

ESSA 2020-2021 Participation Rate Improvement Plan

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|---------------------------|-------------------------------|--------------------------------------|--------------------------------|
| School Name | Tully Elementary School | Contact Person Name | Edward Kupiec |
| School BEDS Code | 421902040002 | Contact Person Title/Position | Elementary Principal |
| District Name | Tully Central School District | Contact Person Phone Number | 315-696-6212 |
| District BEDS Code | 421902040000 | Contact Person Email | ed.kupiec@k12.tullyschools.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"/> 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 | <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>Please provide a brief explanation of why the 2017-18 and 2018-19 school year participation rates were below 95%.</p> | <p>There are a variety of factors that resulted in school participation rates being below 95% in both 2017-18 and 2018-19. First, our small school size means that each student counts as a greater percentage of the total student testing population. Although we had a small total number of students who did not participate in the assessments, every absence or test refusal has a larger impact on our participation rate. Some students did not participate in the assessments because of illness, however the majority of students who did not participate were test refusals. The reasons for the refusal include student anxiety over the assessments, self-efficacy and perception of the value of the assessment or potential reinforcement of poor ability from the results, or parent displeasure with the assessment program and exercising their right to refuse participation.</p> |


| Required Plan Component | School Response |
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| <p>Provide a brief description of Consultation and Collaboration process for development of the plan.</p> | <p>The consultation and collaboration process began with establishing the stakeholders to comprise the committee and the meeting dates. Review of participation rate data and a needs assessment of student performance was conducted. Zoom meetings were held to develop a plan based on the review of data and needs. At each Zoom meeting, the draft of the plan was revised based on feedback and collaboration.</p> |
| <p>List the Stakeholders who consulted and collaborated on the development of the plan, and the dates of meetings held.</p> | <p>Ed Kupiec – School Principal Jackie Vassallo – ELA AIS Teacher selected by the Tully Teacher’s Association Leigh Ann Moss – School Support Staff (TA) selected by the Tully Teacher’s Association Steven Pierce – Tully Elementary School Parent Teacher Organization (PTO) President</p> <p>Meeting Dates: May 27th, June 2nd, June 9th (all 2020) via Zoom</p> |
| <p>Describe the chosen strategies and key activities to be implemented to improve Participation Rate at the school.</p> | <p>The chosen strategies and key activities to be implemented to improve the participation rate of economically disadvantaged students on the ELA assessment are as follows.</p> <ol style="list-style-type: none"> 1. Build excitement and interest of ALL students in taking the 2020-2021 ELA assessment to demonstrate their achievement and growth. For students whose parents refuse them taking the test in 2020-2021, we will inquire about the reason(s) and encourage them to reconsider. 2. While the percentage of economically disadvantaged students who did not take the test is about 18%, the actual number of students is small. In 2018-2019, 13 students in grades 3-6 who refused to participate were considered economically disadvantaged. Of the students who will still be at Tully Elementary School in 2020-2021, 7 economically disadvantaged students refused to take the ELA assessment in 2017-2018 and/or 2018-2019 and only 2 of those students refused in both school years. We will directly reach out to the individual families to gain understanding of reason for refusal in 17-18 and/or 18-19 as well as attempt to encourage participation in 20-21. We will solicit their input as to what would increase the likelihood of participation in the future. For students who are economically disadvantaged in grades 3 and 4 who have yet to take the ELA assessment and then submit a test refusal notification, we will also reach out to them directly to gain a better understanding of the reason for refusal as well as attempt to encourage participation |

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| | <p>3. Our Title I program is focused on providing academic support services in ELA, especially, but not exclusively, to economically disadvantaged students. For all students, not just those who refused participation, we will continue to provide AIS services in ELA. The goal is not only to increase competence, but also to increase student confidence in their abilities. We will also focus on building an interest and excitement in taking the ELA assessment in order to demonstrate growth and achievement reflective of their hard work.</p> <p>4. More students participated in the Math assessment than ELA. Some students may not have participated in the ELA assessment due to anxiety over the test, the format, or a lack of confidence or resiliency in the face of challenging activities. We will utilize the Positivity Project lessons as well as our social worker and behavior specialist counselor to work with individuals and groups of students proactively in an effort to teach strategies and coping skills to reduce anxiety and build resiliency.</p> |

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.

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| Principal Name: | Edward Kupiec |
| Principal Signature: |  |
| Date: | 6/23/2020 |

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|-----------------------------|--|
| Superintendent's Name: | Robert Hughes |
| Superintendent's Signature: |  |
| Date: | 6/23/20 |

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|------------------------------|--|
| Board President's Name: | Dee Cardamone |
| Board President's Signature: |  |
| Date: | 6/23/20 |