

State Public Charter School Authority
Legacy Traditional School Southwest Las Vegas Middle School
2024-2025 School Performance Plan

Classification: 5 Star School

Distinction Designations:
Title I



LEGACY

TRADITIONAL SCHOOLS

Board Approval Date: January 22, 2025
Public Presentation Date: January 22, 2025

Mission Statement

Our mission is to provide all students with opportunity leadership, guidance, and support to achieve academic excellence in a safe, neo traditional learning environment, with instruction from caring, knowledgeable and highly effective educators and in cooperation with supportive, involved families.

Vision

Legacy Traditional Schools' vision is to positively impact the education of every student.

Value Statement

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at

https://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/legacy_traditional_school_southwest_las_vegas/2024/nspf/md

Table of Contents

- Comprehensive Needs Assessment 4
 - Student Success 4
 - Adult Learning Culture 5
 - Connectedness 6
 - Stakeholder Engagement 7
- Priority Problem Statements 8
- Comprehensive Needs Assessment Data Documentation 9
- Goals 11
 - Goal 1: Student Success 11
 - Goal 2: Adult Learning 14
 - Goal 3: Connectedness 16
 - Goal 4: Student Success 18

Comprehensive Needs Assessment

Student Success

Student Success Summary

- *LTS Southwest middle school received 27 points out of the 30 points available for Growth.*
- *Despite the area of strength, some subgroups of students are outperforming other subgroups.*
- *There is a distinct discrepancy between students' ELA and Math academic performance as related to proficiency and closing achievement gaps.*
- *The median growth percentile for ELA decreased from 61.4 in spring 2023 to 60 in spring 2024.*
- *The adequate growth percentile for math continues to be low at 49.1.*

Student Success Strengths

- Spring 2024 SBAC results report that 62.7% of 6th-8th grade students demonstrated ELA proficiency and 47% demonstrated Math proficiency.
- Spring 2024 SBAC results report that 6th-8th graders demonstrated a pooled proficiency (Math, ELA, Science) of 54.3 %.
- Total points earned on the NSPF were 87.5 points.
- The percentage of students chronically absenteeism was decreased from 15.7% to 7.1%.
- *Spring 2024 SW middle school received 27 growth points out of the 30 points available compared to 25 points from the Spring 2023. This is an increase of 2 points.*
- *The median growth percentile for math grew from 61% in spring 2023 to 64% in spring 2024.*

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): The school continues to make improvements in closing the math achievement gap for middle school students but the rate is low. **Critical Root Cause:** Post-pandemic learning gaps inconsistent use of targeted interventions and enrichment have contributed to this.

Problem Statement 2 (Prioritized): The proficiency rate in ELA and Math for students receiving special education services is significantly low. **Critical Root Cause:** Special education services are inconsistently addressing the gap between students' present levels and grade level achievement levels.

Adult Learning Culture

Adult Learning Culture Summary

- Teachers work in collaborative teams to review and plan for the teaching of essential learning targets based on the NVACS.
- The school is a large school with only one instructional coach to provide support to 67 licensed teachers.
- Professional development is provided to teaching staff but may not be targeted or specific enough for each teacher.
- There is a high percentage of teachers with minimal years of experience and therefore there is inconsistent writing and implementation of lesson plans. A high number of teachers continue to need support with internalizing the lesson planning process.

Adult Learning Culture Strengths

- *School leaders provide opportunity for teachers to participate in CTM(PLC) and MTSS weekly meetings.*
- *During the 2023-2024 school year more teachers became proficient in the CTM and MTSS processes.*
- *Instructional pacing guides were created and provided to all teaching staff with the unwrapped NVACS.*

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers struggle with internalizing lesson plans, using formative checks and/or pivoting as needed within the lesson. **Critical Root Cause:** Some teachers lack knowledge of lesson planning or lesson planning is viewed as a compliance task rather than an integral part of preparing for student learning.

Connectedness

Connectedness Summary

- *Low response rate for staff and parent surveys.*
- *Various clubs, sports and activities are available to our middle school students. A small percentage of students participate.*
- *SEL lessons are inconsistently incorporated into the general education classrooms.*
- *Middle school students completed the Nevada SEL student survey. Based on this survey only 61% of middle school students stated that they strongly agree or agree that their teachers understand their problems.*

Connectedness Strengths

- *Teacher and retention from year to year is improving.*
- *Many students in middle school grades have been here since the opening*
- *The school retained 91% of students from the 23-24 school year to for the 24-25 school year.*
- *Families have reported they are pleased to have an alternative to the local school district.*
- *A PVO committee works to support the school community through volunteering, fundraising, staff appreciation, and special events.*
- *83% of the students responded that their teachers care about them.*

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Based on the student survey there is a disconnect with student perception between their teachers caring for them and actually understanding the students problems. **Critical Root Cause:** SEL lessons are inconsistently implemented in the classrooms or teachers rush through this.

