



Our Direction

Palestine-Wheatley Elementary School

Date of Report: 9/4/2019

Vision:

The vision of PWES is to foster the development of responsible, caring students in a safe and supportive environment who are lifelong learners that achieve academic excellence and are prepared to meet the challenges of the future in a technological and culturally diverse society through collaboration of staff, parents, students, and community.

Values:

PWES believes in building quality lives and strong communities through these values:

- Accountability
- Citizenship
- Compassion
- Honesty
- Perseverance
- Respect

Mission:

The Palestine-Wheatley Elementary faculty is committed to educating all students in an environment conducive for learning. We will provide a challenging curriculum which will promote higher-level thinking skills in Literacy, Math, and Science while developing working skills in technology in order to be proficient in an ever-changing world.

Goals:

- All students will improve literacy skills.
- All students will improve math skills.
- All students will improve Science Skills.

- Provide opportunities in an attempt to improve all students' overall health and wellness.

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

1. A comprehensive needs assessment based on analysis of strengths and weaknesses to determine needs for school improvement was completed by Palestine-Wheatley Elementary based on information that includes the achievement of children in relation to the state standards. Likewise, data collected includes: parent/teacher/student perception surveys, attendance, demographics, school programs/process, and mobility.

- The K-6 elementary school is located in the Eastern Arkansas Delta and has a population of 425 students.
- Percentage of students by Ethnicity: 1.88% Hispanic or Latino; 10.35% Black or African American; 86.59% White; 0.71% Asian; 0.24% Hawaii/Pacific Islander; 0.24% Native American/Alaska Native.
- 100% of the students receive free/reduced lunch.
- TAGG (Target Achievement Group) is 100%.
- 0% are homeless.
- 1.18% are highly mobile .
- Students by program: 4.71% 504; 12.24% GT; 10.82% Special Education; 100% Title I Participation.
- PWES attendance data was examined for the 2015-2016 school year indicated an average of 95% which is slightly above the state's average of 94.7%. The attendance data for the 2016-2017 school year indicated an average attendance rate of 95% which was slightly above the state's average of 94.2% which remained constant for the past two years. The attendance data for the 2017-2018 school year indicated an average attendance rate of 91% which was slightly below the state's average of 94%.
- PWES Perception Data indicated that 94% of the 323 students surveyed, 100% of the teachers, and 99% of the parents agreed that the school climate for their children is welcoming, safe, and nurturing for the 2016-2017 school year. Data indicated 93% of the 349 students surveyed, 99% of the teachers, and 99% of the parents agreed that the school climate is welcoming, safe and nurturing for the 2017-2018 school year. Data indicated that 93% of the 354 students surveyed, 89% of the teachers, and 97% of the parents agreed that the school climate at PWES is welcoming, safe, and nurturing for the 2018-2019 school year.
- State Standardized Assessments for Grades 1 and 2 for the ITBS showed 68.6% of students scored at or above goal for standard score on Reading Total and 61.8% of students scored at or above goal for standard score on Mathematics Total for 2015-2016 school year. For Grades 1 and 2, State Standardized Assessments for the ITBS for 2016-2017 indicated that 63.5% scored at or above goal in Reading and 66.5% scored at or above goal in Math. This reflected a decrease in Reading of 2.1% and an increase in Math of 4.7%. The 2017-2018 school year was the first year the iStation Assessment was administered. The data from this assessment indicated that 74% of the students in Grade 1 scored at or above goal in Reading and 76% scored at or above goal in Math. Data indicated that 77% of the students in Grade 2

scored at or above grade level in Reading and 57% scored at or above grade level in Math.

•For Grades 3-6, State Standardized Assessments for the ACT Aspire indicated the following percentage of students who met the standard in 2015-2016: 43.3% ELA Composite; 78.7% English; 35% Reading, 10% Writing; 40.0% STEM; 48.1% Math; 35% Science. This data indicated strength in English and weakness in all other areas with the largest deficit in Writing. The 2016-2017 data for the ACT Aspire for Grades 3-6 indicated the following percentage of students who met the standard: 77.5% English; 41.7% Reading; 44.1% Writing; 49.7% Math; 35.5% Science. The data indicated strength in English and weakness in all other areas with the largest deficit in Science. For Grades 3-6, the Act Aspire data indicated the following % of students who met the standard in 2017-2018: 83.3% English; 53% Reading; 53.2% Math; 43.5% Science; 48.7% STEM. This data indicated a gain in all areas with a strength in English, Reading showing the largest gain of 11.3%, and Math showing the least gain of 3.5%. The School Leadership Team will continue to collect data on the strengths and weaknesses of PWES and focus on modifying instruction and materials to improve academic performance at school and on mandated tests in all academic areas with a focus on Math and Science for the entire school.

