



2020-2021 District Support Plan

District	Watson Chapel School District
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ARKANSAS READY FOR LEARNING PLAN:

Ready for Learning Expectations		District Plan
<ul style="list-style-type: none"> Ensure the continuity of teaching and learning by providing: 	<ul style="list-style-type: none"> a guaranteed and viable curriculum that includes: 	District Literacy Plan District Support Plan School Improvement Plans
	<ul style="list-style-type: none"> o blended learning (K-12), and 	Virtual Learning Plan
	<ul style="list-style-type: none"> o diagnostic assessments (K-8) 	K-8 will be using Renaissance for the diagnostic assessment
<ul style="list-style-type: none"> Identify how to address unfinished learning from the prior year by using: 	<ul style="list-style-type: none"> Arkansas Playbook: Planning for Re-engagement 	District and building administration have analyzed the Arkansas Playbook. This information has been shared with teacher teams and they have had the opportunity to review it as well. Vertical teams have discussed essential standards students may have missed which could create learning gaps for students.
	<ul style="list-style-type: none"> district-developed resources 	School teams worked on an essential planning document to analyze essential standards taught, not taught, and skills that needed to be mastered for students. Reteaching of standards will occur

		<p>throughout the school year once deficits are addressed by the teacher;</p> <p>Essential standards have been identified. They are the same with both types of instruction. CFAs are written for both learners. Same type.</p>
<ul style="list-style-type: none"> Utilize a Learning Management System 		Google Classroom
<ul style="list-style-type: none"> Schedule teacher training for how to use the LMS 		June 23, June 30, July 1, July 6, July 7, July 8, July 13, July 21, August 4, August 5, August 6 & ongoing during school year
<ul style="list-style-type: none"> Schedule teacher training for blended learning (delivery of instruction) 		August 4-6 & ongoing during the school year based on individual teacher needs.
<ul style="list-style-type: none"> Provide support for parents and students Family and Community Engagement Plan Support Parent Page on DESE Website 		<p>Parent Engagement Plan Parent Page on DESE Website</p> <p>Parents will receive updated information through:</p> <ul style="list-style-type: none"> Message system Facebook School Website http://wc-web.k12.ar.us/ Individual buildings send out parent communications Classroom teachers also send communications
<ul style="list-style-type: none"> Provide a communication plan for interacting with parents, students, and the community 		<p>District Web Site</p> <ul style="list-style-type: none"> Students are 1 to 1 with Chromebooks Parents have selected training dates on the LMS platform. Parents and students have a phone number to call for technical support, they were given detailed instructions on who to contact based on the need. parents and student are receiving training/support Internet access when needed. Schools have selected individual dates to provide parents with onsite assistance on the districts LMS, eSchool, and other issues that might arise. Communication is occurring with parents on various social media platforms, phone blast, letters, emails and phone calls. Families who do not have internet access are given hotspots to use while they are virtual learners.

The following waivers were requested through submission of the Assurance and Application for Arkansas Ready for Learning:

[See Table 1](#) for explanation of waivers with text of statutes, rules, and standards for accreditation.

Waivers	Explanation for waivers the district chooses to use. For any left blank, the district has chosen not to use.
Ark. Code Ann. 6-17-117 (Non Instructional duties - only for the purpose of implementing ADH requirements and guidelines regarding health and safety)	We are utilizing more teachers on duty to ensure social distancing and eliminate large groups of students gathered in one place. Examples include, but are not limited to: lunch in the classroom, students going to class upon arrival, and afternoon dismissal from classrooms. This will require many teachers to do over 60 minutes of non-instructional duty per week.
Ark. Code Ann. 6-17-204(b) (Teacher contracts - only for the purpose of adopting model policies necessary to implement the Arkansas Ready for Learning Model)	A contract change was issued for 4 additional professional development days which will take place August 4 - 7, 2020 due to the Governor's change for the starting date of school. A resolution was adopted by the Board to honor any policy changes needed to implement the Arkansas Ready for Learning Model. In addition, the school calendar has been revised to reflect the new start date of August 24, 2020. A survey was sent to the staff, but not an official vote.
Ark. Code Ann. 6-17-205(b)(2) (Teacher contracts - only for the purpose of adopting model policies necessary to implement the Arkansas Ready for Learning Model)	Policy changes may need to take effect immediately rather than going through the PPC committee with board approval for the purpose of implementing the Ready to Learn Model.
Ark. Code Ann. 6-17-2304(b) (Classified employee policies - only for the purpose of adopting model policies necessary to implement the Arkansas Ready for Learning Model)	A resolution was adopted by the Board to honor any policy changes needed to implement the Arkansas Ready for Learning Model. In addition, the school calendar has been revised to reflect the new start date of August 24, 2020. A survey was sent to the staff, but not an official vote.
Ark. Code Ann. 6-17-2305(c)(2) (Classified employee policies - only for the purpose of adopting model policies necessary to implement the Arkansas Ready for Learning Model)	A resolution was adopted by the Board to honor any policy changes needed to implement the Arkansas Ready for Learning Model. In addition, the school calendar has been revised to reflect the new start date of August 24, 2020. A survey was sent to the staff, but not an official vote

