



ADE USE ONLY: Submission Date: _____

Charter Amendment Request From

The Charter Amendment Request Form and all required documentation must be received via email (ade.charterschools@arkansas.gov) at the Arkansas Department of Education at least 35 days prior to the Charter Authorizing Panel meeting.

Charter Name: ScholarMade Achievement Place of Arkansas

LEA Number: 6060700

Superintendent or Director: Dr. Phillis N. Anderson

Email: pnicholsanderson@scholarmade.org

Phone: 501) 404-0012

**All open-enrollment amendment requests must include evidence that the request was contemporaneously sent by the applicant to the superintendent of the school district where the charter is located.*

Type of Amendment(s) Requested

- Add a New Campus** (Must also submit the map of current location, map of proposed location, Facilities Utilization Agreement and desegregation analysis)

Address: _____

School District: _____

- Relocate Existing Campus** (Must also submit the map of current location, map of proposed location, Facilities Utilization Agreement and desegregation analysis)

Campus Name: _____

Current Address: _____

Proposed Address: _____

School District: _____

Increase Enrollment Cap

Current Cap: _____

Proposed Cap: _____

Change Grade Levels Served

Current Grade Levels Served: _____

Proposed Grade Levels Served: _____

Name Change

New Name of Charter: _____

Add a Digital Learning Program

Schools	Grades/Courses	Interaction	Delivery	Platforms
Ivy Hill Academy	K-3	<input checked="" type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Asynchronous & Synchronous	<input type="checkbox"/> Virtual (online) <input checked="" type="checkbox"/> Blended (hybrid)	<input type="checkbox"/> LMS <input checked="" type="checkbox"/> CMS
Nichols Intermediate Academy	4-6	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Asynchronous & Synchronous	<input type="checkbox"/> Virtual (online) <input checked="" type="checkbox"/> Blended (hybrid)	<input type="checkbox"/> LMS <input checked="" type="checkbox"/> CMS
Prodigy Preparatory Academy	7-9	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Asynchronous & Synchronous	<input type="checkbox"/> Virtual (online) <input checked="" type="checkbox"/> Blended (hybrid)	<input checked="" type="checkbox"/> LMS <input checked="" type="checkbox"/> CMS

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the school is applying for the waiver and explain how the waiver will be utilized.
Attendance			6-18-213(a)(2)	Yes. Instruction will be provided synchronously daily but there will be some asynchronously instruction. Attendance will be taken via Class and online presence and completion of assignments via Go Guardian.
Class Size	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	No Class size limits will not be exceeded.
Teaching Load Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load .	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	No
Six Hour Instructional Day Waiver applies to virtual/remote students only	1-A.4.2		6-16-102; 6-10-126	YES Applicant requests a waiver of this standard as students in the hybrid environment may not adhere to a traditional school day.
Clock Hours	1-A.2			Yes Applicant requests a waiver of this standard as hybrid students will not attend clock hour classes as in a traditional onsite setting.

Recess Waiver applies to virtual/remote students only	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-16-102(a)(5)	Yes Applicant requests this waiver to remove the requirement that at least forty (40) minutes of time shall be used for recess during the day for elementary school students, for those students who are enrolled in the hybrid school.
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Digital Model	
Please complete the following application with complete responses describing the school digital programming.	
Interaction / Delivery	
What are the ways teachers and students will interact with digital content? (Synchronous or Asynchronous) Please describe instructional expectations and participation for students.	<p>ScholarMade Achievement Place of Arkansas will offer to its families blended method of instruction options for its students. Students will be able to register for our Without Walls Virtual Academy and receive virtual synchronous and asynchronous lessons. Students in grades 7-8 will participate in specified Distance Learning classes provided through APRSC Digital Academy [Lincoln Learning]. Virtual students will attend class one day a week onsite.</p> <p>Teachers will be provided with a paraprofessional to assist with the instructional, management, and technology responsibilities. ScholarMade requests the right to modify the instructional modality if needed to designating teachers as WW Virtual Teachers only if needed. Student performance is evaluated weekly through formative assessments, and teacher efficacy is monitored through our SYNCHRONOUS ONLINE TEACHING OBSERVATION CHECKLIST aligned to TESS. Teachers and staff members will be provided weekly support and development through Professional Learning Communities.</p>

