



Learning Recovery and Extended Learning Plan

District Name:	STEAM Academy of Warrensville Heights
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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, STEAM Academy of Warrensville Heights 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 two specified days per week. Students have the option to attend either Monday/Tuesday or Wednesday/Thursday. 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 guidelines. 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 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	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 support we provide students.

In addition, STEAM Academy at Warrensville Heights used the following assessment data to identify students who were impacted by the pandemic:

- I-Ready diagnostic
- Running records given a minimum of three times per year (grades K-8)
- Short Cycle Assessments bi-weekly reading and math (grades 2-8)
- Mock Assessments quarterly (grades 2-8)
- Third Grade Reading Guarantee from fall
- Rtl process progress monitoring
- Rainbow Words sight words (grades K-2)
- Heggerty phonemic awareness assessment (grades K-2)

Summer 2021

STEAM Academy at Warrensville Heights will continue to use the following assessments to identify impacted students during summer school. We will match data points by continuing:

- I-Ready diagnostic
- Running Records
- Short Cycle assessments
- Rainbow Words sight words (K-2)
- Heggerty phonemic awareness assessment (K-2)

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.

Assessment data is saved digitally and will transfer with students to the next grade level. Electronic files will be shared, and processes of intervention will continue even as new data is collected beginning at the start of the new year. STEAM Academy at Warrensville Heights will continue to assess student progress and identify student needs with the following:

- I-Ready diagnostic
- Running records given a minimum of three times per year (grades K-8)
- Short Cycle Assessments bi-weekly reading and math (grades 2-8)
- Mock Assessments quarterly (grades 2-8)
- Third Grade Reading Guarantee from fall
- Rtl process progress monitoring

	<ul style="list-style-type: none"> • Rainbow Words sight words (grades K-2) • Heggerty phonemic awareness assessment (grades K-2) <p>2022-2023</p> <p>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 three 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.</p> <p>Assessment data is saved digitally and will transfer with students to the next grade level. Electronic files will be shared, and processes of intervention will continue even as new data is collected beginning at the start of the new year. STEAM Academy will continue to assess student progress and identify student need with the following:</p> <ul style="list-style-type: none"> • I-Ready diagnostic • Running records given a minimum of three times per year (grades K-8) • Short Cycle Assessments bi-weekly reading and math (grades 2-8) • Mock Assessments quarterly (grades 2-8) • Third Grade Reading Guarantee from fall • Rtl process progress monitoring • Rainbow Words sight words (grades K-2) • Heggerty phonemic awareness assessment (grades K-2) • OST data from Spring 2022
<p>Approaches to Support Impacted Students</p>	<p>Spring 2021</p> <p>To support our impacted students currently, our practices include the following:</p> <ul style="list-style-type: none"> • Specific center/small group instruction time has been identified in all schedules. During this time, teachers work with small groups of students based on data from the assessment tools listed above. Each group is individualized based on specific academic needs. Progress monitoring occurs throughout, which then drives further planning for the identified groups of students. • After school tutoring has been established two days per week. Students scoring below the 50th percentile in grades K-8 according to benchmark assessments and I-Ready data will be invited to participate in the program. Reading and math will be the subjects that are reinforced during this 1 hour per day program. Curriculum including, I-Ready and Measuring Up will be used to target specific skills and standards. • Spring Break packets were sent home during the week of March 22-March 26, 2021. Packets included standards previously taught in all subjects. • Rtl progress monitoring is currently being implemented. Data from the monitoring is presented and discussed on a weekly basis. Discussion includes analyzing student work and interpretation of standards. This process allows us to identify students who need more intense interventions. <p>Summer 2021</p> <p>To support our impacted students throughout the summer the following plans will be put in place:</p> <ul style="list-style-type: none"> • A 4 week Summer School Program will be implemented between June 1-July 2.

