

American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund
(ARP ESSER 6795)

Watson Chapel School District LEA Plan
for Use of
ARP ESSER Funds, ARP Section 2001(e)

District Information

District Name	Watson Chapel School District
District LEA#	3509
City	Pine Bluff
Superintendent Name	Dr. Andrew Curry
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	https://wc-web.k12.ar.us/319742_2
Date posted	10/1/21
Modified on	9/29/2021

Total FY 2020-21 ESSER III Fund Code 6795 Revenue Code 45995

Preliminary Allocation: 098564883 3509000 WATSON CHAPEL SCHOOL DISTRICT \$6,801,137.31

https://dese.ade.arkansas.gov/admin/Files/FY21_ESSER_3_-_Prelims_Mar_2021_20210601124841.pdf

Watson Chapel School District will be utilizing restricted indirect cost with ESSER III funds at the rate of 2.92%

https://dese.ade.arkansas.gov/admin/Files/21-22_to_publish_LEAs_20210804073853.pdf

1. **Creating Safe and Healthy Learning Environments:**

Program Code	Practice	Description	Person Responsible	Projected Amount
186, 187, 188, 189, 190, 192	Systemic Procedures	<p>Actions or systems implemented to prevent, prepare for, and respond to COVID-19.</p> <p>Meeting the nutritional needs of underserved students.</p> <p>Supporting student mental health needs.</p> <p>Locating absent students and reengaging disconnected youth.</p> <p>Providing safe and inclusive learning environments.</p> <p>Providing healthy learning environments.</p>		
188	Systemic Procedures	<p>WCSD will utilize a misting service - Actions to prevent, prepare for, and respond to COVID-19.</p> <p>Providing safe and inclusive learning environments.</p> <p>Providing healthy learning environments.</p>	Mr. John Hayden, Support Services Supervisor	\$12,500.00
188	Systemic Procedures	<p>WCSD will purchase PPE including Face Masks, shields, cleaning supplies,</p>	Mr. John Hayden, Support Services	\$100,000.00

		<p>equipment such as misting machines, protective clothing for personnel with close contact duties as needed and determined by current COVID needs - Actions to prevent, prepare for, and respond to COVID-19.</p> <p>Providing safe and inclusive learning environments.</p> <p>Providing healthy learning environments.</p>	Supervisor	
197	Facilities	<p>WCSD upgrades the 20-year-old year old HVAC Johnson Controls with Distech Controls and add Global Plasma Solutions Needlepoint Bipolar Ionization to address facility repairs and improvements to enable operation of 5 schools to reduce risk of COVID-19 transmission and exposure to environmental health hazards, and to support student health needs.</p>	Mr. John Hayden, Support Services Supervisor	\$621,861.55
197	Facilities	<p>WCSD upgrades High School High School HVAC Daikin systems to provide facility repairs and improvements to enable operation of schools to reduce risk of COVID-19 transmission and exposure to environmental health hazards, and to support student health needs.</p>	Mr. John Hayden, Support Services Supervisor	\$600,000.00
196, 197	Facilities	<p>School facility repairs and improvements to enable operation of schools to reduce risk of COVID-19 transmission and exposure to environmental health hazards, and to support</p>	Mr. John Hayden, Support Services Supervisor	

		student health needs.		
196, 197	Facilities	School facility repairs and improvements to enable operation of schools to reduce risk of COVID-19 transmission and exposure to environmental health hazards, and to support student health needs.	Mr. John Hayden, Support Services Supervisor	
198	Transportation	WCSD upgrades the air conditioning quality while transporting students to allow more space and social distancing by adding 3 buses. Transportation costs to reduce the spread of COVID-19. (DESE approval must be acquired prior to obligation or purchase.)	Ms. Penny Waddell, Transportation Director	\$300,000.00
Total				\$1,634,361.55

2. Addressing Lost Instructional Time or Loss of Learning:

A minimum of 20% set-aside of the total ARP ESSER allocation \$6,801,137.31 in the amount of \$ 1,360,227.46 must be allotted in Loss of Learning planning.

