with integrity <ul style="list-style-type: none"> • CKLA (K-5) • Step Up to Writing (K-5)
Identify and unwrap priority standards	Identify and unwrap priority standards
Provide training on CKLA & Step Up to Writing to either introduce the curriculum to new staff or strengthen knowledge of current staff	Provide training on CKLA & Step Up to Writing to either introduce the curriculum to new staff or strengthen knowledge of current staff
Grade levels align common assessments from curriculum to priority standards	Grade levels align common assessments from curriculum to priority standards
	Provide professional development on the use of digital resources, programs, apps, and platforms

2. Mathematics

In-person	Online
Strengthen Tier 1 Instruction using curriculum with integrity <ul style="list-style-type: none"> • Everyday Mathematics 	Strengthen Tier 1 Instruction using digital curriculum with integrity <ul style="list-style-type: none"> • Everyday Mathematics
Identify and unwrap priority standards	Identify and unwrap priority standards
Provide training on Everyday Math to either introduce the curriculum to new staff or strengthen knowledge of current staff	Provide training on Everyday Math online resources to either introduce the curriculum to new staff or strengthen knowledge of current staff
Grade levels align common assessments from curriculum to priority standards	Grade levels align common assessments from curriculum to priority standards
	Provide professional development on the use of digital resources, programs, apps, and platforms

Elementary Implementation Strategies for 2020-21



3. Science

In-person	Online
Strengthen Tier 1 Instruction using curriculum with integrity <ul style="list-style-type: none"> FOSS K-5 CKLA (Science Content) K-5 	Strengthen Tier 1 Instruction using digital curriculum with integrity <ul style="list-style-type: none"> FOSS K-5 CKLA (Science Content) K-5
Continue on-going training on NGSS	Continue on-going training on NGSS
Provide training on FOSS to either introduce the curriculum to new staff or strengthen knowledge of current staff	Provide training on FOSS online resources to either introduce the curriculum to new staff or strengthen knowledge of current staff
Grade levels align common assessments from curriculum to priority standards	Grade levels align common assessments from curriculum to priority standards
	Provide professional development on the use of digital resources, programs, apps, and platforms

Growth (AGP) Differentiated Instruction:

In-person	Online
Daily mathematics and ELA Intervention & Extension (I/E) blocks (30 minutes) focused on Tier 2 & Tier 3 targeted small group instruction using the following materials: ELA Burst, Amplify Reading, Accelerated Reader Mathematics Everyday Mathematics Enrichment & Extra Practice Activities <ul style="list-style-type: none"> IAs, Literacy Specialist and Curriculum Coach will provide small group instruction for RTI/Read by Grade 3 students as needed 	Daily mathematics and ELA Intervention & Extension blocks (30 minutes each) focused on Tier 2 & Tier 3 targeted small group instruction using <ul style="list-style-type: none"> Literacy Specialist, Curriculum Coach, and instructional assistants will schedule zoom small group instruction and provide digital interventions when students are in extended learning as needed Students participate with digital tools (e.g., Amplify Reading, MyON, Google Classroom, Khan Academy, etc.)
	Read by 3 literacy specialist, curriculum coach, and instructional assistants will meet with small groups via Zoom focused on their RTI/Read by 3 goal,
Use DIBELS, MCOMP, & MAP Data to flexibly adjust small group instruction, goals, and groups	Use DIBELS, MCOMP, & MAP Data to flexibly adjust small group instruction, goals, and groups
Explicit Phonics instruction	Explicit Phonics instruction
Data Driven Instructional Action Planning after all benchmark windows <ul style="list-style-type: none"> Identify bubble/target students Teachers plan and evaluate results from each action plan with supervisor, curriculum coach, and literacy specialist 	Data Driven Instructional Action Planning after all benchmark windows <ul style="list-style-type: none"> Identify bubble/target students Teachers plan and evaluate results from each action plan with supervisor, curriculum coach, and literacy specialist
Ongoing LETRS Training Cohort 1 will train Cohort 2 in Units 1-4 Cohort 1 will continue Units 5-8	Ongoing LETRS Training Cohort 1 will train Cohort 2 in Units 1-4 Cohort 1 will continue Units 5-8

Elementary Implementation Strategies for 2020-21



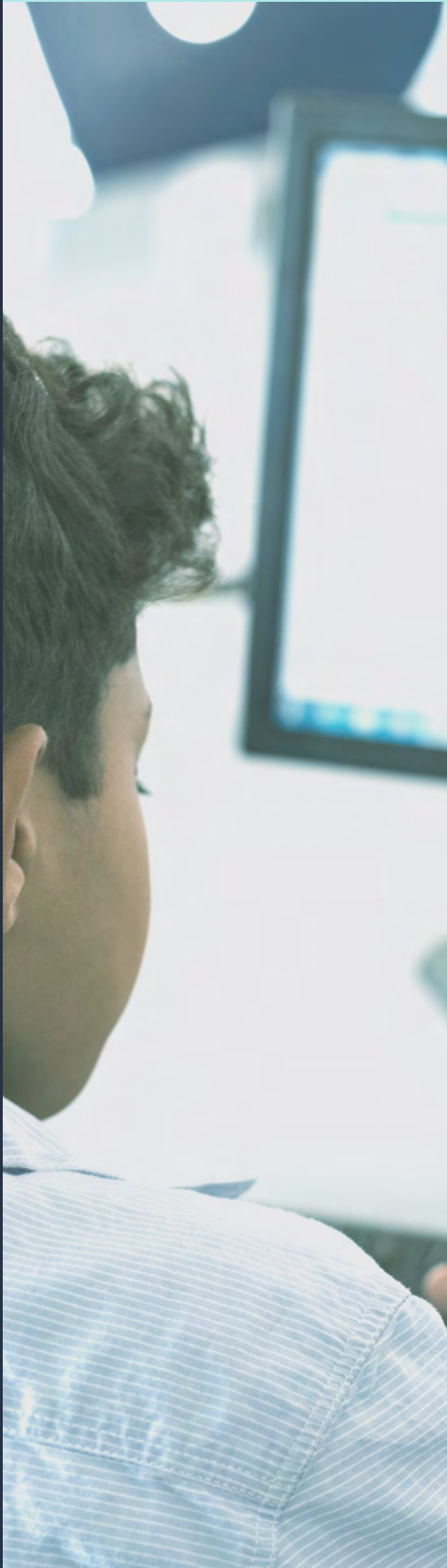
Closing Opportunity Gaps (Instruction for non-proficient students):

In-person	Online
Use MAP data to identify students and implement targeted small group or 1:1 instruction using strategies mentioned above	Use MAP data to identify students and implement targeted small group or 1:1 instruction using strategies mentioned above
Small group instruction using the following programs: Wilson Reading System, Burst, LETRS activities, Kathy Richardson, Digi Blocks	Small group instruction using the following programs: Wilson Reading System, Burst, LETRS activities, Kathy Richardson, Digi Blocks
Data Driven Instructional Action Planning after all benchmark windows <ul style="list-style-type: none"> ● Identify bubble/target students ● Teachers plan and evaluate results from each action plan with supervisor, curriculum coach, and literacy specialist 	Data Driven Instructional Action Planning after all benchmark windows <ul style="list-style-type: none"> ● Identify bubble/target students ● Teachers plan and evaluate results from each action plan with supervisor, curriculum coach, and literacy specialist

Chronic Absenteeism:

- Teachers will contact administration and registrar for students with attendance concerns and designated administrator will contact and follow-up with families as needed
- Counselor and Safe School Professional will contact families and provide support as needed
 - Support Strategies
 - Attendance contracts with students & parents
 - Implement individualized incentives when necessary
 - Provides families with research on the impact of absenteeism on learning
 - Provide community resources

MS Implementation Strategies for 2020-21



Academic Achievement/Growth Median:

1. English Language Arts & Social Studies

In-person	Online
Strengthen Tier 1 Instruction using curriculum with integrity <ul style="list-style-type: none"> StudySync - (6-8) TCI (6-8) 	Strengthen Tier 1 Instruction using digital curriculum with integrity <ul style="list-style-type: none"> StudySync - (6-8) TCI (6-8)
Identify and unwrap priority standards	Identify and unwrap priority standards
Provide training on StudySync to either introduce the curriculum to new staff or strengthen knowledge of current staff	Provide training on StudySync online resources to either introduce the curriculum to new staff or strengthen knowledge of current staff
Grade levels align common assessments from curriculum to priority standards	Grade levels align common assessments from curriculum to priority standards
	Provide professional development on the use of digital resources, programs, apps, and platforms

2. Mathematics

In-person	Online
Strengthen Tier 1 Instruction using curriculum with integrity <ul style="list-style-type: none"> CMP3 (6-8; Algebra I) 	Strengthen Tier 1 Instruction using digital curriculum with integrity <ul style="list-style-type: none"> CMP3 (6-8; Algebra I)
Identify and unwrap priority standards	Identify and unwrap priority standards
Provide training on CMP3 to either introduce the curriculum to new staff or strengthen knowledge of current staff	Provide training on CMP3 online resources to either introduce the curriculum to new staff or strengthen knowledge of current staff
Grade levels align common assessments from curriculum to priority standards	Grade levels align common assessments from curriculum to priority standards
	Provide professional development on the use of digital resources, programs, apps, and platforms

3. Science

In-person	Online
Strengthen Tier 1 Instruction using curriculum with integrity <ul style="list-style-type: none"> Amplify Science (6-8) 	Strengthen Tier 1 Instruction using digital curriculum with integrity <ul style="list-style-type: none"> Amplify Science (6-8)
Continue on-going training on NGSS	Continue on-going training on NGSS
Provide training on Amplify Science to either introduce the curriculum to new staff or strengthen knowledge of current staff	Provide training on Amplify Science online resources to either introduce the curriculum to new staff or strengthen knowledge of current staff
Grade levels align common assessments from curriculum to priority standards	Grade levels align common assessments from curriculum to priority standards
	Provide professional development on the use of digital resources, programs, apps, and platforms

MS Implementation Strategies for 2020-21



Growth (AGP) Differentiated Instruction:

In-person	Online
<ul style="list-style-type: none"> Students will receive small group instruction in ELA and mathematics Students placed in an intensive mathematics or intensive reading intervention course to provide mathematics and ELA Intervention (30 minutes each) focused on Tier 2 & Tier 3 targeted small group instruction 	<p>Daily mathematics and ELA Intervention & Extension blocks (30 minutes each) focused on Tier 2 & Tier 3 targeted small group instruction using</p> <ul style="list-style-type: none"> Teachers, literacy specialist, curriculum coach, and instructional assistants will schedule zoom small group instruction and provide digital interventions when students are in extended learning as needed Students participate with digital tools (e.g., Khan Academy, Newsela, Google Classroom, etc.)
Use DIBELS, MCOMP, & MAP Data to flexibly adjust small group instruction, goals, and groups	Use DIBELS, MCOMP, & MAP Data to flexibly adjust small group instruction, goals, and groups
<p>Data Driven Instructional Action Planning after all benchmark windows</p> <ul style="list-style-type: none"> Identify bubble/target students Teachers plan and evaluate results from each action plan with supervisor, curriculum coach, and literacy specialist 	<p>Data Driven Instructional Action Planning after all benchmark windows</p> <ul style="list-style-type: none"> Identify bubble/target students Teachers plan and evaluate results from each action plan with supervisor, curriculum coach, and literacy specialist

Closing Opportunity Gaps (Instruction for non-proficient students):

In-person	Online
Use DIBELS, MCOMP, & MAP data to identify students and implement targeted small group or 1:1 instruction during general instruction	Use DIBELS, MCOMP, & MAP data to identify students and implement targeted small group or 1:1 via digital platforms
Students can be flexibly moved in and out of intensive courses for extra support as needed	Students can be flexibly moved in and out of intensive courses for extra support as needed
<p>Data Driven Instructional Action Planning after all benchmark windows</p> <ul style="list-style-type: none"> Identify bubble/target students Teachers plan and evaluate results from each action plan with supervisor, curriculum coach, and literacy specialist 	<p>Data Driven Instructional Action Planning after all benchmark windows</p> <ul style="list-style-type: none"> Identify bubble/target students Teachers plan and evaluate results from each action plan with supervisor, curriculum coach, and literacy specialist

Chronic Absenteeism:

- Teachers will contact administration and registrar for students with attendance concerns and designated administrator will contact and follow-up with families as needed
- Counselor and Safe School Professional will contact families and provide support as needed
 - Support Strategies
 - Attendance contracts with students & parents
 - Implement individualized incentives when necessary
 - Provides families with research on the impact of absenteeism on learning
 - Provide community resources

5 Star Timeline

ANTICIPATED RATINGS TIMELINE

Meeting each of the aforementioned benchmarks will put Somerset Skye Canyon on the following timeline for maintaining 5 Star status:

ELEMENTARY



MIDDLE SCHOOL



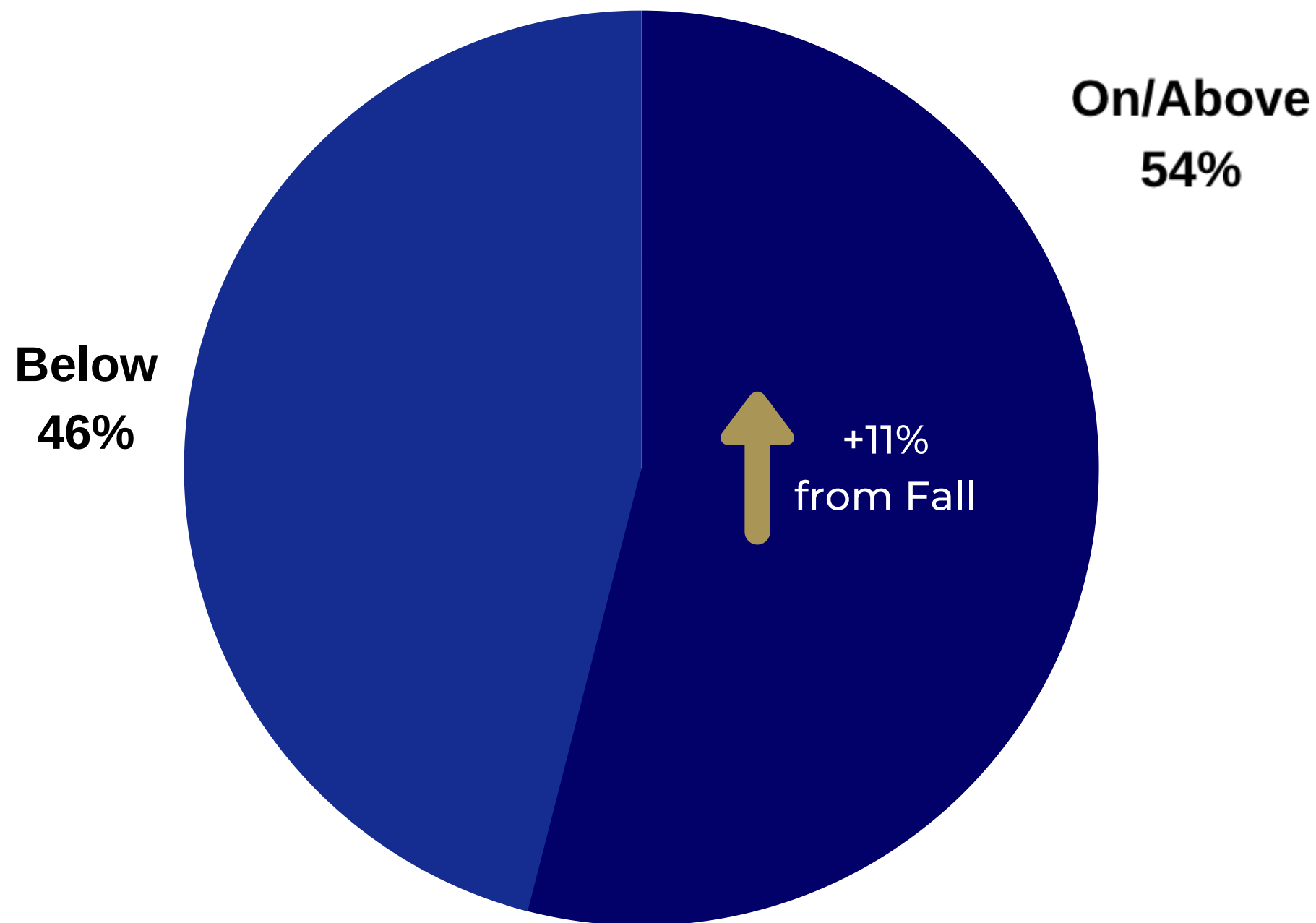
WINTER IREADY/MAP DATA



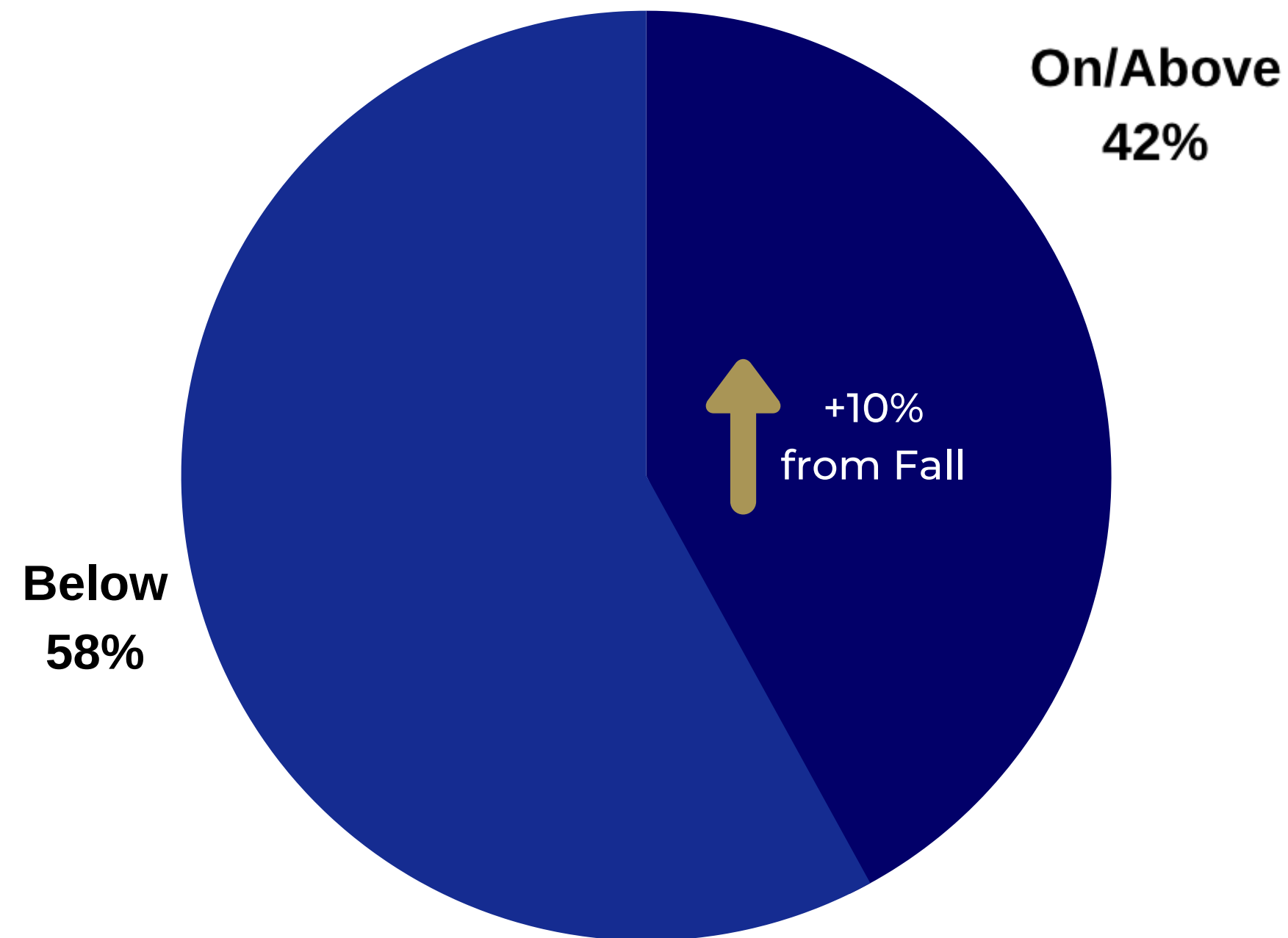
SOMERSET ACADEMY STEPHANIE

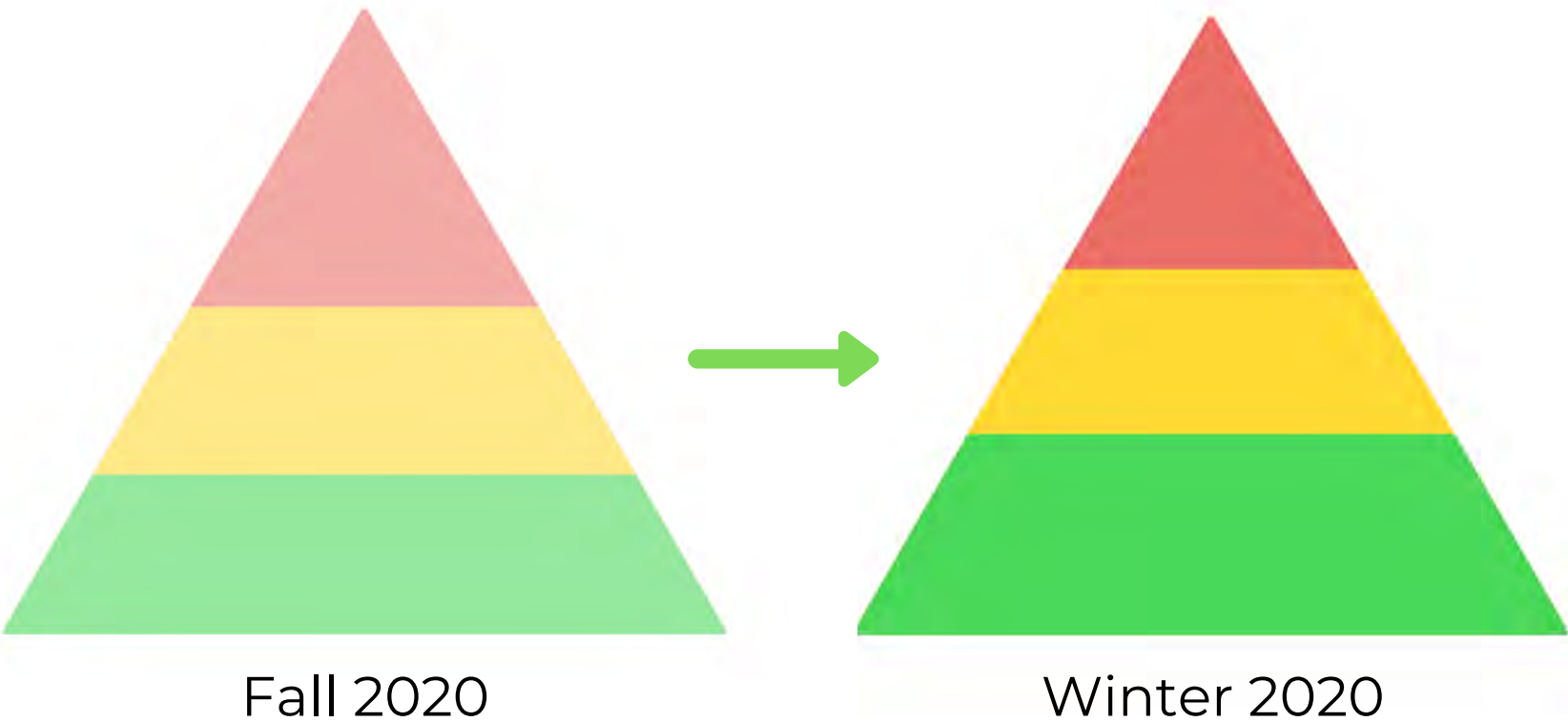
WINTER 2021

Reading % of Students at Grade Level

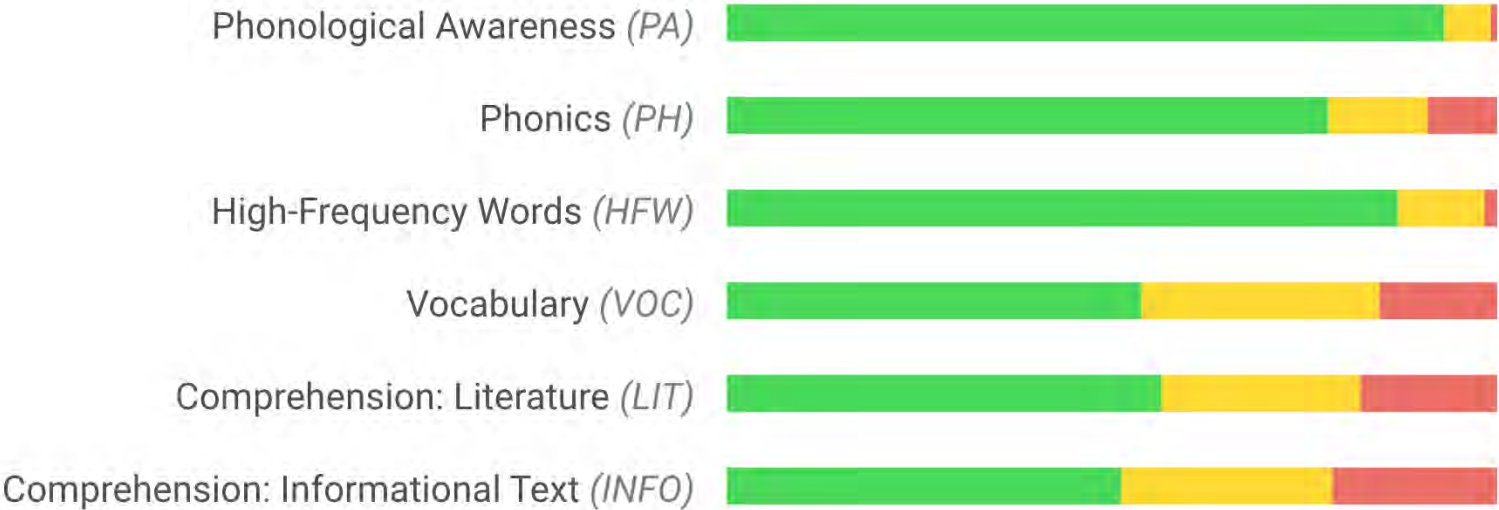


Math % of Students at Grade Level

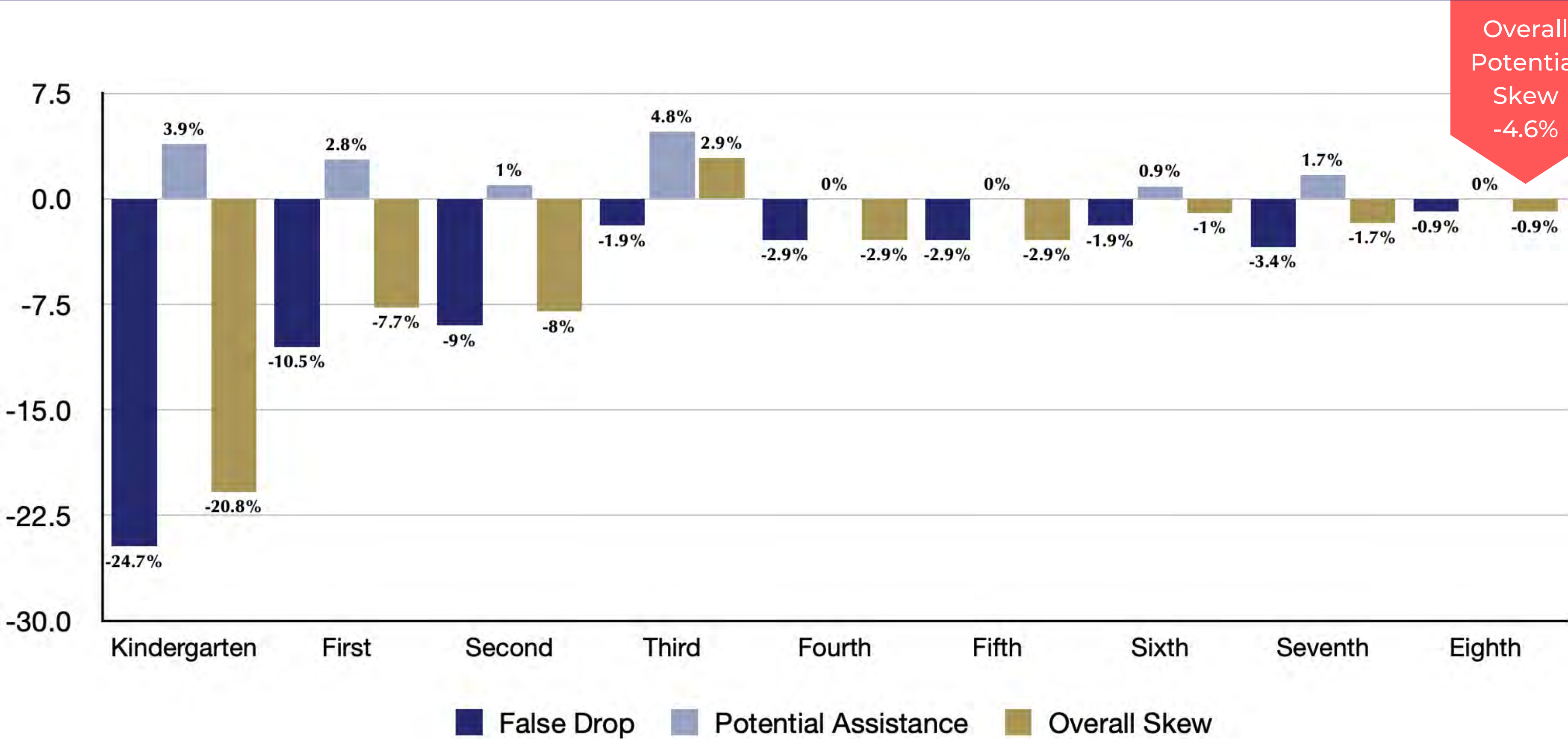




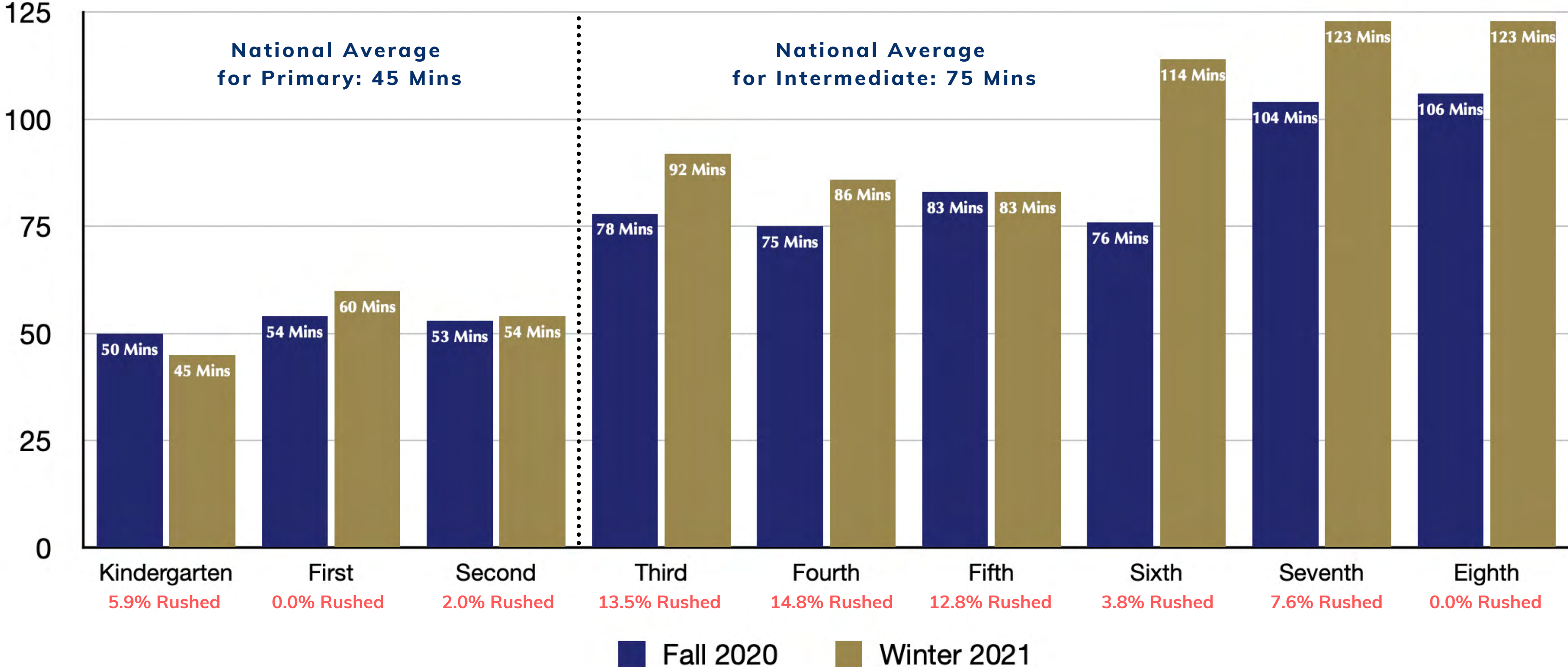
- **At Risk for Tier 3**
17%
- **Tier 2**
29%
- **Tier 1**
54%



