

District Plan of Support

2022-2023



T.E.A.M.

Together Everyone Achieves More

Watson Chapel School District

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Website: <https://www.wc-web.k12.ar.us/>

WCSD Approval Date:
DESE Approval Date:

Mission:

The Watson Chapel School District's mission is to provide a challenging curriculum that graduates every student prepared for higher learning and careers that will empower them to become productive citizens in a safe, supportive, and nurturing environment.

Vision:

Preparing today's students for tomorrow's opportunities.

Our Collective Commitments

- Actively promote collaborative relationships as we work with colleagues to determine essential standards to create common formative assessments.
- Be a positive contributing member of our collaborative team
- Use data to drive instructional decisions for all students
- Use evidence-based research to coach, model, support, mentor, and monitor faculty as we identify and eliminate barriers to educational achievement in our schools.

Priorities - High Reliability Schools (HRS)

Priority 1 - Safe, Supportive, & Collaborative Culture (HRS, pp 37-74)

Priority 2 - Effective Teaching in Every Classroom (HRS, pp 75-105)

Priority 3 - Guaranteed and Viable Curriculum (HRS, pp 107-136)

Collaborate with a **T.E.A.M. - Together Everyone Achieves More** mindset while utilizing high functioning professional learning communities in all buildings to focus on learning, ensure collective responsibility, and assess effectiveness by practicing to achieve results.

Increase Literacy English Language Arts (ELA) which includes 3 parts of English, Reading, and Writing achievement by prioritizing resources to support the WCSD Literacy Program by implementing Literacy strategies across the curricula

A Culture where learning is required - Increase achievement and growth across the curricula for all content areas

The following focus areas from Solution Tree Support are embedded in the High Reliability Schools (HRS) priorities above across the district.

- A. Literacy (ELA)! (English, Reading, & Writing, Across Curricula)
- B. A culture where learning is REQUIRED! (Strong Tier I Instruction)
- C. Accountability for Results at ALL levels!(TEAM & PLC Process)

There are several plans that are aligned to support Ready for Learning next steps as listed below.

Ready for Learning https://docs.google.com/document/d/1j4nCEEgAK4Lfg51UTiuCSkRf7InrwUlv/edit?usp=sharing&oid=105150776123359448122&rtpof=true&sd=true	ESSER Plan/Budget https://docs.google.com/document/d/1bmfZ7cDvRWIVBJHcakRy4ygLBdmNfZF/edit?usp=sharing&oid=105150776123359448122&rtpof=true&sd=true	District Support Plan https://docs.google.com/document/d/1PMtBEXzyaYAa2RViuqVUVt5HURF3wLmO4hkG8JNGpz0/edit?usp=sharing
Literacy Plan https://docs.google.com/document/d/1ljR_AT4EchExUNaYITrEyn9fZoeO91S5cYfCtVlkqRc/edit?usp=sharing	Recruitment and Retention https://docs.google.com/document/d/1UX9Fsb0YabX7CGjLfZQ5vFOGvu2UHU14AJhEKHok7ms/edit?usp=sharing	WCSD 306090 Day Plan https://docs.google.com/document/d/18MjSB7cN_dbqjORt6Ap3T4JJR_H4U_ZV/edit?usp=sharing&oid=105150776123359448122&rtpof=true&sd=true

Needs Assessment Data

Data Analysis: On 10/15/2021, the Watson Chapel School District (WCSD) was notified that 61.36% of the district's students scored in need of support in reading in 2021. The letter further states that the WCSD must include in the literacy plan a curriculum program and professional development program aligned with the literacy needs and science of reading. Many students are behind academically, are not reading on grade level, and are lacking at times regarding on-time credits. Alternative interventions and intentional supports are in place by staff where applicable to meet the literacy deficiencies.

Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) STAR Renaissance Assessments are provided to all Grade 1-11 students and grade K who are eligible for the assessment for checking for student understanding of Essential Standards so that teachers will know if their instructional efforts are yielding the expected outcomes. Linked below are the Reading STAR Consolidated State Performance Report. [STAR Reading](#)

State assessments have been received by July 28, 2022. The District Guiding Coalition Team (DGCT) and each Building Leadership Team (BLT) will analyze state assessment outcomes to determine next steps based on the review of the outcomes. Building administrators are working to develop a deeper level of needs assessment to triangulate data to work toward more specific support services for students.

