

ACT 1240 Digital Learning Application Addendum 2021

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

District	Greenwood Public Schools
Superintendent	John Ciesla
Revised waiver request timeline (up to 3 years)	3 years
Instructional Model	
Revised teaching load cap to under 190 or less	Not to exceed 190
Revised Asynchronous Model	<p>K-6 Asynchronous learning will be supported by iReady and Google Classroom under the direction of a certified online teacher. Synchronous learning supports will be embedded within the online instruction model.</p> <p>Measures:</p> <ul style="list-style-type: none">• iReady assignments will be assessed for master through the iReady platform. Teachers will review results and provide reteach and interventions as needed on a weekly basis.• Google Classroom assignments and assessments will be evaluated by a certified online teacher weekly. This data will guide future instruction and interventions.• Online students will be held to the same essential standards and grading rubrics for mastery as students who are meeting face-to-face.• Any student not showing growth or mastery will receive additional small group instruction or one-on-one support. This could be done both online or on campus. <p>Additional Support:</p> <ul style="list-style-type: none">• Online teachers will review all assignments and assessments and

provide timely feedback to students and parents.

- Student data will determine levels of support needed. Support levels will involve Tier 1, Tier 2, and Tier 3 interventions.
- Online teachers will provide online one-on-one sessions to reteach, answer students questions, and extend student learning. (synchronously)
- Students who require intensive support may be asked to attend face-to-face intervention sessions as needed. (synchronously)
- Bulldog Online Learning teachers will follow district policies for RTI and Special Education referrals.
 - As a student is identified and moved through the RTI process, the student could be asked to come on campus for intervention/enrichment time with teachers, facilitators, or instructional specialists. (synchronously)

Students in grades 7-12 will be enrolled in Virtual Arkansas

Virtual Arkansas is a “high touch” virtual learning experience that harnesses the benefit of synchronous or “live” instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed “just-in-time” instruction, and flexibility with learning. Students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one:one Zoom sessions as needed. While Zoom sessions are not

	<p>required, they are highly encouraged as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. Students are required to attend one Zoom session a week (this usually occurs on Monday). Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas. Teachers are expected to reply to students within 24 hours of a student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week.</p> <p>Greenwood Public Schools will utilize online virtual remote learning through Virtual Arkansas. Virtual Arkansas utilizes a synchronous and asynchronous approach or true blended model to online learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teacher. All learning will take place online.</p> <p>Greenwood Public Schools will be using Virtual Arkansas for its delivery of instruction for our 100% virtual students. Virtual Arkansas provides a fully certified Arkansas teacher of record while we provide the facilitator. District staff will be used as a liaison between Virtual Arkansas and students/families. Virtual Arkansas provides training and support for facilitators via the Facilitator Coordinator. This model is a true blended model with synchronous targeted instruction partnered with asynchronous course content and activities. Mark Shumate, Director of Online Learning, will oversee the</p>
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	<p>appropriate personnel (paraprofessional or certified), as the monitor and serve students who are enrolled in Virtual Arkansas.</p> <p>For students utilizing Virtual Arkansas courses, teachers actively monitor their courses, provide synchronous sessions and maintain regular communication via the LMS and SIS messaging systems. Each week teachers send a grade report to the student and parent/guardian, and initiate further contact with students demonstrating difficulties with course content. Students are highly encouraged but not required to attend all Zoom sessions. Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.</p> <p>Greenwood Public Schools has access to the Virtual Arkansas Genius SIS and the CANVAS LMS to monitor students in real time. Virtual Arkansas teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Virtual Arkansas will involve the partnering school through the facilitator, first. Virtual Arkansas will contact the administrator or request the administrator to be contacted if the initial intervention is not successful.</p> <p>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>
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	<p>Virtual Arkansas courses have periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of a course that are aligned to the summative module assessments. There are varied methods of assessment utilized both through the asynchronous course with open ended discussions/assessments, choice response activities, multiple choice, and hybrid assessments(open ended and multiple choice). Teachers also use weekly live Zoom to do informal formative checks to ensure clarity for students on asynchronous learning tasks. These strategies of formative assessment, both formal and informal, are utilized in order to guide the RTI process and methods of intervention.</p> <p>Virtual Arkansas provides accessibility tools to support students with dyslexia including ReadSpeaker that will read any text in the course to students. Virtual Arkansas will provide the needed accommodations/modifications per the individual 504 plan uploaded into the SIS by partnering school.</p>
Elementary K-6 Model Only	
<p>Detailed description of elementary reading program aligned to Science of Reading</p>	<p>The following approved Science of Reading programs are utilized for K-6 reading instruction.</p> <p>All K-6 certified teachers have been trained in the programs they utilize daily to ensure implementation with fidelity.</p> <ul style="list-style-type: none"> • Foundations (grades K-3) • OGConnections (grades K-4 interventions) • 95% Group (grades K-6) • iReady (grades K-6 supplemental) • Heggerty phonemic awareness (grades K-1) • HMH Into Reading (grades 5-6)

