

## **New Century High Schools Initiative**

*Partnership Support Organization  
and  
New School Application  
2007-2008*

### **Portfolio Application Requirements**

New Visions for Public Schools  
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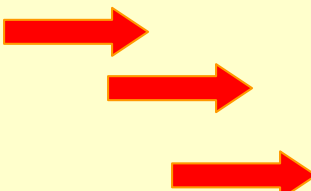
**New Visions for Public Schools**  
**New Century High Schools Grant Application Guidelines**  
**For Submission To New York City Department of Education**

11.11.07

***Final Application Due to New Visions: November 16, 2007 by 12:00 noon***

New Century High Schools Initiative Grant Application Executive Summary and Application Check List		
<i>All sections and attachments of the New Visions new school application must be included in one E-mail document. Otherwise they will be returned to you for resubmission.</i>		
# PAGES	Comments	Final Application Components
1 PAGE	New Visions requirement	Cover Sheet ( <i>See sample attached</i> ) Provide a Name for your School that will make it clear to students and parents what its theme or focus is. Your cover sheet should indicate you are applying for a New Century High Schools Grant.
4-6 PAGES	PARTS A-C	<p><b>Parts A-C Executive Summary SECTION ( 12 pt. font)</b>  <b>Follow Department of Education outline Parts A, B, C</b></p> <ul style="list-style-type: none"> <li>Submit 15 copies of the Executive Summary to New Visions and E-mail one complete copy as ONE ATTACHMENT to Gloria Rakovic:  <a href="mailto:GRakovic@NewVisions.org">GRakovic@NewVisions.org</a>  Hard copies must be delivered to New Visions by 12 noon on <b>October 9, 2007</b>.</li> <li>Executive Summary is due to Office of Portfolio Development on October 19, 2007 with a revised e-mail copy to New Visions as well (if applicable).</li> </ul>
		<p><b>PART A: APPLICANT INFORMATION</b></p> <ol style="list-style-type: none"> <li>Name of Proposed School</li> <li>Desired Location of Proposed School (Please note that schools are located where there is capacity and demonstrated educational need. The first priority is to replace schools selected to close due to historical under-performance. New school applications that reflect the intersection of capacity and need will be prioritized.)</li> <li>Name of Proposed School Leader <ul style="list-style-type: none"> <li>Mailing address</li> <li>Telephone number(s) – specify work, home, cell</li> <li>Facsimile number</li> <li>E-mail address</li> <li>Leadership Program (if applicable, ex. New Leaders for New Schools, NYC Leadership Academy, etc.)</li> </ul> </li> <li>Name of Intermediary Organization and/or Lead Partner, if applicable <ul style="list-style-type: none"> <li>Mailing address</li> <li>Contact person</li> <li>Telephone number(s) of contact person</li> <li>E-mail address of contact person</li> </ul> </li> <li>Proposed grade level(s) to be served in the first year</li> </ol>

		<p>6. Proposed grade levels to be served at scale (full capacity)</p> <p>7. List members of the planning team, including their affiliations and/or potential roles at the school. The planning team should include teachers, parents, students, intermediary representatives (if applicable), community-based partner representative (if applicable) and the designated leadership.</p> <p>8. School Theme. Check one (if applicable):</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"><input type="checkbox"/> Architecture &amp; Urban Planning</div> <div style="width: 50%;"><input type="checkbox"/> Business, Finance, &amp; Entrepreneurship</div> <div style="width: 50%;"><input type="checkbox"/> Health &amp; Medicine</div> <div style="width: 50%;"><input type="checkbox"/> Humanities &amp; Classical Studies</div> <div style="width: 50%;"><input type="checkbox"/> Literature, Writing, &amp; Communication</div> <div style="width: 50%;"><input type="checkbox"/> Multicultural/Multilingual Education</div> <div style="width: 50%;"><input type="checkbox"/> Performing &amp; Visual Arts</div> <div style="width: 50%;"><input type="checkbox"/> Science, Math, &amp; Technology</div> <div style="width: 50%;"><input type="checkbox"/> Service, Leadership, Law &amp; Justice</div> <div style="width: 50%;"><input type="checkbox"/> Other:</div> </div>
(No More Than Four Pages)		<p><b>PART B: EXECUTIVE SUMMARY</b></p> <p>Articulate the <b>overarching mission</b> of the proposed school and the <b>components of the school design and support structures</b> that are most essential to achieving that mission. Briefly state the <b>reasons for opening this school in the community identified (if applicable)</b> and the <b>ways in which the school will benefit students</b>. Include a <b>description of the unique educational experiences of students</b> in the proposed new school. To demonstrate the school's mission, include a <b>one page task that students will be expected to complete</b> by the end of the first year.</p>
		<p><b>PART C: EVIDENCE OF CAPACITY</b></p> <p><b>Please submit the resumes and partnership agreements to the fullest extent possible as part of the Executive Summary.</b></p> <p>1. Planning Team Capacity: Write a <b>one page overview</b> of the strengths of the planning team that serves as an introduction to the resumes. Provide a <b>resume for each member</b> of the planning team, including his/her educational and employment history. The resume and/or cover letter should describe the leadership capacity of the key personnel, including <i>evidence of expertise and a strong track record</i> in the following areas:</p> <ul style="list-style-type: none"> <li>a. Instructional leadership, including <ul style="list-style-type: none"> <li>▪ Organizing toward high student achievement</li> <li>▪ Professional development</li> <li>▪ Curriculum development</li> <li>▪ Youth development</li> </ul> </li> <li>b. Urban school development and operation</li> <li>c. Parent and community engagement</li> <li>d. Financial management</li> <li>e. Creation of strategic partnerships</li> </ul>
		<p><b>2. Institutional Partnerships:</b></p> <ul style="list-style-type: none"> <li>a. If the proposed school anticipates partnering with an outside entity (i.e. an <b>intermediary and/or community-based organization</b>), provide <b>evidence of the organization's track record</b> in terms of a. – e. above.</li> <li>b. Describe the <b>role that the partner(s) would play in the school's educational plan and operation</b>.</li> </ul>
		<p><b>3. Leadership Capacity:</b></p> <ul style="list-style-type: none"> <li>a. Attach a copy of the proposed <b>school leader's SAS or SDA certificate</b> or proof of</li> </ul>

