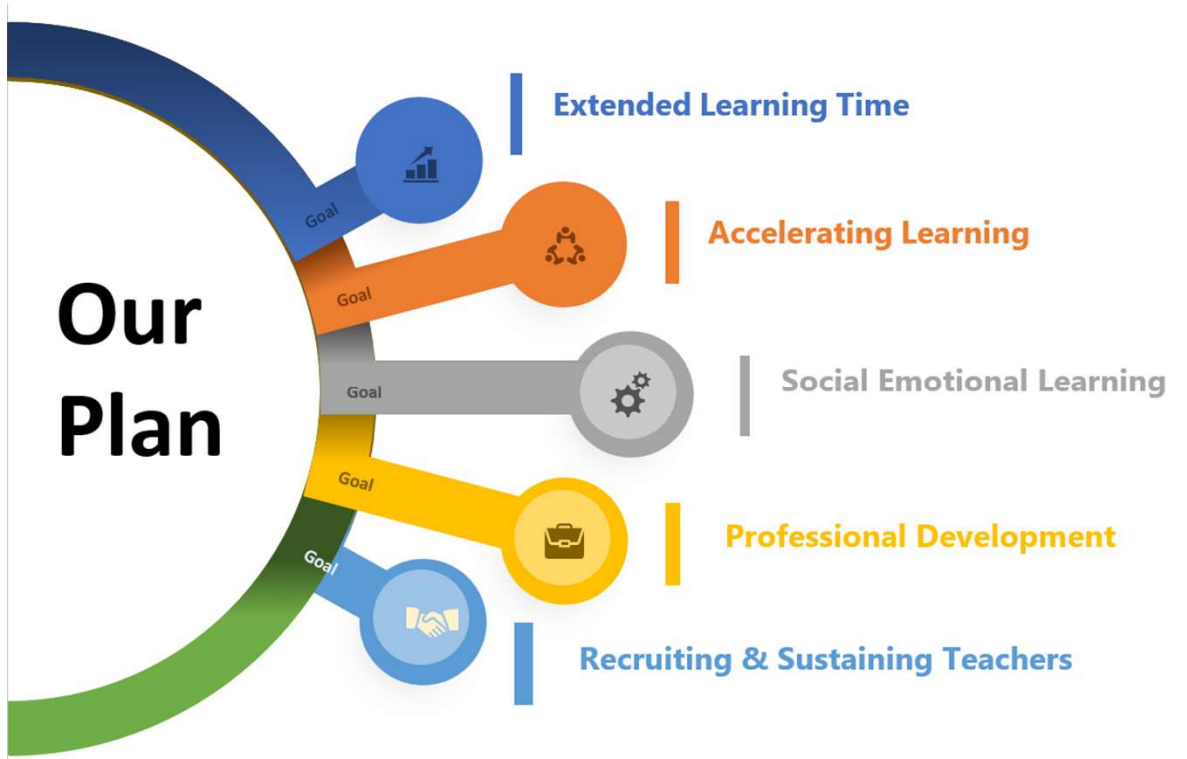


Addressing Instructional Learning Loss



Rutherford Winans Academy seeks **Public Act 144 of 2022 – Section 98c – Learning Loss** funding to support and sustain its efforts of address the disproportionate impact of the Pandemic on our students of color, students from low-income backgrounds, students with disabilities, and our student's experiencing homelessness and students in foster care.

Rutherford Winans Academy District Schools is Engaging the Whole School Community in meeting students' social, emotional, mental and physical health, and academic needs. With the positive support of our families and commitment of our staff, we are determined to propel our students forward by reengaging our students in high quality instruction that yields positive gains.

These funds will provide an opportunity to address the most urgent needs of students, teachers, and staff in 5 categories: Extended Learning Time; Accelerating Learning; Social Emotional Learning (SEL); Professional Development; and Recruiting and Sustaining Teachers.

Updates and progress will be posted on our website. For more information contact Ms. Ingram at 313-852-0709.

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Extended Learning Time

- Extended school year to begin prior to Labor Day (Waiver Approved).
- Provide students with 6 weeks or fewer evidence-based summer learning and enrichment programs, including through partnerships with community-based organizations.
- 10-Weeks of Saturday Kidz College for all 3rd-8th grade students in preparation for standardized testing.
- Offer a competitive salary to support 1:15 teacher/student ratio during summer, afterschool and Saturday Kidz College.

