



Palestine-Wheatley Elementary School

Date of Report: 10/26/2021

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 be provided opportunities in an attempt to improve their overall health and wellness.
- All students will improve literacy skills.
- All students will improve math skills.

- All students will improve Science Skills.

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 438 students.

- Percentage of students by Ethnicity: 2% Hispanic or Latino; 8% Black or African American; 88% White; 0% two or more races; 1% Asian; 0% Hawaiian/Pacific Islander; 1% Native American/Alaskan Native.

- 100% of the students receive free/reduced lunch.

- TAGG (Target Achievement Group) is 100%.

- 0.05% are homeless.

- 1% are highly mobile .

- Students by program: 5% 504; 8% GT; 16% Special Education; 100% Title I Participation.

- PWES attendance data examined for the for the 2018-2019 school year indicated an average attendance rate of 94.3% which was slightly above the state's average of 94%. The attendance data for the 2019-2020 school year indicated an average attendance rate of 93% which was slightly below the state's average of 94%. The attendance data for the 2020-2021 school year indicated an average attendance rate of 93% which was slightly below the state's average of 94%.

- PWES Perception 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. Data indicated that 94% of the 335 students surveyed, 84% of the teachers, and 99% of the parents agreed that the school climate at PWES is welcoming, safe, and nurturing for the 2019-2020 school year. Data indicated that 94% of the 331 students surveyed, 92% of the teachers, and 99% of the parents agreed that the school climate at PWES is welcoming, safe, and nurturing for the 2020-2021 school year.

- State Standardized Assessments for Grades 1 and 2, on 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 goal in Reading and 57% scored at or above goal in Math. The 2018-2019 school year was the first year for the iStation Assessment to be administered to Kindergarten. The data from this assessment indicated that 62% of the Kindergarten students scored at or above goal in Reading and 71% scored at or above goal in Math. The 2018-2019 school year data indicated that 71% of the students in Grade 1 scored at or above goal in Reading and 70% scored at or above goal in Math. Data indicated that 78% of the students in Grade 2 scored at or above goal in Reading and 79% scored at or above goal in Math. Due to the Covid pandemic, there wasn't any applicable data for the 2019-2020 school year.

- For Grades 3-6, State Standardized Assessments for the ACT Aspire indicated the following percentage of students who met the standard in 2016-2017 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%. For Grades 3-6, the Act Aspire data indicated the following percentage of students who met the standard in 2018-2019: 78.5% English; 49.6% Reading; 56.6 Math; 42.8% Science. This data indicated a strength in English, however, it showed the largest loss of 4.8% along with losses in both Reading and Science. Math showed a gain of 3.4%. 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. Due to the Covid pandemic, there wasn't any applicable data for the 2019-2020 school year.

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 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. (\$1,500)

- Title I funds will be budgeted to purchase supplemental instructional materials, supplies, and low value equipment to use in literacy, and math programs that are aligned or can be used to enhance the instructional materials. Items are to be replenished and kept current. (\$28,228.52)

- Title I funds will be used to purchase Science Studies Weekly, Social Studies Weekly, and Health Studies Weekly for grades K-6 for the 2019-2020 school year to incorporate reading and enhance learning in Science, Social Studies, and Health. (\$11,000)

- 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. (\$6,500)

- Title I funds will be used to purchase Common Core books for new teachers and to replace books for existing teachers. (\$9,000)

- Title I funds will be used to purchase IXL's language arts program, science 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. (\$5,000)

- Title I funds will be used to update, enhance, and replenish computer hardware within each building. Items to keep current will include chrome books and lap tops.

(\$15,000)

- 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, etc. to reinforce literacy skills previously taught in the classroom in an effort to promote proficiency in literacy. Programs, materials, supplies, and updated computer equipment will be purchased as needed. (Salary: \$18,551 Benefits: \$4,157)
- 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. (5,000)
- 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 purchase Benchmark Workshop for grades K-3 to enhance our literacy program and produce fluent readers. (\$65,000)
- 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 walk-through and lesson plans. Kits and supplies will be replenished as needed as well as professional development for use. (\$10,000)
- 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. (\$17,202.60)
- Title I funds will be used to purchase communication folders for parent students in grades K-6 to utilize in an effort to assist in their child's education. (\$1,000)
- Title I funds will be used to purchase Brain Pop for grades K-4 in order to enhance Math and Literacy skills.(\$1,800)
- 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.

