

ACT 1240 Digital Learning Application Addendum 2021

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

District	Jackson County School District
Superintendent	Chester Shannon
Revised waiver request timeline (up to 3 years)	3 years
Instructional Model	
Revised teaching load cap to under 190 or less	K-2 will be 30-1 3-6 will be 50-1
Revised Asynchronous Model	Learning will be synchronous/asynchronous
Elementary K-6 Model Only	
Detailed description of elementary reading program aligned to Science of Reading	
<ul style="list-style-type: none"> How will the teacher engage students in direct instruction in the Science of Reading? 	<p>This will be daily required in synchronous instruction.</p> <p>Teacher-led lessons will be taught in a systematic, explicit, and sequential way.</p> <p>The curriculum is designed to help students master the art and science of reading.</p> <p>K-6 Literacy instruction is based on the Science of Reading and include the following five essential components of reading instruction which include:</p> <ol style="list-style-type: none"> 1. Phonemic Awareness 2. Phonics 3. Vocabulary Development 4. Reading Fluency 5. Reading Comprehension

	<p>K-6 will focus on Word Recognition instruction that will address Scarborough's Rope model of reading by participating in word recognition activities which include:</p> <ul style="list-style-type: none"> A. awareness of sounds in words B. knowledge of how the sounds are encoded and decoded by the alphabet C. automaticity with frequently occurring words, and with spelling pattern words which prove irregular. <p>Students will also be provided synchronous instruction in Language Comprehension, which includes the comprehension skills necessary for readers to read fluently and understand and read for both learning and pleasure. Some of the specific skills being addressed will include:</p> <ul style="list-style-type: none"> --background knowledge (inside information on stories) --vocabulary (words literally and figuratively) --language structure (syntax and semantics) --verbal reasoning (inference, metaphors) --Literary Knowledge (print concepts, stories) <p>K-2 will focus on the bottom part of Scarborough's Rope, and 3-6 will focus on the 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>Teachers will provide explicit, systematic, and sequential instruction to address the Science of Reading. We will also use the gradual release model with direct instruction, supported practice, and independent practice.</p> <p>Instruction in grade 2 must have daily synchronous instruction for reading.</p>
<ul style="list-style-type: none"> ● How will interventions be provided in K-6? 	<p>It has to be synchronous instruction and in addition to phonics and phonemic</p>

	awareness. Teachers must meet with students in a small group at least three times a week.
<ul style="list-style-type: none"> What are the number of students per teacher per course and the grade level of the students? 	K-2 will be 30-1 3-6 will be 50-1
Number of students per teacher per course and grade level of the students	K-2 will be 30-1 3-6 will be 50-1
Consortium or Digital Provider Information Required	
Revised Provider/District Connection for Student Success	The Dyslexia and Reading Interventionist of the district will be available and utilized for outside support to ensure student success.