Accelerated Learning

Students must be taught at grade level. “Interrupted Schooling was devastating on our children causing them to further regress academically and lag tremendously behind their peers, some more than 4 grade levels behind. Yet our students must have more time learning grade level content and standards. If approved, we will be able to sustain the hard work our students, staff, and parents have begun at a more consistent and rapid rate in the following:

1. In-school Acceleration

- Supporting students in the classroom with unfinished learning by teaching grade-level content and instructional rigor.
- Focus on the depth of instruction and major work of each grade level rather than pacing just to cover material.
- Maintain the inclusion of all scholars (80% or more of the day if possible) understanding that students removed from core instruction to remediate them widens their opportunity gap in our already underserved community.

2. In-school and Out-of-time programs

- Provide equitable access to afterschool tutoring both in-school and/or out-of-school time.
- Implement our 10-week Kidz College for 3rd-8th graders.
- Provide extensive support in literacy and numeracy so all our students are strong readers, writers, speakers, and mathematically confident.
- Provide high quality math and reading instructional resources that provide extended support for students both in and out of school time.
- Robust electives that connect learning and real-life experiences.

3. Summer Learning

- Address very specific areas of unfinished learning interfering with student’s progression of skills and knowledge.
- Embed into the summer learning targets for all students using individualized learning plans and one-on-one and small group settings.
- Build confidence in our students with small classroom instruction and intervention where they can achieve a levels of success on.

Rutherford Winans Academy
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Social Emotional Learning

The pandemic disproportionately burdened on our underserved student population. Separated from their safe schoolhouse while experiencing trauma, isolation, bereavement negatively impacted their mental health. In addition, the disruptions in learning, abrupt shift to navigate in a virtual community widened gaps for many of our students. In addition, the severe shortage of SPED teachers has made it extremely challenging for schools to stay in compliance with students' Individualized Education Plans or IEPs.

If approved Rutherford Winans School District will be able to address the mental and emotional health of our students by:

- Promoting a safe place for students to grow and become intrinsically responsive to life challenges.
- Addressing the impact of lost instructional time by supporting the implementation of evidence-based interventions that respond to students' social, emotional, and academic needs.
- Include all staff, parents, and students in training as well as establishing school-based wellness teams that encourage mindfulness; engage in productive struggling; problem-solving,.
- Remain in compliance with social work/mental health/counseling minutes within an IEP.
- Provide behavioral data within a behavioral MTSS plan to move towards a Special Education Evaluation.
- Support students within their Least Restrictive Environment without removing them from class.
- Apply Tier II and Tier III supports within the classroom and/or small group settings.

Professional Development

If approved, Rutherford Winans District School will be able to expand teacher opportunities to improve their practice through professional development by:

- Providing ongoing professional development through consistent training that's supports Instructional learning goals; accelerating learning efforts, targeted instruction; and progress monitoring.
- Work with our teachers to prioritize content and learning in order to continue to reflect our instructional vision and commitment to equity for all scholars.
- Effectively address unfinished learning by guiding teachers on what is most important to teach within the major curricular domains at each grade level, and where teachers should invest their time, resources, and effort.
- Provide active and specific professional development and support for staff and parents.
- Build practice on the Implementation of enrichment opportunities that makes learning relevant and build the social and emotional needs of scholars.
- Ensure educators and grade-level teams have time to learn new instructional strategies for acceleration and to coordinate to ensure that students learn without relying on remediation or pull-out instructional practices.

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Recruitment and Retention of Staff

Learning cannot take place without qualified staff. If approved, we can meet one of our most urgent needs of securing and retaining staff by:

- Providing bonus for staff whose impeccable dedication to address instructional learning loss results in students meeting academic goals on state and local performance measures.
- Providing sign-on bonus for teachers in our hardest hit teacher shortage area.
- Provide tutors for a smaller student-to-tutor ratios to customize the support
- Address mental health needs of students to hire a social worker, counselor and other staff.

Updates and progress along with the Metrics used to evaluate the program will be posted on our website.