

ACT 1240 Digital Learning Application Addendum 2021

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

District	McCrorry School District
Superintendent	Nathan White
Revised waiver request timeline (up to 3 years)	3 year waiver is requested
Instructional Model	
Revised teaching load cap to under 190 or less	The teaching load will not exceed 190 for K-8 and 9-12.
Revised Asynchronous Model	The McCrorry plan provides both synchronous and asynchronous instruction.
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>K-2 includes required daily synchronous instruction based on the Science of Reading to ensure students in these grades develop the bottom of the rope reading skills needed to be successful.</p> <p>Reading will be a primary focus for the schools in the Wilbur Mills Consortium. The schools will implement research-based curriculum and strategies for students who are reading at, above, or below grade level. Students reading or writing below grade level will receive additional support through increased frequency of targeted LiveLesson sessions and Connections multi-tiered instructional support program. Teachers use formative assessment data to determine a student's greatest area of need. A variety of supplemental instructional support programs are available to support student learning in the areas of phonemic awareness, phonics, vocabulary, comprehension, fluency, and writing.</p>

Teachers regularly monitor student performance in these programs and make adjustments as needed based on Connections guidelines for implementing multi-tiered instruction.

The school districts in the Wilbur Mills Consortium (K-8) plan to focus on literacy in the early grades using Connexus' research-based curriculum. Connexus' elementary literacy program spans Kindergarten to Grade 5, and is **carefully scaffolded with a combination of high-quality, engaging instruction and resources. Language arts courses, supported by McGraw Hill Wonders program (grades K–5) and Common Core Literature series (grades 6–8), explicitly support the five main components of literacy instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Reading and writing instruction is prevalent throughout the language arts program, and is supported by core content area courses. All English language arts courses are fully aligned to the Arkansas Standards.**

Phonemic awareness, the awareness of discrete sounds, or phonemes, is present at the earliest stages of literacy growth. As students master the recognition and production of individual sounds, the need for targeted phonemic awareness instruction declines. Phonics instruction capitalizes on phonemic awareness and focuses on the relationship between written letters, their names, and their sounds. Instruction progresses from letter sounds and small combinations to syllabic awareness. Fluency, the ability to read quickly and accurately, improves as the other components of literacy also improve. In the early years, vocabulary and text comprehension instruction is primarily listening-focused. As students improve in their ability to decode, vocabulary and comprehension instruction shifts to involve more reading. **Direct instruction in fluency, vocabulary, and comprehension continues throughout elementary school.**

	<p>In the earliest years, literacy instruction is largely a collaborative process as students interact regularly with their teachers and Learning Coaches to build the foundations for success in reading and writing. As students grow in their literacy skills and enter into upper elementary courses, they assume more independence.</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>All K-2 students will be required to synchronously attend daily homeroom. This is similar to carpet time in a traditional classroom. Daily math skills/reinforcement, science of reading instructional lessons, story time, show and tell, and student to student interaction, as well as teacher to student interaction takes place during this time. This will be a minimum of 20 minutes and a maximum of 40 minutes based on age of students and formative assessment data.</p> <p>K-2 students will be required to synchronously attend daily homeroom. In addition, K-2 students must attend at least 2 LiveLessons per week in reading, math, science, and social studies. K-2 students must attend all LiveLessons, small group interventions, 1:1 sessions requested by Pearson teacher, parent, or school district. These requests will be made based on formative assessments and other data. All small group instruction and 1:1 sessions are provided synchronously.</p> <p>LiveLesson sessions provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These sessions allow teachers and students to interact with one another in real-time in a virtual classroom. In addition, LiveLesson sessions will be</p>

	<p>recorded and saved for students to revisit at a later date if they had scheduling conflicts or want to refresh themselves on the topics covered. Teachers have a limit on the number of students allowed in one LiveLessons, therefore, teachers teach multiple LiveLessons. During this time teachers monitor students' progress and invite struggling students to other sessions targeted toward weak skill/content. Teachers can also invite excelling students to LiveLessons that engage beyond the material covered. LiveLessons may also contain breakout rooms for collaborative work.</p> <p>All LiveLessons are recorded for asynchronous access. Music, art, PE, WebQuest, etc) classes have synchronous LiveLessons based on course. Students and parents are provided with LiveLesson schedule.</p> <p>All subjects include synchronous and asynchronous lessons and engagement.</p>
<ul style="list-style-type: none"> • How will interventions be provided in K-6? 	<p>Pearson's virtual teachers have been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions. Virtual teachers will make phone calls and share their phone numbers with students to offer support. Students may be asked to join LiveLessons and/or watch recorded sessions. Teachers may use office hours for interventions. Virtual teachers will also pull small groups or work 1:1 with students based on needs. Programs enrolling full-time students in grades 6–8 with Pearson teachers will receive an advisor in addition to subject-specific teachers. collaborate with teachers,</p>

students, and caretakers to ensure student success. If those are not successful, the virtual teacher will reach out to the partnering District Point of Contact regarding additional Tier 2 or Tier 3 interventions. District will provide the support with the appropriate expert and deliver in the brick and mortar location or virtually, based on need.

