ACT 1240 Digital Learning Application Addendum 2021

Please revise the sections that apply to your district's application only.

District	Clarksville
Superintendent	David Hopkins
Revised waiver request timeline (up to 3 years)	3 years
Instructional Model	
Revised teaching load cap to under 190 or less	The teaching load is well under 190 students per day.
Revised Asynchronous Model	All 100% virtual students will work both synchronously and asynchronously with GFESC K-6 Virtual Option teachers each day of the week. The schedule will allow for students to work on all core content areas each day synchronously and asynchronously. See sample schedule below: Sample Daily Schedule Monday - Friday for K-2: 8:15-8:30 <u>Phonemic Awareness (Whole group and/or small group) 10-15min</u> -Teacher is implementing a phonological awareness program daily; following a sequence of instruction (Heggerty). -Teacher uses engaging activities and materials to support instruction and represent sounds. -Modeling followed by guided practice, including immediate, corrective feedback -Teacher clearly and accurately pronounces individual sounds of words -Students are actively engaged in multisensory instruction -Instruction promotes automaticity -Lesson includes an emphasis on phonological continuum in the absence of print

	8:30-9:00
	Phonics (Whole group) 30-40min Fundations
	-Lesson includes a short review of previous learning.
	-Teacher uses visual aids (e.g., alphabet cards, letter-sound cards, and word cards) as designed by the program
	-Teacher uses manipulatives, such as letter tiles, Elkonin boxes and/or sound walls to reinforce the connection between phonemes (sounds) and graphemes (letters).
	-Teacher introduces an explicit decoding strategy to blend simple words. (open and closed syllables)
	-Students practice application of letter-sound knowledge to decode words, phrases and sentences using decodable text.
	-Teacher introduces and frequently reviews high frequency words, both regular and irregular words (e.g., was, to, the)
	-Teacher introduces an explicit encoding strategy to segment and map sounds to print.
	-Students apply letter-sound knowledge to encode words, phrases and sentences (dictation).
	-Instruction promotes automaticity (Fundations Fluency piece).
	9:00-9:30
	Read Aloud- Vocabulary and Comprehension (Whole group) 20-30min
	Vocabulary:
	-Bring in academic vocabulary from science and social studies topics
	-Using context to figure out unknown words; students discuss social and academic vocabulary from the book; Choose texts that fit science and social studies topics.
	-Use context of the story to figure out unknown words; Teach one or two tier 2 vocabulary words; Students use vocabulary from the story.

	Comprehension: -Make predictions; Ask questions about science, social studies or morning message content; sequence events. -Students make predictions using illustrations; Students use prior knowledge; Ask and answer questions about the text; Teacher models how to use text features to find information; Sequence events from the story. -Make predictions; Discuss the meaning of the text; Confirm predictions; Sequence events; Compare and contrast characters; Discuss main idea and details; Ask and answer questions about text; Identify characters, setting, and major events from the story; Identify the main topic of nonfiction text. 9:30-9:45 Small Group Instruction 15-20min per group ((multiple small groups of students may meet in a day for 15-10 minutes each group) -Lesson is based on student data. -Phonological/phonemic awareness activities are used with students to build accuracy and automaticity of skills based on student data. -Explicit instruction promotes accuracy and automaticity with letters and sounds. -Oral language/vocabulary activities are used to build language comprehension. -Instruction promotes early concepts of print. -Students are actively engaged in multisensory instruction. -Instruction progresses from teacher modeling, to guided practice, to independent practice. -Appropriate print materials are used (alphabet cards, letter books, decodable texts, task cards, wordless books). -Phonological/phonemic awareness activities are used with students to build accuracy and automaticity of skills based on student data.

	-Letter/Sound, Decoding Onset/Rime; Blending Word; Phrases and Sentence Fluency Activities are used to build automaticity in phonics sub-skills. -Book Selection matches the decoding ability of the students based on student data.
Elementary K-6 Model Only	
Detailed description of elementary reading program aligned to Science of Reading	
● How will the teacher engage students in direct instruction in the Science of Reading?	Every K-2 student will receive synchronous whole group instruction in phonological and phonemic awareness using the Heggerty curriculum. This required synchronous whole group instruction is intended to last ten to fifteen minutes. The teachers will administer the PAST assessment to determine students' needs in small group instruction. The teachers will group the students based on the PAST data to meet automaticity in each level of the PAST assessment. The teachers and students will utilize the manipulatives that were sent home with each student while working in small groups to add multisensory instruction to the small group. Phonics instruction will occur as synchronous whole group instruction using the Fundations curriculum. This will be taught daily by the teacher and utilizing the FunHub resources found on the Wilson Language System website. The Fundations lessons will last approximately thirty minutes daily. After teaching each unit and assessing the students, the teacher will group students into small groups based on their encoding and decoding needs. The size of the group along with the time spent with each group will vary depending on the severity of the students' needs. Fluency will also be taught and assessed using the Fundations materials.