Program Code	Evidence-based interventions	Description	Person Responsibility	Projected Amount
170, 180, 184	Accelerating learning through	Literacy In-school acceleration: Licensed educators provide needed support for students within the context of grade-level work		

	instructional approaches.	and within the classroom; using high-quality assessments, and instruction on essential learning (effect size .60-.88, Tier 3). -High Quality Instructional Materials		
170, 180, 184	Accelerating learning through instructional approaches.	Math In-school acceleration: Licensed educators provide needed support for students within the context of grade-level work and within the classroom; using high-quality assessments, and instruction on essential learning (effect size .60-.88, Tier 3). -High Quality Instructional Materials		
170, 180, 184	Accelerating learning through instructional approaches.	Science In-school acceleration: Licensed educators provide needed support for students within the context of grade-level work and within the classroom; using high-quality assessments, and instruction on essential learning (effect size .60-.88, Tier 3). -High Quality Instructional Materials		
170, 180, 184	Accelerating learning through instructional approaches.	Social Studies In-school acceleration: support for students within the context of grade-level work and within the classroom; using high-quality assessments, and instruction on essential learning (effect size .60-.88, Tier 3). -High Quality Instructional Materials		
170, 180, 184	Accelerating learning through instructional	In-school acceleration: Licensed educators provide needed support for students within the context of grade-level work and within the classroom; using high-quality		

	approaches.	assessments, and instruction on essential learning (effect size .60-.88, Tier 3). -High Quality Instructional Materials		
170, 180, 182, 184	Accelerating learning through instructional approaches.	Tutoring programs: High-dosage tutoring provided consistently by well-trained tutors or educators at least three days per week for at least 30 minutes at a time in groups of five or fewer students (effect size 1.29, Tier 3).		
170, 180, 182, 184	Accelerating learning through instructional approaches.	Out-of-school time programs: Educators target students needing additional support before, and after the regular school day, as well as on weekends and during school breaks programs, to deliver academic instruction (effect size .40-.60, Tier 3).		
184	Accelerating learning through instructional approaches.	WCSD provides Summer School for Grades K-12 learning and enrichment service that provides high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences. (3-year plan projection) K-6 (1 Summer School Session) 7-12 (2 Summer School Sessions – Credit Recovery)	Ms. Kristy Sanders, K-12 Curriculum Coordinator	\$300,000.00
170	Supporting equitable access and effective use of	WCSD will use the Arkansas River Cooperative Consortium to provide through Virtual Arkansas Edgenuity Learning Management System for Grades K-6 and Virtual Aransas /	Ms. LaDonna Spain, Assistant Superintendent	AREC Coop K-6 only - \$112,500.00 (per 75 total

	technology	<p>CANVAS in grades 7-12)</p> <p>A District Connection Coach will ensure on site collaboration with the Arkansas River with the building administrator.</p> <p><u>WCSD-ARESC K-12 Virtual Template - 4th draftFINAL</u></p> <p><u>ARESC K6 Virtual Consortium's Digital Learning Application Addendum 2021 - Watson Chapel</u></p> <p>A Engage family in digital learning training and effectively using technology and platforms provided by the school (effect size .50, Tier 3).</p>		<p>students) \$33,750 at July 2021 \$33,750 in January 2022 Totaling for K-6 \$180,000.00</p> <p>Virtual Arkansas only Estimate- \$328,000.00</p> <p>\$508,000.00</p>
180, 181, 182	Using data about students' opportunity to learning to help target resources and support	Utilize data to understand where and how resources should be allocated to address student access to opportunity to learn (OTL) indicators (effect size .75-1.29, Tier 3).		
170, 180, 182, 183, 184, 185	Addressing resource inequities	<p>Ensure students have equitable access to a well-rounded education. (based on sub-group data) (effect size 1.29, Tier 3)</p> <p>-Advanced Coursework opportunities</p> <p>-Inclusive Practices</p>		

		-Well-prepared educators		
180, 182	Addressing resource inequities	Provide wrap around services for students (effect size .44-.77, Tier 3)		
170, 180, 182, 183, 184, 185	Addressing resource inequities	Evidence-based practices that maximize students' social, emotional, and academic benefits. -Professional Learning Communities (Tier 2)		
170	Addressing learning loss	<p>.50 of the Communication Director</p> <p>Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the LEA, including by</p> <ul style="list-style-type: none"> (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. 		\$40,000.00

