

**Harrison Central School District  
District Action Plan**

1. What is the total number of assessments on your District's Assessment Inventory Form (Attachment IV)?

The total number of assessments is 119. The total number of Social Studies assessments is 13. These assessments represent Student Learning Objectives (SLO) and Local Assessments across subject areas and grade levels district-wide.

2. What is the total number of assessments that were reviewed during the PNW BOCES TiTC Program Days? Indicate the subject/grade levels for these assessments.

22 assessments were reviewed in Social Studies for Grades 4, 5, 6, 7, 8, 9 and 10. These assessments were selected as a representative sample of district-wide Social Studies assessments in these grade levels and are not the complete set of Grades 4-10 Social Studies assessments. These assessments did not include Social Studies SLO and Local Assessments.

3. What assessments will be eliminated, revised, and added to the repertoire examined?

Please list the number and identify the assessments that will be eliminated from your repertoire.

None of the assessments reviewed will be eliminated from our repertoire at this time. Based upon our review of this representative sample of Social Studies assessments in Grades 4-10, the Harrison TiTC Team decided to develop one new prototype assessment each in grades 4, 6, 7, 8, and 10. Each of these assessments is based on the TiTC entry points required by the grant, with particular emphasis on "Thinking Demands and Rigor." These assessments are the first in Harrison to be fully aligned to the NYS K-12 Social Studies Framework. Based on the successful implementation of these prototypes, some or all of the 22 assessments reviewed may be eliminated.

The Harrison TiTC Team will involve a wider group of Grades 4-10 Social Studies teachers in making decisions on specific assessments to eliminate in each grade level. This decision will be made after a comprehensive review of our complete assessment repertoire, for our full implementation of the NYS K-12 Social Studies Framework.

Please list the number and identify the assessments that will be revised:

None of the assessments reviewed will be revised at this time. Based upon our review of this representative sample of Social Studies assessments in Grades 4-10, the Harrison TiTC Team decided to develop one new prototype assessment each in grades 4, 6, 7, 8, and 10. Each of these assessments is based on the TiTC entry points required by the grant, with particular emphasis on "Thinking Demands and Rigor." These assessments are the first in Harrison to be fully aligned to the NYS K-12 Social Studies Framework. Based on the successful implementation of these prototypes, some or all of the 22 assessments reviewed may be revised.

The Harrison TiTC Team will involve a wider group of Grades 4-10 Social Studies teachers in making decisions on specific assessments to revise in each grade level. This decision will be made after a comprehensive review of our complete assessment repertoire, for our full implementation of the NYS K-12 Social Studies Framework.

Please list the number and identify the assessments that will be kept.

Each of the 22 assessments reviewed may still be kept and used for local classroom instruction at this time. With a few exceptions (e.g., multiple-choice tests), all assessments contained short formative or extended-response writing prompts (e.g., document-based questions) and were considered to be a representative sample of Social Studies assessments district-wide. Based on the successful implementation of these prototypes, some or all of the 22 assessments reviewed may be kept.

The Harrison TiTC Team will involve a wider group of Grades 4-10 Social Studies teachers in making decisions on specific assessments to keep in each grade level. This decision will be made after a comprehensive review of our complete assessment repertoire, for our full implementation of the NYS K-12 Social Studies Framework.

Please list the number of assessments that will be added and designed inside of the BOCES TiTC professional development.

Please provide the following information for each of the assessments that will be added.

- Subject/Grade:
- Person responsible for design:
- Design completed by:
- Month/year of implementation:

Five (5) assessments will be added and designed by the Harrison TiTC Team. One new prototype assessment will be added and designed in each of the following grades: 4, 6, 7, 8, and 10. Each prototype assessment would have the following characteristics:

1. Based on the NYS K-12 Social Studies Framework.
2. Models authentic, performance-based writing tasks similar to those outlined in the forthcoming NYS K-12 Social Studies Toolkit (drafts now circulating).
3. Guides the development of similar assessments across each grade level.
4. Useful in district-wide professional development (starting in Spring 2015 and continuing into the 2015-16 school year) to help teachers transition from “units” to “inquiries” in Grades 4-10 Social Studies.
5. Able to be back-mapped to a new Social Studies inquiry.
6. Incorporates those entry points for which additional evidence was needed in our review of current assessments (e.g., alignment/validity, impact on instruction, reliability).

- Social Studies Grade 4: Veronica D’Andrea, Special Education Co-Teacher (June 2015 initial design completion; October 2015 pilot implementation; October 2016 full grade-level implementation). Assessment: Native American Settlement Opinion-Based Writing Task.

- Social Studies Grade 6: Nicole Somma, Teacher (June 2015 initial design completion; Late September 2015 full grade-level implementation). Assessment: Neolithic Revolution Web Site Review and Proposals.

- Social Studies Grade 7: Dierdre MacNeill, Teacher (May 2015 initial design completion; Late May – Early June 2015 pilot implementation; Late May – Early June 2016 full grade-level implementation). Assessment: Creating a Political Cartoon.

