

PLAN Pilot School Application



DEADLINE TO APPLY: Friday, December 8, 2023

Instructions: Applicants are strongly encouraged to review and consider the information contained in the application guidance posted on the PLAN Pilot Application pages of NYSED's website as they develop their responses. Questions regarding the PLAN Pilot, including questions about the application process, must be submitted by email to plan.pilot@nysed.gov according to the instructions on the website. Questions will not be responded to directly. To ensure all potential applicants have access to the same information, a summary of Questions & Answers will be maintained on the PLAN Pilot Application pages of NYSED's website: <https://www.nysed.gov/plan-pilot/applying-become-plan-pilot-school>

* Required

Part 1. Contact Information

Contact A: Person completing this form

1. Name of person completing this form: *
2. Title of person completing this form: *
3. Email address of person completing this form: *
4. Phone number of person completing this form (optional):

Contact B: Person completing School/BOCES Program Commitment Form

(see form for instructions: <https://www.nysed.gov/sites/default/files/programs/plan-pilot/plan-pilot-school-or-program-com-mitment-form.pdf>)

5. Name of person completing School/BOCES Program Commitment Form: *
6. Title of person completing School/BOCES Program Commitment Form: *
7. Email address of person completing School/BOCES Program Commitment Form: *
8. Phone number of person completing School/BOCES Program Commitment Form (optional):

Contact C: Person completing District/Board Commitment Form

(see form for instructions: <https://www.nysed.gov/sites/default/files/programs/plan-pilot/plan-pilot-district-or-board-commit-ment-form.pdf>)

9. Name of person completing District/Board Commitment Form: *
10. Title of person completing District/Board Commitment Form: *
11. Email address of person completing District/Board Commitment Form: *
12. Phone number of person completing District/Board Commitment Form (optional):

PLAN Transition Leader

13. Will one of the above-listed individuals be fulfilling the role of PLAN Transition Leader? *

Yes No

14. Enter the name of the PLAN Transition Leader: *

15. Name of PLAN Transition Leader: *

16. Title of PLAN Transition Leader: *

17. Email address of PLAN Transition Leader: *

18. Phone number of PLAN Transition Leader (optional):

19. Who is the best contact in case NYSED has follow-up questions regarding this application?

If "other" please enter the individual's email address. *

- Person completing this form
- Person completing School/BOCES Program Commitment Form
- Person completing District/Board Commitment Form
- PLAN Transition Leader (if other than one of the individuals listed above)
- Other

Part 2. School/BOCES Program and District/BOCES Data

20. School building (or BOCES program) name: *

21. BEDS Code: *

22. Institution ID: *

23. Name of school district (or BOCES) in which school/BOCES program is located: *

24. Proposed grade level(s) in which you envision implementing PLAN during the 2023-2027 pilot period (*Select all that apply*): *

- 6th grade 8th grade 10th grade 12th grade
 7th grade 9th grade 11th grade

25. Proposed subject area(s) in which you envision implementing PLAN during the 2023-2027 pilot period (*Select all that apply*): *

- Arts
 Career and Technical Education
 English Language Arts
 Mathematics
 Science
 Social Studies
 Other

26. Rank your interest in the following features of performance-based learning and assessment models:

*Directions: Use the arrows on the right-hand side of the text boxes to re-order the list by promoting/demoting features based on your interest. When you've finished, the list should start with the feature that most interests you (#1, at the top) and end with the feature that interests you the least (#10, at the bottom). **

Structured **career/technical and/or work-based learning** experiences and internships that focus on exploring postsecondary career pathways and providing technical training and coaching/mentoring that are explicitly connected to classroom-based instruction, to provide students with opportunities to apply their knowledge to real-world situations

Culminating **credential** that communicates evidence about each student's learning, achievement, and competencies

Inquiry-based pedagogical approach, with a focus on developing skills for research and responsible action

Interdisciplinary learning and opportunities for students to connect that learning to their **community and global contexts**, to enhance their capacity to successfully participate in our modern world