2. PWES will assist preschool children in the transition from early childhood programs to the elementary school campus through collaboration of the principal, Pre-K director, and kindergarten teachers. The Pre-K students will visit the kindergarten classrooms to lighten student's emotional and academic transition from preschool to the elementary school campus.

3. 100% of the Palestine-Wheatley Elementary Staff and paraprofessionals are highly qualified. Teacher's certifications are examined yearly to ensure they are highly qualified in the areas they are teaching. The district complies with ALP policy of the State Department for teachers obtaining additional certifications. Both teaching and paraprofessional positions are posted and advertised through career fairs, the Internet, and the newspaper in an effort to recruit highly-qualified teachers.

4. Coordination of programs using Title I Funds:

•Title I funds will be designated for after-school tutoring to be offered at least 2 days a week, 1 hour a day, with at least 1 teacher per grade level for Grades 1-6, in an effort to raise academic achievement for students needing extra help as well as increase scores on state mandated tests. Also, Title I funds will be used to provide healthy snacks to participating students. This will be a purchase service through our school cafeteria.

•Title I funds will be used to purchase Yearly Planners for K-6 students in an effort to improve communication with parents concerning students' behavior and academic performance. Parents will sign the planner daily to indicate awareness of teachers' comments. Students in Grades 2-6 will utilize Writing Journals in an effort to enhance writing skills.

•Title I funds will be budgeted to purchase supplemental instructional materials, supplies, and low value equipment to use in literacy, math, and science programs that are aligned or can be used to enhance the instructional materials. Items are to be replenished and kept current.

•Title I funds will be used to purchase Science Studies Weekly, Social Studies Weekly, and Health Studies Weekly for grades K-6 for the 2018-2019 school year to incorporate reading and enhance learning in Science, Social Studies, and Health.

•Title I funds will be used to order and supplement needed testing books and materials in an effort to better prepare PWES students for the ACT Aspire Assessment.

•Title I funds will be used to purchase Common Core books for new teachers and to replace books for existing teachers.

•Title I funds will be used to purchase IXL's language arts program and math program for K-6 which are aligned to the standards, providing comprehensive coverage of language arts and math concepts and applications. IXL automatically tracks student progress and displays proficiency scores in state standards reports. Teachers will use these reports to evaluate student aptitude and identify trouble spots.

- Title I funds will be used to update, enhance, and replenish computer hardware within each building. Items to keep current will include computers and headphones.
- Title I funds will be used for a lab operator (1.0 FTE) to work under the supervision of a certified teacher to assist students in the lab. Students will receive instruction in the Computer Lab using IXL, Star Reading, etc. to reinforce literacy skills previously taught in the classroom in an effort to promote proficiency in literacy. (Renee Jumper)
- Title I funds will be used to purchase DIBELS NEXT assessment kits and supplies to refurbish them which will be administered to Grades K-6 students. Students identified as Well Below Benchmark will be progress monitored every 2 weeks, and students identified as Below Benchmark will be progress monitored once a month.
- K-6 teachers will meet to identify students needing interventions. Teachers will use the results of the DRA 2 and DIBELS Next, along with state examination scores to form literacy groups and to remediate identified areas of weaknesses in an effort to improve academic achievement.
- Title I funds will be used to update, enhance, replenish, and keep current literacy materials such as Bookroom supplies and materials, big books, charts, chart stands, alphabet magnets, letter cutter, leveled readers, Common Core materials, etc. as needed to meet the needs of students.
- Title I funds will be used for Phonetic Connections for K-3 and Word Study for Grades 4-6 which will be implemented effectively by the teachers for phonological and phonemic awareness and vocabulary instruction as evidenced by classroom walkthroughs and lesson plans. Kits and supplies will be replenished as needed as well as professional development for use.
- Title I funds will be used to update, enhance, replenish, and keep current math materials such as calculators, manipulatives, charts, etc. as needed to meet the needs of students.
- Title I funds will be used to equip each elementary classroom with smart panels in order to assist teachers in providing students a quality education. Students will be exposed to outside material that will enhance curriculum standards.
- Title I funds will be used to update and enhance the existing computer lab. A Smartboard will be installed for the lab operator to provide a visual for the students.
- Title I funds will be used to employ a School Improvement Specialist, through the Great Rivers Education Cooperative's School Improvement Program, to supervise the school district with improvement of students' achievement. This specialist will oversee the District's RTI Program, communicate with the Superintendent, or their designee, regarding all aspects of RTI and the School Improvement Program.
- Title I funds will be used for early intervention for Dyslexia in order to improve instruction and increase achievement of students at risk of not meeting academic standards. An interventionist (Wesley Taylor) will be hired and trained by a School Improvement Specialist through the Great Rivers Education Cooperative's School Improvement Program of whom will administer screenings, provide interventions, and administer progress monitoring.
- The District will take a proactive approach toward quality assurance by designating Title I funds for on-going assistance at PWES. This assistance will be tailored to specific needs as determined by the administration and staff, but services will promote monitored growth in one or more of the seven turn-around principles as outlined in the ADE Flexibility Waiver document. These principles include: 1) Strong Leadership, 2) Effective Teachers, 3) Redesign School Day/Week/Year, 4) Strengthening Instruction, 5) Collaborative Use of Data, 6) School Environment, and 7) Community Engagement. 1. A comprehensive needs assessment based on analysis of strengths and weaknesses to determine needs for school improvement was completed by Palestine-Wheatley Elementary based on information that includes the achievement of children in relation to the state standards. Likewise, data collected includes: parent/teacher/student perception surveys, attendance,