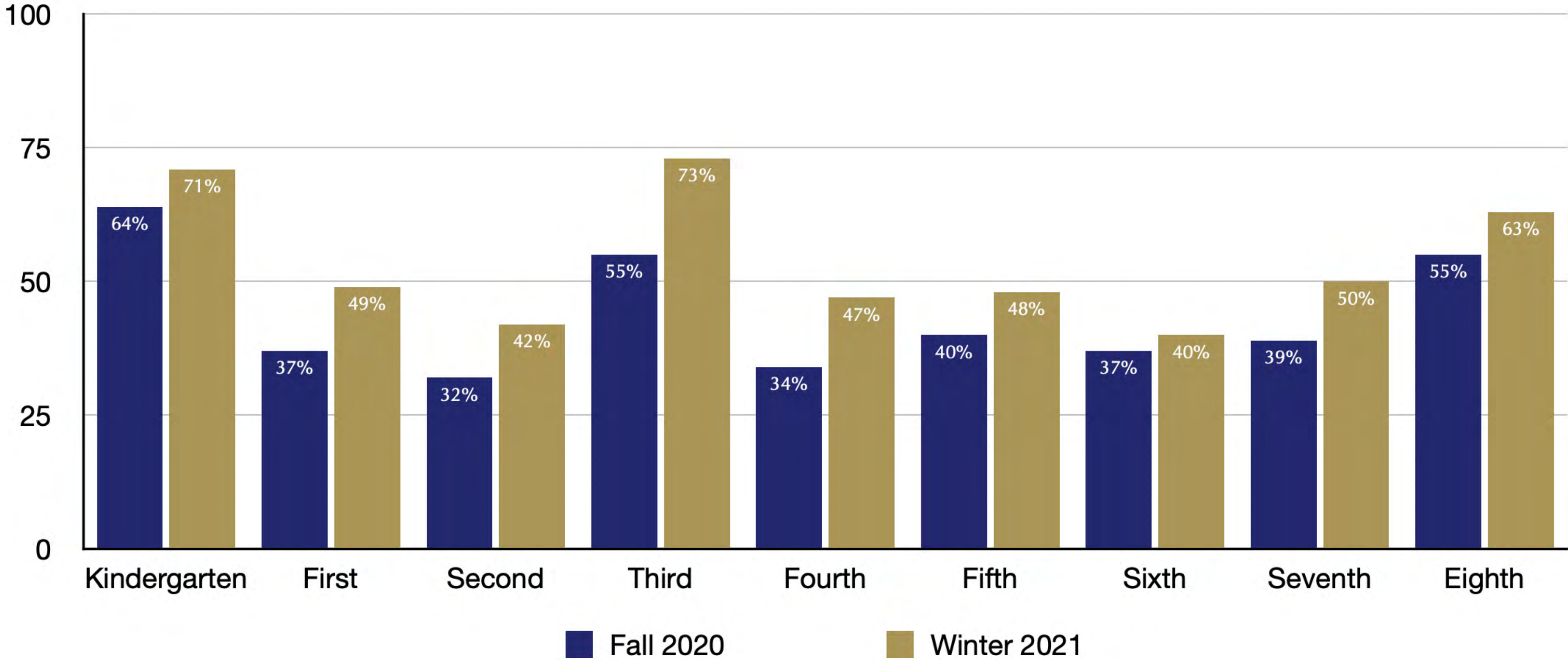
- Mid or Above Grade Level
319 Students
- Early On Grade Level
198 Students
- One Grade Level Below
281 Students
- Two Grade Levels Below
79 Students
- Three or More Grade Levels Below
86 Students

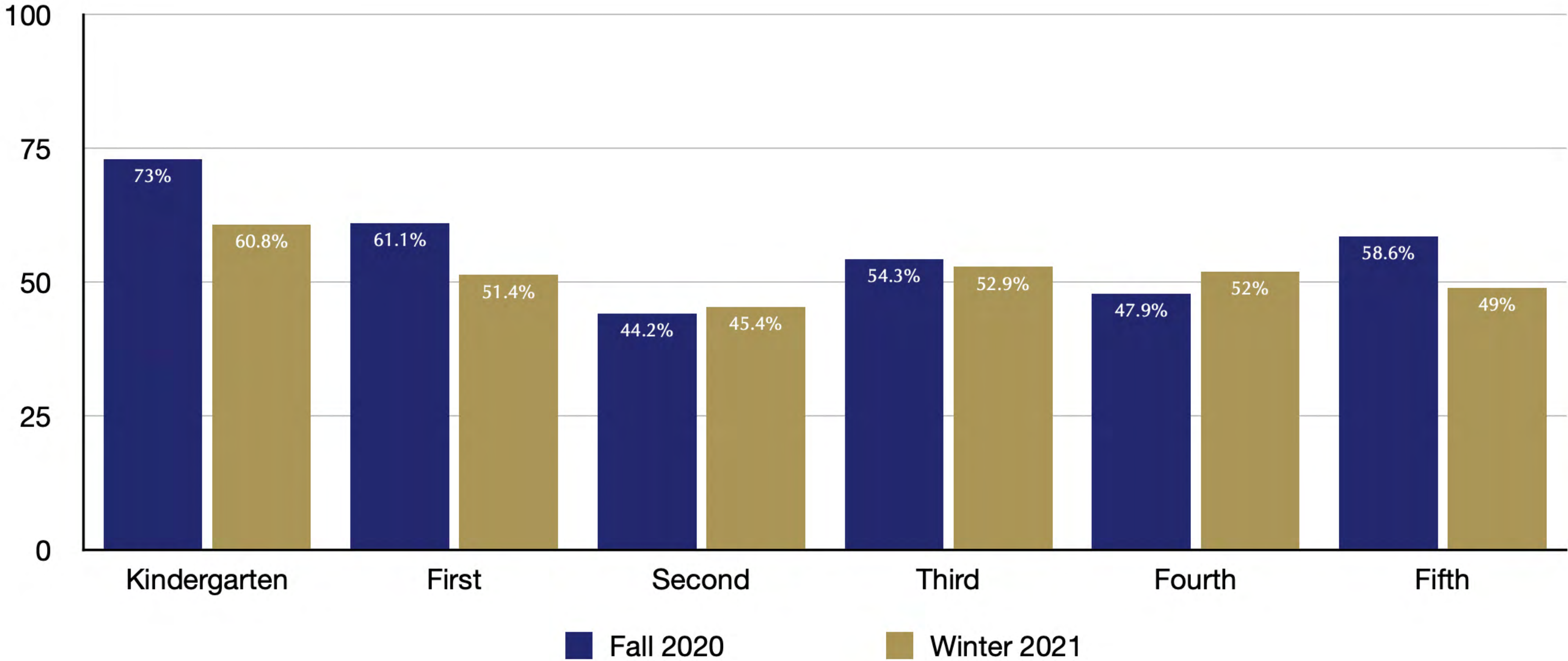


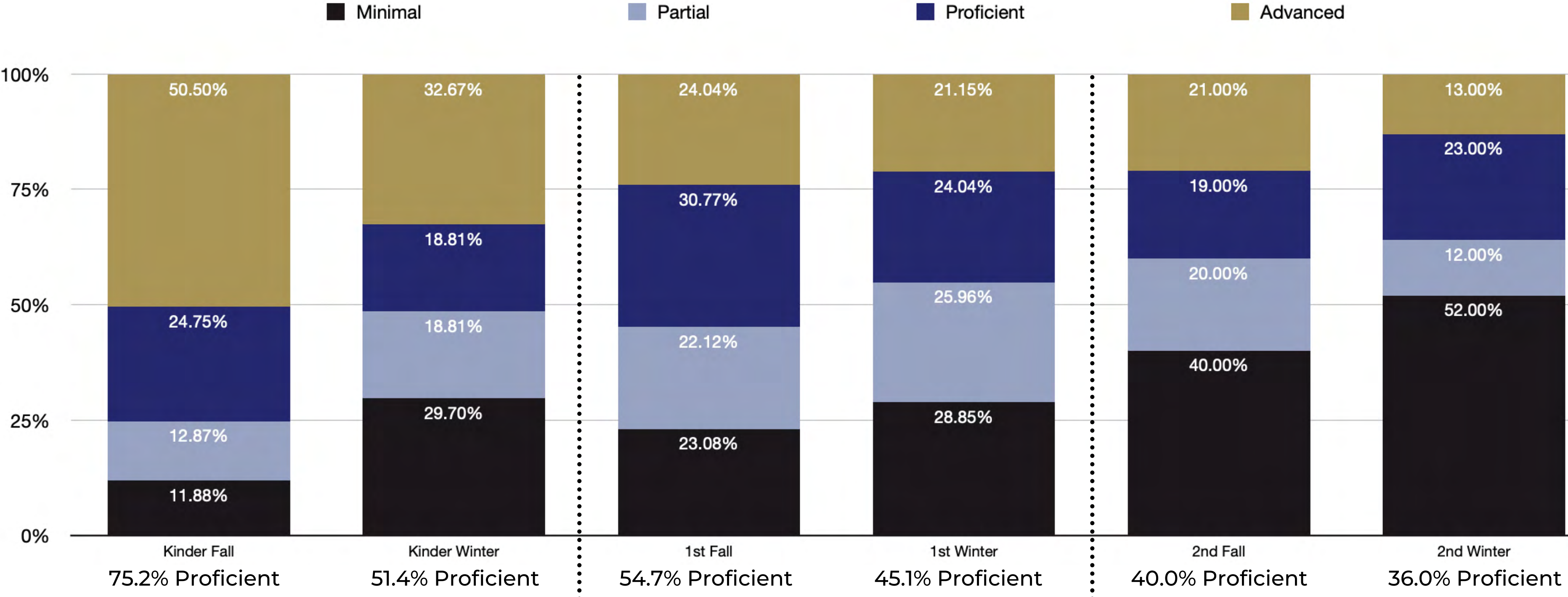
Overall Potential Skew -4.6%

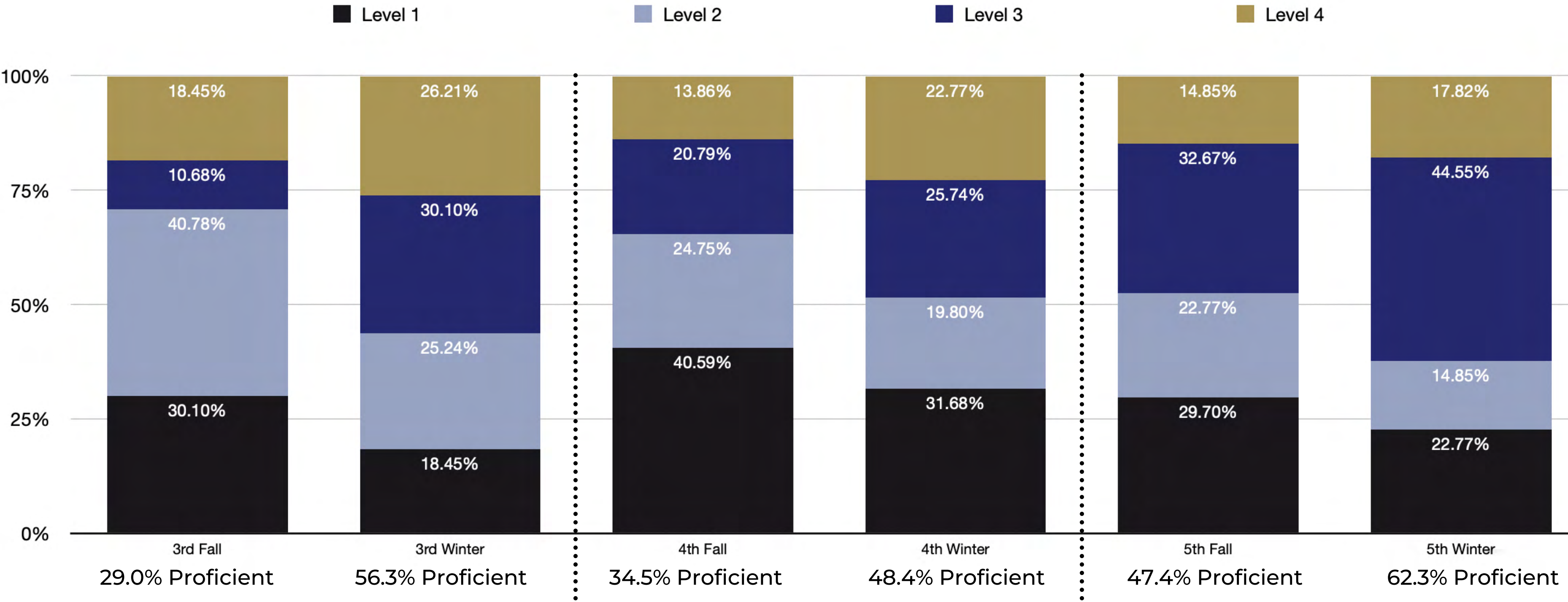


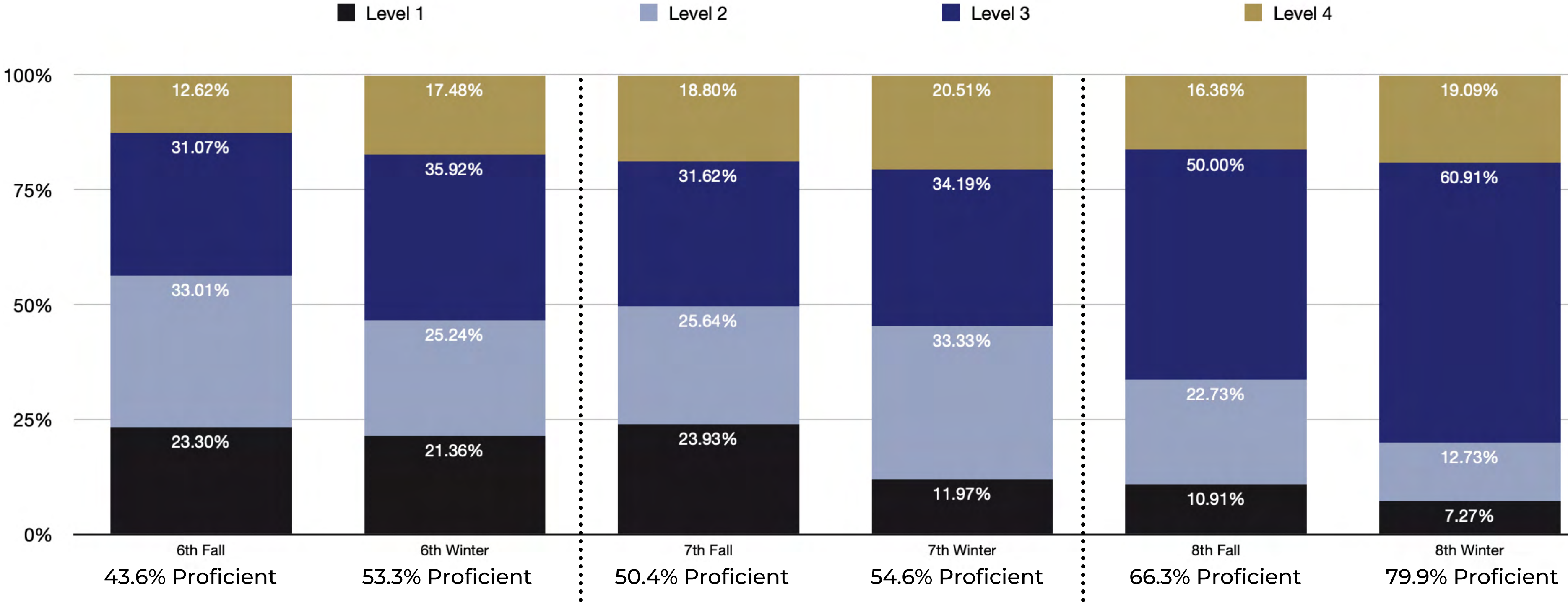
*Percentage of rushers calculated using Winter (<20 mins for Primary; <45 mins for Intermediate+)