An analysis of Arkansas scores since 2015 show that from 2016 to 2019, the percentage scoring Ready or higher in reading on the ACT Aspire steadily increased for grades 3, 4, 5, and 8. Grades 6 and 7 showed slight dips from 2018 to 2019, and grades 9 and 10 started declining after 2017. No ACT Aspire tests were administered in the 2020 school year and due to COVID-19, the scores overall declined during the 2021 year. The decline was largely attributed to learning loss associated with the COVID-19 situation. Two grades – 5th and 8th – had slightly higher percentages scoring at the Ready or above level in 2021 than they did in 2016. At Watson Chapel the 8th grade fell in line with the Arkansas outcomes. In 2021, 32% of graduating seniors in Arkansas public schools scored ready on the reading portion of the ACT exam. ([2022 Adequacy Report, page 11](#))

District Glows

Academic:

From 2020- 2021 to 2021-2022 the ACT Aspire Proficiency Cohort Data shows an increase in the following grade levels and content areas: See *the end of the plan for all data*.

3rd Grade increased in Reading by 13%; Science by 2%; & Math by 10%

4th Grade increased in English by 5%; Science by 6%; & Math by 1%

5th Grade increased in Reading by 5%; & Science by 1%

6th Grade increased in Reading by 13%; Science by 17%; & Math by 12%

7th Grade

8th Grade increased in English by 8%; Science by 4%; & Math by 4%

9th Grade increased in English by 10%; Reading by 11%; Science by 4%

10th Grade increased in English by 3%

Social-Emotional Learning (SEL):

African American attendance rate (94.65%) higher than the state average (93.87%)

Four-Year Graduation Rate for Students with Disabilities is 92.9% compared to the state's 82.6%

Five-Year Graduation Rate for African-Americans is 90.5% compared to the state's 86.8%

Cumulative Academic Targets (CATs)

Academic:

1. Each child will be on grade level in reading as measured by STAR data.
2. Each child will perform ready or exceeding in English Language Arts (ELA) as measured by the ACT Aspire summative assessment.
3. Each child will be on grade level in Math as measured by STAR data.
4. Each child will perform ready or exceeding in math as measured by the ACT Aspire summative assessment.
5. Each child will perform ready or exceeding in Science as measured by the ACT Aspire summative assessment.

Social-Emotional Learning (SEL):

6. Each student will be 100% engaged as determined by ESSA- SQSS engagement component.
7. Each student will be deemed low risk (absent less than 5% of time enrolled) Each student will understand the goal to achieve their personal success by developing the five skills using the grade-level curriculum of [G.U.I.D.E. for Life](#) as measured by SMART Data reports

Goals - SMART (*Specific, Measurable, Attainable, Relevant, & Timely*) Goals developed from identified needs, supported by an action plan including evaluation/monitoring criteria.

Goal 1: Teachers and administrators build a safe, supportive, and collaborative culture to increase student achievement in all content areas with emphasis in growth in reading by utilizing the science of reading.

Goal 2: Focus on effective teaching in every classroom to increase the instructional competence of each educator to

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impact student learning. *(Know and understand that the most important factor affecting the student learning outcomes is the teacher.)*

Goal 3: Develop and implement a Guaranteed and Viable Curriculum that ensures the answer to the following question, What is it we want students to learn? with emphasis on Science of Reading Proficiency and Awareness across the curricula.

District Goal 1: Teachers and administrators will build a safe, supportive, and collaborative culture to increase student achievement in all content areas with emphasis in growth in reading by utilizing the science of reading.

Goal Quarterly Progress:

Quarter 1

Quarter 2

Quarter 3

Quarter 4

Actions	Person(s) Responsible	Timeline	Monitoring (Evidence)
1. Implement a plan of support for the continued development of PLC Process	APSRC, ARESC, Solution Tree, and WCSD Administrators, Coordinators, Facilitators and personnel	Year long process 2022-2023 as documented in Quarterly Outcomes above.	Identify the Organizational structure of the District and Building Points of Contact, TEAMS, members of the teams, purpose of teams are identified and frequency and outcomes from meetings are transparent.
2. Continue job embedded training in the Science of Reading <ul style="list-style-type: none"> ○ Provide resources as needed 			
3. Recalibrate the PBIS process and align to School and District plans.			
4. Monitor the implementation of norms, rules and procedures that create a safe, collaborative, and supportive learning environment for all students.			
5. Provide opportunities for internal and external coaches (ARESC, APSRC, Solution Tree Coaches, WCSD staff) and lead teachers to further facilitate professional development at the grade, content, and departmental levels			
			CTM agendas/notes/other artifacts are documented and included in shared District and Building Hubs.
			Progress monitoring practices are in place for classrooms and programs implemented at the district and building levels.
			PD certificates are maintained.
			Gains in literacy assessments
			Increased STAR scores
			Post results in the

District Goal 2: Focus on effective teaching in every classroom to increase the instructional competence of each educator to impact student learning. *(Know and understand that the most important factor affecting the student learning outcomes is the teacher.)*

Goal Quarterly Progress:

Quarter 1

Quarter 2

Quarter 3

Quarter 4

Actions	Person(s) Responsible	Timeline	Monitoring (Evidence)
1. Implement the 2022-23 Literacy Plan that guides staff through effective practices of Literacy Across the Curricula.	WCSD, Buildings, ARESC, APSRC, Solution Tree, Instructional Facilitators	Year long process 2022-2023 as documented in Quarterly Outcomes above.	Check References Work Portfolio
2. Align assessments, curriculum, state standards and policies			Valid credentials for the area of which they are being hired
3. Hire highly qualified teachers			Artifacts to demonstrate implementation of professional development training in EdReflect and Learning Dashboard
4. Provide targeted professional development that is intentional and reflective of needs identified through data at the district, school, class, and individual student level			Model and monitor classroom instruction and assessments
5. Teachers and administrators will implement a tiered system of interventions based on data.			Monitor the implementation of the training received
6. Provide PD (Solution Tree Training, Benchmark Workshop, 95% Group, APSRC, ARESC) to ascertain the depthness of the RTI process.			CTM walkthroughs
7. Provide evidenced based resources & technology to readily identify students that are in need of intervening. (95% Group, Benchmark Workshop, SMART Data)			TESS Observations and LEADS evidences in the NEW Educator Effectiveness System
8. Establish a system to monitor student strengths and weaknesses.			Sign-in sheet Records
9. Allow the flexibility of scheduling to meet the needs of teachers and administrators to plan for effective interventions.			Monitor Program or Process implementation
10. Ensure the data is being shared in a timely and reasonable way to ensure feedback			Classroom Walkthroughs observational notes Student data
			30-60-90 Day Plan Need Assessments Artifacts from PLC

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11. Ensure that teachers and administrators have the right resources or tools to implement effective interventions.
12. Each student develops goals to achieve their personal successes by developing the five skills using the grade-level curriculum of [G.U.I.D.E. for Life](#) as measured by SMART Data reports for attendance, discipline, and academic outcomes.

Process PD with Solution Tree External Provider Coaching cycles are implemented.

Quarterly SMART Data reports triangulate attendance, discipline, and academic outcomes from Triand

District Goal 3: Develop and implement a Guaranteed and Viable Curriculum that ensures the answer to the question, What is it we want students to learn? with emphasis on Science of Reading Proficiency and Awareness across the curricula.

Goal Quarterly Progress:

Quarter 1

Quarter 2

Quarter 3

Quarter 4

Actions	Person(s) Responsible	Timeline	Monitoring (Evidence)
<ol style="list-style-type: none"> 1. School Curriculum adheres to state standards and district standards and expectations. 2. All students are taught the same content at a certain grade level in all classrooms aligned to the Arkansas State Standards. 3. Ensure a lean and focused Curriculum that addresses all essentials and supporting standards to ensure achievement and growth while implementing the required Grade level Arkansas State Standards. 4. Establish and maintain a Literacy Program that is based on the science of reading and will result in increased reading achievement and growth for all students and decrease the number of students scoring In Need of Support on the ACT Aspire Reading Assessment 5. All schools within WCSD establish clear and measurable goals that are focused on critical needs 6. Utilize State and interim assessments, STAR, to ensure the curriculum is preparing students for achievement and growth on grade level. 	Board of Education, WCSD, and Administrators	Year long process 2022-2023 as documented in Quarterly Outcomes above.	<p>Teachers demonstrate the utilization of the Arkansas State Standards through documentation of classroom observations in the NEW Educator Effectiveness System</p> <p>Units are developed that contain the Arkansas State Standards, teacher developed curriculum pacing/mapping, learning targets, formative assessments to check for student understanding as documented in Teacher and District collaborative Hubs.</p> <p>All K-6 Educators; SPED K-12 Educators Demonstrate Science of Reading Proficiency and 7-12 Educators</p>

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demonstrate awareness of the Science of Reading as documented in SOR implementation observations in the NEW Educator Effectiveness System and included in ALL Professional Growth Plans of Administrators and Educators.

