

ACTION PLAN DEVELOPMENT and IMPLEMENTATION**RONDOUT VALLEY CSD**

Total Number of Assessments in the District’s Comprehensive Assessment System	58
Total Number of <i>Local</i> Assessments¹ in the District’s Comprehensive Assessment System	58
Total Number of Local Assessments Reviewed as of June 1, 2015	58
Total Number of Local Assessments Pending Review as of June 1, 2015	0

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 (Content Area & Grade Level)	Rationale for Keeping the Assessment	Administration Date(s)	Estimated Date(s) to Share Strategies and Resources³
Not Applicable			

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

²Keep: 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 (Content Area & Grade Level)	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 Resources ⁵
K Pre-test ELA (SLO)	L. Pacht, K teachers	Gather better	August 2015	Sept.-Oct. 2015	All decisions are subject to
K pre-test Math (SLO)	L. Pacht, K teachers	information upon	August 2015	Sept.-Oct. 2015	Administrative & Board of
K post-test ELA (SLO)	L. Pacht, K teachers	students' entry into	August 2015	Sept.-Oct. 2015	Ed. approval & 3012(c) APPR
K post-test Math (SLO)	L. Pacht, K teachers	school. Provide 1-1	August 2015	Sept.-Oct. 2015	negotiations where relevant
		comparison of data			PLUS NYS legislative,
		gathered to measure			executive, & Board of Regents
		growth.			actions TBD.

c. Assessments to Eliminate⁶

Name of Assessment (Content Area & Grade Level)	Rationale for Eliminating the Assessment	Alternative Method of Measuring Performance (If Applicable)	Estimated Date(s) to Share Elimination Strategies and Resources ⁷
K STAR Reading, fall administration	No useful information	N.A.	All decisions are subject to
K STAR Math, fall administration	No useful information	N.A.	Administrative & Board of Ed.
Elem. Life Skills STAR Reading	No useful information	NYSAA	approval & 3012(c) APPR
Elem. Life Skills STAR Math	No useful information	NYSAA	negotiations where relevant
Intermediate Life Skills STAR Reading	No useful information	NYSAA	PLUS NYS legislative, executive,
Intermediate Life Skills STAR Math	No useful information	NYSAA	& Board of Regents Actions TBD.
JHS Life Skills STAR Reading	No useful information	NYSAA	Same as above.
JHS Life Skills STAR Math	No useful information	NYSAA	Same as above.
HS Life Skills STAR Reading	No useful information	NYSAA	Same as above.
HS Life Skills STAR Math	No useful information	NYSAA	Same as above.

⁴Modify: 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.

⁶Eliminate: Any local assessment that will be removed and not replaced for the purpose of providing alternative methods of measuring performance for formative/instructional purposes.

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

d. Assessments to Create⁸

Name of Assessment (Content Area & Grade Level)	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 Resources ⁹
LOTE 7	Elizabeth Turner & Patricia Long	Field Test Prototype for TiTC3	May 2015	April-May 2015	Same as last column in A.c. on prev. page.

A. 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>	Informational meetings for parents during the year	Share updates and resources re. CCLS and assessments
	Open House Meetings; parent-teacher conferences; PTO meetings	Share updates and resources re. CCLS and assessments
<i>Goals of Teaching is the Core (Specific Goals of the Review, Action and Professional Development Plans)</i>	Connect from District website to the TiTC3 website (www.titc3.org), which is in English and Spanish	TiTC3 website in Spanish and English provides for parents connections to SED and EngageNY for latest information about CCLS and assessments, as well as access to articles and resources that are congruent with Teaching is the Core Goals.
	Provide TiTC3 teams with information and materials during training that they can utilize in their districts, including with parents, after grant project ends.	Training materials and information provided to TiTC3 teams that they can utilize in their districts with staff and parents as they train and make decisions related to CCLS and assessments.

⁸Create: 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.

- B. 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.

Appropriate items, if any, will be submitted by TiTC3 Project Manager to the secure SED TiTC Office DropBox prior to completion of the grant.

- C. 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).

Not applicable. No changes for next school year (2015/2016) per the current regulations governing APPR plan.

- D. 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.

Ulster, Dutchess, and Sullivan BOCES Instructional Services Offices that serve the districts participating in the TiTC3 grant will provide staff development and data analysis through the co-ser process that districts may purchase for 2015-2016.
Mid-Hudson Principals' Center will offer programs related to initiatives of the TiTC3 Action Plan that districts may participate in.
Members of the TiTC3 District Team and administrative staff, as well as designated other appropriate staff, will conduct training(s) in-district that will disseminate and build on TiTC3 grant initiative and information.
The district will continue to look at grant options that may assist in this work.

- E. 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.

See E. above.
Superintendents' Conference Days and other in-district inservice opportunities will be available as budget warrants to assist teachers in identifying high-quality assessment practices and provide resources/training to support the use of assessment to inform instruction.
Executive Director of Curriculum & Instruction in conjunction with districtwide and building level administrators will continue to provide resources/trainings related to assessment practices for administrators, teachers, and other staff who serve in a districtwide or building level capacity during 2015-2016.
Faculty meetings, grade level meetings, and department meetings will serve as a vehicle for assessment training and updates.