

ACT 1240 Digital Learning Application Addendum 2021 K-2

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

District	Lonoke School District
Superintendent	Jeff Senn
Revised waiver request timeline (up to 3 years)	1 year
Instructional Model	
Revised teaching load cap to under 190 or less	The Lonoke School District will not need this waiver because the digital learning classes are 100% virtual with strictly virtual teachers.
Revised Asynchronous Model	LPS/LES synchronous & asynchronous; All k-2 learning will receive synchronous instruction daily for the science of reading and synchronous learning a minimum of two times per week in the other core subjects. Asynchronous will be available at all times.
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>All k-2 learning will receive synchronous instruction daily for the science of reading.</p> <p>Reading instruction is crucial in the overall success of students. Pearson Connexus uses rigorous language instruction that is aligned with the Science of Reading. Virtual teachers are following Pathway D to obtain proficiency in Science of Reading.</p> <p>-Every course in the Pearson Connexus catalog includes reading, writing, speaking & listening, and language components, and encourages students to communicate using academic vocabulary. While these may look</p>

different from course to course, students have opportunities in every lesson to practice and enhance their language skills.

-Early literacy instruction in Pearson Connexus' language arts courses engages students in frequent phonemic awareness instruction and activities. Teachers work with Learning Coaches (parent/caretaker) as a team to support each student's education. Teachers also use real-time data from curricular tools to plan opportunities that may include reading to students, providing modeling and direct instruction, and helping students participate in interactive activities. Kindergartners engage daily in phonemic awareness activities. This instruction is reinforced by Learning Coaches, who are provided with detailed instructions for guiding students in skills such as:

- *Segmenting words into syllables
- *Isolating individual sounds at the beginning, middle, and end of words
- *Blending individual sounds to make words
- *Obtaining and applying letter-sound relationships to words and word parts.

-Phonemic awareness instruction builds in Grade 1 with continued practice of the aforementioned skills, as well as new focus on rhyme identification, syllabication, sound substitution, and long and short vowel sounds, among other skills. In Grade 1, avatars and multimedia presentations model how to pronounce and manipulate sounds and lead students through guided practice with Elkonin, or sound, boxes.

-Guided practice continues into Grade 2. At this level, most students no longer need explicit instruction in phonemic awareness. At this level, teachers provide individualized

phonemic awareness intervention and support on an as-needs basis. Phonics Instruction Phonics instruction differs from phonemic awareness in its focus on the systematic and predictable relationship between sounds and their letters in written language – the alphabetic principle. Knowing these relationships will help students recognize familiar words accurately and automatically, and ‘decode’ new words. Students learn how to operationalize the alphabetic principle when letters, sounds, and connected texts are used in conjunction, with clear relationships among them. As research has shown, programs of phonics instruction are most effective when they are systematic, explicit, and begin in Kindergarten. The Connexus program begins phonics instruction in Kindergarten with a carefully selected set of letter-sound relationships that are organized into a logical sequence. Through course material and teacher support, students are explicitly taught these relationships. Student learning is further supported by Learning Coaches who receive detailed and user-friendly directions to support explicit teaching and reinforcement. Guided by the curriculum, young students work with their teacher and their Learning Coach, to use aids such as letter tiles and engage in other hands-on activities to make connections between letters and their sound. During LiveLesson sessions, teachers reinforce and assess student mastery of phonics skills. Explicit phonics instruction continues through Grade 3.

-Each Language Arts course involves reading comprehension using texts of multiple genres that focus on a variety of topics and themes. Students analyze and respond to texts independently and use discussion boards.

They have opportunities to write in different formats including short answers for text-dependent questions, research papers, and persuasive essays.

-In math courses, students are given portfolio assignments to demonstrate understanding, and often use writing skills to explain their answers during instruction.

-Additional Language Resources

- students can also engage in synchronous instruction to enhance oral language skills. This involves teacher facilitated lessons, group projects, and class discussions. Interactivity is the key to synchronous instruction, allowing
 - Students to:
 - demonstrate their knowledge and practice their communication skills.
 - ask questions to deepen their understanding.
 - build relationships with their teacher and fellow classmates.
 - Teachers to
 - engage students in discussions, problem solving, and group projects.
 - focus class time on bridging skills gaps.
 - build one-on-one relationships

	with students.
<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>Students in grades K-2 will be provided daily virtual science or reading instructional lessons for a maximum of 45 minutes. 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.</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. 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. The District will provide the support with the appropriate expert and delivery in the brick and mortar location or virtually, based on need.</p> <p>The Pearson Tier 1 and Tier 2 interventions will be monitored through district and state mandated progress monitoring/testing. An LPSD employee, a certified Math or Literacy Interventionist, will provide additional Tier</p>

	<p>2 or Tier 3 interventions when Pearson's Tier 1 and Tier 2 interventions are not meeting the student's needs. Needs will be met through district-approved programs. Progress monitoring will be documented through district-approved programs.</p>
<p>Number of students per teacher per course and grade level of the students</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>Core Courses Elementary School (grades K–5): The average student-to-teacher ratio for elementary school core courses is 50:1 . Teachers have an average of 50 students assigned to them as students in these grades have the same teacher for all of their core courses.</p> <p>The Kindergarten, First and second grade teachers are assigned 50 students each year. The teachers of each respective grade level teach the same 50 students all day each day. These “homeroom” teachers instruct these same 50 students in all the core subjects.</p>
<p>Consortium or Digital Provider Information Required</p>	
<p>Revised Provider/District Connection for Student Success</p>	<p>WDMESC Pearson Connexus (K-8)</p>