

## **ACTION PLAN DEVELOPMENT and IMPLEMENTATION**

<p><b>Total Number of Assessments in the District's Comprehensive Assessment System</b></p>	<p>STAR Grade K-2 - Early Literacy (3)            STAR Grade 3-6 – Reading and Math (8)            STAR Grade 7-11 – Reading (5)            STAR Grade 7-8 – Math (2)            Locally Created Assessments Grade K-2, 4-6 – ELA and Math (4)            Locally Created Assessments Grade K, 1, 2 – ELA and Math (6)            Locally Created Assessments Grade 5, 6 – Science (2)            Locally Created Assessments Grade 5, 6 – Social Studies (2)            Locally Created Assessments Grade 5 – Music (1)            Locally Created Assessments Grade 2/3, 6 – PE (2)            Locally Created Assessments Grade 7, 8, 9 – Social Studies (3)            Locally Created Assessments Grade 9, 10 – English (2)            Locally Created Assessments Grade 7-12 – Life Skills ELA and Math (2)            Locally Created Assessments Grade 9/10 – HS English (1)            Locally Created Assessments Grade 7 – Science (1)            Locally Created Assessments Grade 9/10 – Algebra I (1)            Locally Created Assessments Grade 7-12 – JH and HS PE (2)            Locally Created Assessments Grade 7, 8, 9, 10 – Spanish (4)            Locally Created Assessments Grade 9-12 – Band and Chorus (2)            Locally Created Assessments Grade 8 – Technology (1)            Locally Created Assessments Grade 9-10 – Wood Fundamentals (1)            Locally Created Assessments Grade 7 – Art (1)            Locally Created Assessments Grade 9-12 – Digital Photography (1)            Locally Created Assessments Grade 10-12 – Ceramics (1)            Locally Created Assessments Grade 10-12 – Sculpture (1)</p>
<p><b>Total Number of <i>Local</i> Assessments<sup>1</sup> in the District's Comprehensive Assessment System</b></p>	<p>59</p>
<p><b>Total Number of Local Assessments Reviewed as of June 1, 2015</b></p>	<p>41</p>

<sup>1</sup>*Local Assessments*: Refers to both locally-developed and vendor-created assessments.

<b>Total Number of Local Assessments Pending Review as of June 1, 2015</b>	0
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A. Specific actions that will occur to implement the recommendations of the Assessment Review Committee (modify, augment, eliminate, or replace assessments that are not working). A time line should be included for each action. For example, if the committee finds that a new assessment needs to be developed, the Action Plan should include the number and titles of individuals involved in developing a new assessment that meets all the criteria included in the Assessment Review, and a schedule that includes when the assessment will be complete, when the assessment will be administered, and when the developed assessment, strategies, and resources will be shared with other grant recipients.

a. **Assessments to Keep<sup>2</sup>**

<b>Name of Assessment</b>	<b>Rationale for Keeping the Assessment</b>	<b>Administration Date(s)</b>
STAR K-2 - Early Literacy	No changes or modification needed.	2015 - 2016
STAR 3-8 – Math	No changes or modification needed.	2015 - 2016
STAR Grade 3-11 – Reading	No changes or modification needed.	2015 - 2016

b. **Assessments to Modify<sup>3</sup>**

<b>Name of Assessment</b>	<b>Titles of Professionals Involved in Modifying the Assessment</b>	<b>Rationale for Modifying the Assessment</b>	<b>Estimated Completion Date(s)</b>	<b>Estimated Administration Date(s)</b>
Elementary ELA	Teachers, Principal, Administrator	Not fully aligned to standards, DOK Level, Test construction.	June 2016	2016-2017

<sup>2</sup>Keep: Any local assessment that has been reviewed and will remain unchanged.

<sup>3</sup>Modify: Any local assessment determined to need changes in terms of content, format and/or any other alteration to meet the criteria described in the Assessment Review (rigor, comparability, informs instruction, supports learning goals, and utilizes a diverse set of assessment techniques).

