

New Visions for Public Schools
New Century High Schools Initiative

New School Development and Coaches Handbook

2006-2007



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New Visions for Public Schools
October 2007

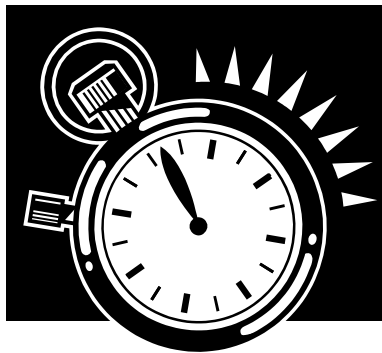
Coaching Handbook

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Coaching Responsibilities



Coaching Responsibilities



2006-2007

**Planning Team Preparation
for New School
Development**

*New Century High Schools
Initiative*

New Visions for Public Schools

Gr 10/06

Stage 2: Coaching Framework and Expectations (October-January 2007)

The NCHSI Planning Team Coach

The coach helps guide, support, facilitate and encourage the Planning Team through the school design process. As with all good coaches, the coach is on the sidelines and does not play in the game. A coach acts as a mentor and guides the team towards the resources it may require to produce a high quality new school application.

Coach's Responsibilities

The *coach's work* with the teams should focus on: expanding each team member's knowledge base of small school design; supporting a model of distributive leadership; steering team members toward text and other resources on small schools; guiding teams, where possible, through an analysis and debriefing of a small school visit; making recommendations on how to use the planning grant; and ensuring professional development connections with personnel from New Visions, the DOE, and the region if appropriate. Coaches are expected to attend all professional development sessions to follow-up and capitalize on the themes and topics presented. The scope of activities for coaching is obviously not limited to those outlined here, and coaches will be expected to customize assistance based on the specific needs of their planning teams.

Coaching Responsibilities for Teams with approved Executive Summaries

Coaching Schedule

Set up an individual meeting immediately with the planning team to whom you have been assigned as a coach. Meeting space is available for teams on Thursday afternoons from 2:30-8:00pm. Coaches are expected to meet with teams at least once a week. You and your team(s) may also wish to meet in a team member's home, a restaurant, or at the lead partner's agency among other locations. On a routine basis, provide your coaching schedule to Ashley if you intend to use New Visions as a meeting place. She will maintain the *master schedule of all coaching sessions*. To the extent possible, it is important that she know when and where these sessions are taking place, as other collaborating coaches may wish to sit in to strengthen their knowledge of various planning teams' capacity to create and implement viable school designs.

First Steps in Coach-Team Orientation

At your first meeting with the team, share information about the role you will play as the team's coach over the next three months. Give a brief background of your

involvement in small school work. *Orient the team to the expectations they may have of you* and how often you will be communicating with them and the team leader. Exchange contact numbers and E-mail addresses (We will have a contact sheet available immediately, which may or may not have the complete team information). Decide who the contact person for the team will be and how communication will occur between the two of you. Inquire about the team's overall plan and timeline for the creation of the written application and executive summary, and have them reflect on their capacity and knowledge base to address application components. We strongly advise you to Design Backwards in developing a timeline for the submission of the Executive Summary to New Visions on October 17th and the DOE on October 27th, and the full application to New Visions on November 20th and the DOE on December 1st.

Executive summary Review

Provide detailed feedback from your and that of the New Visions panel's reading of the executive summary about the merits of the assigned planning team's executive summary. The *confidentiality* of statements made by individual reviewers is to be strictly preserved.

Processing, Best Practices, Analysis of Executive summary

During the coaching sessions, it is important to *model effective processing skills and appropriate best practices techniques*. For example, at the executive summary feedback session on October 23-24th, a protocol can be employed to ascertain each team member's self-analysis of the strengths of the paper as well as the areas for development. At the outset of the session, the coach may set a protocol for the procedure, analysis and reflection of the task for the session. Through this activity, the coach can reinforce the team's self-perceived areas of strength and align these with the coach's own analysis of strengths and concerns. The outcome of using such a protocol would be the impetus for a discussion on how best to proceed with the preparation for and writing of the new school application.

Designing Backwards

Designing the executive summary and application work backwards is a critical approach in helping planning teams meet all deadlines. Developing a plan for the submission of a comprehensive implementation application should be one of the first orders of business for each team during this second stage. The Executive Summary is due to New Visions no later than 12:00 noon on October 17th and the final application is due at 10:00am on November 20th. Coaches should help to keep these dates in the forefront of all planning team efforts. Coaches will be responsible for assisting teams in assessing progress from week to week.

The temptation by planning teams will be great to enlist the skills and talents of the coach in the actual writing of the proposal, but coaches must resist this temptation. Should an application not be approved a coach can easily be faulted by a team for not getting their school approved.

Examples of Quality Applications

Plan a session with the team to review and analyze approaches used in one or two of the successful Bronx or Brooklyn New Century High Schools implementation

applications that were developed last year. Use these *applications as samples but not necessarily exemplars* to share the quality of thought and preparation that are required to meet the standards for excellent papers and education designs. Develop a protocol for individual team members to identify the areas of the reviewed application that they believe have merit as well as those that they have questions about. Ask team members to discuss how the examination of an approved application has implications for the work ahead.

Application Rubric

New Visions staff are in the process of revising the rubric for assessing the final draft of the small school implementation applications. The DOE has distributed a rubric of its own and coaches should familiarize teams with that rubric as a first step. The NVPS rubric will be available shortly for the Executive Summary and the application should be used by the teams as a planning tool to write the implementation application. Conversations regarding the assessment of student work can be aligned to the use of rubrics as an evaluation instrument.

Coaching Contact

Full year Coaches have been contracted for up to 35 days @ 7 hours per day of work with their teams from October through June 30th and up to an additional 17 days in the next year's budget. Short term coaches will work up to an estimated 20 days through October – January period. A core responsibility of each coach will be to communicate with his or her assigned teams weekly. Some of the coaching may occur through telephone and E-mail dialogues, but monitoring team progress at ongoing sessions is critical and required. It is the most powerful way for coaches to determine the developing capacity of each team member as they contribute to planning conversations and give voice to their ideas and points of view. (*See attachments: coaching schedule, coaching calendar, job description.*)

Building Team Capacity/Making connections

Coaches should stress the importance of the presence of a full complement of team representatives at planning meetings, and that team members are expected to participate in all professional development and coaching sessions. Their presence at these sessions is an indicator of collective team capacity, motivation and ability to meet the NCHS requirement regarding team formation (1 teacher, 1 parent, 1 administrator, 1 student, and 1 community based organization). Coaches may suggest expanding team membership to include others who possess expertise in areas that the team needs to develop. It is critical to have knowledgeable high school educators on the team. There may be some educators, parents, and CBO's who were attached to other teams in stage one of planning that were not awarded a grant and who might wish to continue on another team. They can be recruited. It is also important to note that planning team members may not necessarily be a part of the school when it opens. To the extent that they are the motivation to participate will be higher.

Training Needs Assessment Survey

Each team awarded a planning grant will have completed a needs assessment survey based on the topic headings of the rubric to be used to evaluate applications. The specific results of the survey will be available to coaches immediately to be used as

discussant tools during an initial session with their teams. The overall goals for a quality application include:

- 1) Evidence of academic rigor
- 2) Partnership capacity
- 3) Lead educator capacity
- 4) Planning Team capacity
- 5) Meeting all the standards of Application and Executive Summary
- 6) The overall school design concept

Application Interview and Presentation

One aspect of the application submission process, for which coaches may need to prepare their teams, is the presentation of the new school design they have developed. Teams will appear before a panel of reviewers during the week of December 11th. Coaching will include a preliminary mock presentation with other New Visions teams at which planning teams will demonstrate their capacity to articulate the vision for their school.

Dual Objectives of the Coaching Experience

One of the key outcomes of the coaching experience will be the creation of a small school design application. However, all coaching and professional development activities should provide processes, protocols, and strategies that support expanding the team's knowledge base about small schools while enhancing the capacity of individual team members to apply what they have learned in other venues. Special care should be taken during coaching sessions to engage in conversations about applying theory and practice in other aspects of teaching and learning.

Statements of Agreement

All planning grant awardees are required to sign a Planning Grant Agreement, which generally outlines how the recipients intend to spend their \$3,000. planning grant. In addition the school leader and partner will also sign a statement of understanding regarding their commitments to becoming a New Visions school. Throughout the coaching process revisit the agreement and make sure all team members are comfortable with its contents. All questions regarding fiscal procedures and grant guidelines should be directed to Carol Geron at New Visions.

Coaches' meetings

Each week on Wednesday, coaches will be expected to convene in an assigned place for a one hour meeting unless otherwise noted. The purpose of these meetings will be to keep the NVPS New School Development Team up to date on the progress of the planning teams. Coaches will have the opportunity to provide a detailed description of continuing needs, resources and strategies for building the capacity of the teams. At these meetings, coaches will be encouraged to share critical readings and other materials that promote school design and enhance the coaches' capacity as well. These meetings should model collaborative approaches used with planning teams.

If you would like to share an article or need duplication services please inform Ashley and she can be of assistance. Feel free to use duplication equipment at NVPS.

Small School Visits

Coaches will be responsible for setting up a small school visit for their planning teams if this would be helpful to them. We can provide you with detailed information about areas of expertise at particular schools. A Visit Protocol has been created and will be used by each planning team as a discussion tool. The team Coach is expected to lead one school visit to help teams prepare for and debrief that school visit.

Electronic Portfolio

Flash drives will be distributed to each Coach for the purpose of collecting important work developed by planning teams in the Fall of 2006. Parts of the application will be collected from the entire proposal and categorized for inclusion on the New Visions Knowledge Management platform. The flash drives will intermittently be forwarded to Ashley Friedman for uploading on the KBase.

During the Spring of 2007, all New Century High School Principals, partners and planning teams will be responsible for developing a series of discrete action steps leading to a successful opening of their schools next September. Working with their assigned New Visions coach, Principals will be responsible for creating a portfolio of practices that have been integrated into their “start-up” design and activities, which will become part of the NVPS Knowledge Management open source platform. These materials will be made available to succeeding small school developers and others engaged in the high school reform movement. Most important, the Theory of Action that each school implements will inform our work at New Visions in order to better support school leaders and other practitioners.

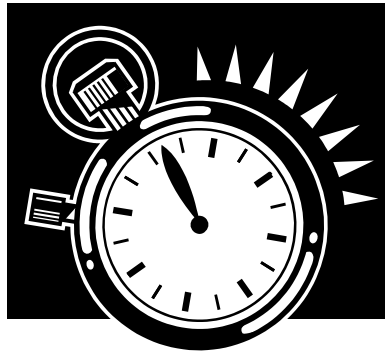
Professional Development

The New Visions New School Development Team is coordinating the professional development activities for planning teams throughout the year. Coaches will help to design and execute some of these sessions. Feedback should be forwarded to Gloria Rakovic regarding observed and team-identified training needs. These sessions will focus on engaging participants in developing a common vision of effective small schools; expanding the research base of participants; promoting leadership and efficacy of planning teams; modeling best practices; and fostering reflection and peer-assessment. Coaches will play a critical part in formulating and adjusting the professional development content and schedule. The desired end product is a written application of high quality and enhanced capacity to open a school.

Time Sheets

Time sheets should be submitted on a monthly basis using the required coaching form that delineates the nature of work with the team.

Coaching Contract and Job Description



New Century High School Coach for Planning Teams 2007 Job Description

8/16/06

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A Coach will be provided for each planning team awarded a planning grant starting in mid-October 2006. If the planning team's full proposal application is approved in early 2007, the coach will continue to provide support for the team during the spring and through the end of September 2007.

Coaches will be expected to guide their assigned team through the proposal submission process and all school start-up procedures should the team's application be approved by the Office for New Schools.

Core Duties and Responsibilities:

All duties and responsibilities are for the period covering October 2006 through September 30, 2007 (or the equivalent time). The coaching assignment is the equivalent of one full day per week and is carried out through a flex-schedule. Coaches will be responsible for:

- Meeting for a minimum of one 2-3 hour face-to-face session per week, to be scheduled directly with the school leader of the planning team. Team members and partners should also be included in this session to the extent possible.
- Holding an introductory conversation/analysis of planning team needs based on the team's Executive Summary and full proposal application to identify strengths and areas of concentrated work that may be required.
- Participating in key professional development and training activities for planning teams. These sessions will be provided by the NVPS LAB network and the Office of New Schools. They will for the most part occur on Wednesdays from 4:30-6:30PM. Coaching "warm-up" meetings will be held before each of these PD sessions (probably at Millennium High School) from October through the end of January. These sessions will be held on a weekly basis. An NVPS schedule will be created for the spring which will complement the sessions of the NSI.
- Attending "special" NVPS coaches coordination meetings to discuss overall team progress and analysis of capacity.
- Maintaining phone and/or e-mail contact with planning team on an as needed basis.

- Reviewing, editing, and giving written feedback of proposal on an as needed basis to the planning team.
- Participating on panels to award planning grant and final application for schools going forward.
- Collecting work products created by the project director and team which will be housed on the New Visions Knowledge management platform. Coaches will be given a portable storage device to house the team's work. These products will be entered on KBase by Ashley at NVPS. Work products are those authentic planning documents that will be used to implement critical aspects of each school's design. They include such artifacts as: (see electronic portfolio for comprehensive list.)
 - ⇒ Ten Day Summer Professional Development Institute
 - ⇒ Summer Bridge Program
 - ⇒ Year One Professional Development Plan
 - ⇒ Building Council Compact
 - ⇒ Campus Culture and Space Agreement

These materials will be developed as a required course of action for all planning teams prior to the opening of an NCHSI school. Copies will be uploaded by the New Visions program associate in the Demonstration LAB network.

Qualifications

The successful candidate for this position will:

- Have five to seven years experience leading, teaching, developing and providing staff development, technical support, and/or educational planning services in small secondary schools, preferably in the New York City secondary school system.
- Possess excellent written, oral, organizational, and personal skills.
- Have collaborative planning experience.
- Demonstrate knowledge of New York State and New York City education standards.
- Be knowledgeable about small school reform and emerging best practices in school design and implementation.

Attachment 1

Contract Work Scope

The Coach will work with a planning team that has been awarded a New Visions planning grant to work on a proposal for a new small high school to open in September 2007. The Coach is expected to guide their assigned team through the proposal submission process and all school start-up procedures should the team's application be approved by the Office for New Schools. Responsibilities will include but are not limited to:

- Meeting for a minimum of one 2-3 hour face-to-face session per week, to be scheduled directly with the school leader of the planning team. Team members and partners should also be included in this session to the extent possible.
- Holding an introductory conversation/analysis of planning team needs based on the team's Executive Summary and full proposal application to identify strengths and areas of concentrated work that may be required.
- Participating in key professional development and training activities for planning teams. These sessions will be provided by the NVPS LAB network and the Office of New Schools. They will for the most part occur on Wednesdays from 4:30-6:30PM. Coaching "warm-up" meetings will be held before each of these PD sessions (probably at Millennium High School) from October through the end of January. These sessions will be held on a weekly basis. An NVPS schedule will be created for the spring which will complement the sessions of the NSI.
- Attending "special" NVPS coordination meetings with other coaches to discuss overall team progress and analysis of capacity.
- Maintaining phone and/or e-mail contact with planning team on an as needed basis.
- Reviewing, editing, and giving written feedback of proposal on an as needed basis to the planning team.
- Participating on panels (where appropriate) to award planning grant and final application for schools going forward.
- Coordinating a visit to an existing small school for the planning team.
- Performing an on-site visit to the lead partner organization.
- Collecting work products created by the project director and team which will be housed on the New Visions Knowledge management platform. Coaches will be given a portable storage device to house the team's work. These products will be entered on KBase by Ashley at NVPS. Work products are those authentic planning documents that will be used to implement critical aspects of each

school's design. They include such artifacts as: (see electronic portfolio for comprehensive list.)

