Orchard Park Academy UIP 2022-2023

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<td><strong>Brief Description</strong></td>
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Orchard Park Academy serves a diverse group of approximately 570 students through a PreK-8 model. 85% of our students qualify for free or reduced lunch and 40% are English language learners. Our school has over 63 personnel. The vast majority of our staff have masters degrees and our turnover rate for staff is low. This is the second year Orchard Park Academy has been open.

**Competency-Based Education**

In the 2009-10 school year, Westminster Public Schools elected to move from the traditional method of schooling toward an innovative approach which is referred to as a “Competency Based System (CBS)”. The entire school district from preschool through grade 12 is organized around engaging learners in 21st century skills, working at learner developmental instructional levels, and advancing only when they have demonstrated competency or mastery of each concept and skill. WPS is known locally and nationally as an early adopter and leader in Competency Based Education. WPS’ approach to schooling is based on four core beliefs:

- Learning is the Constant (learning matters most)
- Time is the Variable (time matters least)
- Personalized Delivery
- Systemic and Systematic

In addition to recording and reporting individual student’s attainment of the Proficiency Scales in all courses as a key component of our CBS, the district also monitors course selection and participation to align with each student’s ICAP and trajectory toward graduation as well as identifying any disparities with regard to equity.

**High Reliability Schools™ framework**

Dr. Marzano’s High Reliability Schools™ framework is supported by forty years of educational research. A HRS™ is one in which all students learn the content and skills they need for success in college, careers, and beyond. The framework consists of five levels:

- Level 1: Safe and Collaborative Culture
- Level 2: Effective Teaching in Every Classroom
- Level 3: Guaranteed and Viable Curriculum
- Level 4: Standards-Referenced Reporting
- Level 5: Competency-Based Education
The framework is based on the notion of continuous improvement, via the use of leading and lagging indicators. In order for educators to know what to work on and how to measure success at each level, school leaders need ways to assess their school’s current status, gauge their progress through each HRS™ level and confirm achievement for each level. Leading and lagging indicators are useful tools to these ends. The distinction between leading and lagging indicators is: that leading indicators show what a school should work on to achieve a high-reliability level (indicators provide direction), and lagging indicators are the evidence a school provides to validate its achievement of a high-reliability level (educators provide proof), particularly in areas where there is general agreement that the school is not doing well.

Orchard Park Academy is pursuing Levels 2-5 of the High Reliability Schools™ framework. This provides us with the flexibility and autonomy to select indicators within the five levels, in order to approach unified improvement planning aligned to their specific student needs, data, priority performance challenges, and root causes. The High Reliability Schools™ framework guides deeper systemic implementation of competency based education and the Westminster Instructional Model, which is comprised of 60 strategies that fall within five domains: (1) Feedback, (2) Content, (3) Context, (4), Agency, and (5) Professionalism.

**Renaissance STAR Assessment**

Last year, Westminster began the transition to a new district assessment tool, and after one year of district-wide implementation, it is evident that Renaissance STAR Assessment Suite has provided WPS with accurate, trustworthy data about students’ achievement and growth. Benchmark assessments will continue to be given three times a year to gather relevant information about a student’s performance and progress throughout the school year so that the teachers, administrators, and other stakeholders can take actionable steps to support our students and their needs. This suite provides diagnostic and formative/summative assessments that will be used in Unified Improvement Planning for state reporting.

**Prior Year Targets**

- During the 2021-2022 improvement process at Orchard Park Academy, we had some highlights and we found areas that Orchard Park can continue to focus on for the 2022-2023 school year. Areas for improvement include K-2 literacy, schoolwide math and English language development. According to DIBELS, we were below average in terms of growth for moving students out of SRD. We did not meet expectations for English language proficiency and we did not meet academic achievement or growth according to CMAS math. Our highlights included a 71% median growth percentile according to CMAS English Language Arts with our minority students out performing non-minority students with a median growth percentile of 72%.
- Orchard Park Academy utilized different pandemic supports including daily and after school tutoring, daily Lexia reading instruction, district coaching in both math and literacy and daily social emotional support for students.