Problem Statement 2 (Prioritized): The family survey score or NPS (Net Promoter Score) decreased from 43 in the spring 2023 to 37 in the spring 2024. Parents report inconsistent concerns over communication from the school. **Critical Root Cause:** Communication between the school and families was not timely or consistent at times throughout the school year.

Stakeholder Engagement

Stakeholder Engagement Summary

Prompt	Response
<p>In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.</p>	<p>The school engages all stakeholders through a variety of ways including; the instructional leadership team, staff committees, focus groups, parent universities, student clubs, board meetings, bi-annual parent engagement surveys, student climate surveys, annual staff engagement surveys.</p>
<p>What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?</p>	<p>Based on the family and staff surveys the school scored a favorable rating. An area of concern among families is communication. An area of concern for employees is school climate for the adults.</p>
<p>What has worked well in your previous engagement efforts? What might you do differently to increase or improve engagement moving forward?</p>	<p>Our instructional leadership team along with the school administration work to identify areas of concern through start, stop, continue discussions. These cycles occur each quarter.</p>

Stakeholder Engagement Strengths

The Legacy Traditional School Board of Directors is an active stakeholder group. They regularly engage the upper leadership including the superintendent regarding the policies and oversight of the school.

The Southwest campus has a very active and strong Parent Volunteer Organization. This parent group works to support school initiatives including academic and extracurricular events on campus. The PVO raises nearly \$60,000 each year to support various projects on the school campus including classroom funded projects, family events, additional technology (chromebooks), student recognition and staff appreciation.

Teachers and staff are encouraged to voice concerns and participate in the school improvement process. Each team has a team leader that represents them on the Instructional Leadership Team.

Student council represents students and their ideas and concerns.

Priority Problem Statements

Problem Statement 1: The school continues to make improvements in closing the math achievement gap for middle school students but the rate is low.

Critical Root Cause 1: Post-pandemic learning gaps inconsistent use of targeted interventions and enrichment have contributed to this.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers struggle with internalizing lesson plans, using formative checks and/or pivoting as needed within the lesson.

Critical Root Cause 2: Some teachers lack knowledge of lesson planning or lesson planning is viewed as a compliance task rather than an integral part of preparing for student learning.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Based on the student survey there is a disconnect with student perception between their teachers caring for them and actually understanding the students problems.

Critical Root Cause 3: SEL lessons are inconsistently implemented in the classrooms or teachers rush through this.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: The family survey score or NPS (Net Promoter Score) decreased from 43 in the spring 2023 to 37 in the spring 2024. Parents report inconsistent concerns over communication from the school .

Critical Root Cause 4: Communication between the school and families was not timely or consistent at times throughout the school year.

Problem Statement 4 Areas: Connectedness

Problem Statement 5: The proficiency rate in ELA and Math for students receiving special education services is significantly low.

Critical Root Cause 5: Special education services are inconsistently addressing the gap between students' present levels and grade level achievement levels.

Problem Statement 5 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Early childhood literacy and math goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes
- State and federal planning requirements
- Covid-19 factors, and/or waivers

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- English Language Proficiency Assessment System results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Special education
- At-risk
- EL
- Homeless data
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Revised/Approved: October 24, 2024

Goal 1: Student Success

Annual Performance Objective 1: The campus will earn at least 90 points on the NSPF to maintain 5 star status.

Evaluation Data Sources: Winter 2024 MAP Data in both math and ELA
 2024 CTM/PLC and MTSS data in both math and ELA
 2024 IXL data in both math and ELA

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Utilization of High Leverage Practices to provide Standards-Based Instruction in ELA, Math and Science. High Leverage Practices are researched backed practices that impact student achievement.</p> <p>Author links open overlay panel Vicki Vescio, Abstract After an overview of the characteristics of professional learning communities (PLCs), Andrews, D., Bambino, D., Berry, B., Bryk, A. S., Buysse, V., Carver, C. L., Cochran-Smith, M., Darling-Hammond, L., & DuFour, R. (2007, March 2). A review of research on the impact of Professional Learning Communities on teaching practice and student learning. Teaching and Teacher Education. https://www.sciencedirect.com/science/article/abs/pii/S0742051X07000066</p> <p>Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge/Taylor & Francis Group. https://doi.org/10.4324/9780203181522</p> <p>Formative Measures: Administer the Fall, Winter and Spring MAP assessments and analyze results for learning trends Professional development on Identifying Standards, Unwrapping Standards, and creating common assessments Professional development on High Leverage Practices and engagement strategies Professional development on EL strategies for working with English Learners</p> <p>Position Responsible: All teachers, staff, and administration will work together collaboratively to ensure that all improvement strategies are implemented</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	Status Check		
	Feb	May	May