- ⇒ Ten Day Summer Professional Development Institute
- ⇒ Summer Bridge Program
- ⇒ Year One Professional Development Plan
- ⇒ Building Council Compact
- ⇒ Campus Culture and Space Agreement

These materials will be developed as a required course of action for all planning teams prior to the opening of an NCHSI school. Copies will be uploaded by the New Visions program associate in the Demonstration LAB network during the Fall of 2006 and by the coach during the spring and summer 2007. (Full year coaches only)

Name _____

Name _____
(Signature)

Date _____

Per Diem: \$500.00 PER DAY

Contract not to exceed 35 Days through June 30, 2007

An additional 17 days will be contracted for through the 2007-08 budget including the months of July-September 2007.

Approved:

New Visions Representative

Date:

Consultant Invoice

Department: New School Development Network		Date:
Name:	Tel:	
	e-mail:	
Address	Position: Educational Consultant	
To: New Visions for Public Schools Carol Geron, Senior Finance Analyst 320 West 13th Street New York, New York 10014		
Invoice – Ending Date: Month Day Year		
Client: New Visions for Public Schools - Planning Teams 2007		
Description of Services: (The coaching assignment is the equivalent of one full day per week and is carried out through a flex-schedule.) Coach is responsible for: Meeting for a minimum of one 2-3 hour face-to-face session per week, to be scheduled directly with the school leader of the planning team. Team members and partners should also be included in this session to the extent possible. Participating in key professional development and training activities for planning teams. Coaching “warm-up” meetings will be held before each of these PD sessions from October through the end of January. These sessions will be held on a weekly basis. Attend “special” NVPS coaches coordination meetings to discuss overall team progress and analysis of capacity. Visit the partnership organization at least once during proposal writing stage. Maintain phone and/or e-mail contact with planning team on an as needed basis. Reviewing, editing, and giving written feedback of proposal on an as needed basis to the planning team. Collect work products created by the project director and team which will be housed on the New Visions Knowledge management platform. Products to be entered on KBase. Materials will be developed as a required course of action for all planning teams prior to the opening of an NCHSI school. Copies will be uploaded by the New Visions program associate in the Demonstration LAB network.		

Dates of Service: From TO

Day	Date	FTE Day	Activity
1	October 10	.5	School Visit, revision recommendations
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Daily Rate: - \$.00 Invoice Total:

Please remit payment to:

Name

Address

Signature: _____

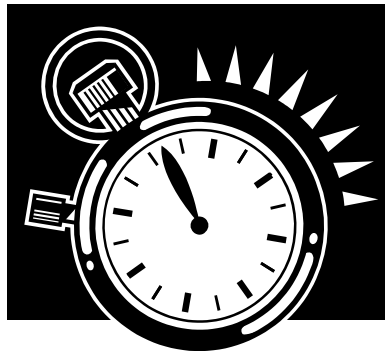
Date: _____

Approved: _____
Director New School Development

Date: _____

10 Principles of effective Schools

Principle Rubrics



1. **Clear focus and high expectations** for staff and students are defining features of an effective school. They motivate the entire school community and inspire its members to strive constantly to ensure the success of every student. Clear focus and high expectations are the foundation on which the school's culture of collaboration and inquiry rests.
2. **A rigorous instructional program** provides equitable opportunities to learn and enables every student to master challenging content, skills, and learning strategies. The school community is engaged in a dynamic process of assessment, reflection, and innovation to inform curriculum development and instructional strategies, meet student needs, and address achievement gaps.
3. **A personalized learning environment** is characterized by knowledge of each student's learning style, social and family conditions, strengths, aspirations, and needs. Each student enjoys strong relationships with other students and a close, continuous relationship with one or more adults in the school community; at least one adult helps coordinate the support needed by the student throughout the high school years to prepare for higher education, employment, or other productive postsecondary plans.
4. **Instructional leadership** by the principal and other school leaders is characterized by a schoolwide focus on student achievement; support for improving and enhancing school culture, teaching, and learning; and effective collaboration among school leaders, teachers, parents, students, and partners in the community. The principal and other school leaders demonstrate and inspire an unwavering commitment to fulfilling the vision of the school among all members of the school community.
5. **School-based professional development and a culture of professional collaboration** improve instruction and student achievement and cultivate adult learning communities within the school. Effective professional learning communities feature continuous reflection and assessment of student work and teacher practice.
6. **Meaningful assessment of student learning** occurs continuously and gives students a variety of opportunities to demonstrate that they meet content and performance standards and can apply their learning. Teachers use assessments as diagnostic tools to identify student needs and improve instruction. The school communicates and analyzes assessment results to inform school improvement.
7. **Partnerships with organizations** strengthen the ability of the school to serve the academic and developmental needs of its students and to forge bonds with students' families or caregivers. Effective partnerships help keep the school in touch with the wider community and professional networks, enable it to capitalize on opportunities and resources that support student success, and increase its sustainability.
8. **Parent and caregiver engagement** is an ongoing process that integrates families into the life of the school in a variety of ways. The result is a partnership, driven by parent demand and cultivated by the school community, in which parents and caregivers have voice and power to shape all components of the school. The school assumes that any person trusted by the student's family can be a partner for achieving youth success.
9. **Student voice and participation** ensure that students have significant opportunities to collaborate with school staff, exercise leadership, and make choices and decisions. Students have clear areas of input and participation and are actively involved in decisions regarding their classrooms, school, campus, and community.
10. **Integration of technology into teaching and learning** allows all students to access and analyze information, communicate ideas, and express themselves creatively. Teachers have adequate equipment and professional development to enable them to implement technology-enhanced lessons. Students learn to navigate diverse information sources, including print, visual, and audio materials, through the explicit teaching of information literacy skills.

NEW CENTURY HIGH SCHOOLS INITIATIVE SCHOOL DEVELOPMENT RUBRICS DRAFT 11-9-05

Since September 2002, 78 new high schools have gotten their start in New York City through the New Century High Schools Initiative. Together, the New Century schools represent a vast and growing body of experience about establishing and sustaining effective high schools.

School-based teams have worked with New Century staff to plan and launch their schools, drawing on the best available evidence regarding school organization, instructional practice, and student supports. The early years have been challenging, yet even greater challenges may lie ahead as the schools strive to refine their practices and sustain their momentum. Their long-term success depends on their ability to continue to analyze and improve.

Organization of the School Development Rubrics

To help schools learn from their own work and that of their peers, the New Century initiative has begun to document and organize lessons about effective school design according to the **ten principles of effective schools** that have shaped the school development process. New Century staff have scanned schools for **standards of practice**, or ways of describing what adherence to each of the ten principles actually looks like. Those standards have been compiled into ten **rubrics**, one for each principle.

The experience of the New Century schools also shows that they tend to develop along a **performance continuum**, with progress in each area linked to the school's particular strengths and priorities. Each rubric includes a description of practice at each stage of development for that principle. The performance continuum has four levels:

- **Beginning** Members of the school community show knowledge of and commitment to implementing practices that characterize an effective school.
- **Developing** Practices that characterize an effective school are being implemented, and a growing portion of the school community is participating in systems that support reflection, learning, and improvement.
- **At Standard** Practices that characterize an effective school are in place, and all members of the school community are participating in systems that support reflection, learning, and improvement.
- **Exceeding Standard** The school community has the strength and stability to innovate and meet new goals, sustain its progress through personnel and other changes, and provide leadership and assistance to colleagues and partner institutions.

A school's performance is evident in its policies, practices, and culture—and, ultimately, in the academic success of its students. Each rubric includes a partial list of school-generated products where **evidence of performance** may be found. Each list focuses on tangible materials that can be examined collaboratively as part of the process of school improvement.

Rubrics and School Development

The rubrics are intended to help schools assess their own performance, understand where they are on each continuum, and make improvements. The rubrics do not focus on the elements of an effective classroom so much as on the elements of an effective school.

In addition, the New Century initiative has begun to collect evidence of promising practices that align with the rubrics and illustrate how schools are pursuing the principles of effective schools. Those examples will soon be made more widely available. In addition, New Century is developing collaborative, inquiry-based methods to help schools use the rubrics to examine evidence from their own schools and improve their performance.

TEN PRINCIPLES OF EFFECTIVE SCHOOLS

- 11. *Clear focus and high expectations*** for staff and students are defining features of an effective school. They motivate the entire school community and inspire its members to strive constantly to ensure the success of every student. Clear focus and high expectations are the foundation on which the school's culture of collaboration and inquiry rests.
- 12. *A rigorous instructional program*** provides equitable opportunities to learn and enables every student to master challenging content, skills, and learning strategies. The school community is engaged in a dynamic process of assessment, reflection, and innovation to inform curriculum development and instructional strategies, meet student needs, and address achievement gaps.
- 13. *A personalized learning environment*** is characterized by knowledge of each student's learning style, social and family conditions, strengths, aspirations, and needs. Each student enjoys strong relationships with other students and a close, continuous relationship with one or more adults in the school community; at least one adult helps coordinate the support needed by the student throughout the high school years to prepare for higher education, employment, or other productive postsecondary plans
- 14. *Instructional leadership*** by the principal and other school leaders is characterized by a schoolwide focus on student achievement; support for improving and enhancing school culture, teaching, and learning; and effective collaboration among school leaders, teachers, parents, students, and partners in the community. The principal and other school leaders demonstrate and inspire an unwavering commitment to fulfilling the vision of the school among all members of the school community.
- 15. *School-based professional development and a culture of professional collaboration*** improve instruction and student achievement and cultivate adult learning communities within the school. Effective professional learning communities feature continuous reflection and assessment of student work and teacher practice.
- 16. *Meaningful assessment of student learning*** occurs continuously and gives students a variety of opportunities to demonstrate that they meet content and performance standards and can apply their learning. Teachers use assessments as diagnostic tools to identify student needs and improve instruction. The school communicates and analyzes assessment results to inform school improvement.
- 17. *Partnerships with organizations*** strengthen the ability of the school to serve the academic and developmental needs of its students and to forge bonds with students' families or caregivers. Effective partnerships help keep the school in touch with the wider community and professional networks, enable it to capitalize on opportunities and resources that support student success, and increase its sustainability.
- 18. *Parent and caregiver engagement*** is an ongoing process that integrates families into the life of the school in a variety of ways. The result is a partnership, driven by parent demand and cultivated by the school community, in which parents and caregivers have voice and power to shape all components of the school. The school assumes that any person trusted by the student's family can be a partner for achieving youth success.
- 19. *Student voice and participation*** ensure that students have significant opportunities to collaborate with school staff, exercise leadership, and make choices and decisions. Students have clear areas of input and participation and are actively involved in decisions regarding their classrooms, school, campus, and community.
- 20. *Integration of technology into teaching and learning*** allows all students to access and analyze information, communicate ideas, and express themselves creatively. Teachers have adequate equipment and professional development to enable them to implement technology-enhanced lessons. Students learn to navigate diverse information sources, including print, visual, and audio materials, through the explicit teaching of information literacy skills.

PRINCIPLE 1. CLEAR FOCUS AND HIGH EXPECTATIONS

Clear focus and high expectations for staff and students are defining features of an effective school. They motivate the entire school community and inspire its members to strive constantly to ensure the success of every student. Clear focus and high expectations are the foundation on which the school's culture of collaboration and inquiry rests.

STANDARDS OF PRACTICE

1. The school community shares a vision for the school and works together to realize that vision.
2. School staff hold themselves to the highest professional standards, collaborate actively with peers, and constantly cultivate their own skills and knowledge.
3. Students develop high academic and personal expectations for themselves and their peers.
4. The school holds itself accountable for attaining daily attendance of 92 percent and a four-year graduation rate of 80 percent.

PERFORMANCE CONTINUUM

Beginning The planning or leadership team articulates a coherent vision for the school. Members of the school community work together to develop an overall school plan, aimed at achieving and sustaining a daily attendance of 92 percent and a four-year graduation rate of 80 percent. School staff are involved in gathering student data and using those data to shape instruction.

Developing The school staff implements the school plan, in collaboration with partners and parents. They measure yearly progress, establish annual goals for improvement, and modify strategies meet those goals. Teachers begin to develop formal and informal mechanisms to learn from one another and to pursue collaborative inquiry about their practice. Students participate in creating a statement of community expectations and safety; they understand that the school has high expectations for their academic performance and participation in the school community.

At standard Commitment to the school's vision and accountability for meeting goals are evident in day-to-day instruction, culture, and operations. School staff actively seek out, design, and participate in professional development, and share insights and techniques informally with colleagues. Students generally meet community expectations, respect all members of the school community, and report feeling safe in the school. The school achieves an attendance rate of 92 percent and a four-year graduation rate of 80 percent.

Exceeding standard The school community regularly reviews the goals and instructional plan and adjusts them as needed to ensure sustainability. Staff, parents, and community partners are involved in governance, planning and implementing professional learning programs, and tapping outside resources, all focused on schoolwide improvement. Students are personally committed to the school's statement of expectations and create a peer culture of achievement. Average attendance exceeds 92 percent, and more than 80 percent of students graduate in four years.

EVIDENCE OF PERFORMANCE MAY BE FOUND IN . . .

- Statement of school vision and instructional plan
- Annual goals for students' progress toward graduation
- Statement of community norms and expectations, including attendance and graduation
- Curricular, extracurricular, and service programs that support the school's vision, enhance student growth, and integrate community partners and resources
- Mechanisms to support professional learning in alignment with school goals
- Governance structures that involve staff, parents, students, and partners in shaping the school's vision and goals and assessing progress

PRINCIPLE 2. RIGOROUS INSTRUCTIONAL PROGRAM

A rigorous instructional program provides equitable opportunities to learn and enables every student to master challenging content, skills, and learning strategies. The school community is engaged in a dynamic process of assessment, reflection, and innovation to inform curriculum development and instructional strategies, meet student needs, and address achievement gaps.

STANDARDS OF PRACTICE

1. The school engages all students in challenging, complex content and authentic intellectual work that promote independent thought and have significance beyond the classroom.
2. An understanding of students' strengths and needs drives decisions about structures, roles, and resources.
3. The school uses multiple measures and assessment techniques to evaluate faculty and student skills and knowledge in relation to local, state, and national standards.
4. The school has a shared vision of teaching and learning that is grounded in research and best practice and sustained through teacher collaboration and intervisitation.
5. Students and adults collaborate to create a culture of continuous improvement.

PERFORMANCE CONTINUUM

Beginning The school planning or leadership team specifies the school's instructional goals and the knowledge, skills, and habits of mind students will need to meet relevant standards and become full participants in society. They develop an instructional plan that promotes active learning, engages students deeply in important issues and problems, and exposes students to a wide variety of cultures, points of view, and learning experiences.

Developing The school introduces a curriculum and instructional strategies that are consistent with the school's vision and expose students to challenging texts and ideas and to a growing array of active learning opportunities. The principal works with teachers to analyze student data and arranges for professional development that enhances their ability to respond to the learning needs of groups of students and individuals. The school cultivates partnerships and draws on a variety of resources to enrich students' learning.

At standard The instructional program gives students the necessary skills to analyze the central issues of the disciplines they are studying, examine real-world problems, and construct knowledge through analysis, interpretation, synthesis, and evaluation. Teachers learn by visiting one another's classrooms; they collaborate to examine student work, assess students' learning needs, and improve their practice and the overall instructional program. The school intentionally integrates the resources of partner organizations to create a wide range of learning opportunities.

Exceeding standard The instructional program cultivates higher-order thinking skills and gives students the scope, skills, and confidence to engage in in-depth study and analysis of topics of their own choosing and apply their learning in wider arenas. Teachers frequently observe one another's work and are skilled at analyzing student data, assessing students' strengths and needs, and developing differentiated learning opportunities. The school cultivates partnerships, invites feedback from critical friends, and maintains an open, generous stance toward visitors.

EVIDENCE OF PERFORMANCE MAY BE FOUND IN . . .

