

ACT 1240 Digital Learning Application Addendum 2021

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

District	Melbourne School District
Superintendent	Dr. Danny Brackett
Revised waiver request timeline (up to 3 years)	3
Instructional Model	
Revised teaching load cap to under 190 or less	<p>K-6 TRVP A waiver is being requested due to the anticipated student:teacher ratio in K-6 classes-- 30:1 (K-2) and 50:1 (3-6).</p> <p>If TRVP provides P.E., a waiver will be needed (per Rules Governing Class Size and Teaching Load 3.02.1)</p> <p>7-12 Virtual Arkansas Teacher Load</p>
Revised Asynchronous Model	
Elementary K-6 Model Only	
Detailed description of elementary reading program aligned to Science of Reading	<p>Requirements for the Science of Reading will be ensured by embedding and supplementing into the curriculum a DESE-approved core literacy program that effectively addresses phonological awareness, phonics, vocabulary, comprehension, and fluency. 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. The curriculum for K-2 will target and monitor the students' progression towards mastery of word recognition (phonological awareness, decoding, and sight word knowledge) via formative assessments and other progress-monitoring tools such as DIBELS. During instructional 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 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-</p>

	<p>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.</p> <p>The 3-6 courses continue to dive deeper into language comprehension, word recognition, and skilled reading. 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. Instruction will occur synchronously five days a week and in real time.</p> <p>This instruction will occur daily and synchronously to ensure that the foundational literacy skills of word recognition (“bottom of the rope”) are developed and supported on a regular basis, as well as the skills of language recognition (“top of the rope”)</p>
<ul style="list-style-type: none"> ● How will the teacher engage students in direct instruction in the Science of Reading? 	<p>Requirements for the Science of Reading will be ensured by embedding and supplementing into the curriculum a DESE-approved core literacy program that effectively addresses phonological awareness, phonics, vocabulary, comprehension, and fluency. 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. The curriculum for K-2 will target and monitor the students' progression towards mastery of word recognition (phonological awareness, decoding, and sight word knowledge) via formative assessments and other progress-monitoring tools such as DIBELS. During instructional 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 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</p>

	<p>additional interventions. These interventions will be daily with a virtual teacher or virtual paraprofessional in either one-to-one or small group instruction.</p> <p>The 3-6 courses continue to dive deeper into language comprehension, word recognition, and skilled reading. 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. Instruction will occur synchronously five days a week and in real time.</p> <p>This instruction will occur daily and synchronously to ensure that the foundational literacy skills of word recognition (“bottom of the rope”) are developed and supported on a regular basis, as well as the skills of language recognition (“top of the rope”)</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>The students in each class will be divided into two groups who will meet at different times to ensure that the teachers are able to effectively teach and monitor students’ interactions and progress toward learning goals. This will also allow for the teacher to more easily address small-group instruction or one-on-one interactions, as needed.</p>
<ul style="list-style-type: none"> ● How will interventions be provided in K-6? 	<p>Melbourne High School remote students will be provided additional Tier II and III interventions through supplemental assessments and programs such as Istation and Moby Max when Virtual Arkansas teachers deem it necessary. After school tutoring is available to all students to help provide the extended time some students may require to master objectives and help fill in gaps in content. MHS staff will work closely with Virtual Arkansas teachers to determine any</p>

	<p>specific interventions that are 4th needed. Additionally, Virtual Arkansas teachers have been trained in the RTI process to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier I and II interventions and, if those are not successful, reach out to the partnering school regarding additional Tier II or Tier III interventions. Virtual Arkansas also has a PLC structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks.</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-6 TRVP A waiver is being requested due to the anticipated student:teacher ratio in K-6 classes-- 30:1 (K-2) and 50:1 (3-6).</p> <p>If TRVP provides P.E., a waiver will be needed (per Rules Governing Class Size and Teaching Load 3.02.1)</p>
<p>Number of students per teacher per course and grade level of the students</p>	<p>K-6 TRVP A waiver is being requested due to the anticipated student:teacher ratio in K-6 classes-- 30:1 (K-2) and 50:1 (3-6).</p> <p>If TRVP provides P.E., a waiver will be needed (per Rules Governing Class Size and Teaching Load 3.02.1)</p>
<p>Consortium or Digital Provider Information Required</p>	
<p>Revised Provider/District Connection for Student Success</p>	<p>High School Counselor, Cindy Pool. Elementary Counselor, Amanda Grant</p>