Focus on developing multilingual learners' **language skills** in a language-rich, interdisciplinary, and experiential program

Pedagogical approach designed around a "**learner profile**" that aims to help students understand individual strengths and weaknesses, to support their learning and develop a set of competencies or attributes through their educational experience

Practitioner-developed, externally evaluated performance-based assessment tasks comprised of both oral and written components, to assess graduation-level work in core subject areas

Project-based learning approach that organizes learning in core subjects around student design of complex tasks and presentation of an original product, following a self-directed, long-term investigation

Combination of school-based and externally evaluated assessment strategies to measure students' individual performance on **specified objectives**

Performance measures of **student application of knowledge and skills in the workplace** and other settings, including knowledge of career pathways and exhibition of technical skills, such as those assessed for CDOS Option 1 or CTE 4+1 pathways

Part 3. Narrative

In the following sections, applicants should convey their interest in participating in the pilot and their vision for what participation could look like in their school community*; describe the extent to which they are already engaged in and/or poised to begin transitioning to performance-based learning and assessment (PBLA) practices; and identify the main challenges they anticipate as well as the supports that would be needed to overcome those challenges.

Each section follows the same pattern, with the following 4 subsection prompts:

1. Explain your school/BOCES program's **current conditions and assets** that would support PBLA implementation and participation in the pilot.
2. Explain your school/BOCES program's **vision for PBLA implementation** and participation in the pilot.
3. Explain your school/BOCES program's **anticipated needs** and the supports that would enable PBLA implementation and your participation in the pilot.
4. Explain your **district/board's** current conditions and assets, vision for PBLA implementation, and anticipated needs for supporting this aspect of your school/BOCES program's participation in the pilot.

Although the subsection prompts are repeated, applicants should not keep repeating the same information. Responses should be tailored to address the overarching topic of each section, as explained further on the "Applying to Become a PLAN Pilot School" webpage: <https://www.nysed.gov/plan-pilot/applying-become-plan-pilot-school>. If you are unsure which section a particular piece of information fits under, choose the best place, and then refer to it as appropriate.

* See the application guidance posted on the PLAN Pilot Application pages of NYSED's website for the definition of "**school community**": <https://www.nysed.gov/plan-pilot/applying-become-plan-pilot-school>

A. Overview of how PLAN Pilot aligns with your school/BOCES program's mission, vision, and values

In this section, provide an overview of how the ideas of the pilot and PBLA align with and have the potential to advance your school/BOCES program's mission, vision, and values, including why you believe your school community would be supportive of participating in the pilot.

Using the following prompts, describe your school/BOCES program's interest in PBLA and why your school/BOCES program is ready to participate in the PLAN Pilot, as it relates to your school/BOCES program's philosophy around teaching, learning, and assessment for ALL students.

27. **Explain your school/BOCES program's **current conditions and assets** that would support PBLA implementation and participation in the pilot. ***

28. **Explain your school/BOCES program's **vision for PBLA implementation** and participation in the pilot. ***

29. **Explain your school/BOCES program's **anticipated needs** and the supports that would enable PBLA implementation and your participation in the pilot. ***

30. **Explain your **district/board's** current conditions and assets, vision for PBLA implementation, and anticipated needs for supporting this aspect of your school/BOCES program's participation in the pilot. ***

B. School community engagement plans

Building upon the ideas and values you described in Section A, we would like to know the details of your current school community engagement processes and how you plan to integrate PBLA commitments into those processes, including strategies for building a shared understanding of PBLA, improving assessment literacy*, encouraging school and community buy-in, and incorporating student voice.

Using the following prompts, describe your school/BOCES program's engagement plans for the school community. In your responses, include specific reference to different stakeholder groups in the school community (as defined above), as applicable.