		<p>enrollment in a New York State principal certification program, indicating license date.</p> <p>b. Attach the names, positions and contact information of <b>three potential references</b> who will testify to the integrity and leadership qualities of the proposed school leader.</p>
		<b>PART D - New Visions Intermediary Requirements</b>
<b>1 page</b>	New Visions requirement	<b>Partnership Letter of Support</b> signed by current CEO. The letter should indicate that the partner will assume <b>fiscal responsibility</b> for the New Century grant in consultation with the school principal. In addition partner will identify those <b>areas of school planning and operations</b> for which it will be responsible along with members of the school community.
<b>3-4 pages</b>	New Visions requirement	<b>Partnership Application:</b> A complete and thorough response to all components of the New Visions partnership application which <b>demonstrates partner's capacity and commitment</b> to support school planning and development.
<b>As required</b>	New Visions requirement	<b>Lead Partner Audit</b> - latest audit of the partner organization that demonstrates financial <b>solvency and capacity of the organization to bring resources to the school</b> . Audit must be performed by an authorized agency functioning under state regulations.
<b>1 page</b>	New Visions requirement	<b>Submission of list of planning team members with signatures who have been active participants in the planning process.</b>
<b>As required</b>	New Visions requirement	Attach a copy of “ <b>A Day in the Life of... a student at your school</b> ” This is a description of a student's typical day at your school and should include indicators of: the course of study, pupil support, relationships between adults and students, involvement of families and partners, and other aspects of the school program such as (literacy support, extra-curricular opportunities, assessment practices etc.)
		<b>FINAL NEW SCHOOL APPLICATION</b>
	<b>Application Submission Information</b> 	<p><i>Follow Directions outlined below for STAGE 2</i></p> <ul style="list-style-type: none"> <li>Submit 15 copies of the Application Portfolio to New Visions (3 hole punched) and E-mail one completed copy as ONE ATTACHMENT to Gloria Rakovic: <a href="mailto:GRakovic@NewVisions.org">GRakovic@NewVisions.org</a></li> <li>Hard copies must be delivered to New Visions by <b>12 noon on Friday - November 16th, 2007.</b></li> <li>The FINAL Application Portfolio is also due to Office of Portfolio Development on <b>November 28, 2007</b> <a href="mailto:newschoolsteam@schools.nyc.gov">newschoolsteam@schools.nyc.gov</a> with a revised e-mail copy to New Visions as well at this time.</li> </ul>
<b>25 PAGE TOTAL (Excluding New Visions Requirements)</b>	<b>STAGE 2</b>	<p><b>STAGE 2:</b></p> <p><b>THE APPLICATION PORTFOLIO, DUE TO NEW VISIONS NOVEMBER 16, 2007</b>  <b>THE APPLICATION PORTFOLIO, DUE TO OPD NOVEMBER 28, 2007 BY 12 NOON.</b></p> <p>The New School Application is a portfolio of documents that form the core of a school's vision. Each document is an authentic component toward building a school, and taken together they will be used to assess the viability of the plan. The portfolio is a window into the school's design and is not intended to be a comprehensive blueprint.</p> <p>View each document as part of the whole. <i>Please adhere to the 30 page limit for Part</i></p>

		<p><b>A &amp; Part B (excluding resumes).</b> Being succinct is critical for the audiences of each component of the application. Each part of the portfolio will demonstrate the team’s capacity to execute the school’s mission.</p> <p>The Office of Portfolio Development will evaluate new school applications using research-based evidence of the following <i>Elements of Effective Schools</i>:</p> <ol style="list-style-type: none"> <li>1. Strong leadership and a mission that teachers, administrators, and students know and support.</li> <li>2. A structure, including elements such as reduced teacher load that ensures that students will be known well by their teachers and other school staff.</li> <li>3. A small team of qualified teachers responsible for a manageable number of students for at least a full school year that has the autonomy necessary to determine what students learn and how and what they need to make regular progress towards graduation.</li> <li>4. High expectations for all students and a standards-based, academically rigorous curriculum that connects what students learn with college and career goals.</li> <li>5. Performance-based assessments for students and teachers and a culture of continuous improvement and accountability for student success.</li> <li>6. A structure that fosters the development of authentic, sustained, caring, and respectful relationships between teachers and students and among staff members. Advisories of 10-15 students are one strategy to achieve this goal.</li> <li>7. A school schedule that includes longer instructional blocks that promote interdisciplinary work, teacher collaboration, and reduced student loads. This schedule should be coupled with collaborative team planning and professional development time within the regular school schedule so that teachers can form a professional community.</li> <li>8. A well-defined plan to service the learning needs of the full range of students in the community, including special education students and English Language Learners.</li> <li>9. Connections between what students learn in school to their lives and communities through internships, mentoring experiences, and service learning opportunities.</li> <li>10. Partnerships with students, parents, and community organizations and institutions as key collaborators and stakeholders.</li> </ol>
		<p>(Data referent)</p> <p><b>See attached data table</b> at the end of this document. Use the information to respond to appropriate sections of the application that follow. The table reflects a sample of the students who might attend the new school. The data set is selected from previous school year reports. Use these sample data to inform the new school application.</p>
	<b>PART A</b>	<p><b>PART A: APPLICANT INFORMATION</b></p> <ol style="list-style-type: none"> <li>1. Name of Proposed School</li> <li>2. Desired Location of Proposed School (Please note that schools are located where there is capacity and demonstrated educational need. The first priority is to replace schools selected to close due to historical under-performance. New school</li> </ol>