- Overall instructional plan
- Student assessment data and analysis
- Annual goals for student progress toward graduation
- Systems for identifying student learning needs, schoolwide and for groups and individuals
- Professional development plan aligned with identified student needs
- Mechanisms for teacher collaboration and classroom observation
- Unit and lesson plans and associated student work

- Partnerships that enhance student learning and are well integrated with instructional goals

PRINCIPLE 3. PERSONALIZED LEARNING ENVIRONMENT

A personalized learning environment is characterized by knowledge of each student's learning style, social and family conditions, strengths, aspirations, and needs. Each student enjoys strong relationships with other students and a close, continuous relationship with one or more adults in the school community; at least one adult helps coordinate the support needed by the student throughout the high school years to prepare for higher education, employment, or other productive postsecondary plans

STANDARDS OF PRACTICE

1. Clear structures and policies support the development of meaningful relationships among students and adults.
2. A deep commitment to honoring students' strengths and needs is reflected in all aspects of the school.
3. Students have many, varied opportunities to help create and sustain the school community.

PERFORMANCE CONTINUUM

Beginning The school plan establishes systems to ensure that each student develops strong, supportive relationships with school staff. It emphasizes the importance of students' engagement in the school community and in decisions about their own learning and postsecondary plans. In collaboration with partner organizations, the school arranges for a variety of programs that enrich student learning and engage parents/caregivers in the school community.

Developing Programs such as advisories or mentoring are established to support the development of a close relationship between each student and at least one adult. The school provides extra or short-term support for students who need tutoring, counseling, or other services. Teachers begin to implement differentiated learning approaches and review the progress of each student. The school and partner organizations establish a student council, clubs, committees, and other vehicles for students to exercise their interests and develop leadership skills

At standard Student support systems are well integrated in the life of the school. School staff experiment with innovative methods to build stronger relationships with students and parents/caregivers. Teachers expand their use of differentiated instructional techniques and incorporate what they know about students' individual circumstances into curriculum and activities. The school has effective, inclusive systems for resolving conflicts among its members.

Exceeding standard School and partner staff evaluate, modify, and build upon their student support systems as needed. Teachers continually assess classroom practices to ensure they are meeting the needs of all students, and the school constantly expands its repertoire of strategies to address challenges faced by individual students.

EVIDENCE OF PERFORMANCE MAY BE FOUND IN . . .

- Student support systems, such as advisories or mentoring
- Systems to track student progress toward graduation and support postsecondary planning
- In-school, extracurricular, and service programs and activities for students
- Differentiated instructional program, including extra services for students in need
- Mechanisms to build and strengthen connections with parents/caregivers

PRINCIPLE 4. INSTRUCTIONAL LEADERSHIP

Instructional leadership by the principal and other school leaders is characterized by a schoolwide focus on student achievement; support for improving and enhancing school culture, teaching, and learning; and effective collaboration among school leaders, teachers, parents, students, and partners in the community. The principal and other school leaders demonstrate and inspire an unwavering commitment to fulfilling the vision of the school among all members of the school community.

STANDARDS OF PRACTICE

1. The principal collaborates with others in the school community to create and encourage opportunities for all members to become instructional leaders.
2. The principal collaborates with others in the school community to develop, communicate, and implement a shared vision of learning.
3. The principal collaborates with others in the school community to develop, communicate, implement and assess an effective program of instruction.
4. The principal and other school leaders see themselves as learners and encourage continuous learning by all members of the school community.

PERFORMANCE CONTINUUM

Beginning The principal recognizes that leadership is not limited to himself or herself and strives to enable all members of the school planning or leadership team to work productively together. The school plan includes multiple opportunities for teachers, students, parents/caregivers, and partners to exercise leadership and get involved in school decision making. The instructional expertise of members of the school community is identified and made known as a resource.

Developing The principal leads the implementation of the school plan and encourages the full participation of teachers, students, parents, and partners. The principal works collaboratively to assess the learning needs of students, teachers, and others in the school community; develop an instructional plan that addresses those needs;

At standard Commitment to the school's vision and accountability for meeting goals are evident in day-to-day instruction, culture, and operations. School staff actively seek out, design, and participate in professional development, and share insights and techniques informally with colleagues. Students generally meet community expectations, respect all members of the school community, and report feeling safe in the school. The school achieves an attendance rate of 92 percent and a four-year graduation rate of 80 percent.

Exceeding standard The school community regularly reviews the goals and instructional plan and adjusts them as needed to ensure sustainability. Staff, parents, and community partners are involved in governance, planning and implementing professional learning programs, and tapping outside resources, all focused on school-wide improvement. Students are personally committed to the school's statement of expectations and create a peer culture of achievement. Average attendance exceeds 92 percent, and more than 80 percent of students graduate in four years.

EVIDENCE OF PERFORMANCE MAY BE FOUND IN . . .

- Student data and analysis of student and faculty learning needs
- Statement of community expectations for student participation and safety
- In-school, extracurricular, and service programs and activities for students
- Professional development plan aligned with identified student needs and school goals
- Governance structures that involve staff, parents, students, and partners in shaping the school's vision and goals and assessing progress
- Materials (letters, presentations, etc.) from the principal to members of the school community to support their engagement in instructional improvement

PRINCIPLE 5. SCHOOL-BASED PROFESSIONAL DEVELOPMENT AND A CULTURE OF PROFESSIONAL COLLABORATION

School-based professional development and a culture of professional collaboration

improve instruction and student achievement and cultivate adult learning communities within the school. Effective professional learning communities feature continuous reflection and assessment of student work and teacher practice.

STANDARDS OF PRACTICE

1. Collaboration informs the school's approach to professional learning and is the basis for growth of professional learning communities within the school.
2. The school improves teaching and learning through continuous reflection and assessment of instruction and student work.
3. Students' academic and personal development drive the content of professional development.
4. Sufficient resources and structures support professional growth and development.

PERFORMANCE CONTINUUM

Beginning The principal and other members of the planning or leadership team recognize that the school's success will depend on continuous professional learning, driven by analysis and reflection on student performance. They are familiar with the principles of adult learning and develop a plan that emphasizes school-based, collaborative learning, allocates common planning time for teachers, and aligns with the school's educational objectives.

Developing The school implements the professional learning plan. Formal and informal systems of collaboration, including teacher study groups and observation of one another's work, begin to emerge. The school begins to collect student data to assess learning needs and improve teaching practice; it also begins to evaluate the efficacy of professional development. The school encourages staff to seek outside professional learning opportunities.

At standard The principal and other staff members collaboratively select, design, lead, and assess professional development activities. Teachers regularly observe one another's work, participate in peer and self assessment, seek feedback from one another, adopt the successful practices of peers, and participate in study groups. The principal and other school leaders interpret student data and develop professional learning initiatives that respond to identified student needs. The school also shares skills and practices through campus-wide collaboration, if relevant, or other professional networks.

Exceeding standard The school analyzes data regarding the performance of individual students and teachers, the school as a whole, and specific populations and develops professional learning opportunities accordingly. Members of the staff share their expertise regularly with colleagues inside and outside the school, and the school leverages external resources and contacts to supplement internal resources. The school schedule reflects professional development as a high priority.

EVIDENCE OF PERFORMANCE MAY BE FOUND IN . . .

- Schoolwide professional development plan
- Systems and benchmarks for assessing the effectiveness of professional development
- Professional learning plans for individual teachers
- Classroom observation protocols
- Policies to promote collaboration, such as shared use agreements or schedules for common planning time and teacher study groups
- Professional development materials to address specific student need

PRINCIPLE 6. MEANINGFUL ASSESSMENT OF STUDENT LEARNING

Meaningful assessment of student learning occurs continuously and gives students a variety of opportunities to demonstrate that they meet content and performance standards and can apply their learning. Teachers use assessments as diagnostic tools to identify student needs and improve instruction. The school communicates and analyzes assessment results to inform school improvement.

STANDARDS OF PRACTICE

1. Assessments are integrated continuously into classroom activities and aligned with content and performance standards.
2. Assessments measure students' ability to solve problems in real-world situations.
3. Assessment results are communicated to the school community and analyzed to improve instruction.
4. Students understand the meaning of assessment results and use them to accelerate their own learning.

PERFORMANCE CONTINUUM

Beginning The school planning or leadership team recognizes the value of deploying a range of assessments to evaluate student work and identify students' learning needs. The principal and teachers develop a plan to integrate summative assessments (both teacher-made tests and Regents examinations) and formative, performance-based assessments.

Developing Teachers use formative and summative assessments to measure students' knowledge and skills in relation to major instructional objectives and Regents standards. The school begins to measure student progress against schoolwide and individual performance goals. Students and their families are aware of students' progress toward graduation and the significance of assessment results.

At standard Teachers design and use performance-based assessments to measure understanding and application of instructional objectives, as well as summative assessments, such as Regents and teacher-made tests. Students maintain portfolios of their important work, which are reviewed and reflected upon regularly. The school has well-established systems for tracking student progress against goals, analyzing and responding to assessment results, and communicating about progress toward graduation with families and students.

Exceeding standard Teachers design and use performance-based assessments that measure understanding and application of major concepts and skills. They also use summative assessments at a more advanced level than Regents exams. Students routinely design and use rubrics, checklists, and other measures to assess their performance.

EVIDENCE OF PERFORMANCE MAY BE FOUND IN . . .

- Regents exam results and annual improvement goals
- Teacher-made, performance-based assessments
- Letters, forms, and distribution systems for communicating with parents/caregivers about graduation requirements and students' progress toward graduation
- Guidelines and formats for student portfolios
- Rubrics, checklists, and other methods to help students to assess their performance

PRINCIPLE 7. PARTNERSHIPS WITH ORGANIZATIONS

Partnerships with organizations strengthen the ability of the school to serve the academic and developmental needs of its students and to forge bonds with students' families or caregivers. Effective partnerships help keep the school in touch with the wider community and professional networks, enable it to capitalize on opportunities and resources that support student success, and increase its sustainability.

STANDARDS OF PRACTICE

1. The school maintains partnerships with one or more organizations that share a vision for the school that is aligned with their own missions and resources.
2. School and partner staff create collaborative structures to manage the school's governance, fiscal administration, and human resource administration.
3. The school facilitates contributions by partners to programs and resources that benefit students, their families, and the larger school community.

PERFORMANCE CONTINUUM

Beginning School and partner staff articulate beliefs, goals, and expectations for the school and for the roles the school and community institutions can play in supporting students' education. Together, they assess the academic and social needs of the student population and create mechanisms to involve partner organizations in day-to-day and long-term decision making.

Developing School and partner staff plan and begin to implement programs that capitalize on partner resources to create a youth-supporting learning community. Partner staff are involved in school governance and program planning, especially in areas (such as youth development, arts programming, community service, or other areas) where they have particular expertise.

At standard Partner organizations contribute to students' academic and social growth through curricular, extracurricular, or service programs and are involved in the life of the school. Partner and school staff reflect together regularly on the development and performance of the school and the contribution of the partner organization to student success. They also periodically review procedures and roles to improve the effectiveness of the partnership.

Exceeding standard School and partner staff recruit additional partner organizations for the school. Partner staff are fully involved in school governance and help acquire and maximize resources—including contributions and grants—to support the school.

EVIDENCE OF PERFORMANCE MAY BE FOUND IN . . .

- Partnership agreements
- Curricular, extracurricular, and service programs managed by partner organizations that support student learning and development
- Job descriptions of partner staff assigned to the school
- Policies and systems for involving partner staff in school governance

PRINCIPLE 8. PARENT AND CAREGIVER ENGAGEMENT

Parent and caregiver engagement is an ongoing process that integrates families into the life of the school in a variety of ways. The result is a partnership, driven by parent demand and cultivated by the school community, in which parents and caregivers have voice and power to shape all components of the school. The school assumes that any person trusted by the student's family can be a partner for achieving youth success.

STANDARDS OF PRACTICE

1. The school shares information (translated into students' home languages) and is committed to building understanding among parents/caregivers.
2. The school promotes the investment of parents/caregivers in all aspects of the school's operations and recognizes their profound stake in its success.
3. Parents/caregivers serve as catalysts for connecting the school to its community.

PERFORMANCE CONTINUUM

Beginning The principal and other school leaders recognize the value of parent engagement and ensure that parents/caregivers participate in school planning and governance. The school distributes information to parents/caregivers about academic expectations, school events, schoolwide initiatives, and other important matters. Parents feel welcome at parent teacher conferences and other events.

Developing The school provides information to parents/caregivers about schoolwide issues and expectations, events and activities, and opportunities to get involved. Teachers communicate with parents/caregivers through phone calls, emails, and notices about individual students. The school gathers information about parent and community needs and begins to develop programs (independently or in collaboration with community partners) to meet those needs.

At standard The school provides a variety of opportunities and training to enable parents and caregivers to get involved in school activities and governance and to support students' educational success. Parents/caregivers feel welcome at the school and regularly attend meetings and special events. The school works with parents to create links to local community institutions and organizations, such as businesses, cultural centers, and health providers.

Exceeding standard The school provides each family with a student graduation plan that outlines the steps to graduation and the role that the parent/caregiver can take to support the student through the process. Parents/caregivers act as ambassadors for the school and use their professional knowledge and skills to help the school leverage resources. The school uses its facility to bring resources within reach of students, their families, and other community members.

EVIDENCE OF PERFORMANCE MAY BE FOUND IN . . .

- Policies encouraging parent/caregiver involvement and volunteer service
- Print and email newsletters and notices for parents/caregivers and community members
- Parent/caregiver database
- Orientation materials and programs for new parents/caregivers
- School leadership team training materials for parents/caregivers
- Surveys or other methods for gathering parent/caregiver views
- Programs, collaborations, and special events to meet parent and community needs

PRINCIPLE 9. STUDENT VOICE AND PARTICIPATION

Student voice and participation ensure that students have significant opportunities to collaborate with school staff, exercise leadership, and make choices and decisions. Students have clear areas of input and participation and are actively involved in decisions regarding their classrooms, school, campus, and community.

STANDARDS OF PRACTICE

1. Students collaborate with school staff in decisions regarding school policies, curriculum, instruction, and assessment to create a rigorous academic experience.
2. The school honors meaningful student leadership as essential to the success of the school and its students.

PERFORMANCE CONTINUUM

Beginning The school planning or leadership team recognizes the value of involving students in decision making; student engagement is a stated goal of the school. The school plan articulates a commitment to developing students' inquiry and collaboration skills through collaborative learning experiences. It also anticipates the creation of a student government and other formal leadership opportunities for students.

Developing Students are involved in developing a statement of community expectations and other policies that govern the school community. The school creates structures and policies to promote active student involvement in planning, implementing, and evaluating learning activities. Teachers initiate inquiry-based and collaborative projects and invite student feedback on lessons and units. With support from school staff, students establish a student government.

At standard Students are involved in planning, implementing, and assessing learning activities and their own academic progress. Multiple and diverse opportunities for individual student leadership exist in the school, on the campus, and in the broader community. The school assesses and refines its ability to promote youth leadership.

Exceeding standard Students design or co-design lessons and units based on their own research and take responsibility for teaching portions of that curriculum. They continuously evaluate their own learning and progress toward graduation. Students work with school staff, parents/caregivers, and partner organizations to develop programs and create new opportunities for student leadership.

EVIDENCE OF PERFORMANCE MAY BE FOUND IN . . .

- Policies regarding student engagement in decision making
- Student government charter and responsibilities
- Professional development to help teachers involve students in instructional planning and assessment of learning activities
- Programs and activities that develop student leadership and responsibility

PRINCIPLE 10. INTEGRATION OF TECHNOLOGY INTO TEACHING AND LEARNING

Integration of technology into teaching and learning allows all students to access and analyze information, communicate ideas, and express themselves creatively. Teachers have adequate equipment and professional development to enable them to implement technology-enhanced lessons. Students learn to navigate diverse information sources, including print, visual, and audio materials, through the explicit teaching of information literacy skills.

STANDARDS OF PRACTICE

1. School staff receive appropriate professional development to enable them to integrate technology into their teaching.
2. Developmentally appropriate lessons that incorporate technology are consistently implemented to maximize learning of all students.
3. The school dedicates adequate financial support and staffing to support the use of technology in student and professional learning

PERFORMANCE CONTINUUM

Beginning The school planning or leadership team, in partnership with consultants or other sources of expertise, develops a plan for integrating technology into the instructional program of the school. Using applicable standards, the school conducts a needs assessment to determine teacher and students' knowledge, skills, and understanding of concepts related to technology.