<p>What delivery approach will the school utilize to meet the needs of both teachers and students? (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain.</p>	<p>Core Content lessons are primarily delivered synchronously via zoom. All Scholars are online at the scheduled time and can communicate with the teacher, class assistant and work in small groups.</p> <p>Specials are delivered asynchronously with the teacher posting assignments and video lessons. Teachers interact with the students in synchronous lessons biweekly. Curricular resources are aligned with state standards, and teachers provide live instruction from their classrooms for students over video conferences. Small group capabilities are available in each platform to differentiate and meet the needs of Scholars. Student voice and critical thinking are crucial skills that are targeted. Scholar Online assignments ensure students meet standards and objectives outlined in curriculum maps to maintain course pacing. Lessons are recorded, and students can access the recordings throughout the week of the lesson.</p> <p>Parents serve as Learning Coaches and Scholars can access assistance within the virtual classroom and provide support from the Virtual Coach. Scholars stay connected with their teachers and the school community. ScholarMade's Personalized Learning approach provides a curated curriculum, placing each student in a specific position in a resource and prescribing their pacing through that resource. These lessons/activities/units are associated with a grade level and a subject area (Reading, ELA, Science, Social Studies, and mathematics).</p>
<p>Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners. *If teachers will serve in a dual role, describe whether it will be simultaneously, meaning remote and in-person at the same time with course/schedule specific considerations.</p>	<p>Teachers will primarily serve in dual roles teaching virtual academy students simultaneously while teaching onsite students.</p>

Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.	Teachers and students are engaged in teaching and learning through a structured daily schedule using educational and instructional technology. Students will have set classes that follow a schedule with required video conferencing sessions daily with teachers for instructional delivery.
If utilizing waivers for class size , what supports will the school put in place to support the teacher and students? How will the charter monitor and determine if the supports are adequate for teachers who exceed class size in digital learning settings.	NA
If utilizing waivers for teaching load , what supports will the school put in place to support the teacher and students? How will the school monitor and determine if the supports are adequate for teachers who exceed teaching loads in digital learning settings.	NA
Technology / Platforms	
Identify the learning management system/content management system that will the school will use? (Canvas, Buzz, Google Classroom, etc.)	ScholarMade will use a hybrid approach to deliver instruction using an LMS system's digital content for students in grades 7-8 that will support the personalized learning approach of the charter. ScholarMade uses Google Classroom as its CMS and instructional content provided through curriculum resources online platforms. APSRC Digital Learning Provider [Lincoln Learning] for 7-8 may be used as supplemental as all instruction will be delivered synchronously. All Scholars are provided a Chromebook for at home use and resource information for connectivity. If families are unable to secure connectivity, ScholarMade will provide a hotspot.
Describe the digital content that will be available to students, including any digital curriculum and supports that are available to teachers. If the school is using a content management system (CMS), please specify grades levels and subjects that the CMS will address.	ScholarMade uses Benchmark Literacy as its primary reading curriculum that is the Core Program that addresses the areas of VOCABULARY, COMPREHENSION FLUENCY for grades K-5. The instructional resource content encompasses teaching verbal reasoning, vocabulary, literacy knowledge, and monitoring comprehension. Vocabulary aligns with Arkansas Academic

Standards; the program promotes the explicit teaching of multiple meaning word choices and includes various scaffold and extension ideas; context clues and morphological word parts are taught using anchor charts. Fluency lessons and practice are designed to increase the rate. Benchmark Literacy has an online component that will ensure that Virtual students have access to the same instructional resources. Stories and reading material are downloadable and will be provided weekly to students. Our supplemental resource is Reading A-Z which provides more than 2000 books at 29 levels.

The 29 levels allow the teacher to personalized assignments, create small groups, set differentiated stories to be read or listened to, and allow frequent fluency skills checks to be completed as assigned and recorded or parent and teacher review. Resources include developing reading skills with lesson plans, worksheets, discussion cards. Parents have complete access to the resources and comprehension quizzes that accompany every leveled book. The resources also include Vocabulary A-Z as a digital solution to helping K-5 students build vocabulary and increase reading comprehension. With Vocabulary A-Z, teachers can differentiate vocabulary instruction and practice with premade and customizable word lists, printable and digital lessons, and online game-based activities and quizzes. Writing A-Z provides the differentiated materials and instruction tools 3-7 educators need to teach writing in the classroom. With an extensive collection of resources differentiated at five developmental levels, teachers provide the lessons and activities their students need to improve their writing skills. The product also delivers a set of eLearning tools students can use to practice their creative and process writing skills and submit assignments to their teacher online. HAGGERTY: [K-2] is an approved resource aligned to the Science of Reading to support instruction in Phonological Awareness. This resource supports students that need additional reinforcement and practice in a whole group or small group setting. Teachers in grades 6-8 use Wit and Wisdom as the primary Core Program that encompasses the teaching of verbal reasoning,