High School English	Teachers, Principal, Administrator	Not fully aligned to standards, DOK Level, Test construction.	June 2016	2016-2017
Elementary Math	Teachers, Principal, Administrator	Not fully aligned to standards, DOK Level, Test construction.	June 2016	2016-2017
High School Math	Teachers, Principal, Administrator	Not fully aligned to standards, DOK Level, Test construction	June 2016	2016-2017
Elementary Social Studies	Teachers, Principal, Administrator	Not fully aligned to standards, DOK Level, Test construction	June 2016	2016-2017
Jr. High Social Studies	Teachers, Principal, Administrator	Not fully aligned to standards, DOK Level, Test construction	June 2016	2016-2017
High School Social Studies	Teachers, Principal, Administrator	Not fully aligned to standards, DOK Level, Test construction	June 2016	2016-2017
Elementary Science	Teachers, Principal, Administrator	Not fully aligned to standards, DOK Level, Test construction	June 2016	2016-2017
Jr. High Science	Teachers, Principal, Administrator	Not fully aligned to standards, DOK Level, Test construction	June 2016	2016-2017
Elementary Music	Teachers, Principal, Administrator	Not fully aligned to standards, DOK Level, Test construction	June 2016	2016-2017
High School Music	Teachers, Principal, Administrator	Not fully aligned to standards, DOK Level, Test construction	June 2016	2016-2017
Elementary PE	Teachers, Principal, Administrator	Not fully aligned to standards, DOK Level, Test construction	June 2016	2016-2017
Jr. High PE	Teachers, Principal, Administrator	Not fully aligned to standards, DOK Level, Test construction	June 2016	2016-2017
High School PE	Teachers, Principal, Administrator	Not fully aligned to standards, DOK Level, Test construction	June 2016	2016-2017
Jr. High Spanish	Teachers, Principal, Administrator	Not fully aligned to standards, DOK Level, Test construction	June 2016	2016-2017
High School Spanish	Teachers, Principal, Administrator	Not fully aligned to standards, DOK Level, Test construction	June 2016	2016-2017
Jr. High Technology	Teachers, Principal, Administrator	Not fully aligned to standards, DOK Level, Test construction	June 2016	2016-2017
High School Technology	Teachers, Principal, Administrator	Not fully aligned to standards, DOK Level, Test construction	June 2016	2016-2017
Jr. High Art	Teachers, Principal, Administrator	Not fully aligned to standards, DOK Level, Test construction	June 2016	2016-2017

High School Art	Teachers, Principal, Administrator	Not fully aligned to standards, DOK Level, Test construction	June 2016	2016-2017
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c. Assessments to Eliminate<sup>4</sup>

Name of Assessment	Rationale for Eliminating the Assessment	Alternative Method of Measuring Performance (If Applicable)
None	N/A	N/A

d. Assessments to Create<sup>5</sup>

Name of Assessment	Titles of Professionals Involved in Creating the Assessment	Rationale for Creating the Assessment	Estimated Completion Date(s)	Estimated Administration Date(s)
None* (dependent on SLO's)				

B. An engagement program that is specifically targeted for parents that reviews the use of assessment data, goals of Teaching is the Core, as well as specific goals of the district/consortium's review, action and professional development plans.

Component Topics	Planned Activities	Outcome(s)
<i>Use of Assessment Data</i>	<ul style="list-style-type: none"> <li>STAR Demonstration, Overview of Types of Assessments, Test Design, Performance Based Assessments, How Teachers Use Data, How to Support Students at Home with Assessments, etc.</li> </ul>	<ul style="list-style-type: none"> <li>HFM BOCES led Parent Engagement Night held on June 1, 2015.</li> </ul>

<sup>4</sup>*Eliminate*: Any local assessment that will be removed and not replaced for the purpose of providing alternative methods of measuring performance for formative/instructional purposes.

<sup>5</sup>*Create*: Any new local assessment or local assessment identified as a high-quality replacement for a current assessment.

