



Office of Portfolio Development
Annotated New Secondary School Application
October 2008

To assist you in the new school application process, the Office of Portfolio Development (Portfolio) is providing this annotated application as a supplemental guide and checklist. The questions posed in this document expand on the evaluation rubric and will give you an idea of the type of clarifications you might be asked to provide at the interview. Do not answer these questions directly in your application portfolio, but use them to focus your thinking as you hone your proposal. We hope this document is a useful support. Once again, we thank you for your hard work towards completing the final application portfolio.

The Application Portfolio

Note some key overarching issues:

- **Rubric:** As a reminder, your final application will be evaluated using the attached rubric. Our focus is on three key areas: School Design, Capacity of Team, and Connection to Community.
- **Length:** The application should adhere to the page limit suggested in Part 4 of the application portfolio. Parts 1 - 3, (Applicant Information, Capacity of Team and Executive Summary) are not included in the page limit. As a guide, we have indicated the expected number of pages for each task. Pages can be single spaced and should have one inch margins.
- **Audience:** When writing your proposal, be sure to consider the audience for each piece of the portfolio. Rather than writing the proposal as if the Office of Portfolio Development is the reader, speak to the stakeholders of the prospective school. In composing the letter to parents, for instance, reflect on how the parents would respond. For the curriculum map or job description, analyze how teachers will react. Will students embrace the handbook you have designed for them? In short, do not write to us; write to your constituents.
- **Clear Connections and Congruence:** How do the different tasks in the portfolio relate to each other and to your school's mission? For example, does the professional development plan fit with your assessments and job descriptions? Could you create a schedule using the budget you determined? Does the curriculum map ask the kind of questions that would result in the model lesson you provided? Your portfolio should develop a common and coherent vision that drives all the distinct elements of the school. That is the challenge and the task of running a good small school.
- **Choices:** Have you made the difficult choices that a leader must make about priorities in his/her school? There are more good ideas than can fit into any one school mission. Your portfolio cannot merely be a list of good ideas; it must demonstrate choices that are rational and fit with the school's mission.

✓	APPLICATION COMPONENTS
☐	PART 1.2: PLANNING TEAM CAPACITY
○	For this section, you should take advantage of the one page introduction to highlight the strengths of the members of your planning team and their capacity to design all facets of the school. A reminder: the school leader also needs to include the names and contact information of three potential references whom our office can contact regarding leadership capacity.
○	An electronic (scanned) copy of the proposed school leader's administrative certification [School Administrator and Supervisor (SAS), School Based Leader (SBL), School District Administrator (SDA), or School District Leader (SDL)] or proof of enrollment in a New York State principal certification program indicating license date is expected with the Executive Summary. A hardcopy must also be submitted with the full New School Application Portfolio in November.
○	All proposed new school leaders will be drawn from the NYC Principal Candidate Pool. Proposed leaders must be eligible for NYC Principal Candidate Pool by the time of submission of the full application (November 20, 2008.) Potential new school applicants must apply to be in this candidate pool on their own. No new school application will be approved if the school leader is not eligible for the principal pool. For information about the Principal Candidate Pool go to: http://schools.nyc.gov/Offices/DHR/CareerOpportunities/PrincipalOtherSupervisory/PrincipalCandidatePool.htm

