

Curriculum and Instruction Update 7/30/21

During the week of July 12th, a survey was sent home to families to help us prioritize our spending federal funding (ARP ESSER). We had nearly 600 families respond- thank you! Based on a survey sent to all West Irondequoit CSD families, the highest priority area was **academic instruction, interventions and supports**. **90.2%** of all respondents felt this was a high (32.7%) or highest (57.5%) priority. Other top priorities emerged were **mental health supports** (76.1%), **social-emotional supports** (75%) and **professional development** for staff (63.8%).

We have already begun to support the highest priority area through our summer programs and professional development. We are holding our typical summer labs and extended school year programs for K-8 students. This summer, however, we were able to enhance these opportunities by reducing the teacher-student ratio during the labs and with the addition of a summer tutoring program. The K-6 summer tutoring program supports students in small groups or 1:1 to strengthen skills and increase student confidence and engagement in learning.

At the 9-12 level we partnered with our area BOCES to provide a hybrid summer school for our students in need of credit recovery for Regents courses and exams. Additionally, high school staff was able to provide supplemental support to IHS students attending the BOCES program who struggle with a hybrid learning model. This allowed for students to meet with our staff on virtual days of the program to receive additional tutoring.

We have also been providing professional development to teachers specifically geared towards academic support of our students. 9th grade teachers engaged in three days of work focused on bridging the transition from Dake to IHS through supporting student executive functioning, content literacy skills and SEL strategies. Teams of grades 5/6 and 7/8 teachers have met to develop Humanities and STEAM curriculum for the Fall to best support gap closure and engagement of students. Elementary teachers have completed LETRS training to support science-based reading practices in the classroom. All of these professional learning experiences will help to strengthen instruction and ultimately close learning gaps.

In addition to programs and professional development, we are hiring additional staff to a return to five day per week instruction in September. We are hiring two additional Intervention Teachers at the K-6 level to support reading and math skills, two additional special education teachers to support our integrated co-taught classrooms, as well as two Covid Transition specialists. The specialist will be either a school social worker or psychologist at elementary and secondary levels to support increased mental health needs of our students.

As we look to the start of the 2021-22 school year, we will continue to provide communication on additional opportunities for our students through the federal funds. For example, we will be providing an Intensive Tutoring Program for students in Grades K-12 starting in October. This will essentially be an after-school tutoring program available to our students and will look slightly different depending on the grade level.