demographics, school programs/process, and mobility.

Student Outcome Data:

1. Attendance:

- Data results for 2016, 2017, and 2018 school years indicates an attendance rate of 95% during 2015-2016 which was above state average of 92.7%, 95% for the 2016-2017 school year which was slightly above the state average of 94.2%, and 91% for the 2017-2018 school year which indicates a student attendance rate average that is 3% below the state average of 94%.

2. School Climate Perception Data:

- PWES Student Perception Data indicated that 94% of the 323 students surveyed agreed that they perceived the school climate is welcoming, safe, and nurturing for the 2016-2017 school year. Data indicated 93% of the 349 students surveyed agreed that the school climate is welcoming, safe and nurturing for the 2017-2018 school year. Data indicated that 93% of the 354 students surveyed agreed that the school climate at PWES is welcoming, safe, and nurturing for the 2018-2019 school year.

3. Standardized Testing Data:

- State Standardized Assessments for Grades 1 and 2 for the ITBS showed 68.6% of students scored at or above goal for standard score on Reading Total and 61.8% of students scored at or above goal for standard score on Mathematics Total for 2015-2016 school year. For Grades 1 and 2, State Standardized Assessments for the ITBS for 2016-2017 indicated that 63.5% scored at or above goal in Reading and 66.5% scored at or above goal in Math. This reflected a decrease in Reading of 2.1% and an increase in Math of 4.7%. The 2017-2018 school year was the first year the iStation Assessment was administered. The

data from this assessment indicated that 74% of the students in Grade 1 scored at or above goal in Reading and 76% scored at or above goal in Math. Data indicated that 77% of the students in Grade 2 scored at or above grade level in Reading and 57% scored at or above grade level in Math.

- For Grades 3-6, State Standardized Assessments for the ACT Aspire indicated the following percentage of students who met the standard in 2015-2016: 43.3% ELA Composite; 78.7% English; 35% Reading, 10% Writing; 40.0% STEM; 48.1% Math; 35% Science. This data indicated strength in English and weakness in all other areas with the largest deficit in Writing. The 2016-2017 data for the ACT Aspire for Grades 3-6 indicated the following percentage of students who met the standard: 77.5% English; 41.7% Reading; 44.1% Writing; 49.7% Math; 35.5% Science. The data indicated strength in English and weakness in all other areas with the largest deficit in Science. For Grades 3-6, the Act Aspire data indicated the following % of students who met the standard in 2017-2018: 83.3% English; 53% Reading; 53.2% Math; 43.5% Science; 48.7% STEM. This data indicated a gain in all areas with a strength in English, Reading showing the largest gain of 11.3%, and Math showing the least gain of 3.5%.

4.Trend Data:

- State Standardized Assessments for Grades 1 and 2 for the ITBS showed 68.6% of students scored at or above goal for standard score on Reading Total for 2015-2016 and 61.8% of students scored at or above goal for standard goal for standard score on Mathematics Total for 2015- 2016. For Grades 1 and 2, State Standardized Assessments for the ITBS for 2016-2017 indicated the following: 63.5% scored at or above goal in Reading; 66.5% scored at or above goal in Math. This reflects a decrease in Reading and an increase in Math. The 2017-2018 school year was the first year the iStation Assessment was administered. The data from this assessment indicated that 74% of the students in Grade 1 scored at or above goal in Reading and 76% scored at or above goal in Math. Data indicated that 77% of the students in Grade 2 scored at or above grade level in Reading and 57% scored at or above grade level in Math. Therefore, combined percentages for Grades 1 and 2 for the first year of iStation Assessment are: 76% scored at or above grade level in Reading; 67% in Math. This indicated a gain in both areas.
- For the 3rd Grade, 2015-2016 was the first year for ACT Aspire. For 2015-2016, the Combined Population demonstrated that 41.8% in Reading; 92.7% in English; 13.0% in Writing; 65.5% in Math; 52.7% in Science scored Ready/Exceeding. For 2016-2017, the Combined Population data indicated that 28.6% in Reading; 82.1% in English; 14.3% in Writing; 46.4% in Math; 25.0% in Science; scored Ready/Exceeding. For 2017-2018 school year, the Combined Population data indicated that 55% in Reading; 86% in English; 60% in Math; 46% in Science scored Ready/Exceeding. Over the last 3 years this data indicated a gain in Reading, English, and Science with a large deficit each year in Math.
- 2015-2016 was the first year for ACT Aspire for 4th Grade. For 2015-2016, the Combined Population demonstrated that 41.3% in Reading; 74.6% in English;

4.8% in Writing; 44.4% in Math; 34.9% in Science scored Ready/Exceeding. For 2016-2017, the Combined Population data indicated that 53.2% in Reading; 77.4% in English; 48.4% in Writing; 48.4% in Math; 51.6% in Science scored Ready/Exceeding. For 2017-2018 school year, the Combined Population data indicated that 55% in Reading; 84% in English; 52% in Math; 41% in Science scored Ready/Exceeding. The data over the last 3 years showed a gain each year in Reading, English, and Math with Science showing a loss.

- 2015-2016 was the first year for ACT Aspire for 5th Grade. For 2015-2016, the Combined Population demonstrated that 12.8% in Reading; 70.2% in English; 14.9% in Writing; 34% in Math; 17% in Science scored Ready/Exceeding. For 2016-2017, the Combined Population data indicated that 45% in Reading; 75% in English; 50% in Writing; 48.3% in Math; 36.7% in Science scored Ready/Exceeding. For 2017-2018, the Combined Population data indicated that 48% in Reading; 78% in English; 47% in Math; 38% in Science scored Ready/Exceeding. The data over the last 3 years indicated a gain in all Reading, English, and Math with Science reflecting the lowest percentage.
- 2015-2016 was the first year for ACT Aspire for 6th Grade. For 2015-2016, the Combined Population demonstrated that 35% in Reading; 68.3% in English; 40.7% in Writing; 40% in Math; 36.7% in Science scored Ready/Exceeding. For 2016-2017, the Combined Population data indicated that 40% in Reading; 75.6% in English; 63.6% in Writing; 55.6% in Math; 28.9% in Science scored Ready/Exceeding. For 2017-2018, the data for the Combined Population indicated that 54% in Reading; 85% in English; 54% in Math; 49% in Science scored Ready/Exceeding. The data over the last 3 years indicated a gain in all subjects with Science reflecting the lowest percentage.

In conclusion, for Grades 3-6, State Standardized Assessments for the ACT Aspire indicated the following percentage of students who met the standard in 2015-2016: 43.3% ELA Composite; 78.7% English; 35% Reading; 10% Writing; 40.4% STEM; 48.1% Math; 35% Science. The 2016-2017 data indicated the following percentage that met the standard: 77.5% English; 41.7% Reading; 44.1% Writing; 49.7% Math; 35.5% Science. For Grades 3-6, the data indicated the following percentage of students who met the standard in 2017-2018: 83.3% English; 53% Reading; 53.2% Math; 43.5% Science; 48.7% STEM. Therefore, for Grades 3-6, the data showed that for the past 3 years the percentage of students scoring Ready/Exceeding have increased with the lowest percentage being in Science.

5. DRA and DIBELS: Teachers of Grades K-6 will be trained in the proper administration of the Diagnostic Reading Assessment 2 (DRA) and DIBELS Next to identify students' areas of weaknesses. To insure proper implementation, a DRA Kit and DIBELS Next Kit will be purchased, updated, and supplemented as needed. Results of these assessments will be used to remediate students' identified weaknesses in order to improve academic achievement.

- 2015-2016 was the first year for grades 5-6 for DRA. 2015-2016 data indicated that 85% of the students showed growth on DRA pretest and post test scores

for grades 1-6. 2016-2017 DRA data indicated 93% of the students showed growth. DRA data indicated 95% showed growth in pretest and post test scores for the 2017-2018 school year for Grades 1-6.