Developing The school implements the plan and designs a professional development strategy to meet the needs of staff and students regarding integration of technology. Teachers begin to develop technology-enhanced lessons in their subjects and to instruct students in the basic information literacy skills required to complete simple tasks. The school develops policies on access to technology and acceptable/appropriate use of technology, electronic media, and internet sources (including plagiarism).

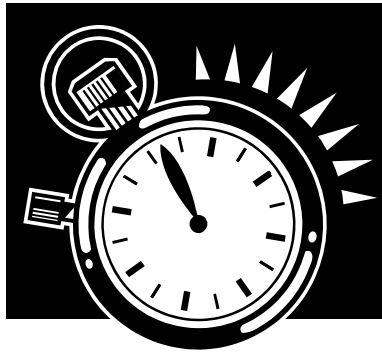
At standard Teachers reflect together on the use of technology in their teaching, share effective techniques, and develop collaborative projects that integrate technology. The school assess the technology needs of parents. Most teachers consistently use technology effectively, instruct students in information literacy skills, create environments that reflect current research on teaching and learning with technology, and use technology to differentiate instruction. Students understand and honor acceptable/appropriate use guidelines.

Exceeding standard Teachers disseminate technology-enhanced lessons to colleagues for feedback; potential uses of technology are consistently discussed when planning curriculum. Lessons require students to exceed technology standards and evaluate technology to determine its appropriateness for academic activities. The school offers technology training sessions to parents to enable them to better support their children in using technology.

EVIDENCE OF PERFORMANCE MAY BE FOUND IN . . .

- Policies governing equitable access to technology and media
- Technology inventory and acquisition priorities
- Lesson plans and schoolwide projects that integrate technology
- Acceptable/appropriate use policies and systems for monitoring student adherence

Partnership Materials



New Visions for Public Schools

Characteristics of Lead Partners in the New Century High Schools

Partners in the New Century High Schools Initiative play increasingly diverse and important roles. While each New Century high school has its own identity, they all combine rigorous academic programs with innovative teaching, personalized learning environments and deep ties to the local community. Each school is a collaborative effort between educators and partner organizations, who work together on every aspect of the school's design and operation.

Lead partners in the New Century High Schools Initiative take on a new role in schools as their work is integrated into the life of the school on multiple levels in order to impact student development and outcomes. This calls for a paradigm shift for both the Department of Education and lead partner staff as lead partners are no longer simply providing supplementary services in schools.

This guide has been developed to help you decide if the role of lead partner is the right one for your organization. We encourage organizations that are not able to commit to the role of lead partner, or for-profit organizations that want to contribute to New Century high schools, to consider becoming collaborating partners (Please see *Characteristics of Collaborating Partners*).

Though challenging and time consuming, the role of lead partner can be extremely rewarding for an organization. Lead partners have the opportunity to do more than just offer services: they participate in a collaborative effort that is fundamentally changing the lives of thousands of students. Lead partners participate in a highly recognized national education reform movement and receive a limited four year grant. Lead partner organizations have found that the role allows them to build on their strengths as an organization, has provided opportunities for collaborating both within and outside their organizations, and has allowed them to enhance their mission.

Responsibilities of Lead Partners

- **Manage grant funds on behalf of the school for four years**
- **Maintain accounting records of funds**
- **Work with schools in budget development**
- **Participate in school planning and implementation**
- **Share in the accountability of school outcomes**

Essential Characteristics

- **501(c)(3) organization**
- **Financially sound**
- **Audited annually**
- **Experience in managing public and private grant funds and the capacity to dispense those funds regularly**
- **A commitment to youth and education**
- **Ability to dedicate/assign staff to be active participants in the planning and implementation of the school**
- **Expertise that can significantly contribute to teaching, learning and student support in the school**

Characteristics of Successful Lead Partner Organizations

Ability to offer resources and expertise that make a significant contribution to student learning, development and post secondary school preparation:

Lead partners function in many different ways and offer many types of resources to contribute to the school's mission. Focusing on integration into various aspects of the school, the lead partners contribute to curriculum development, professional development, program development, extended day opportunities, school governance and student support services. Successful partners have the resources to make a tangible and significant contribution to students and are committed to providing those resources. Lead partners have a long term investment in the school, even after the initial grant expires.

A connection to the community:

Lead partners often have long-term relationships in particular communities and are trusted by people in that community. They know the issues that are important to the community and are able to engage community members, particularly parents, in activities designed to strengthen the school.

Commitment to youth development:

Successful partnerships emphasize positive youth development as a central goal and work to provide the programs and environments that support it. Youth development is best facilitated when organizations focus on young people's strengths and assets. Research has shown that programs effectively promote youth development when they provide opportunities for young people to belong and influence the world around them, provide consistent, affirming and ongoing relationships, physical and psychological safety, high standards and expectations, and guidance and affirmation.¹

Commitment to partnership planning and implementation:

School partnerships require a long term commitment from all parties involved, and lead partners should be prepared to dedicate significant amounts of staff time to the school partnership. School planning teams meet at least weekly during the planning phase of the school and the most successful lead partners provide an on site staff person. Many lead partners provide several full and part-time staff members at the school.

A strong commitment to providing resources and working with the school to raise funds:

Successful partners are committed to providing human, economic, and material resources to the school. The four year New Century grant supports some aspects of the partner's involvement with the school. However, partners are responsible for fundraising for school partnership programs after the initial grant, and lead partners are most successful when they are committed to raising additional funds.

¹ Committee on Community-Level Programs for Youth (2002) Community Programs to Promote Youth Development, Executive Summary. National Research Council and Institute of Medicine. National Academy Press. Washington D.C.



The Following Minimum Criteria Must Be Met By All Proposed Lead Partners:

- 1. 501c3 Status Information**
- 2. Financial Audit Report**
- 3. Evidence of a Functioning Board of Directors**

Lead Partner Application Form

Respond to the following questions. Part A should be completed only by the Partner Organization. Part B should be completed jointly by the Partner and DOE staff.

A. For the Partnering Organization:

1. Describe your organization's interest in pursuing a commitment to a New Century high school partnership.
2. How will participation in this partnership with a small high school affect your organization's current or pending work?
3. What is the plan for developing buy-in for this partnership from your organization's board and from the organization as a whole?
4. What is your organizational mission?
5. How does your organizational mission align with the mission of the school? Why is your organization a good match for the school?
6. What expertise, services, and resources will your organization be able to offer a small high school's students, parents, staff, and administration?
7. Who from your staff will provide the proposed services in the New Century High School?

B. For the Partnership:

1. Describe your vision for the partnership during the first four years of the school?
2. How will the partnership assume accountability for positive student outcomes (i.e. 80% 4 year cohort graduation, 92% daily attendance, etc)? What specific assets and expertise will the partnering organization contribute to supporting positive student outcomes?
3. How will the partnership support the teaching and learning goals of the proposed school?
4. What will be the focus of the partnership for the first year? How will it focus on meeting the goals of developing an academically rigorous environment and creating adequate social support for students?
5. What will be the partnership's formal structures for decision-making? What structures will ensure that the partnership remains a strong, collaborative, and effective entity?
6. How will the partnership work to make the school a vital part of its surrounding community?
7. What preliminary plans does the partnership have to become fiscally sustainable?

II. Fiduciary Section

A For the Partnering Organization:

1. Is your organization a 501(c) 3 organization?
2. What is your organization's fiscal year or tax year?
3. Does your organization have an annual audit performed by an outside independent auditor? What is the name of your independent auditor?
4. Please provide a copy of your most recent audited annual report and IRS Form 990.
5. What is the current operating budget of your organization?
6. What are the major sources of funding for your organization?
7. How many employees are currently on staff in your organization? How large is your accounting/finance department?
8. Describe your accounting system and your capability to track and report on grants.
9. Have you ever partnered with any other organizations? If yes, please describe your organization's role in the partnership?

B. For the Partnership:

1. Describe the communication process that will be carried out between the school and the lead partner regarding grant funds, i.e. procedures for accessing grant funds, engaging contractors, producing grant status reports, and who will take primary responsibility at the school and at the lead partner for these matters.
2. How will the partnership collaborate in preparing fiscal reports and budget modifications?



(Opened 9/03)

Principal: Veronica Peterson
Prospect Heights High School
883 Classon Avenue, 5th Floor
Brooklyn, NY 11225

The School

BASE is a three-campus New York City Public High School that integrates the missions and resources of Prospect Park and the Brooklyn Botanic Garden to offer academic excellence and rigor. The BASE community of staff, families, and community partners supports students in becoming critical thinkers, active learners, and problem solvers who are scientifically literate, engaged citizens who value and respect the environment.

- Average daily attendance: 89.40%
- Students at or above grade level (based on credit accumulation): 86%
- Living Environment Regents: 98% of all 9th grade students have already passed the Living Environment Regents with a 55 or higher; 80% of all 9th grade students have passed with a 65 or higher.

The Students

86.36 percent are African American
8.64 percent are Latino
1.82 percent are Asian
1.36 percent are White
80.9 percent qualify for Free/Reduced Lunch

The Partners : The Prospect Park Alliance & The Brooklyn Botanic Garden

The Brooklyn Botanic Garden and Prospect Park Alliance co-develop and implement curriculum with school administration and faculty for a variety of classes, including Chemistry Field Labs, Nature Writing, Community Environmental Research, Environmental Science and BASE's hallmark course, Field Studies. Representatives from the institutions serve on the School Leadership Team. BASE parents are invited to workshops and events hosted by both partner institutions.

Collaborating Partners

Brooklyn Museum Collaboration: BASE Humanities teachers have teamed up with the Brooklyn Museum to integrate the study of art and artifacts into the study of Literature and World History. Over the course of the year students visit Brooklyn Museum three times, using museum objects as gateways to enriching their understanding in the classroom. A Museum educator comes to BASE for a

culminating project that involves research, writing and art. As part of the collaboration teachers receive professional development from Museum educators.

Medgar Evers College Collaboration: Medgar Evers College (MEC) has been involved with BASE since the planning stages and continues to participate in our School Leadership Team and Partner Council. Students have the opportunity to participate in the College Now program at MEC and receive college credit during their high school career. Students have the opportunity to gain college preparation assistance through the Gear-Up Program. MEC will also be one of the sites where students are placed for Science Research and Internships in the future.

Why Partnership?

All schools, and particularly those working with struggling students, can benefit when community assets are leveraged in ways that directly support teaching, create innovative and effective learning environments, and provide new and varied approaches to support and engage students. Throughout the New Century High School Initiative, partners make direct contributions to teaching and learning, help students acquire skills and content knowledge through project and theme based learning, provide training and professional development to teaching staff, guide and counsel students, and actively engage parents.

Project and Theme Based Learning

Field Studies: Students attend “Field Studies” at Prospect Park and Brooklyn Botanic Garden. This for-credit class enhances learning in Living Environment, with a stress on scientific inquiry. Students are introduced to real-world science research skills, methods and ways of thinking, using a wide range of equipment to develop their own field research projects.

Learning Expeditions: BASE students have the unique opportunity to visit and explore parks, nature centers, and pristine environments to expand their classroom studies. For example, students have visited the Constitution Marsh Audubon Center to study aquatic ecosystems in the Hudson Valley, Students also participate in a four-day camping expeditions to study dragonfly populations in New York State.

Junior Year: During their Junior Year, BASE students can participate in the Science Research and Internship Programs. Students are placed at partnering organizations to apply what they have learned in the classroom in a real world setting. Current program sites include, besides Brooklyn Botanic Garden and Prospect Park, Bedford-Stuyvesant Family Health Center, Brooklyn Children’s Museum, Children’s Aid Society, New York League of Conservation Voters, Prospect Park Zoo, “Say It Loud” magazine, and South Street Seaport Museum. The programs provide a unique opportunity for students to obtain course credit while gaining career and research experience.

Supporting Teachers

Partners provide Professional Development for teachers on how to use hands-on methods in the classroom, inquiry-based methodology, and how to use the environment as a teaching tool for all disciplines.

Supporting Students

Student Support Services: BASE has two Guidance Counselors a Social Worker, from Safe Horizon (a leading NYC social service organization), and a Rites of Passage program with Ifetayo Cultural Arts Facility, Inc. This team provides a wide range of support services, including individual and group counseling, anger management, violence prevention, college preparation, conflict resolution and peer leadership training. BASE Advisory focuses on building relationships that allow staff and students to communicate effectively and explore the issues that teenagers face on a daily basis.

After-School Learning Center: BASE is an inclusive learning environment where all students are expected to participate in rigorous and engaging coursework. To support students in this endeavor, an After-School Learning Center has been developed. *Saturday School* offers another opportunity to prepare for high-stakes tests. Teachers in every subject area are available for homework help, test preparation and review of material. BASE is committed to promoting excellence and rigor in the student body, and providing the support to help students meet their goals.

Student Leadership

BASE Ambassadors: The BASE Ambassador program is our in- house Leadership Development Program. Ambassadors are selected based on their own interest and teacher recommendation. They receive training in team building, trust, communication and other skills that effective leaders possess. Ambassadors are then woven into the support system available to freshman as they transition from middle school and assist in welcoming visitors to the school.

Engaging Parents

BASE Family Circle: Parents are integral to student success. BASE Family Circle offers a range of opportunities for parent support, learning and involvement. BASE's Parent Coordinator is recognized city-wide for her work with the *Parenting Journey*, a 12-week self-exploration workshop. Family Circle also offers parent support groups; and workshops on supporting student skills and college preparation.



Key Things to Keep in Mind When Developing Your Partnerships

- Shared values and vision for the school you want to create
- Shared accountability for student outcomes – Not Add On Services!
- Partnership Relationship Should Not Be a Vendor relationship
- Students at the Center of the Partnership and Must be Outcomes Focused
- Begin your search with partners who you or team members have relationships with.
- Importance of connecting to the organization's self interest.
- Don't limit your search to partners who only contribute to your theme

The NCHSI Partnership Model

- NCHSI an Opportunity to Reinvent Secondary Education
- Marshall the strengths and resources of partner organizations for the benefit of students
- Lead Partners Co-Create the School, Share Accountability for the School and Manage Grant Funds
- Lead Partners must be 501c3, provide a recent audit and demonstrate capacity to be the fiscal conduit for funds.
- Lead Partner Application, Letter from Executive Director and Audit Due 10/10
- Collaborating Partnerships are additional partners that support the mission of the School.



Common Elements of Strong NCHSI Partnerships

- Presence at the school in the form of a liaison
- Organizational Ownership
- Focused on student outcomes
- Infrastructure that allows for Effective Partnering
- Formalized agreements that define the relationships (eg MOU)
- Ongoing Reflection about the work using data.



The Partner Interview Guide

Questions to Ask the Partner Organization During your Informational Interview

Note – some of these questions are included in the lead partner application, use this as a guide for your conversation and to the extent possible conduct as much research as you can on the organization before meeting with them.

- What is your organizational mission and what are the organizational priorities?
- What is your history of services with NYC public schools, what are your services to young people, with specific communities?
- Explore their ideas and their vision for how they would like to work with your school.
- What is the organizational structure?
 - Note - You want to understand who you are talking to and where they fit within the organizational structure. You need to understand who has the authority to make the decision to commit to the partnership. Ultimately you need organizational buy in for the relationship.
- What process is needed for an organizational commitment to a New Century Partnership?
 - Note some board of directors meet bi-monthly or quarterly and therefore meeting schedules need to be considered.
- What is the partner's ability to dedicate someone to be a member of the planning team and help envision the school?

Questions a Partner is Likely to Ask of You and Your Teams

- What do the partnerships look like? (refer to the BASE sample)
- Who are some other partners? (refer to the list of partners, the New Visions website)
- What is required of me as a partner? (refer to characteristics of lead partners)
- How are services paid for? (refer to New Century grant and joint fundraising efforts)

Tips for Getting to Know the Partner

- Visit the organization you are considering, take a tour, attend organization events if appropriate, meet the staff and get a sense of the organization, how it operates and the services it delivers.
- Offer to have members of your planning team meet with key partner staff or committees.

