



Assurances

- The Academy will administer an approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2021-2022 school year.
- If delivering pupil instruction virtually, the Academy will expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the Academy had planned for that exposure to occur for in-person instruction.
- If delivering pupil instruction virtually, the Academy will provide pupils with equitable access to technology and the internet necessary to participate in instruction.
- The Academy will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
- The Academy, in consultation with a local health department, and district employees, will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2021-2022 school year that are based on local data that are based on key metrics. A determination concerning the method for delivering pupil instruction shall remain at the Academy Board's discretion. Key metrics that the Academy will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19
- If the Academy determines that it is safe to provide in-person pupil instruction to pupils, the Academy will prioritize providing in-person pupil instruction to pupils in grades K to 5 who are enrolled in the Academy.
- The Academy will ensure that two (2), 2-way interactions occur between a pupil enrolled in the Academy and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the Academy. The Academy will publicly announce its weekly interaction rates at each Academy Board meeting where it re-confirm how instruction is being delivered, beginning 30 days after approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter.

Matt Barcey

Board President

Board approved: 09/21/2022



Educational Goals

Greater Heights Academy (GHA) believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels. And finally, we believe it will lend guidance in providing intervention and raising achievement.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, GHA will continue the use of the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals

The NWEA assessments in reading and mathematics will be administered to all students three times: once in the first nine weeks of the school year, again in the middle of the school year and finally in the last 9 weeks of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process.

- **Reading Goal** - The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades K to 8 on reading NWEA Growth tests will be at or higher than 50. All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Math Goal - The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades K to 8 on math NWEA Growth tests will be at or higher than 50.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.



Instructional Delivery & Exposure to Core Content

Mode of Instruction

In an effort to accommodate the desires for our community and return as many students as possible to face-to-face instruction, which the District believes is the best place for students to be, the District plans to continue face-to-face in-person instruction for all students. We will continue to monitor the situation and will move to a hybrid or fully virtual setting if the need calls for it. We will trust the recommendations of our health department and stakeholders within the community.

Assessment and Grading

GHA bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

We make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out report cards at the end of each marking period.

Equitable Access

GHA ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously approved by our authorizing body and submitted to the state. We have procured technology for all students to be able to learn remotely. We have designated a single point of contact in each school to plan and communicate with all others regarding technology. We have developed a district technology plan that includes guidance for schools. If possible, we will include training and support for educators to adapt remote learning for the classroom. We have identified a device and/or general technology support lead for each school. We have created a help line for parents and students that need assistance with technology. We have developed district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. We currently track assets and will ensure that all technology is tracked. We've identified a vendor to assist with processing, setting up, maintaining and returning devices. We will develop on-site triage of staff and student devices to minimize the time that staff may be without a device. We have an Infrastructure Evaluation process. Every WiFi access point and wired network device is tested. We have developed a technology support plan for families.

Students with identified special needs

When school starts, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

Greater Heights Academy



For students from birth to five, those with identified special needs, intervention and support services will be integrated into the student's program immediately upon the start of school.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.