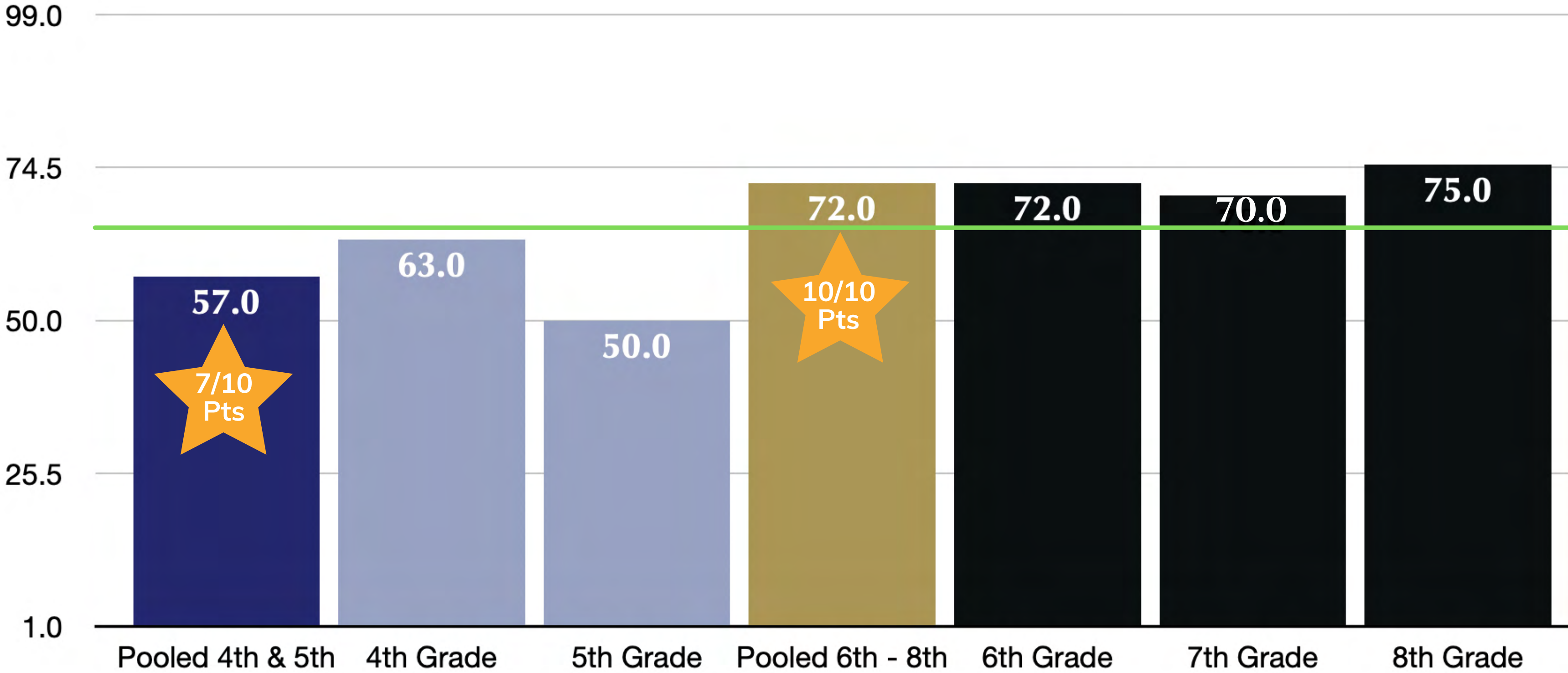


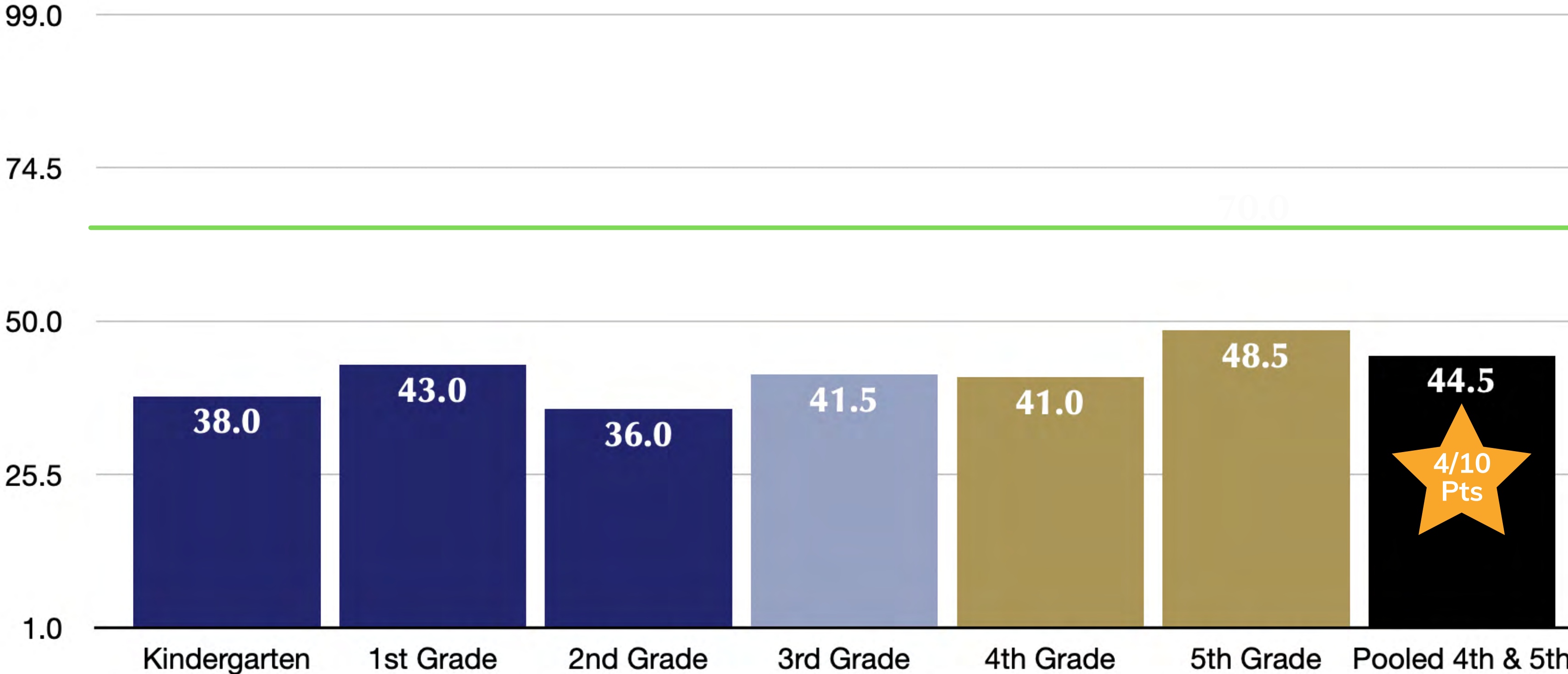




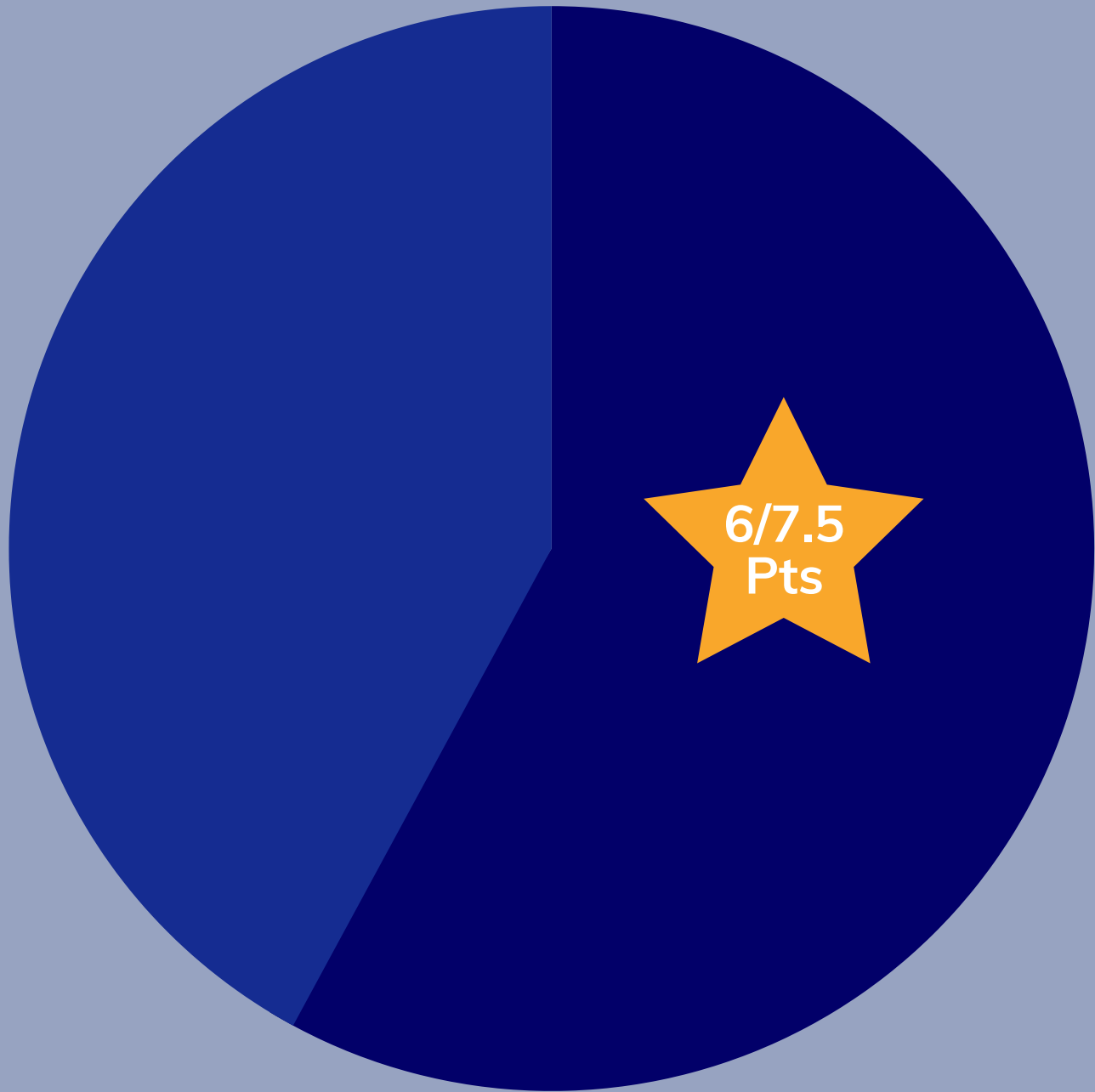




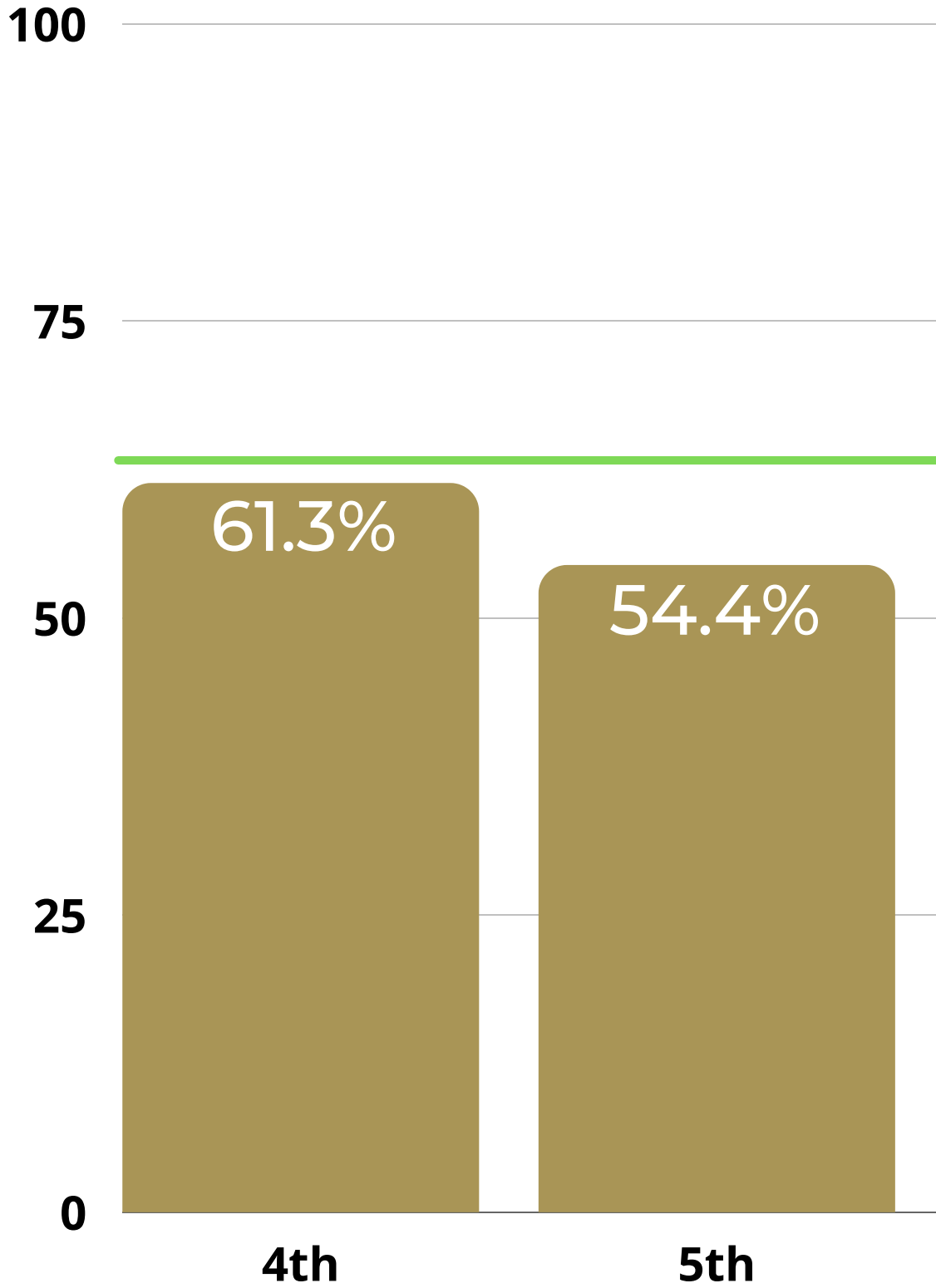




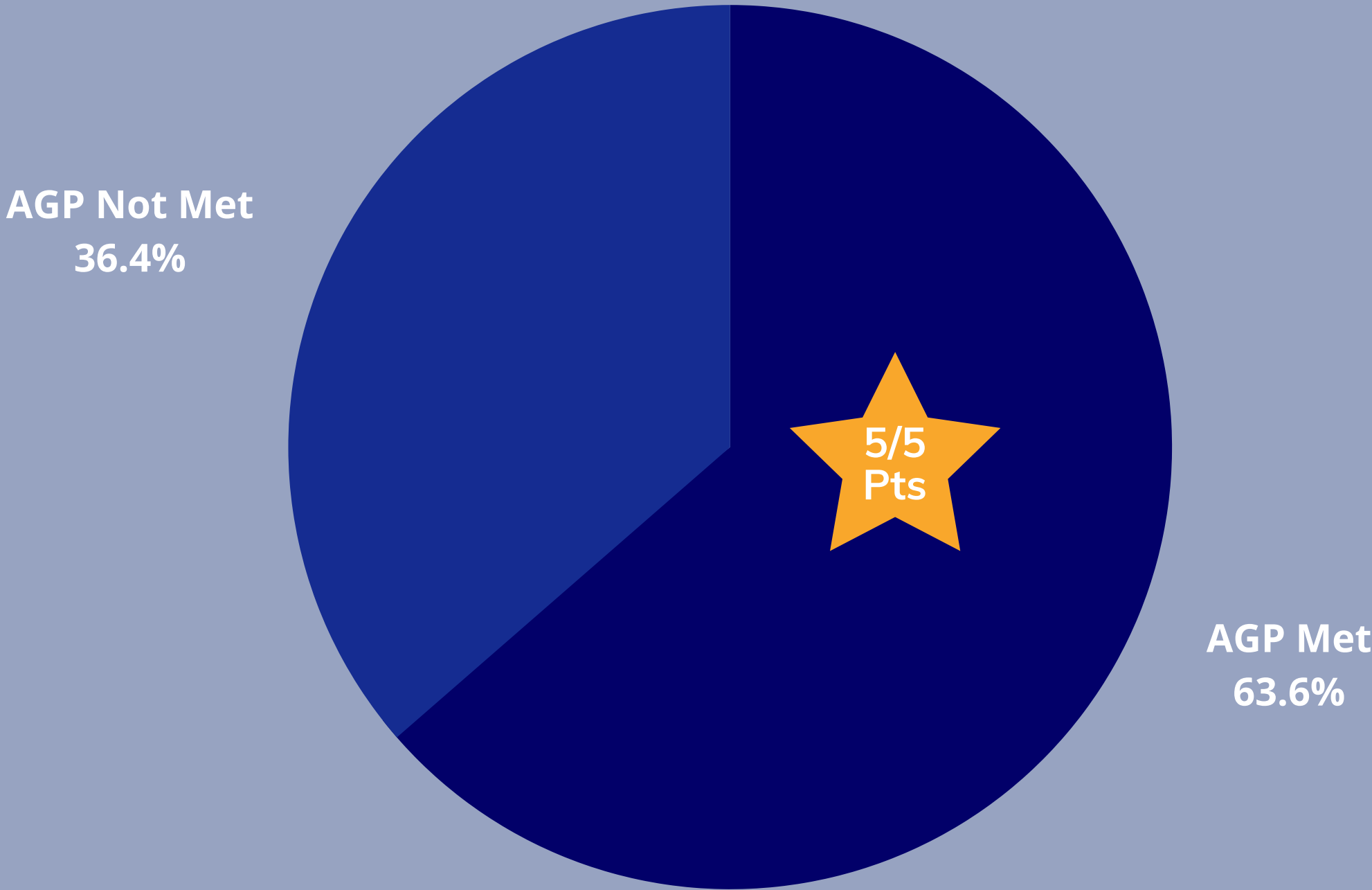
Grades 4-5 Pooled AGP



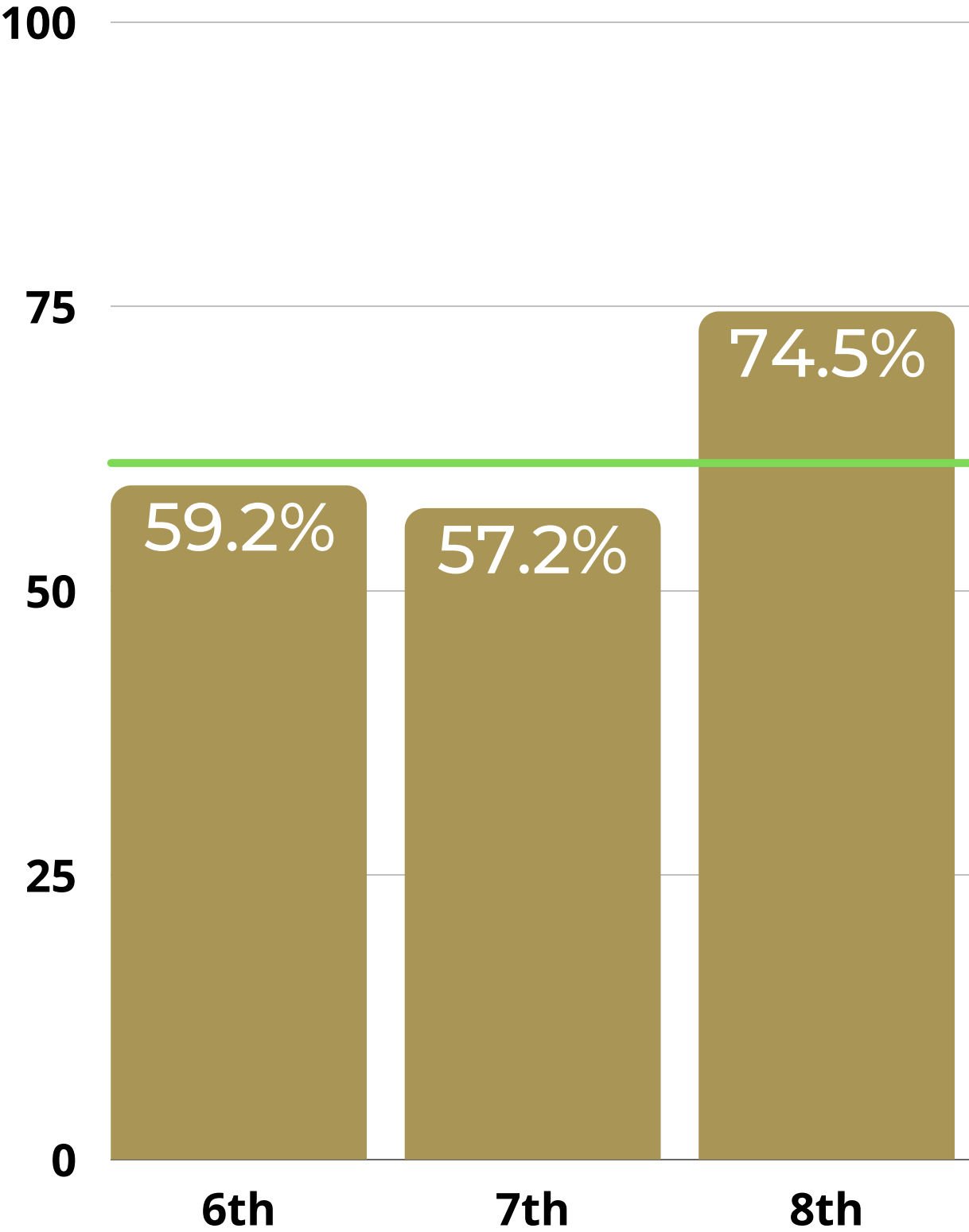
AGP by Grade



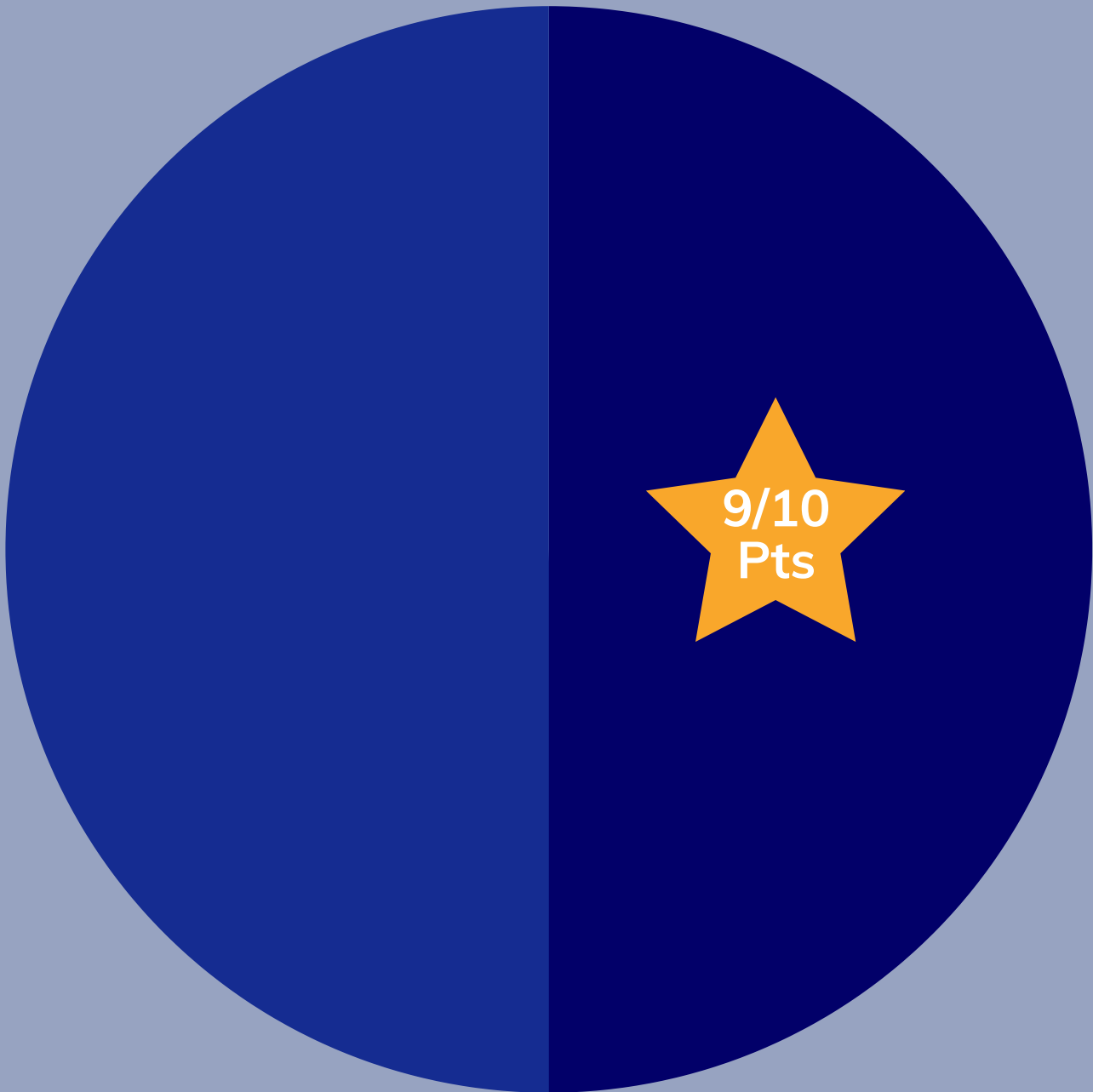
Grades 6-8 Pooled AGP



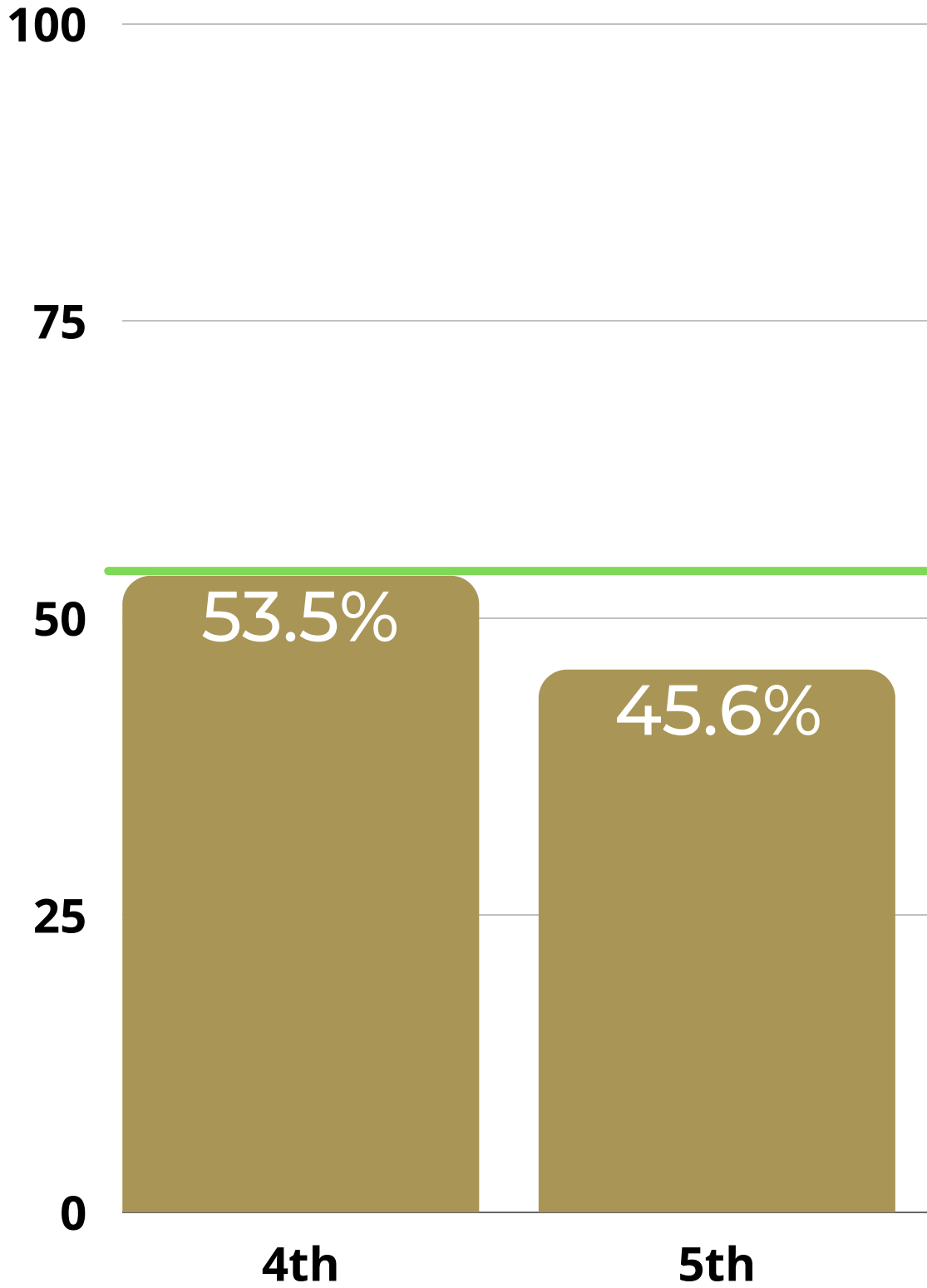
AGP by Grade



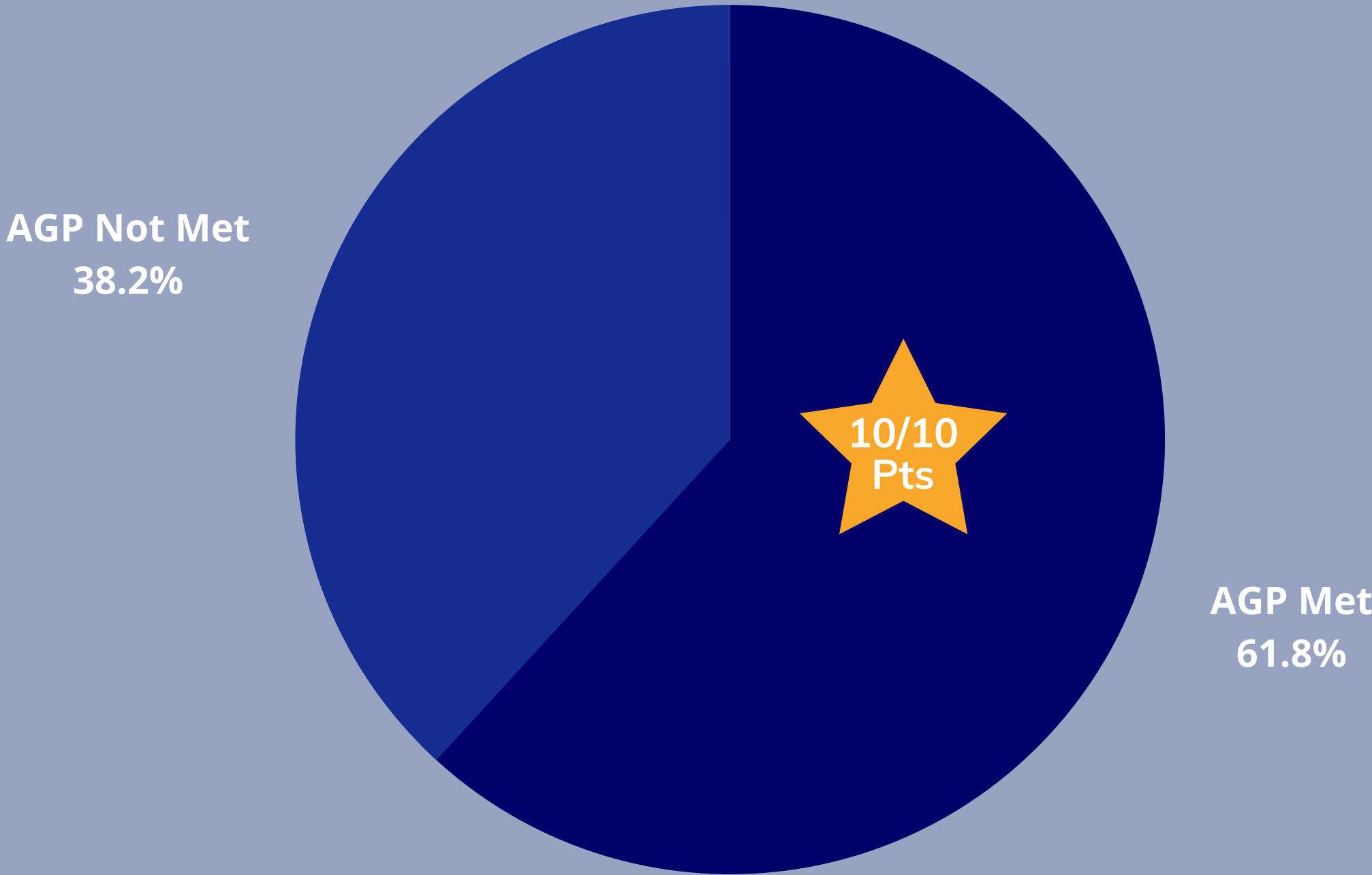
Grades 4-5 Pooled GAP



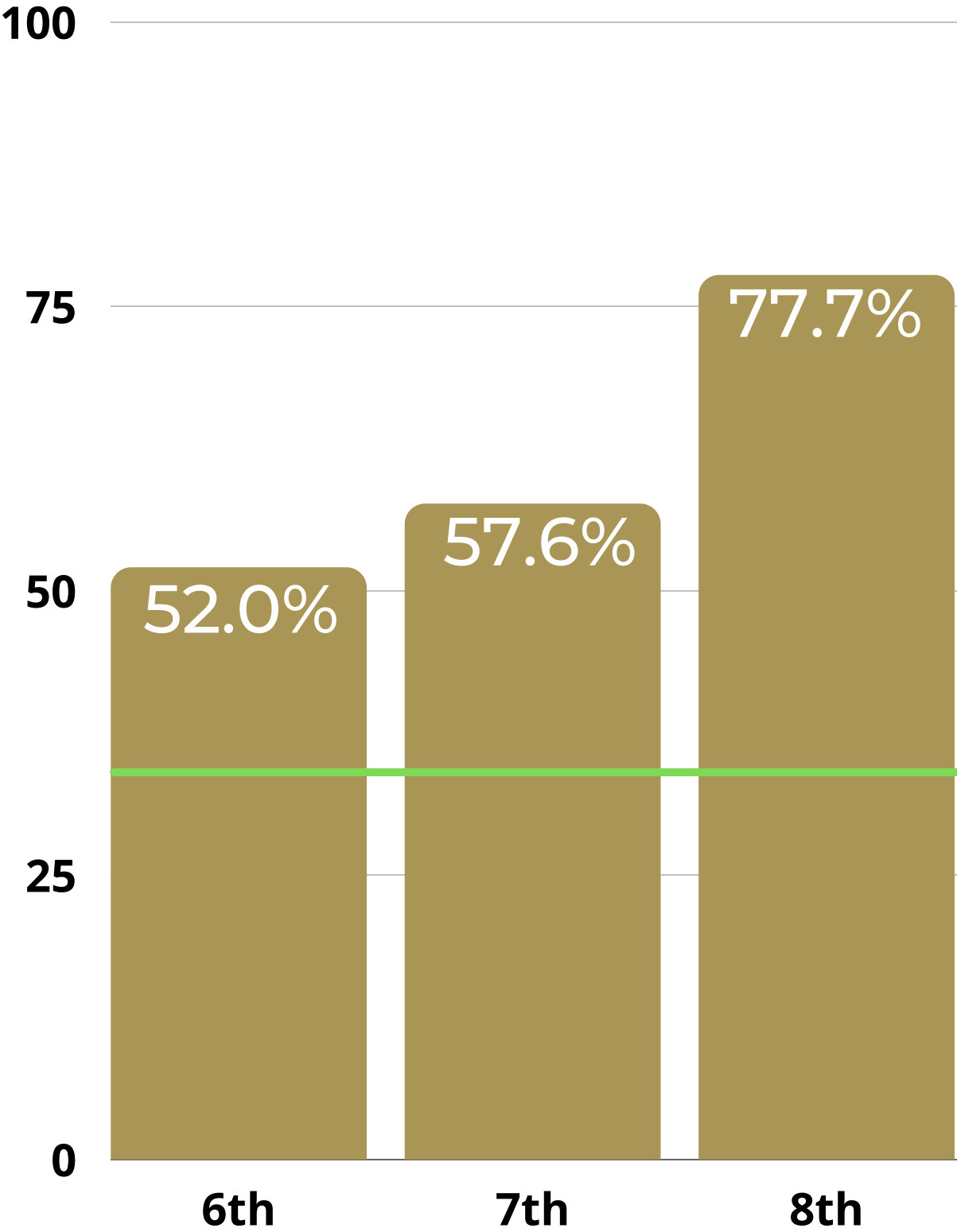
GAP by Grade



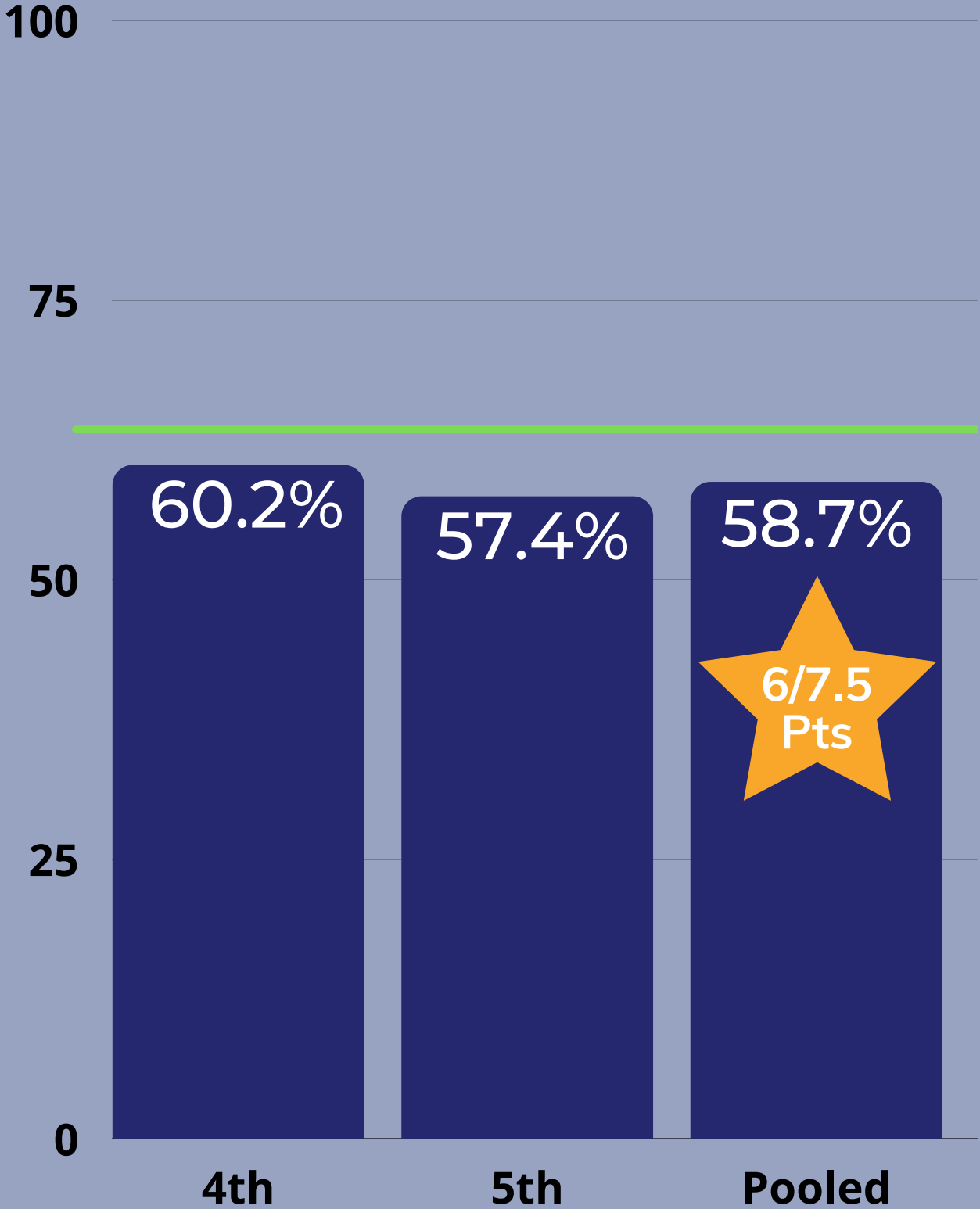