- Willson Reading System (grades K-6 supplemental)

Every K-2 student will receive synchronous whole group instruction in phonological and phonemic awareness using the Heggerty curriculum. This synchronous whole group instruction is intended to last ten to fifteen minutes. The teachers will administer the PAST assessment to determine students' needs in small group instruction. The teachers will group the students based on the PAST data to meet automaticity in each level of the PAST assessment. The teachers and students will utilize the manipulatives that were sent home with each student while working in small groups to add multisensory instruction to the small group.

Phonics instruction will occur as synchronous whole group instruction using the Foundations curriculum. This will be taught daily by the teacher and utilizing the FunHub resources found on the Wilson Language System website. The Foundations lessons will last approximately thirty minutes daily. After teaching each unit and assessing the students, the teacher will group students into small groups based on their encoding and decoding needs. The size of the group along with the time spent with each group will vary depending on the severity of the students' needs. Fluency will also be taught and assessed using the Foundations materials. The students will all receive decodable text in the form of words, phrases, and stories. This text will be used to practice daily in synchronous small group instruction as well.

Vocabulary and comprehension will be taught as synchronous whole group with a variety of fiction and nonfiction text including science and social studies text. Tier 2 vocabulary words will be from the read alouds. This whole group instruction time will vary depending on the length of the read aloud. A typical lesson will last between twenty to thirty

minutes.

Small group instruction will be based on phonics and phonological awareness deficits. The instructor will use diagnostic assessments such as the PAST, Decoding Survey, Letter Knowledge Survey, to determine the students' needs and to group the students.

Sample Daily Schedule: K-2

8:15-8:30

Phonemic Awareness (Whole group and/or small group) 10-15min

- Teacher is implementing a phonological awareness program daily; following a sequence of instruction (Heggerty).
- Teacher uses engaging activities and materials to support instruction and represent sounds.

- Modeling followed by guided practice, including immediate, corrective feedback

- Teacher clearly and accurately pronounces individual sounds of words

- Students are actively engaged in multisensory instruction

- Instruction promotes automaticity

- Lesson includes an emphasis on phonological continuum in the absence of print

8:30-9:00

Phonics (Whole group) 30-40min Foundations

- Lesson includes a short review of previous learning.

- Teacher uses visual aids (e.g., alphabet cards, letter-sound cards, and word cards) as designed by the program

- Teacher uses manipulatives, such as letter tiles, Elkonin boxes and/or sound walls to reinforce the connection between phonemes (sounds) and graphemes (letters).

- Teacher introduces an explicit decoding strategy to blend simple words. (open and closed syllables)

