



Learning Recovery and Extended Learning Plan

District Name:	Cleveland Preparatory Academy
District Address:	4850 Pearl Road
District Contact:	Robert Williams, Principal
District IRN:	013199

Beginning in March 2020, education in the United States, and the world, changed dramatically due to the COVID-19 pandemic. During the remaining months of the 2019-2020 school year, our students worked at home using paper packets carefully curated to meet the remaining standards not covered during classroom instruction. Communication to families and students was constant to ensure not only the continued learning for our students, but also to stay apprised of their well-being and support families.

As the school year ended it was apparent that the crisis would continue, and we needed to think differently about the 2020-2021 school year. As a result of this thoughtful planning, Cleveland Preparatory Academy offered three learning options for families to choose from that were implemented on the first day of school, regardless of the student's grade level. These three options allowed families to consider their student's health, their comfort with the current COVID-19 status in our community, their ability or interest in facilitating learning at home and many other important factors. Families were asked to make a choice prior to the start of school and continue with that modality until the end of the 1st semester. Our school leadership team had the discretion to accommodate a family's request for an option change at any point. In the event health conditions at the school change, or the Governor enacts a closure order, all students were able to pivot to Option 3 immediately.

Option 1: Full time in school

Students come to the school building each day for a full instructional day based on the Board approved calendar. Teachers facilitate standards-based instruction using materials that are aligned with the Ohio standards for content and rigor. Specials, electives and other regularly scheduled academic experiences will occur in the building on these days. Based on the grade level of the student, their academic needs and the teacher's discretion, additional work may be sent home for additional practice or enrichment. Students with Special Education needs will receive these services as specified in their IEP during their time in the school building. Regular communication will occur with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through phone calls, text messages, video conferencing or other means dependent on health and safety considerations. Extensive health protocols ensuring the safety of students and staff are followed daily and monitored by the Regional Vice President.

Option 2: Hybrid

Students come to the school building on Mondays and Tuesdays for a full instructional day based on the Board approved calendar. Teachers facilitate standards-based instruction using materials that are aligned with the Ohio standards for content and rigor. Specials, electives and other regularly scheduled academic experiences

occur in the building on these days. Based on the grade level of the student, their academic needs and the teacher's discretion, additional work may be sent home for additional practice or enrichment. Students with Special Education needs receive these services as specified in their IEP during their time in the school building. Regular communication occurs with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through phone calls, text messages, video conferencing or other means dependent on health and safety considerations.

Health and Safety Protocols

- Daily individual health assessment for all students and staff
- Facial coverings
- Hand sanitizing
- Frequent cleaning and sanitizing of surfaces
- Limiting outside guests
- One-way foot traffic
- Social distancing maximized up to 6 feet

Students come to the school building on two specified days per week. Teachers facilitate standards-based instruction using materials that are aligned with the Ohio standards for content and rigor. Specials, electives and other regularly scheduled academic experiences will occur in the building on these days. Based on the grade level of the student, their academic needs and the teacher's discretion, additional work may be sent home for additional practice or enrichment. Students with Special Education needs will receive these services as specified in their IEP during their time in the school building. Regular communication will occur with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through phone calls, text messages, video conferencing or other means dependent on health and safety considerations. Extensive health protocols ensuring the safety of students and staff are followed daily and monitored by the Regional Vice President.

Option 3: Full time at home

Students learn from home every day school is in session as delineated in the school's Board approved calendar. Students were provided a Chromebook and internet reimbursement if needed based on participation and eligibility guideline. Teachers facilitate standards-based instruction using the ACCEL curriculum which is aligned to Ohio standards for content and rigor. Teachers can modify the activities within each lesson to provide additional practice opportunities, an alternative approach, or add opportunities to engage with tools such as iXL, iReady or other programs to differentiate for student learning needs around a given standard. Teachers also use the assessments within the virtual curriculum, or they can add their own formative and summative measures. Opportunities to engage in special subjects and electives such as Art, Music or PE, as defined by the school's instructional schedule, are also offered to virtual students. Each day instruction is a mix of teacher-led, synchronous sessions and student-led practice activities. Expectations were set for the number of hours' students should be expected to engage in learning, and how the family should be prepared to support their child's learning at home. There is a mix of online learning that requires a computer and other offline activities that require solving math problems, collaborating with peers, exercising, etc. Students with Special Education needs will receive these services as specified in their IEP virtually within Canvas, our learning management platform. The Big Blue Button feature inside our closed Canvas platform is HIPPA and FERPA compliant, thus providing a safe environment for our specialists to work directly with students on their caseload to provide the necessary services. This feature is also being used by our Title I teachers and those that support our English Learners. Regular communication occurs with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through the Canvas platform, phone calls, text messages, video conferencing or other means.

