

**Woodrow Cummins Elementary School  
School Action Plan  
2018-2019**

**Area of Concern**

At the elementary level, chronic absence is typically associated with poor performance in core academic subjects. Research shows that missing only an average of two days a month negatively affects academic performance. Half of students who miss two to four days in September will go on to miss nearly a month of school. Excused and unexcused absences have the same negative effect on student academic performance. Poor attendance can influence whether kids read proficiently by grade three. Good attendance helps kids succeed in school and bolsters their self-esteem. According to our 2017 ESSA School Index: School Quality and Student Success report, Woodrow Cummins' Student Engagement Score was 91.96. 469 points were earned for students being absent less than 10% of the days enrolled. 41 students did not earn any points. Teachers and administrators identified this area of need.

**Goal**

We would like to move students who are at high risk, those who were absent 10% or more of days enrolled and earned zero points, to be at moderate or low risk by being absent less than 10% of days enrolled which would earn 0.5 to 1.0 points. Our goal is to decrease from 41 students to 25 students not earning any points for the Student Engagement Score. #countmein is a program designed to change the view of attendance in both students and parents at Woodrow Cummins Elementary (WCE). With pertinent shared data, scheduled parent communication, and student incentives, we propose to instill a sense of priority in each child and family member to attend school every day. A primary goal through the components of this program is to make our student/parent body understand that attendance is a key factor in student success, and more students will achieve because they are coming to school daily.

## **Strategies**

- Communication with parents about the importance of attendance is necessary for reducing chronic absenteeism.
- We will utilize our website, Facebook, and Lion News broadcast to clearly disseminate information about Conway Public Schools (CPS) attendance policies and our school-wide attendance incentives.
- Engage students, parents, educators, and community members in a campaign that offers positive rewards for getting to school.
- Track the number of unexcused and excused absences per quarter.

## **Professional Development**

Incentives will be a part of creating a school-wide culture of attendance, accompanied by a deep commitment to ensuring students are engaged in the classroom once they show up. Competition between classes will encourage students to feel accountable to each other for attending class. Teachers will review CPS attendance policies and become familiar with the sanctions for poor attendance. Teachers will be taught how to compute class percentages for weekly attendance. They will create monthly shopping sheets for Behavior/Attendance Bucks that are motivating for students. Teachers will report students with chronic absences to the school counselor.

## **Implementation Plan**

May 2018

- Brainstorm incentive ideas with staff

August 2018

- Letter to parent outlining #countmein program and the goals of attendance.

August 2018-May 2019

- Track excused and unexcused absences
- Attendance clerk will run weekly attendance reports
- Teachers will review their class percentage and give a “start of the week” pep talk.
- Classes with 98% or above attendance will be recognized on our Lion News Facebook, and in our Lions Newsletter.
- At the end of each month, an overall monthly report will be generated according to homeroom classes and posted on our Lion News, Facebook, and in our Lions Newsletter.
- Individual Incentive ~ Behavior Bucks are already in place. Add an “Attendance Buck” worth \$5.00 for students who are at school daily Monday-Friday. Attendance Bucks will be awarded each Friday. Students spend Behavior and Attendance Bucks monthly at the Incentive Store.
- Monthly the classroom with the overall highest attendance for that month will receive a whole group reward: Lunch with Principals

## **Evaluation**

Check and compare attendance data quarterly from previous year.

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Third grade reading level has been shown as a predictor of graduation and college attendance, even when demographic characteristics were included as controls (Chapin Hill, 2010). Only 31% of Arkansas' 4th-grade students are proficient in reading. Arkansas ranks in the lower third in reading scores in comparison to other states. Failure to read by 9 years of age portends a lifetime of illiteracy for at least 70 percent of struggling readers (Shaywitz, 2003).

