

Continuum of Learning: Extended Learning Plan



Monroeville Local Schools

District Name:	Monroeville Local Schools
District Address:	101 West St., Monroeville, OH 44847
District Contact:	Coral Smith
District IRN:	047712



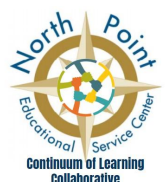
Background Information

COVID-19 Impact on Instructional Delivery

On March 16, 2020 our staff had one day to plan and prepare to transition into a remote learning framework due to the COVID-19 pandemic. We created a basic framework of expectations that allowed our teachers to try new virtual tools and platforms to deliver the needed remote learning instruction to our students.

Chromebooks were distributed to all students in grades 4-12 to support remote learning in addition to providing chromebooks to families that needed them in grades K-3. We also provided delivered meals to the families in our community during the spring and summer seasons of 2020.

Our district immediately established contact with staff, students, and families to continuously check in and monitor the needs of all stakeholders involved in our district for the onset of school closure in March of 2020. After the first three weeks of remote learning, we gathered feedback from staff and families to make changes in our remote learning program to better meet the challenging needs and improve our remote instruction delivery system. This remote learning system was improved and implemented for the remainder of the 2019-2020 school year.



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Over the course of the spring and summer of 2020, our district worked with a collaborative team of administrators, board members, parents, and staff members to create a reopening plan for the 2020-2021 school year. We planned and organized everything in the district to prepare all stakeholders for a safe environment for learning to meet the differentiated needs of our staff and families.

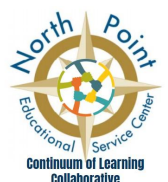
With our extensive planning, we were able to return to school on a full five day in-person learning model. We also offered a 3rd party virtual learning option to families that were not ready to send their children back to an in-person learning environment.

We continuously monitored the health of our district and community each week throughout the school year to maximize safety for our staff and students. We sent our 9-12 students home for remote learning between the Thanksgiving and Christmas holiday breaks to minimize the continued contact and spread of COVID-19. We also opened our district on a remote learning model for the two weeks after returning from the Christmas holiday break for all students in grades PreK-12. All students in all grades returned to full in person learning for 5 days per week beginning on Tuesday, January 19th. This model has continued to guide our district for the remainder of the 2020-2021 school year.



Impacted Students

- NWEA Map benchmarks in reading and math are given in the fall, winter, and spring to all students in grades K-12. We use this data to identify the individualized learning needs of students.
- Heggerty Phonemic Awareness Screeners are given in the fall, winter, and spring to all students in PreK-1. We use this data to identify the individualized learning needs of students.
- School Pace will be implemented and used to level and assess our students' individualized reading needs in grades K-6. This is a continuous process used throughout the school year.



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- We will use the data from the above assessment tools in addition to teacher recommendation, guidance counselor recommendation, and parent recommendation to assess the impact of COVID-19 on our students academic and social emotional needs. We will use this data and information to then plan to meet the individualized needs of our students.
- At the beginning of the 2020-2021 school year 26% of our students chose to enroll in our 3rd party virtual learning option. Currently, 8% of our students are still enrolled in our 3rd party virtual learning option.



Needs

Summary of Results:

This year, we have data from NWEA Map Reading and Math for fall and winter benchmarks. We also implemented the Heggerty Phonemic Awareness Screener in preschool, kindergarten, and first grade. In addition, we took our 3rd Grade Fall ELA OST. Lastly, we have our data for Reading in grades K-6 from School Pace which is from our reading series.

- NWEA Map Reading:
 - ELA Proficiency Percentage Passing by Class: **classes showing growth from 2019 to current in green)**

	<i>Fall 2019</i>	<i>Winter 2019/2020</i>	<i>Fall 2020</i>	<i>Winter 2020/2021</i>	<i>Spring 2021</i>
Class of 2031 (2nd)	14%	36%	40%	43%	
Class of 2030 (3rd)	18%	37%	61% (32% on Fall OST)	58%	
Class of 2029 (4th)	17%	49%	46%	48%	
Class of 2028 (5th)	44%	46%	58%	48%	
Class of 2027 (6th)	26%	36%	47%	60%	
Class of 2026 (7th)	20%	46%	43%	49%	
Class of 2025 (8th)	41%	38%	36%	29%	

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- NWEA Map Math:

