

ACT 1240 Digital Learning Application Addendum 2021

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

District	Nashville School District
Superintendent	Douglas Graham
Revised waiver request timeline (up to 3 years)	
Instructional Model	
Revised teaching load cap to under 190 or less	Nashville School District teachers will not be teaching our virtual students. Edmentum has a virtual teacher cap off 50 students.
Revised Asynchronous Model	NSD has purchased Edmentum as our virtual program, which is both an asynchronous and synchronous model.
Elementary K-6 Model Only	
Detailed description of elementary reading program aligned to Science of Reading	<p>Early literacy instruction in Edmentums' language arts courses engages students in frequent phonemic awareness instruction and activities. Teachers work with Learning Coaches (parent/caretaker) as a team to support each student's education. Teachers also use real-time data from curricular tools to plan opportunities that may include reading to students, providing modeling and direct instruction, and helping students participate in interactive activities. Kindergartners engage daily in phonemic awareness activities. This instruction is reinforced by Learning Coaches, who are provided with detailed instructions for guiding students in skills such as:</p> <ul style="list-style-type: none"> Segmenting words into syllables Isolating individual sounds at the beginning, middle, and end of words Blending individual sounds to make words Obtaining and applying letter-sound relationships to words and word parts.

Synchronous Instruction in the Science of Reading for grades K-2 will be required daily.

Phonemic awareness instruction builds in Grade 1 with continued practice of the aforementioned skills, as well as new focus on rhyme identification, syllabication, sound substitution, and long and short vowel sounds, among other skills. In Grade 1, avatars and multimedia presentations model how to pronounce and manipulate sounds and lead students through guided practice with Elkonin, or sound, boxes.

Guided practice continues into Grade 2. At this level, most students no longer need explicit instruction in phonemic awareness. At this level, teachers provide individualized phonemic awareness intervention and support on an as-needs basis. Phonics Instruction Phonics instruction differs from phonemic awareness in its focus on the systematic and predictable relationship between sounds and their letters in written language – the alphabetic principle. Knowing these relationships will help students recognize familiar words accurately and automatically, and ‘decode’ new words. Students learn how to operationalize the alphabetic principle when letters, sounds, and connected texts are used in conjunction, with clear relationships among them. As research has shown, programs of phonics instruction are most effective when they are systematic, explicit, and begin in Kindergarten. The Edmentum program begins phonics instruction in Kindergarten with a carefully selected set of letter-sound relationships that are organized into a logical sequence. Through course material and teacher support, students are explicitly taught these relationships.

Student learning is further supported by Learning Coaches who receive detailed and user-friendly directions to support explicit teaching and reinforcement. Guided by the curriculum, young students work with their teacher and their Learning Coach, to use aids such as letter tiles and engage in other hands-on activities to make connections between letters and their sound. During Live Lesson sessions, teachers reinforce and assess student mastery of phonics skills. Explicit phonics instruction continues through Grade 3.

Each Language Arts course involves reading comprehension using texts of multiple genres that focus on a variety of topics and themes. Students analyze and respond to texts independently and use discussion boards. They have opportunities to write in different formats including short answers for text-dependent questions, research papers, and persuasive essays.

In math courses, students are given portfolio assignments to demonstrate understanding, and often use writing skills to explain their answers during instruction.

Science courses in Edmentum contain a vast amount of informative texts to deepen student understanding of concepts. Students also are required to complete portfolios and write up lab reports.

The Edmentum Social Studies curriculum involves reading and analyzing primary and secondary sources. Students will use these sources to support their responses to short answer questions and essays. Students are also assigned portfolios and projects such as writing a letter to a historical figure.

	<p>Additional Language Resources</p> <p>students can also engage in synchronous instruction to enhance oral language skills. This involves teacher facilitated lessons, group projects, and class discussions. Interactivity is the key to synchronous instruction, allowing students to:</p> <ul style="list-style-type: none"> *demonstrate their knowledge and practice their communication skills. *ask questions to deepen their understanding. *build relationships with their teacher and fellow classmates. *teachers to engage students in discussions, problem solving, and group projects. *focus class time on bridging skills gaps. *build one-on-one relationships with students.
<ul style="list-style-type: none"> ● How will the teacher engage students in direct instruction in the Science of Reading? 	<p>Early literacy instruction in Edmentums' language arts courses engages students in frequent phonemic awareness instruction and activities. Teachers work with Learning Coaches (parent/caretaker) as a team to support each student's education. Teachers also use real-time data from curricular tools to plan opportunities that may include reading to students, providing modeling and direct instruction, and helping students participate in interactive activities.</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>Teachers also use real-time data from curricular tools to plan opportunities that may include reading to students, providing modeling and direct instruction, and helping students participate in interactive activities. Kindergartners engage daily in phonemic awareness activities. This instruction is reinforced by Learning Coaches, who are provided with detailed instructions for guiding students in skills such as:</p>

	<p>segmenting words into syllables Isolating individual sounds at the beginning, middle, and end of words Blending individual sounds to make words Obtaining and applying letter-sound relationships to words and word parts.</p>
<ul style="list-style-type: none"> • How will interventions be provided in K-6? 	<p>. Phonemic awareness instruction builds in Grade 1 with continued practice of the aforementioned skills, as well as new focus on rhyme identification, syllabication, sound substitution, and long and short vowel sounds, among other skills. In Grade 1, avatars and multimedia presentations model how to pronounce and manipulate sounds and lead students through guided practice with Elkonin, or sound, boxes.</p> <p>Guided practice continues into Grade 2. At this level, most students no longer need explicit instruction in phonemic awareness. At this level, teachers provide individualized phonemic awareness intervention and support on an as-needs basis. Phonics Instruction Phonics instruction differs from phonemic awareness in its focus on the systematic and predictable relationship between sounds and their letters in written language – the alphabetic principle. Knowing these relationships will help students recognize familiar words accurately and automatically, and ‘decode’ new words. Students learn how to operationalize the alphabetic principle when letters, sounds, and connected texts are used in conjunction, with clear relationships among them. As research has shown, programs of phonics instruction are most effective when they are systematic, explicit, and begin in Kindergarten. The Edmentum program begins phonics instruction in Kindergarten with a carefully selected set of letter-sound relationships that are organized into a logical sequence. Through course</p>

	<p>material and teacher support, students are explicitly taught these relationships. Student learning is further supported by Learning Coaches who receive detailed and user-friendly directions to support explicit teaching and reinforcement. Guided by the curriculum, young students work with their teacher and their Learning Coach, to use aids such as letter tiles and engage in other hands-on activities to make connections between letters and their sound. During Live Lesson sessions, teachers reinforce and assess student mastery of phonics skills. Explicit phonics instruction continues through Grade 3.</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>Nashville School District has a total of 4 students in grades k-6 signed up for the Edmentum Virtual Program. One first grader, two third graders and one sixth grader.</p>
<p>Number of students per teacher per course and grade level of the students</p>	<p>Nashville School District has a total of 4 students in grades k-6 signed up for the Edmentum Virtual Program. One first grader, two third graders and one sixth grader.</p>
<p>Consortium or Digital Provider Information Required</p>	
<p>Revised Provider/District Connection for Student Success</p>	<p>Digital Provider: Edmentum www.edmentum.com Physical Address: 5600 West 83rd Street Suite 300, 8200 Tower, Bloomington MN. 55437. K-5 Instructional Leader: Thelma Forte Thelma.Forte@edmentum.com</p>