Improvement Strategy 2 Details	Status Checks		
<p>Improvement Strategy 2: Weekly Collaborative Team Meetings (CTM) and Multi-Level Tiered Support System (MTSS) grade-level meetings facilitated by both the lead teacher and administration.</p> <p>Formative Measures: Administer Fall, Winter, Spring MAP assessments and analyze trends and skill needs. Administer IXL Diagnostics Professional development on Identifying Standards, Unwrapping Standards, and creating common formative assessments Administer common assessments within the grade level and analyze results for planning reteaching and extension Professional development on MTSS best practices, progress monitoring and quality interventions.</p> <p>Position Responsible: All teachers, staff, and administration will work together collaboratively to ensure that all improvement strategies are implemented</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising</p>	Status Check		
	Feb	May	May
Improvement Strategy 3 Details	Status Checks		
<p>Improvement Strategy 3: Implement daily intervention period for both ELA and Math for identified students. Implement systematic interventions and additional online targeted practice using IXL. Identified emerging and approaching students to work in small groups with reading and math interventionists for Tier III support.</p> <p>Formative Measures: Administer Fall, Winter, Spring MAP assessments and analyze trends and skill needs. Administer AIMSweb benchmark assessments Professional development on MTSS best practices, progress monitoring and quality interventions. Invite students to all applicable intervention opportunities Plan and prepare intervention and tutoring sessions to align to student skill deficits</p> <p>Position Responsible: All teachers, staff, and administration will work together collaboratively to ensure that all improvement strategies are implemented</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	Status Check		
	Feb	May	May
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Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: The school continues to make improvements in closing the math achievement gap for middle school students but the rate is low. **Critical Root Cause:** Post-pandemic learning gaps inconsistent use of targeted interventions and enrichment have contributed to this.





Goal 2: Adult Learning

Aligns with District Priority

Annual Performance Objective 1:

The Southwest campus will increase the percentage of teachers who consistently apply key elements of their lesson plans--such as learning objectives, instructional strategies, and assessment methods--into daily instruction to 75% by the end of the academic year, as measured by lesson plan audits and classroom observations conducted at least twice per semester.

Evaluation Data Sources: Lesson plan fidelity checks
 Classroom observations with review of lesson plans to match
 CTM/PLC instructional mapping documents- Admin and the Instructional Coach participate in CTM/PLC meetings
 Post observation conferences with teachers

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Professional development on Identifying Standards, Unwrapping Standards, and creating common assessments Administer common assessments within the grade level and analyze results for planning reteaching and extension</p> <p>Author links open overlay panel Vicki Vescio, Abstract After an overview of the characteristics of professional learning communities (PLCs), Andrews, D., Bambino, D., Berry, B., Bryk, A. S., Buysse, V., Carver, C. L., Cochran-Smith, M., Darling-Hammond, L., & DuFour, R. (2007, March 2). A review of research on the impact of Professional Learning Communities on teaching practice and student learning. Teaching and Teacher Education. https://www.sciencedirect.com/science/article/abs/pii/S0742051X07000066</p> <p>Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge/Taylor & Francis Group. https://doi.org/10.4324/9780203181522</p> <p>Formative Measures: Administer Fall, Winter, Spring MAP assessments and analyze trends and skill needs. Individualized professional development for each teacher based on their own unique needs and challenges Teacher leads and administrators will analyze the coaching rubric to best coach and mentor teachers</p> <p>Position Responsible: All teachers, staff, and administration will work together collaboratively to ensure that all improvement strategies are implemented</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	Status Check		
	Feb	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture





Problem Statement 1: Teachers struggle with internalizing lesson plans, using formative checks and/or pivoting as needed within the lesson. **Critical Root Cause:** Some teachers lack knowledge of lesson planning or lesson planning is viewed as a compliance task rather than an integral part of preparing for student learning.

Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: We will increase our NPS (net promoter score) of 37 (favorable) as measured from the parent survey data from Spring 2024 to an NPS score of 50 (excellent) on a scale of -100 to 100 in Spring 2025.