- Math Proficiency Percentage Passing by Class: (classes showing growth from 2019 to current in green)

	<i>Fall 2019</i>	<i>Winter 2019/2020</i>	<i>Fall 2020</i>	<i>Winter 2020/2021</i>	<i>Spring 2021</i>
Class of 2031 (2nd)	27%	74%	65%	65%	
Class of 2030 (3rd)	22%	48%	70%	67%	
Class of 2029 (4th)	38%	59%	67%	59%	
Class of 2028 (5th)	42%	55%	40%	35%	
Class of 2027 (6th)	12%	16%	17%	28%	
Class of 2026 (7th)	11%	44%	28%	21%	
Class of 2025 (8th)	23%	24%	35%	20%	

- Heggerty Phonemic Awareness Screener:

PreK

Skill	Beginning Fall 2020	Beginning Winter 2021	Developing Fall 2020	Developing Winter 2021	Secure Fall 2020	Secure Winter 2021
Rhyme Production	25%	10%	35%	35%	40%	55%
Onset Fluency	70%	35%	10%	1%	20%	60%
Blending Compound Words	1%	15%	0	0	95%	85%
Blending Syllables	1%	15%	1%	1%	90%	80%
Isolating Final Sounds in Words	90%	35%	1%	25%	1%	40%

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Segmenting Compound Words	60%	30%	20%	1%	20%	65%
Segmenting Syllables	65%	30%	15%	0	20%	70%
<i>Kindergarten</i>						
Skill	Beginning Fall 2020	Beginning Winter 2021	Developing Fall 2020	Developing Winter 2021	Proficient Fall 2020	Proficient Winter 2021
Rhyme Recognition	21%	10%	13%	23%	66%	67%
Rhyme Production	49%	33%	18%	15%	33%	51%
Onset Fluency	49%	10%	0%	10%	51%	79%
Blending Syllables	11%	8%	8%	5%	82%	87%
Isolating Medial Sound	57%	21%	3%	23%	56%	56%
Segmenting Words into Syllables	24%	31%	8%	36%	64%	33%
Isolating Medial Sound		38%		3%		59%
Blending Phonemes	47%	28%	16%	3%	39%	69%
Segmenting Words into Phonemes	88%	23%	0%	5%	13%	72%

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Adding Initial Phoneme	24%	31%	21%	3%	56%	67%
Deleting Initial Phoneme	23%	33%	11%	10%	67%	56%
Substituting Initial Phoneme	49%	41%	20%	8%	31%	51%
<i>First Grade</i>						
Skill	Beginning Fall 2020	Beginning Winter 2021	Developing Fall 2020	Developing Winter 2021	Proficient Fall 2020	Proficient Winter 2021
Rhyme Production	15%	7%	25%	18%	61%	75%
Onset Fluency	7%	7%	7%	21%	86%	71%
Isolating Medial Sound	15%	4%	15%	7%	72%	89%
Blending Phonemes	7%	4%	14%	29%	79%	68%
Isolating Medial Sound	32%	25%	11%	36%	57%	39%
Segmenting Words into Phonemes	25%	18%	14%	64%	61%	18%
Adding Initial Phoneme	22%	39%	22%	50%	58%	13%
Deleting Initial	40%	68%	11%	21%	50%	11%

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Phoneme						
Substituting Initial Phoneme	25%	11%	29%	14%	47%	75%

- **3rd Grade Fall ELA OST Scores:**

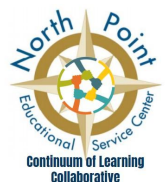
<u>Year</u>	<u>Limited</u>	<u>Basic</u>	<u>Proficient</u>	<u>Accelerated</u>	<u>Advanced</u>
2020	37%	32%	21%	5%	5%
2019	41%	31%	10%	14%	5%
2018	30%	14%	36%	5%	15%
2017					
2016	65%	26%	5%	5%	0%

- **School Pace:**

School Pace Data Overview for grades K-6

	F 2017	W 2017/18	S 2018	F 2018	W 2018-19	S 2019	F 2019	W 2019-20	S 2020	F 2020	W 2020-21	S 2021
Proficient or Above	26%	38%	51%	36%	45%	64%	40%	54%	65%	34%	54%	56%
At-Risk	31%	30%	24%	33%	34%	22%	41%	23%	22%	27%	23%	19%
Emergency	43%	32%	25%	32%	20%	15%	19%	15%	13%	28%	15%	14%

All of the above data is carefully analyzed and used to guide the instruction of our students. We continuously assess, analyze, monitor progress, and differentiate to best meet the changing needs of students.