	<p>This will be a remediation program to target students with academic gaps of 1-2 years. Students grades K-7 will be invited to this program. ELA and math standards, along with a level of enrichment will be the focus of this program. Students will receive 2 hours in both ELA and math presented in a variety of formats to meet each learning modality need.</p> <ul style="list-style-type: none"> Kindergarten students will participate in a Kindergarten Readiness week prior to the start of the school year. This week will give the students the opportunity to comfortably learn the layout of the school alone. It will also give teachers an opportunity to obtain baseline academic data and build relationships with students. <p>2021-2022 Throughout the school year, there will be leveled support for students based on their academic needs. Support, specifically for Tier 3 students will include the following:</p> <ul style="list-style-type: none"> Title I pull out and push in services for Tier 2 students: Intensive and strategic interventions with a focus on foundational skills; 1:1 or small group of 2-3 students; 60 minutes per day. Weekly progress monitoring for Tier 2 students (8-10 data points). Use of a research-based program, with evidence-based results. <p>2022-2023 Throughout the school year, there will be leveled support for students based on their academic needs. Support, specifically for Tier 2 and 3 students will include the following:</p> <ul style="list-style-type: none"> Title I pull out and push in services: Intensive and strategic interventions with a focus on foundational skills; 1:1 or small group of 2-3 students; 60 minutes per day. Weekly progress monitoring for Tier 2 and 3 students. Use of a research-based program, with evidence-based results. Interventions will be provided for both academics and behaviors as necessary. Supplemental materials will be used to support the regular curriculum. Progress monitoring will occur every 2-4 weeks.
<p>Professional Learning Needs</p>	<p>Spring 2021 Spring PD focused on the collective need of the building. As a team, we identified 3 areas of focus and PD has been and will continue to be built around those 3 topics for the duration of the school year.</p> <ul style="list-style-type: none"> Objectives: 1) Creating and posting student friendly objectives. 2) Aligning the objectives to student assignments/activities. 3) Determining if students mastered the objective. Centers: 1) Using data to determine student grouping. 2) Identifying appropriate asynchronous tasks for centers. 3) Planning for differentiation. 4) Classroom management skills during centers. Formula Writing on Demand: 1) Understanding the Writing on Demand Program 2) Implementing Writing on Demand during the ELA block. <p>Summer 2021 Summer PD will be presented in multiple forms.</p> <ul style="list-style-type: none"> A summer book study will occur. Teachers will be invited to a particular location bi-weekly to discuss the identified chapters and the impact that it can have on the upcoming school year. (Participation in the meet up will be optional, but breakfast will be included for those who participate.)

	<ul style="list-style-type: none"> • Teachers will return to the building prior to the students. This time will be used for teambuilding, planning, establishing expectations, etc. Teachers will also participate in learning opportunities with the curricular tools. • Outside PD opportunities will be made available if the chosen conference aligns with our specific school goals. Participating teachers will bring the information back to the building level and take the lead on sharing the information with their colleagues. • Teachers will receive a bi-weekly newsletter from school leadership with a focus on Professional Development. This newsletter will include articles, tips, video clips, presentations and other forms of media to engage the staff in opportunities to learn from home. The goal would be to keep staff engaged in learning throughout the summer as well. <hr/> <p>2021-2022 Professional Development for the 2021-2022 school year will include opportunities for us to become proficient with the tools that we have.</p> <ul style="list-style-type: none"> • Understanding and implementing the entire I-Ready platform • How to effectively use the ELA, writing, math, science and social studies curriculum • Using technology effectively for daily instruction • Unpacking Ohio Standards: What are they truly asking students to master <hr/> <p>2022-2023 Professional Development for the 2022-2023 school year will have a heavy emphasis on using data to drive instruction. With this will come the development and focus on the following:</p> <ul style="list-style-type: none"> • We have data, now what? • Differentiation: Learning is not a one size fits all. • Target (objective) task alignment • Effective planning for multiple groups of students • Move from centers to a workshop model • Analyzing student work
<p>Partnerships</p>	<p>Spring 2021 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> <hr/> <p>Summer 2021 We will continue to utilize the above supports while seeking partnerships with the following:</p> <ul style="list-style-type: none"> • Warrensville Heights Public Library • YMCA of Warrensville Heights • Warrensville Heights High School <hr/> <p>2021-2022 We will continue to utilize the above supports while seeking partnerships with the following:</p> <ul style="list-style-type: none"> • Warrensville Heights Public Library

