

### ESSA 2020-2021 Participation Rate Improvement Plan

<b>School Name</b>	Accompsett Middle School	<b>Contact Person Name</b>	Paul McNeil
<b>School BEDS Code</b>	580801060019	<b>Contact Person Title/Position</b>	Principal
<b>District Name</b>	Smithtown CSD	<b>Contact Person Phone Number</b>	631-382-2300
<b>District BEDS Code</b>	580801060000	<b>Contact Person Email</b>	<a href="mailto:pmcneil@smithtown.k12.ny.us">pmcneil@smithtown.k12.ny.us</a>

Indicate the Subject(s) and Subgroup(s) for which a Participation Rate Improvement Plan is Required:			
English Language Arts		Mathematics	
<input type="checkbox"/> All Students <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Asian or Native Hawaiian / Other Pacific Islander <input type="checkbox"/> Black or African American <input type="checkbox"/> Economically Disadvantaged	<input type="checkbox"/> English Language Learners <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Multiracial <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> White <input type="checkbox"/> None / Not Applicable	<input type="checkbox"/> All Students <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Asian or Native Hawaiian / Other Pacific Islander <input type="checkbox"/> Black or African American <input type="checkbox"/> Economically Disadvantaged	<input type="checkbox"/> English Language Learners <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Multiracial <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> White <input type="checkbox"/> None / Not Applicable

Required Plan Component	School Response
<p><b>Please provide a brief explanation of why the 2017-18 and 2018-19 school year participation rates were below 95%.</b></p>	<p>The regional "opt out" movement on Long Island has left us with the majority of our students not testing despite the District's efforts to increase participation in the assessments among all students.</p> <p>Due to the high number of test refusals, the number of students in this subgroup who took the assessments was quite small.</p> <p>The opposition to state testing was initially spurred by the Common Core academic standards, more challenging assessments, and the test's link to teacher evaluations.</p>

	<p>On an annual basis, the District sends a letter to the community stating we, “respect the parent's right to decide whether or not their child participates in the State Assessments.” This communication did not express support for student participation and may be a significant cause for low participation rates.</p> <p>In the past, prior to the state assessments, some teachers have referenced the parent refusal process in conversation with students and parents.</p>
<p><b>Provide a brief description of the Consultation and Collaboration process for development of the plan.</b></p>	<p>Stakeholders</p> <ul style="list-style-type: none"> <li>● Administrators</li> <li>● Faculty</li> <li>● Parents</li> <li>● Parent Teacher Association, “PTA”</li> <li>● Instructional Support Team, “IST”</li> <li>● Smithtown Teachers’ Association, “STA”</li> <li>● Shared Decision Making Team</li> <li>● Teachers (ENL)</li> <li>● Diane Keating (Bilingual Liaison)</li> </ul> <p>Prior to the end of the school year, we introduced the need for a Participation Rate Improvement Plan with the Instructional Support Team, Faculty, and Shared Decision Making Team. In June, planning meetings will be held with key stakeholders. We invited ENL teachers, the members of our IST, the Director of World Languages, English as a New Language &amp; Library Media Services. Meetings with the ENL teachers, the Assistant Principal, and Department Director will be held to discuss the plans for the 2020-2021 school year.</p> <p>We connected via Google Meet at varied times of the day to allow for greatest parental involvement. The virtual meetings were scheduled during typical school hours as well as later in the afternoon.</p> <p>During meetings we discussed the ESSA requirements, provided an overview of the Participation Rate Improvement Plan requirement, and need to analyze participation by all subgroups. Stakeholders communicated with their constituents to gain broad-based feedback.</p>

