

Summary Of Strengths and Challenges

Strengths

Strength
The focus on the continuous improvement of instruction has resulted in processes and teams successfully updating multiple content areas and doing so in a consistent manner. This in turn has resulted in teams becoming more fluid, learning extending beyond one team or content area, and changes more quickly being disseminated throughout the organization. Using this process as a guide for multiple other applications should support the replication of these results and in turn increase the overall experience and learning of students throughout AGSD.
AGIS ELA, Mathematics and Science statewide growth data exceeded both the statewide interim targets as well as the statewide average for the 18-19 school year.
Almost 100% of AGSD students met the career standards benchmark for the 20-21 school year, exceeding the statewide target.
FSEMS ELA, Mathematics and Science statewide growth data exceeded both the statewide interim targets as well as the statewide average for the 18-19 school year.
AGHS Literature and Algebra I assessment data met the statewide goal and Biology assessment data met the statewide interim targets for the 18-19 school year.
Multiple years of focused and intentional curriculum work, in alignment with the Understanding by Design Framework, is creating coherence of practices and expectations across all classrooms. Accompanied by support from instructional specialists and emphasis on intervention, students and teachers are being supported in multiple ways throughout AGSD.
Multiple years of focused and intentional curriculum work, in alignment with the Understanding by Design Framework, is creating coherence of practices and expectations across all classrooms. There has also been an emphasis on the professional development of our teachers as the new math curriculum has been introduced and now integrated into each classroom K-8. Accompanied by support from instructional specialists and emphasis on intervention, students and teachers are being supported in multiple ways throughout AGSD.
Movement across all buildings toward a team-based, PLC process has increased communication, continuity and collective efficacy for teachers. This has in turn resulted in greater sharing of ideas, resources, and supports for students, as well as increasing the use of evidence and data in determining student areas of success or need.
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Work to increase continuity and coherence in the K-8 curriculum and experiences has occurred through the implementation of Project Lead The Way (PLTW) in grades K-8 via the encore and arts cycle schedules. Students are participating in an increased number of experiences that are future and career-aligned, preparing students for greater success at AGHS whether in the Business or Applied Engineering departments. This is further being seen in an increase in the number of students who are self-reporting the studying of an engineering-related field beyond graduation.

Improvements in utilizing educational technology, availability of devices for all students and increased internet access in student homes has created multiple opportunities to enhance and deepen the academic program. Our staff has embraced not only Schoology but a broad range of educational technologies that helped both teachers and students thrive throughout the pandemic. Now that things have returned to a greater state of normalcy, our teachers utilize the technology to varying degrees, embracing some aspects of technology but maintaining in person strategies as well. The presence of Schoology and the consistency between teachers is something that has helped significantly, especially as we continue to pursue new and innovative ways to engage students academically, as well as more quickly adjust to their needs moving into the future.

The construction of the new Avon Grove High School will result in significantly increased opportunities for students to participate in authentic and real-world experiences. The renovation of the existing Avon Grove High School will allow for similar expansion of learning opportunities for students in attendance in the renovated building, but will also allow for the redistricting of AGSD to create grade bands of K-1, 2-5, 6-8, 9-12.

Hold monthly meetings (Padres Latinos) in person as well as virtually in support of school programs and digital literacy and also created a Spanish text messaging line. These services are aimed at our Hispanic families, who also comprise the greatest proportion of our English Learners.

Initiated the EMPOWER program for students with IEPs to experience authentic workplace learning and training. The success of this program will be extended to a greater number of students with disabilities in the immediate community as well as in the immediate neighboring areas.

The use of instructional technology as an embedded and effective tool to support learning, both in the school setting as well as from other locations, is evident and a strength of AGSD. Providing internet access in the home to students who would otherwise not have such has expanded the opportunities for learning. Ongoing professional learning in the effective use of instructional technology has increased consistency of usage and expectations, providing students and their caregivers streamlined and consistent practices to learn and employ in the pursuit of learning outcomes and goals. Finally, digitizing most core content has created a foundation for future expansion of learning opportunities for students in all grades to participate in both traditional as well as non-traditional learning experiences.