Teachers and administrators identified reading at grade level as a critical component of student achievement and success. Data from both 2017 and 2018 ACT Aspire tested years support the need for increased reading achievement, as shown below:

- Spring 2017 ACT Aspire Data, 65.18% of third and fourth grade students were reading at grade level. Achievement data is as follows:
  - 224 third & fourth grade students were included in the testing group
  - Out of those 224 students:
    - 146 students scored “Ready” or “Exceeding”
  - 78 students (34%) scored “In Need of Support” or “Close”
  
- Spring 2018 ACT Aspire Data, 63.48% of third and fourth grade students were reading at grade level. Achievement data is as follows:
  - 230 third & fourth grade students were included in the testing group
  - Out of those 230 students:
    - 146 students scored “Ready” or “Exceeding”
  - 84 students (36%) scored “In Need of Support” or “Close”

## **Goal**

Our school goal is to increase current reading achievement by focusing on the number of students not reading at grade level. Our goal is to increase the number of third and fourth grade students scoring “Ready” or “Exceeding” from our current reality of 63.48% to 70%. Based on 2016 ACT Aspire Reading assessment data, our students grew from 53.5% in 2016 to 65.18% in 2017. Based past growth and current instructional practices our goal of a 7% increase is appropriate and attainable. Our focus will include students at all grade levels, not just third and fourth graders. Research shows that the majority of children who enter kindergarten at risk for reading failure can learn to read at average or above-average levels—if they are identified early and given systematic, intensive instruction in phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension strategies (Lyon et al., 2001; Torgesen, 2002a).

## **Strategies**

- Increase the depth of knowledge for all grade level teachers in the areas of phonics and phonological awareness
- Focus on the science of reading, or how a student learns
- Encourage daily read alouds in each classroom that will serve as a fluency model, develop vocabulary, and create an enthusiasm for lifelong reading.
- Kindergarten teachers will implement the Reading Initiative for Student Excellence (R.I.S.E.)
- Incorporate R.I.S.E strategies for struggling readers in 3rd/4th grades
- First and second grade teachers will implement a multisensory structured language approach to phonics instruction and spelling curriculum.
  - Words by sight will be taught to students based on the following two groups: words you can sound out and words that break the rules that you can't sound out.
- Second through fourth grades will focus on reading engagement and sustainability.
- Strategies for choosing “Just Right Books” will be implemented using the “five finger test”, as well as a focus on book reviews and book talks by students and teachers.

## **Professional Development**

Kindergarten teachers will attend R.I.S.E. Arkansas, which includes a three day summer session that will extend to follow-up days throughout the year. Continued support for phonological development and phonemic awareness will be provided by the leadership team on campus, as well as job-embedded professional development across the district and grade levels. Teachers will be trained to implement Book Talks by second grade in order to promote a positive reading culture.

## **Implementation Plan**

Summer 2017	First grade PD Connections Spelling
Summer 2018	Second Grade PD Connections Spelling
Summer 2018	Kindergarten RISE training
August 2018	Inservice on data retrieval and data management
August 2018	Second Grade to implement Connections Spelling

## **Evaluation**

Empirical research clearly indicates the urgent need to provide high quality, intensive instructional interventions to students at risk of reading difficulty as soon as possible (Snow, Burns, and Griffin, 1998). Woodrow Cummins will administer screening measures to every student kindergarten through 4th grade in an effort to identify students at risk for reading difficulties. Interventions will be implemented for identified students based on assessment data and current class achievement. Monthly Response to Intervention (RTI) meetings will convene to assess current intervention practices and/or develop strategies needed to ensure student success.

Assessment evaluations include:

Sept. 2018	Beginning of Year Assessments: NWEA MAP, ACT Aspire Interim I, Classworks Benchmark Summative
January 2019	Middle of Year Assessments: NWEA MAP, ACT Aspire Interim II, Classworks Benchmark Summative
March 2019	End of Year Assessments: NWEA MAP, ACT Aspire Interim III, Classworks Benchmark Summative

April 2019

ACT Aspire Summative

Progress monitoring evaluations will include:

- August 2018 - Beginning of Year DIBELS, 1st -4th grade
- August 2018 - Rapid Naming Assessment, 1st -4th grade
- Sept. - Dec. 2018 - DIBELS Progress Monitoring twice monthly
- January 2019 - Middle of Year DIBELS, Kindergarten-4th grade
- Feb.-April 2019 - DIBELS Progress Monitoring twice monthly
- May 2019 - End of Year DIBELS, Kindergarten-4th grade