Cautions

- Keep your options open. Some partners are more appropriate as lead and others as collaborating partners. You will need both once your school opens.
- Be careful of too many partners!
- Will need to be clear about how the many relationships will be managed and how accountability will be shared. This requires open and transparent discussions regarding support for varied aspects of the school program.

School - Partner Memorandum Of Understanding 2007 New Century Schools

PART E of (New Century Grant Application)

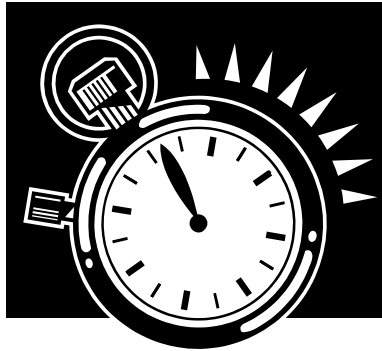
Memorandum of Understanding (MOU): Provide a description of explicit understandings about the nature of the partnership between the school and the lead partner including:

- Areas of 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.
- Description of how the CEO and school leader will communicate with each other as well as the frequency of direct contact.
- Nature of the communication process and frequency between partner liaison and school regarding programmatic, financial and personnel issues among others.
- Overall role of partner within the school community.
- Collaborative discussion and consultation regarding all aspects of staffing at the school.
- Demonstrated integration and application of the 10 Principles of Effective Schools in the work of the partnership.
- Participation of the partner in ongoing examination and use of data to improve decision-making and student achievement.
- Statement by partner and school leader to participate in the **New Visions Demonstration LAB** (Empowerment sector) over the 4 year duration of the grant.

This MOU is to be dated and co-signed by Lead Partner and School Leader.



Problem Solving



The Conflict Resolution Process

The Eight Essential Steps to Conflict Resolution by Dudley Weeks, Ph.D., Los Angeles:

Conflict Partnership is a process that empowers people to build mutually beneficial relationships and to resolve conflict effectively. Try following its eight steps:

1. Create an Effective Atmosphere
2. Clarify Perceptions
3. Focus on Individual and Shared Needs
4. Build Shared Positive Power
5. Look to the Future, then Learn from the Past
6. Generate Options
7. Develop "Doables"
8. Make Mutual Benefit Agreements

The "partnership process" is based on the following five principles. Keep them in mind whenever you are involved in a conflict:

1. Think "we," rather than "I versus you" - working together helps solve conflicts.
2. Try to keep in mind the long term relationship.
3. Good conflict resolution will improve the relationship.
4. Good conflict resolution benefits both parties.
5. Conflict resolution and relationship building go hand in hand.

The Eight Steps

Step 1 - Create an Effective Atmosphere

Creating an effective atmosphere is a very important step in the conflict resolution process. It is more likely for mutual agreements be reached when atmosphere is given careful consideration. When thinking about atmosphere, remember these ideas:

- Personal preparation -- doing all you can to ready yourself in positive ways to approach issues honestly and openly.
- Timing -- choosing a time that is best for all parties involved. A time in which no one is feeling pressed to move on or pressured in other ways.
- Location -- where you meet is as important as when you meet. It is best to pick a place where all parties can feel comfortable and at ease.
- Opening statements -- try to start out on a good note. Good openings are ones that let others know you are ready and willing to approach conflict with a team-like attitude that focuses on positive ends. They should also ensure the trust and confidentiality of the parties involved.

Step 2 - Clarify Perceptions

Clarify individual perceptions involved in the conflict. You can't solve a problem if you don't know what it is about.

- 1. Sort the parts of the conflict - ask what it is about.**
- 2. Avoid ghost conflicts -- get to the heart of the matter and avoid side issues.**
- 3. Clarify what, if any, values are involved.**
- 4. Recognize that the parties involved need each other to be most effective.**

Additionally, clarify your perceptions of the other party.

- 1. Avoid stereotyping.**
- 2. Listen carefully.**
- 3. Recognize the other's needs and values.**
- 4. Empathize - ask why they feel the way they do.**
- 5. Clear up misconceptions you may have of them.**

Step 3 - Focus on Individual and Shared Needs

Expand on shared needs. Realize that you need one another in order to successfully resolve conflicts. Be concerned about meeting others needs as well as your own. When you take the time to look, you will recognize that individuals often share needs in common.

Step 4 - Build Shared Positive Power

Power is made up of people's outlooks, ideas, convictions, and actions. A positive view of power enables people to be most effective. A negative outlook on power proves *disempowering*. Instead of "power with," it encourages "power over." Positive power promotes building together and strengthening partnerships. When parties in conflict have this outlook, they can encourage each other to use shared positive power. This gives an ultimate advantage to all involved because each person's positive energy is being drawn upon for a worthwhile solution.

Step 5 - Look to the Future, then Learn from the Past

Don't dwell on negative past conflicts, or you won't be able to deal positively in the present or the future. Try to understand what happened in the past, and avoid repeating the same mistakes over. Don't get stuck in a rut; learn from past conflicts and be forgiving. Let others know "I'm not mad at you, I'm mad at what you did."

Step 6 - Generate Options

- 1. Beware of preconceived answers.**
- 2. Look for common threads.**
- 3. Make sure options are workable for all parties involved.**
- 4. Set aside disagreements and focus on options that seem most workable.**
- 5. Avoid spin-off conflicts by bypassing options that won't work for all involved.**

In Generating Options:

- 1. Ask first for the conflict partner's options -- listen and learn.**
- 2. Try free-flowing options:**
 - make new suggestions
 - write them down
 - wait to discuss them till they're all out on the table
 - group similar options together
 - narrow down the list
 - predict possible outcomes
 - look at all ideas, no matter how silly they may seem
 - Imagine
- 3. Identify Key Options; these are ones that will:**
 - meet one or more of the shared needs
 - meet individual needs and are compatible with other's needs
 - use mutual positive power
 - improve the relationship
 - be at least acceptable but preferably satisfying to all involved
- 4. When looking at options, don't let past experiences cloud present perceptions and decisions.**

Step 7 - Develop "Doables" -- Stepping-Stones to Action

Doables are specific actions that have a good chance at being successful.

Doables are:

- the ideas that have the best chance at success
- steps that never promote unfair advantages on any sides
- found on shared input and information from all parties
- trust builders - they add confidence in working together
- actions that meet shared needs

Step 8 - Make Mutual Benefit Agreements

Mutual-Benefit Agreements should give you lasting solutions to specific conflicts.

- 1. Instead of demands, focus on developing agreements and find shared goals and needs.**
- 2. Build on "Doable" things by working on the smaller stepping-stone solutions.**
- 3. Pay attention to the needs of the other person in addition to your own interests.**
- 4. Recognize the "givens" - basic things that cannot be altered or compromised.**
- 5. Clarify exactly what is expected of you in the agreement - your individual responsibilities.**
- 6. Keep the conflict partnership process going by using and sharing these skills with others.**

Special topics

Handling Anger

It's alright to feel anger, but we should not allow it to rule. Instead, we should identify the source of our anger and then try to move past it. When this is done, we can focus on the positive steps of conflict resolution. In partnerships, the idea is not to break down - it is to focus on building up.

Dealing With People Who Only Want Things Their Way

Effective conflict resolution is not deciding who gets their way. Using conflict partnership skills can help you find a resolution that is "getting our way," even with people who seem locked in a pattern of "either your way or mine."

When the other party seems to be defining conflict resolution as an "I-versus-you" struggle:

- **try extra hard to set a partnership atmosphere**
- **state clearly that you see conflict resolution as a process in which you need each other**
- **focus on shared needs and shared power**
- **generate specific options and doables that will improve the relationship for both of you**

If the other party is focusing on power or control and thinking losing either will weaken them:

- **focus on developing an "our" power attitude**
- **recall times that effective shared power has worked for the relationship in the past**

When the other party focuses on controlling the situation rather than on the needs of the situation:

- **encourage them to talk about what they think the needs of the situation really are**
- **try to come up with doables based on those needs**

Dealing with Conflicts that Involve an Injustice

An injustice involves a violation of values or principles that are important to you.

1. **Make sure that you understand the differences between behavior that is unjust and behavior you simply do not like.**

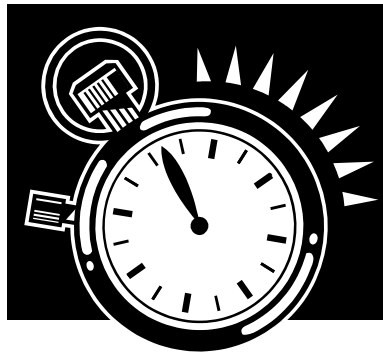
- 2. If you're confident that a conflict does indeed involve an injustice, you need to tell the other party involved how see what has occurred.**
- 3. Focus on the behavior, not on the person. In injustice situations, we often hear people saying, "You aren't fair!" This kind of statement could result in a reply such as "Well, if you think I'm an unfair person, then I guess we have nothing to talk about." A better way to handle this would be to start with a positive opening statement such as, "I feel what you did was unfair, and I want to understand why you did it. Were you aware I might feel unjustly treated? Would you feel unjustly treated if someone did that to you?" This is more likely to result in a positive response and some feedback.**
- 4. Clearly state when you think an injustice has been done. Do it in a way that encourages positive behavior and successful resolution.**

You could:

- Ask what alternate behavior could have been used.**
- Ask them to put themselves in your shoes to understand how you were affected by their behavior.**
- Focus on the positive by reminding them of past examples when their fair behavior resulted in good partnership resolution.**

Knowledge Management

Saving Our History: Electronic Portfolio



New Century High School Initiative 2006

Electronic Portfolio: Key Planning and Implementation Benchmarks

During the Spring of 2006, all New Century High School Principals, partners and planning teams will be responsible for developing a series of discrete action steps leading to a successful opening of their schools next September. Working with their assigned New Visions coach, Principals will be responsible for creating a portfolio of practices that have been integrated into their “start-up” design and activities, which will become part of the NVPS Knowledge Management open source platform. These materials will be made available to succeeding small school developers and others engaged in the high school reform movement. Most important, the Theory of Action that each school implements will inform our work at New Visions in order to better support school leaders and other practitioners.

New Visions for Public Schools has identified critical benchmarks in school development areas including: community outreach and engagement, academic rigor, partnership, and essential elements of school design. These benchmarks are also aligned with the practical work outcomes expected of school leaders participating in the New School Intensive.

All New Century High School principals will be responsible for coordinating a Theory of Action Portfolio that is the basis of their collaboration and dialogues with the New Visions Coach. There are five benchmark areas for all planning teams. The Principal and partner (along with the NVPS coach) are mutually accountable for providing evidence that these initial benchmarks have been met.

I. Benchmark: Summer Preparation for School Opening

New Century Principals, partners and planning teams will develop a rigorous summer schedule that enables school stakeholders to make key decisions concerning aspects of school education program, organization and culture.

This schedule should include:

- Outline of a Professional Growth Plan to be used for each staff member
- Assignments of administrative duties
- Completion of operational activities (facilities preparation, hiring, purchasing etc.)
- Student Activities (summer bridge, ordering uniforms, summer reading etc.)
- Parent Engagement Activities (assignment of outreach staff, orientations, Parent conferences, celebration events, creation of PTA by-laws, etc.)
- A comprehensive PD schedule (including times, locations, consultants etc.)
- Outline of three day Summer Bridge Program
- Logistical Activities (telephone and computer installation)

II. Benchmark: Staff Recruitment and Induction

New Century High School Principals, partners and planning teams will develop a comprehensive staff recruitment and induction process that will ensure high quality candidates who are dedicated to the school's mission and performance standards.

The Portfolio should include:

- Materials used in an interview/simulation process that would provide evidence of previous work history and success of the candidate
- Job descriptions for each position vacancy
- A list of those members and their role on the planning team who have participated in the hiring of all new staff members
- List of strategies used to recruit teachers

III. Benchmark: Student Recruitment

New Century High School Principals, partners and planning teams will recruit an entering class composed of a diverse range of students who are aware of and committed to the school's mission and student performance standards and expectations. Evidence of a successful recruitment plan will be a number of student applicants that fills enrollment targets in the first round of the student admissions process.

The Action Portfolio should illustrate:

- An early and comprehensive recruitment strategy that includes outreach to a broad-based community and the regional office personnel (where appropriate), as well as the production of school marketing and public relations materials, and a community mapping plan.

IV. Benchmark: Academic Rigor

New Century High School Principals, partners and planning teams will develop a 4 -7 year framework of a rigorous instructional program that provides equitable opportunities to learn and enables every student to master challenging content, skills, and learning strategies.

The Portfolio should include:

- The anticipated four year sequence of Regents testing by grade
- Alternative assessment measures to be used including: diagnostic and standardized tests (AP, PSAT, SAT, LAB) and the times when such assessments will be given
- The plan for teacher integration of data in their daily planning
- The weekly schedules of students and teachers which may be different from those contained in the NCHS proposal
- The procedure for collecting and using student performance data

- Evidence of the alignment of curriculum with state and local standards in the four core disciplines
- The course of study catalogue for entering first year students and a sample unit of study in Science, social studies, language arts, and mathematics
- A ten day Summer Professional Development Institute Plan (give resources, times and location of training)
- Anticipated calendar of marking periods and alternative assessment activities (i.e. student exhibitions and round tables)

V. Benchmark: Stakeholder Communication and Expectations

New Visions Principals, partners and planning teams will construct frameworks for establishing clear expectations of students, staff and parents.

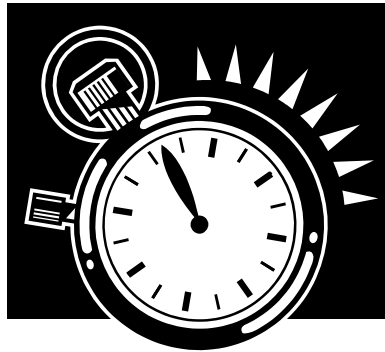
The Action Portfolio will contain:

- Advisory curriculum for entering grade
- Weekly Schedule and special schedules indicating times for each period
- Student Handbook (includes dress codes, student behavioral expectations, list of school resources and personnel, policies, procedures for student governance, extra-curricular clubs and teams, sample student schedule)
- Course catalogue with descriptions, credits and academic expectations
- Parent Handbook
- Staff Handbook



*Gloria Rakovic
Director of New School Development
Lab Network
Revised 5/12/06*

Team preparation



Team Needs Survey Results

Name _____ School Name _____

PRIORITIZE THE AREAS OF APPLICATION PREPARATION THAT YOU WOULD LIKE TO SPEND MORE TIME ON DURING THE NEXT COACHING SESSIONS. (1 = MOST NEED, 2 = SOME NEED, 3 = LITTLE OR NO NEED.)

- _____ Aligning Rigor, Support, and Capacity
- _____ Writing the mission/Vision/Core Beliefs statement
- _____ Identifying expectations for student learning
- _____ Solidifying a lead partner as part of the planning team
- _____ Recruiting team members
- _____ Understanding the role of the lead and collaborating partner
- _____ Describing 6th and 9th grade curriculum
- _____ Writing a Curriculum Unit or Lesson Plans
- _____ Identifying core curriculum "big ideas"
- _____ Identifying key pedagogical approaches
- _____ Creating a school based professional development program
- _____ Getting along with my team members
- _____ Meeting with my team to work on writing the Application
- _____ Constructing authentic student assessment
- _____ Integrating youth development principles
- _____ Designing culture routines, practices, rituals
- _____ Integrating advisory/personalization into body of the paper
- Other (Describe on back of page)

Inventory of New School Team Technical Assistance Needs (after school approval)
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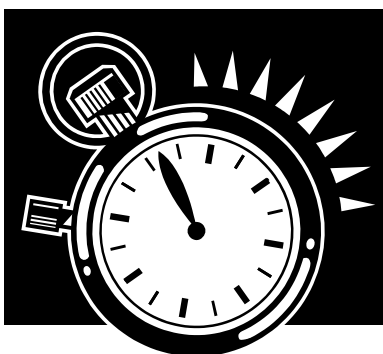
Step 1: Partner team member(s) and the principal prioritize those areas on a scale of 1-15 (1 being the highest priority), which they will require specific support and technical assistance in the school creation process.