Grades 6-8 Pooled GAP



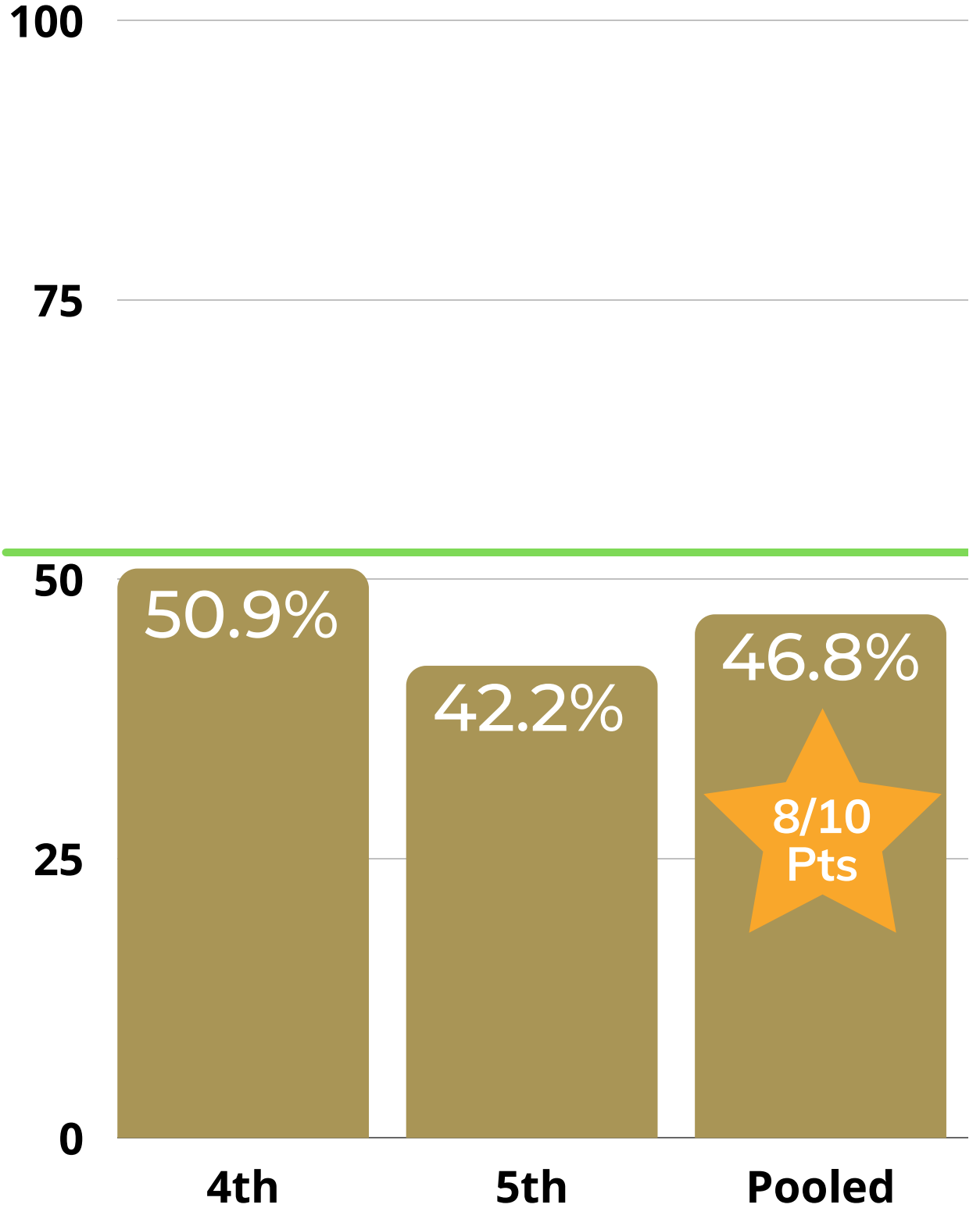
GAP by Grade

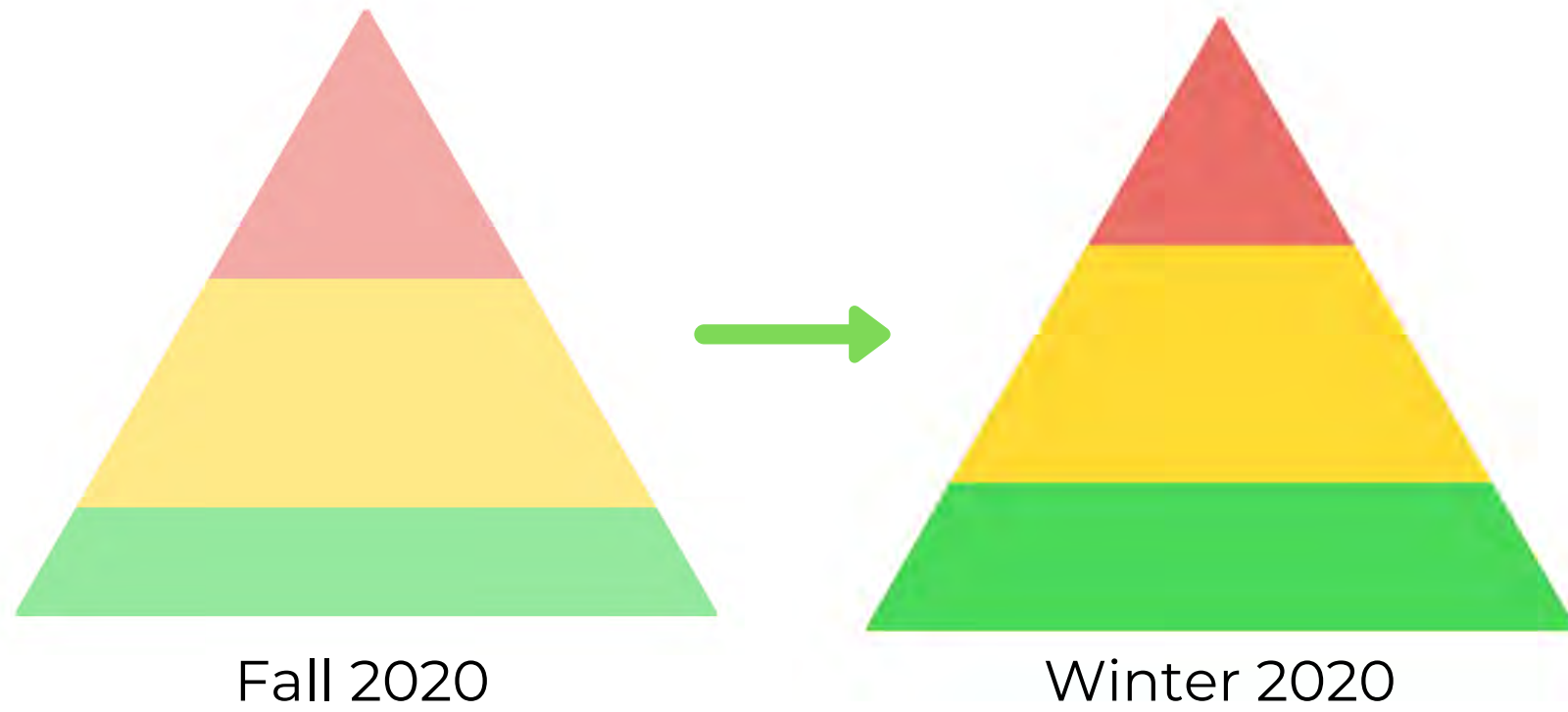


Grades 4-5 AGP



Grades 4-5 GAP



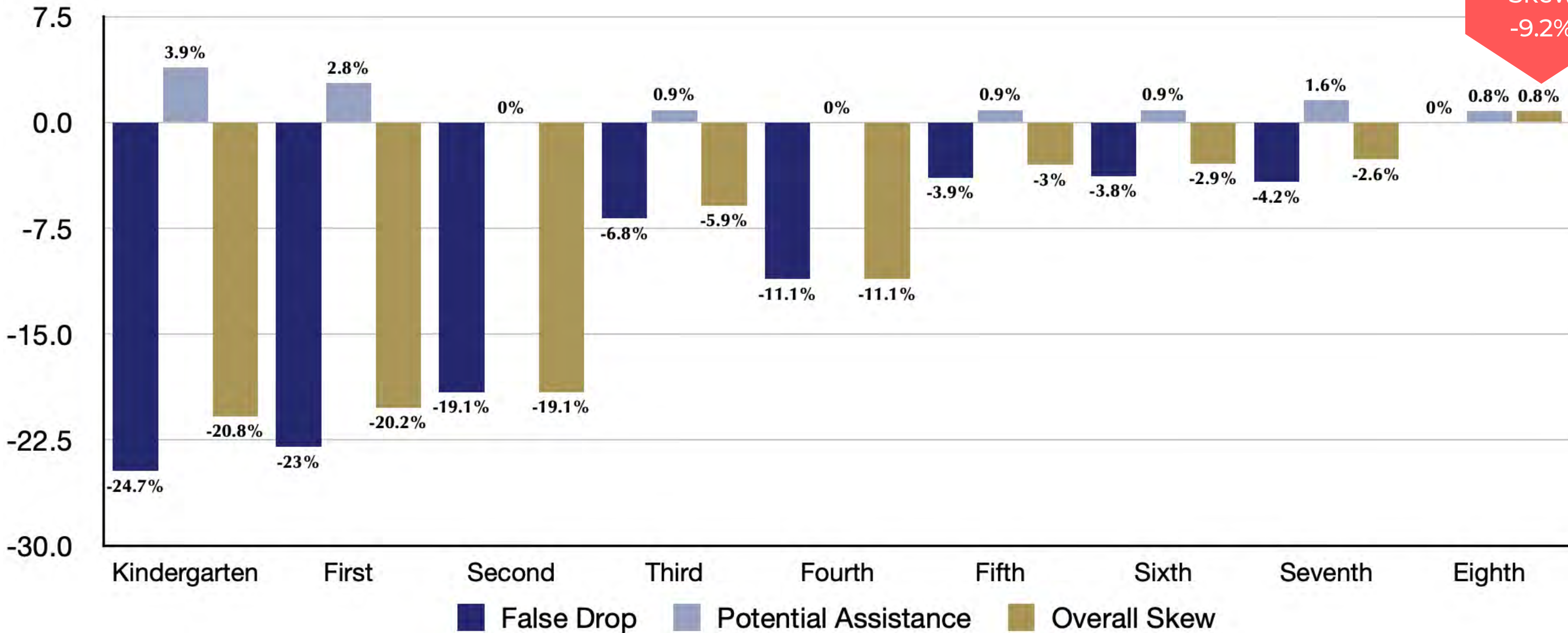


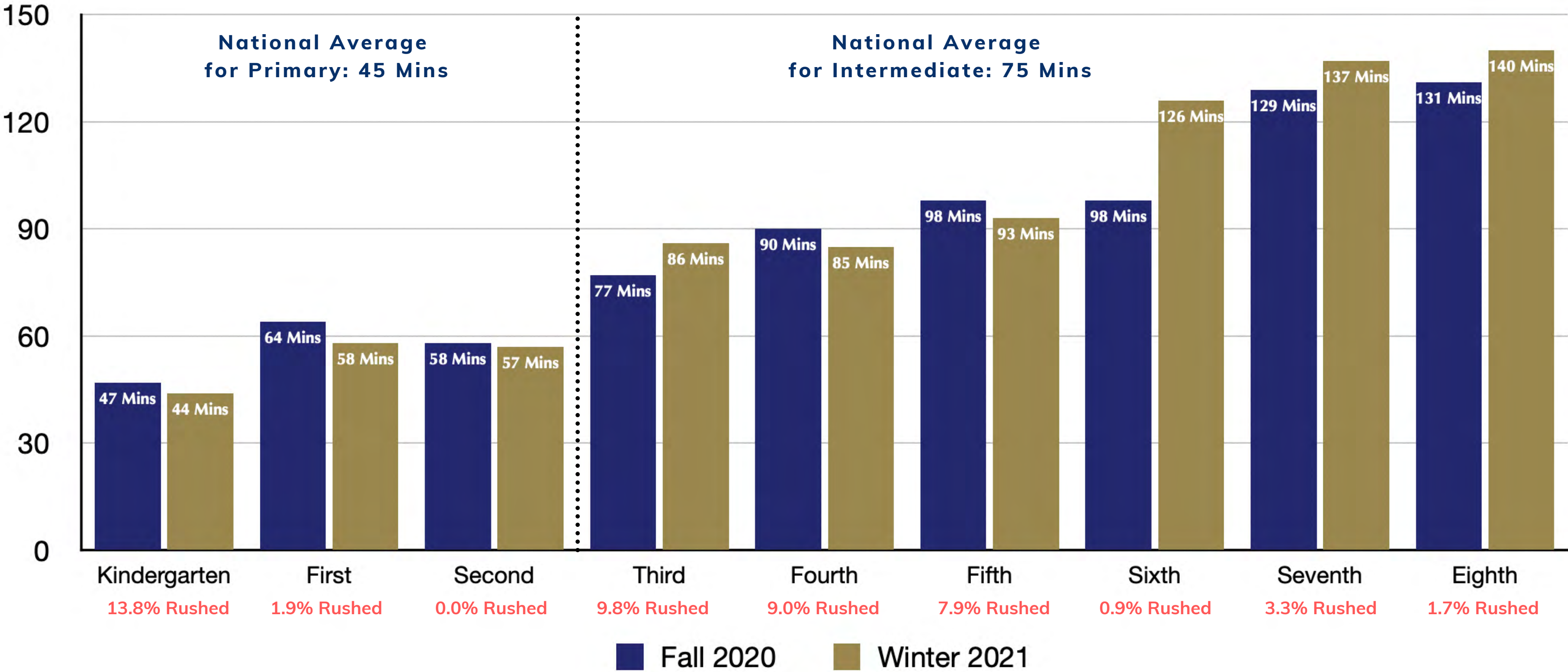
- **At Risk for Tier 3**
14%
- **Tier 2**
44%
- **Tier 1**
42%

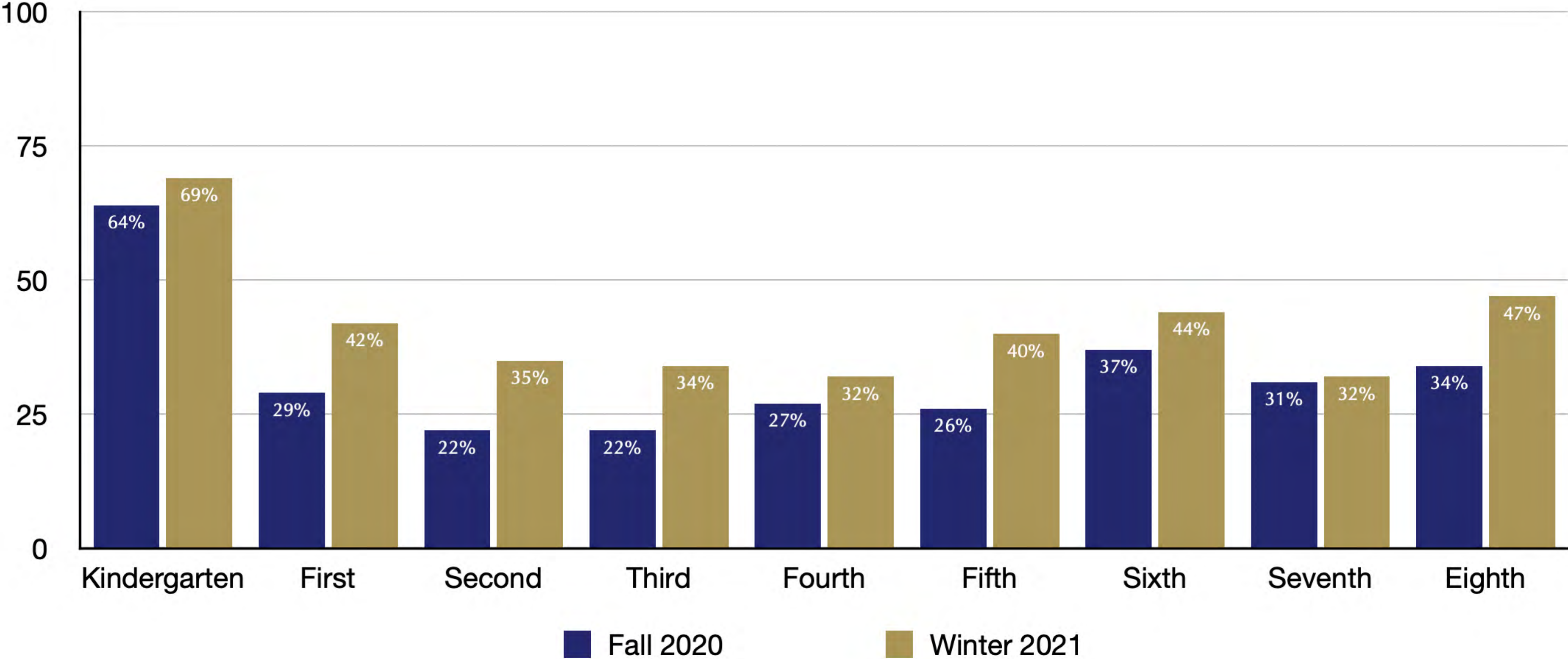


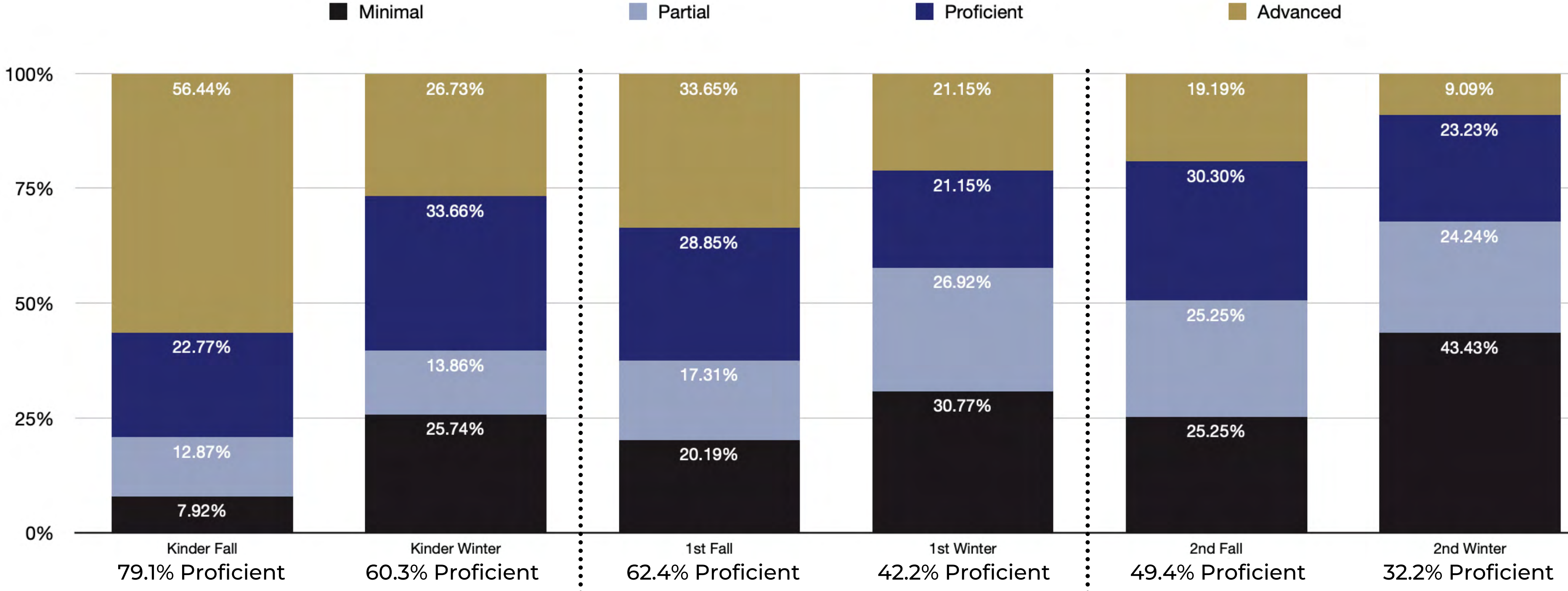
- Mid or Above Grade Level
201 Students
- Early On Grade Level
198 Students
- One Grade Level Below
423 Students
- Two Grade Levels Below
75 Students
- Three or More Grade Levels Below
64 Students