While other schools predetermined the learning scenario for their students, we were prepared to meet the complexities of giving families choice. Organization, communication, and coordination were paramount to our student’s success. As such, we decided that all students, regardless of their modality, would receive standards-based instruction in a defined sequence for each course. This allowed all students in the same grade or course within the school to receive instruction around the same sequence of standards, for approximately the same amount of time, dependent on student need. This coordination allowed for the seamless integration for a student who needs to change from one modality to another due to extenuating circumstances. It also allowed regular assessment data in all three modalities to be used to assess students for supports throughout the RtI process.

While maximizing educational options for families, the school minimized risk of exposure to COVID-19 by aligning with the guidance provided by National, State, and local health officials. Mitigation efforts included facial coverings, health monitoring, cleaning, and sanitizing measures, limiting guests, and implementing social distancing and one-way foot traffic. Careful consideration was given to the emotional well-being of students as we worked to provide an equitable and safe learning environment for all students, regardless of their modality.

Identifying and Meeting Students’ Academic Needs	
Identifying Impacted Students	<p>Spring 2021 For the 2020-2021 school year, we utilized the i-Ready comprehensive assessment system for our students in grades K-8. This online assessment, given in the fall, winter and spring to all students, regardless of their modality, allows us to measure the academic growth of our students in both mathematics and reading. Reports within the system allow us to see which students are on track for meeting grade level goals, which ones are exceeding the expected pace for growth and which ones are not meeting the growth targets. This crucial information forms the basis for the supports we provide students.</p> <p>Other supports that were used to identify impacted students include:</p> <ul style="list-style-type: none"> ● Running records kept by the classroom teachers ● Short cycle assessments ● i-Ready ● Kindergarten Readiness Assessment ● Data derived from the Third Grade Reading Guarantee as well as sub score data from previous year’s assessments to determine the skills and strategies most needed by the students ● RtI documentation that is reviewed by the IAT team
	<p>Summer 2021 During summer tutoring the following assessments/instruction will be used to identify the needs of the students attending:</p> <ul style="list-style-type: none"> ● i-Ready lessons ● i-Ready student materials that support differentiation and remediation ● SRA for grades K-3 to develop comprehension, vocabulary, fluency, and word analysis as well as reinforce specific skills in which targeted students show a weakness ● Running records benchmarks for an additional assessment to measure growth <p>Overview of Summer School Program Cleveland Preparatory Academy students lost a few months of learning opportunities due to the spring closure of schools and our attempt at remote programming. Because our school has been open since August, some of our students have been able to learn in the</p>

classroom with their teachers. However, we recognize that students will have learning loss from last spring's shut down.

Cleveland Preparatory Academy will be offering Summer School to all students for free. Program will be offered in a 4-week session at 4 days a week, Monday through Thursday, from 8:00 - 12:00 p.m. Breakfast, lunch, and transportation will be provided to all students.

All students will be invited to participate. A targeted focus will be placed on students who have grade level deficiencies, students who have had poor attendance over the 2020-2021 school year, students with disabilities, students who show significant gaps in learning, and students who are academically behind according to state and local assessments.

2021-2022

We will continue to use the i-Ready comprehensive assessment system for our students in grades K-8. For students enrolled at the school last year, we will have two years' worth of data to continue to identify students' learning needs and put structures and programs in place to support those academic needs. We will also be able to evaluate the effectiveness of our initial approaches and adjust as needed.

