

## 98C – Learning Loss Plan

Unremarkably, Greater Heights Academy experienced a turbulent time during the 2019-20, 2020-21, and 2021-22 school years due to the Covid-19 pandemic. Our scholars experienced a significant amount of learning loss due to the need for virtual instruction and isolation. Moreover, after surveying the stakeholders, having board meetings and asking meaningful questions, We were guided to use grant funds for the following purposes:

- Free Summer School
- Learning Loss of students during the pandemic
- Preventative measures to keep our schools safe from spreading the pandemic
- Continued Interventions in ELA and Math

We will use funding to strategically address pandemic-related learning loss in our scholars, especially those disparately impacted by COVID-19. This will include providing Tier II, small group tutoring to our scholars; providing data-driven extended learning time programming in the summer; providing additional social-emotional programming to support scholars in making a successful transition to in-person instruction; providing our educators with staff development and retention opportunities, and more. Our emphasis on utilizing small-group, differentiated instruction for every scholar in the classroom allows us to identify at-risk scholars most significantly impacted by the pandemic, and target data-driven interventions to support their academic success. Our teachers will implement regular, rigorous, standards-aligned formative and benchmark assessments to monitor student progress and to identify students who may be at risk of academic failure due to pandemic-related learning loss. We will use state assessments; interim assessments tied to state standards; adaptive learning quizzes that target specific standards; and qualitative data to identify scholar needs in real-time. Consistent evaluation of student performance and progress will allow us to ensure high quality instruction that is personalized to each scholar's unique needs. The data we gather from frequent year-round assessments will empower our educators to implement evidence-based interventions in real-time to address any learning gaps for each scholar throughout the school year. More specifically, we will implement the following data driven instructional strategies to support scholars who are underserved or disparately impacted by COVID related learning loss: maximized learning time on-task and on core subjects; differentiated, small-group instruction; data-driven instruction; targeted, evidence-based interventions to meet the learning needs of scholars with deficits (Catch Up) and those that need challenged beyond on-grade level (Move Up) including additional, Tier II, small-group tutoring; research-based and standards aligned curricula; and instructional tasks with higher order, complex thinking.