**Current Performance**

- Panorama /HRS Levels : We achieved HRS level one (climate and culture) last year and are currently working on HRS levels 2 and 3.
- Academic Achievement and Growth from State and Local Measures:
  - CMAS Achievement: ELA 725, Math 717. CMAS Growth: ELA 71%, Math 16%.
  - DIBELS Data: To begin this year, 53% of our K-2 students are in the SRD category in DIBELS.
**Renaissance:** Our highest score in reading was in the category of phonics and word analysis in reading and algebraic thinking in math.

### Trend Analysis

- **SPF:** After multiple years of achieving performance status on our SPF, we went down in 2021-22 due to our Math performance. This data, however, is incomplete data because not all students took the test.
- **DIBELS:** Since the pandemic, we have seen an increase in students in the SRD category during BOY testing. Since 2019, this is our first year we have seen a decrease in students in the SRD category during BOY testing. According to DIBELS, we have decreased BOY SRD numbers by 6%.
- **Attendance:** Prior to the pandemic five years ago, we hovered around 92% attendance rate each year. Throughout the pandemic our daily attendance dropped from 92% to 86% last year.
- **Renaissance Data:** Vocabulary was the strength of our school pre-pandemic and is not anymore according to our 2022 BOY Renaissance. We have also been in the bottom 10 percentile for the past two years in Renaissance data in the categories Numbers and Quantity and Measurement.
- **Panorama Data:** We opened up a new school last year and the trends we need to work on are a more formal process for a Building Leadership Team and students working with their emotional regulation.

### Priority Performance Challenges

- **PPC 1:** CMAS ELA Performance: Academic achievement 730 with 65% growth
- **PPC 2:** CMAS Math Performance: Academic achievement 730 with 65% growth
- **PPC 3:** Renaissance Vocabulary: We made strides to increase vocabulary prior to the pandemic and have lost some momentum. We will implement weekly math and reading vocabulary systematically through the building.
- **PPC 4:** Early Literacy: We are focused on achieving well above average growth according to DIBELS from BOY-EOY in moving students out of SRD.
- **PPC 5:** WIM: Teacher systematically and systemically set goals and work through the WIM to gain proficiency.
- **PPC 6:** Clear and specific rules and procedures (i.e., Code of Conduct, SOPs, Flowcharts, Parent Handbook)
- **PPC 7:** Increase attendance rate

### Root Causes

- Lack of consistency with CBS practices, data meetings and analysis, coaching, and aligning literacy instruction and interventions to meet student needs.
- Parents are not aware of the rules and procedures of the school. Teachers are targeting different PBIS topics, which are not aligned with the school’s PBIS universal efforts. Sequence of skills targeted is not driven by student perceptual data. Common language to discuss personal relational competency is needed (PPC 1).
- Our students were not in school as a whole during the pandemic and now there is a lack of cooperative learning skills.
- Due to inconsistent practices during this pandemic, inconsistent depth of knowledge and fact fluency students are not proficiently applying concrete and pictorial knowledge to abstract and higher order problem solving to meet expectations of math CMAS grade level questions.
  Professional development is needed to deepen learning for teachers on facilitating direct instruction (WPS WIM), while leveraging the district primary
Resources:
- School-wide focus on engaging students in activities that help develop a sense of efficacy and agency need to be increased, in order to help motivate and inspire students.
- A lack of knowing what our students' social emotional needs are during the pandemic.
- CMAS vocabulary is not explicitly taught and embedded enough into our daily instruction.
- Lack of consistency on knowing and implementing the elements of the WIM.

Action Planning Tab

### Major Improvement Strategy 1 (Safe, Supportive, and Collaborative Culture).

**Name:** 1.2 Students, parents, and community perceive the school environment as safe and orderly.

**What does success look like (Specific area of Leading Indicator in Column 1 of HRS Doc):** By May 15, 2023, Orchard Park Academy will achieve a 70% or higher on Panorama Survey in each of the categories for both staff and students.

