

ESSA Accountability - 2020-21 Participation Rate Improvement Plan Form

School Name: John S. Hobart Elementary	Contact Person: James Westcott
School District Name: William Floyd	Contact Person's Phone Number: 631-874-1273
School BEDS Code: 580232030008	Contact Person's Email Address: jwestcott@wfsd.k12.ny.us

English Language Arts Assessments

Subject(s) and Subgroup(s) for which a Participation Rate Improvement Plan is Required:

<input checked="" type="checkbox"/> All Students PPRIP	<input type="checkbox"/> English Language Learners
<input type="checkbox"/> American Indian/Alaska Native	<input checked="" type="checkbox"/> Hispanic or Latino PPRIP
<input type="checkbox"/> Asian or Native Hawaiian/Other Pacific Islander	<input type="checkbox"/> Multiracial
<input checked="" type="checkbox"/> Black or African American PPRIP	<input checked="" type="checkbox"/> Students with Disabilities
<input checked="" type="checkbox"/> Economically Disadvantaged PPRIP	<input checked="" type="checkbox"/> White PPRIP

Mathematics Assessments

<input checked="" type="checkbox"/> All Students PPRIP	<input type="checkbox"/> English Language Learners
<input type="checkbox"/> American Indian/Alaska Native	<input checked="" type="checkbox"/> Hispanic or Latino PPRIP
<input type="checkbox"/> Asian or Native Hawaiian/Other Pacific Islander	<input type="checkbox"/> Multiracial
<input type="checkbox"/> Black or African American	<input checked="" type="checkbox"/> Students with Disabilities
<input checked="" type="checkbox"/> Economically Disadvantaged PPRIP	<input checked="" type="checkbox"/> White PPRIP

Please provide a brief explanation of why the 2017-18 and 2018-19 school year participation rates were below 95%. (250 words or less)

In the 2017-18 school year, 211 students refused (opted out) of the ELA assessment and 208 students refused (opted out) of the Mathematics assessment. These refusals (opt-outs) had an impact on Hobart Elementary School's participation rate.

In addition, the average daily attendance for the 2017-2018 school year was below 95% at 93.15%. This was in line with the attendance on the assessment dates. The average daily attendance was 93.54% for the ELA assessment and 94.41% for the Mathematics assessment.

In the 2018-2019 school year, again Hobart Elementary saw a similar number of refusals (opt-outs) with 228 students refusing (opting out) of ELA and 208 students refusing (opting out) of Mathematics.

	<p>Again, the average daily attendance was below 95% for the 2018-2019 school year at 93.67%. The average daily attendance was 92.91% for the ELA assessment and 93.70% for the Mathematics assessment.</p>
<p>Provide a brief description of the Consultation and Collaboration process for development of the plan.</p>	<p>In anticipation of needing to develop a plan, district administration and faculty began meeting in the 2018-2019 school year as well as this current year.</p> <p>We met to develop a communication plan for parents to emphasize the importance of taking the state assessments and to build their knowledge of ESSA. The information was shared with parents at Parent-Teacher Conferences, PTO meetings, ENL Parent Nights and Title I meetings.</p> <p>The following handouts were distributed to parents:</p> <ul style="list-style-type: none"> ● New York State Assessments: What Parents Need to Know ● Parents Frequently Asked Questions about New York State's Annual Grade 3-8 ELA and Mathematics Tests ● Things Every Parent Should Know About Student Participation in New York State Assessments under ESSA <p>Key points also communicated to parents included:</p> <ul style="list-style-type: none"> ● Taking the ELA and Mathematics assessments provides students with an authentic opportunity to take a state exam in preparation of the Regent exams which are required for graduation. ● An understanding of the multiple measures that are used in determining if students qualify for AIS services. <p>District Office administration, building level administration, teachers, and support staff worked together to improve school attendance in an effort to increase student attendance on a daily basis and on state assessment days.</p>
<p>List the Stakeholders who consulted and collaborated on the development of the plan, and the dates of meetings held.</p>	<p>Stakeholders included:</p> <ul style="list-style-type: none"> ● District Office Administration ● Building Level Administration ● Teachers and Support Staff ● Parents <p>Meetings were held on the following dates:</p> <ul style="list-style-type: none"> ● District Office Directors Meetings, Director of Grants and Elementary Education, Director of Student Information and Secondary Education, Director of Secondary Education and Science, Technology, Engineering and Mathematics, Director of Student Services and Director of Special Education 7/2/19, 10/3/19, 12/13/19, 1/31/20 ● Meeting with Director of Elementary Education and Director of Student Services 3/30/20 ● Meeting with Director of Elementary Education, Director of Student Services, STEM Director, William Floyd Middle School