The District Point of Contact will be monitoring the effectiveness of student success with Tier 1 and Tier 2 interventions through bi-weekly contact with the Pearson teacher, advisor, and manager as needed. The District Point of Contact will reach out to the student and student's family to offer support as well. If it has been determined through student data and conversations with the Pearson staff that the student is not making adequate progress in Tier 1 or Tier 2 interventions, then the District Point of Contact will set up a meeting with the Principal of the respective building, the student, and the student's family to address the needs of the students. At that time a plan will be developed to support the student in their continued success online. If the steps taken to support the student in the online learning environment do not show success within a 2 week window, then the student placement will be examined. The respective building principal will meet with the student and the student's family and the appropriate placement for that student will be determined based on the data and student needs. The student may be required to return to the brick and mortar

	<p>location for in-person learning, The student may be required to attend the brick and mortar location for intensive interventions at Tier 3. The student may be required to attend virtual sessions with a peer group for intensive interventions through the digital medium synchronously. It will depend on the student's needs and the data that has been generated by the student.</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>Grades K-5 are self-contained with a 50:1 student teacher ratio & the class load will not exceed 50 students. Grade 6 is departmentalized with a 37:1 student teacher ratio & the class load does not exceed 190.</p>
<p>Number of students per teacher per course and grade level of the students</p>	<p>Grades K-5 are self-contained with a 50:1 student teacher ratio & the class load will not exceed 50 students. Grade 6 is departmentalized with a 37:1 student teacher ratio & the class load does not exceed 190.</p>
<p>Consortium or Digital Provider Information Required</p>	
<p>Revised Provider/District Connection for Student Success</p>	<p>The McCrory School District Point of Contact (Mr. Alex Long) will meet with the Pearson Program Manager three times a week. The District Point of Contact will monitor reporting features on Monday, Wednesday, and Friday. If there are any concerns the following procedures will be followed:</p> <ul style="list-style-type: none"> • Identify the causes leading to the concerns. • Contact with the Student, Parent, and Virtual Instructor. • Meeting with the Student, Parent, and Virtual Instructor. (Repeat as needed) • Virtual/Brick and Mortar Tutoring • Virtual/Brick and Mortar

Counseling

- Tier 2 Intervention
- Tier 3 Intervention
- Assess the need for additional services

The McCrory School District Facilitator (Mrs. Shirley Moffett) will monitor students daily. If there are any concerns the following procedures will be followed:

- Identify the causes leading to the concerns.
- Contact with the Student, Parent, and Virtual Instructor.
- Meeting with the Student, Parent, and Virtual Instructor. (Repeat as needed)
- Virtual/Brick and Mortar Tutoring
- Virtual/Brick and Mortar Counseling
- Tier 2 Intervention
- Tier 3 Intervention
- Assess the need for additional services

The McCrory School District will actively monitor for student engagement. The District Point of Contact (K-8)/Facilitator (9-12) will determine if the student is not engaged and contact the student and parent to discuss the following:

- Lack of engagement
- Strategies to increase engagement
- Next monitoring steps.
- After two meetings to discuss engagement, the student will be required to attend the brick and mortar campus to receive additional support for virtual learning.
- After the student has been required to attend the brick and mortar campus for additional support, if there is no improvement, then the student will

be placed permanently back in the brick and mortar setting.

Students will have access to the following additional support services:

- District provided opportunities for nutritional breakfast/lunch facilitated through our Child Nutrition Director and Aramark Manager.
- District provided opportunities for Mental Health Services through TeleTherapy with ArCare, facilitated by the campus nurse and/or campus Counselor.
- District provided opportunities for TeleMed Services through ArCare, facilitated by the campus nurse.
- District provided opportunities for Gifted and Talented, Special Education Services, and ESOL services through virtual/brick (as appropriate) and mortar provided by the district GT Coordinator and campus Special Education Teachers.