Updating the facilities of AGSD, whether in existing buildings or through construction projects to create (new Avon Grove High School) or renovate (new Avon Grove Middle School), has created community excitement and support in advance of the tremendous opportunities possible for students and staff in these spaces. Developing and implementing a financial and facilities plan (as was articulated in previous Strategic Planning as well as Comprehensive Planning documents) will enable the district to provide an educational environment that is matched to the educational needs and priorities of the students and their future application of learning. Doing so in a manner that will likely be under original budget and borrowing estimates will allow for resources to be focused on student needs and programs in a fiscally sound manner.

Community engagement and involvement continues to improve, with examples of success including the development of a financially-stable Education Foundation, community outreach through parent speaker series and Padres Latinos, expanded communication processes celebrating district students and good news, and school/business partnerships to support students. Community perceptions of communication and information sharing are predominantly positive, with suggestions and opportunities for improvement clear and possible in the immediate future.

Challenges

Challenge
<p>The clarity and consistency of focus and messaging has been directly impacted since March of 2020 with the advent of the COVID pandemic. Because of the need to pivot and respond to conditions that changed continually, sometimes by the hour, the focus and direction of the AGSD has been impacted in a negative way. This has manifested in a lack of clarity of district goals, the action plans associated with them, and the role/responsibility of stakeholders in achieving these goals. Creating greater coherence, which will then be communicated and shared with the overall school community, will allow for a fresh review of resources, professional learning and instructional practices to meet each student's needs. Reconnecting each member of the organization with their role, as well as the overarching goals and expectations of AGSD, will create a level of understanding and application that currently is not present for all stakeholder groups. It will also allow, during a continued time of change and growth, for ownership and responsibility across all components of the AGSD.</p>
<p>FSEMS and AGHS English Language Growth and Development assessment data did not meet the interim goal or improvement target in the 19-20 school year.</p>
<p>AGIS science performance decreased in 5 of 6 student groups/subgroups with available data.</p>
<p>Multiple subgroups of students are not meeting growth interim or statewide targets in core content areas being assessed through statewide examinations.</p>
<p>Deepening of the MTSS process in each building, with enhanced Tier 1 instruction (within each classroom as is needed by each student) should remain an area of focus. Additionally, deepening the use of formative as well as summative assessment data in meeting the needs of students would provide additional growth and achievement across all classrooms.</p>
<p>Deepening of the MTSS process in each building, with enhanced Tier 1 instruction (within each classroom as is needed by each student) should remain an area of focus. Additionally, deepening the use of formative as well as summative assessment data in meeting the needs of students would provide additional growth and achievement across all classrooms.</p>
<p>The analysis, evaluation and revision of the science curriculum is scheduled to begin during the 22-23 school year, identifying through a variety of data sources the areas of strength and need for students. As there is less data available to evaluate progress in science as compared to mathematics or ELA, additional steps and actions may need to be taken to more accurately assess the current curriculum. Additionally, deepening the use of formative as well as summative assessment data in meeting the needs of students would provide additional growth and achievement across all classrooms.</p>
<p>Continuing to modify and adapt the options available for students in science, technology and engineering related courses will require an ongoing awareness and partnership with local and regional leaders in these career fields so that the experiences of AGSD students best prepares them for the demands and expectations of these areas.</p>
<p>Emphasize authentic learning of the identified Profile of a Future Ready Avon Grove Graduate competencies of knowledge, skills, and character, so that each student will demonstrate transferable and future-ready skills.</p>
<p>Ensure that the K-12 assessment and reporting system aligns with best practices and current trends in secondary and post-secondary education</p>