Teachers will continue to use running records as a means of data collection for the following:

- growth monitoring
- conducting student and parent conferences
- ensuring all stakeholders are setting and meeting goals collaboratively
- confirming students are meeting grade level goals
- setting accommodations in place to meet student growth targets

Results of Short Cycle assessments will be applied in the following ways:

- i-Ready teacher assigned lessons based on student levels
- i-Ready Teacher Toolbox lessons for individualized and small group instruction
- collaboration and vertical planning
- using the assessments to identify learning gaps
- evaluating data collected to create spiral reviews, groupings and if necessary individual educational plans

Data derived from previous OST assessments will be used to:

- instruct students on how to create exemplar answers to multi-choice and extended response questions
- review the skills most needed by students to build and strengthen their foundational skills in math and reading
- bridge the gaps that exist to prepare a path for instructional success and recovery for each student through the integration of technology, previously released assessments, and data

RTI documentation will be used in the following ways:

- collaboration between general education teachers
- identifying students' areas of deficiency
- designing and implementing an individualized learning plan
- recommending online learning tools, strategies and activities that are accessible to students that support their learning needs
- communicating progress with parents
- conducting RTI meetings bi-monthly to collect, re-strategize and review student data and the implementation of interventions
- monitoring and documenting student progress monthly

2022-2023

We will continue to utilize the assessments listed above while observing data to

	determine the effectiveness and growth from the Cleveland Preparatory Academy Leadership Team of these assessments.
Approaches to Support Impacted Students	<p>Spring 2021 Currently we are utilizing the following approaches:</p> <ul style="list-style-type: none"> ● the RTI/IAT process ● video conferencing for small group instruction ● after school tutoring ● a combination of virtual and hybrid learning options ● video conferencing with teachers for additional instruction and coaching ● differentiation through break out groups <hr/> <p>Summer 2021 During summer tutoring the following assessments/instruction will be used to identify the needs of the students attending:</p> <ul style="list-style-type: none"> ● i-Ready lessons ● i-Ready student materials that support differentiation and remediation ● SRA for grades K-3 to develop comprehension, vocabulary, fluency, and word analysis as well as reinforce specific skills in which targeted students show a weakness ● Running records benchmarks for an additional assessment to measure growth <p>Overview of Summer School Program Cleveland Preparatory Academy students lost a few months of learning opportunities due to the spring closure of schools and our attempt at remote programming. Because our school has been open since August, some of our students have been able to learn in the classroom with their teachers. However, we recognize that students will have learning loss from last spring's shut down.</p> <p>Cleveland Preparatory Academy will be offering Summer School to all students for free. Program will be offered in a 4-week session at 4 days a week, Monday through Thursday, from 8:00 - 12:00 p.m. Breakfast, lunch, and transportation will be provided to all students.</p> <p>All students will be invited to participate. A targeted focus will be placed on students who have grade level deficiencies, students who have had poor attendance over the 2020-2021 school year, students with disabilities, students who show significant gaps in learning, and students who are academically behind according to state and local assessments.</p> <p>Instruction CLPA will prioritize Reading and Math standards based curriculum at all grade levels. Lessons will be designed to be engaging and interactive including projects. Lessons will be delivered inside the school with the opportunity for environmental experiences outside on campus grounds. The focus of the lessons will not be on a grade, but on completing daily activities to address instructional gaps. Technology will be available for use when requested. Student Teacher ratios will be 1:10 or 1:15 depending on the course. The identification of students who need targeted instruction will be determined by assessment data and instructor recommendations. Each of the following data sets will help to determine student involvement in extended programming.</p> <p>Assessments We will continue to use the I-Ready comprehensive assessment system for our students in grades K-8 for the Summer School Program. CLPA will identify deficits in foundational skills from previous grades via Diagnostic assessments and utilize this information to inform instructional content in Reading and Math groups. CLPA will develop and</p>