		<p>applications that reflect the intersection of capacity and need will be prioritized.)</p> <p>3. Name of Proposed School Leader</p> <ul style="list-style-type: none"> <li>▪ Mailing address</li> <li>▪ Telephone number(s) – specify work, home, cell</li> <li>▪ Facsimile number</li> <li>▪ E-mail address</li> <li>▪ Leadership Program (if applicable, ex. New Leaders for New Schools, NYC Leadership Academy, etc.)</li> </ul> <p>4. Name of Intermediary Organization/Lead Partner, if applicable</p> <ul style="list-style-type: none"> <li>▪ Mailing address</li> <li>▪ Contact person</li> <li>▪ Telephone number(s) of contact person</li> <li>▪ E-mail address of contact person</li> </ul> <p>5. Proposed grade level(s) to be served in the first year</p> <p>6. Proposed grade levels to be served at scale (full capacity)</p> <p>7. List members of the planning team. Include their affiliations and/or potential roles at the school. The planning team should include teachers, parents, students, intermediary representatives (if applicable), community-based partner representative (if applicable) and the designated leadership.</p> <p>8. School theme. Check one (if applicable):</p> <table border="0"> <tr> <td><input type="checkbox"/> Architecture &amp; Urban Planning</td> <td><input type="checkbox"/> Business, Finance, &amp; Entrepreneurship</td> </tr> <tr> <td><input type="checkbox"/> Health &amp; Medicine</td> <td><input type="checkbox"/> Humanities &amp; Classical Studies</td> </tr> <tr> <td><input type="checkbox"/> Literature, Writing, &amp; Communication</td> <td><input type="checkbox"/> Multicultural/Multilingual Education</td> </tr> <tr> <td><input type="checkbox"/> Performing &amp; Visual Arts</td> <td><input type="checkbox"/> Science, Math, &amp; Technology</td> </tr> <tr> <td><input type="checkbox"/> Service, Leadership, Law &amp; Justice</td> <td><input type="checkbox"/> Other:</td> </tr> </table>	<input type="checkbox"/> Architecture & Urban Planning	<input type="checkbox"/> Business, Finance, & Entrepreneurship	<input type="checkbox"/> Health & Medicine	<input type="checkbox"/> Humanities & Classical Studies	<input type="checkbox"/> Literature, Writing, & Communication	<input type="checkbox"/> Multicultural/Multilingual Education	<input type="checkbox"/> Performing & Visual Arts	<input type="checkbox"/> Science, Math, & Technology	<input type="checkbox"/> Service, Leadership, Law & Justice	<input type="checkbox"/> Other:
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<input type="checkbox"/> Service, Leadership, Law & Justice	<input type="checkbox"/> Other:											
	<b>PART B</b>	<p><b>PART B: VISION &amp; VALUES</b></p> <p>1. <b>Introduce the application portfolio with a one page cover letter that sets the documents in context and frames the <u>school's vision</u>. A possible way to frame the introduction is to address these questions:</b></p> <ul style="list-style-type: none"> <li>▪ What are your school's <u>core values</u>?</li> <li>▪ How are these values reflected in the elements of this portfolio?</li> <li>▪ How have these values been reflected in the team's process of developing this new school proposal?</li> </ul>										
		<p>2. <b>The second set of documents orients prospective students and their families to the <u>vision and values of the new school</u>. These include:</b></p> <p>a. <b>School Directory Page.</b> As a component of the school admissions process, complete the attached page – labeled as Attachment 2A (page 16). 'In Your Own Words' presents an opportunity to explain the key features of this school to parents and students – it must be <u>only one paragraph</u>, free of educational jargon. The other parts of the page provide a snapshot of the school program in its first year.</p>										

