



SMFCSD Extended Learning Plan

The Stow-Munroe Falls Schools recognize that the pandemic negatively impacted our students and families in many ways. We are prepared to offer all students the support they need to continue to learn and grow. Our Summer Learning Plan offers a variety of options that are geared towards students that need to catch up on their studies and those looking for enrichment.

Stow Munroe Falls City School District				
What	Why	Who	When	Resources
K-6 Summer School -We will use the March MAP, April OST, May-BAS administration to determine what students are not meeting expected growth. We will be using a multi-criteria approach to determine what students qualify for Summer Learning Opportunities. The Summer Learning Program will be designed around the overarching areas that are determined as deficits based on the data mentioned above.	Provide students with an additional opportunity to obtain mastery in deficient areas.	Students that qualify	Summer 2021 Summer 2022	Curriculum created and provided by the Teaching and Learning Department.
K-6 Edmentum (Exact Path) -We will use Edmentum to place students on a learning path based on their MAP data. The learning path will be individualized to support students refinement and reinforcement areas. The learning path will remediate as well as enrich their learning opportunities in the areas of reading and mathematics.	Provide students individualized instruction based on their deficit areas in order to obtain mastery on reading and mathematics content.	ALL Students	2021-2022 SY 2022-2023 SY 2023-2024 SY	E-Subscription
K-6 Data Dives -We will use MAP administration and our professional development days to have data dives and share instructional strategies that are most beneficial for students not meeting expected growth. We will identify students not meeting growth and form action plans around students meeting expected growth in ELA and Mathematics. We will evaluate the domain deficits based on MAP data to form a spiral review plan around how to incorporate the domain deficits in core instruction, online programs and intervention times.	Provide teachers time to reflect on MAP, OST, BAS data and make action plans around next steps for ALL students achieving in each tier.	Teachers	2021-2022 SY 2022-2023 SY	MAP, OST, BAS data reports
K-6 Intervention -We will continue to prioritize interventions during WIN time for mathematics as well as small group/guided reading instruction during our reading blocks multiple times a week in ALL regular classrooms. We will discuss data in our TBT and BLT meetings.	Provide students remediation opportunities to support	Regular Classroom Teacher	2021-2022 SY 2022-2023 SY 2023-2024 SY	Reading-Fountas and Pinnell Classroom Mathematics-
K/1 Early Learning Groups -We will continue ELGs at all 6 elementary schools. During ELGs K-1 students read, write and discuss books in very small groups. Students are engaged in reading instruction, phonetic awareness and comprehension conversations.	Provide students a space to develop a love for reading, differentiate instruction and meet students needs.	K/1 Students K/1 Teachers, Title I Tutors and Educational Assistants	2021-2022 SY 2022-2023 SY 2023-2024 SY	Fountas and Pinnell Classroom Leveled Literacy Intervention
3rd-4th Programming -We will institute a program of support 4 days a week for 3rd and 4th	Provide students that are on or were on	Teachers	2021-2022 SY	Curriculum created and