	The students will all receive decodable text in the form of words, phrases, and stories. This text will be used to practice daily in synchronous small group instruction as well. Vocabulary and comprehension will be taught as synchronous whole group instruction with a variety of fiction and nonfiction text including science and social studies text. Tier 2 vocabulary words will be from the read alouds. This whole group instruction time will vary depending on the length of the read aloud. A typical lesson will last between twenty to thirty minutes. Small group instruction will be based on phonics and phonological awareness deficits. The instructor will use diagnostic assessments such as the PAST, Decoding Survey, Letter Knowledge Survey, to determine the students' needs and to group the students.
● How will teachers engage students in small group instruction at least 3 times a week for K-2?	GFESC K-6 Virtual option will provide K-2 Science of Reading instruction through a required daily synchronous instructional model with GFESC K-6 Virtual option teachers/paraprofessionals and support will be given by the host district and/or GFESC Literacy Specialists as needed. Sample Daily Schedule Monday - Friday for K-2: 8:15-8:30 Phonemic Awareness (Whole group and/or small group) 10-15min -Teacher is implementing a phonological awareness program daily; following a sequence of instruction (Heggerty). -Teacher uses engaging activities and materials to support instruction and represent sounds. -Modeling followed by guided practice, including immediate, corrective feedback

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	-Using context to figure out unknown words; students discuss social and academic vocabulary from the book; Choose texts that fit science and social studies topics. -Use context of the story to figure out unknown words; Teach one or two tier 2 vocabulary words; Students use vocabulary from the story. Comprehension: -Make predictions; Ask questions about science, social studies or morning message content; sequence events. -Students make predictions using illustrations; Students use prior knowledge; Ask and answer questions about the text; Teacher models how to use text features to find information; Sequence events from the story. -Make predictions; Discuss the meaning of the text; Confirm predictions; Sequence events; Compare and contrast characters; Discuss main idea and details; Ask and answer questions about text; Identify characters, setting, and major events from the story; Identify the main topic of nonfiction text. 9:30-9:45 Small Group Instruction 15-20min per group (multiple small groups of students may meet in a day for 15-10 minutes each group) -Lesson is based on student data. -Phonological/phonemic awareness activities are used with students to build accuracy and automaticity of skills based on student data. -Explicit instruction promotes accuracy and automaticity with letters and sounds. -Oral language/vocabulary activities are used to build language comprehension. -Instruction promotes early concepts of print. -Students are actively engaged in multisensory instruction.

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● How will interventions be provided in K-6?	All interventions will be provided synchronously either in person or through digital communication software by trained interventionists. Clarksville School District will provide all intensive interventions with GFESC K-6 Virtual option teachers providing periodic standards-based Tier 2 instruction when student needs arise. Digital learning students who need intensive interventions will be assigned specific intervention times each week and will be able to choose either synchronous virtual or onsite intervention sessions. The number of intervention sessions each week will be determined by the fidelity of the program being used and the student needs. For instance, SondaySystem for Dyslexia requires four synchronous intervention sessions a week for at least 30 minutes each session and will be provided by Clarksville School District. However, standards-based Tier 2 classroom support might meet once a week for 30 minutes to get a student back on track which can be provided by either Clarksville School District or the GFESC K-6 Virtual option teacher and/or paraprofessional.
● What are the number of students per teacher per course and the grade level of the students?	We do not have exact numbers of students enrolled in the GFESC K-6 virtual option as of today, but we are anticipating approximately 12 students per grade level per course in

	grades K-6. This would mean 1 teacher and a paraprofessional to 48 students in grades K-3, and 1 teacher and a paraprofessional to 36 students in grades 4-6.
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Consortium or Digital Provider Information Required	
Revised Provider/District Connection for Student Success	School districts in the GFESC K-6 Virtual option consortium will have a Point of Connection that communicates with the GFESC K-6 Virtual option coordinator weekly, or more frequently as needed. The school district Point of Connection will meet with all virtual students and their parent/guardians when they are enrolled into the GFESC K-6 Virtual option. The building administrator, district Point of Connection, counselors, interventionists, etc.will have weekly, if not daily, interaction with virtual students and parents to address the students needs. The GFESC K-6 Virtual coordinator, teacher, and paraprofessional will be in frequent communication with school district personnel to analyze student data from formative assessments, progress monitor, wellness/safety checks, intervention if needed, etc. The district will be involved in all Parent Teacher Conferences, placement conferences, or any other conversations regarding a student's success with virtual learning.