- 2015-2016 was the first year for grades 5-6 for DIBELS. 2015-2016 DIBELS data indicated a 96% increase in pretest and post test scores for grades 1-6. 2016-2017 DIBELS data indicated 95% of the students showed growth. Data indicated that Kindergarten showed 82% growth for the 2017-2018 school year on the DIBELS. 2017-2018 data displayed 91% of students in Grades 1-6 showed growth on DIBELS pretest and post test scores.

6. Other Academic Pretest and Post Testing Data:

- Accelerated Reader program, equipment (Star Reading) used as a diagnostic tool. Evaluation and testing throughout the program will take place. According to data, The 2015-2016 data, for Grades 1-6, indicated an 85% gain in reading levels. The 2016-2017 data indicated a 69% gain in reading level for Grades 1-6. The 2017-2018 data indicated a 92% gain in reading levels for Grades 1-6.
- Math pretest and post test data for 2017-2018 indicated for Grades 1-6 a 93% of the students showed growth.

7. Pre-School Data:

- A Pre-K aide will be employed and receive Work Sampling training through ASU Child Services. Also, Pre-K Teachers will administer the Work Sampling System Assessment Tool to assess children quarterly. The 2015-2016 data shows a gain in all domains: 30.19% in Personal and Social Development; 41.03% in Language and Literacy; 36% in Mathematical Thinking; 43.88% in Scientific Thinking; 42.13% in Social Studies; 41.87% in Arts; 26.87% in Physical Development, Health, and Safety for 4 year olds. The 2015-2016 data, also, shows a gain in all domains for 3 year olds: 35.45% in Personal and Social Development; 35.64% in Language and Literacy; 35.64% in Mathematical Thinking; 36.08% in Scientific Thinking; 33.50% in Social Studies; 39.06% in Arts; 27.14% in Physical Development, Health, and Safety. The 2016-2017 data indicates gains in all domains: 45.08% in Personal and Social Development; 45.26% in Language and Literacy; 44.15% in Mathematical Thinking; 49.22% in Scientific Thinking, 46.67% in Social Studies; 47.74% in Arts; 42.65% in Physical Development, Health, and Safety for 4 year olds. The 2016-2017 data, also, shows gain in all domains for 3 year olds: 44.07% in Personal and Social Development; 55.15% in Language and Literacy; 44.57% in Mathematical Thinking; 44.74% in Scientific Thinking; 31.98% in Social Studies; 58.33% in Arts; 37.57% in Physical Development, Health, and Safety. The 2017-2018 data indicated gains in all domains: 42.56% in Personal and Social Development; 41.94% in Language and Literacy; 42.25% in Mathematical Thinking; 38.19% in Scientific Thinking, 45.50% in Social Studies; 42.56% in Arts; 39.61% in Physical Development, Health, and Safety for 4 year olds. The 2017-2018 data, also, shows gain in all domains for 3 year olds: 30.15% in Personal and Social Development; 24.62% in Language and Literacy; 38.54% in Mathematical Thinking; 29.00% in Scientific Thinking; 35.23% in Social Studies; 21.33% in Arts; 36.76% in Physical Development, Health, and Safety.

8. BMI Student Data:

- Palestine-Wheatley Elementary BMI data for 2015-2016 school year indicated that an average of 44.8% of males were overweight or obese and 44.7% of females measured overweight or obese. BMI data for the 2016-2017 school year indicated that an average of 43.1% of all males assessed were overweight or obese, and 54.5% of all females that were assessed were overweight or obese. BMI data for the 2017-2018 school year indicated that an average of 44.9% of all males assessed were overweight or obese, and 43.7% of all females were overweight or obese. The data for the last three years showed a 1.6% loss from the 1st to the 2nd year for males who were overweight or obese, but a gain of 1.8% from the 2nd to 3rd year. The data for females who were considered overweight or obese rose 9.8% from the 1st year to the 2nd year, but dramatically dropped 10.8% from the 2nd to third year. Therefore, over the past three years the percentage of gain was 0.2% for males who were overweight or obese, and the percentage of loss for females who were overweight or obese was 1%.

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

During the 2017-2018 school year, the leadership Team met twice a month for at least an hour each month to select and monitor indicators, analyze data, review classroom observation data and use that information to make decisions, and discuss any other pressing school matters that reflected on school improvement. The Leadership Team was successful in the process of fully implementing selected indicators both for the 2017-2018 and past school years. This school year, 2018-2019, the Leadership Team met to review the past indicators to verify and monitor continuous implementation. At the present time, the team is assessing school needs and goals in order to properly select new indicators.

Selected Indicators:

Align classroom observations with evaluation criteria and professional development

IF03 Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)

Explain and communicate the purpose and practices of the school community

FE02 The school's key documents (Parent Involvement Guidelines, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.(5497)