**Aligning Priority Performance Challenge(s):**
- Clear and specific rules and procedures (i.e., Code of Conduct, SOPs, Flowcharts, Parent Handbook)
- 70% or higher on our Panorama surveys for students and staff by May 15, 2023
- Monthly Kagan Coaching Days

**Aligning Root Cause(s):**
- Parents are not aware of the rules and procedures of the school. Teachers are targeting different PBIS topics, which are not aligned with the school's PBIS universal efforts. Sequence of skills targeted is not driven by student perceptual data. Common language to discuss personal relational competency is needed (PPC 1).
- A lack of knowing what our students' social emotional needs are during the pandemic.
- Our students were not in school as a whole during the pandemic and now there is a lack of cooperative learning skills.

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<th>Resources</th>
<th>Implementation Benchmarks</th>
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<tr>
<td><strong>Example action steps to select for MIS 1:</strong></td>
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<tr>
<td>- Identify building-wide supports currently being implemented. Select practices to start, stop, and continue.</td>
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<tr>
<td>- Develop a timeline for implementation of professional learning from targeted specialists, as it relates to personal and relational competency.</td>
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<tr>
<td>- Identify processes for supporting personal relational competency for adults in the system. Select practices to start, stop, and continue.</td>
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<tr>
<td><strong>Example Resources to select for MIS 1:</strong></td>
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<tr>
<td>- Panorama Supports and Environment Survey (HRS for students, staff, families)</td>
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<td>- Panorama Student SEL Competencies Survey</td>
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<td>- Panorama Teacher Perceptions of SEL Survey</td>
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<td>- Rethink Ed. Student SEL Self-Assessments</td>
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<td>- Trauma Responsive Classroom Checklist</td>
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<tr>
<td><strong>85% of students will complete PRC competencies survey by 10/15/22</strong></td>
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<td><strong>Within 30 days of completion, student data will be analyzed and three key areas of need will be identified with action plan developed</strong></td>
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<tr>
<td><strong>Within 30 days of completion, educator perceptual data will be analyzed and action plan developed for three key areas of professional learning</strong></td>
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- Monthly PBIS meetings.
- Create a plan aimed to promote psychological safety for students and staff, by planning strategies for all to feel safe, significant, respected, and related.
- Administer perceptual survey (Panorama) data collection in order to prioritize needs, based on student voice.
- Provide professional development in response to educator perceptual data (Panorama), based on data of teacher perceptions.
- Families will acknowledge and sign the Student Rights and Responsibilities Handbook during online registration.
- (PBIS) will be updated and shared with faculty and staff with associated rules and procedures shared with all students.
- Specific skills will be targeted using the personal relational proficiency scales.

**Four elements of flourishing SEL team guiding questions**
- PRC Proficiency Scales
- PRC Planning Site
- PRC District Instructional Resources Department Resources

- Within 30 days of completion, data will be analyzed to determine the presence of trauma-responsive practices and action plan
- Introduce proficiency scale topics with staff
- Allow staff to consider PRC content as part of the professional goal setting process, using the staff PRC self-reflection
- Institute *Well-Being Wednesdays* to promote staff wellness
- Emergenetics training for new staff - 9/19
- Monthly Kagan Coaching Walkthroughs
- 5 positive phone calls or postcards a week

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**Target Setting (Student Metrics)**

**Environment**
- Panorama HRS 1 Data
  - 70% favorable response or higher for Staff responses across all elements of HRS 1 by May 15, 2023
  - 70% favorable response or higher for Student responses across all elements of HRS 1 by May 15, 2023

**Personal Relational Competency**
- PRS Competency Data - Six-week data cycle tools: Survey a particular data point, Proficiency Scale Targets
- 70% of students or higher will demonstrate a sense of belonging as evidenced by Panorama or targeted by May 15, 2023

