



Our Direction

Palestine-Wheatley Senior High

Date of Report: 8/15/2022

Vision:

"One day all students who leave this district will be college and career ready; and have a goal, a plan, and a belief that they can overcome any obstacle that they come across. The PWHS will tirelessly work to produce students who are life-long learners, problem-solvers, productive members of society, and are prepared to pursue the next step of their personal vision of success."

Values:

We believe that all children have dignity.

This belief is important because if students are not treated as dignified members, they will not act accordingly; thus they will cease to believe in themselves. This will affect their learning, behavior, and emotional well-being.

We believe that all students should have access to pathways of opportunity.

This belief is important because if students do not have access to the opportunities that exist, there is higher likelihood that they will continue in the cycle of poverty that comes with a post-high school career with no additional education or career training.

We believe all students should have academic and professional goals.

This belief is important because a failure to plan is a plan to fail.

We believe all students should feel safe and loved at school.

This is an important belief because it encourages growth and success. If students do not feel safe and loved, it will create a lack of a desire to come to school and promote absenteeism.

We believe all students need an advocate.

This belief is important because without any external support for a child to succeed and be educated, the difficulty of succeeding decreases and the students' value of education decreases.

We believe it is the job of every educator to teach students to be life-long learners and productive community members.

This belief is important because the purpose of education is to make the world a better place, and every person can help do that if they have the right mind-set, and are given the right set of tools to do so.

Mission:

PWHS will prepare students mentally, emotionally, and physically to help them function as productive citizens in society. In order to accomplish this, PWHS will encourage students to be actively enrolled in offered curriculum and special programs that encourage independent thinking skills, and working skills in technology, all in a safe and nurturing environment. Additionally, PWHS will maintain rigorous standards for student achievement that enforce college and career readiness. PWHS will strive to raise academic standards as well as graduation requirements, use assessments for improvement, and increase accountability and collaboration among teachers.

Goals:

- To increase student performance and proficiency in literacy
- To increase student performance and proficiency in math
- To increase support of the parents of the high school and encourage the formation of Parent Support group
- To promote healthy lifestyles at PWHS by monitoring nutrition, physical activity, and other school based activities

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

A comprehensive needs assessment was completed at Palestine/Wheatley High School to improve school achievement. Four types of data are included in the assessment: demographic, achievement, perception, and programs/process. The 7th – 12th grade high school is located in the Eastern Arkansas Delta and has a population of 340 students. The school is 100% free and reduced lunch.

Parent Perception Survey results indicated that at least 65% of the parents thought “teachers set high standards for students,” 69% felt “comfortable talking with my child’s teachers,” and 68% considered the “academic needs of students are met.” In addition, 73% answered “communication with families occurs in an open and respectful manner,” and 93% felt “the principal treats me with respect.”

Teacher Perception Survey results specified that at least 100% of the teachers considered the principal is an “effective instructional leader,” and they stated, “I understand what my job is.” They also agreed “the principal supports shared decision making,” and “supports me in my work with students.”

Student Perception Survey 7th–12th grades combined results pointed out that 85% felt their teachers want them to succeed, and 81% responded, “My teachers help me when I need it.” While 93% stated “the principal treats me with respect,” only 86% indicated, “I try to do my best every day.”

Graduation Rates for seniors derived from the ADE School Report Card shows that Palestine/Wheatley High School’s rates have topped 90% the last two years. Percentage of seniors graduating in 2016 was 89.8%; in 2017 it was 92.0%; in 2018 it was 91.5%; in 2019 it was 91.0%; and in 2020 it was 91.2%. The results indicated an average graduation rate of 91.2% for the last three years. The graduation rates are close to the state’s average.

Science of Reading professional development was provided to everyone at the high school in August of 2020 by Jacob Shafer from Great Rivers Education

Cooperative (GREC). Teachers have continued to seek out professional development sessions and programs that provide effective instructional strategies based on the Science of Reading and are aligned with literacy needs of Palestine Wheatley High School. GREC is utilized for additional instructional support to meet the needs of students at our school.

PWHS's goal is to strengthen instructional practices in reading. Our curriculum program is centered around the 5 components of the Science of Reading (SoR) model to meet the needs of our students. The literacy department attended a Vertical Alignment Summit to align instruction across grade levels. On grade level novel studies were created which included pretests/posttests, differentiated instruction Thursdays, nonfiction and primary source documents for each unit based on Arkansas State Standards.

At the high school level Phonological Awareness and Phonics are covered under Vocabulary instruction and its components. This includes thirty-six weeks of instruction in Greek and Latin roots. Teachers collaborate with each other to scaffold learning. Support and guidance are given to students who need extra instruction.