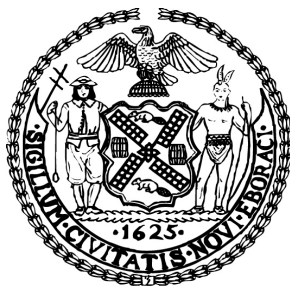
Step 2: Partner(s) and principal share their individual responses and identify unique needs of each, while discerning mutual needs as they grow their relationships, collaborative responsibilities and accountability.

Step 3: The team agrees on 1-2 topics that they wish to explore together and develop a process of investigation and analysis to enhance knowledge. The team formulates a question they want to answer. Their collaboration on the topic evolves from 2 or 3 questions. Potential source of Action Research plan.

Principal	10. Creating a set of agreements with co- principals on the school campus, shared space agreement	Partner
Priority #	Technical Assistance Inventory	Priority #
	11. Meeting the needs of ELL and special education students	
Principal	1. Creating a Teacher Hiring and Recruitment Plan (union contract, interview questions that reveal strengths of candidates, developing resume screening techniques etc.)	Partner
Priority #	Technical Assistance Inventory	Priority #
	2. Agreeing upon decision-making authority between Principal and Partner	
	12. Training teachers to implement an inquiry based, academically rigorous classroom (high standards and expectations)	
	3. Developing a student admissions plan and examining the role of the partnership in the process	
	13. Preparing the budget (DOE, New Visions)	
	4. Purchasing procedures	
	5. Developing a four -- six year curriculum plan including (regents testing plan,	
	14. Creating a master schedule that exemplifies my beliefs about the mission and vision for the school	
	5. Developing a community and parent engagement plan	
	15. Planning a Summer Bridge Program (3-10 days)	
	6. Establishing relationships with the region	
	46. Other	
	7. Considering the autonomies the planning team needs to have to create a successful school	
	8. Designing a personalized learning environment/advisory program: training teachers for the advisor position	
	9. Creating a systematic approach to professional development including: new team summer professional development institute, 2006-07 PD plan, philosophical underpinnings of adult learning, role of partner	
	10. Creating a set of agreements with co- principals on the school campus, shared space agreement	

Special New School Application Materials





New York City Department of Education

**NEW SCHOOL
APPLICATION GUIDELINES
FOR SCHOOLS OPENING IN
2007**

Office of New Schools
52 Chambers Street
New York, New York 10007
Telephone: 212.374.2371; Facsimile: 212.374.5581

INTRODUCTION

The New York City Department of Education's Office of New Schools is pleased to present the new school application process for opening schools in September 2007. 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 New Schools 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 New Schools (ONS) 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. A calendar of these professional development workshops will be published separately.

There are three distinct stages to the 2007 application process:

- Stage 1 Friday October 27, 2006: *Executive Summary due*. This first step is a short but critical step in the application process. Teams with well-articulated visions and demonstrated capacity to achieve that vision will be recommended to submit the full application portfolio. The Executive Summary will include biographic information, vision statement and resumes of planning team members. Email the completed Executive Summary to jcohen30@nycboe.net by Friday October 27.
- Stage 2 Friday, December 1, 2006: *Final Application Portfolio due*. 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@nycboe.net by Friday December 1.
- Stage 3 *For selected applicants, interviews begin the week of December 11, 2006*. Interviews will be conducted by a panel assembled by ONS and 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 2007 will take place in late January 2007.

For leaders of approved schools, the New York City Leadership Academy sponsors the *New School Intensive* from February through August 2007, and then through the first year of the school's implementation.

STAGE 1: THE EXECUTIVE SUMMARY, DUE OCTOBER 27, 2006

PART A: APPLICANT INFORMATION

1. Name of Proposed School
2. Desired Location of Proposed School (Please note that schools are located where there is capacity and demonstrated educational need. Priority for new school applications will be given to proposals that reflect the intersection of capacity and need.)
3. Name of Proposed School Leader
 - Mailing address
 - Telephone number(s) – specify work, home, cell
 - Facsimile number
 - E-mail address
4. Name of Intermediary Organization or Lead Partner, if applicable
 - Mailing address
 - Contact person
 - Telephone number(s) of contact person
 - E-mail address of contact person
5. Grade level(s) to be served in the first year
6. Grade levels to be served at scale (full capacity)
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 representatives (if applicable) and the designated leadership.

PART B: EXECUTIVE SUMMARY (No More Than Four Pages)

Articulate the overarching mission of the proposed school and the components of the school design and support structures that are most essential to achieving that mission. Briefly state the reasons for opening this school in the community identified and the ways in which the school will benefit students. Include a description of the unique educational experiences of students in the proposed new school. To demonstrate the school's mission, include a one page task that students will be expected to complete by the end of the first year. The Executive Summary will demonstrate how this new school will contribute to the educational reform goals of the New York City Department of Education.

PART C: EVIDENCE OF CAPACITY

1. 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 evidence of expertise and a strong track record in the following:

- a. Instructional leadership, including
 - Organizing toward high student achievement
 - Professional development
 - Curriculum development
 - Youth development
 - b. Urban school development and operation
 - c. Parent and community engagement
 - d. Financial management
 - e. Creation of strategic partnerships
2. Institutional Partnerships:
- 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. – e. above.
 - b. Describe the role that the partner(s) would play in the school's educational plan and operation.

STAGE 2: THE APPLICATION PORTFOLIO, DUE DECEMBER 1, 2006

The New School Application is a portfolio of documents that form the core of a school's vision. Each document is an authentic platform 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. View each document as part of the whole; as such, please adhere to the 25 page limit for Part A & Part B. Each part of the portfolio will demonstrate the team's capacity to execute the school's mission.²

PART A: APPLICANT INFORMATION

1. Name of Proposed School
3. Desired Location of Proposed School (Please note that schools are located where there is capacity and demonstrated educational need. Priority for new school applications will go to proposals that reflect the intersection of capacity and need.)
4. Name of Proposed School Leader
 - Mailing address
 - Telephone number(s) – specify work, home, cell
 - Facsimile number
 - E-mail address
5. Name of Intermediary Organization, or Lead Partner, if applicable
 - Mailing address
 - Contact person
 - Telephone number(s) of contact person
 - E-mail address of contact person
6. Grade level(s) to be served in the first year
7. Grade levels to be served at scale (full capacity)
8. 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), representatives of community based partners (if applicable) and the designated leadership.
9. School theme, check one (if applicable):

<input type="checkbox"/> Architecture & Urban Planning	<input type="checkbox"/> Business, Finance, & Entrepreneurship
<input type="checkbox"/> Health & Medicine Studies	<input type="checkbox"/> Humanities & Classical Studies

² For deeper insight into the expectations of a strong proposal, please refer to the Annotated Application developed by ONS to support the development of effective applications. The Annotated Application will be disseminated at the New School Development sessions and can also be obtained by contacting ONS directly.

☐ Literature, Writing, & Communication Education

☐ Performing & Visual Arts

☐ Service, Leadership, Law & Justice

☐ Multicultural/Multilingual

☐ Science, Math, & Technology

☐ Other:

PART B: VISION & VALUES

1. Introduce the application portfolio with a one page cover letter that sets the documents in context and frames the school's vision. A possible way to frame the introduction is to address these questions:

- What are your school's core values?
- How are these values reflected in the elements of this portfolio?

2. The second set of documents orients prospective students and their families to the vision and values of the new school. These include:

- a. An introductory letter to parents and students that can include discussion of the role of intermediary or community based partner. If necessary, this letter should specifically welcome the target student population your school is designed to serve (for example, English Language Learners.)
- b. An example of how you will attract students 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 also serve 15% special education students and 20% English Language Learners.

As you recruit students and parents, communicate your vision and describe the new culture through one sample of outreach material you might provide: a brochure to distribute at recruitment fairs, talking points at a Community Engagement Council meeting, a 3 minute DVD that shows the daily life of a student in the school, etc.

- c. School Directory Page. As a component of the school admissions process, complete the attached page – labeled as Attachment 2c (page 11). Note that if the school is approved, the directory page will be used for the 2007 high school directory.

3. The third set of documents comprises extracts from a written student handbook for middle or high schools or a parent handbook for elementary schools:

- a. An extract from the handbook that introduces the rules and culture of your school
- b. A sample weekly and daily student schedule
- c. Exit Criteria. An explanation of the performance expectations (qualitative and quantitative) held for students graduating from the school, beyond the state mandated examinations

4. The fourth set of documents describes the Curriculum and Instruction model, including the following:

- a. Curriculum Map: A curriculum map is a structure many educators use to scaffold their thinking about curriculum within individual courses and throughout a school community. Examples of items in curriculum maps

include, but are not limited to, the following: Essential Questions, Standards, Assessments, Skills and Content Knowledge, and Major Projects.

- b. Sample Unit and Lesson Plan: Design the instructional model that teachers in the school will use and provide a sample unit and a sample lesson or project plan that represents the kind of teaching and learning you would like to see in the school.
- c. Assessment: Design an assessment and a rubric that will show students' level of mastery on the task described in the unit or project above. The assessment should be reflective of the kind of task that students will be expected to complete in order to graduate from the school.
- d. Differentiated Instruction: Redesign the sample unit, lesson plan and/or assessment described above, focusing on supports for special education, English Language Learners, and/or students who scored a Level 1 or 2 on promotional tests.

5. The fifth set of documents focus on the school's vision and values with regard to teacher performance:

- a. Hiring Criteria: Write a job description for a teacher in the school and the criteria that a fully qualified candidate should meet
- b. Sample Weekly Teacher Schedule for any one teacher
- c. Staffing Plan: Using the budget model provided in Appendix 5c (page 12), show the school's first year staffing plan, including teachers and educational support staff. Provide license requirements and role for each of the staff members you provide in your plan. In one paragraph, explain how your staffing plan reflects your educational priorities.
- d. Professional Development Plans: These should be the actual plans for the summer before school opens or fall immediately after opening, not a description of what it will be. This professional development should be in-house and designed by the instructional leader. Provide detailed facilitator agendas that address key components of the school's professional development plan, which may include:
 - Curriculum development
 - Developing school culture
 - Serving the needs of low-performing students, special education students & ELLs

6. The sixth set of documents describes the leadership and governance structure of the school:

- a. Data & Accountability: The sample data sheet in Attachment 6a (page 13) reflects hypothetical data from a sample of the school's first entering class. Respond to these questions by succinctly describing your priorities as principal of the new school (2-3 pages):
 - Given this data, articulate the priorities for designing the school's summer diagnostic assessment.

- Design a professional development session to be held at the beginning of the school year using the data provided and results from the diagnostic assessment.
- During the school's first year, what data is critical to gather, how will you gather it, and how will you use the data to support teaching and learning?

b. Governance Plan:

- 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 one page.
- 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. Write an extract (one page) from such a handbook that explains one critical aspect of the governance structure of the school.

PART C: CAPACITY OF TEAM

1. Write a one page overview of the strengths of the planning team that serves as an introduction to the resumes. This cover letter should highlight the leadership capacity within the team, including evidence of expertise and a strong track record in the following:
 - a. Instructional leadership, including:
 - Organizing toward high student achievement
 - Professional development
 - Curriculum development
 - Youth development
 - b. Urban school development and operation
 - c. Parent and community engagement
 - d. Financial management
 - e. Creation of strategic partnerships
2. Provide a resume for each member of the planning team, including his/her educational and employment history. These resumes must be included in the body of the application and not as attachments.

PART D: CONNECTION TO COMMUNITY

Provide letters of commitment from institutional and/or community based partners that will support the school. These letters must be on official letterhead and should explain the specific roles of each partner in the school. Fiduciary and governance structures should also be explained.

STAGE 3: THE INTERVIEW, WEEK OF DECEMBER 11, 2006

The most developed applications will be invited to interview with representatives of the New City Department of Education. These interviews will be held during the week of December 11, 2006. Applicants who are invited to interview will be sent separate notification and explanation of the interview format.

ASSESSMENT OF NEW SCHOOL APPLICATIONS

We will use evidence of the following *Elements of Effective Schools* to guide evaluation of applications:

1. Strong leadership and a mission that teachers, administrators, and students know and support.
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.
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.
4. High expectations for all students and a standards-based, academically rigorous curriculum that connects what students learn with college and career goals.
5. Performance-based assessments for students and teachers and a culture of continuous improvement and accountability for student success.
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.
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.
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.
9. Connections between what students learn in school to their lives and communities through internships, mentoring experiences, and service learning opportunities.
10. Partnerships with students, parents, and community organizations and institutions as key collaborators and stakeholders.

SIGNATURES

Attach this page to the original application portfolio and submit to the Office of New Schools by 5pm on Friday December 1, 2006

Print/Type Name of Proposed School Leader
Date

Signature

Print/Type Name of Intermediary Organization Executive Director
Date
or Lead Partner Executive Director (if applicable)

Signature

Print/Type Name of Regional Superintendent
Date
(if applicable)

Signature

ATTACHMENT 2C: SCHOOL DIRECTORY PAGE

<p style="text-align: center;">Important Admissions Information</p> <p>Eligibility: (Choose One)</p> <p><input type="checkbox"/> Limited Unscrened: Priority to students who attend an information session, then to all New York City Residents</p> <p><input type="checkbox"/> Other:</p>	<p style="text-align: center;">School Overview</p> <p>In Their Own Words: (1,200 Words Maximum)</p>
<p>Special Education Services (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>Partnerships</p> <ul style="list-style-type: none"> ▪ Intermediary: ▪ Community-based Organizations: ▪ Hospital Outreach: ▪ Cultural/Arts Organizations: ▪ Not-For-Profit: ▪ Corporate: ▪ Financial Institutions: ▪ Other:
<p>ELL Programs (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>Courses & Program Highlights</p> <p>Programs:</p> <p>Languages:</p> <p>Advanced Placement Courses:</p>
<p>Enrollment:</p> <p>Total Students per grade:</p> <p>Grades Served in 2007-2008:</p> <p>Grades Served at Scale:</p>	<p>Extracurricular Activities:</p> <p>Leadership & Support:</p> <p>Academic:</p> <p>Artistic:</p> <p>Clubs:</p> <p>School Sports:</p>

ATTACHMENT 5C: STAFFING PLAN GUIDE

Use the following 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 2007 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 budgets are likely to be released in the spring of 2007.*

SALARY ASSUMPTIONS	
Please use the following in your budget	
Principal	\$115,000
School Secretary	\$43,300
Social Worker	\$65,000
Guidance Counselor	\$76,000
School Aide	\$23,400
Teacher	\$55,000
School Aid - 7 hours	\$24,500
School Aid - 6 hours	\$21,500
School Aid - 5 hours	\$20,000
1/2 Time F Status Teacher	\$27,500
Paraprofessional	\$33,500

ALLOCATIONS: Subset of allocations to be used for staffing plan			
	HIGH SCHOOL: 108 Students	MS/HS: 81 Students	ES & MS: 108 Students
Overhead Allocation ¹	\$262,500	\$362,000	\$260,000
Instructional Allocation ²	\$255,000	\$180,000	\$240,000
Supplemental Allocation ³	\$100,000	\$60,000	\$100,000

NOTES:	
1. The Overhead Allocation can be used to fund any of the following positions: principal, secretary, guidance counselor, social worker, school aide, and paraprofessional	
2. The Instructional Allocation can be used to fund teaching staff	
3. If you plan to use supplemental dollars to fund extra teachers, please remember that you are responsible for paying for their fringe benefits.	
Basic Salary:	\$55,000
Fringe Benefits @ 35%:	\$19,250
Total Cost of Teacher =	\$74,250

ATTACHMENT 6A: SAMPLE DATA SHEET

The following is a hypothetical data set that reflects a sample of the students who will attend the new school in September. The data is a report from the previous school year. Use this sample data to inform the application.

