

ACTION PLAN DEVELOPMENT and IMPLEMENTATION

Total Number of Assessments in the District's Comprehensive Assessment System	156
Total Number of <i>Local</i> Assessments¹ in the District's Comprehensive Assessment System	139

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 Keep²**

Name of Assessment	Rationale for Keeping the Assessment	Administration Date(s)	Estimated Date(s) to Share Strategies and Resources³
Regents Examinations (all subjects)	State required	varies	ongoing
NYS examinations in math and ELA (7 and 8), and science (8)	State required	varies	ongoing
Benchmark exams for quarterly or midyear progress (all subjects)	Necessary for measurement of student progress, curriculum revision, and remediation strategies	varies	ongoing
Final examinations in all subjects	Necessary for measurement of student progress	varies	ongoing

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

²*Keep*: Any local assessment that has been reviewed and will remain unchanged.

³ Using NYSED's Secure Network designed for collaboration and sharing among grantees.

b. Assessments to Modify⁴

Name of Assessment	Titles of Professionals Involved in Modifying the Assessment	Rationale for Modifying the Assessment	Estimated Completion Date(s)	Estimated Administration Date(s)	Estimated Date(s) to Share Modification Strategies and Resources⁵
Quarterlies and Midyear Exams	Department Chairs and Teachers	Modified based on learning gaps, changes in curriculum emphases, or changes in state course outlines	June 2016	varies	June, 2016
Explore changing more local end-year assessments to performance assessments	Department Chairs and Teachers	Authentic assessments provide a more reliable and engaging way for students to demonstrate learning than traditional tests do.	June 2016	varies	June, 2016

c. Assessments to Eliminate⁶

⁴*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).

⁵ Using NYSED’s Secure Network designed for collaboration and sharing among grantees.

⁶*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.

Name of Assessment	Rationale for Eliminating the Assessment	Alternative Method of Measuring Performance (If Applicable)	Estimated Date(s) to Share Elimination Strategies and Resources⁷
Pending results of negotiation of a new APPR plan, consider eliminating baseline examinations in courses which end in a state assessment	BOCES longitudinal study will provide predictive scores which will eliminate the need for a baseline exam	BOCES longitudinal study	Following negotiation of a new APPR plan
NWEA	BOCES longitudinal study will provide predictive scores which will eliminate the need for a baseline exam	Locally developed performance assessment	Following negotiation of a new APPR plan

d. Assessments to Create⁸

Name of Assessment	Titles of Professionals Involved in Creating the Assessment	Rationale for Creating the Assessment	Estimated Completion Date(s)	Estimated Administration Date(s)	Estimated Date(s) to Share Creation Strategies and Resources⁹
Performance assessments and scoring rubrics	Department Chairs and Teachers	Authentic assessments provide a more reliable and engaging way for students to demonstrate learning than traditional tests do.	June 2016	varies	June, 2016

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.

⁷ Using NYSED’s Secure Network designed for collaboration and sharing among grantees.

⁸ Create: Any new local assessment or local assessment identified as a high-quality replacement for a current assessment.

⁹ Using NYSED’s Secure Network designed for collaboration and sharing among grantees.

Component Topics	Planned Activities	Outcome(s)
<i>Use of Assessment Data</i>	Emails, District Website, Parent Forums	The district will communicate our ongoing efforts to minimize assessments and to strengthen assessments that accurately reflect student progress.
<i>Goals of Teaching is the Core (Specific Goals of the Review, Action and Professional Development Plans)</i>	Increase the use and effectiveness of formative assessment.	An ongoing professional development initiative will focus on 1) increasing authentic, formative assessment, and 2) providing instructive feedback to students.

- 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 will be accomplished through the Nassau BOCES, which led our consortium.

- 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).

Our APPR plan is subject to negotiation, and that cannot begin until the new NYS requirements for APPR are clarified, so the changes reflected above will be subject to the timeline based on those two events.

- 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.

We will use our current set-aside for professional development in our district budget.

- 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.

Leadership Team Training: In June, two days will be devoted to professional development of our leadership team using materials provided by Learner-Centered Initiatives. This training, conducted by the administrators on the Assessment Review Team, will focus on 1) setting instructional targets, 2) embedding formative assessment in lessons, and 3) providing effective feedback. A two-tiered approach to this training will involve leaders in using this growth mindset in our work with teachers and in turn-keying it for teachers to use with students.

Follow-up Training for Leaders:

- Department Chair meetings in September and October, using staff developer or webinars from LCI. This PD will focus on using LCI tools to provide effective developmental feedback for teachers.
- First part of successive Department Chair meetings will include sharing effective practices and implementation struggles

PD for Teachers:

- November Superintendent's Conference Day: Intensive Department-based work on fine-tuning instruction
- Creation of a bank of materials for teachers to use in the implementation process
- Creation of learning triads to use LCI tools to implement and fine-tune instructional feedback

Participation in BOCES Professional Development

- Nassau BOCES is currently planning to provide some additional professional development in assessment practices. If feasible, we will participate in that training as well.