5. ESA Funds:

- The 4th-6th grade teachers will encourage students to participate in the local and county spelling bee. A spelling bee will be held to determine the top three spellers in the fourth through sixth grades. Winners will participate in the St. Francis County Spelling Bee. ESA funds will be used to purchase trophies to be awarded to the participants.(\$500)
- ESA funds will be used to purchase supplemental instructional materials and supplies for students to use in the literacy programs that are aligned or can be used to enhance the school curriculum and meet the needs of individuals or groups. (\$10,000)

- ESA funds will be used for Family Fair Nights for parents and all students of which the first being based on literacy and character education activities, and the second will be based on Math and Science. (\$1,000)
- ESA funds will be made available to obtain Follett Destiny Library System to facilitate cataloging, circulation, inventory, and flow of library materials and provisions. This system enables students to quickly access a wide range of literary genres and resources to be used for research or leisure.(\$3,500)
- ESA funds will be used to purchase supplemental instructional materials and supplies for students to use in the science programs that are aligned or can be used to enhance the school curriculum and meet the needs of individuals or groups. (\$6,000)
- ESA funds will be used to purchase supplemental instructional materials and supplies for students to use in the math programs that are aligned or can be used to enhance the school curriculum and meet the needs of individuals or groups. (\$5,000)
- ESA funds will be used to purchase Buckle Down To The Common Core State Standards Mathematics for grades 4-6. These supplemental materials will be used to provide students with a focus on the standards with conceptual understanding by providing extensive practice and help them to develop strategic math skills. Likewise, funds will be used to purchase Buckle Down To The Common Core State Standards English Language Arts for grades 4-6. This is an instructional supplement which is highly focused and promotes targeted review and extensive practice on open-ended questions based on high-interest reading selections with an emphasis on writing for students. (\$10,000)
- ESA funds will be used to purchase the following (\$10,000):

Common Core Support Coach Target Reading Comprehension for grade 5 which is an instructional supplement which meets the new reading expectations for all students through on-level content that presents a challenge through modeling of skills.

Common Core Performance Coach Mathematics for grade 3-6 as supplemental instructional material which provides practice and preparation for success which includes differentiation in guidance for students.

Common Core Performance Coach English Language Arts for Grades 3-6 as supplemental instructional material which provides practice for exposure to all types of questions, review of comprehension skills for literary and informational texts, includes rigorous writing, and provides resources for differentiation.

Coach Digital which provides online supplemental instruction, reinforcement, and practice that is aligned to the standards for English Language Arts and Math for Grades 1-6. This digital tool can be used as whole class, small group, or individual instruction where materials can be modeled, used on screen with manipulation tools, printed, used at home, as interventions, or in differentiation with materials selected from a content library by grade, discipline, product line, or standards.

- ESA funds will be used to purchase Reading A to Z for grades K-5 which gives teachers access online to use extensive, leveled, printable, and projectable resources which allows differentiation using developmentally appropriate content to supplement reading for students.(\$1,000)
- The cost of registration fees to participate in quiz bowl will be covered by ESA funds. Quiz bowl is an educational and academic activity where students practice for competitions against each other and against other schools. Students will gain knowledge and experience as they practice together and compete as a team. Likewise, ESA funds will be used to purchase a Lockout Buzzer System for the Quiz Bowl Team to use when practicing for competitions which test areas of knowledge in history, science, current events, literature, sports, etc. (\$1,000)
- ESA 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. A Dyslexia Aide (Renee Jumper), working under the supervision of the District Dyslexia Coordinator, will be hired to provide interventions and administer progress monitoring. (Salary: \$15,692.50 ; Benefits \$3,475.89)

- ESA funds will be used to pay the ACSIP chair to guide the ACSIP Team and perform other team duties such as processor for Indistar. (Terry Hobson). (Salary:\$1,000; Benefits: \$274)
- ESA 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. (Salary: \$7,500; Benefits: \$1,681)

Student Outcome Data:

1. Attendance:

- Data results for 2019, 2020, and 2021 school years indicates a student attendance rate average that is 3% below the state average of 94.3% for the 2018-2019 school year which indicates a student attendance rate average that is slightly above the state average of 94%. The attendance data for the 2019-2020 school year indicated an average attendance rate of 93% which is slightly below the state's average of 94%. Likewise, the attendance data for the 2020-2021 school year indicated an average attendance rate of 93% which is also slightly below the state's average.