<ul style="list-style-type: none"> ○ 	<p>and/or important?</p> <ul style="list-style-type: none"> ● Could parents and students read this and know why they might, or might not, choose the school? Are particular activities that are central to your school (pedagogical approach, theme, etc.) detailed enough to aide families in making informed decisions? ● Note: <i>The 'School Overview' section must be completed in less than 500 characters, not words</i> <p>D and E. Outreach to Community Based Organizations (CBOs) Points to consider include:</p> <ul style="list-style-type: none"> ● Provide one form of outreach you will use to communicate with CBOs ● Is the method selected the best way to provide information about the school and generate interest and support from the organization? ● Does the outreach piece clearly convey the vision of the school and its unique elements? ● What will you do for the CBO and what will they do for the school? ● What follow up and or ongoing relationship will you maintain?
<ul style="list-style-type: none"> □ ○ ○ ○ ○ 	<p>SECTION 3: BUILDING YOUR NEW SCHOOL COMMUNITY For the third set of documents, the audience is students. These are four one-page extracts from a larger document that explains the rules, culture, student schedule, and graduation requirements of the school. The extracts do not necessarily need to be the first pages of the document</p> <p>A. Letter to Parents/Caregivers</p> <ul style="list-style-type: none"> ● Do you capture the core beliefs of your school and do they connect to your mission? ● Do you engage the target audience? ● Are you clear and specific without overwhelming your students? <p>B. Excerpt from Student Handbook</p> <ul style="list-style-type: none"> ● Consider a visual layout that is accessible to all students ● Is your discipline policy aligned to the Chancellor's Discipline Code? ● Exit Criteria. Beyond the state mandated requirements, what performance expectations (quantitative and qualitative) are held for students graduating from your school? (1 page) <ol style="list-style-type: none"> 1. What should students know and be able to do by the time they graduate? 2. Have you balanced high standards with reasonable expectations? 3. Have you provided exit criteria that enable students to fulfill the mission of the school? 4. How will students receive feedback on learning and their progress towards graduation? 5. What support systems will you put in place to ensure that students achieve the exit criteria? <p>C. The Sample Weekly and Daily Student Schedule</p> <ul style="list-style-type: none"> ● How does the schedule reflect your understanding of how students learn best? ● Does the schedule maximize the opportunities for teachers to get to know students well? ● Is the schedule flexible enough to meet the individual needs of the students – for example, for intensive skill development in math or literacy, credit recuperation, etc.? ● Is the schedule congruent with all that you have described in the other parts of your application? ● Does the schedule allow you to offer the activities mentioned in other parts of the proposal? <p>D. Summer Orientation</p> <ul style="list-style-type: none"> ● This will be the first experience students have with the school. What will they take away from this? ● What are the non-negotiable messages about the school mission and expectations? ● How will you and your staff build a community with the students and establish a culture aligned to your mission?