	<p>Principal, William Paca Middle School Principal, Hobart Elementary Principal and Moriches Elementary Principal 4/3/20</p> <ul style="list-style-type: none"> ● Title Meetings 9/24/19, 4/14/20* (*Cancelled due to COVID19 closure) ● ENL Meetings 10/16/19, 11/14/19 ● District PTO: PTO Leaders, Administrators 9/26/18, 4/18/19, 9/25/19, 3/4/20 ● Parent-Teacher Conferences: 12/12/19 and 12/13/19 *Spring Conferences were cancelled due to COVID19 school closure ● Superintendent Conference Meetings: Administrators and Faculty 9/4/18, 6/27/19, 8/29/19 ● Hobart Grade Level Meetings: Building Principal, Assistant Principal, Teachers Grade 3: 5/14/19, Grade 4: 5/15/19, Grade 5: 5/16/19 ● Elementary Leadership Team Meetings: Assistant Superintendent for Elementary Instruction, Administration and Pupil Personnel Services, Director of Grants and Elementary Education, Director of Student Support Services, Elementary School Principals, Special Education Administration 9/21/18, 11/2/18, 12/6/18, 12/20/18, 4/9/19, 5/10/19, 6/4/19, 7/1/19, 9/13/19, 10/25/19, 11/15/19, 1/19/20, 3/12/20
<p>Describe the chosen strategies and key activities to be implemented to improve Participation Rate.</p>	<p>The William Floyd School District and Hobart Elementary School implemented several strategies to improve the participation rate for the 2019-2020 school year.</p> <ul style="list-style-type: none"> ● District and building level PTO meetings in addition to Parent-Teacher conferences are utilized to share information regarding ESSA and the state assessments. Parents are encouraged to ask questions during these meetings to deepen their understanding. These meetings help to support parents in developing an awareness of the value of assessments. This awareness leads parents to make a more informed decision related to their child participating in the assessments. In addition, these meetings often help break the pattern of refusing (opting out) every year because the parents become more informed about ESSA and the assessments each passing year. ● The William Floyd School District has a new user friendly website where parents can quickly obtain information. Our Public Relations Director and our District Technology team consistently update the information on the website to provide

parents with quick access to announcements. Pop-up boxes of important information are displayed on the website and social media vehicles such as Facebook and Twitter are used to convey information about state assessment dates. Hobart administrators and teachers may use the Remind app to remind parents of upcoming state assessment days. Flyers are mailed home to encourage attendance on the testing dates as well as recommendations to help students prepare (arrive promptly at 9:05 am, get a good night's sleep, eat a healthy breakfast). Finally, all state assessment dates are printed on our district calendar which is mailed to each home during the summer as well as provided to all new entrants who register in the district.

- District Office administrators and Hobart administrators meet with teachers on a regular basis to provide training and information as it relates to ESSA and state assessments. As evidenced in the description of Consultation and Collaboration above, these meetings were essential as we anticipated the need to develop a plan to increase our participation rate.
- Attendance programs and interventions to raise student attendance have been implemented in an effort to increase attendance on test taking days. Hobart added an advisory period built into each day which provides additional academic support and special activities. Students are motivated to attend school and arrive on time in order to take advantage of this period. The district has revised attendance codes and trained the attendance aides in all buildings to ensure consistency throughout the district. In turn, we are able to collect accurate data on student attendance and identify patterns in absences. Chronic absence post cards and letters are mailed home to alert parents to the attendance concern and encourage the parent to collaborate with building staff to improve the child's attendance. These letters are also available in Spanish to ensure all families have access to their child's attendance information. The Director of Student Services gave a presentation on ENL Parent Night to share strategies to increase student attendance. The Hobart principal attended an Attendance Think Tank where administrators at all levels shared ideas to improve attendance throughout the district. Lastly, the Director of Student Services investigates possible residency issues to determine if students are absent due to transportation related concerns and addresses the issue accordingly.

There has been a shift in perception regarding these state assessments due to the diligent work of administrators and teachers at Hobart Elementary. Students are less likely to refuse (opt-out) as their parents are better informed

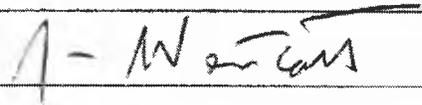
about these assessments, thereby resulting in the shift of perception. This is due to increased communication with parents and faculty

We believe that our refusal (opt-out) rates would have decreased this year due to our interventions. Unfortunately, due to COVID19 and our school closure, we will not see the results of our plan this year.

Please Note: Title I funds must be used to supplement, not supplant, state and local funds

ESSA Accountability - 2020-21 Participation Rate Improvement Plan Approval

By signing below, the Board of Education of the district or Board of Trustees and superintendent or principal certify that the 2020 – 21 PRIP has been approved and adopted by the district.

Chief School Administrator's Name: James Westcott
Chief School Administrator's Signature: 
Date: 4/17/20
Board President's Name: Robert Vecchio
Board President's Signature: 
Date: 6/16/20
District Superintendent's Name: Kevin Coster
District Superintendent's Signature: 
Date: 6/4/20