# Analyzing Strengths and Challenges

## Strengths

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| **Strength** | **Discussion Points** |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Assessments need to be analyzed which will lead to meaningful changes to instructional practices and opportunities. Grade level data teams need to be meeting on a regular basis to review and drive future instruction. |
| Align curricular materials and lesson plans to the PA Standards. A dialogue with IU 18 has been started and all grades will have focus standards that are aligned to PA standards. We started in grade 3 for the 2022-2023 school year and will continue to for three years and will move on to grade 4 for the 2023-2024 school year. | We noticed that there was a significant decline in the ELA scores in the 4th grade. We would like to not only focus on this grade level but also look at the mastery level of their foundational skills in K-2. |
| 100% of students exceeded the state average of 87.9% on the career-standard benchmark using Choices 360 grades K-8. |  |
| All Hispanic students met or exceeded the growth indicator in math for 2022 |  |

## Challenges

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| **Challenge** | **Discussion Points** | **Priority For Planning** | **Priority Statement** |
| Collectively shape the vision for continuous improvement of teaching and learning | The vision for continuous improvement of teaching & learning needs to be reinforced continuously throughout the school year. Grade level data teams need to be established with designated leaders. Administration needs to collaborate with each grade level and provide learning opportunities during staff development times. Special subject area teachers will be included. | No |  |
| Identify professional learning needs through analysis of a variety of data at every grade level. |  | No |  |
| No fourth-grade ELA students with disabilities exceeded their baseline score BOY to MOY. |  | Yes | Virtual learning for the Covid years were very difficult for the students with disabilities resulting in a loss of individualized and small group instruction. |
| The Economically Disadvantages students failed to meet the statewide goal/interim target in Mathematics/Algebra | Staff development times need to be set up so that ELD and regular education teachers can collaborate on the individual needs of each student. Grade level curriculum standards need to be more cohesive with the ELD content. | No |  |
| All student groups did not meet Interim Goal/Improvement Target by 12.3%. |  | Yes | In our school community, education was not a priority during the covid years. We are continuing to work to bridge the educational gaps. We have made major progress in reestablishing communication between school and home and in the value of education. |
| Grade 4 ELA Hispanic students were well below the growth indicator for 2022 | With 91% of our population being Hispanic it was determined that the greatest need is at the grade 4 ELA level. Align curricular materials and lesson plans to the PA Standards. A dialogue with IU 18 has been started and all grades will have focus standards that are aligned to PA standards. We started in grade 3 for the 2022-2023 school year and will continue to for three years and will move on to grade 4 for the 2023-2024 school year. | No |  |