<p><b>List the Stakeholders who consulted and collaborated on the development of the plan and the dates of meetings held.</b></p>	<ul style="list-style-type: none"> <li>● Meeting with Executive Director of Curriculum: Paul Strader 5/26/20 at 10:00 AM</li> <li>● Instructional Support Team Meeting 5/27/20 at 12:30 PM: Paul McNeil (Principal), Tim Hellmuth (Assistant Principal), Kim Richardson (School Counselor), Emily Bootle (School Counselor), Deanna Savarese (School Counselor), Carrie Taibi (Social Worker), Ed Vinas (School Psychologist), Matt Connolly (Speech Teacher), Gena Agostino</li> <li>● Meeting with Building Smithtown Teachers' Association Representatives: Eric Arsenicos, John Giordano, Bozena Syska, 5/29/20 @ 11:30 AM</li> <li>● Shared Decision Making Team: Paul McNeil (Principal), Tim Hellmuth (Assistant Principal), Tina Pizarro (Parent), Maria Lynch (Clerical), 6/1/20 @ 11:00 AM</li> <li>● Meeting with Director: Vincenza Graham: Director of World Languages, English as a New Language &amp; Library Media Services, 6/3/20 @ 11:00 AM</li> <li>● Faculty Meeting, 6/9/20 @ 2:45 PM</li> </ul>
<p><b>Describe the chosen strategies and key activities to be implemented to improve Participation Rate at the school.</b></p>	<p>Administrative directive</p> <ul style="list-style-type: none"> <li>● Teachers may not do anything to promote, facilitate, or encourage testing refusals. Topic addressed at Faculty Meetings.</li> <li>● Teachers may not detail a process for test refusal.</li> <li>● ENL /English / Math teachers will address the importance of the state assessments during Meet the Teacher Night.</li> </ul> <p>Improve consistency in parent messaging</p> <ul style="list-style-type: none"> <li>● September PTA meeting topic, "What Parents Need to Know" presentation. Make sure parents/teachers understand the implications of not participating. <ul style="list-style-type: none"> <li>○ We put tremendous time and effort into preparing students for the state assessments. The results of the assessments inform decisions regarding the level of support needed for students during the following academic year. As a building, the results of the state assessments offer feedback regarding strengths and areas in need of further growth.</li> <li>○ If the state assessment are the only indicator of an academic struggle, student do not go automatically go into AIS</li> </ul> </li> </ul>

- Students are expected to take the test.
- Communications via email to parents promoting a great level of student participation
  - Clearly identify improvements to the tests
    - number of test sessions
    - untimed tests
    - test questions generated by NYS teachers
    - results provided for teachers
    - resources provided for parents
  - On a regular basis, the importance of students' participation in the State Assessments will be addressed at PTA meetings.
  - We will maintain a list of ENL testing accommodations

#### Improve teacher messaging

- During classroom instruction, teachers will make curricular connections to the state assessments.
- During classroom instruction, students will practice test taking strategies applicable to the state assessments.
- Teachers will heighten the level of interest in test participation via communications with students and parents
- During Meet the Teacher Night, ELA and Math teachers will detail, “What Parents Need to Know” about the state assessments
- Connect with ENL/Hispanic parents via members of IST/ENL IST members
  - What is the cause of low participation?
- Why should students participate?
  - preparation for HS Regents, SAT, ACT
  - not a judgment on intellect or ability
  - doing poorly does not automatically result in AIS support

#### Faculty and Department meetings

- Identify a strategy to promote cross-departmental consistency in language and the way information is presented to students.

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|  | <ul style="list-style-type: none"><li>● Cross-departmental consistency to help ENL students feel better prepared for NYS Assessment questions<ul style="list-style-type: none"><li>○ Use of similar strategies in ENL support class, English, and AIS</li><li>○ Use of the Renaissance Reading Program with a focus on the ENL/Spanish components.</li><li>○ Identify and utilize relevant cultural curricula and text for our ENL/Hispanic students. Teachers will encourage students to share their cultural norms with the class.</li><li>○ During ENL Support, students will engage in “lunch and learn” activities. During small group or 1:1 instruction</li></ul></li></ul> |
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By signing below, the building principal, Superintendent, and Board of Education President/Board of Trustees President certify that the 2020 – 21 PRIP has been approved and adopted by the District.

Principal Name:	Paul McNeil
Principal Signature:	<i>Paul McNeil</i>
Date:	7/22/20

Superintendent's Name:	Russell Stewart
Superintendent's Signature:	<i>Russell Stewart</i>
Date:	7/27/20

Board President's Name:	Matthew Gribbin
Board President's Signature:	<i>Matthew F. Gribbin</i>
Date:	7-29-2020