Data analysis and review of data regularly for the development of Curriculum.

2020- 2021 to 2021-2022 ACT Aspire Proficiency Cohort Data

	English			Reading			Science			Math			Proficiency Gain/loss	
3rd grade	53%	50%	-3%	8%	21%	13	10%	12%	2	23%	33%	10	22%	L.L. Owen
4th grade	42%	47%	5	23%	20%	-3%	11%	17%	6	14%	15%	1	9%	Coleman
5th grade	55%	41%	-14	15%	20%	5	11%	12%	1	10%	7%	-3	-11%	Coleman
6th grade	45%	45%	0	13%	26%	13	8%	25%	17	15%	27%	12	42%	Coleman
7th grade	58%	52%	-6	18%	12%	-6	13%	10%	-3	10%	7%	-3	-18%	Junior High
8th grade	49%	57%	8	28%	21%	-7	11%	15%	4	6%	10%	4	9%	Junior High
9th grade	32%	42%	10	10%	21%	11	8%	12%	4	5%	4%	-1	24%	Junior High
10th grade	36%	39%	3	11%	9%	-2	12%	9%	-3	7%	4%	-3	-5%	High School

Cohort Data 2016-2022

		ELA % Met Readiness Benchmark						% Pts Cohort Change on Prof. 2021 to 2022
SCHOOL NAME	Grade Level	2016	2017	2018	2019	2021	2022	
L. L. OWEN	03	21.6%	13.6%	8.8%	19.0%	8.9%	18.7%	
COLEMAN	04	20.5%	26.4%	13.5%	19.7%	12.5%	7.8%	-1.1%
COLEMAN	05	29.5%	28.7%	18.4%	19.4%	13.3%	15.1%	2.6%
COLEMAN	06	38.8%	47.2%	23.2%	23.4%	6.3%	15.4%	2.1%
JUNIOR HIGH	07	27.7%	41.8%	23.4%	21.4%	12.6%	10.8%	4.5%
JUNIOR HIGH	08	22.2%	37.3%	29.6%	25.9%	18.9%	16.7%	4.1%
JUNIOR HIGH	09	37.8%	31.8%	23.0%	26.7%	12.9%	18.6%	-0.3%
HIGH SCHOOL	10	28.1%	34.9%	19.2%	19.0%	12.7%	14.6%	1.7%

		English % Met Readiness Benchmark						% Pts Cohort Change on Prof. 2021 to 2022
SCHOOL NAME	Grade Level	2016	2017	2018	2019	2021	2022	
L. L. OWEN	03	66.8%	57.3%	53.3%	57.0%	52.7%	49.6%	
COLEMAN	04	53.0%	53.8%	46.6%	51.4%	41.9%	46.8%	-5.9%
COLEMAN	05	52.5%	51.0%	55.1%	52.4%	55.6%	41.3%	-0.6%
COLEMAN	06	53.1%	57.4%	54.5%	56.8%	45.7%	44.7%	-10.9%
JUNIOR HIGH	07	66.7%	67.2%	62.5%	61.8%	57.7%	51.6%	5.9%
JUNIOR HIGH	08	48.6%	56.5%	60.8%	52.3%	48.9%	57.4%	-0.3%
JUNIOR HIGH	09	42.2%	39.7%	41.7%	42.0%	32.0%	41.6%	-7.3%
HIGH SCHOOL	10	37.4%	47.9%	36.6%	35.9%	35.2%	39.0%	7.0%