2. School Climate Perception Data:

- PWES Perception 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. Data indicated that 94% of the 335 students surveyed, 84% of the teachers, and 99% of the parents agreed that the school climate at PWES is welcoming, safe, and nurturing for the 2019-2020 school year. Data indicated that 94% of the 331 students surveyed, 92% of the teachers, and 99% of the parents agreed that the school climate at PWES is welcoming, safe, and nurturing for the 2020-2021 school year.

3. Standardized Testing Data:

- 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 goal in Reading and 57% scored at or above goal in Math. The 2018-2019 school year was the first year for the iStation Assessment to be administered to Kindergarten. The data from this assessment indicated that 62% of the Kindergarten students scored at or above goal in Reading and 71% scored at or above goal in Math. The 2018-2019 school year data indicated that 71% of the students in Grade 1 scored at or above goal in Reading and 70% scored at or above goal in Math. Data indicated that 78% of the students in Grade 2 scored at or above goal in Reading and 79% scored at or above goal in Math. Due to the Covid pandemic, there wasn't any applicable data for the 2019-2020 school year.
- For Grades 3-6, State Standardized Assessments for the ACT Aspire indicated the following percentage of students who met the standard in 2016-2017: 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%. For Grades 3-6, the Act Aspire data indicated the following percentage of students who met the standard in 2018-2019: 78.5% English; 49.6% Reading; 56.6 Math; 42.8% Science. This data indicated a strength in English, however, it showed the largest loss of 4.8% along with losses in both Reading and Science. Math showed a gain of 3.4%. Due to Covid pandemic, there wasn't any applicable data for the 2019-2020 school year.

4.Trend Data:

- 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. The data from the iStation Assessment for 2018-2019 indicated that 62% of the Kindergarten students scored at or above goal in Reading and 71% scored at or above goal in Math. The 2018-2019 school year data indicated that 71% of the students in Grade 1 scored at or above goal in Reading and 70% scored at or above goal in Math. Data indicated that 78% of the students in Grade 2 scored at or above goal in Reading and 79% scored at or above goal in Math. Therefore, combined percentages for Grades K,1, and 2 on the iStation Assessment are: 70% scored at or above grade level in Reading; 73% in Math. This indicated a gain in Math and a loss in Reading. Due to the Covid pandemic, there wasn't any applicable data for the 2019-2020 school year.
- State Standardized Assessments for the 3rd Grade Combined Population data, on the ACT Aspire for 2016-2017, 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. For 2018-2019 school year, the Combined Population data indicated that 49.6% in Reading; 78.5% in English; 49.9% in Math; 42.8% in Science scored Ready/Exceeding. Over the last 3 years this data indicated a gain in Reading, Science, and Math with a slight deficit in English. Due to the Covid pandemic, there wasn't any applicable data for the 2019-2020 school year.
- State Standardized Assessments for the 4th Grade Combined Population data on the ACT Aspire, for 2016-2017, 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. For the 2018-2019 school year, the Combined Population data indicated that 51% in Reading; 78% in English; 43% in Math; 49% in Science scored Ready/Exceeding. The data over the last 3 years showed a gain in English and a loss in Reading, Science, and Math with Math reflecting the largest deficit. Due to the Covid pandemic, there wasn't any applicable data for the 2019-2020 school year.
- State Standardized Assessments on the ACT Aspire for 5th Grade Combined Population data, for 2016-2017, 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. For 2018-2019, the Combined Population data indicated that 45.3% in Reading; 73.7 in English; 47% in Math; 30.6% in Science scored Ready/Exceeding. The data over the last 3 years showed a slight gain in Reading and a loss in all other areas with Science reflecting the largest deficit. Due to the Covid pandemic, there wasn't any applicable data for the 2019-2020 school year.
- State Standardized Assessments on the ACT Aspire for 6th Grade Combined Population data, for 2016-2017, 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. For 2018-2019, the data for the Combined Population indicated that 58.6% in Reading; 80.7% in English; 56.6% in Math; 55.3% in Science scored Ready/Exceeding. The data over the last 3 years indicated a gain in all subjects with Math reflecting the lowest percentage of growth and Science the highest percentage of growth. Due to the Covid pandemic, there wasn't any applicable data for the 2019-2020 school year.
- In conclusion, for Grades 3-6, State Standardized Assessments for the ACT Aspire indicated the following percentage of students who met the standard in 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. For Grades 3-6, the data indicated the following percentage of students who met the standard in 2018-2019: 80.7% English; 49.6%

