# Summary Of Strengths and Challenges

## Strengths

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| **Strength** | **Consideration In Plan** |
| All students participated in required physical education courses. | No |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Yes |
| 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. | Yes |
| Implement an evidence-based system of school-wide positive behavior interventions and supports. The School-Wide behavior program will assist in helping students understand their responsibility in the teaching and learning process. | No |
| Implement a multi-tiered system of support for academics and behavior. We will implement a serious writing program that begins in grades K-6 will be implemented | No |
| 100% English Learners met or exceeded statewide goal in Math/Algebra Standard Demonstrating Growth. | No |
| 100% of Students with Disabilities exceeded performance standard in Career Standards Benchmark. | No |
| 61% of fifth-grade ELA students maintained or exceeded their baseline score BOY to MOY. | No |
| 54% of third-grade math students maintained or exceeded their baseline score BOY to MOY. | No |
| 58% of fifth-grade math students maintained or exceeded their baseline score BOY to MOY. | No |
| 78% of Algebra I students maintained or exceeded their baseline score BOY to MOY. | No |
| 83% of eighth-grade math students with disabilities maintained or exceeded their baseline score BOY to MOY. | No |
| Economically-disadvantaged students showed growth for Interim Goal/Improvement Target. | No |
| 100% of students exceeded the state average of 87.9% on the career-standard benchmark using Choices 360 grades K-8. | Yes |
| Foster a culture of high expectations for success for all students, educators, families, and community members. We need more family support and help from outside agencies. | No |
| Grade 8 students with disabilities in ELA were 100% below basic in 2021 and it went down to 41.7% in 2022. | No |
| All Hispanic students met or exceeded the growth indicator in math for 2022 | Yes |

## Challenges

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| **Challenge** | **Consideration In Plan** |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | No |
| Collectively shape the vision for continuous improvement of teaching and learning | Yes |
| Identify professional learning needs through analysis of a variety of data at every grade level. | Yes |
| Use multiple professional learning designs to support the learning needs of staff | No |
| No fourth-grade ELA students with disabilities exceeded their baseline score BOY to MOY. | Yes |
| The White student subgroup failed to meet the statewide goal/interim target in Mathematics/Algebra | No |
| The Economically Disadvantages students failed to meet the statewide goal/interim target in Mathematics/Algebra | Yes |
| 60% of fifth-grade math students with disabilities did not maintain or exceed their baseline score BOY to MOY. | No |
| All student groups did not meet Interim Goal/Improvement Target by 12.3%. | Yes |
| Even though all students participate in Physical Education courses, mental health issues need to be prioritized. | No |
| Although we reached 100% of students exceeding performance standard in Career Standards Benchmark, we would like to incorporate additional career programs. | No |
| Grade 3 ELA students with disabilities scored 40 % below basic in 2021 and it increased to 80% below basic in 2022. | No |
| Grade 4 ELA Hispanic students were well below the growth indicator for 2022 | Yes |

## Most Notable Observations/Patterns

ELA students in grade 4 throughout multiple subgroups failed to meet the growth indicator.