

ESSA 2020-2021 Participation Rate Improvement Plan

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|   | <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>Provide a brief description of the Consultation and Collaboration process for development of the plan.</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> |

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| <p>List the Stakeholders who consulted and collaborated on the development of the plan and the dates of meetings held.</p> | <p>ec e irector of rric l M a l trader E at P D C S<br/>       pport eam ee hg at T al Neil Mincipal P imP PM M<br/>       tant rincipal imh ichardson Pchool o nselor mil Aodtle chool S B C<br/>       anna a arese chool o nselorC arrie aibi ocals orker Sd inaS T C S<br/>       ogist att onnollP peech ea cher ena gos Mo C T SG<br/>       ilding mithto n eaches Msocia on epresentaT Es ric R A<br/>       iordano o ena skaJ G B A S M<br/>       n aking eam a l Neil rincipal imP M th Sistant M T H<br/>       i arro areir PT P D</p> |
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Cross-departmental consistency to help ENL students feel better prepared for NYS Assessment questions

- o Use of similar strategies in ENL support class, English, and AIS
- o Use of the Renaissance Reading Program with a focus on the ENL/Spanish components.
- o 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.
- o During ENL Support, students will engage in "lunch and learn" activities. During a

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