Fluency is the connecting bond from vocabulary to comprehension. Students need this bridge to acquire better understanding of what they are reading. Fluency is checked three times a year with stronger reading abilities being the goal.

First Read Graphic Organizer, which covers the 5 W's, important/unknown words, connections, and synthesis, is utilized to aid in comprehension. Newsela and Common Lit are used to acquire leveled articles to support understanding. Comprehension is checked three times a year. Strategic Reading is employed to provide intervention to support students in reading, and Take Flight and Barton are used as dyslexia interventions.

PWHS Leadership Team will meet to analyze data and evaluate the school's literacy program for effectiveness. Modifications will be made as needed to better meet the needs of the students.

Student Outcome Data:

State Standardized Assessments for 2020-2021 was the ACT Aspire. Grades 7th-10th indicated the following percentage of students who met the standard in 2020: 67.1% English; 37.2% Reading; 21.1% Math; 29.1% Science. Arkansas State Standardized Assessments for 2019-2020 were suspended due to the COVID-19 outbreak. The 2020-2021 scores were compared to the 2018-2019 scores. Some areas showed an increased others showed a decrease over 2018-2019: English decreased by 1.4%; Reading increased by 4.4%; Math decreased by 6.9%; and Science increased by 1.6%.

State Standardized Assessments for 2019-2020 were suspended due to the COVID-19 outbreak. Friday, March 20, 2020, Secretary of Education Johnny Key cancelled ACT Aspire tests which are the State Standardized Assessment for grades 3-10. Testing is set to resume during the 2020-2021 school year.

State Standardized Assessments for 2018-2019 was the ACT Aspire. Grades 7th-10th indicated the following percentage of students who met the standard in 2019: 68.5% English; 32.8% Reading; 28.0% Math; 27.5% Science. All areas showed an increased over the previous year: English increased by 3.2%; Reading increased by 6.0%; Math increased by 1.0%; and Science increased by 2.5%.

State Standardized Assessments for 2017-2018 was the ACT Aspire. Grades 7th-10th indicated the following percentage of students who met the standard in 2018: 65.3% English; 26.8% Reading; 27.0% Math; 25.0% Science. English dropped by .7%; Reading dropped by 8.2%; Science dropped by 7.0%; and Math stayed even with last year's score.

State Standardized Assessments for 2016-2017 was the ACT Aspire. Grades 7th-10th indicated the following percentage of students who met the standard in 2017: 53.3% ELA Composite; 66% English; 35% Reading; 59% Writing; 29.5% STEM; 27% Math; 32% Science. The ELA Composite increased by 10%. Each of the areas tested showed an increase; however, Writing made the highest percentage gains. There was a 6.9% decrease in the STEM percentage largely due to the 10th graders scoring a 7% in Math.

The average composite score for all high school students taking the ACT: 2015 was 18.1%; 2016 was 19.7%; and 2017 was 17.9%; 2018 was 19.3%; 2019 was 18.5%; 2020 was 19.2%; and 2021 was 19.1%. ACT test scores went down across the state for 2017. ACT scores took another dip at PWHS in 2019 and bounced up again in 2020. The ACT composite score decreased by .1% for 2021.

PWHS tested the 11th graders for the past three years. The test administration revealed average composite score for 2016 as 16.9%; 2017 as 18.7%; 2018 as 17.8%; and 2019 as 17.8%; 2020 as 17.5%; and 2021 as 19.1. The composite score for the past three years showed an increase of .4% over the previous three years.

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

The 2021-2022 school year continues to present challenges with all the virtual changes and modifications to teaching and learning due to Covid-19 restrictions and quarantines. The PWHS Leadership Team has met to establish instructional leaders, assess school needs, values, and goals, to monitor data, and select and implement new indicators. Other topics included analyzing data, monitoring indicators, reviewing test data, and discussing pressing school matters that reflect on improvement and academic achievement.

Selected Indicators:

Blended learning: Mix traditional classroom instruction with online delivery of instruction and content, granting the student a degree of control over time, place, pace, and/or path

BL01 All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5526)

Educate parents to support their children's learning and teachers to work with parents

FE10 The school provides parents (families) with practical guidance to establish a quiet place for children's studying at home and consistent discipline for studying at home.(5504)

FE11 The school provides parents (families) with practical guidance to encourage their children's regular reading habits at home.(5505)

FE12 The school provides parents (families) with practical guidance to model and encourage respectful and responsible behaviors.(5506)

Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction

IE11 The principal provides incentives for teacher and student accomplishment.(62)

Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency

SE04 All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5545)