	<p><b>New Visions Requirement</b></p>	<p>b. <b>Introductory letter.</b> A welcome <u>letter to parents and accepted students</u> can include <u>the vision of the school</u> as well as how this will become reality. It should include discussion of the <u>specific role of Intermediary or community based partner</u>. If necessary, this letter should specifically welcome the target student population your school is designed to serve (for example, English language learners.)</p> <p>c. <b>Sample outreach.</b> <u>An example of how you will attract students</u> to your new school. Please note that all work in this application should reflect your understanding of the students in your school, including under-prepared and low-performing students. At full capacity, new schools may also serve 15% students entitled to special education services and 20% English language learners.</p> <p>As you recruit students and parents, communicate your vision and describe the new culture in one sample outreach material you might provide: a brochure to distribute at recruitment fairs, talking points at a Community Education Council meeting, a 3 minute DVD that shows the daily life of a student in the school, etc.</p> <p><b>N.B. NEW VISIONS requires all New Century High Schools to have a limited unscreened admissions policy.</b></p>
		<p><b>3. The third set of documents orients students and their families to the culture of the school. These include:</b></p> <p>a. The <u>introduction to the student handbook</u> that frames the culture of your school</p> <p>b. A sample document that will explain the <u>rules and consequences for students</u> – or a portion of the rules</p> <p>c. A sample of a <u>student’s weekly and daily schedule</u></p> <p>d. An explanation - written for students - of the <u>performance expectations (qualitative and quantitative) for students graduating from the school</u>, beyond the state mandated examinations</p>
		<p><b>4. The fourth set of documents orients teachers to the Curriculum and Instruction model, and includes the following:</b></p> <p>a. <b>Curriculum Scope and Sequence:</b> Show the scope and sequence of subject courses that defines the curriculum <u>across all the grades the school</u> will serve at full capacity. Present this <u>in chart form by course title only</u>. Include courses that highlight the unique theme and mission of the school. It is not necessary to describe the courses.</p> <p>b. <b>Curriculum Map:</b> Identify one subject or course area and briefly describe the curriculum scope and sequence for each grade level of the school at full capacity. Pick the subject area which is central to the theme of the school. For each year, include a 2-3 sentence description of critical components of the curriculum and indicate briefly what the students will know and be able to do at the end of each year. This curriculum map may include, but is not limited to: Essential Questions, Skills and Content Knowledge, Major Projects. This should be presented in the form of a chart.</p> <p>c. <b>Sample Unit and Lesson Plan:</b> Provide a sample unit and a sample daily lesson plan from the first year curriculum described in the Curriculum Map</p>

		<p>above. The sample unit and lesson plan should represent the kind of teaching and learning you would like to see in the school. Be explicit in the unit and lesson plan as to what supports will be provided for students entitled to special education services, English language learners and/or students who scored Level 1 or 2 on promotional tests. For schools proposing grades 6-12 at full capacity, include a sample unit and lesson plan from both the 6<sup>th</sup> and 9<sup>th</sup> grades.</p> <p>d. <b>Second Sample Unit and Lesson Plan:</b> Provide a second sample unit and a lesson or project plan from another subject area in the same year described above. This second sample should demonstrate how literacy or numeracy is taught across the curriculum. Be explicit in the unit and lesson plan as to what supports will be provided for students entitled to special education services, English language learners and/or students who scored Level 1 or 2 on promotional tests. For schools proposing grades 6-12 at full capacity, include a second sample unit and lesson plan from both the 6<sup>th</sup> and 9<sup>th</sup> grades.</p> <p>e. <b>Assessment:</b> Design an assessment (major project, test, performance, etc) and a rubric that will show students' level of mastery on the task described in the Sample Unit (c) above. The assessment should be reflective of the kind of task that is central to the theme or approach to learning in the school. Be explicit as to how the assessment may be modified to measure the progress of students entitled to special education services, English language learners and/or students who scored Level 1 or 2 on promotional tests.</p> <p>f. <b>Professional Development:</b> Design a professional development session that enables teachers to become better skilled at implementing the kind of lesson and teaching strategies described in the Sample Unit (c) above.</p>
		<p><b>5. The fifth set of documents focus on the school's vision and values with regard to teacher performance:</b></p> <p>a. <b>Hiring Criteria:</b> Write a job description for a teacher in the school and the criteria that a fully qualified candidate should meet</p> <p>b. <b>Weekly Teacher Schedule:</b> Provide a sample for any one subject area teacher</p> <p>c. <b>Professional Development Plans:</b> Prioritize <i>two</i> topics for professional development during the summer and first year for teachers in the new school. For each, provide a sample of a professional development lesson plan that is in-house and designed by the instructional leader. Topics may include, but are <u>not</u> limited to:</p> <ul style="list-style-type: none"> <li>▪ Developing curriculum</li> <li>▪ Developing school culture</li> <li>▪ Serving the needs of low-performing students, students entitled to special education services, English language learners</li> <li>▪ Using data to build a culture of continuous learning</li> <li>▪ Rules, regulations, and discipline code</li> <li>▪ Parent and community engagement</li> </ul> <p>d. <b>Using data to build a culture of continuous learning.</b> Using the sample data listed on page 6 of the OPD application (and attached at the end of this document):</p> <ul style="list-style-type: none"> <li>▪ How will you use this data as a diagnostic over the summer?</li> <li>▪ How will you work with teachers over the summer to enable them to make sense of the data? Design a professional development session for teachers using this data.</li> </ul>