<ul style="list-style-type: none"> ○ ○ ○ ○ 	<ul style="list-style-type: none"> • How will the scope and sequence demonstrate a progression of knowledge from beginning grades through graduation? • How will the scope and sequence demonstrate the school's commitment to differentiation, credit recovery, and/or acceleration? <p>B. Curriculum Map. A curriculum map is a structure many educators use to scaffold their thinking about what they intend to teach 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. Design the model your teachers will use. (1 page)</p> <ul style="list-style-type: none"> • You are providing a model for ONE subject or core area of study ONLY. Think of this as the sample of what you would ask your teachers to use. You are not filling one out for every subject or every course. The model provides insight into how you will begin to think about your priorities in curriculum development. • What questions do you think are the most important for teachers to answer? What concepts should teachers emphasize? • Do your choices fit with your mission? <p>C and D. Sample Unit and Lesson or Project Plans. (Approximately 2-3 pages) One sample unit and lesson plan should be connected to the curriculum map. The other sample unit and lesson plan should be connected to another subject area from the grade level. Note: <i>Schools proposing grades 6-12 will submit 4 sample units and lesson plans, demonstrating their approaches to teaching and learning in both middle and high school grades.</i></p> <ul style="list-style-type: none"> • What is your understanding about how students learn best? • What kind of teaching and learning would you like to see in your school? • What are you asking your teachers to do? What are your priorities? How does the sample unit and lesson plan connect with your curriculum map, professional development, assessment and schedule? • How will you ensure continuity of instruction throughout the grades? <p>New schools work with a full and diverse range of students, including English Language Learners (ELLs) and students entitled to the full range of special education services.</p> <ul style="list-style-type: none"> • Do the lessons allow for differentiation of instruction (learning styles and instructional levels)? • What specific supports, beyond the mandated requirements, will be provided for ELL and students entitled to special education services? • How will the school's resources be aligned around meeting the needs of the most under-prepared and academically challenged students? <p>E. Assessment of Unit Plan (1–2 pages) This is connected to the Curriculum Map and Sample Unit (c).</p> <ul style="list-style-type: none"> • How is the assessment aligned with the theme or approach to learning in the school? To exit criteria? • How will the assessment be modified to meet the diverse needs of the students? • How will the data from various assessments be used to inform decisions about teaching and learning? • What specific supports, beyond the mandated requirements, will be provided for ELL and special education students? <p>F. Professional Development. (1-2 pages) This is connected to Sample Unit (c). This should be an actual professional development session that you will conduct to help your teachers implement the lessons and teaching strategies described in Section C above.</p> <ul style="list-style-type: none"> • What does this session reveal about your beliefs about how adults learn? • What assessments will you use to evaluate the effectiveness of this session? • What supports will you provide for struggling teachers? <p>Note: <i>C, D, E, and F should all be connected.</i></p>
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☐	<p>SECTION 6: LEADERSHIP & ACCOUNTABILITY The audience for the sixth set of documents includes those to whom the leader is accountable.</p>
○	<p>A. Accountability</p> <ul style="list-style-type: none"> • How will you use the School Quality Review benchmarks to design systems within your school that consistently use data to drive decision-making? • How will you support the teachers in gathering, analyzing and using data consistently and effectively? • What mechanisms will you have in place to integrate data from multiple sources, e.g. assessments and surveys? <p>For more information on School Quality Review, go to: http://schools.nyc.gov/NR/rdonlyres/8376C5E1-BA6A-44F9-BA96-D612488E1685/43174/QRCriteria0809FINAL.pdf</p>
○	<p>B. Using Data to Build a Culture of Continuous Learning (2 pages*) Use the sample data provided as a snapshot of the entering class. Consider:</p> <ul style="list-style-type: none"> • What patterns emerged from the data? What do the patterns mean in terms of student learning? • What does this data implicate about the sub-groups within the student population? • What are your priorities for the initial diagnostic assessment? What did you choose not to prioritize? • How will the school support teachers in learning how to use data and leverage data to plan instruction? • How will the school develop systems for teachers to use data in the classroom and drive resource planning and decision making? <p>*Note: <i>Page limit on application is a typo.</i></p>
○	<p>C. Governance Plan (1 pages) Your plan should address the following questions that apply to the first year of the school and assesses the capacity for sustaining the vision beyond the early years of new school creation:</p> <ul style="list-style-type: none"> • What is the role of the principal in the first year? How will this change as the school grows in capacity? • How will the principal use, share, or delegate his/her authority? How will the school empower teachers in service of student achievement? • How do your answers to the above questions reflect your leadership style? • What systems of governance will be put in place during the first year of the school to support teaching & learning and leadership development? How will these systems enlist the staff in developing the school without overwhelming them? • How are decisions made? Who is involved in making different decisions? • If there are partners, what is the partners' role in school governance? • What is the capacity for long-term sustainability of the school?
○	<p>D. Staffing Plan</p> <p>Base your responses on the budget provided in Attachment 6C. The budget should include principal, teachers, administrative and educational support staff. In one paragraph, explain how your staffing plan reflects your educational priorities (not included in page limit).</p> <ul style="list-style-type: none"> • Who will you hire? • What are your priorities? How are these staffing choices aligned with your mission? • Do not assume difficult choices about budget will be solved by on-going external funding. You will need to make difficult choices and your application should demonstrate how you will align your vision with the resources available.
○	<p>E. Resource Priorities (1 page)</p> <p>Note: <i>The budget decrease for MS would result in a new total tax levy (TL) allocation of \$532,178. The budget decrease for HS would result in a new tax levy (TL) allocation of \$526,470.</i></p> <ul style="list-style-type: none"> • Which specific staff lines will you cut? Use the chart from Section D. • How will you make the cuts palpable given your mission? Do not assume difficult choices about your budget will be solved by external funding. You will need to make those choices and your application should demonstrate how you will align your vision with the resources available with an eye toward sustainability. • How will you engage your community in making decisions on resource priorities and cuts?

INTERVIEWS: Beginning the week of December 8, 2008, the Office of Portfolio Development will invite the planning teams of the most well developed applications to interview with the Department of Education. Due to the sheer number of interviews, we will be unable to accommodate individual scheduling requests. An inability to interview will mean withdrawal of your application to open a school in the fall of 2009. We will notify you of your scheduled time as soon as possible.

We will review and practice the interview process during our final professional development session on December 3, 2008 from 5-7 PM at Washington Irving High School. A separate document on interview protocol will be available at this session. In the meantime, we wish to remind you that the planning team is expected to include the following individuals: school leader, partner representative, teachers, parents and students. All members of the planning team should come ready to speak, answer questions and share their perspective on why this proposal should become a school in September 2009.

