

ACT 1240 Digital Learning Application Addendum 2021

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

District	Flippin
Superintendent	Kelvin Hudson
Revised waiver request timeline (up to 3 years)	3
Instructional Model	
Revised teaching load cap to under 190 or less	Yes
Revised Asynchronous Model	Yes
Elementary K-6 Model Only	
Detailed description of elementary reading program aligned to Science of Reading	<p>READING INSTRUCTION - Our elementary school has fully implemented all Science of Reading instructional strategies and all teachers have been required to demonstrate proficiency in scientific reading instruction by demonstrating the inclusion of these techniques in their instruction through classroom observations by trained assessors or show competency of the knowledge by passing the Foundations of Reading assessment.</p> <p>In the summer of 2017, we were one of the first schools to send teachers to R.I.S.E. training as a part of the R.I.S.E. Arkansas Reading Initiative. In 2018, Johnny Key presented us with the 2018 Outstanding R.I.S.E. Arkansas School award on behalf of the Arkansas Department of Education. All of our literacy teachers are fully trained in R.I.S.E Academy and have been required to demonstrate proficiency in the Science of Reading. The teacher, who will be teaching reading to our virtual students, will be fully-certified in the Science of Reading and will be required to</p>

	<p>demonstrate proficiency as well. These teachers will engage students in the Science of Reading by following the guidelines, outlined in the following bullets, in their daily reading instruction.</p>
<ul style="list-style-type: none">• How will the teacher engage students in direct instruction in the Science of Reading?	<p>1. Teach phonics systematically and explicitly. All virtual students will be required to attend daily instruction in the science of reading and will receive the same instruction that our seated students receive. Phonics instruction is delivered through Heggerty on a daily basis and also through phonetic connections. These programs have been vetted by the literacy specialists at our educational cooperative and are in alignment with the science of reading.</p> <p>2. Read from decodable texts rather than leveled readers which have a large percentage of words that are decodable based on what has already been taught – which will lead students to become automatic at decoding.</p> <p>3. Introduce phonology followed by orthography before moving to the meaning. Using the theoretical model of the four part processor, teachers follow the research and science of how students actually learn to read which shows that the phonological processor fires first, followed quickly by the orthographic processor, then comes the meaning processor and finally the context processor.</p> <p>4. Focus on the decodable part of high frequency words then address the parts that are irregular. Using the research of permanent word storage and orthographic mapping introduced by Linea Ehri and brought back to the forefront by David Kilpatrick, we teach students to build their sight word vocabulary much more quickly using decoding techniques. Readers are taught to analyze each word with a focus on the</p>

	<p>parts that are decodable first and then the parts that are irregular.</p> <p>5. Group students based on common reading deficits instead of a level of reading ability. At Flippin Elementary, we used the book "A Fresh Look at Phonics" by Wiley Blevins to create a literacy continuum. From that continuum of skills, we developed an assessment called our WIN assessments (which stands for What I Need) to group students by skill deficit. All virtual students will be tested with this instrument and grouped by common reading deficits to obtain the necessary skills needed to read.</p>
<ul style="list-style-type: none"> • How will teachers engage students in small group instruction at least 3 times a week for K-2? 	<p>Students will be required to attend small group instruction for reading on a daily basis (five times per week) via Zoom. These small groups will be scheduled and taught based on the grade level and skill development of the students. Students will also be required to attend other scheduled small groups for math and WIN (What I Need) instruction every day. Science and social studies content standards will be covered within the core subject small group setting.</p>
<ul style="list-style-type: none"> • How will interventions be provided in K-6? 	<p>Group students based on common reading deficits instead of a level of reading ability. At Flippin Elementary, we used the book "A Fresh Look at Phonics" by Wiley Blevins to create a literacy continuum. From that continuum of skills, we developed an assessment called our WIN assessments (which stands for What I Need) to group students by skill deficit. All virtual students will be tested with this instrument and grouped by common reading deficits to obtain the necessary skills needed to read. These groups will be established for the purposes of interventions. These interventions will be conducted through Zoom. When a student masters the skill,</p>

	<p>they will be moved to the next group. Each of these skills build on the previous skill and continue to build the foundation of good readers. This method also allows for enrichment as students are working on the reading skills based on mastery of previous skills so a student could be working on a skill which is actually taught in a later grade level which will only serve to make the student a stronger reader.</p> <p>Teachers will monitor student coursework and provide feedback and re-teaching as needed. Teachers will build times into the schedule to be available for open virtual meetings. Assessments for progress monitoring of students will be done on a regular basis and scheduled with the teacher. These grade levels will report progress on Standards-Based Report Cards. Students not making adequate progress in their coursework, as determined by their completion of coursework and meeting learning goals, will be required to attend additional virtual meetings for a minimum of one week or until the student is on pace in their learning. If that synchronous learning does not lead to progress in learning, the student will be referred to the student success team for additional support.</p>
<ul style="list-style-type: none"> • What are the number of students per teacher per course and the grade level of the students? 	<p>Kindergarten -4th grade – 10 students 5th – 6th grade – 20 students</p>
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<p>Consortium or Digital Provider Information Required</p>	
<p>Revised Provider/District Connection for Student Success</p>	<p>Virtual Arkansas grades 7th – 12th</p>