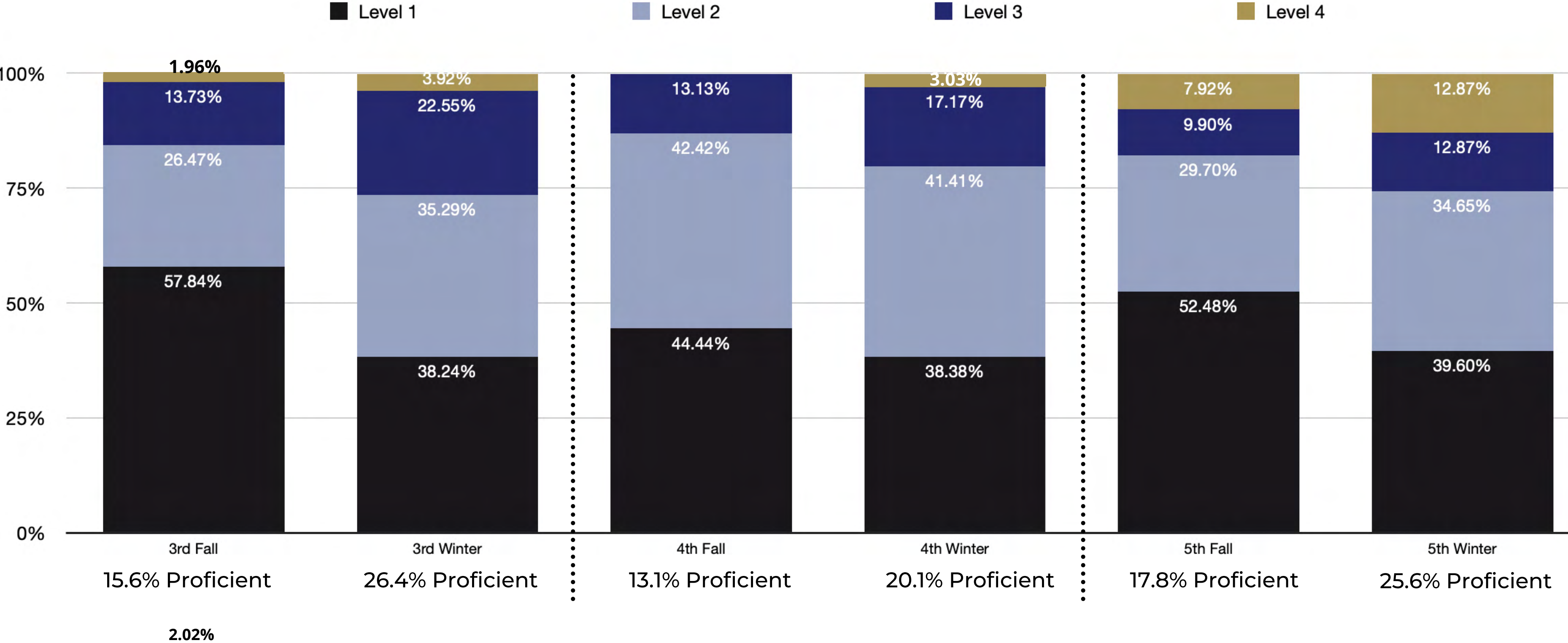
Overall Potential Skew -9.2%

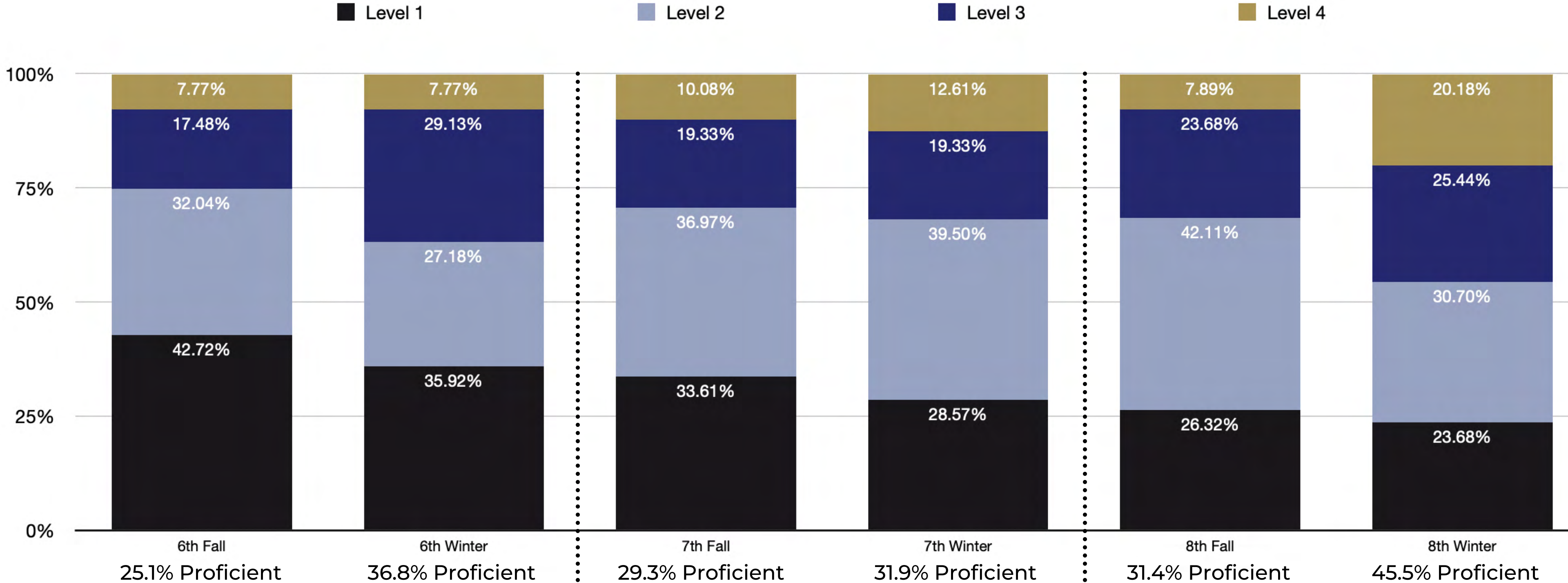


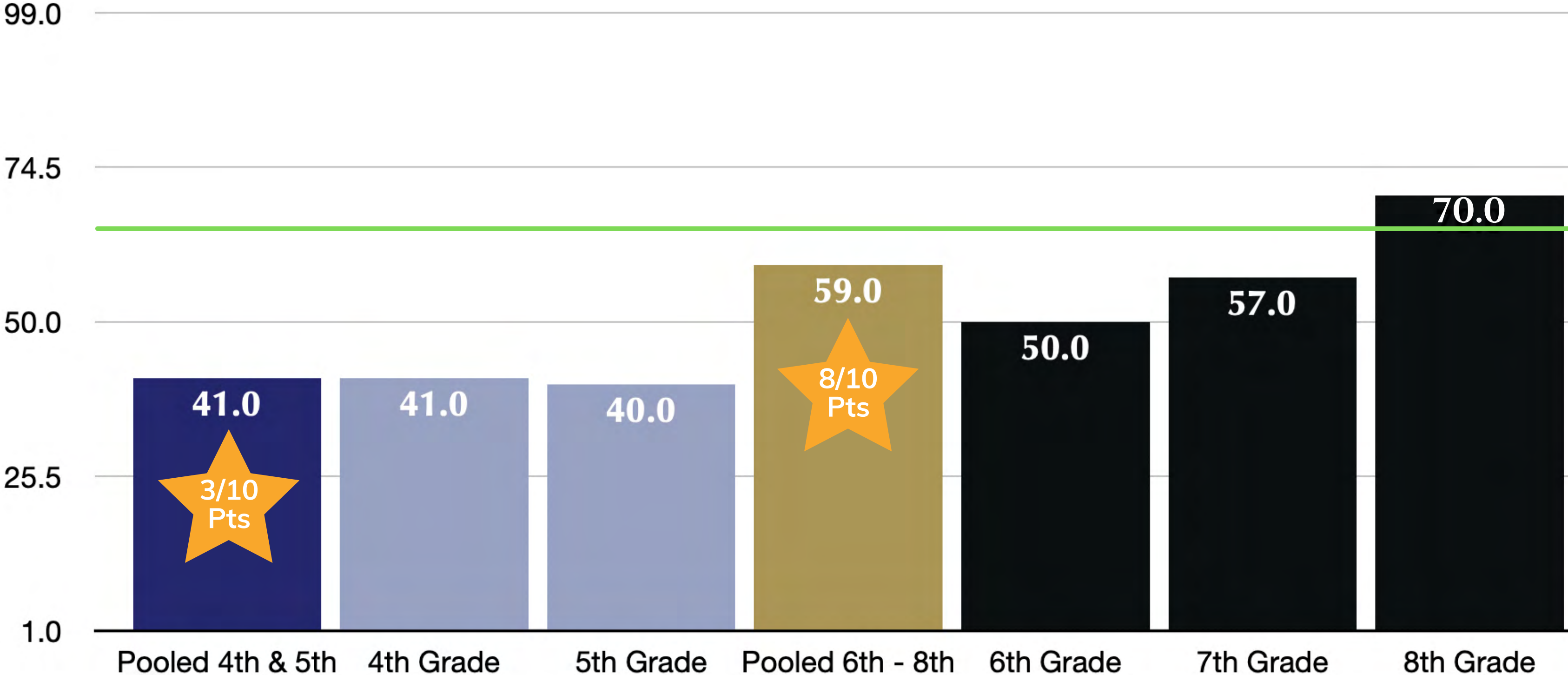




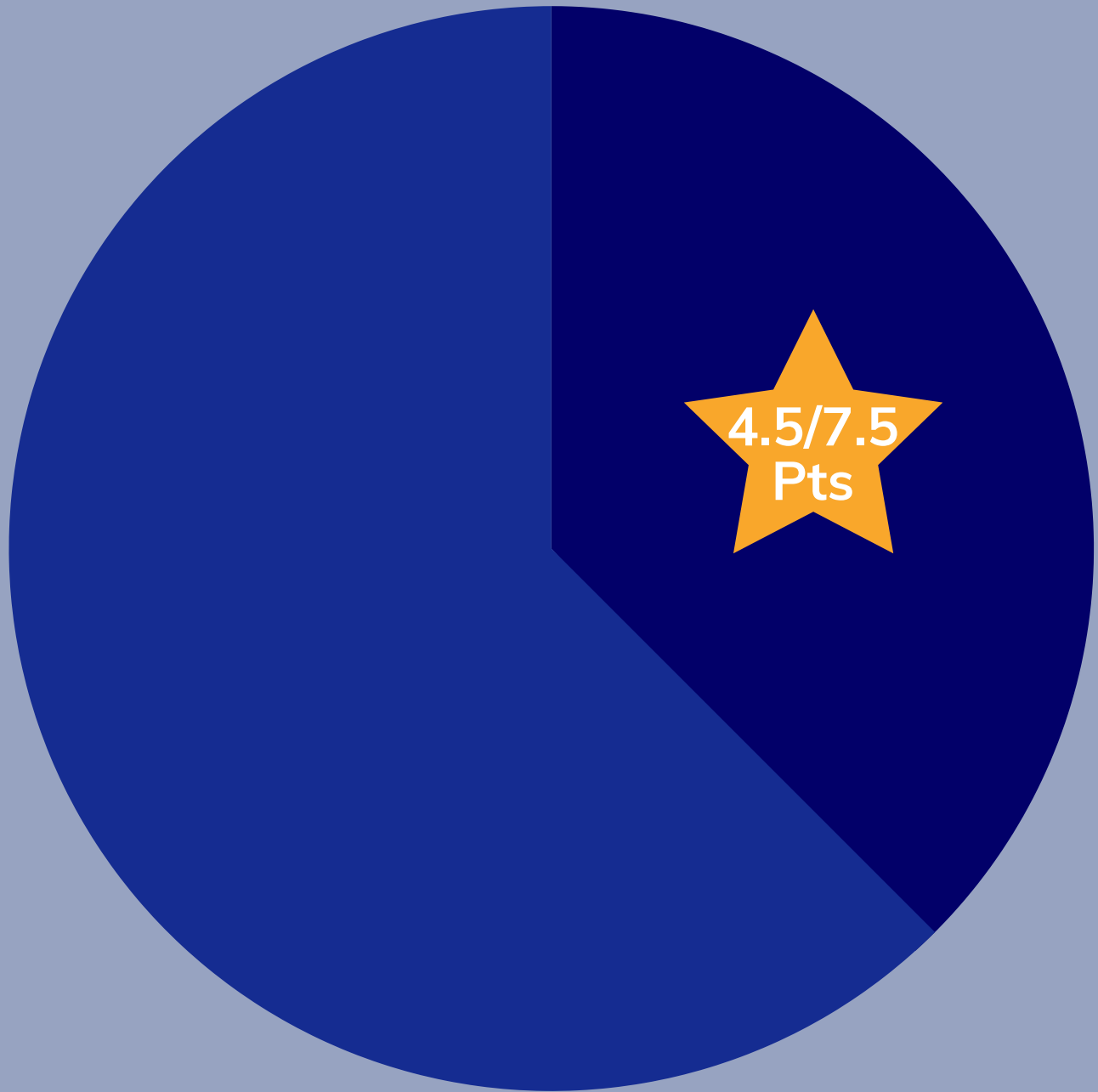




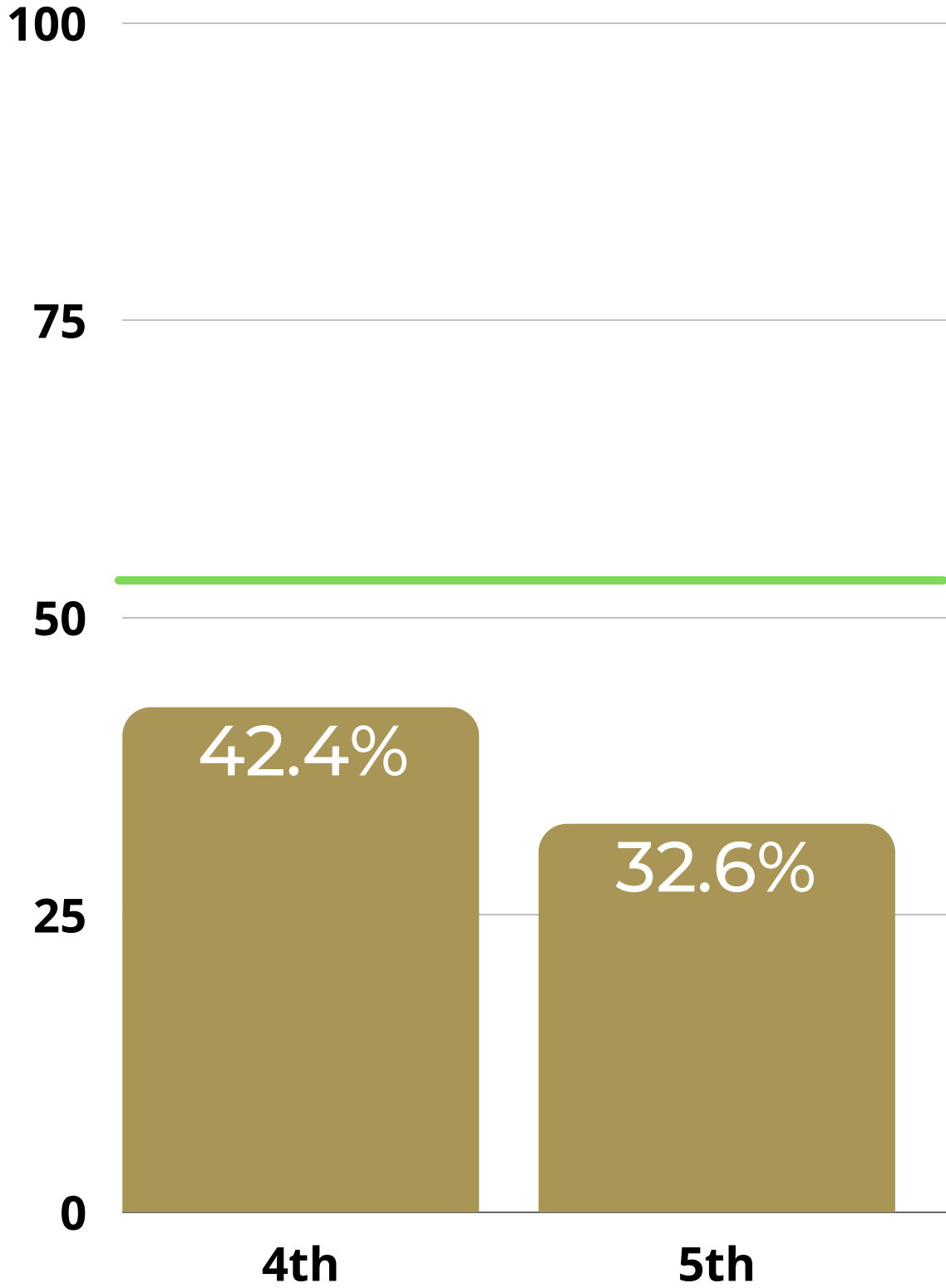




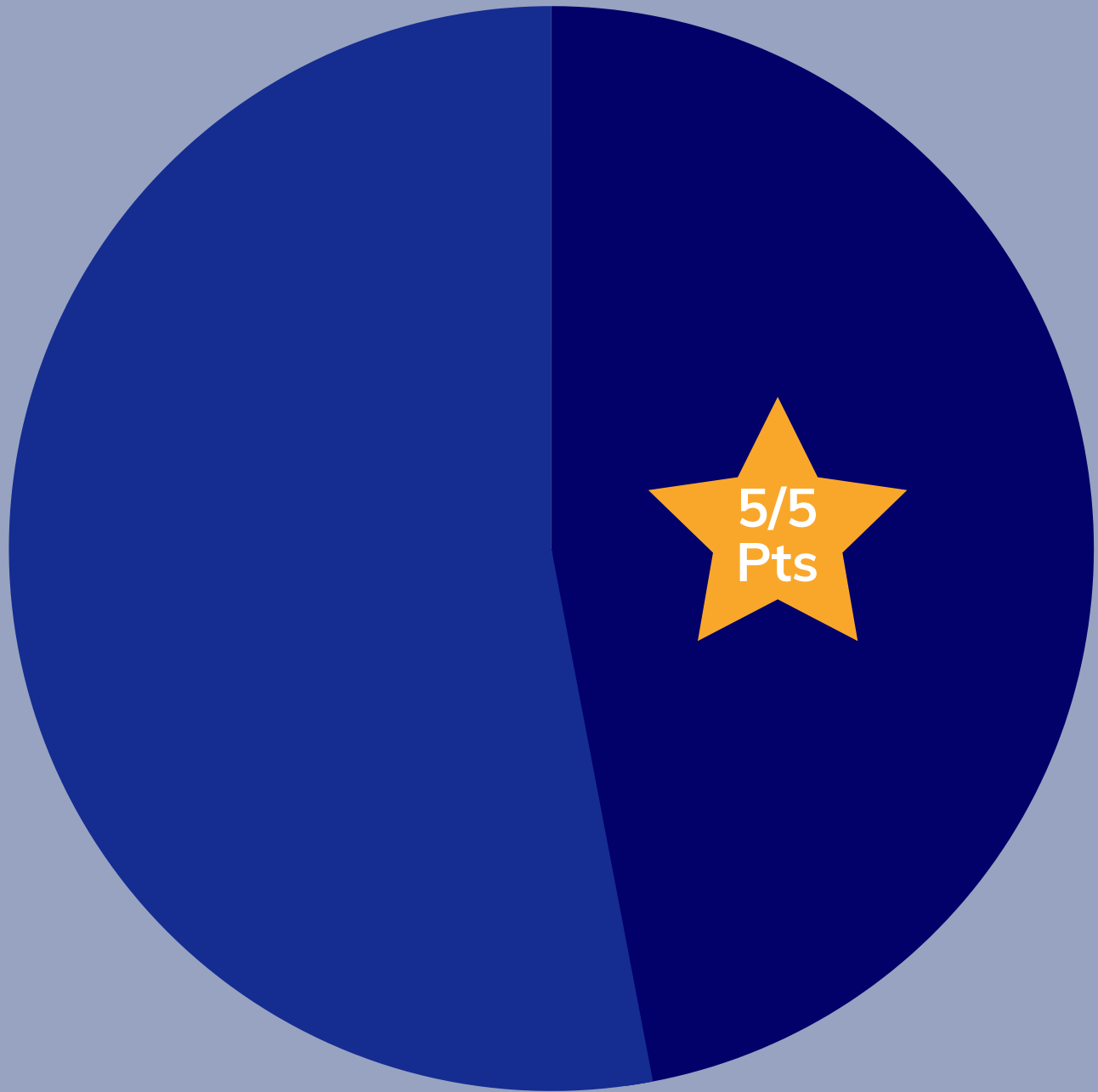
Grades 4-5 Pooled AGP



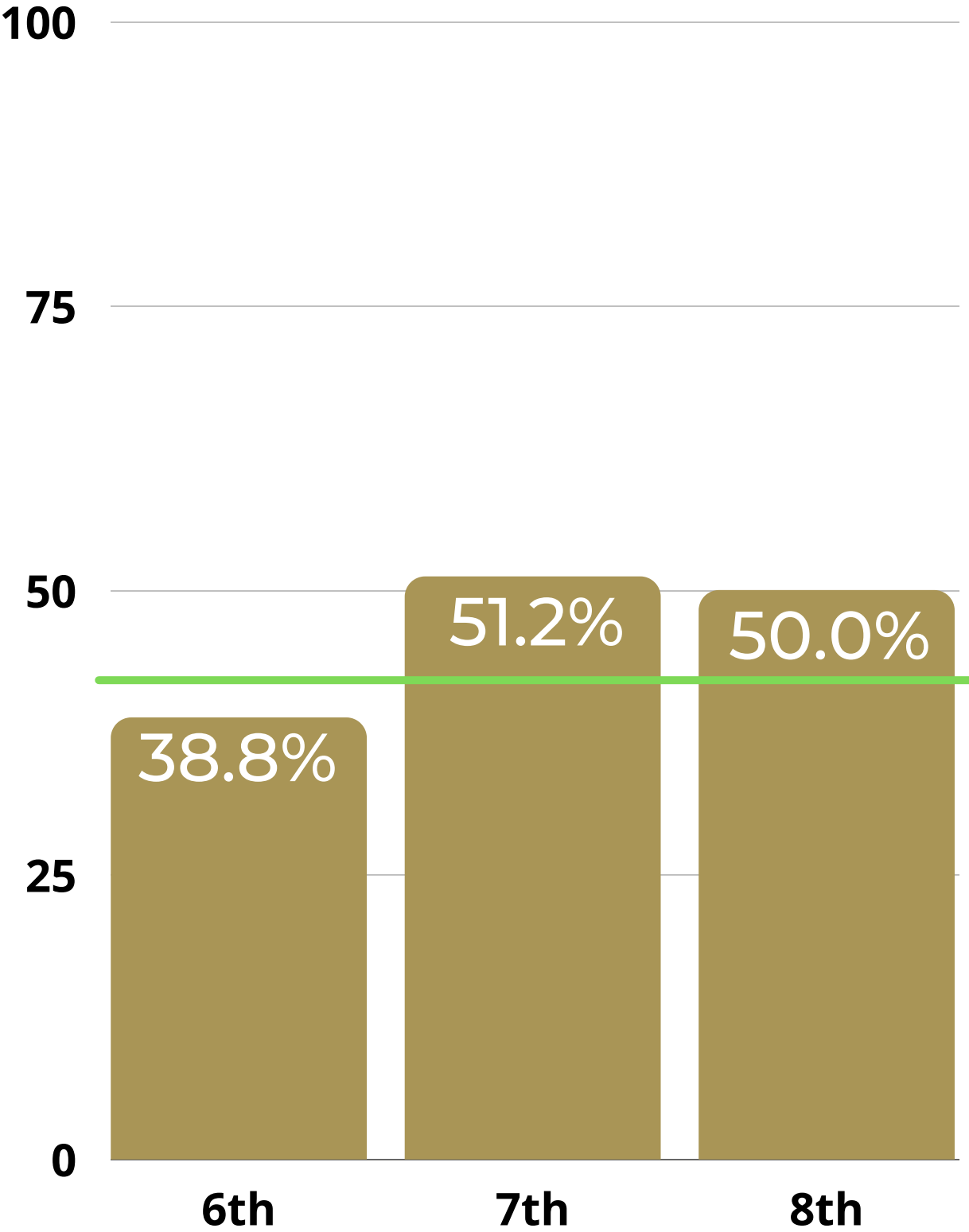
AGP by Grade



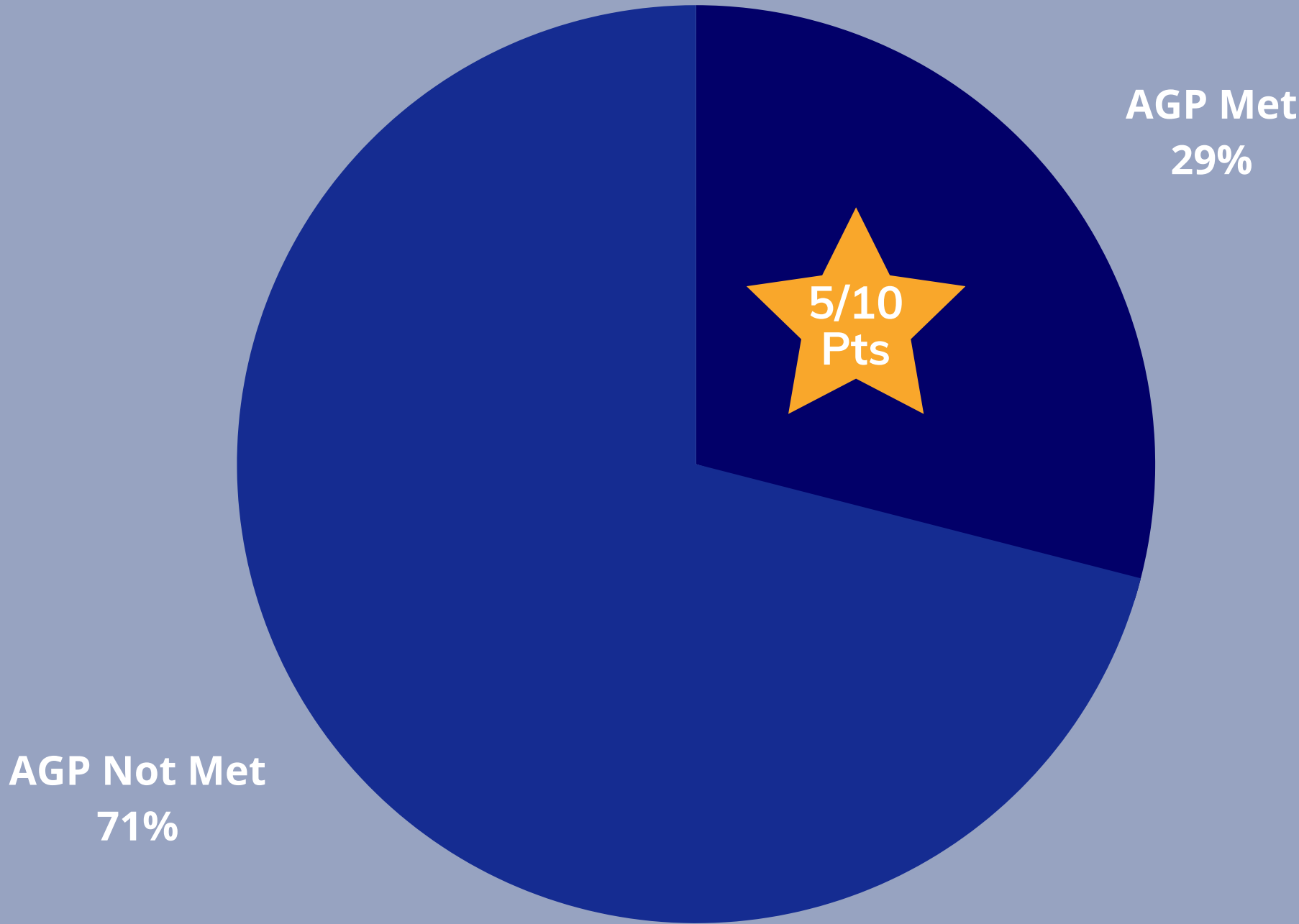
Grades 6-8 Pooled AGP



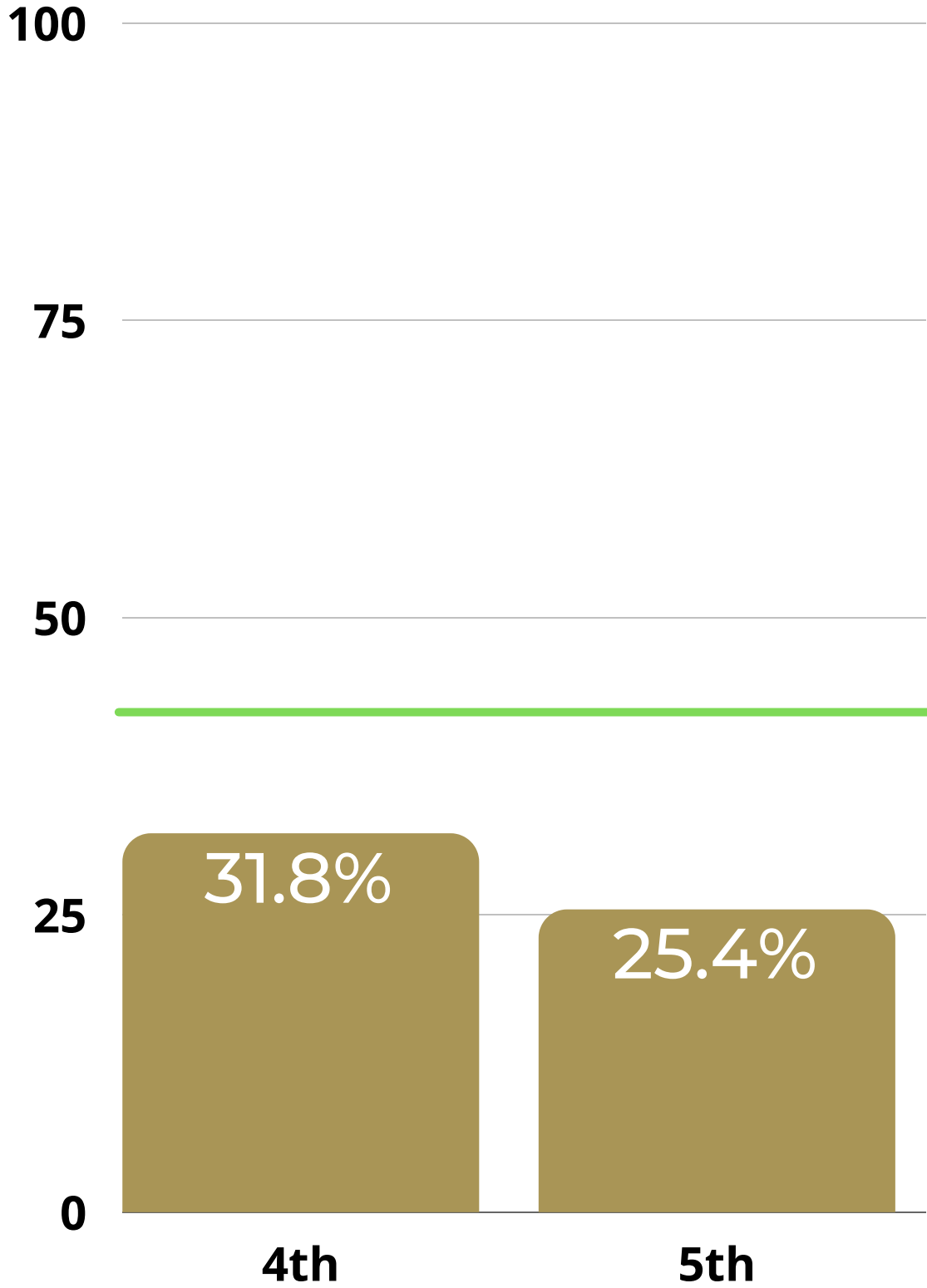
AGP by Grade



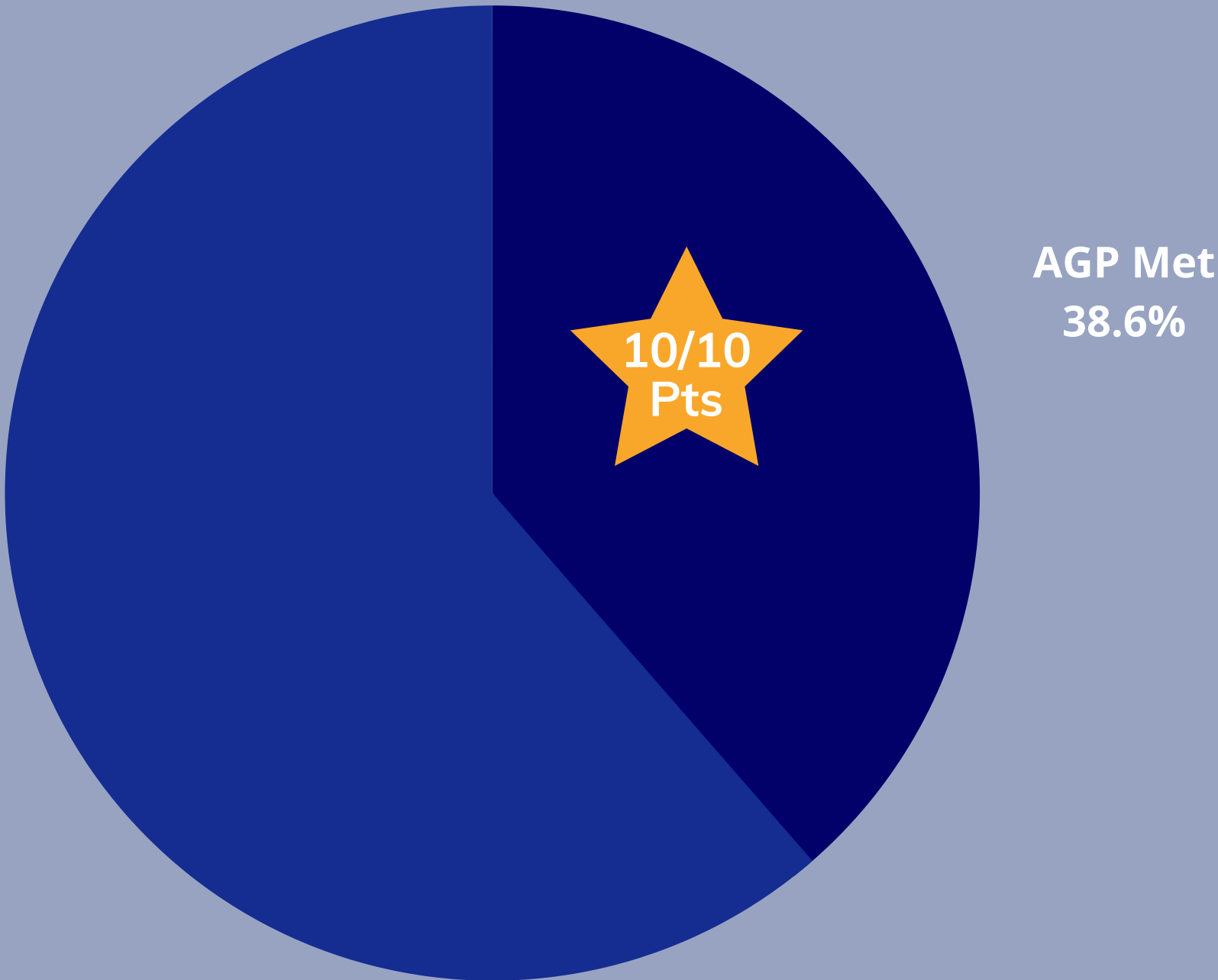
Grades 4-5 Pooled GAP



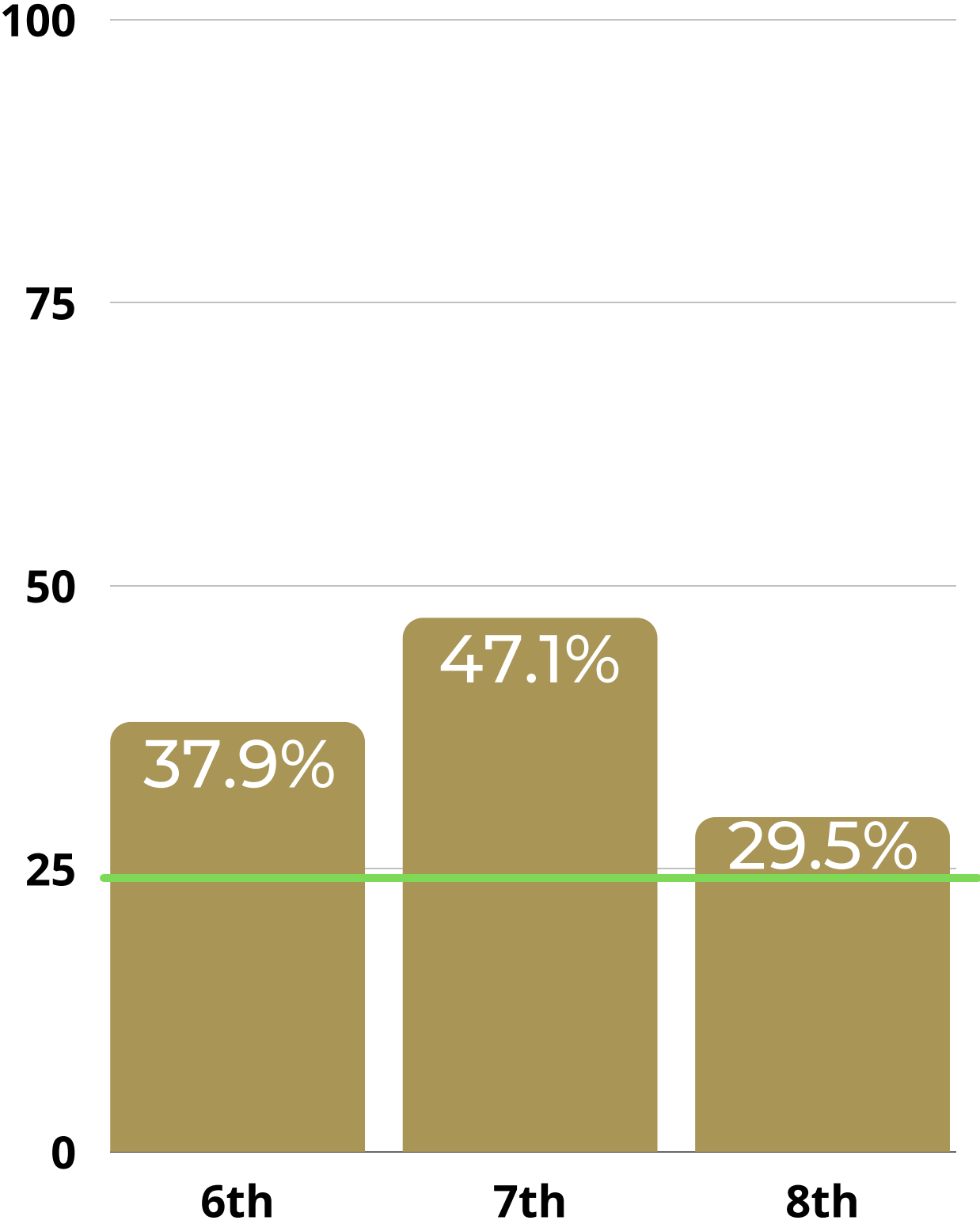
GAP by Grade



Grades 6-8 Pooled GAP



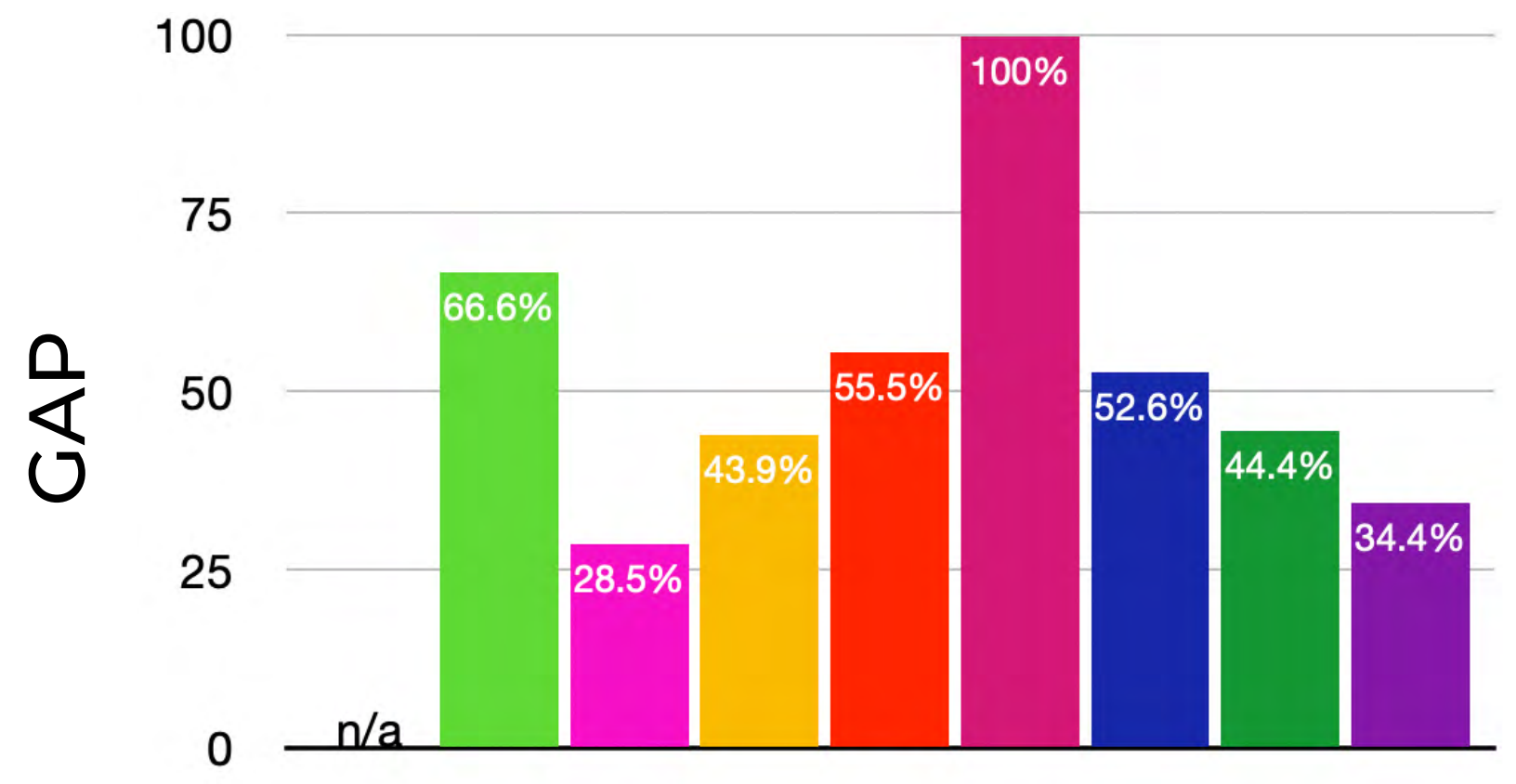
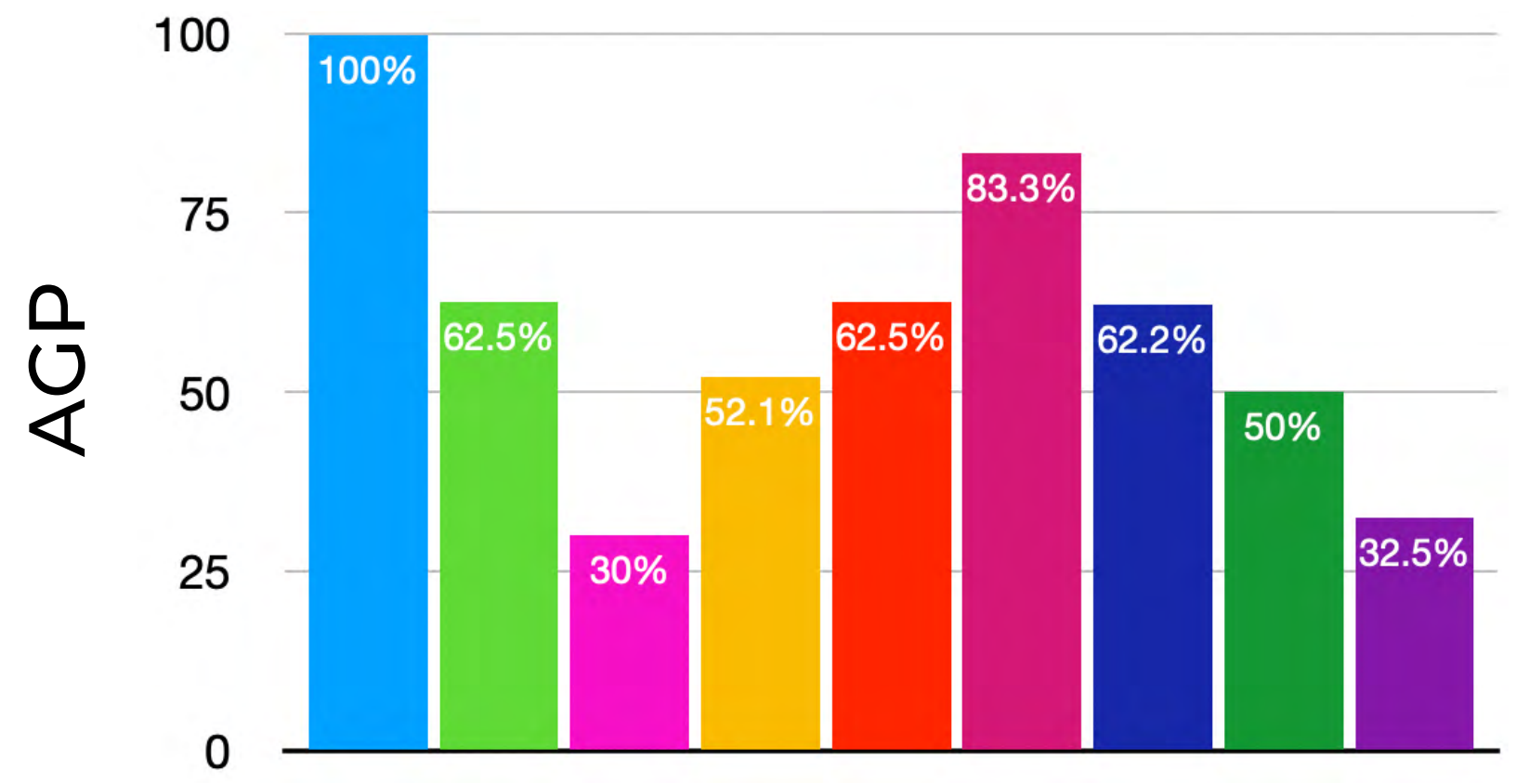
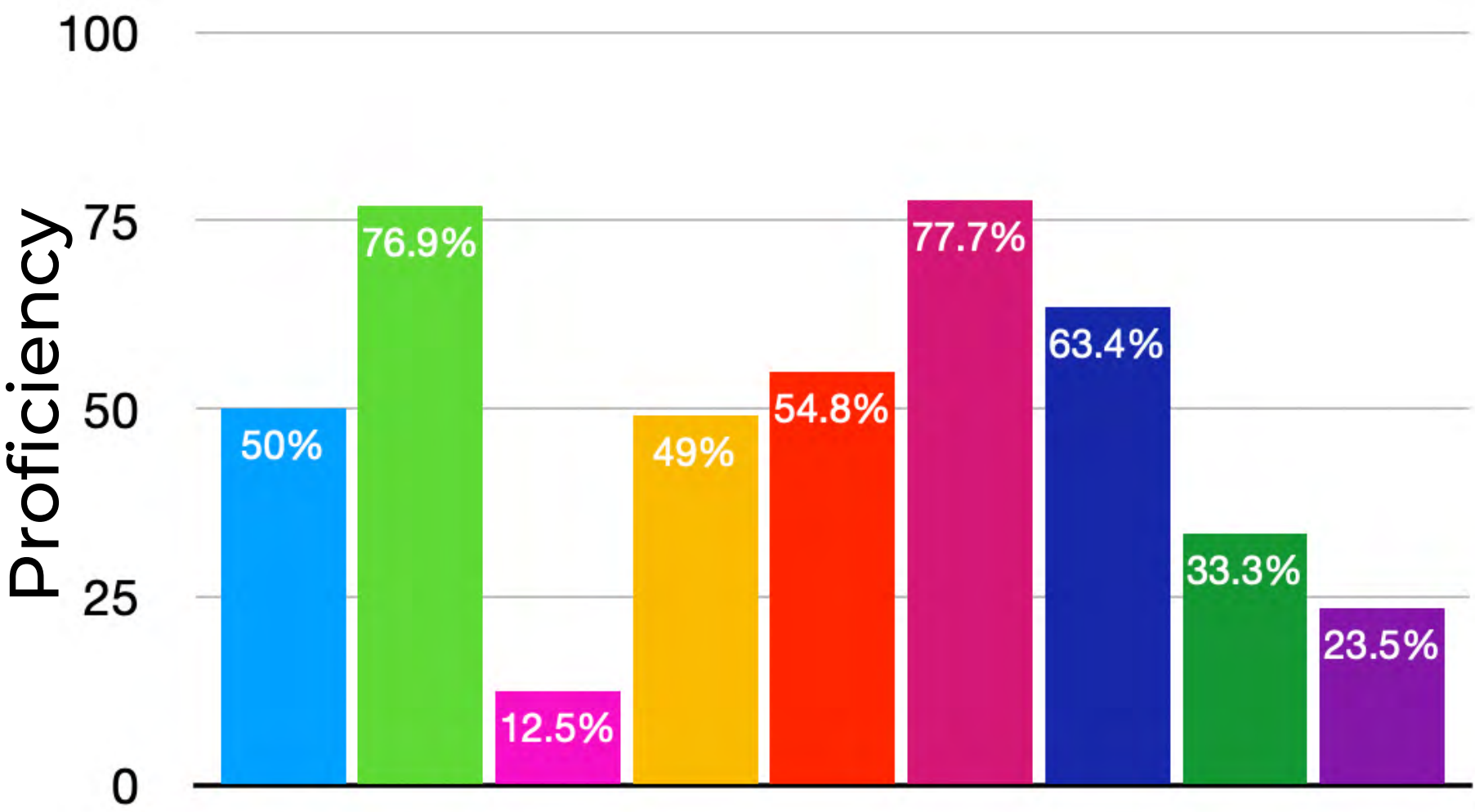
GAP by Grade

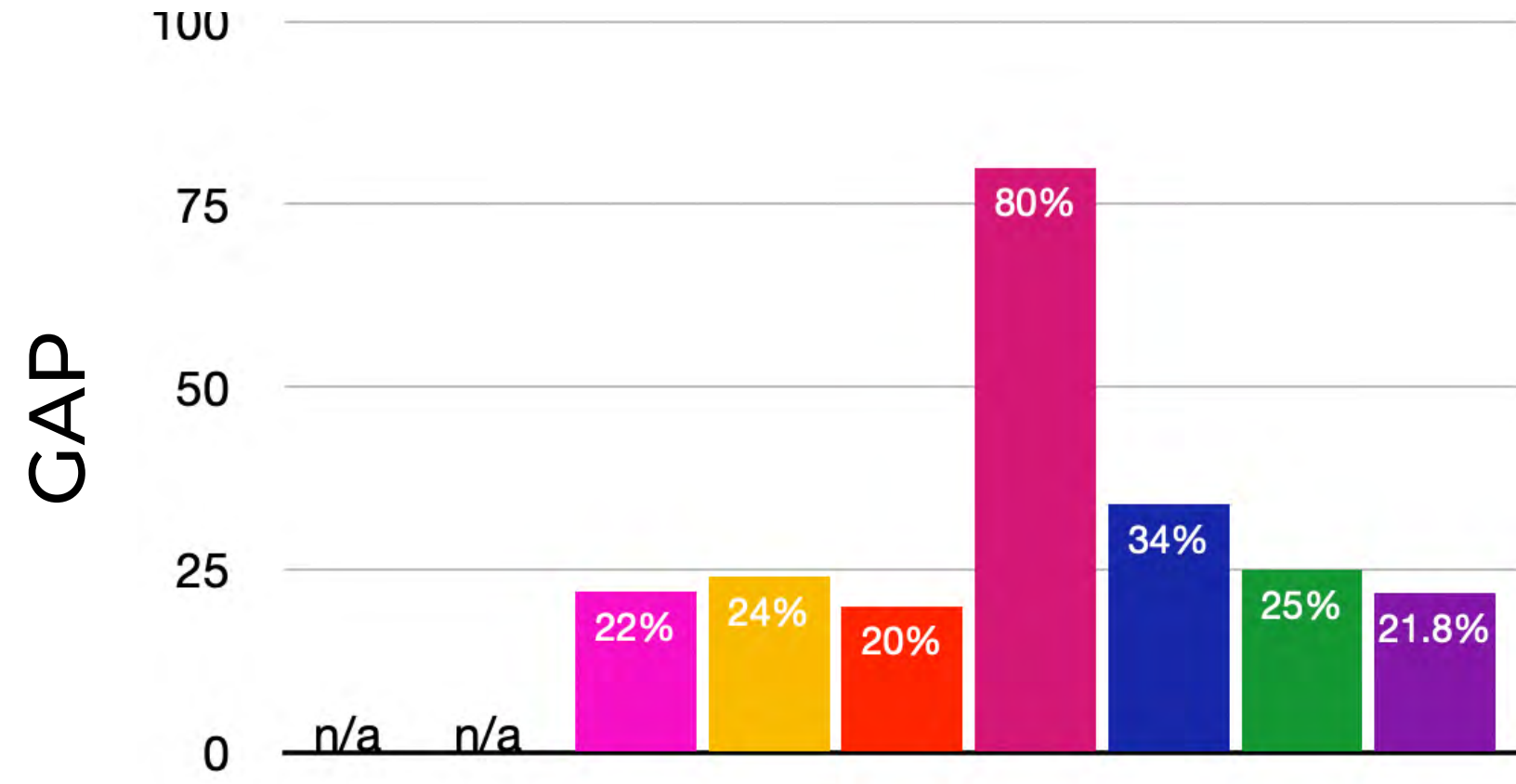
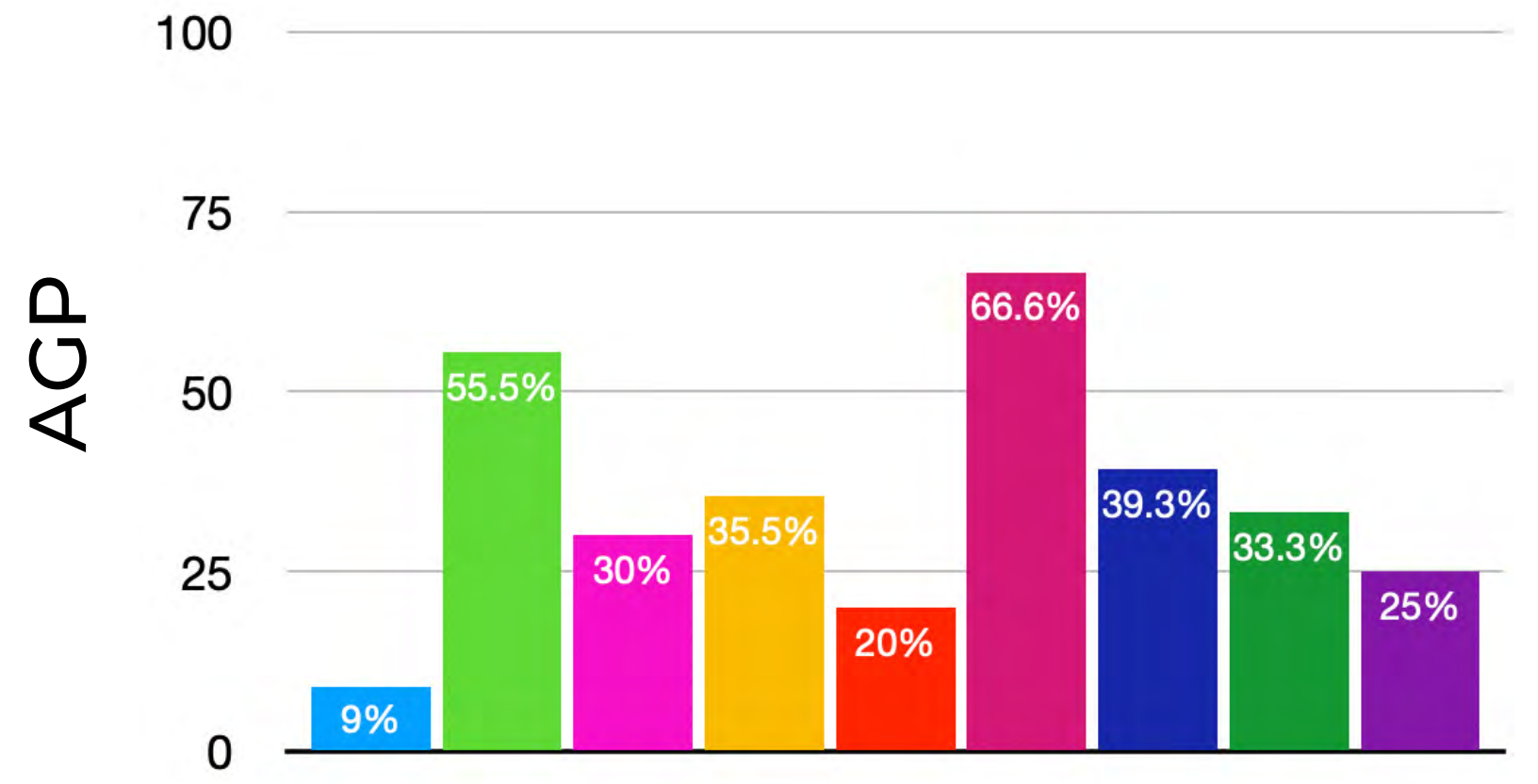
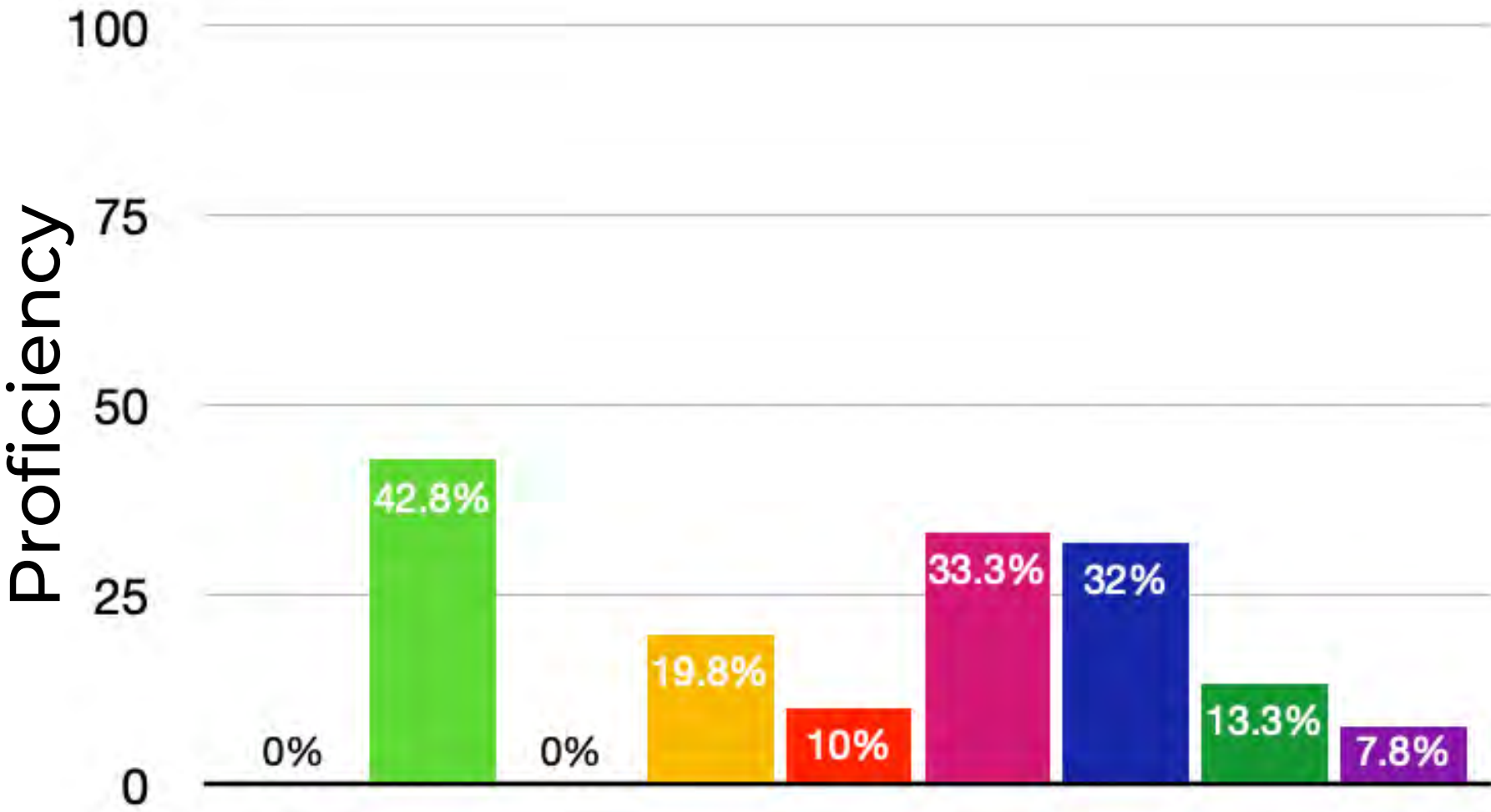


Potential TSI Trigger