<p>Redevelop the career pathways model to better support the academic and career planning of all students</p>
<p>Develop and implement a comprehensive system (MTSS) that aligns academic, behavioral and social-emotional needs with supports for intervention or enrichment</p>
<p>Create learning options for students within and beyond the traditional school structure</p>
<p>The current staffing ratios of the district, as related to the ethnicity of professional and support staff, need to better reflect the diversity of the school community</p>
<p>High Quality Academics: AGSD will need to continue to cultivate a rigorous and thriving learning environment that ensures every student has access to the instruction, resources and supports to master grade-level content and meet or exceed their unique and individualized goals. Doing so will require an emphasis on 1) a culture of innovation, 2) equitable access and opportunity for each student, 3) professional learning experiences that are personalized, goal-aligned and evidence-based, emphasizing coherence between district initiatives and educator readiness to meet the individualized needs of students, and 4) the use of inclusionary practices that are also culturally responsive to the academic, social-emotional and behavioral needs of all students.</p>
<p>Supportive Learning Environments: Place equitable, trauma-informed principles at the core of planning to create a safe and inclusive space for learning, form positive and supportive relationships, and support students and staff mentally and socially. Doing so will require an emphasis on 1) proactively developing systems to support the physical and mental health of students (early identification of need, response to substance abuse, intervention and crisis response) and staff, 2) deepening the sense of belonging and community among all professionals, support staff, students, and parents/caregivers, 3) understanding and supporting the social emotional learning (SEL) for students and employees, balancing academic goals with mental wellness, 4) developing the structures and mindset to support each student in a timely manner as needs or concerns arise, 5) reconfiguring the grade spans as well as start times of buildings to align with research regarding student needs and mental health implications, and 6) evaluating the staffing levels of all support personnel as compared to student access, need, and appropriate benchmarks</p>
<p>Healthy System Conditions: Create conditions of continuous improvement in staffing, technology, food service, communication and financial systems to support the growth of each student. These conditions will include 1) identifying and assembling the financial, human and physical resources necessary to achieve the articulated goals of the school district, 2) identifying, hiring, developing, and retaining a workforce that better reflects the diversity of the school community, 3) meeting or exceeding industry standards in the areas of maintenance and repair, technology up-time, transportation, and food services in support of student readiness for learning, 4) expanding financial planning practices that maximize spending/pupil and available tax revenue, 5) publishing district and building goals and action plans, as well as their process for monitoring and evaluation, so that they will be visible and available to all stakeholders, 6) gathering and publishing input from stakeholders, using a consistent tool and schedule, to monitor district and building progress and improvement efforts, 7) facilitating communication through the means most requested by stakeholder groups, 8) expanding the communication for AGSD beyond caregivers/parents to include all residents of the AGSD community, and 9) developing two-way communication between stakeholders and all district and building teams.</p>

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
<p>The clarity and consistency of focus and messaging has been directly impacted since March of 2020 with the advent of the COVID pandemic. Because of the need to pivot and respond to conditions that changed continually, sometimes by the hour, the focus and direction of the AGSD has been impacted in a negative way. This has manifested in a lack of clarity of district goals, the action plans associated with them, and the role/responsibility of stakeholders in achieving these goals. Creating greater coherence, which will then be communicated and shared with the overall school community, will allow for a fresh review of resources, professional learning and instructional practices to meet each student's needs. Reconnecting each member of the organization with their role, as well as the overarching goals and expectations of AGSD, will create a level of understanding and application that currently is not present for all stakeholder groups. It will also allow, during a continued time of change and growth, for ownership and responsibility across all components of the AGSD.</p>		Yes	<p>Clearly articulating the goals, action plans and expected outcomes to all stakeholders in AGSD will create coherence and success throughout the organization.</p>
<p>FSEMS and AGHS English Language Growth and Development assessment data did not meet the interim goal or improvement target in the 19-20 school year.</p>		No	
<p>Multiple subgroups of students are not meeting growth interim or statewide targets in core content areas being assessed through statewide examinations.</p>		No	
<p>Deepening of the MTSS process in each building, with enhanced Tier 1 instruction (within each classroom as is needed by each student) should remain an area of focus. Additionally, deepening the use of formative as well as summative assessment data in meeting the needs of students would provide additional growth and achievement across all classrooms.</p>		No	
<p>Continuing to modify and adapt the options available for students in science, technology and engineering related courses will require an ongoing awareness and partnership with local and regional leaders in these career</p>		No	

