

## ACT 1240 Digital Learning Application Addendum 2021

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

District	Ozark Mountain School District
Superintendent	Jeff Lewis
Revised waiver request timeline (up to 3 years)	3 years
<b>Instructional Model</b>	
Revised teaching load cap to under 190 or less	The teaching load for teachers will not exceed 190 students.
Revised Asynchronous Model	OMSD will utilize both synchronous and asynchronous methods of delivery.
<b>Elementary K-6 Model Only</b>	
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"> <li>• Phonemic awareness, Phonemes are the smallest units making up spoken language</li> <li>• Phonics</li> <li>• Vocabulary development</li> <li>• Reading fluency, including oral reading skills</li> <li>• Reading comprehension strategies</li> </ul> <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.</p> <p>The 3-5 courses continue to dive deeper into language comprehension, word recognition and skilled reading.</p> <p>In the 4th-6th grade courses, teachers</p>

	<p>have access to research based quality curriculum in digital form from Core Knowledge and Lincoln Learning.. 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"> <li>• How will the teacher engage students in direct instruction in the Science of Reading?</li> </ul>	<p>Teachers will use evidence based science of reading practices for all K-6 students. For grades K-4, students will be required to meet synchronously, daily each week.</p>

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-4. Those results as well as classroom observations/assessments will determine the need for additional interventions. These interventions will be available daily with a virtual teacher or virtual paraprofessional in either one-to-one or small group instruction.

For 5-6: Students will be required to meet synchronously two times per week, since our district has implemented a four day school week. 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

	<p>during synchronous lessons, and then they will have independent practice opportunities throughout the day. Students will be assessed using diagnostic assessments in 5-6. Those results as well as classroom observations/assessments will determine the need for additional interventions.</p>
<ul style="list-style-type: none"> <li>• How will teachers engage students in small group instruction at least 3 times a week for K-2?</li> </ul>	<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, and students will meet daily 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.</p>
<ul style="list-style-type: none"> <li>• How will interventions be provided in K-6?</li> </ul>	<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. 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. 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"> <li>• What are the number of students per teacher per course and the grade level of the students?</li> </ul>	<p>K - 2 No more than 20 (12-15 is target)  3 - 4 No more than 25 (17 to 20 is target)  5 - 6 No more than 25 (17 to 20 is target)</p>
<p>Number of students per teacher per course and grade level of the students</p>	<p>K - 2 No more than 20 (12-15 is target)  3 - 4 No more than 25 (17 to 20 is target)  5 - 6 No more than 25 (17 to 20 is target)</p>
<p><b>Consortium or Digital Provider Information Required</b></p>	
<p>Revised Provider/District Connection for Student Success</p>	<p>All K-8 instruction will be delivered by Ozark Mountain School District staff. Grades 9-12 will receive instruction by either OMSD staff or Virtual Arkansas with a distance learning facilitator on each campus.</p>