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Approaches

Fall 2020:

- *Educational Aide: Due to the financial impact of COVID-19 at the end of 2019-2020, our district was faced with having to let go of 3 of our educational aides. We hired one new educational aide to help assist the needs of our staff and students in addressing the educational needs of our students as we try to address the returning educational needs from remote learning from COVID-19.*
- *Google Classroom: All staff members were offered training in google classroom and it was chosen as our district's platform for all grades PreK-12.*
- *School Nurse: A full time school nurse was contracted through an agreement with Fisher-Titus Medical Center to help us address medical, health, and safety needs of our staff and students. This need was prioritized after the impact of the COVID-19 pandemic.*
- *Mental Health Counseling: A licensed counselor was contracted through an agreement with Family Life Counseling and Psychiatric Services to provide on-site counseling services to our staff and students.*

Winter 2020/2021:

- *Permanent Subs: Our district hired 3 permanent substitute teachers that reported in to our district daily from January 19th-March 12th. First, they filled any substitute openings needed within the district. If any were left unassigned for the day, we then had them assist students in remote or in-person learning to help address individualized learning needs.*

Spring 2021:

- *Educational Aides: Due to the financial impact of COVID-19 at the end of 2019-2020, our district was faced with having to let go of 3 of our educational aides. We hired one new educational aide to help assist the needs of our staff and students in addressing the educational needs of our students as we try to address the returning educational needs from remote learning from COVID-19 in the fall of 2020. We then re-addressed our district needs in winter of 2020-2021 and determined that we needed to hire the 2 additional aides we had prior*

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to COVID-19. This way we can continue to address the ongoing learning needs of our students.

Summer 2021:

- *Summer Reading and Math Program for grades K-8: We will be offering a summer reading and math program to all students in grades K-6 that will give them opportunities.*
- *HS Summer Course Recovery and Test Remediation: We will be offering summer course recovery and test remediation to affected students in grades 9-12.*
- *Individualized Tutoring: We will be offering individualized tutoring to identified students at risk needing targeted instruction to address gaps in learning due to the impact of COVID-19.*
- *Meals: Our district will provide delivered meals to families in our community. We will also provide breakfast and lunch to the students that come into school for our summer reading and math program for elementary and HS summer course recovery and test remediation program.*

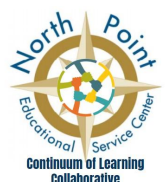
Fall 2021:

- *Virtual Instructor Coordinator: A Virtual Instructor Coordinator will be hired to oversee and implement our 3rd party virtual learning platform of Apex for high school students to address the needs of course recovery and test remediation.*
- *Social Emotional Screeners: Our district will implement social emotional screeners for all students in grades K-12.*



Resources and Budget

- *Permanent Subs: CARES funding*
- *Educational Aides: Student Success and Wellness funds*
- *Summer Reading and Math Program: CARES funding/Student Success and Wellness funding*
- *HS Summer Course Recovery and Test Remediation: CARES funding/Student Success and Wellness funds*
- *Individualized Tutoring: CARES funding/Student Success and Wellness funding*
- *Virtual Instructor Coordinator: CARES funding*
- *Google Classroom Training:*
- *School Nurse: Student Success and Wellness Funds*
- *Mental Health Counseling: Student Success and Wellness Funds*



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- *Social Emotional Screeners: K-12 Plan Grant Funds*



Partnerships

We have developed partnerships with many community organizations in a shared effort to work together to best meet the needs of our staff, students, and families. They include:

- Fisher-Titus Medical Center
- Family & Children First Council of Huron County
- Huron County Board of Mental Health & Addiction Services
- Family Life Counseling & Psychiatric Services
- Huron County Prevention Coalition



Alignment to Other Plans

Our district works to connect our plans together in order to effectively analyze our district needs and plan to best meet them in a comprehensive way. This helps fulfill our goal to meet the whole needs of the students we serve. These plans include:

- K-12 Plan
- One Needs Assessment
- One Needs Plan
- Student Success and Wellness Plan
- Monroeville Local Schools District Literacy Plan
- Monroeville Local Schools District Strategic Plan
- Local Equitable Access Plan

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