		<p><b>6. The sixth set of documents describes the leadership and accountability systems of the school:</b></p> <p>a. <b>Accountability:</b> Describe one or two systems the school will put in place to evaluate results from periodic and formative assessments, and to approach the Quality Review benchmarks, as well as parent, teacher, and student satisfaction surveys.</p> <p>b. <b>Governance:</b> Beyond the mandated School Leadership Team and Parent Association, what is one critical committee you plan to create in the school's first year? Who will be on this committee? How will the committee members be selected? What decisions will members have the authority to make? Explain your choice in <u>one page</u>.</p> <p>c. <b>Budget &amp; Staffing Plan:</b> Using the budget model provided in Appendix 6C (page 16 of the OPD application and attached herein), show the school's first year staffing plan, including teachers and educational support staff. Provide license requirements and roles for each of the staff members you provide in your plan. <u>In one paragraph</u> explain how your staffing plan reflects your educational priorities.</p> <p>d. <b>Staff Handbook:</b> When the school is at full capacity, you may choose to develop a handbook for staff, parents, and community partners that describes the governance structure of the school. <u>Write an extract (one page)</u> from such a handbook that explains one critical aspect of the governance structure of the school.</p>
	<b>PART C</b>	<p><b>PART C: EVIDENCE OF CAPACITY</b></p> <p><b>Please submit the resumes and partnership agreements to the fullest extent possible.</b></p> <p>1. Planning Team Capacity: Write a <u>one page overview</u> of the strengths of the planning team that serves as an introduction to the resumes. Provide a resume for each member of the planning team, including his/her educational and employment history. The resume and/or cover letter should describe the leadership capacity of the key personnel, including <i>evidence of expertise and a strong track record</i> in the following areas:</p> <p>a. Instructional leadership, including</p> <ul style="list-style-type: none"> <li>▪ Organizing toward high student achievement</li> <li>▪ Professional development</li> <li>▪ Curriculum development</li> <li>▪ Youth development</li> </ul> <p>b. Urban school development and operation</p> <p>c. Parent and community engagement</p> <p>d. Financial management</p> <p>e. Creation of strategic partnerships</p> <p>2. Institutional Partnerships:</p> <p>a. If the proposed school anticipates partnering with an outside entity (i.e. an intermediary and/or community-based organization), provide evidence of the organization's track record in terms of a. – g. above.</p> <p>b. Describe the role that the partner(s) would play in the school's educational plan and operation.</p> <p>3. Leadership Capacity</p>

		<p>a. Attach a copy of the proposed leader's SAS or SDA certificate or proof of enrollment in a New York State certification program, indicating license date.</p> <p>b. Attach the names, positions and contact information of three potential references who will testify to the integrity and leadership qualities of the proposed school leader.</p>
	<b>PART D</b>	<p><b>PART D: CONNECTION TO COMMUNITY</b></p> <p><b>Provide letters of commitment from institutional and/or community based partners that will support the school.</b> These letters must be on <b>official letterhead</b> and should explain the specific roles of each partner in the school. Fiduciary and governance structures should also be explained.</p>
1-2 PAGES	<p><b>PART E</b></p> <p><b>New Visions Requirement</b></p>	<p><b>PART E NEW VISIONS REQUIREMENTS</b></p> <p><b>Partnership Agreement (Memorandum of Understanding) :</b> Provide a description of explicit understandings about the nature of the partnership between the school and the lead partner including:</p> <ol style="list-style-type: none"> <li>1. Overall role of partner within the school community (examples may include curriculum development, professional development, extended learning opportunities, parent and youth engagement)</li> <li>2. Description of how the CEO and school leader will communicate with each other as well as the frequency of direct contact around issues of programming, finances and personnel issues among others.</li> <li>3. Nature and frequency of the communication process that will be implemented to support the work of the partner liaison and practitioners in the school.</li> <li>4. Areas of joint responsibility and school decision-making in which the partner will be involved and accountable. Describe how differences will be handled when partner and school disagree regarding aspects of school program and operations.</li> <li>5. Collaborative discussion and consultation regarding all aspects of staffing at the school including the selection and oversight partner liaison.</li> <li>6. Participation of the partner in ongoing examination and use of data to improve decision-making and student achievement.</li> <li>7. Demonstrated integration and application of the 10 Principles of Effective Schools in the work of the partnership.</li> <li>8. Description of the infrastructure and planning process that will be put in place to allow collaborative grants management, financial and programmatic sustainability of the partnership work with the school. and</li> <li>9. Statement indicating that school team has read and reviewed the New York City school support options and that it is its intention after, weighing the merits of all options, to enter the New Visions Partner Support Organization.</li> </ol> <p><b>This Partnership Agreement (MOU) is to be dated and co-signed by both the Lead Partner and School Leader.</b></p>
	<b>New Visions Requirement</b>	<p>Create a <b>College Preparation Plan</b> (one page, in chart form) that indicates how the school will ensure that each graduate is prepared to succeed in a post-secondary academic setting. This document should serve as a tool to guide advisors, guidance counselors, mentors, teachers, parents and other adults responsible for preparing students to meet the rigorous academic expectations of college. For each grade level at the school (at full capacity), identify the following:</p> <ul style="list-style-type: none"> <li>• What are the college readiness related <b>skills</b> students should acquire and staff should be teaching each year? (E.g. All 9<sup>th</sup> graders at High School X will</li> </ul>