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**Action Planning Tab**

**Major Improvement Strategy 2 (Effective Teaching in Every Classroom)**

Name: 2.1 The school has adopted the Westminster Instructional Model, which is used provide feedback to teachers regarding their status and growth on sp…
What does success look like (Specific area of Leading Indicator in Column 1 of HRS Doc): Teachers will create, monitor and adjust goals as determined by the Westminster Instructional Model. These goals will be created following a self-assessment and in collaboration with administration. Year-end-results will be measured against these goals, and teachers will reflect, record, report, and revise their learning by May 15, 2023.

Aligning Priority Performance Challenge(s):
- PPC 5: WIM: Teacher systematically and systemically set goals and work through the WIM to gain proficiency on all elements.

Aligning Root Cause(s):
- Lack of consistency on knowing and implementing the elements of the WIM.

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<tr>
<td>● The instructional leadership team in the building will establish a plan to identify specific design areas to prioritize for maximizing student outcomes.</td>
<td>● Westminster Instructional Model Folio IV: General Instruction</td>
<td>● By October 1st, school and district walkthrough processes will be discussed with staff to determine efficacy of school WIM focus areas.</td>
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<tr>
<td>● PLC’s will use a consistent protocol to generate a collaborative process for professional learning in the specific design areas identified.</td>
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<td>● Principals will work with all teaching staff to set a minimum of two WIM goals as a part of staff evaluation tools.</td>
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<td>● Weekly walkthroughs piloting the WIM walkthrough tool.</td>
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Target Setting (Student Metrics)

Early Literacy - EL1, EL2, EL3 and Mathematics - M1 and M2
- When the Action Steps and Implementation Benchmarks occur, we expect 85% of students to achieve their individual EOY GLE expectation as reported in the Empower Pacing.

Action Planning Tab

Name: 3.4 Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement and growth at the stu...

What does success look like (Specific area of Leading Indicator in Column 1 of HRS Doc): By May 15, 2023, teachers and students will have begun using student-friendly Proficiency Scales across all core curriculum and all grade level equivalent classrooms.

Aligning Priority Performance Challenge(s):
- PPC 1: CMAS ELA Performance: Academic achievement 730 with 65% growth
- PPC 2: CMAS Math Performance: Academic achievement 730 with 65% growth
- PPC 3: Renaissance Vocabulary: We made strides to increase vocabulary prior to the pandemic and have lost some momentum. We will implement weekly math and reading vocabulary systematically through the building.
- PPC 4: Early Literacy: (See Nancy) We are focused on achieving well above average growth according to DIBELS from BOY-EOY.

**Aligning Root Cause(s):**
- Lack of consistency on knowing and implementing the elements of the WIM.

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<th>Implementation Benchmarks (Adult Metrics)</th>
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| **Early Literacy:**  
  - The school will conduct progress monitoring of student early literacy skills per the district’s assessment recommendations (weekly - red/bi-weekly - yellow; monthly - green) as well as 6 week monitoring of student EOY GLE expectations in Empower.  
  - (SL Sch) The school will follow the Structured Literacy scope and sequence to ensure systemic early literacy practices are in place in the classroom.  
  - Principals will monitor LETRS content through teacher lesson plans and classroom observations.  
| CDE structured literacy scope/sequence  
LETRS pedagogy reflected in teacher lesson plans  
enVisions curricular resources  
Marzano Compendium and Folios  
Current processes used to communicate concurrent enrollment options to students. | Early Literacy:  
- The school will conduct 6-week Data Cycles that determine and track efficacy of instruction and intervention strategies dictated by the progress monitoring data. 90% of students are monitored in Acadience per assessment protocols and prescribed timelines.  
- Routine monitoring visits in collaboration with CDE SL staff to focus on efficacy of rollout of SL.  
- Consistent evidence of LETRS pedagogy included in lesson plans as seen through regular classroom observation.  
| **Mathematics:**  
- Student progress targets will be established based on BOY Renaissance data  
- Teachers will utilize planning documents (YaaG, Unit Plans, enVisions scope and sequence, Westminster Instructional Model) to implement appropriate instructional pacing to ensure student learning across the school year.  
- Monthly math coaching with Art D. and admin.  
| Evidence of enVisions lesson and scope/sequence as seen in teacher YaaG, Unit and lesson plans. | **Postsecondary Workforce Readiness:**  
- Ensure a strategic plan exists to help students connect concurrent enrollment opportunities to their own aspirations (RC4). |
### Target Setting (Student Metrics)

