

ACT 1240 Digital Learning Application Addendum 2021

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

District	Strong-Huttig School District
Superintendent	Superintendent Kimberly Thomas
Revised waiver request timeline (up to 3 years)	3 years
Instructional Model	
Revised teaching load cap to under 190 or less	N/A
Revised Asynchronous Model	The Strong-Huttig School District plan includes asynchronous and synchronous sessions.
Elementary K-6 Model Only	
Detailed description of elementary reading program aligned to Science of Reading	<p>The digital literacy curriculum includes the Five Essential Components of Reading Instruction:</p> <ul style="list-style-type: none"> • Phonemic awareness, <i>Phonemes are the smallest units making up spoken language</i> • Phonics • Vocabulary development • Reading fluency, <i>including oral reading skills</i> • Reading comprehension strategies <p>The K-2 courses set the foundation for the youngest learners with exposure to Concepts of Print, Decoding, Language and reading comprehension through teacher-led lessons taught in a systematic, explicit, and sequential way. In addition to the teacher-led and online instruction, there are home practice activities led by their parent learning coach. The 3-5 courses continue to dive deeper into language comprehension, word recognition and skilled reading. In the K-3 courses we have Benchmark and Synchronous Assessments aligned to standards taught in the course. In the 4th-</p>

	<p>6th grade courses, there are module exams aligned to standards. The curriculum is designed to help students master the art and science of reading and is easily adapted to meet district or state requirements for Science of Reading. The specific Science of Reading connections are:</p> <p>Phonological Awareness: Covered in K-3 courses with concepts and terms, applying language syllables, onset-Rime, and phonemes.</p> <p>Phonics: Covered in Grade 3 with sound spelling patterns, prefixes/suffixes, syllable division, digraphs, blends, and diphthongs. Covered in 4-5 with learning word endings, learning Latin and Greek Roots, and all syllable patterns.</p> <p>Comprehension: Covered by using story elements, novel study guides, summarizing, identifying main ideas, recognizing story structure, expository text, narrative text, understand and identifying different genres</p> <p>Vocabulary: Covered by context clues, prefixes and suffixes, learning word endings, learning Latin and Greek roots, and strategies for deciphering word meanings.</p> <p>Ensuring that all components of the Science of Reading are met is an ongoing work-in progress. Virtual staff and district staff will continue to identify areas that need additional supplements and add those where needed.</p>
<ul style="list-style-type: none"> • How will the teacher engage students in direct instruction in the Science of Reading? 	<p>Virtual Teachers will use evidence based science of reading practices for all K-6 students.</p> <p><u>For Grades K-2</u></p> <p>Students will be required to meet synchronously each day. During this time, the teacher will model decoding skills that students will need to master, such as phonological awareness activities including advanced phonemic awareness tasks, grade level standards based syllable types and</p>

syllable breaking patterns, letter-sound correspondences (sound walls/phoneme-grapheme mapping skills), and morphemic units. Students will practice and participate in activities during synchronous lessons, and then they will have independent practice opportunities throughout the day. Students will be assessed using diagnostic assessments and level one components in grades K-2. Those results as well as classroom observations/assessments will determine the need for additional interventions. These interventions will be daily with a virtual teacher or virtual paraprofessional in either one-to-one or small group instruction. If a student cannot attend a day of class due to sickness or other obligations, the lesson will be recorded and provided.

An example of a daily lesson below:

Review

Phoneme/grapheme review with the card deck

Phonological Awareness Activities

Teacher shows letter cards for those letters that have been taught. Students tell the sound of each card (letter is, sound is). (P says /p/)

Introduce New Skill

Auditory Discovery

Visual Discovery

Keyword

Practice reading words

Teach Irregular Words for decoding

Practice reading phrases and sentences using decodable texts aligned to skills currently and previously taught.

To further engage virtual students, literacy kits will be provided to each family. These kits will include materials to create a sound wall for their home classroom as well as other manipulatives.

	<p>For Grades 3-6: Students will be required to meet synchronously each day. During this time, the teacher will model strategies to analyze words by teaching morphological units such as common prefixes, suffixes, Greek and Latin roots and the etymology of words. As an extension of prior learning, students will practice with syllable division of multisyllabic words. Vocabulary will be taught using morphology and background knowledge using various strategies: discussion, videos, student research and read-alouds. Comprehension will be supported by reading texts with accuracy, using common strategies such as: comprehension monitoring, summarizing, analysis of reading passages for text structures and verbal reasoning. Students will practice and participate in activities during synchronous lessons, and then they will have independent practice opportunities throughout the day. Students will be assessed using diagnostic assessments in 3-6. Those results as well as classroom observations/assessments will determine the need for additional interventions.</p> <p>An example of a daily lesson below: Review Word study/Morphology Vocabulary Comprehension/Language structures Writing</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>Virtual teachers will engage students in synchronous small group instruction. Groups will be formed using data from a variety of formative assessments. With this data, students will be pulled for small group instruction or one-to-one. The data will be analyzed daily, and students will meet at least 3 times a week for additional interventions.</p>