		<p>understand the relationship between <b>developing</b> study skills and success in college.)</p> <ul style="list-style-type: none"> <li>• What specific <b>experiences, activities, or programs</b> will be offered to support students meeting the above goals? (E .g. All 9<sup>th</sup> grade advisors will collaborate to design and implement at 6 week unit on study skills for 9<sup>th</sup> grade Advisory.)</li> <li>• What <b>assessments</b> (projects, products, exhibitions) will be used to measure student progress toward acquisition of college related skills?</li> </ul> <p>Be explicit about what supports will be provided for students entitled to special education services, English language learners, and/or students who scored Level 1 or 2 on promotional tests.</p>
	<b>New Visions Requirement</b>	<b>Submit the New Visions Budget for a 4 year grant (do not include in OPD submission)</b>
	<b>New Visions Requirement</b>	<b>Three letters of reference for school leader</b> from previous supervisors (2) and one other source that addresses the capacity of the team leader to take on the role of the school principal.
	<b>STAGE 3</b>	<p><b>STAGE 3: The INTERVIEW, WEEK OF DECEMBER 10-14, 2007</b></p> <p>Planning teams with the most developed applications will be invited to interview with representatives of the New City Department of Education during the week of December 10-14, 2007. Separate notification and explanation of the interview format will be sent.</p>
Completed	<b>New Visions Requirement</b>	<p><b>Other Requirements:</b></p> <p><b>Team Leader interview</b> at New Visions should be completed by the submission of Executive Summary in early October.</p>
<i>Completed</i>	<b>New Visions Requirement</b>	<b>Attendance at New Visions and OPD professional development sessions</b> is REQUIRED of all planning team members. A major criterion for awarding New Century grants is team capacity to carry out the necessary preparation and implementation of successful school designs.
	<b>New Visions Requirement</b>	<b>Application adherence to school design 10 Principles of Effective Schools (See Attached)</b>

## SIGNATURES

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I certify that the work in this application portfolio is the collaborative work of the planning team for \_\_\_\_\_

Name of School

Attach this page to the original application portfolio and submit to the Office of New Schools by **5pm on November 28, 2007**

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Print/Type Name of Proposed School Leader  
Date

Signature

---

Print/Type Name of Intermediary Organization Executive Director  
Date

Signature

---

Print/Type Name of Leadership Program Advisor who will certify that Principal Candidate will meet all license requirements by July 1, 2008 **OR** Attach copy of SDA/SAS certification

**ATTACHMENT****New Visions Planning Team Signature Sheet – submit with Executive Summary****SIGNATURE SHEET****SCHOOL:** \_\_\_\_\_

Type in all the names of planning team members who have been active members and collaborated on the development of the school proposal. Planning Team Roles include: educators, partners, students, team leader, parents, and other stakeholders.

---

Name	Planning Team Role	Present Job Function and site	Signature	E-Mail/ Phone
Alejandro Velez	Proposed School Leader	Assistant Principal, HS of Culinary Arts	ALEJANDRO VELEZ	E-Mail Phone
Marina Williams	Lead Partner	CEO, International Mediation Association	Marina Williams	E-Mail Phone
				E-Mail Phone
				E-Mail Phone
				E-Mail Phone
				E-Mail Phone
				E-Mail Phone
				E-Mail Phone

				E-Mail
				Phone

# Portfolio Application Attachments

## Attachment: Data Chart

As part of *Children First*, new schools created in 2008 are designed specifically to meet the needs of under-served communities. Applications should clearly state how all students, including those who are performing below grade level, students entitled to special education services, and English language learners will be successful in this new school design. The following data is a potential snapshot of the partial incoming class – applicants are advised to specifically refer to this data while designing their new school.

The following hypothetical data table reflects a sample of the students who might attend the new school. The data set is selected from previous school year reports. Use this sample data to inform the new school application.

Student ID	Sex	ELL	SETSS	SC or CTT	Title 1 Eligible	Days Absent	ELA Score	Math Score
1	M	Y			Y	15	1	1
2	M					0	3	2
3	M	Y	Y		Y	7	2	1
4	M					16	2	1
5	M				Y	33	2	1
6	M					1	1	2
7	M				Y	8	2	2
8	M					7	2	1
9	F		Y			8	2	2
10	F				Y	28	4	4
11	F				Y	4	1	1
12	M					14	2	2
13	M				Y	0	4	3
14	M					10	1	2
15	F					49	2	3
16	F			Y	Y	2	2	1
17	F				Y	20	2	3
18	F				Y	15	3	2
19	F			Y	Y	2	1	2
20	F				Y	16	2	2
21	F				Y	22	3	4
22	M					19	1	2
23	M				Y	4	2	1
24	F	Y			Y	0	1	1
25	F				Y	12	2	2
26	M				Y	17	2	2
27	M				Y	20	2	3
28	M				Y	0	3	2
29	M			Y		9	2	1
30	F	Y			Y	14	1	2