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Research from the National Longitudinal Survey of Youth Child Data, 1986–94, shows African Americans score lower than Caucasians on vocabulary, reading, and math tests. The test score gap appears before children enter kindergarten and it persists into adulthood. The African American/Caucasian test score gap is evident at WCE based on ACT Aspire data. WCE’s 2017 ESSA School Index: School Value-Added Growth Score was 82.24 while the Black or African American subgroup’s Value-added Growth Score was only 77.06 which indicates Lower Achievement and Lower Growth for the Black or African American subgroup. WCE’s Overall School Quality and Student Success for All Students was 77.9 but our Black or African American subgroup was only 64.3. Teachers and administrators identified the test score gap for the Black or African American subgroup as an area of need.

**Goal**

We want to reduce the racial disparity in achievement and growth between our Black or African American subgroup and their grade level peers, by increasing the Black or African American subgroup’s Value-added Growth Score from 77.06 to 80.

**Strategies**

- Identify individual needs and create purposeful intervention strategies for both math and literacy for our African American subgroup
- Teachers will provide students with high interest reading material to ensure authentic reading engagement.
- Teachers’ expectations for low performing students will be raised.
- Address our struggling learners in a timely manner with thoughtful approach and continued progress monitoring.
- Grade level teachers will utilize Classworks for individualized intervention and remediation based on summative assessment and universal screener data.

## **Professional Development**

Teachers will continue poverty awareness professional development from the work of Ruby Payne. The faces of poverty will be identified and the link between home and school will be researched. Teachers will be trained on racial sensitivity in an effort to increase genuine care for students because children know when they are taught by adults who care about them and believe in them. Parental involvement professional development will include activities that foster the school-home connection as well as how teachers can communicate effectively with parents.

Kindergarten teachers will be introduced to the science of reading through R.I.S.E. Training. This three day training is designed to increase the depth of knowledge for teachers in all areas of reading instruction. Professional development will continue throughout the year and take place in forms of face-to-face interaction as well as peer coaching or other methods.

Kindergarten through fourth grade teachers will be provided training for Classworks, which is a digital learning solution for whole group instruction and individualized learning for acceleration, intervention, and remediation. All teachers in grades kindergarten through fourth grade will also attend two days of Eureka Math professional development to deepen understanding and pacing of our newly implemented math curriculum.

## **Implementation Plan**

Summer 2017	First grade PD Connections Spelling
August 2017	First grade whole group Connections Spelling
Summer 2018	Second Grade PD Connections Spelling
Summer 2018	Kindergarten attends RISE training
Summer 2018	K-4, Eureka Math and Classworks training
Summer 2018	Research effective family engagement ideas
August 2018	Info to parents about WCE's Parent Resource Center
August 2018	Inservice on data retrieval and data management
August 2018	Second Grade to implement Connections Spelling
August 2018 -	Weekly team meetings
May 2019	
Sept. 2018	Bi-weekly DIBELS and Classworks progress monitoring

## **Evaluation**

Ongoing weekly team meetings with grade level teachers, instructional facilitator, and administration will begin August 2018 and continue throughout the year. Team meetings will provide teachers time for purposeful planning. Team meetings will also be used to determine needed intervention strategies, based on formative and summative assessment data throughout the year specifically for our subpopulation of Black or African American students . Monthly RTI meetings will convene to assess current intervention practices and/or develop strategies needed to ensure student success. Feedback will be provided from classroom teachers about their continued work toward our school goal, and what specific classroom strategies they have implemented.

### Specific assessment data to be evaluated includes:

Sept. 2018	Beginning of Year Assessments: NWEA MAP, ACT Aspire Interim I, Classworks Benchmark Summative
January 2019	Middle of Year Assessments: NWEA MAP, ACT Aspire Interim II, Classworks Benchmark Summative
March 2019	End of Year Assessments: NWEA MAP, ACT Aspire Interim III, Classworks Benchmark Summative
April 2019	ACT Aspire Summative