vocabulary, literacy knowledge, and monitoring of comprehension. Also, instruction is based on systematic routines for teaching comprehension and vocabulary, including reviewing previously taught materials, high-utility, multiple-meaning, and content-specific vocabulary. Building students' background knowledge and vocabulary are based on content and the use of rigorous texts. Wit & Wisdom in Sync™ allows the teachers to toggle seamlessly between home and school as a model for continuous learning. Students reading below grade level are provided interventions and support using the Souday System and Learning A-Z resources.

ScholarMade uses Eureka Math as its primary math program, including online resources: the Eureka Digital Suite and the Navigator, an interactive digital version of the Prekindergarten through Grade 12 curriculum, which gives parents access and the teacher the ability to personalized instruction. The Teach Eureka Video Series is a collection of on-demand PD videos that accompany the curriculum embedded into teachers' lessons and are available and accessible to virtual students to review as needed. The instructional program also includes downloadable practice skills and digital assessments that will provide teachers data on individual student's mastery of standards and guide corrective instruction.

ScholarMade uses Amplify Science as its K–8 science curriculum that integrates literacy, promotes project-based investigations, and interactive digital tools that empower students to think, read, write, and debate as scientists and engineers. The resource has an online platform and utilizes Science A-Z, which offers differentiated science lessons and activities is a curriculum resource that provides a library of

	<p>multilevel informational texts, hands-on experiments, and other engaging learning opportunities. The resource provides differentiated instruction with multilevel reading materials offered across three grade spans (K-2, 3-4, and 5-6). Students can put science into practice with high-interest science activities and projects that foster curiosity, investigation, and STEM-focused resources.</p> <p>ScholarMade uses Savvas myWorld Interactive Social Studies Program for Grades K-8. The resource allows students to explore their communities and engage with social studies content and the C3 Framework. The curriculum is flexible and easily adapts to every classroom and provides online access and activities for virtual students. ScholarMade supplements its Social Studies curriculum with iCivics which provides access to online activities and games to deepen students' understanding of all aspects of civics; it provides digital literacy tools, professional learning materials, and educational video games.</p>
<p>What video communication software is required for any digital learning student? Please describe the video communication software the teacher will use to facilitate live conferences between two or more participants.</p>	<p>Instruction is delivered synchronously from the classroom in core content areas of math, science, social studies, and ELA using Swivel cameras that are robotic mount for an iPad, camera, or smartphone that comes with a remote control. It is designed to track and record videos of a moving person. Virtual students spend part of their day logged into their online classroom and are engaged in engaging lessons, completing assignments, quizzes, exit tickets, tests, and class projects by specific deadlines via Google Classroom.</p>

The Clever portal allows scholars to access ScholarMade's platforms using the single sign-on method, using one username and password – and syncs with Google Classroom and Zoom. Students will log on to all interactive education technology platforms using Clever.

ScholarMade will use Class to simplify attendance, grade assignments, talk one-on-one with students, and more - without ever leaving Zoom, a web conferencing tool that adds essential capabilities for educators to the standard Zoom platform. Class links to Google Classroom and offers ease in accessing documents and information stored in this platform during class time.

Class gives students a voice and adds elements of interpersonal connection. The platform allows the teacher to arrange "seating" within the platform. Teacher assistants are front and center of the class, and teachers can make content more interactive and exciting with live polls and prizes or digital badges that encourage students to participate. Class keeps the teacher center stage with the instructor podium.

Class offers instructors everything they need to facilitate instruction and improve student engagement. Instructors can take attendance, hand out assignments, give a quiz, grade work, or speak one-on-one with a student - all on Zoom.