		(D) Tracking student attendance and improving student engagement in distance education.		
170	Addressing learning loss	<p>Purchase Service - Monthly Digital Learning Specialist Services</p> <p>Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the LEA, including by</p> <p>(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.</p> <p>(B) Implementing evidence-based activities to meet the comprehensive needs of students.</p> <p>(C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.</p> <p>(D) Tracking student attendance and improving student engagement in distance education.</p>		\$40,000.00
170	Addressing learning loss	<p>Software - Special Services</p> <p>Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the LEA, including by</p>		\$90,000.00

		<p>(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.</p> <p>(B) Implementing evidence-based activities to meet the comprehensive needs of students.</p> <p>(C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.</p> <p>(D) Tracking student attendance and improving student engagement in distance education.</p>		
170	Addressing learning loss	<p>Loss of Learning - General Supplies 170</p> <p>Mobile Library - Supplies</p> <p>Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the LEA, including by</p> <p>(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.</p> <p>(B) Implementing evidence-based activities to meet the comprehensive needs of students.</p> <p>(C) Providing information and assistance to</p>		\$428,410.88

		<p>parents and families on how they can effectively support students, including in a distance learning environment.</p> <p>(D) Tracking student attendance and improving student engagement in distance education.</p>		
170	Addressing learning loss	<p>Software - ZOOM, Labster</p> <p>Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the LEA, including by</p> <p>(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.</p> <p>(B) Implementing evidence-based activities to meet the comprehensive needs of students.</p> <p>(C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.</p> <p>(D) Tracking student attendance and improving student engagement in distance education.</p>	\$11,164.88	\$11,164.88
Total				\$1,360,227.46

2.A. Process for Monitoring Implementation:

Description:

Watson Chapel School District will ensure that the interventions it implements, including but not limited to the interventions implemented under Section 2001 (e) (1) of the ARP Act to address the academic impact of lost instruction time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Evaluation of specific programs are monitored through common formative assessments and district specific assessments to address student needs. WCSD will continue to monitor the implementation of the Ready for Learning model using Google Classroom. Students will be assessed using Common Formative Assessments (CFAs), DIBELS, ACT 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 within the 2021-22 school year.)

Watson Chapel School District Support Plan 2020-2021

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

2.B. Process for Evaluating Implementation:

Evaluation: Please describe how the LEA will evaluate the effectiveness of these interventions.

Collection of data for the 2021-2022 school year will include:

1. Number of COVID cases in the Watson Chapel School District (quarterly)
2. Student achievement data from STAR and Common Formative Assessments through the Arkansas River Education Consortium Edgenuity and Canvas programs and Watson Chapel School District Teacher made assessments.
3. Staff attendance and contract completion (quarterly)
4. Personnel Professional Development credit hours
5. Retention of recruited staff (annually)

Creating Safe and Healthy Learning Environments:

Addressing Lost Instructional Time or Loss of Learning:

Summer School programs are used during the 2021-2022 school year to accelerate student learning by placing students in previous year grades with teachers in the up and coming school year. Students and teachers begin building relationships and teachers begin review of student specific needs prior to the beginning of the school year.

Supporting Educator and Staff Stability and Well-Being:

The Watson Chapel School District (WCSD) is a high poverty district that is located in Jefferson County. Jefferson County has two other school districts also with a high percentage of poverty students and a lower percentage of racial diversity. With the other school districts only being a few miles apart and salary schedules being varied, the Watson Chapel School District struggles to retain experienced teachers and staff. The COVID-19 pandemic has led several teachers to resign throughout the 2020-2021 school year. As of May 1, 2021 the district has lost 32 certified employees and 6 classified employees due to COVID-19 concerns, higher salaries, retirement, or other pursuits. The district has 20 certified teachers resign to teach in the surrounding school districts. During the exit meetings with the resigning teachers, pay is always stated as one of the reasons they are leaving the district. As the district works to increase pay by 3%, utilizing the Teacher

Salary Equalization Funds along with district funds, for all staff to begin closing the gap among the surrounding districts, there is a need for additional incentives to recruit and retain high quality staff.

In order to recruit and retain highly qualified and experienced certified educators, WCSD will utilize ESSER funds to provide incentives through additional compensation for.

- Certified staff new to the district and certified staff returning to work in the Watson Chapel School District for the 2021-2022 school year with additional compensation in the amount of \$4,000.00. This will be paid in tiers of \$2,000.00 in December 2021 contingent that the staff member completes the fall semester in person qualifications from August 16, 2021 to November 30, 2021 with 90% in person attendance and \$2,000.00 in May of 2022 contingent that the staff member completes in person qualifications the month of December 2021 and the 2022 spring semester between December 1, 2021 to April 29, 2022 with 90% in person attendance. Disciplinary infractions should be avoided and could result in loss of incentive pay per semester. Certified staff must show at the end of the fall semester by November 30, 2021 term efforts of completion of required professional development and completion of all required professional development by the April 29, 2022 end date.