	<p>-Students practice application of letter-sound knowledge to decode words, phrases and sentences using decodable text.</p> <p>-Teacher introduces and frequently reviews high frequency words, both regular and irregular words (e.g., was, to, the)</p> <p>-Teacher introduces an explicit encoding strategy to segment and map sounds to print.</p> <p>-Students apply letter-sound knowledge to encode words, phrases and sentences (dictation).</p> <p>-Instruction promotes automaticity (Foundations Fluency piece).</p> <p>9:00-9:30</p> <p>Read Aloud- Vocabulary and Comprehension (Whole group) 20-30min</p> <p>Vocabulary:</p> <p>-Bring in academic vocabulary from science and social studies topics</p> <p>-Using context to figure out unknown words; students discuss social and academic vocabulary from the book; Choose texts that fit science and social studies topics.</p> <p>-Use context of the story to figure out unknown words; Teach one or two tier 2 vocabulary words; Students use vocabulary from the story.</p> <p>Comprehension:</p> <p>-Make predictions; Ask questions about science, social studies or morning message content; sequence events.</p> <p>-Students make predictions using illustrations; Students use prior knowledge; Ask and answer questions about the text; Teacher models how to use text features to find information; Sequence events from the story.</p> <p>-Make predictions; Discuss the meaning of the text; Confirm predictions; Sequence events; Compare and contrast characters; Discuss main idea and details; Ask and answer questions about text; Identify characters, setting, and major events from the story; Identify the main topic of nonfiction text.</p>
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	<p><u>9:30-9:45 Small Group Instruction 15-20min per group</u></p> <ul style="list-style-type: none"> -Lesson is based on student data. -Phonological/phonemic awareness activities are used with students to build accuracy and automaticity of skills based on student data. -Explicit instruction promotes accuracy and automaticity with letters and sounds. -Oral language/vocabulary activities are used to build language comprehension. -Instruction promotes early concepts of print. -Students are actively engaged in multisensory instruction. -Instruction progresses from teacher modeling, to guided practice, to independent practice. -Appropriate print materials are used (alphabet cards, letter books, decodable texts, task cards, wordless books). -Phonological/phonemic awareness activities are used with students to build accuracy and automaticity of skills based on student data. -Letter/Sound, Decoding Onset/Rime; Blending Word; Phrases and Sentence Fluency Activities are used to build automaticity in phonics sub-skills. -Book Selection matches the decoding ability of the students based on student data.
<ul style="list-style-type: none"> • How will the teacher engage students in direct instruction in the Science of Reading? 	<p>One teacher will be responsible for literacy instruction for up to 30 students in grades K-4. One teacher will be responsible for literacy instruction for up to 30 students in grades 5-6.</p> <p>The K-4 online teacher and the 5-6 online teacher will be fully trained in all SOR curriculum that they are expected to utilize</p>

	<p>during instruction.</p> <p>Google Classroom assignments for literacy instruction will follow the SOR curriculum and essential standards as defined by the grade level PLC.</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 K-2 online teacher will provide small group instruction utilizing Foundations core instruction either online or face-to-face at least 3 times a week for a total of 150 minutes each week.</p>
<ul style="list-style-type: none"> How will interventions be provided in K-6? 	<p>Interventions will be provided through one-on-one or small group instruction either online or face-to-face.</p> <p>Supplemental programs such as iReady and Connections will be utilized for additional interventions.</p> <p>If the RTI process determines a need for Tier 2 or Tier 3 interventions, a certified reading specialist will be assigned to meet with the student either online or face-to-face. The specialists will utilize OG connections for at least 120 minutes weekly.</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-4 online teacher:</p> <ul style="list-style-type: none"> K-1 blended by skill level up to 5 students. Grade 2 up to 5 students Grade 3 up to 10 students Grade 4 up to 10 students <p>5-6 online teacher:</p> <ul style="list-style-type: none"> Grade 5 up to 15 students Grade 6 up to 15 students
<p>Number of students per teacher per course and grade level of the students</p>	<p>K-4 online teacher (Math, Science, Social Studies):</p> <ul style="list-style-type: none"> K-1 blended by skill level up to 5 students. Grade 2 up to 5 students Grade 3 up to 10 students Grade 4 up to 10 students <p>5-6 online teacher (Math, Science, Social Studies)</p>

	<ul style="list-style-type: none"> • Grade 5 up to 15 students • Grade 6 up to 15 students <p>K-6 online teachers will teach all subjects following the same format and grade configuration as face-to-face teachers. The iReady supplemental platform will provide teachers with instant resources and support for direct instruction and assessment for multiple grade levels.</p>
Consortium or Digital Provider Information Required	
Revised Provider/District Connection for Student Success	<p>Mark Shumate will ensure communication between Virtual Arkansas, Greenwood Public Schools, students, family, and staff.</p> <p>The following are areas in which Mr. Shumate will coordinate/communicate with all stakeholders:</p> <ul style="list-style-type: none"> • Family Orientations (August & January) • Reviewing grades (quarterly) • Conferencing (as needed and during district parent/teacher conferences) • Providing surveys for feedback (end of each semester) • Participation in the RTI • Participation in IEP meetings • Recognition and awards • Student health and wellness <p>Mr. Shumate will utilize the following district personnel to strengthen the connection to ensure student success.</p> <ul style="list-style-type: none"> • Damaris Barnett (Special Education Director) • Building Administrators • Instructional Facilitators • Reading Interventionist • School nurses • School counselors • Mental Health Therapists • Teresa Rose (District Nutrition Specialists) • Rick Clow (G/T) • Monica Redding (ESL/Dyslexia)

	The above district personnel will meet with Mr. Shumate at the end of each semester to provide feedback and recommendations to improve their role with the online students.
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