	<p>implement assessments/Standards Mastery assessments and track scholar mastery of grade-level standards for each student during the Summer School Program. Each student's progress will be monitored and track by each teacher and Leadership members</p> <p>2021-2022 CLPA will ensure that every student has equitable assets to the educational rigor, resources and support that are designed to maximize a student's academic success/social emotional well-being. The instructional expectations, procedures and practices will provide for educational equity to ensure the obstacles are proactively addressed and resolved. Achievement gaps will be identified, and strategies will be implemented to address the gaps.</p> <p>CLPA will ensure that distance learning, hybrid learning and in person learning climates support student access and that such learning environments are welcoming, affirming, and positive.</p> <p>We will do this through:</p> <ul style="list-style-type: none"> ● the continuation of the RTI/IAT process ● small group instruction with the use of reviewed data from the 2020-2021 school year ● short cycles assessments ● running records ● literacy bags for grades K-2 ● literacy bags for any student in grades 3-8 that are performing 2 or more grade levels below ● i-Ready lessons and growth monitoring ● iReady student materials that support differentiation and remediation <p>2022-2023 We will continue to utilize the assessments in the Spring 2021 box, while observing data to determine the effectiveness and growth from the supports implemented for the impacted students.</p>
<p>Professional Learning Needs</p>	<p>Spring 2021 Professional Development Training Topics (January – May)</p> <ul style="list-style-type: none"> ● Intervention ● Progress Monitoring ● Lesson Planning ● Assessments <p>Teacher Learning Outcomes</p> <ul style="list-style-type: none"> ○ Teachers will be prepared to apply interventions and track monitoring to effectively ensure academic growth with their students. ○ Teachers will be aware and prepared to support with the OST Testing schedule and logistics for Spring 2021. ○ Teachers will be able to understand the expectations of exit slip tracking and progress monitoring for the CLPA after-school tutoring program. ○ Teachers will be able to provide two-weeks of lesson plans to CLPA Leadership by the end of the day. <p>CPI Training – De-Escalation Techniques – teachers will be equipped with de-escalation techniques to ensure safety approach to behavioral and/or emotional student situations Safety and COVID-19 protocol for staff and students</p> <p>Summer 2021 Back to School Professional Development Company - Education Innovations “Classroom Management Strategies”</p>

	<ul style="list-style-type: none"> ● Teachers will receive Cultural Responsive Learning Training –Developing CRT Lesson Plans ● Teachers will receive training for Data Driven Instructional Practices ● Teachers will receive training for Differentiated Instructional Practices <p>Company - Educational Resource Services “Proactive Discipline for Reactive Students” This seminar is designed to assist staff to differentiate between typical and atypical student behavior patterns and to establish practical proactive discipline strategies that incorporate Restorative Discipline Practices and PBIS. Participants will also learn how to implement classroom plans that utilizes the RTI 3-Tier Model and meets “Best Practices in Classroom Management”.</p> <p>Summer Partners MyCom – Old Brooklyn Latin Social Dance Elevated Dance American Scores Cleveland Ohio Guidestone Change of Direction Mentoring Services Right Direction Behavioral Services Cleveland Food Bank Youth Opportunities Unlimited</p> <p>Training around early phonics, curriculum mapping, pacing and alignment will be on-going. Administrators will meet to discuss opportunities for refresher trainings on topics identified in this plan for teachers. Additionally, experts within the school will be identified to share best practices and lead others in TBTs and training. Teachers will be encouraged to self identify areas of need and interest. Feedback collected from PD’s will be used to implement future learning opportunities.</p> <p>2021-2022 Professional learning at building will occur throughout the school year to build educator capacity with digital tools.</p> <p>2022-2023 Continue to utilize aforementioned Summer 2021 and 21-22 school year and utilize feedback to provide implementation of ongoing relevant professional learning opportunities.</p>
Partnerships	<p>Spring 2021 Currently we have partnerships with the following:</p> <ul style="list-style-type: none"> ● MyCOM Old Brooklyn ● Ohio Guidestone ● Change of Direction Student Mentoring Services <p>The school expects parents to be actively involved in their child’s education. For our faculty and staff to effectively educate our children, we welcome our parents as partners. Parents are strongly encouraged to participate in a variety of activities and forums that will support our students academically and add to the vitality of our school.</p> <p>Summer 2021 We will continue to utilize the above supports while seeking partnerships with the following:</p> <ul style="list-style-type: none"> ● Old Brooklyn Public Library ● Old Brooklyn High School <p>2021-2022</p>

