

ESSA 2020-2021 Participation Rate Improvement Plan

School Name	Porter Elementary School	Contact Person Name	Laura Kelley
School BEDS Code	421800010027	Contact Person Title/Position	Chief Academic Officer
District Name	Syracuse City School District	Contact Person Phone Number	315-435-5844
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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 checked="" 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 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>In the 2018-19 school year, among the Black or African-American subgroup, 7 students did not test. Of these 7, 5 were refusals, 1 was an absence, and 1 student had no assessment. In the 2017-18 school year, among the same subgroup, 7 students did not test, 4 of which were due to refusals, 3 due to absences, and 1 due to no assessment.</p> <p>Among students with disabilities, 10 students did not test in 2018-19, 4 due to refusals, 5 due to absences, and 1 student with no assessment. Of these 10, 1 student was also a part of the Black or African-American subgroup.</p> <p>In the 2018-19 school year, 16 unique students from both subgroups did not test.</p> <p>In the 2017-18 school year, 6 students with disabilities did not test, 4 due to refusals and 2 due to absences. Of these 6 students, 2 were also a part of the Black or African-American subgroup. Among the Black or African-American subgroup, 7 students did not test. 4 did not test due to refusal, 2 did not test due to absence, and 1 student had no assessment.</p> <p>All told, 8 unique students from both subgroups did not test in 2017-18.</p>

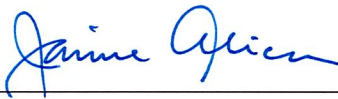
Provide a brief description of Consultation and Collaboration process for development of the plan.	The school has an existing School Leadership Team (SLT) and Academic Leadership Team (ALT) that provided input on the development of the plan.


Required Plan Component	School Response
<p>List the Stakeholders who consulted and collaborated on the development of the plan, and the dates of meetings held.</p>	<ul style="list-style-type: none"> • Jennifer King-Reese, Principal • Jessica Gauda-Lane, Vice Principal • Andrew Nolan, Administrative Intern • Krista Jones, Disciplinary Literacy Coach • Britt Britton, Insight Education Group • Timieka Evans, First Grade Teacher • Danielle Terzini, Third Grade Teacher • Karista Lewis, Special Education Teacher • Jennifer D'Alessandro, AIS Teacher <p>Meeting Dates: 7/1/2020, 7/2/2020, 7/6/2020</p>
<p>Describe the chosen strategies and key activities to be implemented to improve Participation Rate at the school.</p>	<ul style="list-style-type: none"> ▪ Beginning in December, the parents of our Black and African-American students and of our Students with Disabilities who are chronically absent, have missed 6 days or more, have missed New York State Assessments in the previous years, and/or have refused to take the New York State Assessments in previous years will be called by a staff member with whom they have a relationship to learn the root causes of not taking the assessments; discuss the importance and benefits of the assessments and the data and how it is used to support their students; and to plan interventions and will continue to contact them throughout the testing period. ▪ The SIT Team will use information from the discussions with parents and the individual students' needs to create a participation intervention plan for those students identified and will implement it and meet regularly to discuss progress and adjust the plans as needed. ▪ Testing incentives will be implemented for participation and effort school-wide as part of the engaging incentive system the school implements, and specific incentives will be set for students identified as needing intervention for participation. ▪ Practice tests will be administered to all students, including students with disabilities who take the assessments, to help students prepare for what to expect from the test and to decrease stress or concerns about the tests. Students will be taught to transfer and apply mindfulness strategies to help with stress and focus during the testing period and administration. ▪ There will be specific staff members assigned to reach out to students the night before testing and on testing days to motivate them to attend school and remind them that the test is being administered. For students who do not attend school on those days, there will be one staff member who monitors that in the morning on testing days and will reach out to parents and families to support them with getting to school on those days.

	<ul style="list-style-type: none"> ▪ Beginning in December, testing information will be shared through a variety of methods with families of all students who take the assessments, to provide information about testing, the importance of testing and how the data is used, and strategies to help with stress and focus during the testing period and administration. Key communication will be translated for ENL families. ▪ Develop and host a family testing informational event for families of all students who take the assessments to learn about the assessments through “Test Talks” (such as what is assessed, how data is used, and supporting students with strategies to help with stress and focus during testing), and participate in test simulations.
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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:	Jennifer King-Reese
Principal Signature:	
Date:	7/6/2020

Superintendent's Name:	Jaime Alicea
Superintendent's Signature:	
Date:	7/15/20

Board President's Name:	Katie Sojewicz
Board President's Signature:	
Date:	7/22/20