	<ul style="list-style-type: none"> • YMCA of Warrensville Heights • Warrensville Heights High School • Achievement Centers for Children (Special Education Support) <p>2022-2023 We will continue to utilize the above supports while seeking partnerships with the following:</p> <ul style="list-style-type: none"> • Warrensville Heights Public Library • YMCA of Warrensville Heights • Warrensville Heights High School • Achievement Centers for Children (Special Education Support) • Ministry of Reconciliation – additional community resources • Cuyahoga Community College
Alignment	<p>Spring 2021 The plans provided align with our school's literacy plan and priority three on our School Improvement Plan to move 50% or more of our students to "on track" status for reading in alignment with Ohio State Test outcomes.</p> <p>Summer 2021 The plans provided align with our school's literacy plan and priority three on our School Improvement Plan to move 50% or more of our students to "on track" status for reading in alignment with Ohio State Test outcomes.</p> <p>2021-2022 As is indicated in our school improvement plan, additional educational assistance will be provided to struggling students through the RTI process, interventions and accommodations, after school tutoring, SPED services (if relevant), differentiated instruction, and, when applicable counseling services.</p> <p>2022-2023 As is indicated in our school improvement plan, additional educational assistance will be provided to struggling students through the RTI process, interventions and accommodations, after school tutoring, SPED services (if relevant), differentiated instruction, and, when applicable counseling services.</p>
Resources and Budget	<p>Additional resources needed are as follows:</p> <ul style="list-style-type: none"> • Title 1 Teacher • Instructional Aide • FUN-dations Curriculum • Science and Math Curriculum <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, 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

Spring 2021

STEAM Academy of Warrensville Scholars are provided the opportunity to engage in targeted social emotional learning activities for 30 minutes each day. Our school's Behavior Intervention Specialists facilitate workshops, assemblies, group sessions, and school wide activities to foster growth, development, positive relationships, and health self-image. As a part of our school's culture, teachers and staff facilitate morning meetings which also help to encourage conversations about the student needs. Review of student data such as in person and virtual attendance, referrals, PBIS points, quarterly honors, and teacher behavior interventions are also considered as areas to identify potential SEL needs.

Summer 2021

During the summer, our school staff will reach out to families via phone, email, general mail, and text to follow up on SEL awareness, encourage and invite to summer events as well as general check-ins prior to the start of school. Families at risk of homelessness, transience, and scarcity of resources will be connected to local resources such as housing connections, counseling services, and food banks to help provide support.

2021-2022

During the school year, we engage our school's RTI, PBIS team, Behavior Intervention Specialists, and Title I teacher to engage in programming, activities, and workshops for students schoolwide and small groups.

These activities are created to encourage conversation and:

- 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:

Staff to student

Staff to staff

Student to student

Staff to family

Student's self

For specific students that need additional assistance, either the Principal, Director of Academics, Title I Teacher or Intervention Specialists speaks with the student to assist them and follow up with the parents via phone or through in-person meetings.

2022-2023

During the school year, we engage our school's RTI, PBIS team, Behavior Intervention Specialists, and Title I teacher to engage in programming, activities, and workshops for students school wide and small groups.