The following waivers apply only on days, or portions of days, when technology-based approaches are the primary instructional delivery, for specific groups of students that are receiving their instruction primarily through technology-based approaches, or for staff providing instruction primarily through technology-based approaches, or if necessary to implement ADH requirements or guidelines:

Waivers	For the waivers you choose to use, explain what that looks like in the district.
<ul style="list-style-type: none"> Ark. Code Ann. 6-16-102(a)(1) through 	Students and families were allowed to choose from two learning options for the 2020-2021 school year. These options included traditional/blended (5 days on campus), or virtual (5 days on campus). For all virtual students, these waivers will be utilized.

<p>(a)(5)(E)(i)(b), and (c) (School Day)</p> <ul style="list-style-type: none"> Standard for Accreditation 1-A.4.2 and 1-A.4.3 (School Day) 	<p>Contracts have been developed and will be signed by every family outlining the number of hours expected for blended and virtual learning daily. Virtual learning students will not be required to have a 6 hour school day or an assigned recess time.</p>
<p>Ark. Code Ann. 6-17-111(a) (Duty-free lunch)</p>	<p>This would be utilized only if required to pivot all learning to on campus at any point in time</p> <p>In order to meet ADH guidelines, teachers are not guaranteed a 30-minute duty-free lunch each day.</p>
<p>Ark. Code Ann. 6-17-114 (Planning time)</p>	<p>This would be utilized only if required to pivot all learning to on campus at any point in time</p> <p>Teachers that are working offsite for any reason will not be required to have 200 minutes of planning each week.</p>
<p>Ark. Code Ann. 6-17-211 (Employee leave)</p>	<p>Watson Chapel School District is prepared to work with each employee individually based on needs that may arise. If an employee is required to quarantine, but is able to complete job responsibilities from home they will be allowed to do so without exhausting leave.</p> <p>Employees working offsite will not have leave docked.</p>
<p>Ark. Code Ann. 6-17-812(a)(2) (Class size)</p>	<p>A virtual teacher may exceed class size per standards.</p>
<ul style="list-style-type: none"> DESE Rules Governing Class Size and Teaching Load, Sec. 3.00 and 4.01 through 4.03 	<p>A virtual teacher may exceed class size per standards.</p>
<ul style="list-style-type: none"> DESE Rules Governing Student Special Needs Funding, Sec. 4.03.2 through 4.03.2.2.1 	<p>Programs funded by special needs funding will continue to maintain student/teacher ratios onsite and virtual learners may exceed class size per standards.</p>
<ul style="list-style-type: none"> DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment 	<p>Virtual learning students will be provided physical activity but will be unable to provide Body Mass Index Calculations. The only nutrition guidelines that can be governed are the meals for the cafeteria. Virtual learning students have the option to receive meals from the cafeteria.</p>

<p>Protocols in Arkansas Public Schools, Sec. 7.10.1 and 7.10.2</p>	
<ul style="list-style-type: none"> Standard for Accreditation 1-A.5 	<p>Virtual learning classrooms will not have to adhere to class size per standards.</p>

DISTRICT SUPPORT PLAN FOR LITERACY

(Required for schools receiving Level 3, 4, or 5 support) Link Plan in Indistar.

Explain the needs assessment process used to identify the focus of the school level improvement plan(s). [PLAN]

The district leadership team works through the process to review various data to identify common areas of focus and need. By the end of the 2020-2021 academic year, students in the Watson Chapel School District in grades 3-10 will decrease the number of In Need of Support students in Reading on the ACT Aspire.