Subgroup	N Size ELA Proficiency	ELA Proficiency	N Size Math Proficiency	Math Proficiency	N Size ELA AGP	ELA AGP	N Size Math AGP	MATH AGP	N Size ELA GAP	ELA GAP	N Size Math GAP	MATH GAP
American Indian	2	50.0	2	0.0	1	100.0	1	9.0	0	n/a	0	n/a
Asian	13	76.9	14	42.8	8	62.5	8	55.5	3	66.6	3	n/a
Black	16	12.5	16	0.0	10	30.0	10	30.0	7	28.5	9	22.0
Hispanic	108	49.0	106	19.8	71	52.1	70	35.5	41	43.9	50	24.0
Multirace	31	54.8	30	10.0	16	62.5	15	20.0	9	55.5	10	20.0
Pacific Islander	9	77.7	9	33.3	6	83.3	6	66.6	4	100.0	5	80.0
White	126	63.4	125	32.0	90	62.2	89	39.3	38	52.6	47	34.0
EL	15	33.3	15	13.3	13	50.0	12	33.3	9	44.4	16	25.0
SPED	51	23.5	51	7.8	40	32.5	40	25.0	29	34.4	55	21.8

*Please be aware, this graph does not include potential TSI triggers for the following groups/categories:
 FRL, MGP, WIDA, Chronic Absenteeism, or RBC3

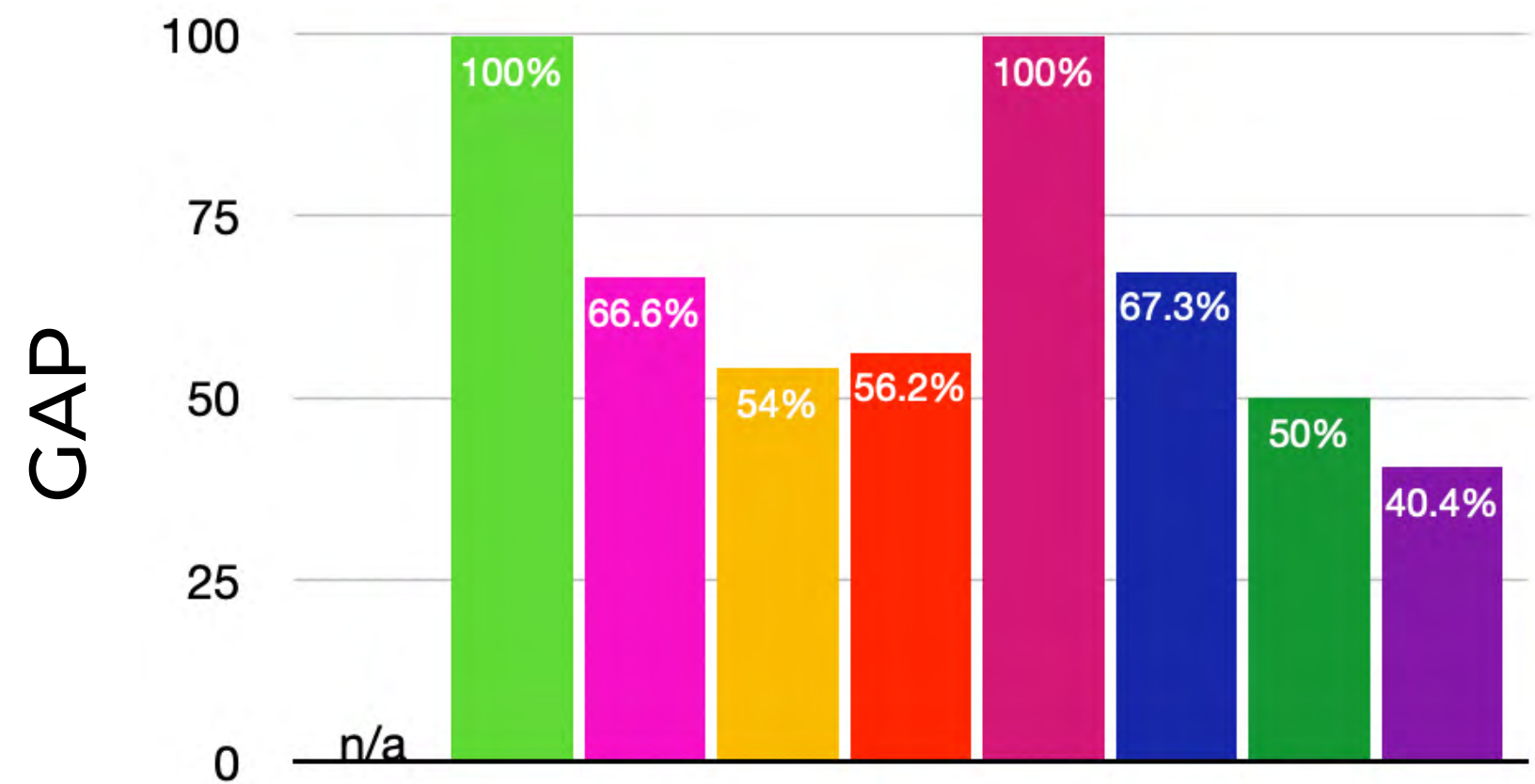
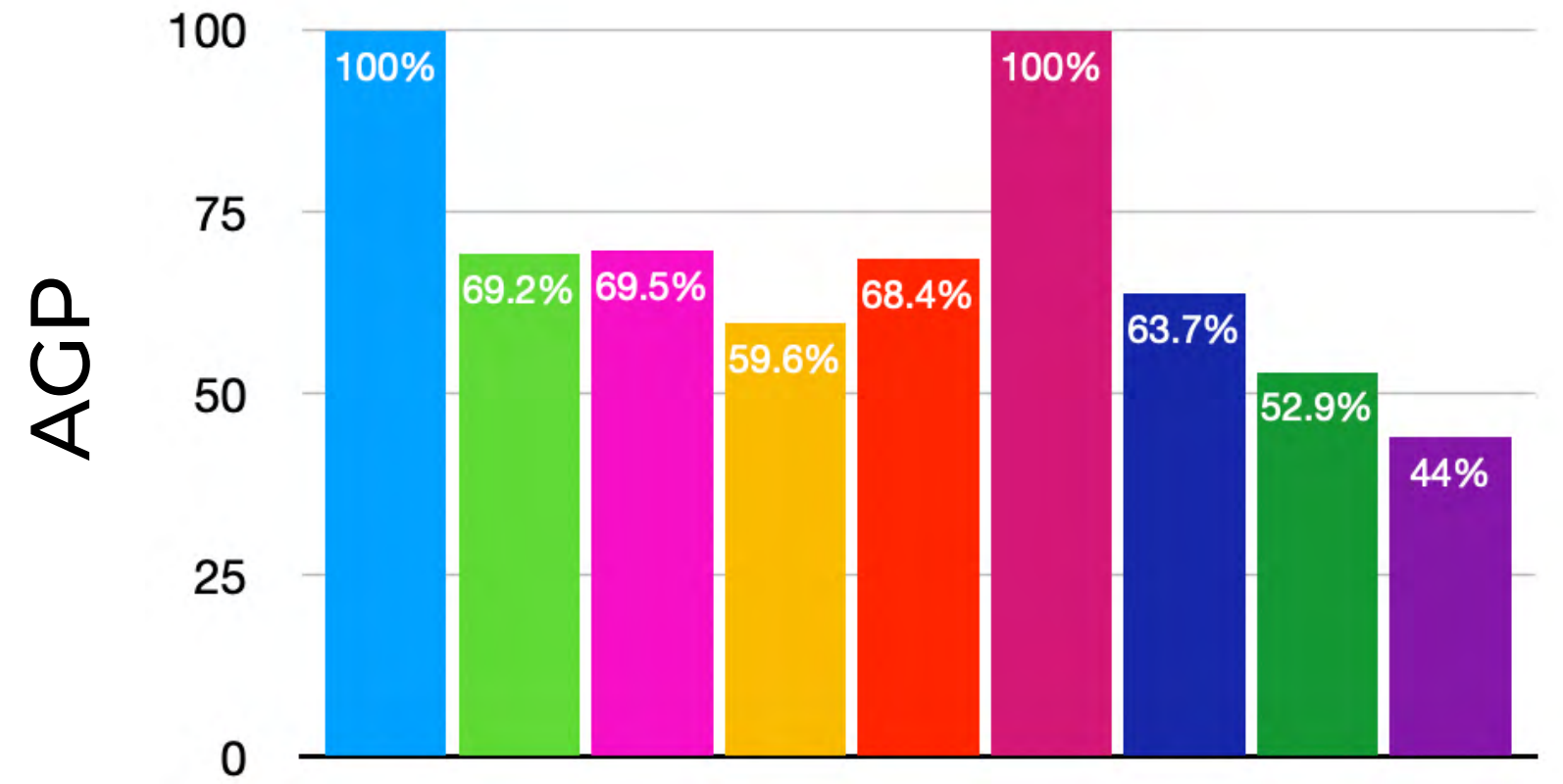
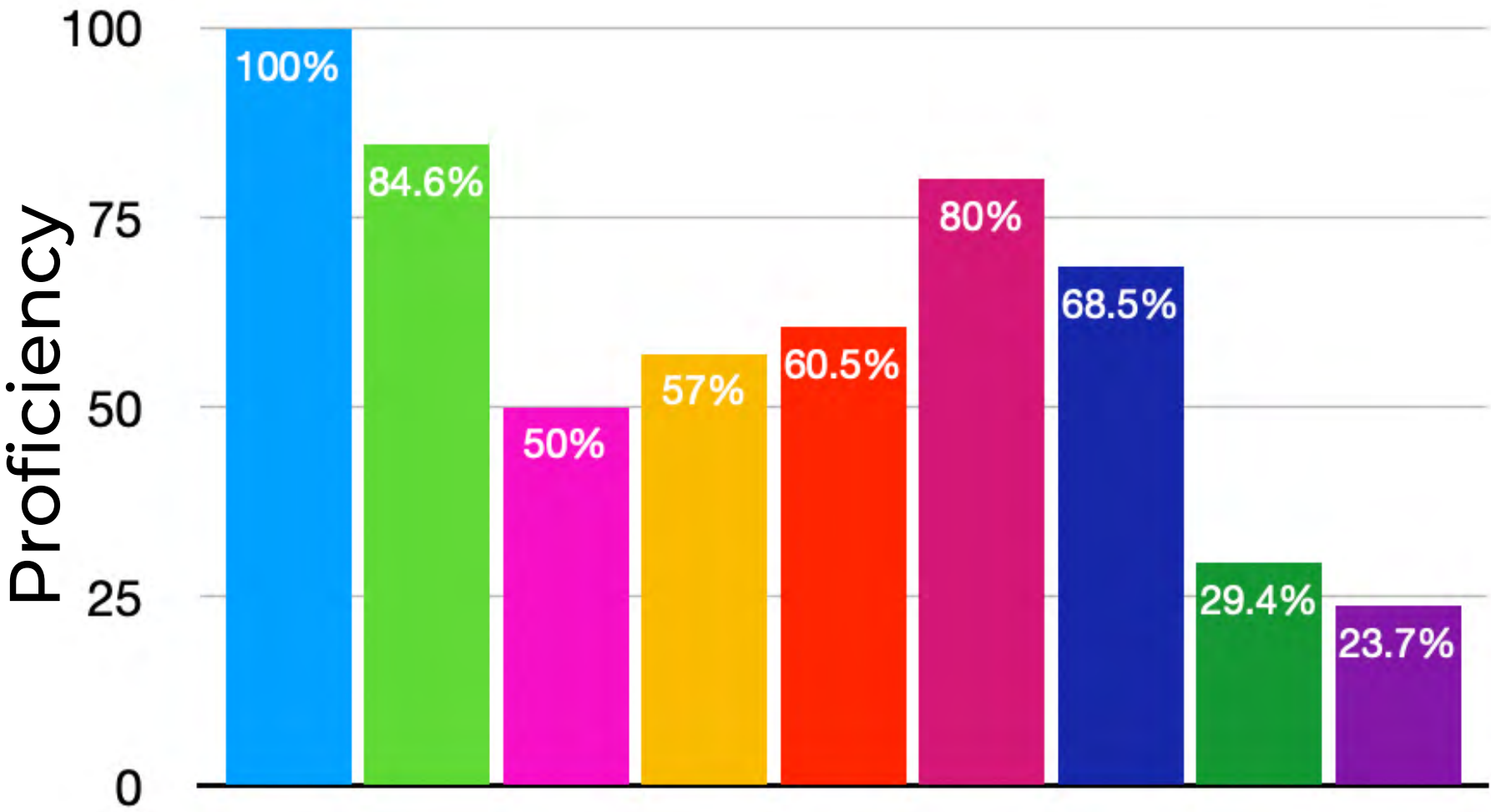