	<p>The data gathered will be used to personalize the students' specific instructional needs. During these synchronous sessions, teachers will model and then allow students to practice specific targeted skills. Virtual paraprofessionals will be available to assist in providing engaging small group instruction.</p>
<ul style="list-style-type: none"> How will interventions be provided in K-6? 	<p>The Virtual Teachers will use data from formative assessments to provide targeted and timely interventions for each student. Students will meet synchronously for one-to-one or small group interventions. A team approach to interventions will be implemented by involving virtual staff, parent/adult, and district staff.</p> <p>Strategies for interventions include personalizing the student's learning pathway, providing point-in-time, leveled scaffolding, providing multisensory activities, supplying at-home resources for parents, and rewarding success.</p> <p>If a student is still not mastering the skill, face-to-face sessions will be coordinated with the family, virtual staff, and/or district staff.</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>K - 1 No more than 20 (12-15 is target) 2 - 3 No more than 25 (15 to 18 is target) 4 - 6 No more than 30 students per course (20-25 is target)</p>
<p>Number of students per teacher per course and grade level of the students</p>	<p>K - 1 No more than 20 (12-15 is target) 2 - 3 No more than 25 (15-18 is target) 4 - 6 No more than 30 students per course (20-25 is target)</p>
<p>Consortium or Digital Provider Information Required</p>	
<p>Revised Provider/District Connection for Student Success</p>	<p>The ARESC K6 Virtual Consortium will serve as an extension of the school district. This option for students and families will be a partnership involving district staff, virtual staff, and parent/adult home learning coach. In addition to the information provided through the Digital Learning Plan Template entered into LEA Insights, please find a brief</p>

overview of ways students will be connected to their home district. Some of these include, but are not limited to:

Calendars

K6 Virtual Staff will be flexible enough to allow each child to operate on the same calendar as their sending district. We will make the adjustments to their daily expectations and work assignments based on their sending school calendar.

District Connection Coach

Each participating district will provide a staff member that will serve as

- ambassador for virtual learning and their district, - bridge from school to virtual campus - the local “face” of the virtual campus
- advocate for their students and families,
- support seeker/partner with K6 Virtual Staff to provide support for students and families
- first line of communication and contact for parents and students for district information, technology support, and overall help.
- enroll students, coordinate orientation activities/on-site sessions, and build relationships with families.

The Connection Coach will receive training and work with virtual staff to establish a communication chain.

Communication

The School Principal and K6 Virtual Principal will communicate on a daily and/or weekly basis regarding virtual students.

Virtual and district staff will use ZOOM, email, phone, text and face-to-face methods to communicate with students and parents. The district and virtual staff will create a communication plan that meets the needs and expectations of the students, parents, and schools.

Connection Strategies

One of the goals of the K6 Virtual Campus will be to keep students connected to their sending district and community they live in.

Some of the strategies include:

- Enroll students from the same grade and district in a district-specific online course shell, when numbers allow for an effective district-specific online community.
- Hold district specific ZOOM sessions where the teacher will utilize the district logo/colors as his/her background for that session.
- On set days, the teacher will wear district spirit shirts while meeting with students from a specific district.
- Students will be asked to explore their communities in assignments and projects.
- In partnership with the District Connection Coach, staff will keep students apprised of school events and clubs in which they may wish to participate. (i.e. morning announcements, bulletins from the school.)
- District team will meet to determine needed support and services for each child enrolled in the K6 Virtual Campus. A personalized student success plan template will be provided to participating districts as a resource to guide their efforts.
- Student and Parent Learning Coach Orientation will be held at the district in partnership with district staff.
- A district's essential standards will be incorporated into the curriculum to pull out focus targets.

Connection to Counseling Services

Once the student enrolls in the K-6 Virtual Campus, a counselor will be assigned to the student. Since the students are still enrolled

at the local school, parents and students can always contact the school counseling office. The K6 Virtual Principal will be available to coordinate any meetings or assistance needed.

Parent/Teacher Conferences

These will be held on the same schedule as the sending school. Virtual staff will partner with the District Connection Coach to hold conferences via ZOOM or in person. Virtual staff will partner with the school to accommodate the parents and meet school expectations.

Student Services

All Special Student Services would be a partnership between the district staff and the virtual campus staff. The student is enrolled at the district where the district holds the IEP, 504 plan, Dyslexia plan, ESL plan, gifted and talented designation, and therapy referrals. The ultimate responsibility for meeting the special needs and plans for a student is held by the sending school. The virtual campus and staff would implement the modifications, attend district meetings as requested, provide documentation and support, and perform the same responsibilities the teacher-of-record at the district would perform for special student services in their classroom.

Tech Support

The member districts' tech teams will provide support as needed.