**Early Literacy - EL1, EL2, EL3 and Mathematics - M1 and M2**
- When the Action Steps and Implementation Benchmarks occur, we expect 85% of students to achieve their individual EOY GLE expectation as reported in the Empower Pacing.
- DIBELS - 85% of students should meet appropriate growth metrics based on BOY-EOY progress metrics.
- Renaissance - 85% of students should meet student-specific appropriate growth metrics in literacy and math as preset in the system.

### Action Planning Tab

#### Major Improvement Strategy 4 (Standards Referenced Reporting)

**Name:** 4.2 Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

**What does success look like (Specific area of Leading Indicator in Column 1 of HRS Doc):** By May 25, 2023, School, Staff, and Students have individual and collective goals that are clearly articulated and communicated to appropriate stakeholders. Data are regularly collected and evaluated for those goals. Goals can/should be attributed to growth goals of 1.5 years’ growth for literacy, math, social studies/science based on GLE work within Empower as measured by interim measurements and standardized testing results. Students will also achieve 730 with 65% collectively in ELA and Math CMAS.

**Aligning Priority Performance Challenge(s):**
- PPC 1: CMAS ELA Performance: Academic achievement 730 with 65% growth
- PPC 2: CMAS Math Performance: Academic achievement 730 with 65% growth
- PPC 3: Renaissance Vocabulary: We made strides to increase vocabulary prior to the pandemic and have lost some momentum. We will implement weekly math and reading vocabulary systemically through the building.
- PPC 4: Early Literacy: (See Nancy) We are focused on achieving on well above average growth according to DIBELS from BOY-EOY

**Aligning Root Cause(s):**
- Lack of consistency with CBS practices, data meetings and analysis, coaching, and aligning literacy instruction and interventions to meet student needs.
- Due to inconsistent practices during this pandemic, inconsistent depth of knowledge and fact fluency students are not proficient while applying concrete and pictorial knowledge to abstract and higher order problem solving to meet expectations of math CMAS grade level questions. Professional development is needed to deepen learning for teachers on facilitating direct instruction (WPS WIM), while leveraging the district primary

**Resources:**
- School-wide focus on engaging students in activities that help develop a sense of efficacy and agency need to be increased, in order to help motivate and inspire students.
- CMAS vocabulary is not explicitly taught and embedded enough into our daily instruction.
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<td><strong>Empower</strong></td>
<td>● YAAG and Multi-level Instructional Tools</td>
<td>Empower</td>
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<tr>
<td>● E1: Every student has an expected Empower GLE growth goal (1.0-1.5 years growth) in Literacy, Math, Science, and Social Studies</td>
<td>● Empower Reports</td>
<td>● Teacher/student should present growth goals to parents at conferences, etc.</td>
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<tr>
<td>● E2: Empower GLEs are accurate and correlate to local and external assessment results</td>
<td>● Unit Overviews</td>
<td>● Empower GLE growth goals should be monitored and included in 6-week data cycle process</td>
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<td>● Staff and students have identifiable and articulable goals that are clearly defined and written.</td>
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<td>● Routine and regular student evidences</td>
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<tr>
<td>● Staff and students regularly measure their progress to those goals with necessary adjustments needed for goal achievement in a plan, do, check, adjust cycle.</td>
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<td>● Correlative results are analyzed after each appropriate benchmark</td>
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<tr>
<td>● Administration keeps the focus and drive on collective goals and participates in data meetings with various stakeholders.</td>
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<tr>
<td><strong>Target Setting (Student Metrics)</strong></td>
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<tr>
<td><strong>Empower</strong></td>
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<td>● E1: 85% of students will achieve the expected Empower GLE growth goal</td>
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<tr>
<td>● E2: Increase school-wide correlative results by 25% from EOY ‘21-‘22 to EOY ‘22-‘23</td>
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<tr>
<td>● E3: 85% of students (K-8) have data notebooks established with articulable goals.</td>
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**Major Improvement Strategy 5 (Competency-Based Education)**