ATTACHMENT 2A: SCHOOL DIRECTORY PAGE	
<p align="center"><b>Important Admissions Information</b></p> <p><b>Eligibility: (Choose One)</b></p> <p><input type="checkbox"/> Limited Unscreened: Priority to students who attend an information session, then to all New York City Residents</p> <p><input type="checkbox"/> Other:</p>	<p align="center"><b>School Overview</b></p> <p><b>In Their Own Words:</b> (500 Characters Maximum)</p>
<p><b>Special Education Services</b> (Check all the apply):</p> <p><input checked="" type="checkbox"/> SETTS</p> <p><input type="checkbox"/> Self-contained</p> <p><input type="checkbox"/> Collaborative Team Teaching</p> <p><input type="checkbox"/> Special Class for Hearing Impaired</p>	<p><b>Partnerships</b></p> <ul style="list-style-type: none"> <li>▪ Intermediary:</li> <li>▪ Community-based Organizations:</li> <li>▪ Hospital Outreach:</li> <li>▪ Cultural/Arts Organizations:</li> <li>▪ Not-For-Profit:</li> <li>▪ Corporate:</li> <li>▪ Financial Institutions:</li> <li>▪ Other:</li> </ul>
<p><b>ELL Programs</b> (Check all that apply):</p> <p><input checked="" type="checkbox"/> ESL</p> <p><input type="checkbox"/> Bilingual Programs:</p> <p><input type="checkbox"/> Dual Language Programs:</p>	<p><b>Courses &amp; Program Highlights</b></p> <p>Programs:</p> <p>Languages:</p> <p>Advanced Placement Courses:</p>
<p><b>Enrollment:</b></p> <p>Total Students per grade:</p> <p>Grades Served in 2008-2009:</p> <p>Grades Served at Scale:</p>	<p><b>Extracurricular Activities:</b></p> <p>Leadership &amp; Support:</p> <p>Academic:</p> <p>Artistic:</p> <p>Clubs:</p> <p>School Sports:</p>

## ATTACHMENT 6C: STAFFING PLAN GUIDE

Use the following hypothetical numbers as a guide to create a staffing plan that will enable the school to execute its mission. Provide the specific license and role of the staff member in the school.

**Important:** These figures are provided only as a guide and should not create an expectation for the 2008 budget. The purpose of this application question is to create a staffing plan, and so this budget does not include start-up allocation, OTPS expenditures, etc. Official school budgets, released in the spring of 2008, will provide more specific allocations.

SALARY ASSUMPTIONS	
Please use the following in your budget	
Principal	\$107,000
School Secretary	\$43,300
Social Worker	\$65,000
Guidance Counselor	\$76,000
Teacher	\$55,000
½ Time F Status Teacher	\$27,500
Paraprofessional	\$33,500
School Aide	\$23,500

ALLOCATIONS: Use these hypothetical allocations to create school's first year staffing plan				
	9-12 beginning with 108 Students	6-12 beginning with 81 Students	6-12 beginning with 162 Students	6-8 beginning with 108 Students
Overall Allocation	\$615,000	\$615,000	\$837,000	\$615,000

NOTE:	
The Overall Allocation for the purposes of this application includes overhead and instructional allocations and can be used to fund any of the following positions: principal, secretary, guidance counselor, social worker, school aide, paraprofessional, and teacher. It is not necessary to provide budget for OTPS.	

## ATTACHMENT: PROFESSIONAL DEVELOPMENT CALENDAR

### INTRODUCTION

The New York City Department of Education (DOE) Office of Portfolio Development (OPD) is pleased to present the new school application process for opening DOE schools in September 2008. The development of excellent new small schools is a key component of the Department of Education's second term *Children First* reform agenda and an important strategy for focusing attention on the vision of the future through demonstrating what is possible in public education. The Office of Portfolio Development seeks to develop a diverse portfolio of new schools that incorporates knowledge from research and from expert practice about the critical elements of what makes an effective school.

Completing this application is a rigorous process that will require applicants to form planning teams, work together closely over time, and develop and revise a portfolio of documents. The documents that each planning team creates are meant to be ones that could be used in the new school and should reflect the planning team's fundamental beliefs about education.

To support the efforts of the planning team, the Office of Portfolio Development has designed a series of professional development workshops. These sessions will review all the major aspects of creating a school and provide technical assistance as applicants develop the most thoughtful and effective plans possible for starting a school. The calendar below is a tentative list of professional development workshops. Please check our website <http://schools.nyc.gov/NewSchools> to confirm workshop dates, times and locations.

The Application Process	Description
<b>Spring/Summer: Introductions, Coalition-Building, and Getting Started</b> <ul style="list-style-type: none"> <li>Open House for 2008 New Schools <i>Thursday April 26</i></li> <li>Information Sessions <i>May 10 – charter schools</i> <i>May 17 – transfer schools</i> <i>May 24 – ELL focused schools</i> <i>May 31 – CTE focused schools</i></li> <li>Summer Professional Development Workshops : <i>July 10, 12, 17, 19</i></li> </ul>	<p>Individuals, including potential principal and teachers, intermediaries, community based organizations, and other groups interested in developing new schools come together to share ideas and explore possible collaborations.</p> <p>New school development workshops on curriculum &amp; assessment design, school culture &amp; personalization, differentiated instruction and staffing and scheduling. Times and location TBD – see website for details: <a href="http://schools.nyc.gov/NewSchools">http://schools.nyc.gov/NewSchools</a></p>
<b>Fall: Professional Development, Executive Summary and Final Application Submissions</b> <ul style="list-style-type: none"> <li>Fall Open House <i>Wednesday September 26</i></li> <li>Executive Summary due <i>October 19, 2007</i></li> <li>Professional Development Workshops <i>October 3, 10, 17, 27 November 7, 14 December 5</i></li> <li>Final New School Application due <i>November 28, 2007</i></li> </ul>	<p>Professional development workshops will support planning teams as they work on the core issues of school creation, ranging from curriculum and assessment to graduation criteria, school culture to hiring. All teams are encouraged to attend. See website for details: <a href="http://schools.nyc.gov/NewSchools">http://schools.nyc.gov/NewSchools</a></p> <p>The executive summary and final application should draw from these sessions.</p>

## Department of Education 2008 New School Application Deadlines

There are three distinct stages to the 2008 new school application process:

- Stage 1     *Executive Summary.* This first step is a short but critical step in the application process. The Executive Summary will include biographical information, a vision statement, and resumes of planning team members. This must be emailed to: [jcohen30@schools.nyc.gov](mailto:jcohen30@schools.nyc.gov) by October 19, 2007 .
- Stage 2     *Final Application Portfolio.* Based on the “Elements of Effective Schools” (listed herein), application proposals should reflect the essence of what each planning team believes will lead to the development of a successful school.  
Email completed Application Portfolio to: [jcohen30@schools.nyc.gov](mailto:jcohen30@schools.nyc.gov) by Wednesday November 28, 2007 .
- Stage 3     *Interviews* will be conducted during the week of December 10-14, 2007. Teams with the most developed application portfolios will be invited to interview with a panel assembled by the Office of Portfolio Development. The interview will provide the planning team with an opportunity to answer questions about the application and demonstrate its quality.

Chancellor approval of new schools opening in September 2008 will take place in late January 2008.

For leaders of approved schools, the New York City Leadership Academy sponsors the *New School Intensive* from February through August 2008, and then through the first year of the school’s implementation.

## ATTACHMENT A

All new school applications will be reviewed and assessed based on the New Visions Ten Principles of Effective Schools as well as the Department of Education criteria.

### *New Visions for Public Schools*

## The Ten Principles of Effective School Design

### **1 Rigorous Instructional Program**

that enables every student to master challenging content, skills and learning strategies and meet or exceed state standards through in-depth courses of study and inquiry-based teaching and learning relevant to the concerns of adolescents and based on individual learning needs.

### **2 Personalized Relationships**

characterized by staff knowledge about each student's social and family conditions, strengths, aspirations and needs and by each student enjoying a close continuous relationship with one or more adults in the school community. Each student should have at least one adult who helps coordinate the support needed by the student throughout the high school years to prepare for higher education, employment or other productive postsecondary plans.

### **3 Clear Focus and Expectations**

through a school culture focused on high expectations for both students and staff, a shared vision of teaching and learning, a clear and articulated mission and curriculum, and the other common values and commitment of the entire school community to ensure success for every student.

### **4 Instructional Leadership**

characterized by a school-wide focus on student achievement; support for the improvement and enhancement of the school culture, teaching, and learning; and effective collaboration among school leaders, teachers, parents, students and partners in the community. The school leader(s) must demonstrate and build among the school community an unwavering commitment to fulfilling the shared vision of the school.

### **5 School-based Professional Development and Collaboration**

through teacher-driven opportunities for continuous assessment, reflection and improvement of teaching and learning by the entire school community. Professional development that will yield ongoing improvements in student learning is results-driven, standards-based and embedded in the daily work of the school.

## **6 Meaningful Continuous Assessment of Student Learning**

by both teachers and students through a variety of opportunities, including diagnostic and mandated tests, for students to demonstrate that they have met standards and can apply their learning. Teachers use assessments as diagnostic tools to identify student needs and improve instruction.

## **7 Partnerships with Community Organizations**

and/or other Organizations that are actively involved in the process of planning, operating and supporting the school. These partnerships should be integrated into the school and should be based on the strengths and capacity of the partnering organizations to enhance and support the teaching and learning environment and offer support services and opportunities to students, their families and the school community.

## **8 Family/Caregiver Engagement and Involvement**

in the design of the school and its educational program, including school governance. Parents, families and other caregivers must be welcomed as full partners in school decisions that affect children and families through regular, two-way, meaningful communication and the development of extended learning opportunities that foster active parent participation in student learning, in and out of school.

## **9 Student Participation and Youth Development**

characterized by the influence of “student voice” in classroom teaching and learning, the engagement of students in their own learning, and significant student responsibility in the operation and governance of the school.

**10 Effective Uses of Technology and Information Resources,** including print, visual, and audio materials and tools for use by students and teachers in teaching and learning, equitable access to electronic resources, articulated instruction in information literacy skills, and technology as a subject of study.

Sample  
Cover Sheet



New York City Department of Education

## **NEW SCHOOL Executive Summary**



**New Century High School Grant Applicant**

### ***BROOKLYN ACADEMY FOR INTERNATIONAL STUDIES Grades 9-12***

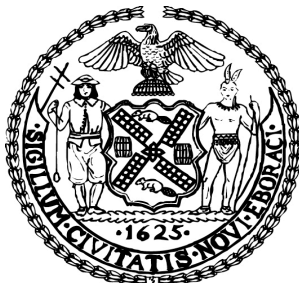
**October 9, 2007**

Team Leader: Robert Palermo  
Contact Information:  
18 Charring Avenue  
Brooklyn, New York 11232  
Tel: 718 643-8907  
Cell: 917 432-8443  
E-Mail [RPalerm@nycboe.net](mailto:RPalerm@nycboe.net)



*Sample  
Cover Sheet*

**ATTACHMENT: Sample Cover FINAL PROPOSAL**



**New York City Department of Education**

## **NEW SCHOOL FINAL APPLICATION 2008**



**New Century High School Grant Application**

### ***BROOKLYN ACADEMY FOR INTERNATIONAL STUDIES Grades 9-12***

**November 19, 2008**

Team Leader: Robert Palermo  
Contact Information:  
18 Charring Avenue  
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Tel: 718 643-8907  
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