grade a multi-criteria approach for qualification for students that need additional support in vocabulary acquisition, informational text and writing in response to reading.	RIMP plans additional support and remediation in the area of reading.		2022-2023 SY	provided by the Teaching and Learning Department.
K-12 SEL Support -We will use the Panorama Survey data in order to analyze and identify social and emotional needs of students in the areas of Sense of Belonging, Social Perspective, Social Awareness, Challenging Feelings, Emotional Regulation, Teacher-Student Relationships and Teacher Expectations. We will identify students that have been most impacted by the pandemic in terms of their learning progress by Classroom Attendance (both Gold or Maroon plan), Engagement and Completion of assignments, Classroom Grades, Test Scores- BAS, MAP, OST, ACT growth and achievement scores.	Identify high priority SEL and DI needs at all 9 schools and create a plan of action around the needs.	Teachers K-12 Students Students that meet indicators	2021-2022 SY 2022-2023 SY 2023-2024 SY	Panorama Survey Data
7-12 SEL Support -Data that will be analyzed to identify social & emotional needs of students will be attendance data from the 2020-2021 school year, teacher and counselor referrals which have been collected all school year. Grades 7-8: Teachers will use What I Need (WIN) time during the normal school day to work through academic programs, providing interventions and support. Teachers will use team planning time to discuss students and strategies to help individual students.	SMF recognizes that the Covid pandemic affected students' ability to attend school in person which may have negatively impacted their academics and social-emotional growth.	All students	2021-2022 SY	Teacher-Based-Team planning time notes
7-8 Summer School - Any student that has not passed a core class will be referred for summer school. 9-12 Summer School - High school students who have not passed courses will be identified and referred for summer school credit recovery courses using APEX online learning with in-person teacher support for credit recovery.	7-8 To address gaps in learning in order to prepare for high school courses. 9-12 To earn credits toward graduation.	Students that have failed a course.	Summer 2021 June 7- July 16, 2021	Progress Book APEX- with in-person teacher support available Monday through Friday from 8:00 AM to 12:00 PM
7-12 Academic Recovery -Teachers will use the available data to identify gaps in instruction and will differentiate pacing and courses appropriately. Grades 7-8: Teachers will use What I Need (WIN) time during the normal school day to work through academic programs, providing interventions and support.	Data we will use to identify at-risk students will be: MAP testing and Ohio State test data as well as common formative assessments. Students will also be identified counselors, and/or parent concerns.	All students	2021-2022 SY 2022-2023 SY	Teacher-Based-Team notes Mathia E-Subscriptions Common Lit Course Material
9-12 Class Recovery - Classes will be offered that students were unable to take or have failed previously during the pandemic including various physical education courses and financial literacy to name a few.	Some classes could not be offered during the pandemic or students chose not to take them remotely.	All Students	Summer 2021 2021-2022 SY 2022-2023 SY 2023-2024 SY	APEX



SMFCSD Extended Learning Plan

Summary for ARP ESSR Funding- August 20, 2021

The Stow-Munroe Fall City School district is prepared to respond to the on-going needs of the staff, families, students, and facilities to ensure a safe and successful learning environment. Monies will be used to fund CDC prevention strategies including promoting physical distancing, ventilation, handwashing & respiratory etiquette, and cleaning and disinfection. All of these are part of the district's guiding practices which is a layered approach to prevention and mitigation. This layered approach will significantly aid our efforts in keeping our schools open five days per week for all students. Air purifiers for all classrooms and offices will be provided as well as hand sanitizer, cleaning supplies, hand soap, and application materials to continue the high level of sanitation that was implemented in the 2020-21 school year. The district leased two modular units last year for social distancing at the elementary level and will purchase another one this year. Specific building improvements that are planned include creating defined sick/well areas to physically separate students with COVID symptoms in necessary buildings. The district initiated repairs in the room for our students with significant cognitive disabilities to allow for more ventilation that was prevented due to water damage in the masonry. Funds will be used to address Nutrition Services in providing meals for students.

The district will use reserved funds under section 2001(e)(1) to address the academic impact of lost instructional time through the implementation of evidence based interventions. The evidenced based strategies that will be used will be differentiated small group instruction through mathematics, guided reading based on individualized reading levels and adaptive software for ELA and mathematics in order to close the achievement gaps in ELA and Mathematics. We will add the use of IXL Mathematics and ELA for grades 7th-12th based on the achievement gaps that were shown on the 2021 OST results as well as data collected from NWEA MAP testing. We will use a data software interface to track subgroup achievement and progress in ELA and Mathematics in order to effectively track our interventions and make adjustments to our instructional strategies. Due to COVID, we will be targeting current 3rd and 4th grade students with writing in response to reading and tutoring opportunities throughout the school day by hiring additional tutors to specifically support targeted groups of students. Summer learning opportunities will be expanded based on academic growth and available data from the 2021-2022 school year, Kindergarten-Sixth grade as well as 7th and 8th grade students will be placed in a summer school academic recovery/intervention program for summer 2022.