In order to recruit and retain highly qualified and experienced certified educators, WCSD will utilize ESSER funds to provide incentives through additional compensation for.

- Classified staff returning to the Watson Chapel School District for the 2021-2022 school year with additional compensation in the amount of \$3,000.00. This will be paid in equal tiers of \$1,500.00 in December 2021 contingent that the staff member completes the fall semester in person qualifications from August 16, 2021 to November 30, 2021 with 90% in person attendance and \$1,500.00 in May of 2022 contingent that the staff member completes in person qualifications the month of December 2021 and the 2022 spring semester between December 1, 2021 to April 29, 2022 with 90% in person attendance. Disciplinary infractions should be avoided and could result in loss of incentive pay per semester. Classified staff must show at the end of the fall semester term by November 30, 2021

efforts of completion of required training and completion of all required professional development by the April 29, 2022 end date.

In order to support all staff with prevention and protection from COVID by providing education options on learning loss prevention and proactive safety precautions, WCSD will utilize

- The Friday, July 9, 2021 State Board Approved Act 1240 District Waiver Request to provide digital learning options for student educational delivery of instruction through the Arkansas River Education Consortium through K-6 Edgenuity and 7-12 Canvas asynchronous and synchronous learning or computerized management systems. (For More details see the [WCSD Waiver Request](#) and [Addendum](#) by clicking here.)
- On-site campus instruction for students while observing all CDC recommendations, DESE expectations, district procedures, and board of education policies for distancing, PPE needs, and other safety precautions while providing high quality face to face instruction.

[For more information regarding the Recruitment and Retention evaluation process, please visit the plan by clicking here.](#)

3. Supporting Educator and Staff Stability and Well-Being:

Program Code	Practice	Description	Persons Responsible	Projected Amount
185	Technology	Technology that supports learning and enables students to learn anywhere and for teachers to teach essential standards.		
160, 180	Additional pay	2021-2022 WCSD provides Other incentive pay strategies permissible of the LEA as connected to strategies and issues	Ms. LaDonna Spain, Assistant Superintendent	\$2,600,000.00

		<p>resulting from COVID-19 disruptions in in-person attendance of teachers and other staff . Strategies also include professional development required hours accrued by staff and educators each semester and discipline infractions could cause a loss of incentive. See approved plan below.</p> <p>Approved WCSD Incentive 2021-2022 Plan</p> <p>COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.</p>		
160	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.		
160, 180	Additional pay	<p>Vaccine Incentive -</p> <p>COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.</p>	Ms. LaDonna Spain, Assistant Superintendent	\$100,000.00
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.		
191	Maintenance	COVID Leave - Continue operations without	Ms. Norma Walker,	\$600,000.00

	of Equity	disruption including employment, programs and addressing budget shortfalls.	District Business Manager/District Treasurer	
191	Maintenance of Equity	Substitutes - Continue operations without disruption including employment, programs and addressing budget shortfalls.	Ms. Norma Walker, District Business Manager/District Treasurer	\$100,000.00
191	Maintenance of Equity	Continuity of Cafeteria Operations Shortfalls - Continue operations without disruption including employment, programs and addressing budget shortfalls.	Ms. Norma Walker, District Business Manager/District Treasurer	\$300,000.00
191	Maintenance of Equity	Continuity of Cafeteria Operations Labor for Virtual Meals- Continue operations without disruption including employment, programs and addressing budget shortfalls.	Ms. Norma Walker, District Business Manager/District Treasurer	\$20,000.00
Total				\$3,720,000.00

Current Total 7/12/21				
Allotment				\$6,801,137.31
Grand Total		Allotment - Grand Total		\$6,642,589.01
Indirect				\$29,200.00

Cost				
Remaining		Grand Total - Indirect Cost		\$129,348.36

[For more information regarding District Support and Ready for Learning, please visit the specific goals and objectives by clicking here.](#)

Dr. Andrew Curry, Superintendent		
SUPERINTENDENT NAME	SUPERINTENDENT SIGNATURE	DATE