**Name:** 5.2: The school schedule is designed to accommodate students moving at a pace appropriate to their background and needs.

**What does success look like (Specific area of Leading Indicator in Column 1 of HRS Doc):** Students appear in classrooms (literacy, Math, and Science/Social Studies) that closely align to their growth expectation. Students who are identified as being behind in the grade level equivalency at the start of 2022 will be set on a trajectory for 1.5 years growth by year’s end. This will result in a broad recoupment of learning loss for students in their core classes with teachers able to teach class groupings carefully chosen to be at the same scope and sequence trajectory for that growth to occur. Students will be rostered based on GLE’s. Teachers will execute Year-at-a-Glance and Unit Overviews that properly plan for the anticipated growth. This growth will continue all school year, and be achievable by May 25, 2023.
Aligning Priority Performance Challenge(s):
- PPC 1: CMAS ELA Performance: Academic achievement 730 with 65% growth
- PPC 2: CMAS Math Performance: Academic achievement 730 with 65% growth
- PPC 3: Renaissance Vocabulary: We made strides to increase vocabulary prior to the pandemic and have lost some momentum. We will implement weekly math and reading vocabulary systematically through the building.
- PPC 4: Early Literacy: (See Nancy) We are focused on achieving on well above average growth according to DIBELS from BOY-EOY

Aligning Root Cause(s):
- Lack of consistency with CBS practices, data meetings and analysis, coaching, and aligning literacy instruction and interventions to meet student needs.
- Due to inconsistent practices during this pandemic, inconsistent depth of knowledge and fact fluency students are not proficient while applying concrete and pictorial knowledge to abstract and higher order problem solving to meet expectations of math CMAS grade level questions. Professional development is needed to deepen learning for teachers on facilitating direct instruction (WPS WIM), while leveraging the district primary

Resources:
- School-wide focus on engaging students in activities that help develop a sense of efficacy and agency need to be increased, in order to help motivate and inspire students.
- CMAS vocabulary is not explicitly taught and embedded enough into our daily instruction.

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<tr>
<td>Empower Projected EOY GLEs are the data source used for scheduling students into class rosters</td>
<td>Empower Projected EOY GLE Reports</td>
<td>Initial class rosters, with the recommended primary instruction level, are created before the first day of school using previous year’s EOY data</td>
</tr>
<tr>
<td>Students are academically grouped by Literacy and Math separately</td>
<td>Year-at-a-Glance Documents</td>
<td>Class rosters are adjusted by the end of the third week of school after new students are properly leveled</td>
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<tr>
<td>Core teachers are provided suggested primary instruction levels for each class roster they are responsible to teach</td>
<td>Unit Overviews</td>
<td>The school schedule is designed to allow for a midday transition from Literacy to Math</td>
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<tr>
<td>Administration works cohesively with stakeholders to communicate the shifts that will occur in master-scheduling and student groupings.</td>
<td>Data meetings, coaching, PD, as-needed re-teaching with ongoing supports.</td>
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Target Setting (Student Metrics)
- 100% of students are rostered into classrooms with the primary instructional level that matches his or her Projected EOY GLE
- 100% of students are academically grouped into appropriate Literacy and Math classrooms