ScholarMade launched the use of Swivel cameras during the 20-21 school year, making it possible for our teachers and students to learn both in-person and onsite. The device provided interactive and engagement to the remote experience. Teachers can move around their classroom and interact with onsite Scholars and instructional resources in the classroom. At the same time, the camera follows their movement bring the virtual student into the

	classroom. It brings the class to life for the virtual learning placing him in the onsite space.
Describe the technology access (device and connectivity) that will be provided to each digital learning student to ensure each student receives a free public education.	Students are provided with an At Home Chromebook and information to access connectivity. Hot spots will be provided for parents without any other options to secure connectivity.
Student Supports	
Describe the manner and frequency the school will use to monitor the wellness and safety (food security, physical, mental health, etc.) of students in a digital learning setting. (This may be in-person, video communication, etc.). Identify supports available within the school to assist students.	ScholarMade monitors its virtual students' wellness through Scholar Connection calls and meetings, home visits, and student and parent conferences. ScholarMade provides meals to virtual families, and families have access to all mental health and counseling services. ScholarMade monitors academic and student engagement through submitted assignments and tracks online activity through Go Guardian, providing detailed information concerning online activities. Breakfast and lunch will be available as weekly shelf-stable meal packages.
Describe the manner and frequency the school will use to monitor the academic and student engagement in a digital learning setting. Describe the additional supports available for students struggling with engagement.	Scholars' understanding of standards taught is measured weekly with weekly screeners, weekly standards-based quizzes through USA Test Prep, and skills practice and development through the Learning A-Z platforms, including fluency assessments, vocabulary assessments, and comprehension assessments. This data provides teachers, interventionists, and support services with the information needed to provide corrective instruction and develop Personalized Learning Plans.
Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.	Scholars are provided with Tiered Support by Academic Interventionist

	<p>Behavior [positive and challenging] is recorded and monitored in Kickboard for parent's daily review.</p> <p>Scholar Connection Calls made weekly grade and attendance checks.</p> <p>Timely grading and feedback of assignments through weekly grade reports</p> <p>Academic Intervention supports</p> <p>Intervention teachers provide additional instruction to address misunderstandings and lessons to students receiving the interventions. They also meet virtually with students via video or phone to conference with students on targeted skills. Extended Learning Opportunities are provided to all students scoring below Ready on state assessments and those who are economically disadvantaged.</p>
<p>Describe the school's formative assessment plan to support student learning.</p>	<p>We will use both formative and summative tools to track student progress consistently. Student performance is evaluated weekly through formative assessments. All curricular programs have online platforms that allow skills practice and assessments to measure understanding of standards.</p> <p>Teachers will use formative assessments aligned to pacing guides. Students complete these assessments and skills practice through online platforms that will generate results and provide teachers with information that will provide data to drive the teacher's corrective instruction and small groups.</p>
<p>Describe how dyslexia screening and services will be provided to digital learning students.</p>	<p>The charter will ensure all requirements of the dyslexia law are met for on-site and remote learners. Students take the NWEA MAP and Dibels assessment in the Fall, Winter, and Spring which provides crucial information concerning the Scholar's understanding of phonemes, phonics, syllables, and word recognition. Performance on these assessments are indicators of Scholars who may be dyslexia and require additional support. Students will be scheduled specific meeting times for online support based on their needs and goals as</p>

	<p>required by the student’s identified support tier. Students will be screened and supported.</p>
<p>Describe how Gifted and Talented supports and services will be provided to digital learning students.</p>	<p>The charter will ensure all GT Program Approval Standards for the gifted and talented program are met for on-site and remote learners. The consultant model is used to provide GT services for all K-9 virtual students. All K-2nd grade students receive enrichment lessons provided by GT Specialist via the virtual learning option selected. Identified 3rd - 9th-grade students receive GT services using the consultant model. This includes both virtually assigned enrichment content as well as real-time instructional support. Identified 6th -8th grade students may enroll in one or more GT subject classes, GT Seminar, and/or PreAP coursework. pre-advanced placement sections of specific core subject classes. Identified 9th grade students are placed in a choice of upper-level courses according to interests and abilities. Options available are Pre-Advanced Placement (Pre-AP) and Advanced Placement *(AP) classes. Other options for students may include seminars, mentorships, concurrent credit, or independent study.</p>
<p>Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.</p>	<p>The charter will ensure all requirements of the District English Learner plan are met for on-site and remote learners. ELL students receive additional support with classwork and instructional resources that provide adaptations and monitoring and responding to student work. Additional academic support and corrective lessons targeting reading, writing, listening, and speaking skills are provided. ScholarMade instructional resources provide teachers with resources and tools specifically designed to support ELL and ESL</p>
<p>Describe how all special education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.</p>	<p>Special education will be provided based on rules and regulations. Conferences may be held virtually or onsite. Evaluations will be held onsite. Lessons and classwork are modified based on students' Individualized Education Plan (IEP). These students will receive student coaching and support throughout our online learning program. Students have access to Read&Write, a Google-based extension that improves accessibility. The features include the read-aloud, speech-to-text, and dictionary. Teachers can also use this tool in grades K-3 to</p>