Student ID	Sex	LEP	SETTS	Title 1 Eligible	Days Absent	ELA Score	Math Score
1	F		Y	Y	16	1	1
2	F			Y	0	3	4
3	F	Y	Y	Y	6	2	1
4	M		Y	Y	15	1	1
5	M			Y	32	2	1
6	F		Y		1	2	1
7	F			Y	9	2	1
8	F		Y		8	1	1
9	M			Y	8	2	3
10	M		Y	Y	25	3	2
11	M	Y			5	1	1
12	F			Y	15	2	1
13	F				0	4	3
14	F	Y		Y	9	1	1
15	M				53	2	2
16	M	Y	Y		3	2	2
17	M	Y		Y	20	4	2
18	F			Y	17	3	3
19	M			Y	2	1	2
20	M			Y	17	2	2
21	M			Y	23	3	1
22	F			Y	18	1	1
23	F		Y	Y	4	2	2
24	M		Y		0	1	1
25	M				13	2	2
26	F		Y		18	1	1
27	F				21	2	2
28	F				0	3	2
29	F			Y	8	2	2
30	M			Y	15	1	1



REVISED
New Century High Schools Initiative
Grant Application 2006-2007

Executive Summary and Application
Requirements and Check List

320 West 13th Street
6th Floor
New York, NY 10014

Phone: 212-645-5110 | Fax: 212-645-7409
GRakovic@newvisions.org
www.newvisions.org

**New Century High School Grant Application Guidelines
For Submission To New York City Department of Education**

Final Application Due to New Visions: November 20, 2006 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	<i>New Visions requirement</i>	Cover Sheet (See sample attached) 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 School Grant.
4-6 PAGES	PARTS A-C	Parts A-C Executive Summary SECTION (12 pt. font) Follow Department of Education outline Parts A, B, C <ul style="list-style-type: none"> Executive Summary is due to New Visions. Submit 15 copies of the Executive Summary to NV and E-mail one completed copy as ONE ATTACHMENT to Ashley Friedman (afriedman@newvisions.org) at New Visions by 12 noon on <u>October 17, 2006.</u> <u>Executive Summary is due to ONS October 27, 2006 with a revised e-mail copy to New Visions as well.</u>
		PART A: APPLICANT INFORMATION 8. Name of Proposed School 9. Desired Location of Proposed School (Please note that schools are located where there is capacity and demonstrated educational need. Priority for new school applications will be given to proposals that reflect the intersection of capacity and need.) 10. Name of Proposed School Leader <ul style="list-style-type: none"> Mailing address Telephone number(s) – specify work, home, cell Facsimile number E-mail address 11. Name of Intermediary Organization or Lead Partner, if applicable <ul style="list-style-type: none"> Mailing address Contact person Telephone number(s) of contact person E-mail address of contact person 12. Grade level(s) to be served in the first year 13. Grade levels to be served at scale (full capacity)

		14. 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 representatives (if applicable) and the designated leadership.
(No More Than Four Pages)		PART B: EXECUTIVE SUMMARY Articulate the overarching mission of the proposed school and the components of the school design and support structures that are most essential to achieving that mission. Briefly state the reasons for opening this school in the community identified and the ways in which the school will benefit students . Include a description of the unique educational experiences of students in the proposed new school. To demonstrate the school's mission, include a one page task that students will be expected to complete by the end of the first year. The Executive Summary will demonstrate how this new school will contribute to the educational reform goals of the New York City Department of Education .
		PART C: EVIDENCE OF CAPACITY 2. 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 <u>evidence of expertise and a strong track record</u> in the following: Instructional leadership, including <ul style="list-style-type: none"> Organizing toward high student achievement Professional development Curriculum development Youth development <ul style="list-style-type: none"> Urban school development and operation Parent and community engagement Financial management Creation of strategic partnerships
		10. Institutional Partnerships: <ul style="list-style-type: none"> 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. – e. above. Describe the role that the partner(s) would play in the school's educational plan and operation .
1PAGE	New Visions requirement	PART D Partnership Letter of Support signed by current CEO. The letter should indicate that the partner will assume fiscal responsibility for the New Century grant. In addition partner will identify those areas of school planning and operations for which it will be responsible along with members of the school community.
3-4 PAGES	New Visions requirement	Partnership Application: A complete and thorough response to all components of the partnership application which demonstrates partner's capacity and commitment to support school planning and development.
As required	New Visions requirement	Lead Partner Audit - latest audit of the partner organization that demonstrates financial solvency and capacity of the organization to bring resources to the school . Audit must be performed by an authorized agency functioning under state regulations.
1 page	New Visions requirement	Submission of list of planning team members with signatures who have been <u>active</u> participants in the planning process.
As required	New Visions requirement	Attach a copy of “ A Day in the Life of... ” This deliverable will represent the final product of the planning team's work regarding school culture. Just like the mission statement, creating the “A Day in the Life” scenario is an iterative process that should require several rewrites and modifications throughout the planning process. Use the draft as a reference to help inform the planning team's later decisions. Once the process is complete, rework this scenario into a final draft for attachment.

		FINAL NEW SCHOOL APPLICATION
25 PAGE TOTAL (Excluding New Visions Requirements)	STAGE 2	STAGE 2: THE APPLICATION PORTFOLIO, DUE TO NEW VISIONS NOVEMBER 20, 2006 THE APPLICATION PORTFOLIO, DUE TO ONS DECEMBER 1, 2006 The New School Application is a portfolio of documents that form the core of a school’s vision. Each document is an authentic platform 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. View each document as part of the whole ; as such, please adhere to the 25 page limit for Part A & Part B . Each part of the portfolio will demonstrate the team’s capacity to execute the school’s mission . ³
	PART A	PART A: APPLICANT INFORMATION 2. Name of Proposed School 11. Desired Location of Proposed School (Please note that schools are located where there is capacity and demonstrated educational need. Priority for new school applications will go to proposals that reflect the intersection of capacity and need.) 12. Name of Proposed School Leader <ul style="list-style-type: none">Mailing addressTelephone number(s) – specify work, home, cellFacsimile numberE-mail address 13. Name of Intermediary Organization, or Lead Partner, if applicable <ul style="list-style-type: none">Mailing addressContact personTelephone number(s) of contact personE-mail address of contact person 14. Grade level(s) to be served in the first year 15. Grade levels to be served at scale (full capacity) 16. 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), representatives of community based partners (if applicable) and the designated leadership. 17. School theme, check one (if applicable): <div><div><input type="checkbox"/> Architecture & Urban Planning</div><div><input type="checkbox"/> Business, Finance, & Entrepreneurship</div><div><input type="checkbox"/> Health & Medicine Studies</div><div><input type="checkbox"/> Humanities & Classical Studies</div><div><input type="checkbox"/> Literature, Writing, & Communication Education</div><div><input type="checkbox"/> Multicultural/Multilingual Education</div><div><input type="checkbox"/> Performing & Visual Arts</div><div><input type="checkbox"/> Science, Math, & Technology</div></div>

³ For deeper insight into the expectations of a strong proposal, please refer to the Annotated Application developed by ONS to support the development of effective applications. The Annotated Application will be disseminated at the New School Development sessions and can also be obtained by contacting ONS directly.

		Technology <input type="checkbox"/> Service, Leadership, Law & Justice <input type="checkbox"/> Other:
	PART B	PART B: VISION & VALUES 1. Introduce the application portfolio with a one page cover letter that sets the documents in context and frames the school's vision. A possible way to frame the introduction is to address these questions: <ul style="list-style-type: none"> ▪ What are your school's core values? ▪ How are these values reflected in the elements of this portfolio?
	New Visions Requirement	2. The second set of documents orients prospective students and their families to the vision and values of the new school. These include: <ul style="list-style-type: none"> a. An introductory letter to parents and students that can include discussion of the role of intermediary or community based partner. If necessary, this letter should specifically welcome the target student population your school is designed to serve (for example, English Language Learners.) b. An example of how you will attract students 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 also serve 15% special education students and 20% English Language Learners. As you recruit students and parents, communicate your vision and describe the new culture through one sample of outreach material you might provide: a brochure to distribute at recruitment fairs, talking points at a Community Engagement Council meeting, a 3 minute DVD that shows the daily life of a student in the school, etc. c. School Directory Page. As a component of the school admissions process, complete the attached page – labeled as Attachment 2c (page 11). Note that if the school is approved, the directory page will be used for the 2007 high school directory. <p>N.B. NEW VISIONS requires all New Century High Schools to have a limited unscreened admissions policy.</p>
		3. The third set of documents comprises extracts from a written student handbook for middle or high schools or a parent handbook for elementary schools: <ul style="list-style-type: none"> a. An extract from the handbook that introduces the rules and culture of your school b. A sample weekly and daily student schedule c. Exit Criteria. An explanation of the performance expectations (qualitative and quantitative) held for students graduating from the

		school, beyond the state mandated examinations
		<p>4. The fourth set of documents describes the Curriculum and Instruction model, including the following:</p> <ul style="list-style-type: none"> a. Curriculum Map: A curriculum map is a structure many educators use to scaffold their thinking about curriculum within individual courses and throughout a school community. Examples of items in curriculum maps include, but are not limited to, the following: Essential Questions, Standards, Assessments, Skills and Content Knowledge, and Major Projects. b. Sample Unit and Lesson Plan: Design the instructional model that teachers in the school will use and provide a sample unit and a sample lesson or project plan that represents the kind of teaching and learning you would like to see in the school. c. Assessment: Design an assessment and a rubric that will show students' level of mastery on the task described in the unit or project above. The assessment should be reflective of the kind of task that students will be expected to complete in order to graduate from the school. d. Differentiated Instruction: Redesign the sample unit, lesson plan and/or assessment described above, focusing on supports for special education, English Language Learners, and/or students who scored a Level 1 or 2 on promotional tests.
		<p>5. The fifth set of documents focus on the school's vision and values with regard to teacher performance:</p> <ul style="list-style-type: none"> a. Hiring Criteria: Write a job description for a teacher in the school and the criteria that a fully qualified candidate should meet b. Sample Weekly Teacher Schedule for any one teacher c. Staffing Plan: Using the budget model provided in Appendix 5c (page 12), show the school's first year staffing plan, including teachers and educational support staff. Provide license requirements and role for each of the staff members you provide in your plan. In one paragraph, explain how your staffing plan reflects your educational priorities. d. Professional Development Plans: These should be the actual plans for the summer before school opens or fall immediately after opening, not a description of what it will be. This professional development should be in-house and designed by the instructional leader. Provide detailed facilitator agendas that address key components of the school's professional development plan, which may include: <ul style="list-style-type: none"> ▪ Curriculum development ▪ Developing school culture ▪ Serving the needs of low-performing students, special education students & ELLs

		<p>6. The sixth set of documents describes the leadership and governance structure of the school:</p> <p>a. Data & Accountability: The sample data sheet in Attachment 6a (page 13) reflects hypothetical data from a sample of the school’s first entering class. Respond to these questions by succinctly describing your priorities as principal of the new school (2-3 pages):</p> <ul style="list-style-type: none"> ▪ Given this data, articulate the priorities for designing the school’s summer diagnostic assessment. ▪ Design a professional development session to be held at the beginning of the school year using the data provided and results from the diagnostic assessment. ▪ During the school’s first year, what data is critical to gather, how will you gather it, and how will you use the data to support teaching and learning? <p>c. Governance Plan:</p> <ul style="list-style-type: none"> ▪ 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 one page. ▪ 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. Write an extract (one page) from such a handbook that explains one critical aspect of the governance structure of the school.
	PART C	<p>PART C: CAPACITY OF TEAM</p> <p>3. Write a one page overview of the strengths of the planning team that serves as an introduction to the resumes. This cover letter should highlight the leadership capacity within the team, including evidence of expertise and a strong track record in the following:</p> <ul style="list-style-type: none"> f. Instructional leadership, including: <ul style="list-style-type: none"> ▪ Organizing toward high student achievement ▪ Professional development ▪ Curriculum development ▪ Youth development g. Urban school development and operation h. Parent and community engagement i. Financial management j. Creation of strategic partnerships

		4. Provide a resume for each member of the planning team, including his/her educational and employment history. These resumes must be included in the body of the application and not as attachments.
	PART D	PART D: CONNECTION TO COMMUNITY Provide letters of commitment from institutional and/or community based partners that will support the school. These letters must be on official letterhead and should explain the specific roles of each partner in the school. Fiduciary and governance structures should also be explained.
1-2 PAGES	PART E New Visions Requirement	PART E Memorandum of Understanding (MOU): Provide a description of explicit understandings about the nature of the partnership between the school and the lead partner including: <ul style="list-style-type: none"> • Areas of 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. • Description of how the CEO and school leader will communicate with each other as well as the frequency of direct contact. • Nature of the communication process and frequency between partner liaison and school regarding programmatic, financial and personnel issues among others. • Overall role of partner within the school community. • Collaborative discussion and consultation regarding all aspects of staffing at the school. • Demonstrated integration and application of the 10 Principles of Effective Schools in the work of the partnership. • Participation of the partner in ongoing examination and use of data to improve decision-making and student achievement. • Statement by partner and school leader to participate in the New Visions Demonstration LAB (Empowerment sector) over the 4 year duration of the grant. This MOU is to be dated and co-signed by Lead Partner and School Leader.
	New Visions Requirement	New Visions Budget for 4 year grant (do not include in ONS submission)
	New Visions Requirement	Three letters of reference for school leader 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.
	New Visions Requirement	Submission of Administrative certification by team leader to New Visions.
	New Visions Requirement	<ul style="list-style-type: none"> • <i>Submit 15 copies to NV and E-mail one completed copy as ONE ATTACHMENT to Ashley Friedman afriedman@newvisions.org at New Visions</i>

		<p>by 12 noon on <u>November 20, 2006</u>.</p> <ul style="list-style-type: none"> E-mail one completed copy as ONE ATTACHMENT to ONS j.cohen30@nycboe.net on <u>December 1, 2006</u>.
	STAGE 3	<p>STAGE 3: The INTERVIEW, WEEK OF DECEMBER 11, 2006</p> <p>Participation in mock interview training sessions in order to prepare for ONS interviews</p> <p>The most developed applications will be invited to interview with representatives of the New City Department of Education. These interviews will be held during the week of December 11, 2006. Applicants who are invited to interview will be sent separate notification and explanation of the interview format.</p>
	New Visions Requirement	<p>Other Requirements:</p> <p>Team Leader interview at New Visions should be completed by the submission of Executive Summary in early October.</p>
	New Visions Requirement	<p>Attendance at New Visions and ONS professional development sessions is strongly recommended. A major criterion for awarding New Century grants is team capacity to carry out the necessary preparation and implementation of successful school designs.</p>
	New Visions Requirement	<p>Application adherence to school design 10 Principles of Effective Schools</p>

SIGNATURES

Attach this page to the original application portfolio and submit to the Office of New Schools by 5pm on Friday December 1, 2006

Print/Type Name of Proposed School Leader
Date

Signature

Print/Type Name of Intermediary Organization Executive Director
Date
or Lead Partner Executive Director (if applicable)

Signature

Print/Type Name of Regional Superintendent
Date
(if applicable)

Signature

ATTACHMENT 2C: SCHOOL DIRECTORY PAGE

<p style="text-align: center;">Important Admissions Information</p> <p>Eligibility: (Choose One)</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 style="text-align: center;">School Overview</p> <p>In Their Own Words: (1,200 Words Maximum)</p>
<p>Special Education Services (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>Partnerships</p> <ul style="list-style-type: none"> ▪ Intermediary: ▪ Community-based Organizations: ▪ Hospital Outreach: ▪ Cultural/Arts Organizations: ▪ Not-For-Profit: ▪ Corporate: ▪ Financial Institutions: ▪ Other:
<p>ELL Programs (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>Courses & Program Highlights</p> <p>Programs:</p> <p>Languages:</p> <p>Advanced Placement Courses:</p>
<p>Enrollment:</p> <p>Total Students per grade:</p> <p>Grades Served in 2007-2008:</p> <p>Grades Served at Scale:</p>	<p>Extracurricular Activities:</p> <p>Leadership & Support:</p> <p>Academic:</p> <p>Artistic:</p> <p>Clubs:</p> <p>School Sports:</p>

ATTACHMENT 5C: STAFFING PLAN GUIDE

Use the following 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 2007 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 budgets are likely to be released in the spring of 2007.*

SALARY ASSUMPTIONS	
Please use the following in your budget	
Principal	\$115,000
School Secretary	\$43,300
Social Worker	\$65,000
Guidance Counselor	\$76,000
School Aide	\$23,400
Teacher	\$55,000
School Aid - 7 hours	\$24,500
School Aid - 6 hours	\$21,500
School Aid - 5 hours	\$20,000
1/2 Time F Status Teacher	\$27,500
Paraprofessional	\$33,500

ALLOCATIONS: Subset of allocations to be used for staffing plan			
	HIGH SCHOOL: 108 Students	MS/HS: 81 Students	ES & MS: 108 Students
Overhead Allocation ¹	\$262,500	\$362,000	\$260,000
Instructional Allocation ²	\$255,000	\$180,000	\$240,000
Supplemental Allocation ³	\$100,000	\$60,000	\$100,000

NOTES:	
1. The Overhead Allocation can be used to fund any of the following positions: principal, secretary, guidance counselor, social worker, school aide, and paraprofessional	
2. The Instructional Allocation can be used to fund teaching staff	
3. If you plan to use supplemental dollars to fund extra teachers, please remember that you are responsible for paying for their fringe benefits.	
Basic Salary:	\$55,000
Fringe Benefits @ 35%:	\$19,250
Total Cost of Teacher =	\$74,250

ATTACHMENT 6A: SAMPLE DATA SHEET

The following is a hypothetical data set that reflects a sample of the students who will attend the new school in September. The data is a report from the previous school year. Use this sample data to inform the application.