* See the application guidance posted on the PLAN Pilot Application pages of NYSED's website for the definition of "assessment literacy": <https://www.nysed.gov/plan-pilot/applying-become-plan-pilot-school>

31. **Explain your school/BOCES program's **current conditions and assets** that would support PBLA implementation and participation in the pilot. ***

32. **Explain your school/BOCES program's **vision for PBLA implementation and participation in the pilot.** ***

33. **Explain your school/BOCES program's **anticipated needs** and the supports that would enable PBLA implementation and your participation in the pilot. ***

34. **Explain your **district/board's** current conditions and assets, vision for PBLA implementation, and anticipated needs for supporting this aspect of your school/BOCES program's participation in the pilot. ***

C. Teacher and leader professional learning

We would like to know how you would support educators in introducing PBLA into the classroom and school building and reorienting instructional practices to deepen student learning.

Using the following prompts, describe your thinking and planning around professional learning within your school/BOCES program as it relates to supporting PBLA implementation. **Your response to each prompt should include information about both teachers and school leaders.**

35. Explain your school/BOCES program's **current conditions and assets** that would support PBLA implementation and participation in the pilot. *

36. Explain your school/BOCES program's **vision for PBLA implementation** and participation in the pilot. *

37. Explain your school/BOCES program's **anticipated needs** and the supports that would enable PBLA implementation and your participation in the pilot. *

38. Explain your **district/board's** current conditions and assets, vision for PBLA implementation, and anticipated needs for supporting this aspect of your school/BOCES program's participation in the pilot. *

D. School transition planning

In addition to your specific thinking and planning around school community engagement described in Section B and professional learning described in Section C, we would like an overview of your school/BOCES program's other operational preparation and anticipated resource needs for PBLA implementation and participation in the pilot; how you envision sequencing or phrasing in the work; and how you will ensure accessibility, opportunity, and equity for ALL students in the transition process.

Using the following prompts, describe the depth of your thinking and planning around potential participation that your school/BOCES program has already begun to contemplate.

39. Explain your school/BOCES program's **current conditions and assets** that would support PBLA implementation and participation in the pilot. *
40. Explain your school/BOCES program's **vision for PBLA implementation** and participation in the pilot. *
41. Explain your school/BOCES program's **anticipated needs** and the supports that would enable PBLA implementation and your participation in the pilot. *
42. Explain your **district/board's** current conditions and assets, vision for PBLA implementation, and anticipated needs for supporting this aspect of your school/BOCES program's participation in the pilot. *

E. Sustainability

We would like to know how your school/BOCES program anticipates sustaining the instructional and assessment shifts expected to be accomplished through participation in the pilot program.

Using the following prompts, describe the potential long-term value you perceive from participating in key pilot activities, particularly as they relate to capacity-building, peer support networks, mentorships, and family/community engagement.

43. Explain your school/BOCES program's **current conditions and assets** that would support PBLA implementation and participation in the pilot. *

44. Explain your school/BOCES program's **vision for PBLA implementation** and participation in the pilot. *

45. Explain your school/BOCES program's **anticipated needs** and the supports that would enable PBLA implementation and your participation in the pilot. *

46. Explain your **district/board's** current conditions and assets, vision for PBLA implementation, and anticipated needs for supporting this aspect of your school/BOCES program's participation in the pilot. *

Part 4. Additional Materials

In addition to a completed application form (Parts 1, 2, and 3), the following attachments should be submitted in PDF format to plan.pilot@nysed.gov.

- **Required:** Signed PLAN Pilot District or Board Commitment Form
 - <https://www.nysed.gov/sites/default/files/programs/plan-pilot/plan-pilot-district-or-board-commitment-form.pdf>
- **Required:** Signed PLAN Pilot School or BOCES Program Commitment Form
 - <https://www.nysed.gov/sites/default/files/programs/plan-pilot/plan-pilot-school-or-program-commitment-form.pdf>
- *Optional:* Evidence of School Community Buy-in—Up to a maximum of 10 additional pages total. Such evidence could include letters of support, excerpts from Board minutes, official results of a referendum conducted in the school community, etc.

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