	<p>We will continue to utilize the above supports while seeking partnerships with the following:</p> <ul style="list-style-type: none"> ● Old Brooklyn Public Library ● Old Brooklyn High School <p>2022-2023</p> <p>We will continue to utilize the above supports while seeking partnerships with the following:</p> <ul style="list-style-type: none"> ● Old Brooklyn Public Library ● Old Brooklyn High School
Alignment	<p>Spring 2021</p> <p>The procedures and guidelines above align with ACCEL School Networks, the Ohio Department of Education, our CCIP grant, OCCS requirements and other mandates/recommendations. The purpose of supplemental programming at CLPA School is to provide activities above and beyond the traditional school day. The goal is to continue to support the whole child including their academic and social/emotional needs. Our programming will be carefully aligned to the model through clubs and groups that support social/emotional development, and overall physical health through extra-curricular activities. Activities will be chosen that align with the mission and needs of the school once the composition of the school community is established.</p> <p>Summer 2021</p> <p>The procedures and guidelines above align with ACCEL School Networks, the Ohio Department of Education, our CCIP grant, OCCS requirements and other mandates/recommendations. The purpose of supplemental programming at CLPA School is to provide activities above and beyond the traditional school day. The goal is to continue to support the whole child including their academic and social/emotional needs. Our programming will be carefully aligned to the model through clubs and groups that support social/emotional development, and overall physical health through extra-curricular activities. Activities will be chosen that align with the mission and needs of the school once the composition of the school community is established.</p> <p>2021-2022</p> <p>The procedures and guidelines above align with ACCEL School Networks, the Ohio Department of Education, our CCIP grant, OCCS requirements and other mandates/recommendations. The purpose of supplemental programming at CLPA School is to provide activities above and beyond the traditional school day. The goal is to continue to support the whole child including their academic and social/emotional needs. Our programming will be carefully aligned to the model through clubs and groups that support social/emotional development, and overall physical health through extra-curricular activities. Activities will be chosen that align with the mission and needs of the school once the composition of the school community is established.</p> <p>2022-2023</p> <p>Alignment will continue with the above-mentioned intentions.</p>
Resources and Budget	<p>Additional resources needed are as follows:</p> <ul style="list-style-type: none"> ● Title 1 Teacher ● Instructional Aide ● Two Full Time Special Education Teacher <p>The Academy will coordinate the use of Title I, IIA, IV, IDEA, ESSER I, II, ARP ESSER and state funds to meet the needs of the students and close the gaps.</p> <p>Title I - Funds will be used to hire additional intervention teachers for students through tutoring,</p>

	<p>after school and summer school extended learning.</p> <p>ESSER II funds will be used to hire additional intervention teachers who will target instruction to help student's fill any academic gaps. Additional funds will be used to retain properly licensed teachers and purchase supplemental curriculum and progress monitoring tools. \$350,000</p>
--	---

Approaches to Identify and Address Students' Social & Emotional Needs

Identifying Impacted Students	<p>Spring 2021 Every day at Cleveland Preparatory Academy all students are treated with dignity and respect. They have the opportunity to build knowledge of the world, read meaningful texts, express ideas through writing and speaking, and solve complex problems. We are currently supporting the well-being of the students by:</p> <ul style="list-style-type: none"> ● prioritizing positive, intentional relationships ● facilitating meaningful interactions to develop sustaining, strong relationships within the classroom (hybrid and virtual) and throughout the school ● building the following relationships: <ul style="list-style-type: none"> Staff to student Staff to staff Student to student Staff to family
	<p>Summer 2021 During this time, the CLPA Leadership Team will be involved in multiple home visits to identify reasons why students may not have been attending and how to assist parents and students with increasing their attendance.</p>
	<p>2021-2022 We will continue to utilize the above supports and tools with the partners below to identify impacted students:</p> <ul style="list-style-type: none"> ● Ohio Guidestone ● Right Direction Behavioral Health Services ● Mertis H. Taylor ● MyCoM – Old Brooklyn ● PEP Assist
	<p>2022-2023 We will continue to utilize the above supports while seeking partnerships with other vendors based from the needs of our staff and families.</p>
Approaches for Impacted Students	<p>Spring 2021 Students are referred to either Ohio Guidestone or Right Direction Behavioral Health Services after a discussion has taken place between the CLPA Leadership Team and the parent (s) or guardians</p>
	<p>Summer 2021 Continuation of services provided from Ohio Guidestone and Right Direction Behavioral Health Services</p> <p>Summer Partners:</p>