fields so that the experiences of AGSD students best prepares them for the demands and expectations of these areas.			
Emphasize authentic learning of the identified Profile of a Future Ready Avon Grove Graduate competencies of knowledge, skills, and character, so that each student will demonstrate transferable and future-ready skills.		No	
Ensure that the K-12 assessment and reporting system aligns with best practices and current trends in secondary and post-secondary education		No	
Redevelop the career pathways model to better support the academic and career planning of all students		No	
Develop and implement a comprehensive system (MTSS) that aligns academic, behavioral and social-emotional needs with supports for intervention or enrichment		No	
High Quality Academics: AGSD will need to continue to cultivate a rigorous and thriving learning environment that ensures every student has access to the instruction, resources and supports to master grade-level content and meet or exceed their unique and individualized goals. Doing so will require an emphasis on 1) a culture of innovation, 2) equitable access and opportunity for each student, 3) professional learning experiences that are personalized, goal-aligned and evidence-based, emphasizing coherence between district initiatives and educator readiness to meet the individualized needs of students, and 4) the use of inclusionary practices that are also culturally responsive to the academic, social-emotional and behavioral needs of all students.		Yes	Each student in AGSD will learn in innovative and future-focused classrooms, taught by highly-qualified educators who demonstrate that they are learners and problem-solvers and are responsive to each student's needs.
Supportive Learning Environments: Place equitable, trauma-informed principles at the core of planning to create a safe and inclusive space for learning, form positive and supportive relationships, and support students and staff mentally and socially. Doing so will require an emphasis on 1) proactively developing systems to support the physical and mental health of students (early identification of need, response to substance abuse, intervention and crisis response) and staff, 2) deepening the sense of belonging and community among all professionals, support staff, students, and parents/caregivers, 3) understanding and supporting the social emotional learning (SEL) for students and employees, balancing academic goals with		Yes	Each student and staff member in AGSD will have access to a comprehensive system that provides the mental, social, and emotional supports necessary to reach their goals and fulfill their potential.

<p>mental wellness, 4) developing the structures and mindset to support each student in a timely manner as needs or concerns arise, 5) reconfiguring the grade spans as well as start times of buildings to align with research regarding student needs and mental health implications, and 6) evaluating the staffing levels of all support personnel as compared to student access, need, and appropriate benchmarks</p>			
<p>Healthy System Conditions: Create conditions of continuous improvement in staffing, technology, food service, communication and financial systems to support the growth of each student. These conditions will include 1) identifying and assembling the financial, human and physical resources necessary to achieve the articulated goals of the school district, 2) identifying, hiring, developing, and retaining a workforce that better reflects the diversity of the school community, 3) meeting or exceeding industry standards in the areas of maintenance and repair, technology up-time, transportation, and food services in support of student readiness for learning, 4) expanding financial planning practices that maximize spending/pupil and available tax revenue, 5) publishing district and building goals and action plans, as well as their process for monitoring and evaluation, so that they will be visible and available to all stakeholders, 6) gathering and publishing input from stakeholders, using a consistent tool and schedule, to monitor district and building progress and improvement efforts, 7) facilitating communication through the means most requested by stakeholder groups, 8) expanding the communication for AGSD beyond caregivers/parents to include all residents of the AGSD community, and 9) developing two-way communication between stakeholders and all district and building teams.</p>		<p>Yes</p>	<p>Each individual department within AGSD will work continuously and collaboratively to improve the services available to each student, so that each student will reach their goals and fulfill their potential.</p>