

### ESSA 2020-2021 Participation Rate Improvement Plan

<b>School Name</b>	Nesaquake Middle School	<b>Contact Person Name</b>	Dan McCabe
<b>School BEDS Code</b>	580801060016	<b>Contact Person Title/Position</b>	Principal
<b>District Name</b>	Smithtown CSD	<b>Contact Person Phone Number</b>	631-382-5100
<b>District BEDS Code</b>	580801060000	<b>Contact Person Email</b>	<a href="mailto:dmccabe@smithtown.k12.ny.us">dmccabe@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 type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Multiracial <input checked="" 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 checked="" 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
<b>Please provide a brief explanation of why the 2017-18 and 2018-19 school year participation rates were below 95%.</b>	<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 these subgroups 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 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>● Michelle McAndrew-Mitchell (Middle School Administrator of Special Education and Special Services)</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 Middle School Administrator of Special Education and Special Services.</p> <p>We connected via Google Meet at varied times of the day to allow for greatest parental involvement. The virtual meetings will be 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 went back and 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 10:00AM</li> <li>● Instructional Support Team Meeting 5/19/20 at 10:00AM: Dan McCabe (Principal), Matt Furey (Assistant Principal), Jennifer Harnett (School Counselor), Jennifer McGlone (School Counselor), Melissa Johnson (School Counselor), Frank Grieco (Social Worker), Christian Forie (School Psychologist), Bonna Gittleman (Speech Teacher), Julianne DeSilva (Reading Teacher), Cindy Mennella-Singleton (Special Education Teacher)</li> <li>● Faculty Meeting, 6/2/20 at 2:30PM</li> <li>● Meeting with Michelle McAndrew-Mitchell (Middle School Administrator of Special Education and Special Services) 6/22/20 at 8:00AM</li> <li>● Meeting with Lisa Raschdorf (PTA President) on 6/29/20 at 8:00AM</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>● English and Math teachers will address the importance of the state assessments during Meet the Teacher Night.</li> </ul> <p>Improve Messaging to Parents</p> <ul style="list-style-type: none"> <li>● September PTA meeting topic, “What Parents Need to Know” presentation. Make sure parents and 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 assessments are the only indicator of an academic struggle, students do not automatically go into AIS.</li> <li>○ Students are expected to take the test.</li> </ul> </li> <li>● Communications via email to parents promoting a great level of student participation <ul style="list-style-type: none"> <li>○ Clearly identify improvements to the tests <ul style="list-style-type: none"> <li>■ number of test sessions</li> <li>■ untimed tests</li> </ul> </li> </ul> </li> </ul>

- 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.

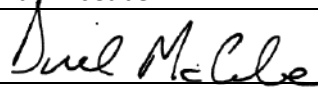
#### Improve Messaging to Teachers


- 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
- 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

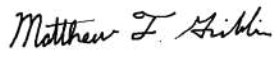
#### Faculty and Department Meetings

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

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:	Dan McCabe
Principal Signature:	
Date:	7/27/20

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

Board President's Name:	Matthew Gribbin
Board President's Signature:	
Date:	7/29/2020