record audio files and link them to instructional materials. Case managers maintain daily contact with students and parents on their caseload. Scholars will receive support within the zoom classrooms by a designated interventionist.

Related Services: Related services will be provided according to a student's Individualized Education Plan (IEP). Related services, including speech therapists, counseling, occupational therapists, and physical therapists, will provide teletherapy where appropriate and feasible.

Counseling: Students receive counseling through online platforms. Regular counseling services will be provided using the virtual learning options delivery method.

Both synchronous (scheduled) and asynchronous (flexible) learners will be required to video conference with the counselor in real-time at least once a month.

Counselors will design and provide specific age-appropriate social-emotional lessons that focus on supporting the needs of virtual learners.

Students will receive support from ScholarMade's Mental Health Provider.

Support sessions are scheduled at a time that does not conflict with synchronous video conferencing instructional times or support services sessions.

Describe common and frequently used digital accommodations that the school has provided to general education teachers to assist students in digital learning classes.

Teachers are provided with professional development to increase teacher efficacy in teaching and learning in a virtual environment. Instructional resources have prepared materials and lesson plans to ease the load of

	<p>preparation. Teachers have the support of an Apprentice Teacher and staff members who are designated to troubleshoot technology issues.</p>
<p>Teacher Supports</p>	
<p>Describe school supports to provide on-going digital content and instructional supports for teachers.</p>	<p>Teachers have the support of the Multi-Classroom Teacher, Instructional Coaches, and the Director of Achievement. Grade level teachers will plan and co-plan together, adjusting each week's lesson plan based on student experiences and performance from the prior week.</p> <p>Teachers also receive support and guidance through weekly PLCS and Content meetings.</p>
<p>Identify the daily or weekly amount of time teachers will need to develop and plan for instruction based on interaction and delivery options selected and digital supports provided. How will the school support teachers with digital content and planning?</p>	<p>Teacher responsibilities include teaching four 60 minutes courses daily and will require 60 minutes per day to develop and plan for instruction, grade and review assignments, and conference with students and parents. Teachers will use formative assessments aligned to pacing guides. Students complete these assessments and skills practice through online platforms that will generate results and provide teachers with information that will provide data to drive the teacher's instruction and small groups.</p>
<p>School Supports</p>	
<p>Describe how the school will ensure equitable access to opportunities for success for digital learner's needs (poverty, homelessness, migrant, foster care, and military connected students) A link (URL) to the school equity plan may be acceptable if it meets this criteria.</p>	<p>Equity Plan</p>
<p>All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the school may communicate to parents and test digital learning students at a school site.</p>	<p>Communication Plan</p> <p>Without Walls Academy students will be required to take NWEA and other state-mandated assessments/screeners (ELPA21, DIBELS, ACT Aspire, and others) in person. Onsite testing is held on the campus.</p>

	<p>There is no process for families to request that remote-learning students be excused from the on-site testing. Parents who have concerns about high-risk health issues will be offered additional time options for the testing. The charter will adhere to state mandates concerning testing and apply the appropriate sanctions if a parent refuses to allow her child to test onsite. Onsite testing requirement will be communicated within the Family Handbook and reminders and expectations will be provided throughout the year. Transportation will be provided, and numerous sessions will be offered to accommodate the needs of the family.</p>
<p>Provide a detailed explanation of how the school will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.</p>	<p>The virtual program will be evaluated in several different ways. We will use both formative and summative tools to track student progress consistently. The results from these tools will be compared with data from our traditional instructional settings. Additionally, we will track more typical indicators of success such as student grades, pre and post-tests, and scores on state-mandated exams to track changes in achievement levels.</p> <p>In terms of evaluating the user experiences, we will track student use, time on task within the virtual programming, and student satisfaction with the program design and survey the program's teachers for their perspective on user experiences, ease of use of the technology, and implementation challenges. Across all these metrics, we will collect both quantitative and qualitative data. We expect that the focus group will include teachers, students, and parents as participants and will integrate that data into program design improvements.</p> <p>These evaluations will occur quarterly with an extensive review annually.</p>