		Reading % Met Readiness Benchmark						% Ppts Cohort Change on Prof. 2021 to 2022
SCHOOL NAME	Grade Level	2016	2017	2018	2019	2021	2022	
L. L. OWEN	03	15.3%	14.1%	11.0%	21.5%	8.2%	21.1%	
COLEMAN	04	18.5%	21.4%	16.6%	23.1%	22.8%	19.1%	10.9%
COLEMAN	05	17.1%	16.7%	16.8%	21.5%	15.6%	19.8%	-3.0%
COLEMAN	06	25.7%	27.1%	20.9%	22.4%	13.1%	25.2%	9.6%
JUNIOR HIGH	07	17.3%	27.1%	23.4%	16.0%	18.1%	12.1%	-1.0%
JUNIOR HIGH	08	27.5%	29.7%	30.1%	32.5%	27.2%	21.6%	3.5%
JUNIOR HIGH	09	26.1%	22.9%	16.1%	19.8%	9.8%	21.1%	-6.1%
HIGH SCHOOL	10	23.7%	20.9%	15.0%	10.3%	11.5%	8.5%	-1.3%

		Math % Met Readiness Benchmark						% Ppts Cohort Change on Prof. 2021 to 2022
SCHOOL NAME	Grade Level	2016	2017	2018	2019	2021	2022	
L. L. OWEN	03	34.7%	34.7%	30.4%	30.4%	23.3%	33.1%	
COLEMAN	04	28.7%	33.1%	21.5%	24.1%	13.2%	14.3%	-9.0%
COLEMAN	05	21.0%	27.1%	11.8%	18.8%	9.6%	7.1%	-6.1%
COLEMAN	06	33.1%	40.7%	29.5%	24.5%	14.3%	26.8%	17.2%
JUNIOR HIGH	07	22.9%	25.1%	22.4%	27.2%	9.9%	7.6%	-6.7%
JUNIOR HIGH	08	16.1%	12.8%	18.8%	19.7%	6.1%	10.5%	0.6%
JUNIOR HIGH	09	12.2%	9.9%	12.6%	12.1%	4.7%	3.7%	-2.4%
HIGH SCHOOL	10	6.8%	12.3%	8.5%	9.3%	6.7%	3.7%	-1.0%

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		Science % Met Readiness Benchmark						% Ptt Cohort Change on Prof. 2021 to 2022
SCHOOL NAME	Grade Level	2016	2017	2018	2019	2021	2022	
L. L. OWEN	03	17.9%	16.0%	14.7%	20.3%	10.3%	12.9%	
COLEMAN	04	15.8%	19.8%	13.9%	13.8%	10.3%	17.1%	6.8%
COLEMAN	05	13.9%	13.8%	14.6%	18.8%	11.1%	11.9%	1.6%
COLEMAN	06	25.7%	27.1%	19.5%	24.5%	8.6%	25.2%	14.1%
JUNIOR HIGH	07	19.4%	25.6%	18.5%	19.3%	13.2%	10.2%	1.6%
JUNIOR HIGH	08	17.0%	19.8%	21.5%	21.1%	11.1%	15.4%	2.2%
JUNIOR HIGH	09	14.7%	10.3%	10.5%	17.3%	7.9%	12.4%	1.3%
HIGH SCHOOL	10	11.9%	17.2%	14.1%	10.8%	12.1%	8.5%	0.6%

		STEM % Met Readiness Benchmark						% Ptt Cohort Change on Prof. 2021 to 2022
SCHOOL NAME	Grade Level	2016	2017	2018	2019	2021	2022	
L. L. OWEN	3	18.4%	17.8%	3.3%	5.7%	2.1%	4.0%	
COLEMAN	4	18.3%	24.9%	3.6%	4.6%	0.7%	4.3%	2.2%
COLEMAN	5	16.1%	16.8%	2.2%	1.6%	0.0%	0.0%	-0.7%
COLEMAN	6	25.7%	29.9%	3.6%	3.6%	0.6%	3.3%	3.3%
JUNIOR HIGH	7	16.8%	21.2%	3.8%	4.4%	1.6%	0.0%	-0.6%
JUNIOR HIGH	8	15.7%	14.4%	4.3%	4.7%	1.7%	1.2%	-0.4%
JUNIOR HIGH	9	14.7%	8.5%	3.7%	1.7%	1.6%	1.9%	0.2%
HIGH SCHOOL	10	8.7%	15.0%	1.9%	2.7%	2.4%	1.2%	-0.4%