

ESSA 2020-2021 Participation Rate Improvement Plan

School Name	Norwich Middle School	Contact Person Name	Sean Wood
School BEDS Code	081200050003	Contact Person Title/Position	Principal
District Name	Norwich City School District	Contact Person Phone Number	607-334-1600 ext. 2001
District BEDS Code	081200050000	Contact Person Email	swood@norwichcsd.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 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 checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> White <input type="checkbox"/> None / Not Applicable

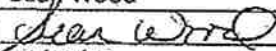
Required Plan Component	School Response
<p>Please provide a brief explanation of why the 2017-18 and 2018-19 school year participation rates were below 95%.</p>	<p>Our participation rate was below the 95% threshold for a myriad of reasons. While we are required to create a pan because of the opt out rates of our Students with Disabilities, we also have low participation throughout all populations of students. Some of the reasons are the following:</p> <ul style="list-style-type: none"> Some families believe the test are too long and take away from time that they feel could be utilized in more efficient ways. Families do not value the scores and believe that they do not indicate the true learning of their child. Many families expressed that their child has a high degree of anxiety and the test only add to their stress and create a bigger division between them and school.

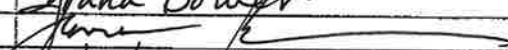
Required Plan Component	School Response
	<ul style="list-style-type: none"> • Other families had a false understanding of the purpose of the test or lack of knowledge regarding the test, data provided, and how the scores impacted the school/staff. • There is a negative view of State testing because of information spread amongst families on social media platforms.
<p>Provide a brief description of Consultation and Collaboration process for development of the plan.</p>	<p>The first step in consultation and collaboration was to meet as an administrative council to develop a PRIP team. Our school was identified as needing improvement for Students with Disabilities but also have low participation rate within all student categories. We created a PRIP team composed of psychologist, principal, director of special programs. This team planned and organized further meetings that incorporated sub-committees within our Middle School building to include additional stakeholders. Our goal was to document and collect data from multiple constituents and then reconvene, assess, and prepare a plan. Each team/committee met to brainstorm, discuss and share ideas for improved student participation on our State Assessments. In the process we developed a mission/goal for our efforts. This included school data, parent/guardian feedback through our survey and site-based meetings. Our PRIP team developed a plan after reviewing this information which was then shared with our Board of Education. Our plan includes monthly dissemination of information through Principal updates on the school website and Principal Blog, and social media.</p>
<p>List the Stakeholders who consulted and collaborated on the development of the plan, and the dates of meetings held.</p>	<p>Administrative Council: Diana Bowers – Interim Superintendent Scott Ryan – Director of Teaching Learning & Personnel Sean Wood – Middle School Principal Kathleen Goolden – Director of Special Programs Kristin Fox – HS Assistant Principal/Interim Special Programs Michelle Osterhoudt – Perry Browne Intermediate Principal Jennifer Oliver – Stanford Gibson Primary Principal Steve Andrus – Director of Technology</p> <p>PRIP Team: Sean Wood – Middle School Principal, Kathleen Goolden – Director of Special Programs, Kristin Fox – HS Assistant Principal/Interim Special Programs, Leslie Marino – School Psychologist</p>

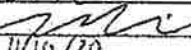
Required Plan Component	School Response
	<p>Middle School CORE team – Sub-committee: Sean Wood – Principal, Joshua Bennett – School Counselor, Elaina VanderSommen – School Counselor, Lori Race – Dean of Students, Jessica Button – Social Worker</p> <p>Site Based Team – Sub Committee - Met via zoom on 10/01/20 Participants: Sean Wood – Principal Jessica Button – School Social Worker Jamie Dowdall – 6th Grade teacher and Middle School Parent Jessica Colley – Teaching Assistant Lorri Race – Dean of Students Diane DiStefano – Parent Heather Golliver – Parent 10/14/20 – CORE TEAM 10/21/20 – CORE TEAM 10/29/20 – Administrative Council – Update on where we were 11/6/20 – CORE TEAM 11/6/20 – Administrative Council – Update on where we were</p>
<p>Describe the chosen strategies and key activities to be implemented to improve Participation Rate at the school.</p>	<p>Data Collection:</p> <ul style="list-style-type: none"> • Survey – Ask for feedback from parents to find where the gaps are in our message to the community about State test, their purpose and how they can influence our school. • Site Based Team – Utilize gathering off information from all constituents, support staff, parents, teachers, students, etc. • Review prior year - data – Look at student participation rates and identify pockets of students and begin asking the questions that may give insight into why our students and families opt out. <p>Family Information Nights – Provide information and begin to control the narrative for State testing and its purpose. Provide families with the chance to ask questions as well as provide information and encourage them to help be part of the solution by spreading information that is accurate. (Winter/Spring)</p>

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	<p>Newsletters/Information Monthly – Provide parents with information about state testing and its application, process, and rationale in the months leading up to the test. Provide families with information monthly:</p> <p>December – The purpose of State Testing/Common Misconceptions – (Administrative input)</p> <p>January – How to prepare and ease testing anxiety – (School Counselors)</p> <p>February – How the test is beneficial to teachers and the school – (Teacher input)</p> <p>March – Changes to the NYS Assessment, ESSA, Communication (Testing Specifics from NYSED) <i>(Provide the information on our Social Media Platforms, Website and Principal Blog)</i></p> <p>CBT practice rehearsal – Provide students with a chance to see what the test is like to ease anxiety and prepare students and staff for what to expect – (January)</p> <p>Curriculum Council – We have begun working on a strategic plan for improvement that includes what we believe will affect our students’ perception of all assessments. A focus on student growth, through regular assessment and progress monitoring will make assessment a norm within our learning community. Instead of focusing on grades, our vision includes students who are motivated by their growth and see assessment as a means for building self-efficacy. Additionally, as we meet across grade levels, we look to create an MTSS plan that will support our students academically & Social/Emotionally. We will work with our students to provide them with the tools to combat all types stress and anxiety that could negatively affect their view on school and assessments.</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.

Principal Name:	Sean Wood
Principal Signature:	
Date:	11/19/20

Superintendent's Name:	Jana Bowyer
Superintendent's Signature:	
Date:	11/19/20

Board President's Name:	Brian Reid
Board President's Signature:	
Date:	11/19/20