# Analyzing Strengths and Challenges

## Strengths

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| **Strength** | **Discussion Points** |
| All student groups exceeded the standard demonstrating growth for English Language Arts/ Literature. | The amount of growth needs to be celebrated, analyzed, and more challenging goals need to be created. |
| All student groups exceeded the standard demonstrating growth in mathematics/ algebra.  | The amount of growth needs to be celebrated, analyzed, and more challenging goals need to be created. |
| All student groups met the interim goal/ improvement target for science/ biology. | The amount of growth needs to be celebrated, analyzed, and more challenging goals need to be created. |
| The English Learners student group met and exceeded the standard for demonstrating growth in ELA, math, and science. | English language learners continue to meet growth standards in all areas yet continue to perform below level in relation to grade level expectations. |
| The Economically Disadvantaged student group met and exceeded the standard for demonstrating growth in ELA, math, and science. | The Economically Disadvantaged student group continue to meet growth standards in all areas yet continue to perform below level in relation to grade level expectations. |
| 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.  |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Staff members are encouraged to share in the successes in their classrooms and collaborate with others to employ research-based best practices. |

## Challenges

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| **Challenge** | **Discussion Points** | **Priority For Planning** | **Priority Statement** |
| All student groups failed to meet the interim goal/ improvement target on the ELA PSSA. 41.3% of students in grades 3-8 were Proficient or Advanced. | Although students meet the growth target, the ELA curriculum continues to be a challenge due to ability levels and language barriers. Class sizes are higher than hoped. | Yes | Instructional goals need to be created, monitored, and refined based upon ongoing progress. |
| All student groups failed to meet the interim goal/ improvement target on the Math PSSA. 17.6% of students in grades 3-8 were Proficient or Advanced. | Although students meet the growth target, the math curriculum continues to be a challenge due to ability levels and language barriers. Class sizes are higher than hoped. | Yes | Instructional goals need to be created, monitored, and refined based upon ongoing progress. |
| Students with disabilities are not meeting the statewide goal/ interim target for PVAAS growth in ELA, math, science. |  | No |  |
| Foster a culture of high expectations for success for all students, educators, families, and community members |  | No |  |
| Collectively shape the vision for continuous improvement of teaching and learning |  | No |  |