

ESSA 2020-2021 Participation Rate Improvement Plan

School Name:	Horizons-on-the-Hudson	Contact Person: Robert Glowacki
School BEDS Code	441600010009	Principal
District Name	Newburgh Enlarged City School District	845-563-3728
District BEDS Code	441600010000	RGlowacki@necsd.net

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"/> <i>Students with Disabilities</i> <input type="checkbox"/> White <input type="checkbox"/> None/Not Applicable	<input checked="" type="checkbox"/> <i>All Students</i> <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 checked="" type="checkbox"/> <i>Hispanic or Latino</i> <input type="checkbox"/> Multiracial <input checked="" type="checkbox"/> <i>Students with Disabilities</i> <input type="checkbox"/> White <input type="checkbox"/> None/Not Applicable

Required Plan Component	School Response		
<p>Please provide a brief explanation of why the 2017-2018 and 2018-2019 school year participation rates were below 95%.</p>	Chronic Absenteeism Rates		
	Sub Groups	2017-2018 Grades 1-5	2018-2019
	All Students	20.9%	14.6%
	Hispanic Students	19.2%	19.0%
	Students with Disabilities	26.9%	25.8%
<p>In the 2017- 2018 school year for All Students, 51 students out of the 84 students who were Chronically Absent were in Third through Fifth Grade, which is 60.8% out of the 20.9% of all Chronically Absent students. In the 2018- 2019 for All Students, 30 students out of the 57 students who were Chronically Absent were in Third through Fifth Grade which is 52.6% out of the 14.6% of All Students who were Chronically Absent.</p>			
<p>In the 2017- 2018 school year for Hispanic students, 19 out of the 33 students who were Chronically Absent were in Third through Fifth Grade, which is 57.5% out of the 19.2% of Hispanic students who were Chronically absent. In the 2018-2019 school year for Hispanic Students 17 out of the 34 students who were Chronically Absent were in Third through Fifth Grade, which is 50% of the 19% of all Hispanic Students who were Chronically Absent.</p>			
<p>In the 2017- 2018 school year for Students with Disabilities, 14 out of 21 students who were Chronically Absent were in Third through Fifth Grade, which is 66.6% out of the 26.9% of Students with Disabilities who were Chronically Absent. In the 2018-2019 school year for Students with Disabilities 15 out of the 23 students who were Chronically Absent were in Third through Fifth Grade, which is 65.2% of the 25.8% of Students with Disabilities who were Chronically Absent.</p>			

Student with Disabilities Participation Rate vs. Enrollment for NYS ELA State Examination

School Year		2017-2018	2018-2019
Grades 3-5	SWD'S Tested	44	45
	SWD'S Enrolled	55	59
	% of SWD'S Tested	83.0%	76.2%

Participation Rate for Sub Groups on the NYS Math State Examination

School Year		2017-2018	17-18 Percentages	2018-2019	18-19 Percentages
Grades 3-5	All Students Tested	193	85.7%	214	92.6%
	All Students Enrolled	225		231	
	Hispanic Students Tested	83	87.3%	94	94.9%
	Hispanic Students Enrolled	95		99	
	SWD's Tested	41	91.1%	53	89.9%
	<i>SWD'S Enrolled</i>	45		59	

	We believe the subgroup participation rate performance is indicative of a larger concern being chronic absenteeism rates for each subgroup. The majority of the students who were considered to be Chronically Absent in all Subgroups were in Testing Grades, which the team believes has a direct correlation to the participation rate on both the New York State ELA and Math Examinations.
Provide a brief description of Consultation and Collaboration process for development of the plan.	The team reviewed several pieces of literature that expressed a support for participation in standardized testing and also, support for the opposition of standardized testing. The team explored the effective practices currently being implemented to address chronic absenteeism and identified particular gaps that require interventions.

Required Plan Component	School Response
List the Stakeholders who consulted and collaborated on the development plan, and the dates of the meetings held.	<p>Rob Glowacki - Principal Erin Fox- Special Education Teacher Megan Davis - Parent</p> <p>Date of Meeting March 15th, 2021</p>
Describe the chosen strategies and key activities to be implemented to improve Participation Rate at the school.	<p>The strategies and key activities that the team decided that HOH will implement to address the school's Participation Rate will be announcing the class for each grade that had the best attendance that week during Morning Announcements. The team is hoping that this sparks a competition between classes and makes more students want to come to school on a daily basis. In addition, each Homeroom Teacher will identify the top three students who had the most improved attendance for the class that week. All honorees will receive a certificate and will be announced over the intercom during Morning Announcements.</p> <p>As the team reviewed the literature and had a healthy conversation, we determined that we need to support our scholars who exhibit test anxiety and make sure all scholars understand the purpose of the State Assessment and provide the scholars with strategies to address the test anxiety. The team decided that the School Counselor will collaborate with Administration and Teachers to create a series of class lessons to help address test anxiety and understand the purpose of the State Assessments for all scholars.</p>

	The team felt that it is very important to communicate with families the importance of standardized testing and how we as a school use that information to help support our scholars. The team is recommending that we implement an Information session regarding Standardized Testing, during a PTO Meeting, prior to the assessments.
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**By signing below, the building principal, Superintendent, and Board of Education President/Board of Trustees President
Certify that the 2020 – 2021 PRIP has been approved and adopted by the district**

Principal Name	Robert Glowacki
Principal Signature	<i>Signature on File</i>
Date	3/23/21

Superintendent's Name	Dr. Roberto Padilla
Superintendent's Signature	<i>Signature on File</i>
Date	3/23/21

Board President's Name	Carole Mineo
Board President's Signature	<i>Signature on File</i>
Date	3/23/21