Evaluation Data Sources: Fall parent survey
Spring parent survey

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Together as a school community we are all going to focus on improving communication among all stakeholders.</p> <p>Kraft, M. A., & Dougherty, S. M. (2013). The effect of teacher-family communication on student engagement: Evidence from a randomized field experiment. <i>Journal of Research on Educational Effectiveness</i>, 6(3), 199-222.</p> <p>Formative Measures: Administrative team sends out a weekly email to parents Teachers send out weekly newsletter emails via Infinite Campus Daily communications as needed based on student discipline, academic concerns, etc. Parents are encouraged to attend school events including flag ceremony, reciting of poems, awards ceremonies, PVO meetings, athletic events, school events, etc.</p> <p>Position Responsible: All teachers, staff, and administration will work together collaboratively to ensure that all improvement strategies are implemented</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Connectedness 2</p>	Status Check		
	Feb	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Annual Performance Objective 1 Problem Statements:

Connectedness
<p>Problem Statement 2: The family survey score or NPS (Net Promoter Score) decreased from 43 in the spring 2023 to 37 in the spring 2024. Parents report inconsistent concerns over communication from the school . Critical Root Cause: Communication between the school and families was not timely or consistent at times throughout the school year.</p>

Goal 3: Connectedness

Annual Performance Objective 2: The Southwest campus will increase the number of middle school students who agreed or strongly agreed that their teachers understand their problems from 61% to 80% of student as measured by the annual student survey.

Evaluation Data Sources: Nevada SEL survey- December 2024

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Implementation of Social Emotional Learning lessons twice a week for a minimum of twenty minutes to promote student voice, trust in staff and connectedness amongst peers.</p> <p>Social and emotional skills can be intentionally cultivated with high-quality practices, programs, and interventions in both school and out-of-school settings. For example, in their seminal review of more than 200 school-based, universal social and emotional learning programs spanning grades K-12, Durlak and colleagues (2011) demonstrated that students who participated in evidence-based social and emotional learning (SEL) programs showed significant improvements in social and emotional learning skills, behavior, attitudes, and academic performance, as well as reduced emotional distress and conduct problems. Durlak et al., 2011</p> <p>https://www.aspeninstitute.org/wp-content/uploads/2018/03/FINAL_CDS-Evidence-Base.pdf</p> <p>Formative Measures: Student focus groups fall, winter and spring (measure of percentage of students reporting agree or strongly agree with statements regarding teacher care and understanding)</p> <p>Position Responsible: All teaching staff and administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
	Feb	May	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Annual Performance Objective 2 Problem Statements:

Connectedness
<p>Problem Statement 1: Based on the student survey there is a disconnect with student perception between their teachers caring for them and actually understanding the students problems. Critical Root Cause: SEL lessons are inconsistently implemented in the classrooms or teachers rush through this.</p>

Goal 4: Student Success


Annual Performance Objective 1: The Southwest campus will increase the proficiency rates of students with IEPs in both math and ELA by 5% as measured by the Spring 2025 SBAC scores. For Math students proficiency raters will increase from 11% (spring 2024) to 16% as measured by the Spring 2024 SBAC. SBAC. For ELA students proficiency rater will increase from 17% (spring 2024) to 22% as measured by the Spring 2025 SBAC.

Evaluation Data Sources: Spring 2024 SBAC scores compared to Spring 2025 SBAC scores

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Utilization of High Leverage Practices to provide Standards-Based Instruction in ELA, Math and Science. High Leverage Practices are researched backed practices that impact student achievement.</p> <p>Analyze students with IEP's proficiency rates, other school data including MAP and AIMS Web, progress monitoring data and ensure that their IEP goals are aligned with their needs and areas of deficiency. All students will receive Tier 1, 2, and if needed Tier 3 instruction in addition to the required services as outlined in their IEP. Parent communication will be ongoing to provide updates on progress and how students can be supported at home via IXL.</p> <p>APR Indicator 3: Assessment: (A) Participationrate for children with IEPs, (B) Proficiency rate for children with IEPsagainst grade-level academic achievement standards, (C) Proficiency rate forchildren with IEPs against alternate academic achievement standards, (D) Gap inproficiency rates for children with IEPs and for all students against grade-level academic achievement standards.</p> <p>Author links open overlay panelVicki Vescio, AbstractAfter an overview of the characteristics of professional learning communities (PLCs), Andrews, D., Bambino, D., Berry, B., Bryk, A. S., Buysse, V., Carver, C. L., Cochran-Smith, M., Darling-Hammond, L., & DuFour, R. (2007, March 2). A review of research on the impact of Professional Learning Communities on teaching practice and student learning. Teaching and Teacher Education. https://www.sciencedirect.com/science/article/abs/pii/S0742051X07000066</p> <p>Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge/Taylor & Francis Group. https://doi.org/10.4324/9780203181522</p> <p>Formative Measures: MAP assessments Fall, Winter, and Spring IXL Diagnostic Assessment</p> <p>Position Responsible: Special education case managers, general education teachers and academic interventionists</p> <p>Student Groups This Strategy Targets: Students with Disabilities, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 2</p>	Status Check		
	Feb	May	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 2: The proficiency rate in ELA and Math for students receiving special education services is significantly low. **Critical Root Cause:** Special education services are inconsistently addressing the gap between students' present levels and grade level achievement levels.