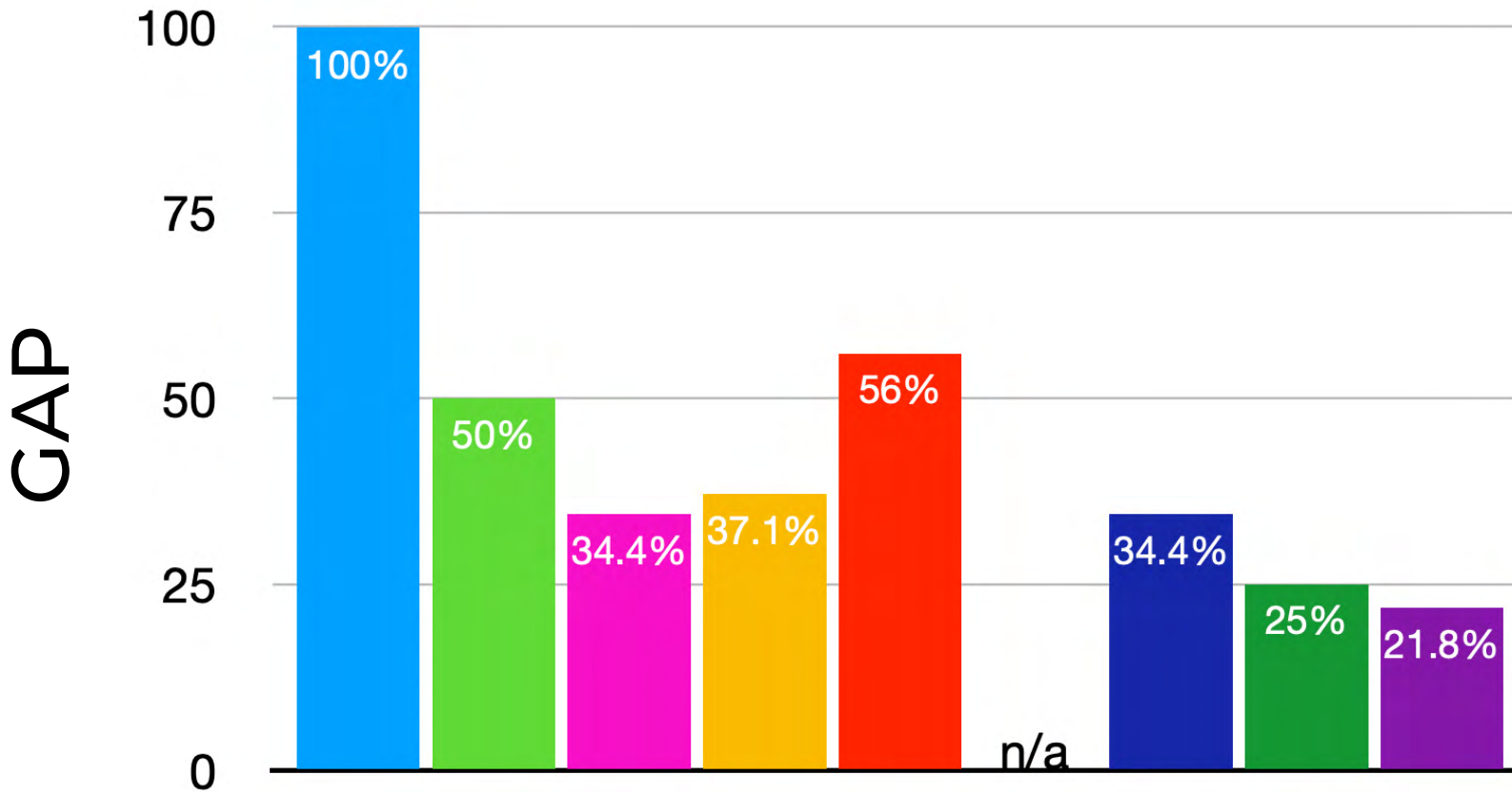
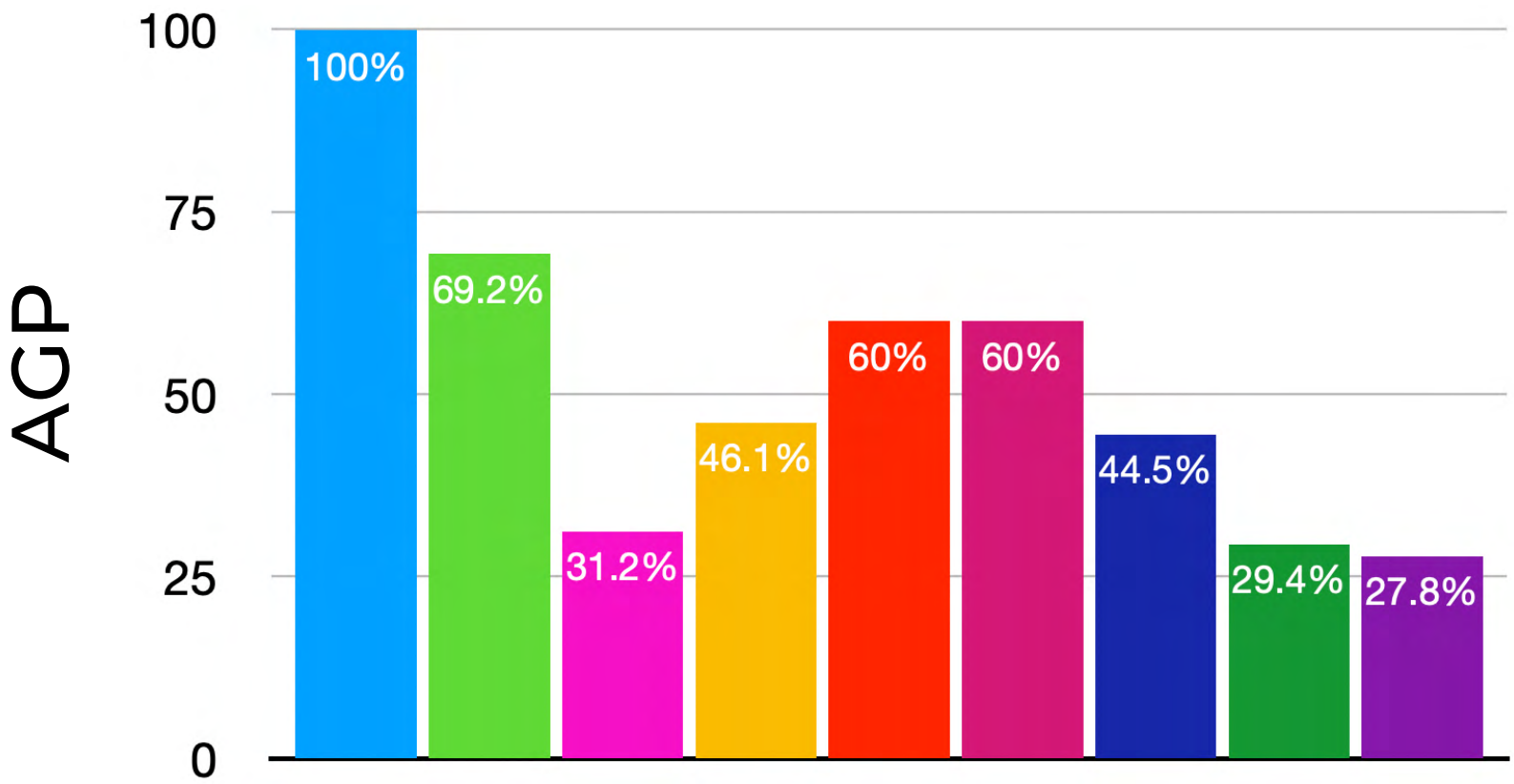
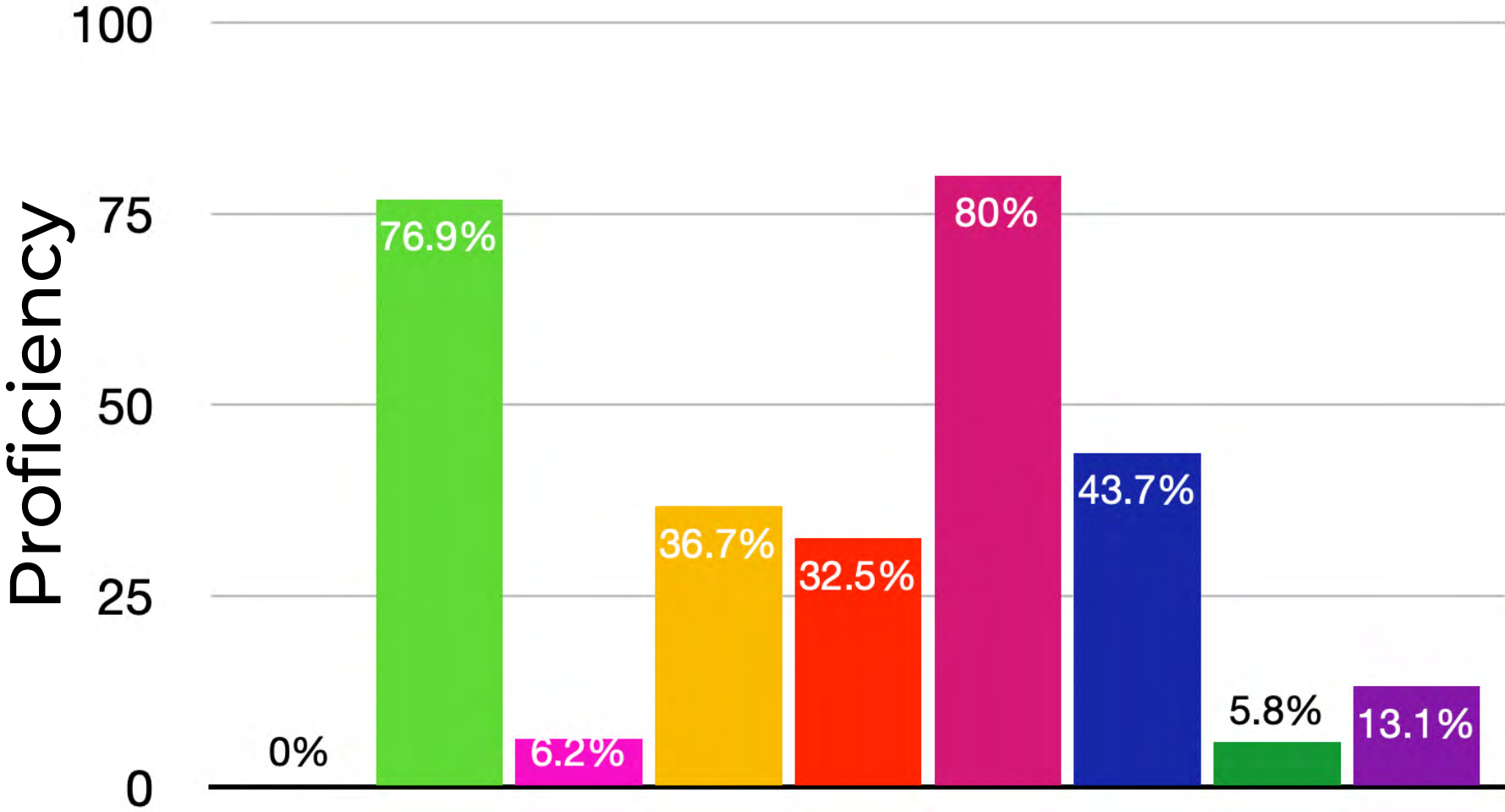


Potential TSI Trigger

Subgroup	N Size ELA Proficiency	ELA Proficiency	N Size Math Proficiency	Math Proficiency	N Size ELA AGP	ELA AGP	N Size Math AGP	MATH AGP	N Size ELA GAP	ELA GAP	N Size Math GAP	MATH GAP
American Indian	1	100.0	1	0.0	1	100.0	1	100.0	0	n/a	1	100.0
Asian	13	84.6	13	76.9	13	69.2	13	69.2	4	100.0	2	50.0
Black	32	50.0	32	6.2	32	69.5	32	31.2	24	66.6	29	34.4
Hispanic	114	57.0	117	36.7	114	59.6	117	46.1	61	54.0	70	37.1
Multirace	38	60.5	40	32.5	38	68.4	40	60.0	16	56.2	25	56.0
Pacific Islander	5	80.0	5	80.0	5	100.0	5	60.0	1	100.0	1	0.0
White	127	68.5	128	43.7	127	63.7	128	44.5	46	67.3	61	34.4
EL	17	29.4	17	5.8	17	52.9	17	29.4	14	50.0	16	25.0
SPED	59	23.7	61	13.1	59	44.0	61	27.8	47	40.4	55	21.8

*Please be aware, this graph does not include potential TSI triggers for the following groups/categories:
 FRL, MGP, WIDA, Chronic Absenteeism, Academic Learning Plans, or 8th Grade Sufficiency





*This represents the trajectory of your predicted index score based on NDE's current plan for testing/reporting.



MID YEAR REPORT CARD PREDICTION

Somerset Stephanie - 2020-21

SCHOOL LEVEL: ELEMENTARY

ASSESSMENT: IREADY

ACADEMIC ACHIEVEMENT		10/25 POINTS
MATH PROFICIENCY	24.1%	
ELA PROFICIENCY	55.7%	
SCIENCE PROFICIENCY	30.5%	<i>Used 2018-19 results as possible indicator</i>
POOLED PROFICIENCY	38.5%	6/20 POINTS
READ BY GRADE 3	56.3%	4/5 POINTS
STUDENT GROWTH <i>(Only 5th grade reported)</i>		16/35 POINTS
MATH MGP	40	3/10 POINTS
ELA MGP	50	5/10 POINTS
MATH AGP	32.6%	3/7.5 POINTS
ELA AGP	54.4%	5/7.5 POINTS
ENGLISH LANGUAGE		8 OF 10 POINTS
ELPA	<i>Used 2019-20 results as possible indicator</i>	
CLOSING OPPORTUNITY GAPS <i>(Only 5th grade reported)</i>		11/20 POINTS
MATH	25.4%	4/10 POINTS
ELA	45.6%	7/10 POINTS
STUDENT ENGAGEMENT		N/A OF 10 POINTS
CHRONIC ABSENTEEISM	<i>Will not be reported in 2020-21</i>	



MID YEAR REPORT CARD PREDICTION

Somerset Stephanie - 2020-21

SCHOOL LEVEL: ELEMENTARY

ASSESSMENT: IREADY

ACADEMIC ACHIEVEMENT		10/25 POINTS
MATH PROFICIENCY	24.1%	
ELA PROFICIENCY	55.7%	
SCIENCE PROFICIENCY	30.5%	<i>Used 2018-19 results as possible indicator</i>
POOLED PROFICIENCY	38.5%	6/20 POINTS
READ BY GRADE 3	56.3%	4/5 POINTS
STUDENT GROWTH		20.5/35 POINTS
MATH MGP	41	3/10 POINTS
ELA MGP	57	7/10 POINTS
MATH AGP	37.5%	4.5/7.5 POINTS
ELA AGP	57.9%	6/7.5 POINTS
ENGLISH LANGUAGE		8 OF 10 POINTS
ELPA	<i>Used 2019-20 results as possible indicator</i>	
CLOSING OPPORTUNITY GAPS		14/20 POINTS
MATH	29.0%	5/10 POINTS
ELA	50.0%	9/10 POINTS
STUDENT ENGAGEMENT		N/A OF 10 POINTS
CHRONIC ABSENTEEISM	<i>Will not be reported in 2020-21</i>	



MID YEAR REPORT CARD PREDICTION

Somerset Stephanie - 2020-21

SCHOOL LEVEL: MIDDLE SCHOOL

ASSESSMENT: IREADY

ACADEMIC ACHIEVEMENT		21/25 POINTS
MATH PROFICIENCY	38.0%	
ELA PROFICIENCY	62.7%	
SCIENCE PROFICIENCY	54.7%	<i>Used 2018-19 results as possible indicator</i>
POOLED PROFICIENCY	50.7%	21/25 POINTS
STUDENT GROWTH		28/30 POINTS
MATH MGP	59	8/10 POINTS
ELA MGP	72	10/10 POINTS
MATH AGP	47.0%	5/5 POINTS
ELA AGP	63.6%	5/5 POINTS
ENGLISH LANGUAGE		NA OF 10 POINTS
ELPA		
CLOSING OPPORTUNITY GAPS		20/20 POINTS
MATH	38.6%	10/10 POINTS
ELA	61.8%	10/10 POINTS
STUDENT ENGAGEMENT		5 OF 5 POINTS
C. ABSENTEEISM/NAC/LEARNING PLANS	<i>C.A. will not be reported in 2020-21</i>	

Road to 5 Stars

SOMERSET STEPHANIE



Prepared by

RUBY NORLAND, PRINCIPAL
& STEPHANIE ADMINISTRATION

GOALS



1. To maintain 5 star status in the elementary school
2. To maintain 5 star status in the middle school

ROAD TO 5 STARS



The destination: 5 star status at Somerset Stephanie at the elementary and middle school levels. The roadmap to our destination is provided in this proposal and is based on analysis of our current status and trajectory. It should be noted that our proposal includes realistic, yet rigorous benchmark goals for the next 5 years but that these goals will need to be revisited each year upon receiving the results of state testing. Updates should also be considered when, and if, there are any dramatic shifts in student population (ex. an enrollment increase). Progress towards goals should be observed through monitoring student interim assessment data (i.e. NWEA Map, iReady, etc.)

Current Status

Most recent star ratings and state testing performance (2018-2019 school year). A status update will be provided upon analyzing our Fall 2020 Interim assessment data.

Elementary

Middle School

Somerset Academy Stephanie School Year 2018-2019 Nevada School Rating

School Level: Elementary School
Grade: 0K-08
District: State Public Charter School Authority
School Address: 50 N. Stephanie Street Henderson, NV 89074

School Type: Charter SPCSA
School Designation: No Designation
95% Assessment Participation: Met

Total Index Score: **89**

Student Race/Ethnicity

49.2%	White
6.7%	Blk/Afr Am
25.1%	Hisp/Latino
4.9%	Asian
0.7%	Am Ind/AK
2%	Nat
11%	Pac Isl
	Two or More

School Performance History

School Year	Index Score/Star Rating
2017-2018	67 ★★★★★
2016-2017	N/A N/A

Alternative Student Groups

Eng Lrnrs	
Stud w/Disab	
Econ Disadv	

What does my school rating mean?
Five-Star school: Recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

How are school star ratings determined?
Schools receive points based on student performance across various indicators and measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

2018-2019 School Performance

Academic Achievement Indicator **21/25**

Measure	School Rate	District Rate
Pooled Proficiency	55.8	54
Math Proficiency	57	54.5
ELA Proficiency	63.7	60.1
Science Proficiency	30.5	34.7
Read-by-Grade-3 Proficiency	56.8	56.7

Growth Indicator **33/35**

Measure	School Median	District Median
Math MGP	62	55
ELA MGP	61	52

Measure	School Rate	District Rate
Met Math AGP Target	61.1	49.7
Met ELA AGP Target	68	59.7

English Language Proficiency Indicator **10/10**

Measure	School Rate	District Rate
Met EL AGP Target	72.2	56.7

Closing Opportunity Gaps Indicator **16/20**

Measure	School Rate	District Rate
Prior Non-Proficient Met	40.6	27.8
Math AGP Target		
Prior Non-Proficient Met	45.6	39.2
ELA AGP Target		

Student Engagement Indicator **9/10**

Measure	School Rate	District Rate
Chronic Absenteeism	6.9	8
Climate Survey Participation	79.8	N/A

Climate Survey Participation is not a point-earning measure.

Somerset Academy Stephanie School Year 2018-2019 Nevada School Rating

School Level: Middle School
Grade: 0K-08
District: State Public Charter School Authority
School Address: 50 N. Stephanie Street Henderson, NV 89074

School Type: Charter SPCSA
School Designation: No Designation
95% Assessment Participation: Met

Total Index Score: **86.1**

Student Race/Ethnicity

44.2%	White
7%	Blk/Afr Am
33.7%	Hisp/Latino
5.9%	Asian
0%	Am Ind/AK
2.1%	Nat
6.5%	Pac Isl
	Two or More

School Performance History

School Year	Index Score/Star Rating
2017-2018	93.1 ★★★★★
2016-2017	N/A N/A

Alternative Student Groups

Eng Lrnrs	
Stud w/Disab	
Econ Disadv	

What does my school rating mean?
Five-Star school: Recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are star ratings determined based on total index score?

Below 29	★
At or above 29 but less than 50	★★
At or above 50 and less than 70	★★★
At or above 70 and less than 80	★★★★
At or above 80	★★★★★

How are school star ratings determined?
Schools receive points based on student performance across various indicators and measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

2018-2019 School Performance

Academic Achievement Indicator **25/25**

Measure	School Rate	District Rate
Pooled Proficiency	56.2	50.2
Math Proficiency	46.5	42.6
ELA Proficiency	66.2	59.6
Science Proficiency	54.7	44.7

Student Growth Indicator **24/30**

Measure	School Median	District Median
Math MGP	51	58
ELA MGP	60	56

Measure	School Rate	District Rate
Met Math AGP Target	45.1	44.3
Met ELA AGP Target	69.5	61.3

English Language Proficiency Indicator **N/A**

Measure	School Rate	District Rate
Met EL AGP Target	-	38.3

Closing Opportunity Gaps Indicator **18/20**

Measure	School Rate	District Rate
Prior Non-Proficient Met	20.5	21.8
Math AGP Target		
Prior Non-Proficient Met	43.5	32.7
ELA AGP Target		

Student Engagement Indicator **10.5/15**

Measure	School Rate	District Rate
Chronic Absenteeism	13	7.9
Academic Learning Plans	98	99.5
8 th Grade Credit Requirements	100	92.7
Climate Survey Participation	91.5	N/A

Climate Survey Participation is not a point-earning measure.

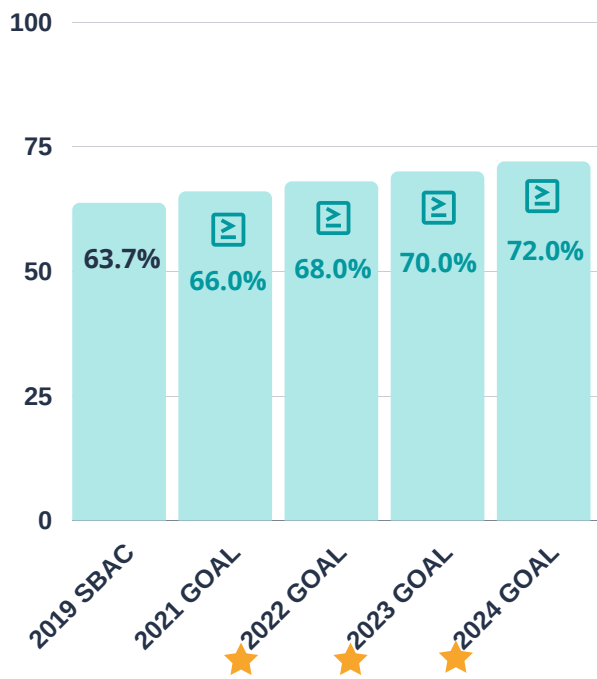
Academic Achievement

Below are performance benchmark goals for the next 5 years. Proficiency is historically the area that sees the smallest increases, even when coupled with high growth, especially at higher initial proficiency levels.

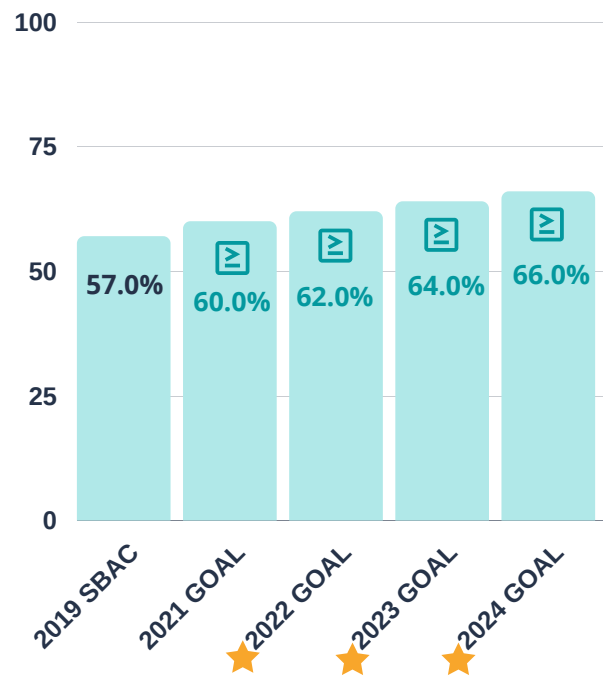
We do not know definitively what will happen with testing, but the following goals would be based on taking SBAC this Spring. This would mean that academic achievement data would be available but growth/ratings would not be available until 2022.

★ = Next potential rated year

Elementary ELA

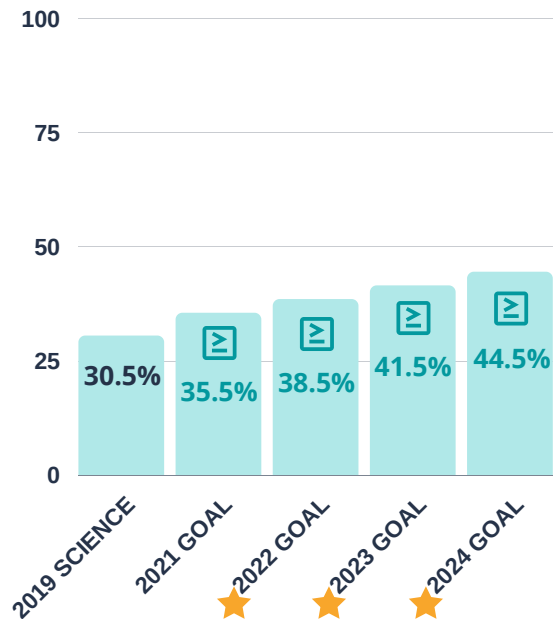


Elementary Math



* Though there is a 2 year gap between 2019 & 2021, a minimal benchmark increase was selected for ELA & Math. This is due to early research which anticipates an average academic loss of 1 instructional year for each student as a result of quarantine during the COVID-19 epidemic.

Elementary Science



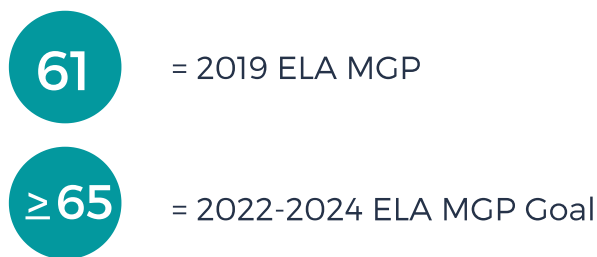
Growth Indicators

Student growth percentiles represent a Somerset student's growth compared to their academic peers across Nevada. The target median should not gradually increase but rather always strive to be greater than or equal to 65.

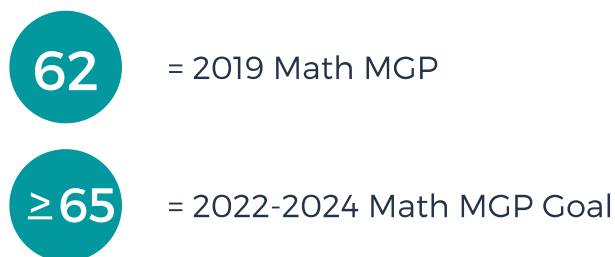
Student growth indicators require 2 consecutive years of testing so the next likely year where this data would be received for SBAC would be in 2022. To track 2021 progress towards growth goals, interim data would need to be utilized.

