iACT 1240 Digital Learning Application Addendum 2021

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

District	Helena West Helena School District
Superintendent	Mrs. Linda English
Revised waiver request timeline (up to 3 years)	1 year
Instructional Model	
Revised teaching load cap to under 190 or less	No revisions from previous plan adding K-2nd grade
Revised Asynchronous Model	Synchronous for K-2
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?	To address the Science of Reading initiative for students in Grades K-2, teachers will use evidence based science of reading practices for all K-6 students. **Students in Grades K-2** 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 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.
● How will teachers engage students in small group instruction at least 3 times a week for K-2?	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. 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.
● How will interventions be provided in K-6?	**<u>Students in grades K-2:</u>** 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. Strategies for interventions include personalizing the student's learning pathway, providing point-in-time, levelized scaffolding, providing multisensory activities, supplying at-home resources for parents, and rewarding success. 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. **<u>Students in grades 3-6:</u>** Students in grades 3-6 will receive small group interventions via zoom two times per week. The virtual teachers will use data from formative assessments to provide targeted and timely interventions for each student. Strategies for interventions include personalizing the student's learning pathway, providing point-in-time, levelized scaffolding, providing multisensory activities, supplying at-home resources for parents, and rewarding success. 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.

● What are the number of students per teacher per course and the grade level of the students?	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)
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Consortium or Digital Provider Information Required

Revised Provider/District Connection for Student Success	The ARESC K- 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 overview of ways students will be connected to their home district. Some of these include, but are not limited to: **Calendars** K-6 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. **Cougar Virtual Academy Coordinator and Facilitator** The Helena West Helena School District has hired a Cougar Virtual Academy Coordinator and Facilitator who 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 K-6 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 Cougar Virtual Academy Coordinator and Facilitator have received training and work with virtual staff to establish a communication chain. The district has employed a Cougar Virtual Academy Coordinator and Facilitator to meet the partnership needs with ARESC and Helena-West Helena Cougar Virtual Academy. **Communication** The School Principal and K-6 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 K-6 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 K-6 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 K-6 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.