	<ul style="list-style-type: none"> <li>• Work with Maryann Loucks from HFM BOCES on using data from state tests Professional Development Days for all staff October 9, 2014 and Elementary Staff March 24, 2015.</li> <li>• Disseminating information by DART members regarding creation and use of valid and reliable assessments.</li> <li>• DART and administration will meet with individual teachers to review tests and offer assistance to improve test construction.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers continue to disaggregate data on summative assessments and use it to drive instruction.</li> <li>• Elementary teachers continue their work and discussions during grade level meetings.</li> <li>• Teachers informed of assessment work during faculty meetings at Jr-Sr High School and Harry Hoag (ongoing 2014-2015).</li> <li>• Principal meetings (ongoing) and meeting with DART May 27, 2015.</li> </ul>
<p><b>Goals of Teaching is the Core</b></p> <p><i>(Specific Goals of the Review, Action and Professional Development Plans)</i></p>	<ul style="list-style-type: none"> <li>• Video to be created to be shared with all districts for placement on websites.</li> </ul>	<ul style="list-style-type: none"> <li>• Will include video portions of June 1, 2015 Parent Engagement Night.</li> </ul>
	<ul style="list-style-type: none"> <li>• Dr. Robin Fogarty conducts a workshop on “Teaching Thinking within the Common Core.”</li> <li>• Teachers attend conference with education consultant, Brian Pete on March 2 and 3.</li> <li>• Teacher attends conference “It’s All About the Thinking: From Staff Room to Classroom” (February 23-26).</li> <li>• Work with education consultant, Karen Bailey, on designing and aligning quality classroom assessments.</li> <li>• Regular weekly meetings with DART team to review assessments.</li> <li>• Provide DOK Training to faculty and staff (during faculty meetings).</li> <li>• Disseminate new testing information to staff.</li> <li>• Work with teachers to prioritize standards.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers attended workshop during February 13, 2015 Professional Development Day.</li> <li>• Teachers attended workshops January 7 and February 25, 2015.</li> <li>• Teacher turnkey’s activities and ideas shared through work with Dr. Fogarty during March 13, 2015 Professional Development Day.</li> <li>• Professional Development Day workshop at Jr-Sr High School on March 13, 2015 to provide training on DOK and test construction.</li> <li>• During faculty meetings teachers share and discuss strategies they have incorporated in their classrooms after attending workshop with Brian Pete.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use standards to design instruction and exams that continue to inform instruction and support learning.</li> <li>• DART and administration plan to meet with individual teachers to review tests and offer assistance to improve test construction (2015-2016).</li> <li>• Administration meetings with DART to develop plans to continue assessment work and plan next steps on May 27, 2015.</li> </ul>	<ul style="list-style-type: none"> <li>• Turnkey the assessment data presented by Karen Bailey to staff during faculty meetings.</li> <li>• Elementary teachers continue their work and discussions on assessments during grade level meetings and faculty meetings (ongoing).</li> <li>• Administrator Workshops May 16 and 17, 2015 and anticipated summer workshops to continue learning how to assist teachers on aligning standards and creating authentic assessments.</li> <li>• Teachers participate in Unpacking the Standards 101 (June 11, 2015) and 102 (Summer 2015).</li> <li>• During faculty meetings at Jr-Sr High School teachers share tips and activities regarding test construction and assessments (ongoing 2015).</li> <li>• DART members met with faculty to share information regarding review process and DOK.</li> <li>• Planning and discussions during monthly Principal meetings. Planning will continue with new superintendent.</li> </ul>
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C. A schedule to share strategies and resources supporting the recommendations (Keep, Modify, Eliminate, and Create) from the Assessment Review with other grant recipients using a secure network set up by the NYSED. This should include a sampling of the criteria upon which assessments were reviewed as well as the reasons why the recommendation made was appropriate.

This summer, with the cooperation of a new superintendent, administration will continue discussions and create a long term vision to fulfill the goals of increasing rigor, validity and reliability of formative and summative assessments.

D. LEAs that have an approved APPR plan in place at the time of application must provide a description of how the APPR plan may change in the following school year (2015/2016).

We are not planning to open APPR until further clarification received from SED.

E. If grant funds are not being used to implement the Action Plan, a description of how new funds will be obtained or existing funds re-allocated as necessary to implement the Action Plan.

The district is supportive of this endeavor and once a new superintendent is appointed additional funding will be determined.

F. A Professional Development Program to assist teachers in identifying high-quality assessment practices and provide resources/training to support the use of assessment to inform instruction.

To be determined once a new superintendent is appointed. We are planning to maintain DART committee as we implement professional development.

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