- Social Studies Grade 8: Jeffrey Jakubowski, Teacher (June 2015 initial design completion; April 2016 full grade-level implementation). Assessment: Cultural Changes During the 1920s Podcast.

- Global History and Geography Grade 10: Deborah DiFiore, Teacher (June 2015 initial design completion; April 2016 full grade-level implementation). Assessment: Contemporary Global Issues Research Project.

4. What future work is the team recommending (to continue review, to gather more data, to revise or design performance-based assessments, etc.)?

- a. What professional development will take place in the district as a result of the Teaching is the Core Grant? (who, what, when)

2014/2015: Two-hour monthly Department-based professional development will focus on further design and review of the prototype assessments in grade-level groups, facilitated by a Harrison TiTC Team Member, to ensure that the final assessments receive the input and support of all grade-level teachers.

2015/2016: Harrison's TiTC Facilitator, K-12 Director of Social Studies Dr. Lawrence Paska, will participate in a six-day facilitation program to design professional development experiences for implementation in the district. In addition, two-hour monthly Department-based professional development will focus on two goals:

- Review and revise the district's Social Studies assessments (including SLO and Local Assessments, pending further state guidance on new APPR regulations) to align to the NYS K-12 Social Studies Framework, based on the prototype assessments designed in 2014-15 and the TiTC entry point criteria.
- Understand the role of feedback (teacher- and peer-based) and rubrics in authentic writing assessments to strengthen thinking demands and rigor in the Social Studies.

- b. How will you change your APPR plan (if at all) based on the Teaching is the Core Grant?

APPR changes are to be determined starting in 2015-16, pending further state guidance on new APPR regulations. It is anticipated that SLO and Local Assessments could be revised to focus on writing tasks and thinking demands over purely multiple-choice items.

- c. What assessments and resources will you share (list assessments; why you are sharing; when they will be complete)?

Five (5) prototype assessments (one per grade level in Grades 4, 6, 7, 8, and 10) will be shared. These assessments are offered as exemplars of Department-based summative assessments aligned to the NYS K-12 Social Studies Framework, and the district's emphasis on thinking demands and rigor in student writing. Initial design will be complete by June 2015. The assessments will be piloted beginning in June 2015 and continuing into Spring 2016. Each assessment will be revised throughout the 2015-16 school year based on student and Department feedback on the design and implementation process, and based on Department curriculum planning.

1. District action plan (must be uploaded).

- d. How will you engage parents to further their understanding of quality assessment practice and the findings of your review and action plan?

The PNW BOCES TiTC Consortium created a facilitator guide and video, to assist districts in providing parents with an understanding of how to use assessments to produce learning. The guide included a review of how to use data, the goals of the TiTC grant and the use of an assessment review and action plans. A short video was also developed that documents the process of designing and implementing assessment reviews and creating performance-based assessments. Our district will use these resources in parent and community training sessions that will take place during the 2015-2016 school year. In addition, the districts' Assessment Review and Action Plan results will be included in the session.

*Our Assessment Review and Action Plan will be posted to the following web page:*

*<http://www.harrisoncsd.org/index.php/curriculum/academics/teaching-is-the-core>. During the 2015-16 school year, a proposed series of events to engage parents and the Harrison community on our assessment review and action plan may include:*

- ***A Board of Education meeting panel, broadcast on public access television for all community members. Panelists would include the full Harrison TiTC Team. Assistant Superintendent for Curriculum and***

*Instruction Michael Greenfield would set the context for Harrison's membership in the TiTC Consortium within district- and state-led curricular reform initiatives. The TiTC Facilitator, K-12 Director of Social Studies Dr. Lawrence Paska, would provide an overview of the team's assessment review and action plan. Each team member (Veronica D'Andrea – elementary; Nicole Somma, Deirdre MacNeill, Jeffrey Jakubowski – LMK; Deborah DiFiore – HHS) would describe the prototype assessments created by grade. (Fall 2015)*

- ***Parent-Teacher sponsored presentations in each school building***, to explain our assessment review and re-design of Social Studies assessments to support the new NYS K-12 Social Studies Framework and implementation of the Common Core. Assistant Superintendent for Curriculum and Instruction Michael Greenfield would set the context for Harrison's membership in the TiTC Consortium within district- and state-led curricular reform initiatives. K-12 Director of Social Studies Dr. Lawrence Paska would provide an overview of the team's assessment review and action plan. Selected Harrison TiTC Team Members would describe the prototype assessments created for their grade. (Winter 2015-16)
- ***A student-run showcase***, to highlight evidence of student learning through increased rigor, writing, and feedback in the social studies. Assistant Superintendent for Curriculum and Instruction Michael Greenfield would set the context for Harrison's membership in the TiTC Consortium within district- and state-led curricular reform initiatives. K-12 Director of Social Studies Dr. Lawrence Paska would provide an overview of the team's assessment review and action plan, and the new NYS K-12 Social Studies Framework. Harrison TiTC Team Members would describe the prototype assessments created for their respective grade levels. Harrison students would share examples of their writing in the social studies from these assessments.