These activities are created to encourage conversation and:

- prioritizing positive, intentional relationships
- facilitating meaningful interactions to develop sustaining, strong relationships within the classroom (hybrid and virtual) and throughout the school

	<ul style="list-style-type: none"> • building the following relationships: Staff to student Staff to staff Student to student Staff to family Student's self <p>For specific students that need additional assistance, either the Principal, Director of Academics, Title I Teacher or Intervention Specialists speaks with the student to assist them and follow up with the parents via phone or through in-person meetings.</p>
Approaches for Impacted Students	<p>Spring 2021</p> <p>Interventions currently in place to specifically address the social and emotional needs of our students include:</p> <ul style="list-style-type: none"> • Full time Behavior Intervention Specialist: We employ a staff member dedicated to providing small group intervention for social emotional needs, as well as whole class lessons for middle school students on topics related to building relationships, effective communication, dealing with feelings of anxiety and depression, how to effectively navigate social media and time management. • Positive Behavior System: This school-wide system acknowledges and rewards students for displaying positive behaviors and meeting both classroom and school-wide expectations. • RTI: Our RTI process is inclusive of the SEL needs of our students. Addressing SEL through RTI sheds light on why a student may be struggling. Specific SEL instruction helps students overcome barriers to learning. • Parents are invited into the school and/or virtually on a regular basis to engage in conversations about their child. Conversations are collaborative and lead to a plan being created by all stakeholders.
	<p>Summer 2021</p> <p>During the summer months, teachers and staff will have 4 touch points to stay connected to their students and family. We recognize the importance of communication during the months that we may not see each other daily. The 4 touch points will include the follow:</p> <ul style="list-style-type: none"> • Post card • Meet and Greet • Phone Call • Newsletter to include things to do, along with available summer programs. • Students will also receive a grade/age-appropriate book to read over the summer that addresses social emotional concepts and ideas.
	<p>2021-2022</p> <p>Building positive relationships will continue to be a focus during the 2021-2022 school year. Teachers will be able to adjust their classrooms in ways that will allow for more student interaction.</p> <ul style="list-style-type: none"> • Desks in groups • Conversation corners • Cozy Corners/Safe places in the room

	<p>Teachers will also have an identified SEL program to follow to support social and emotional needs on a daily basis.</p> <p>Once a month, we will connect with an outside agency to come in and talk about big topics such as:</p> <ul style="list-style-type: none"> • Bullying • Feeling safe at home • Good touches/bad touches • How to handle stress/anxiety • Using social media, the correct way <p>2022-2023 In addition to continuing the program from the previous year, during the 2022-2023 school year it will be a priority to partner with an agency to come into the building on a regular basis to offer counseling services to our students on site. The focus of this year will be building the confidence, self-awareness and self-love for our students. There are many partnerships that we can make in the community that focus on self-esteem. We will begin to move towards more restorative justice practices as a school. This will give our students the opportunity to talk more about their responses and reactions in an effort to get to the root cause of any behaviors.</p>
Professional Learning Needs	<p>Spring 2021 Currently our master schedule allows a daily 30-minute time block to specifically support social emotional learning. Teachers have the autonomy to choose activities that specifically address the needs of their students. SEL activities are tiered into 3 levels:</p> <ul style="list-style-type: none"> • Level 1: All students • Level 2: Students who need additional academic support. • Level 3: Students who need intensive academic support. <p>This is in direct alignment with our RTI process.</p> <p>Summer 2021 Identify a specific SEL program that can be used school-wide for the 2021-2022 school year. Gain input from staff, board members and parents on what would work best with our students.</p> <p>2021-2022 Provide onsite and webinar professional development on the identified SEL Curriculum.</p> <p>2022-2023 Reflect on the success of the previous year and provide onsite and webinar based training for staff.</p>
Partnerships	<p>Spring 2021 Cleveland Food bank Backpacks for kids drops off bags of food that provide enough food for the weekend for STEAM students.</p> <p>STEAM Academy partnered with Mental Health experts for professional development in identifying children in trauma and de-escalation techniques to help students manage trauma related behaviors. HWS Best Health and First Alliance Health Care Of Ohio is a new partner for us and will be delivering counseling services to impacted students as needed.</p> <p>Summer 2021</p>