★ = Next potential rated year

Elementary ELA

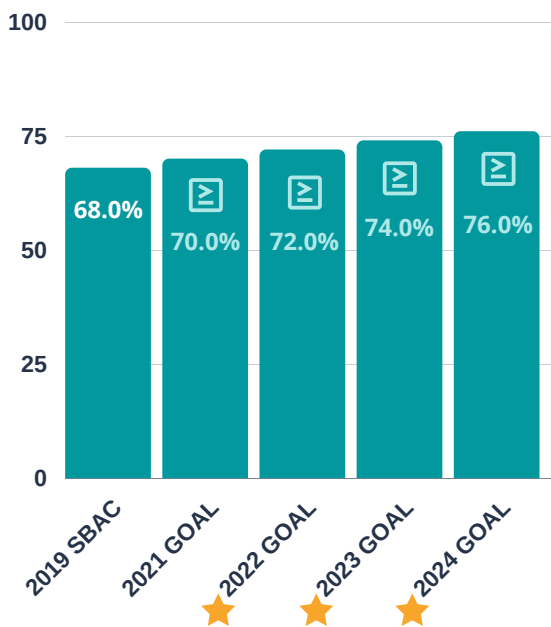


Elementary Math

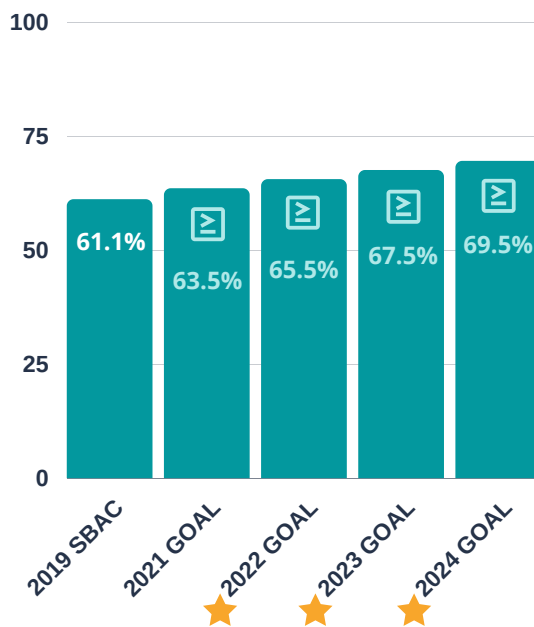


Adequate Growth Percentiles (AGP) reflects the percentage of students who hit their individual growth targets. Targets are based on either obtaining or maintaining proficiency. The higher the proficiency levels, the lower and more achievable the targets.

Elementary ELA



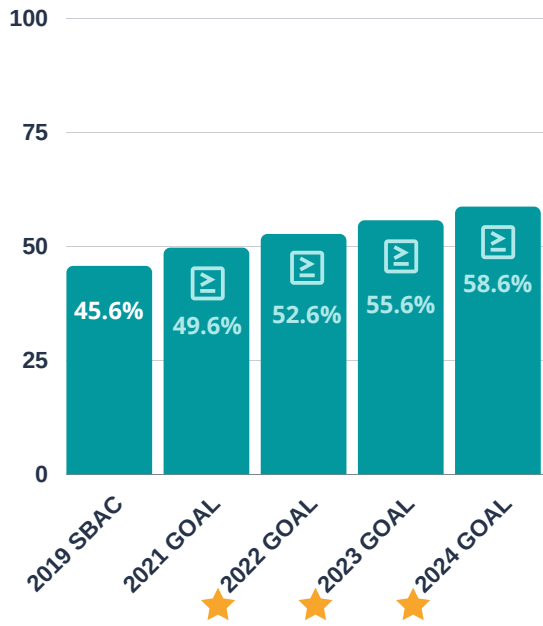
Elementary Math



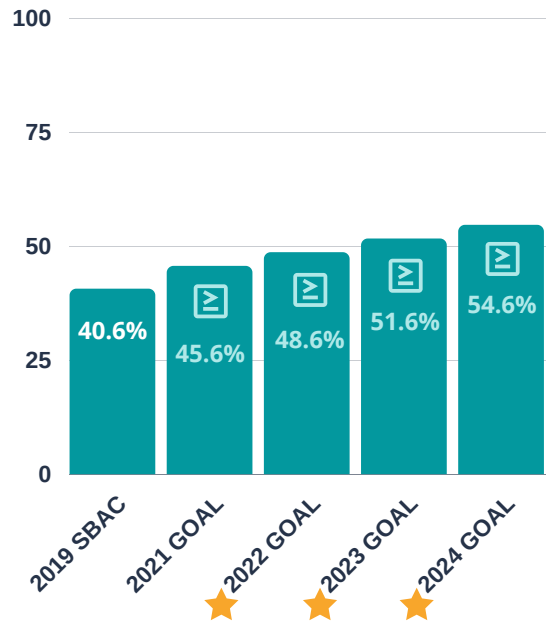
Closing Opportunity Gaps

The Closing Opportunity Gaps indicator reflects the percentage of non-proficient students hitting their individual growth targets (AGP). Students do not necessarily have to achieve proficiency in order to hit their target, so rigorous improvements can be realistic goals.

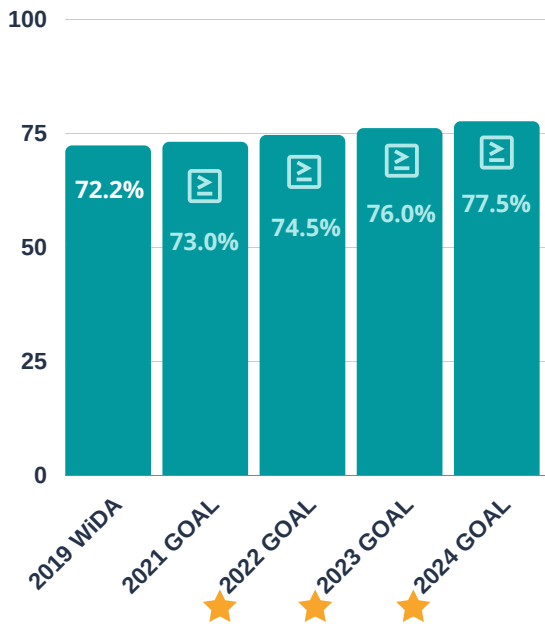
Elementary ELA



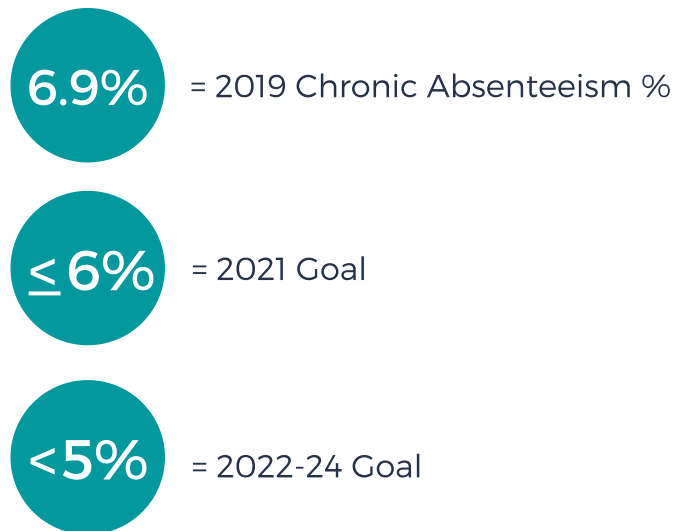
Elementary Math



EL Proficiency



Student Engagement



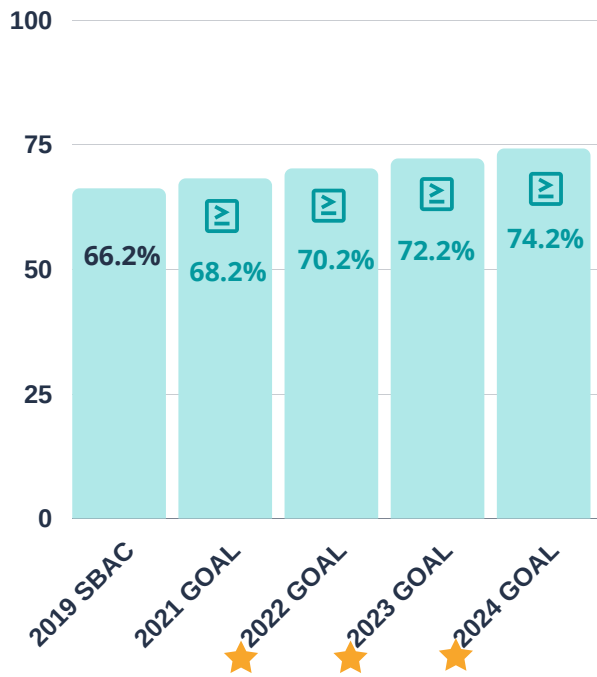
Academic Achievement

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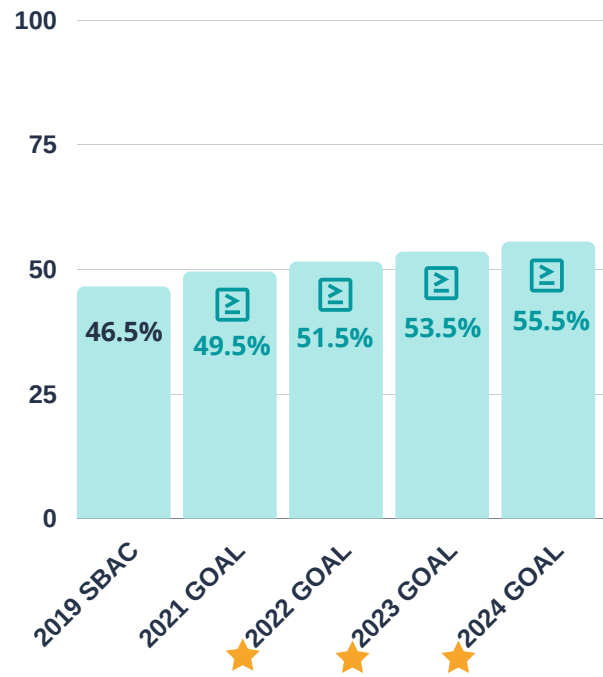
We do not know definitively what will happen with testing, but the following goals would be based on taking SBAC this Spring. This would mean that academic achievement data would be available but growth/ratings would not be available until 2022.

★ = Next potential rated year

Middle School ELA

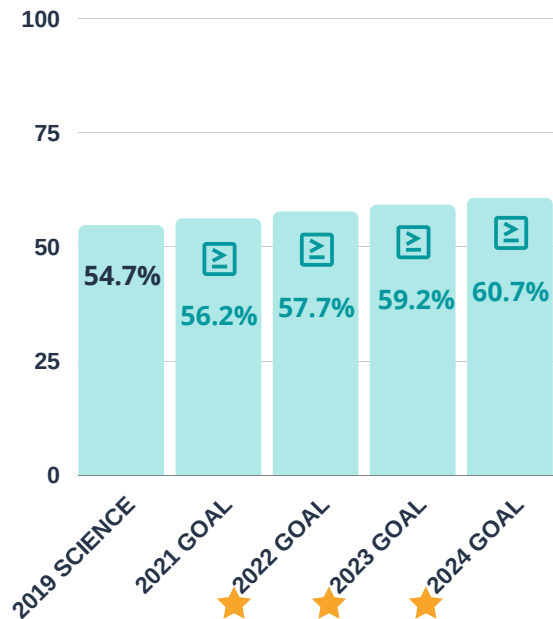


Middle School Math



* Though there is a 2 year gap between 2019 & 2021, a minimal benchmark increase was selected for ELA & Math. This is due to early research which anticipates an average academic loss of 1 instructional year for each student as a result of quarantine during the COVID-19 epidemic.

Middle School Science



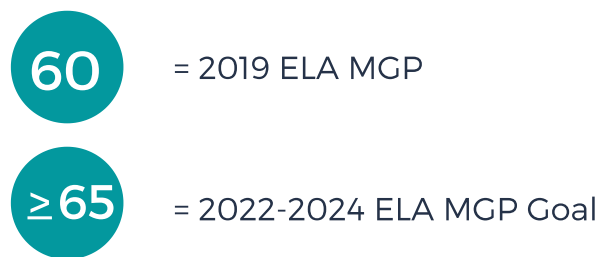
Growth Indicators

Student growth percentiles represent a Somerset student's growth compared to their academic peers across Nevada. The target median should not gradually increase but rather always strive to be greater than or equal to 65.

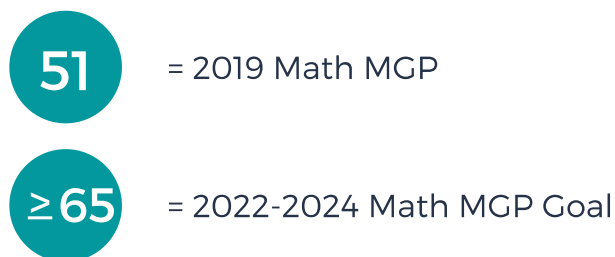
Student growth indicators require 2 consecutive years of testing so the next likely year where this data would be received for SBAC would be in 2022. To track 2021 progress towards growth goals, interim data would need to be utilized.

★ = Next potential rated year

Middle School ELA

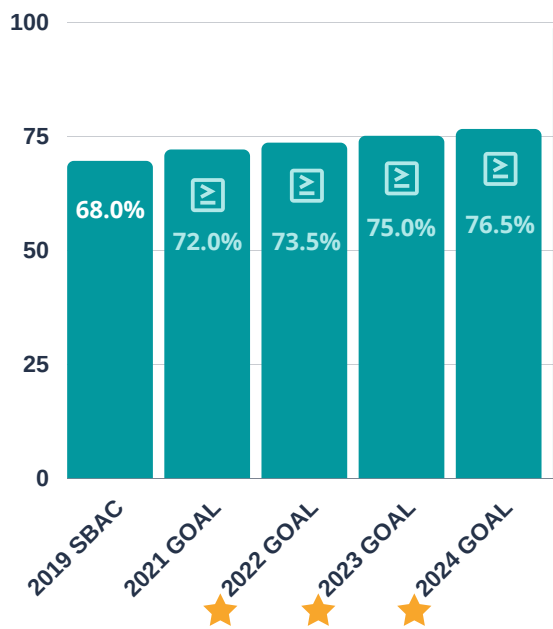


Middle School Math



Adequate Growth Percentiles (AGP) reflects the percentage of students who hit their individual growth targets. Targets are based on either obtaining or maintaining proficiency. The higher the proficiency levels, the lower and more achievable the targets.

Middle School ELA



Middle School Math

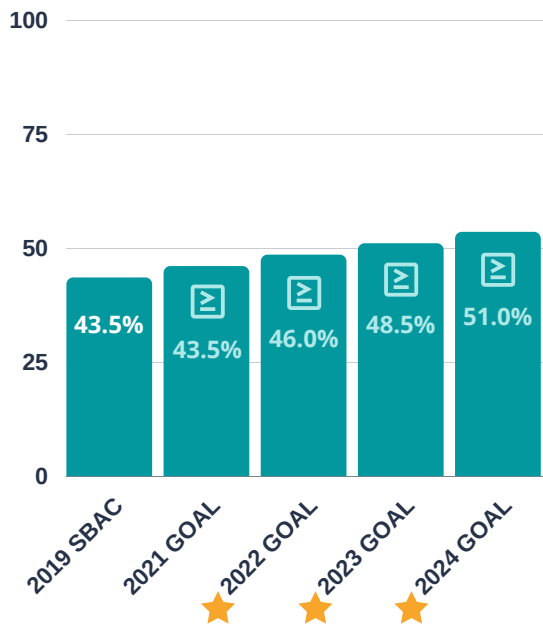


Closing Opportunity Gaps

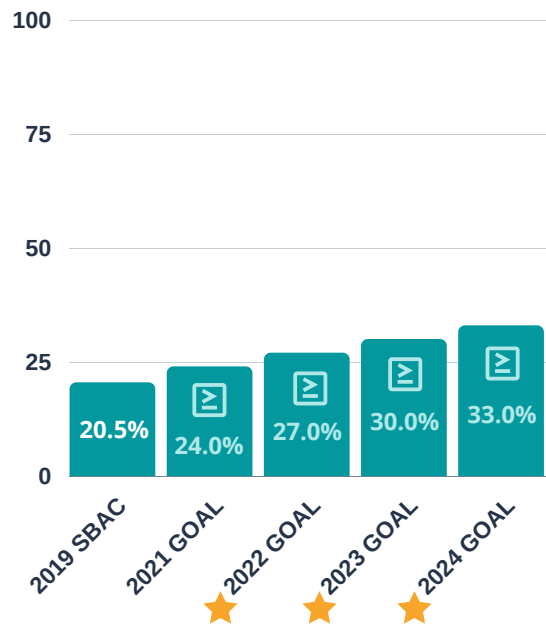
The Closing Opportunity Gaps indicator reflects the percentage of non-proficient students hitting their individual growth targets (AGP). Students do not necessarily have to achieve proficiency in order to hit their target, so rigorous improvements can be realistic goals.

★ = Next potential rated year

Middle School ELA



Middle School Math



Student Engagement

13% = 2019 Chronic Absenteeism %

≤ 10% = 2021 Goal

≤ 7% = 2022 Goal

Elementary Implementation Strategies for 2020-21



Below are some of the major instructional implementation strategies for each indicator in the 2020-21 school year:

Recommended that each strategy have an in-person & online implementation approach:

Academic Achievement/Growth Median:

1. ELA

In-person	Online
Strengthen Tier 1 Instruction using curriculum with integrity <ul style="list-style-type: none"> Wonders (K-4) Lucy Calkins (5-6) 	Strengthen Tier 1 Instruction using digital curriculum with integrity <ul style="list-style-type: none"> Wonders (K-4) Lucy Calkins (5-6)
Continue on-going training on unwrapping priority standards	Continue on-going training on unwrapping priority standards
Provide training on Wonders & Lucy Calkins to either introduce the curriculum to new staff or strengthen knowledge of current staff	Provide training on Wonders & Lucy Calkins online resources to either introduce the curriculum to new staff or strengthen knowledge of current staff
Grade levels use common assessments for priority standards	Grade levels use common assessments for priority standards
Implement the ELA Framework in all grade levels	Implement the ELA Framework in all grade levels
	Provide professional development on the use of digital resources, programs, apps, and platforms (Colegia)

2. Math

In-person	Online
Strengthen Tier 1 Instruction using curriculum with integrity <ul style="list-style-type: none"> Investigations 3 	Strengthen Tier 1 Instruction using digital curriculum with integrity <ul style="list-style-type: none"> Investigations 3
Continue on-going training on unwrapping priority standards	Continue on-going training on unwrapping priority standards
Provide training on Investigations 3 to either introduce the curriculum to new staff or strengthen knowledge of current staff	Provide training on Investigations 3 online resources to either introduce the curriculum to new staff or strengthen knowledge of current staff
Grade levels use common assessments for priority standards	Grade levels use common assessments for priority standards
Implement the Math Framework in all grade levels	Implement the Math Framework in all grade levels
	Provide professional development on the use of digital resources, programs, apps, and platforms (Colegia)

Elementary Implementation Strategies for 2020-21



3. Science

In-person	Online
Strengthen Tier 1 Instruction using curriculum with integrity <ul style="list-style-type: none"> • Mystery Science K-4 • FOSS - 5 	Strengthen Tier 1 Instruction using digital curriculum with integrity <ul style="list-style-type: none"> • Mystery Science K-4 • FOSS - 5
Continue on-going training on NGSS	Continue on-going training on NGSS
Provide training on Mystery Science & FOSS to either introduce the curriculum to new staff or strengthen knowledge of current staff	Provide training on Mystery Science & FOSS online resources to either introduce the curriculum to new staff or strengthen knowledge of current staff
Grade levels use common assessments for priority standards	Grade levels use common assessments for priority standards
Implement the Science Framework in all grade levels	Implement the Science Framework in all grade levels
	Provide professional development on the use of digital resources, programs, apps, and platforms (Colegia)

Growth (AGP) Differentiated Instruction:

In-person	Online
Daily math and ELA Intervention & Extension (I/E) blocks (30 minutes each) focused on Tier 2 & Tier 3 targeted small group instruction using I/E Framework	Daily math and ELA Intervention & Extension (I/E) blocks (30 minutes each) focused on Tier 2 & Tier 3 targeted small group instruction using I/E Framework <ul style="list-style-type: none"> • IA will schedule zoom small group instruction when students are attending virtually (teachers provide scripted lessons) • Students complete iReady lesson at their level
Read by 3 literary specialists will meet with small groups focused on their RTI/Read by 3 goals	Read by 3 literary specialists will meet with small groups via zoom focused on their RTI/Read by 3 goals
Use iReady & MAP Data to flexibly adjust small group instruction, goals, and groups	Use iReady & MAP Data to flexibly adjust small group instruction, goals, and groups
Explicit Phonics instruction	Explicit Phonics instruction
Cohort 1 will train staff in LETRS	Cohort 1 will train staff in LETRS

Elementary Implementation Strategies for 2020-21



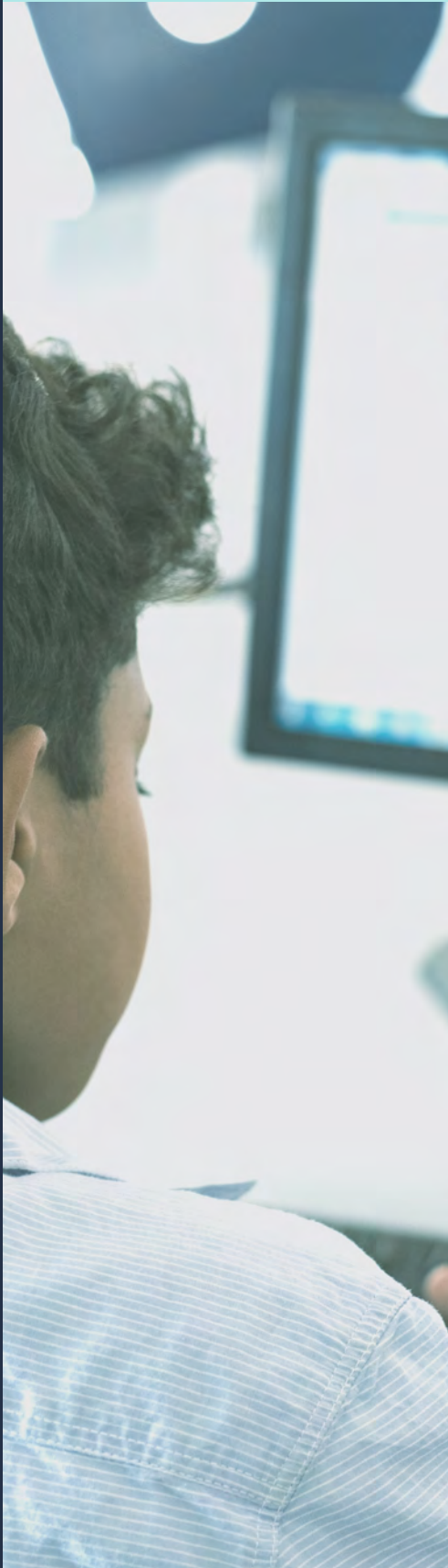
Closing Opportunity Gaps (Instruction for non-proficient students):

In-person	Online
Use MAP data to identify students and implement targeted small group or 1:1 instruction using strategies mentioned above	Use MAP data to identify students and implement targeted small group or 1:1 instruction using strategies mentioned above
Small group instruction using the following programs: Wilson Reading System, Fountas & Pinnell, Reading Horizons, Kathy Richardson, place value instruction	Small group instruction using the following programs: Wilson Reading System, Fountas & Pinnell, Reading Horizons, Kathy Richardson, place value instruction

CHRONIC ABSENTEEISM

- Counselor and Student Success Advocate contact families and provide support as needed
 - Attendance contracts with students & parents
 - Implement individualized incentives when necessary
 - Provides families with research on the impact of absenteeism on learning
 - Provide community resources
- Regularly update the community about the impacts of absenteeism and the advantages of regular attendance via Weekly Wednesday newsletter and social media platforms

MS Implementation Strategies for 2020-21



Academic Achievement/Growth Median:

1. ELA

In-person	Online
Strengthen Tier 1 Instruction using curriculum with integrity (scaffolding the transition to using 1 curriculum in all MS) <ul style="list-style-type: none"> • Lucy Calkins - 6 • Study Sync - 7-8 	Strengthen Tier 1 Instruction using digital curriculum with integrity (scaffolding the transition to using 1 curriculum in all MS) <ul style="list-style-type: none"> • Lucy Calkins - 6 • Study Sync - 7-8
Continue on-going training on unwrapping priority standards	Continue on-going training on unwrapping priority standards
Provide training on Study Sync & Lucy Calkins to either introduce the curriculum to new staff or strengthen knowledge of current staff	Provide training on Study Sync & Lucy Calkins online resources to either introduce the curriculum to new staff or strengthen knowledge of current staff
Grade levels use common assessments for priority standards for all classes	Grade levels use common assessments for priority standards for all classes
Implement the ELA Framework in all grade levels	Implement the ELA Framework in all grade levels
	Provide professional development on the use of digital resources, programs, apps, and platforms (Colegia)

2. Math

In-person	Online
Strengthen Tier 1 Instruction using curriculum with integrity <ul style="list-style-type: none"> • CMP3 • Illustrative Mathematics - Algebra I 	Strengthen Tier 1 Instruction using digital curriculum with integrity <ul style="list-style-type: none"> • CMP3 • Illustrative Mathematics - Algebra I
Continue on-going training on unwrapping priority standards	Continue on-going training on unwrapping priority standards
Provide training on CMP3 & Illustrative Mathematics to either introduce the curriculum to new staff or strengthen knowledge of current staff	Provide training on CMP3 & Illustrative Mathematic online resources to either introduce the curriculum to new staff or strengthen knowledge of current staff
Grade levels use common assessments for priority standards for all classes	Grade levels use common assessments for priority standards for all classes
Implement the Math Framework in all grade levels	Implement the Math Framework in all grade levels
	Provide professional development on the use of digital resources, programs, apps, and platforms (Colegia)

MS Implementation Strategies for 2020-21



3. Science	
In-person	Online
Strengthen Tier 1 Instruction using curriculum with integrity (year 2 of implementation) <ul style="list-style-type: none"> FOSS 	Strengthen Tier 1 Instruction using digital curriculum with integrity (year 2 of implementation) <ul style="list-style-type: none"> FOSS
Continue on-going training on NGSS	Continue on-going training on NGSS
Provide training on FOSS to either introduce the curriculum to new staff or strengthen knowledge of current staff	Provide training on FOSS online resources to either introduce the curriculum to new staff or strengthen knowledge of current staff
Grade levels use common assessments for priority standards for all classes	Grade levels use common assessments for priority standards for all classes
Implement the Science Framework in all grade levels	Implement the Science Framework in all grade levels
	Provide professional development on the use of digital resources, programs, apps, and platforms (Colegia)

Growth (AGP) Differentiated Instruction:

In-person	Online
Students placed in a foundations course to provide daily math and ELA Intervention (40 minutes each) focused on Tier 2 & Tier 3 targeted small group instruction using I/E Framework	Daily math and ELA Intervention blocks (30 minutes each) focused on Tier 2 & Tier 3 targeted small group instruction using I/E Framework <ul style="list-style-type: none"> IA will schedule zoom small group instruction when students are attending virtually (teachers provide scripted lessons) Students complete iReady lesson at their level
Use iReady & MAP Data to flexibly adjust small group instruction, goals, and groups	Use iReady & MAP Data to flexibly adjust small group instruction, goals, and groups
Advisory period 25 minutes a day to focus on academic progress and tracking of academic goals	

Closing Opportunity Gaps (Instruction for non-proficient students):

In-person	Online
Use MAP data to identify students and implement targeted small group or 1:1 instruction during general instruction	Use MAP data to identify students and implement targeted small group or 1:1 via zoom
Students can be flexibly be moved in and out of foundations courses for extra support as needed	

MS Implementation Strategies for 2020-21



CHRONIC ABSENTEEISM

- Counselor and Student Success Advocate contact families and provide support as needed
 - Attendance contracts with students & parents
 - Implement individualized incentives when necessary
 - Provides families with research on the impact of absenteeism on learning
 - Provide community resources
- Regularly update the community about the impacts of absenteeism and the advantages of regular attendance via Weekly Wednesday newsletter and social media platforms

5 Star Timeline

ANTICIPATED RATINGS TIMELINE

Meeting each of the aforementioned benchmarks will put Somerset Stephanie on the following timeline for maintaining 5 Star status:

ELEMENTARY



MIDDLE SCHOOL



SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: March 6, 2021 Agenda Item: 6 – Discussion Regarding the Fourth Quarter Academic Plan Number of Enclosures: 0

SUBJECT: Fourth Quarter Academic Plan
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<input checked="" type="checkbox"/> Action <input type="checkbox"/> Appointments <input type="checkbox"/> Approval <input type="checkbox"/> Consent Agenda <input type="checkbox"/> Information <input type="checkbox"/> Public Hearing <input type="checkbox"/> Regular Adoption

Presenter (s): Board/System Principals
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Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes):
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Background: Principals will provide updates regarding their campuses 4 th quarter models. With the issuance of Directive 038 increasing capacity to 75% Fire Capacity and the SPCSA removing their limits on capacity, all campuses have worked to identify possible options for the 4 th quarter that would increase in person learning. With the remaining 3' social distancing limitations; available space in some rooms remains a concern. A variance request has been submitted to SNHD and the SPCSA for their support in reducing the remaining limitations of distance and capacity.

Submitted By: Staff

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: March 6, 2021 Agenda Item: 7 – Discussion Regarding Academic Impact on Classroom Ratio Number of Enclosures: 0

SUBJECT: Academic Impact on Classroom Ratio
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- | |
|---|
| <input checked="" type="checkbox"/> Action
<input type="checkbox"/> Appointments
<input type="checkbox"/> Approval
<input type="checkbox"/> Consent Agenda
<input type="checkbox"/> Information
<input type="checkbox"/> Public Hearing
<input type="checkbox"/> Regular Adoption |
|---|

Presenter (s): Board/System Principals
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Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes):
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Background: The current teacher student ratio is 26:1 in K-5 and 31:1 in 6-12. An increase of 1 study per teacher over previous years. Academic impact of this ratio is the goal of this discussion.
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Submitted By: Staff

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: March 6, 2021 Agenda Item: 8 – Discussion Regarding Somerset Academy Administrative Leadership Structure Number of Enclosures: 0

SUBJECT: Administrative Leadership Structure

<input checked="" type="checkbox"/> Action
<input type="checkbox"/> Appointments
<input type="checkbox"/> Approval
<input type="checkbox"/> Consent Agenda
<input type="checkbox"/> Information
<input type="checkbox"/> Public Hearing
<input type="checkbox"/> Regular Adoption

Presenter (s): Board

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes):
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Background: Somerset is currently operating with a Lead Principal Structure. At the last planning meeting it was discussed to review after 1 year.
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Submitted By: Staff

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: March 6, 2021 Agenda Item: 9 – 10 Year Anniversary Discussion Number of Enclosures: 0

SUBJECT: 10 Year Anniversary Discussion
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- | |
|---|
| <input checked="" type="checkbox"/> Action
<input type="checkbox"/> Appointments
<input type="checkbox"/> Approval
<input type="checkbox"/> Consent Agenda
<input type="checkbox"/> Information
<input type="checkbox"/> Public Hearing
<input type="checkbox"/> Regular Adoption |
|---|

Presenter (s): Board

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes):
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Background:

Submitted By: Staff