<p>District Literacy Plan</p>	<p>District Literacy Plan Feedback in Literacy Plan</p>
<p>(1) Goals for improving reading achievement throughout the district</p>	<p>Watson Chapel School District is committed to a strong core curriculum and instruction to ensure all students are able to read at or above grade level by:</p> <ul style="list-style-type: none"> Incorporating a Ready for Learning process to reach all students. Supporting each building’s individual improvement goals. Effectively implementing interventions at all grade levels targeting foundational reading skills utilizing Science of Reading strategies. Providing Science of Reading training through various pathways for teachers in the district. Providing dyslexia interventions for students who have characteristics of dyslexia <p>LITERACY CURRICULUM FOR EACH GRADE BAND</p>

	<p>K-1</p> <ul style="list-style-type: none"> Open Court digital (integrated studies/ELA), Flocabulary (integrated studies) <p>2-3</p> <ul style="list-style-type: none"> Open Court (integrated studies/ELA), HMH Science, Flocabulary (integrated studies) <p>4-6</p> <ul style="list-style-type: none"> McGraw Hill (ELA), Edulastic (reading comprehension/all subjects), Flocabulary (integrated studies), HMH Science) <p>7-9</p> <ul style="list-style-type: none"> HMH (ELA), USA Test Prep (integrated studies), HMH Science <p>10-12</p> <ul style="list-style-type: none"> HMH (ELA), USA Test Prep (integrated studies), HMH Science
<p>(2) Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.</p>	<p>ESA, Title I, and local funds are prioritized to improve reading achievement throughout the district. Funds are budgeted to pay the salaries of 2 district curriculum supervisors (K-6; 7-12); school level literacy facilitators, reading interventionist (K-1), paraprofessionals trained in literacy intervention, intervention software, diagnostic software, academic software, materials and supplies that are needed at each school to effectively implement the curriculum and goals to increase student literacy achievement.</p> <p>ESA Budget Report</p>

Name of School(s)	Support Requested	District Support	Strategy Code
Edgewood K-1	Chromebooks PPE Dyslexia Interventionist	284 852 0.5	1: safe/collaborative 2: effective instruction 3: viable curriculum
L. L. Owen 2-3	Chromebooks PPE Dyslexia Interventionist	294 882 0.5	2 3 1
Coleman 4-6	Chromebooks PPE Dyslexia Interventionist	479 1437 0.5	2 3 1

Watson Chapel Jr. High 7-9	Chromebooks	585	2
	PPE	1775	3
	Strategic Reading Class	1	1
Watson Chapel High School 10-12	Chromebooks	549	2
	PPE	1647	3

Explain how the district will monitor the fidelity of implementation of the school-level improvement plan(s). [DO]

WCSD will monitor the implementation of the Ready for Learning model using Google Classroom.

Students will be assessed using Common Formative Assessments (CFAs), DIBELS, 44ACT Aspire Interims, ACT Aspire Summative.

WCSD will conduct collaborative team meetings (CTM's) to monitor and support essential standards, common formative assessments, and intervention plans. Each building will provide specific time for teachers to serve students with interventions as indicated by the common formative assessments. Teachers will be provided common times to share evidence of interventions.

Each building will provide time for the implementation of RTI to target Tier 2 and 3 skills.

WCSD may utilize ESA funds to equip teachers with the Science of Reading strategies. We will ensure that grades K-6 are implementing strategies learned in RISE training. (Teachers are in different stages of RISE. All should be completed by the end of 2021.)

WCSD will provide dyslexia interventionists based on the training from Take Flight on the elementary campus to serve the needs of students with characteristics of dyslexia. These programs will also be used as an instruction piece for phonics.

SOR PATHWAYS PD:

[Science of Reading Pathway Chart](#)

[Literacy Grant Metrics](#)

Explain how the district will evaluate the school-level improvement plan for progress. This explanation should include clearly defined expectations. [check]

WCSD Leadership teams will monitor the implementation of the learning management systems through parent and student feedback. We will access the teachers' classrooms in observatory roles to ensure students' needs are being met and instruction is occurring as needed.

WCSD Leadership teams will evaluate the results of common formative assessments through PLC meetings, RTI meetings, building leadership team meetings, and district leadership team meetings.

WCSD Leadership teams will review the beginning of the year, mid-year, and end of the year data. Mid-year and end of the year data should show growth from the beginning of the school year data.

WCSD Leadership teams will schedule classroom walk-throughs to ensure SoR strategies are being utilized. These observations will be done as often as needed to ensure all components of SoR and being met.

Rubric for district support plan (for information only):

Status	Support Plan [plan]	Monitoring Timeline and written expectations [do]	Evaluation timeline and expectations [check]
Approved	Systems are examined and supports are identified that will ensure full implementation of the evidence based practices at the school level. District literacy plan addresses goals and prioritization of funding.	Monitoring the timeline is explicit and written expectations are clear.	Evaluation timeline is explicit and written expectations are clear.
Needs Improvement	Support plan does not address the identified needs of the schools and district. No support plan submitted.	Monitoring timeline and written expectations are not provided or need clarity.	Evaluation timeline and written expectations are not provided.

DISTRICT PLAN FOR SCHOOLS RECEIVING 1003 FUNDS (Only required for schools receiving those funds) This plan is in Indistar.