	<p>MyCom – Old Brooklyn Latin Social Dance Elevated Dance American Scores Cleveland Ohio Guidestone Change of Direction Mentoring Services Right Direction Behavioral Services Cleveland Food Bank Youth Opportunities Unlimited</p>
	<p>2021-2022 – Continue employment of Student Wellness Coordinator to serve as Wellness provider for services such as:</p> <ul style="list-style-type: none"> o PBIS system o Panther Store Rewards Store o Weekly Ice Cream Social <p>The Cleveland Preparatory Academy Student Wellness Coordinator primarily identifies and addresses all of the student’s social and emotional needs and support in correlation with our PBIS system daily. Our current PBIS model is PRIDE (Pride, Respect, Integrity, Determination, Excellence. This acronym for our behavior matrix embodies the tenants of positive student behavior that we want to foster in our school. The person in this position will uphold the areas of this system and guide students to following PRIDE. This person will initiate the writing and implementation of behavior plans for students that are struggling to follow PRIDE and exhibit poor behavior in school and in the classroom. In addition, this person will also help to come up with classroom interventions that the teachers can implement into their routines to help individually manage behaviors in the classroom. They will provide pull out and push in intervention to manage student success. Lastly this person will help initiate consistency in our Behavior matrix in each classroom by providing support to staff and educating them on our behavior expectations.</p> <ul style="list-style-type: none"> ● Hire a service provider through Right Direction Behavioral Health Services to serve as a SEL educator to provide daily services such as: <ul style="list-style-type: none"> o Mental health assessments o Crisis intervention o Case management o SUD treatment o Individual therapy o Family therapy
	<p>2022-2023 Continue to utilize the above-mentioned resources and interventions as well as bringing in a family liaison to:</p> <ul style="list-style-type: none"> ● assist parents with getting their High School Degree to help them assist and support their students at home ● support enrollment and help reduce chronic absenteeism
<p>Professional Learning Needs</p>	<p>Spring 2021 Increase understanding of how to effectively utilize Ohio Guidestone and Right Direction Behavioral Health services</p> <hr/> <p>Summer 2021</p> <ul style="list-style-type: none"> ● schedule professional development with a representative from Ohio Guidestone, Right Direction Behavioral Health Services and Total Education Solutions provide training to teachers and staff members to increase their understanding how to effectively utilize the curriculum ● schedule a series or professional developments through Right Direction

	<p>Behavioral Health Services to provide teachers and staff members the tools necessary for SEL/trauma-informed instruction</p> <ul style="list-style-type: none"> • Company - Educational Resource Services “Proactive Discipline for Reactive Students” <p>This seminar is designed to assist staff to differentiate between typical and atypical student behavior patterns and to establish practical proactive discipline strategies that incorporate Restorative Discipline Practices and PBIS. Participants will also learn how to implement classroom plans that utilizes the RTI 3-Tier Model and meets “Best Practices in Classroom Management”.</p> <p>2021-2022</p> <ul style="list-style-type: none"> • create a thirty-minute block within each teacher’s schedule to discuss SEL individually with students from the beginning of the school year • plan team building activities for each grade level to capitalize on the growth they have gained from using new programs currently seeking <p>2022-2023</p> <p>Continue to utilize the above-mentioned resources and interventions while looking at the data and growth from the previous school year to adjust in any area that may be needed</p>
Partnerships	<p>Spring 2021</p> <ul style="list-style-type: none"> • Ohio Guidestone • Right Direction Behavioral Health Services <p>Summer 2021</p> <ul style="list-style-type: none"> • Ohio Guidestone • Right Direction Behavioral Health Services <p>2021-2022</p> <ul style="list-style-type: none"> • Ohio Guidestone • Right Direction Behavioral Health Services <p>2022-2023</p> <ul style="list-style-type: none"> • Ohio Guidestone • Right Direction Behavioral Health Services
Alignment	<p>Spring 2021</p> <p>Increasing our professional relationship with Ohio Guidestone and Right Direction Behavioral Health Services to retain a Family Services representative. This is in alignment with our Wellness Plan.</p> <p>Summer 2021</p> <p>As a result of providing our families with the necessary assistance, we can better ensure that our students are supported at school and at home with their needs. This is in alignment with our Wellness Plan.</p> <p>2021-2022</p> <p>Maintaining the employment of a staff member who serves as the CLPA Family Liaison, which will help ensure we better assist our families with their needs, which therefore provides additional support to our students. This is in alignment with our Wellness Plan.</p> <p>2022-2023</p> <p>As a result of providing our families with the necessary assistance, we can better ensure that our students are supported at school and at home with their needs. This is in alignment with our Wellness Plan.</p>
Resources and Budget	<p>Additional resources needed are as follows:</p> <ul style="list-style-type: none"> • Student Wellness Coordinator • Family Liaison • SEL Teacher/service provider • Professional Development services provided through Right Direction Behavioral

Health Services

- subscription to a Social Emotional Curriculum

Budget: The Academy will use Student Wellness to hire a position to support student mental health. \$125,000