Student ID	Sex	LEP	SETTS	Title 1 Eligible	Days Absent	ELA Score	Math Score
1	F		Y	Y	16	1	1
2	F			Y	0	3	4
3	F	Y	Y	Y	6	2	1
4	M		Y	Y	15	1	1
5	M			Y	32	2	1
6	F		Y		1	2	1
7	F			Y	9	2	1
8	F		Y		8	1	1
9	M			Y	8	2	3
10	M		Y	Y	25	3	2
11	M	Y			5	1	1
12	F			Y	15	2	1
13	F				0	4	3
14	F	Y		Y	9	1	1
15	M				53	2	2
16	M	Y	Y		3	2	2
17	M	Y		Y	20	4	2
18	F			Y	17	3	3
19	M			Y	2	1	2
20	M			Y	17	2	2
21	M			Y	23	3	1
22	F			Y	18	1	1
23	F		Y	Y	4	2	2
24	M		Y		0	1	1
25	M				13	2	2
26	F		Y		18	1	1
27	F				21	2	2
28	F				0	3	2
29	F			Y	8	2	2
30	M			Y	15	1	1

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.

ATTACHMENT B

Office of New Schools : ASSESSMENT OF NEW SCHOOL APPLICATIONS

We will use evidence of the following *Elements of Effective Schools* to guide evaluation of applications:

11. Strong leadership and a mission that teachers, administrators, and students know and support.
12. A structure, including elements such as reduced teacher load, that ensures that students will be known well by their teachers and other school staff.
13. 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.
14. High expectations for all students and a standards-based, academically rigorous curriculum that connects what students learn with college and career goals.
15. Performance-based assessments for students and teachers and a culture of continuous improvement and accountability for student success.
16. 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.
17. 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.
18. 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.
19. Connections between what students learn in school to their lives and communities through internships, mentoring experiences, and service learning opportunities.
20. Partnerships with students, parents, and community organizations and institutions as key collaborators and stakeholders.

Sample
Cover Sheet



New York City Department of Education

NEW SCHOOL Executive Summary 2007



New Century High School Grant Applicant

***BROOKLYN ACADEMY FOR
INTERNATIONAL STUDIES***

October 10, 2006

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

Sample
Cover Sheet 2



New York City Department of Education

NEW SCHOOL FINAL APPLICATION 2007



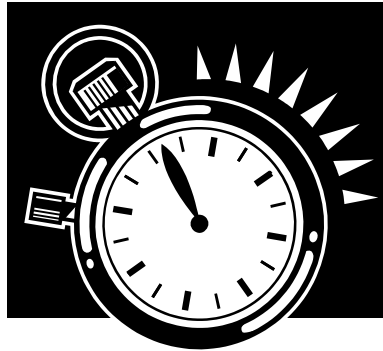
New Century High School Grant Application

BROOKLYN ACADEMY FOR INTERNATIONAL STUDIES

November 20, 2006

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

EXECUTIVE SUMMARY CRITERIA CHECKLIST



Executive Summary Criteria Checklist

2006-2007

GR10/06

Team _____

Coach _____

Yes	No	Executive Summary Components	
		Cover Sheet (with New Visions grant application heading)	
		Part A - Information about school	
		Part B - Executive Summary 6-8 pages Possible Areas of Response: <ul style="list-style-type: none"> • Missions and Vision • Components of School Design • Support Infra-structure • Rationale for opening school • Ways in which school will benefit students • Unique Education Experiences • One Page Task to be completed by end of first year • How school contributes to education reform 	
		Components of School Design Mission and Vision Expectations for Student Learning and achievement Partner integration Standards alignment Regents and beyond Youth Development/community engagement	
		Culture Examples of rituals, routines, Practices Partner integration Personalization (advisory, looping, scaffolding) Youth Development/community engagement	
		Curriculum and Theme Partner integration	

YES	NO	Executive Summary Components	Comments
		Pedagogical Approaches <i>Partner integration</i> <i>Youth Development/community engagement</i>	
		Professional Development <i>Partner integration</i>	
		Standards and Assessment <i>Partner integration</i>	
		Youth Development	
		Governance	
		Parent and Community Stakeholders	
		Part C - Evidence of Capacity 1. Cover Letter re: team membership 2. Resumes	
		3. Partner role and Function 4. Partner Track record	
		Part D - (New Visions requirements) 1. Partnership Letter of Support	
		2. Partnership Application	
		3. Partnership Audit	
		4. Signature Form (planning team members with signatures who have been <u>active</u> participants in the planning process) Planning Team Membership ____ Parent ____ Student ____ DOE Administrator ____ DOE educator ____ CBO	
		5. Assignment: A Day in the Life Of.....	

Yes	No	Other Criteria for Executive Summary Review	Comments
		<i>Clarity of ideas</i>	
		<i>Language and expression</i>	
		<i>Alignment with 10 Principles of Effective Schools</i>	
		<i>Knowledge of Best Practices in small schools</i>	
		<i>Other</i>	

Student Task - Executive Summary Requirement

gr 9.7.06

Assignment Reminder:

“To demonstrate the school’s mission, include a one page task that students will be expected to complete by the end of the first year.”

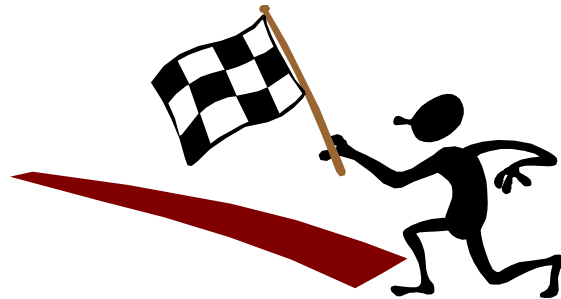
Consider the following guidepost questions in describing this task:

1. Describe the context in which this key assignment exists. Are there one or more major performance-based tasks in which students participate each year by the time they graduate? Or are there ten a year? Or are the performance-based tasks developmental and occur at different junctures throughout the school year?
2. What course(s) generate the task assignment? Are these multi-disciplinary or interdisciplinary in nature? How do teachers collaborate?
3. What clearly defined student skills and knowledge does the task seek to measure?
4. What student work products are expected as outcomes of the assignment?
5. How do faculty collaborate on designing the tasks? Is there professional development to support this process of lesson/unit planning?
6. What role does the partner play in the creation, development and/or assessment of student work?
7. How does the task promote intellectual rigor and engagement of students in meaningful work?
8. What makes the work “authentic”?
9. What options are there for student choice/voice in either the content or process of expressing their skills and knowledge?
10. How is the culture of a personalized learning environment expressed through this task?
11. What assessment process is being employed which forecasts how student work will be measured?
12. What assessment tool will you use to measure student work?
13. How are students engaged in the development of the assessment process, if at all?

14. How are school and community stakeholders involved in the learning process?

*** Careful.....**

Your response should not be limited to areas focused upon by the above questions. The questions are meant only to frame your thinking about the described task. Do not answer them question by question....rather integrate some of the above in a narrative that also describes at least one clear example that gives the reader a vivid picture of the anticipated student work.

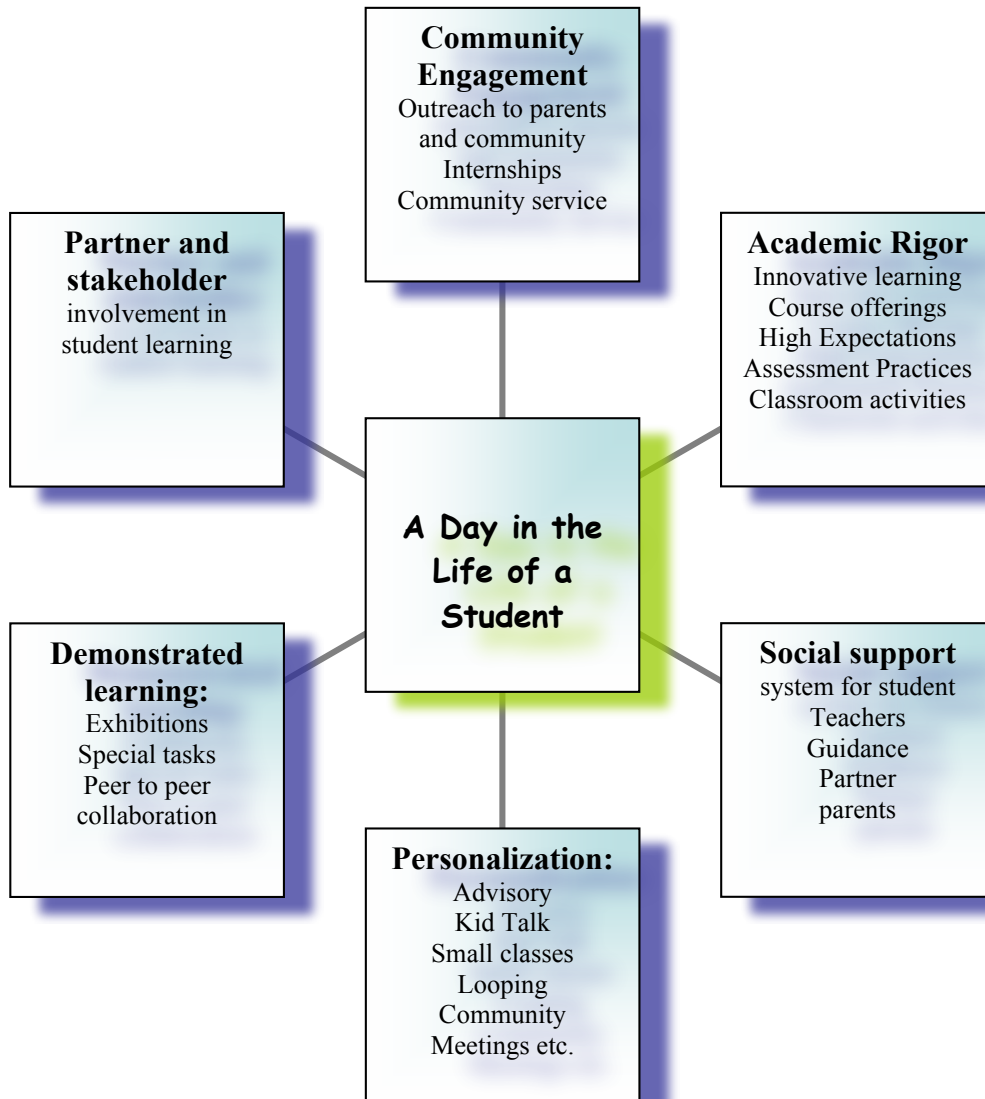


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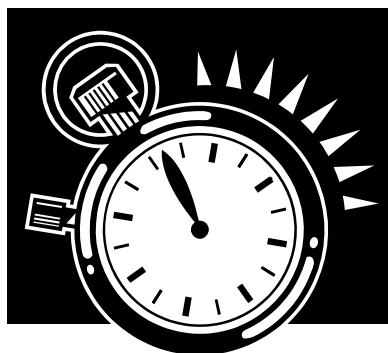
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Exercise: A Day in the Life of a Student at your school

Using this graphic organizer, brainstorm the kinds of experiences one student in your school would have in a single day. Think about ways in which this student's academic, social and emotional needs are met throughout the school day.



Interview Materials



New Century High Schools Initiative

Possible questions for interview of Planning Teams

Who	Area	Question	Comments
	Lead Partner	Describe your lead partner's involvement in planning the overall proposal.	
		What contributions will the lead partner make over the next 5 years to the new school?	
		How will the community partners' contributions be integrated into the curriculum and the school day?	
	Leadership	Is there any member of the team who has been identified as the potential principal of your school, and if so, could they identify the approach to leadership that will be fostered in the school?	
		What qualities of a principal/leader are you looking for? In what ways will all members of the school community be trained in leadership development?	
	Mission	How does the curriculum that you are proposing support the mission of the school?	
	Culture	How will key stakeholders help to create routines, rituals and practices that create a school culture which promotes academic rigor and student personalization, while also building a sense of community?	
	Best Practices	How did your team go about researching best practices in effective small schools? Please further cite teaching and learning best practices that will be used in the school?	
		Describe the best class you have ever observed/taught? What was the teacher doing? What were the students doing?	
	Curriculum	Please give us examples of how the theme of the school will be aligned to curriculum outcomes?	
	Literacy	What approaches would you use across the curriculum to improve and enhance student literacy?	
	ELL Students	How will the curriculum and instructional program support students with special needs and students who are English Language Learners? How will these students be exposed to rigor in their academic course of study?	
	Special Populations	How would you modify teaching for ELL students, students with special needs, students categorized as Level 1 and 2 performance skills?	
	Pedagogical Approaches	Please give specific examples of how student centered pedagogical approaches will be integrated across the curriculum	
	Facilities	Please describe any special facilities needs you may have for your proposed school?	
	Governance	Can you describe how all constituents in the school will participate in	

		making decisions about the school, the curriculum, etc.?	
	Youth Development	How will you ensure that youth development and student voice are promoted in your school?	
	Opening	Why does your team want to start a new school?	
		What are the three most important reasons why a student would want to enroll in your school?	
		What was the biggest obstacle you faced during the entire planning process, and how did you collectively overcome it?	
	Collaboration	Please describe how you intend to foster teacher collaboration?	
	Time Commitment	If you are awarded an implementation grant, what kind of time will you be willing to give to the planning process this spring and summer?	
	Grouping	What philosophy will your school have about grouping students who represent a diverse range of learners? How will students with special needs, students who are English Language Learners and students reading above grade level be grouped in their coursework?	
	Professional Development	How will educators in your school enhance their professional knowledge and skill? What kind of school structures will be needed to support their on-going professional learning?	
	Assessment	How will you measure what students have learned? How will student performance inform teaching?	
	Parent Engagement	What will you do to make parents/caregivers of your students feel as if they have a meaningful influence in decision making and what happens to their children in the life of the school?	
	Rigor	What about your school promotes rigor, high standards and high expectations for all students?	
	Capacity	Describe why your team is qualified and ready to open a new school this September.	
	Rigor	Describe what the ideal classroom should look like to you?	
	Rigor	Describe the best lesson you have ever seen? What are the elements/traits of teaching and learning that you value?	

Calendars And Schedules