Describe how the teacher(s) will engage families into the digital learning process. (School may link the District Engagement Plan if digital learning is included. The plan must address how the school will support parents/students with digital tools and resources)

Parents will receive weekly communication via email, including information on how their child will access learning, guidance on nonacademic resources and supports, and tech support guidance. Parents participate in bi-monthly conferences via Zoom with teachers and the Principal. Teachers are expected to reach out to families once per week with updates and guidance outside of lessons. Training videos and plans are made available on the website, and each Google Classroom maintains a section for Parent Information. Parents will sign a contract upon registering in the WW Academy in which they will be informed of the onsite testing requirement and agree to this stipulation.

Each school will provide instruction to parents on incorporating developmentally appropriate learning activities in their home environment at least two (2) times per year. These trainings will include information on role-playing by trained personnel, guidance on nutritional meal planning, and instructions regarding the use and access of Department of Education web-based tools for parents. Academic Parent-Teacher Teams assist parents of students, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments. Parents are also trained on the various online platforms used by the system: Kickboard and digital resources allow them to make their home an extension of the school environment.

Staff and faculty receive extensive parental involvement training from Westend on the Academic Parent Teacher Team framework. This model elevates the efforts of traditional parent conferences by expanding opportunities for families and teachers to collaborate on behalf of the scholar. It also builds solid relationships and empowers parents to make a significant contribution to the scholar's growth and achievement. All faculty members receive at least two (2) hours of professional development on effective parental engagement strategies. In addition,

	administrators must receive at least three (3) hours of professional development to create a climate conducive to parental participation.
Provide a URL to evidence of the local school board's approval of the waiver request(s).	Board Resolution
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the school communication plan regarding digital learning program(s).	Digital Learning Survey
Policies	
Please provide a link (URL) to the attendance policy for digital learning students.	Attendance Policy
Please provide a link (URL) to the discipline policy for digital learning students.	Discipline Policy
Please provide a link (URL) to the grading policy for digital learning students.	Grading Policy
Charter	
Describe how the addition of a virtual program is in line with the mission or model of the school.	<p>Without Walls, Virtual Academy aligns perfection with the mission and model of ScholarMade. One of the critical components of the model is Personalized Learning. Personalizing learning cultivates a healthy classroom culture in which learning targets are evident, environments are flexible, and instruction is tailored to meet each student's needs and strategically move them to the highest goals. The online platforms used within the Virtual Academy provide opportunities for instruction, review of skills, and personalized data for each student.</p> <p>Before the pandemic, students spend some of the day engaged in self-paced digital learning implemented through a weekly course and small group instruction in the classroom through our Personalized Learning Approach. All curricula have online components that are adaptive and provide powerful feedback loops in which Scholars may practice and review skills digitally, which provides greater personalization using their Chromebooks.</p> <p>This approach will allow Scholars to practice standards taught in the class and provide teachers will real-time assessment data that indicates their understanding. The ability for students to track their learning means that they can develop valuable self-monitoring</p>

	<p>skills and engage in their learning progress. The capacity to see current data allows teachers to understand each student's performance.</p> <p>Our personalized learning approach places the scholar on center stage, not the teacher. This creates an open space for daily routines, independent learning activities, problem-based learning, and purposeful pacing. Elements of Personalized Learning include student agency, differentiation instruction, immediate instructional interventions, flexible pacing, personalized learning plans, frequent feedback, standards-based, world-class knowledge, and skills.</p>
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Additional Waiver(s)

Waiver Topic #1	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

Waiver Topic #2	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

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Waiver Topic #3	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

Waiver Topic #4	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

Waiver Topic #5	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	

Rationale for Waiver	
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AMI (Alternative Methods of Instruction) Plans must be submitted in LEA Insights for the 2021-2022 school year. For assistance with LEA Insights, please contact Arijit Sarkar at 501-682-1524.