DIRECTIONS FOR SUBMISSION OF EXECUTIVE SUMMARY AND FINAL PROPOSAL:

The Executive Summaries and full application portfolio are to be submitted electronically. Email both to New School Online Application Management at NSOAM@schools.nyc.gov. The Executive Summary is due by 5pm on October 14, 2008* and the full application portfolio is due by 5pm on November 20, 2008. **Each proposal must be contained in one attachment**; multiple attachments will be sent back and you will have to consolidate them and resubmit the proposal. In addition, a hardcopy of the application portfolio, including all relevant signatures (page 14), and the school leader's SAS/SBL or SDA/SDL certificate or proof of enrollment in a New York State principal certification program should be sent to Nathan Horton at **52 Chambers Street, Room 405, NY, NY 10007**

As always, feel free to contact us with any questions or concerns at newschoolsteam@schools.nyc.gov. You may also visit our website at <http://schools.nyc.gov/newschools> for more information and resources. We wish you the best of luck as you complete the application.

Sincerely,

The New School Development Team

* Note the change in date from October 13, 2008.

Name of School:

Name of Leader:

SCHOOL DESIGN: VISION & VALUES

Evaluate the application using the following criteria of successfully designed schools:

Leadership and Management:

- Establish a mission that teachers, students, parents and the community know and support.
- Create opportunities for teachers to form a collaborative school community. This may include team planning and professional development time integrated into the regular school schedule.
- Foster the development of authentic, sustained, caring and respectful relationships between teachers and students, and among staff members.
- Design a budget & staffing plan that is aligned to strategic planning and the school's mission.

Culture of High Expectations and Rigorous Instruction:

- Establish high expectations for all students.
- Create a standards-based, academically rigorous curriculum that connects what students learn to their education and career goals.
- Develop a well-defined approach to instruction with engaging and authentic instructional strategies.
- Establish instructional blocks that promote interdisciplinary work, teacher collaboration and reduced teacher class loads.
- Provide 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.

Student Support and Engagement:

- Build a personalized structure that enables a group of educators to progress with a group of students for at least a full year, tailoring instructional approaches to leverage students' strengths, address students' weaknesses, and improve their performance.
- Create active roles for students in various aspects of school life.
- Draw connections between what students learn in school and their lives and communities. This can be achieved through internships, mentoring experiences and service learning.
- Delineate a clear path and measurable progress towards graduation with focus on post-secondary planning.

Assessment and Accountability:
<ul style="list-style-type: none"> ■ Require accountability for each student’s success by making teams of teachers responsible for the academic accomplishments of a manageable number of students.
<ul style="list-style-type: none"> ■ Establish a culture of continuous improvement and accountability by measuring student learning with multiple forms of assessment.
<ul style="list-style-type: none"> ■ Utilize data to measure student and school progress, including formative and summative assessments.
CAPACITY OF TEAM
<i>Evaluate the capacity of the team that has been assembled based on the criteria below:</i>
<ul style="list-style-type: none"> ■ Select a planning team that has the diversity of skills and perspectives necessary to implement the multitude of tasks required for school creation.
<ul style="list-style-type: none"> ■ Identify a school leader who has knowledge of or has demonstrated capacity in the areas of instruction, youth development, and school operations.
<ul style="list-style-type: none"> ■ Ensure that the planning team and the leader have the capacity to engage parents and the community as strategic partners.
<ul style="list-style-type: none"> ■ Partner with organizations that have demonstrated the capacity to effectively support a school community.
CONNECTION TO COMMUNITY
<i>Evaluate the extent to which the school is rooted in the community and ready to respond to the needs of the community:</i>
<ul style="list-style-type: none"> ■ Ensure that parents, community organizations and other institutions will be key collaborators and stakeholders in the school’s success.
<ul style="list-style-type: none"> ■ Create a school design with learning experiences that reflect the needs of the community.
<ul style="list-style-type: none"> ■ Design learning experiences that connect school to students' lives and to their community.
<ul style="list-style-type: none"> ■ Design a school that utilizes community resources to strengthen the supports and learning opportunities for students.