

**HICKSVILLE PUBLIC SCHOOLS**  
**ACTION PLAN DEVELOPMENT and IMPLEMENTATION**  
**ELEMENTARY COMPREHENSIVE ASSESSMENT SYSTEM**  
**June 1, 2015**

<b>Total Number of Assessments in the District's Comprehensive Assessment System</b>	47*
<b>Total Number of <i>Local</i> Assessments<sup>1</sup> in the District's Comprehensive Assessment System</b>	37

\*The numbers above reflect the total number of elementary assessments.

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>**

Name of Assessment	Rationale for Keeping the Assessment	Administration Date(s)	Estimated Date(s) to Share Strategies and Resources <sup>3</sup>
NWEA MAP – Reading and Math K-5	Teachers use MAP data to monitor student progress, measure student growth, identify areas of strength and weakness, set instructional goals, and to plan targeted instruction and flexible groupings of students.	September 2015 January 2016 May 2016	Complete

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

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

<sup>3</sup> Using NYSED's Secure Network designed for collaboration and sharing among grantees.

b. Assessments to Modify<sup>4</sup>

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 Resources <sup>5</sup>
ELA Baseline Assessment – K	Teachers who participated in Teaching is the Core PD	Teachers wanted better alignment with curriculum	June 2015	September 2015	April – June 2015
ELA Baseline Assessment – 1			June 2015	September 2015	April – June 2015
ELA Baseline Assessment – 2			June 2015	September 2015	April – June 2015

c. Assessments to Eliminate<sup>6</sup>

Name of Assessment	Rationale for Eliminating the Assessment	Alternative Method of Measuring Performance (If Applicable)	Estimated Date(s) to Share Elimination Strategies and Resources <sup>7</sup>
DIBELS K-5	Teacher Survey results indicated that the data gained from DIBELS is not useful in planning targeted instruction.	NWEA MAP, Reading Street Diagnostic and Benchmark assessments	April 2015

<sup>4</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).

<sup>5</sup> Using NYSED’s Secure Network designed for collaboration and sharing among grantees.

<sup>6</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>7</sup> Using NYSED’s Secure Network designed for collaboration and sharing among grantees.

d. Assessments to Create<sup>8</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)	Estimated Date(s) to Share Creation Strategies and Resources <sup>9</sup>

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>	Presentation at Curriculum Council (April 2015)	Committee members including administrators, teachers and parents participated
	Parent Workshop (October 2015)	
	Presentation at PTA Meetings (Fall 2015)	
<i>Goals of Teaching is the Core (Specific Goals of the Review, Action and Professional Development Plans)</i>	Presentation at Curriculum Council (April 2015)	Committee members including administrators, teachers and parents participated
	Provide Information on District Web Site (April 2015)	

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.

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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).

This cannot be determined until the new APPR regulations are official. Our district will reconvene our APPR committee to address the new
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<sup>8</sup>Create: Any new local assessment or local assessment identified as a high-quality replacement for a current assessment.

<sup>9</sup>Using NYSED’s Secure Network designed for collaboration and sharing among grantees.

regulations and revise our District APPR Plan.

- 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.

Our district budget includes funds for professional development and instructional resources. Assessments that have been kept, modified, or eliminated will not have financial implications.

- 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.

Our District Professional Development Plan includes training for elementary teachers in the area of formative assessment strategies. Our elementary teachers participate in Keeping Learning on Track, an embedded formative assessment curriculum designed to help teachers understand how to assess student learning by continuously gathering evidence of student learning, adjusting classroom instruction in the moment, and building local capacity to sustain those instructional shifts over time. In addition, our District Assessment Team who participated in the Teaching is the Core initiative, provided turn-key training workshops in March, April and May, for elementary administrators and turn-keyed for our teachers. Our district has adopted a new reading program and our implementation plan includes ongoing embedded professional development opportunities for teachers on the topics of assessment and data driven instruction to meet the needs of learners.