	<p>Cleveland Food bank Backpacks for kids drops off bags of food that provide enough food for the weekend for STEAM students.</p> <p>STEAM Academy partnered with Mental Health experts for professional development in identifying children in trauma and de-escalation techniques to help students manage trauma related behaviors. HWS Best Health and First Alliance Health Care Of Ohio is a new partner for us and will be delivering counseling services to impacted students as needed.</p> <p>2021-2022</p> <p>Coats for kids of Greater Cleveland provides new coats to children in need during winter months.</p> <p>Cleveland Food bank drops off pallets of food for STEAM Academy families several times a year, during holiday months.</p> <p>Cleveland Food bank Backpacks for kids drops off bags of food that provide enough food for the weekend for STEAM students.</p> <p>YMCA of Warrensville Heights provides opportunities for youth to develop leadership skills and a commitment to volunteerism and community service. STEAM middle school students will benefit from this partnership as they continue to navigate a changing world.</p> <p>Harvard Square Center provides Mentoring, Food Bank, Free Lunch Summer Program, Clothes Drive & Give-a-way. STEAM students will benefit from resources provided to ensure basic needs are being met.</p> <p>STEAM staff and Mental Health experts identify students affected by trauma and provide services to assist students in managing trauma related behaviors. Continue working with staff in responding to the behaviors of students in trauma. HWS Best Health and First Alliance Health Care Of Ohio is a new partner for us and will be delivering counseling services to impacted students as needed.</p> <p>2022-2023</p> <p>Coats for kids of Greater Cleveland provides new coats to children in need during winter months.</p> <p>Cleveland Food bank drops off pallets of food for STEAM Academy families several times a year, during holiday months.</p> <p>Cleveland Food bank Backpacks for kids drops off bags of food that provide enough food for the weekend for STEAM students.</p> <p>YMCA of Warrensville Heights provides opportunities for youth to develop leadership skills and a commitment to volunteerism and community service. STEAM middle school students will benefit from this partnership as they continue to navigate a changing world.</p> <p>Harvard Square Center provides Mentoring, Food Bank, Free Lunch Summer Program, Clothes Drive & Give-a-way. STEAM students will benefit from resources provided to ensure basic needs are being met.</p>
Alignment	<p>Spring 2021</p> <p>The SEL portion of our extended learning plan aligns with our school's PBIS plan and Student Wellness and Success plan. We aim to support the implementation of</p>

	<p>evidence-based social-emotional learning and trauma-informed initiatives based upon a School-wide Positive Behavioral Interventions and Supports Tier 1 ESSA strategy. The school's focus is to continue improving social-emotional learning (SEL) of students by implementing social-emotional development content within the school's academic framework and providing school-level staff with professional development on both SEL and trauma-informed strategies, which will lead to improvement of school-wide behavior</p> <p>Summer 2021 These programs will capitalize on the school's schoolwide behavior plan and will align with and build on social emotional development professional development that has already taken place. We will collaborate with local agencies to continue to provide resources to families over the summer months.</p> <p>2021-2022 The SEL portion of our extended learning plan aligns with our school's PBIS plan and Student Wellness and Success plan. The school will form a partnership with an external vendor to provide professional development related to understanding and managing trauma in the classroom. School-level staff will receive a better understanding of trauma and assistance on how to manage trauma in a classroom and how to help students work with trauma. The vendor will also help begin development of a school trauma plan.</p> <p>2022-2023 The SEL portion of our extended learning plan aligns with our school's PBIS plan and Student Wellness and Success plan. The school will form a partnership with an external vendor to provide professional development related to understanding and managing trauma in the classroom. School-level staff will receive a better understanding of trauma and assistance on how to manage trauma in a classroom and how to help students work with trauma. The vendor will also help begin development of a school trauma plan.</p>
<p>Resources and Budget</p>	<p>Future looking 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 HWS Best Health Service, OCCS, ESC or Cuyahoga County ● Subscription to a Social Emotional Learning Curriculum <p>Budget: The Academy will use ESSER II and Student Wellness to hire a position to support student mental health. \$100,000</p>