Reading; 56.6% Math; 55.3% Science. Therefore, for Grades 3-6, the data showed that for the past 3 years the percentage of students scoring Ready/Exceeding have increased in all areas with the lowest percentage of growth being in English and the highest in Science. Due to the Covid pandemic, there wasn't any applicable data for the 2019-2020 school year.

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.

- 2016-2017 DRA data indicated 93% of the students showed growth on pretest and post test scores for grades 1-6. DRA data indicated 95% showed growth on pretest and post test scores for the 2017-2018 school year for Grades 1-6. DRA data indicated 82% of the students showed growth on pretest and post test scores for the 2018-2019 school year for Grades 1-6. Due to the Covid pandemic, there wasn't any applicable data for the 2019-2020 school year.
- 2016-2017 DIBELS data indicated 95% of the students showed growth on DIBELS pretest and post test scores for Grades 1-6. Data indicated that Kindergarten showed 82% growth for the 2017-2018 school year on DIBELS. 2017-2018 data displayed 91% of students in Grades 1-6 showed growth on DIBELS pretest and post test scores. Data indicated that Kindergarten showed 100% growth for the 2018-2019 school year on DIBELS. 2018-2019 data displayed 92% of students in Grades 1-6 showed growth on DIBELS pretest and post test scores. Due to the Covid pandemic, there wasn't any applicable data for the 2019-2020 school year.

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 took place. According to data, The 2016-2017 data indicated a 69% gain in reading levels for Grades 1-6. The 2017-2018 data indicated a 92% gain in reading levels for Grades 1-6. The 2018-2019 data indicated a 92% gain in reading levels for Grades 1-6. Due to the Covid pandemic, there wasn't any applicable data for the 2019-2020 school year.
- Math pretest and post test data for 2017-2018 for Grades 1-6 indicated 93% of the students showed growth. Math pretest and post test data for 2018-2019 for Grades 1-6 indicated 86% of the students showed growth. Due to the Covid pandemic, there wasn't any applicable data for the 2019-2020 school year.

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 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. The 2018-2019 data indicated gains in all domains: 35.90% in Personal and Social Development; 39.89% in Language and Literacy; 42.08% in Mathematical Thinking; 40.43% in Scientific Thinking; 42.54% in Social Studies; 39.47% in Arts; 30.41% in Physical Development, Health, and Safety for 4 year olds. Due to the Covid pandemic, there wasn't any applicable data for the 2019-2020 school year.

8. BMI Student Data:

- Palestine-Wheatley BMI data for the 2018-2019 school year indicated that an average of 45.7% of all males assessed were overweight or obese, and 44.7% of all females assessed were overweight or obese. BMI data for the 2019-2020 school year indicated that an average of 45.4% of all males assessed were overweight or obese, and 51.6% of all females assessed were overweight or obese. BMI data for the 2020-2021 school year indicated that an average of 57.1% of all males assessed were overweight or obese, and 55% of all females assessed were overweight or obese. The data from the last 2 years indicated an 11.7% increase in males who were overweight or obese, and a 3.4% increase in females who were overweight or obese. This indicates a total of a 15.1% increase of the total population assessed were considered overweight or obese from the 2019-2020 school year to the 2020-2021 school year. However, trending over the past 3 years, data indicated a slight increase of 11.4% in males who were overweight or obese, and an increase of 11.3% in females who were overweight or obese.

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

During the 2019-2020 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 for the 2019-2020 school year. For the 2020-2021 school year, year 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. Due to the Covid pandemic, meetings were interrupted and a new indicator will be chosen from those discussed in the past meetings in order to meet objectives. Later on, after assessing needs and goals, the Team selected two new indicators to assess, and at the present time both indicators were found to be in full implementation and were added to our list of fully implemented indicators.

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)

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)