

ESSA 2020-2021 Participation Rate Improvement Plan

| | | | |
|---------------------------|--------------------------|--------------------------------------|--|
| School Name | Willsboro Central School | Contact Person Name | Justin Gardner |
| School BEDS Code | 151701040000 | Contact Person Title/Position | Superintendent/Principal |
| District Name | Willsboro Central School | Contact Person Phone Number | (518) 963-4456 |
| District BEDS Code | 151701040000 | Contact Person Email | justin.gardner@willsborocsd.org |

| 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"/> English Language Learners | <input type="checkbox"/> All Students | <input type="checkbox"/> English Language Learners |
| <input type="checkbox"/> American Indian/Alaska Native | <input type="checkbox"/> Hispanic or Latino | <input type="checkbox"/> American Indian/Alaska Native | <input type="checkbox"/> Hispanic or Latino |
| <input type="checkbox"/> Asian or Native Hawaiian / Other Pacific Islander | <input type="checkbox"/> Multiracial | <input type="checkbox"/> Asian or Native Hawaiian / Other Pacific Islander | <input type="checkbox"/> Multiracial |
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Black or African American | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Economically Disadvantaged | <input type="checkbox"/> White | <input checked="" type="checkbox"/> Economically Disadvantaged | <input checked="" type="checkbox"/> White |
| | <input type="checkbox"/> None / Not Applicable | | <input type="checkbox"/> None / Not Applicable |

| Required Plan Component | School Response |
|---|---|
| <p>Please provide a brief explanation of why the 2017-18 and 2018-19 school year participation rates were below 95%.</p> | <p>During the 2017-18 and 2018-19 school year, there were numerous instances of information circulating on social media, in newspapers, and on television regarding the New York State exams. Parents/guardians amongst others shared articles and discussed the overall effectiveness of the testing. At this time, computer based testing (CBT) was also being introduced to some districts. Ultimately, parents became frustrated, leery, and unsure of these assessments and their purpose. Therefore, many families opted students out of participation of the testing program citing for instance that testing their child above or significantly above their child's ability was felt to be unfair and not relevant. A true understanding of what test refusals can do to our district's funding as well as the important data these tests provide us in measuring the academic progress of our students remained vague and elusive to families. Additionally, many of the students come from poor socioeconomic homes. Availability to resources including the internet and computers is limited. Parents also lack education in new areas of instruction which limits home, adult assistance with continued growth and</p> |

| | |
|--|--|
| | <p>learning. The disconnect between the state expectations and parents continues to be an area of concern. The state measuring academic growth and the collection of data is influenced by parents' philosophies of learning, information circulating throughout the community, and lack of education within the students' homes.</p> |
| <p>Provide a brief description of Consultation and Collaboration process for development of the plan.</p> | <p>Willsboro Central School district leaders and staff engage in an in-depth review of all data throughout the school year. This is done within the school teams and also with the consultation of the Assessment Planning Coordinator of the CEWW BOCES. The review of summative and formative assessment data is accompanied by a discussion of what actions can be taken to ensure that the education the district is providing the students is meeting the expectations of the state and the needs of the school/community.</p> |
| <p>List the Stakeholders who consulted and collaborated on the development of the plan, and the dates of meetings held.</p> | <p>Stakeholders include: Superintendent/Principal, Committee of Special Education Chairperson, general education teachers, special education teachers, Guidance Counselor, and Dean of Students</p> <p>The following are documented meetings that took place:</p> <p>10/24 The Assessment Planning Coordinator of the CEWW BOCES met with WCS educators to discuss data (formative/summative) and to prioritize standards based on the percent weighting of the standards on assessments and the specific strengths/struggles seen in trend analysis reports for previous years</p> <p>12/19 Principal/Superintendent met with Assessment Planning Coordinator at the CEWW BOCES to review ESSA 18-19 data</p> <p>1/13 Continued discussion on test (formative/summative) data with the WCS administrative team guided by the Assessment Planning Coordinator of the CEWW BOCES</p> <p>1/27 Data reviewed and standards prioritized based on data discussion with WCS educators with the support of the Assessment Planning Coordinator of the CEWW BOCES</p> <p>3/6 Principal/Superintendent met again with Assessment Planning Coordinator at the CEWW BOCES to review the participation rate spreadsheet, memo and required participation rate plan; further information regarding the importance of participation was shared with staff at the 3/10 CEWW BOCES Spring Assessment training</p> <p>4/23 Overview and brainstorming session of the participation rate plan, ideas, solutions with WCS educators</p> |

| | |
|---|--|
| | 6/3 Discussion with WCS educators and administrative team regarding the participation plan and the vision |
| Describe the chosen strategies and key activities to be implemented to improve Participation Rate at the school. | <p>Strategies and Key Activities:</p> <ol style="list-style-type: none"> 1) Research of area school procedures related to improvement in students taking the exam 2) District survey of parents of students in grades 3-8 3) Follow up calls to any parents of students who continue to resist the test 4) All parents will be provided with the NYSED published document titled, Things every parent should know about student participation in statewide assessments under the Every Student Succeeds Act (ESSA) and/or Parents frequently asked questions about New York State’s annual grades 3-8 English Language Arts and Mathematics tests 5) Discussion of the state tests and preparing for the state tests with classroom educators. 6) ROBO calls, school website, and Facebook, will be used as resources to educate parents/guardians about the process and purpose of state tests |

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: | Justin Gardner |
| Principal Signature: | |
| Date: | |

| | |
|-----------------------------|----------------|
| Superintendent’s Name: | Justin Gardner |
| Superintendent’s Signature: | |
| Date: | |

| | |
|------------------------------|--|
| Board President’s Name: | |
| Board President’s Signature: | |
| Date: | |