

Portfolio of Schools

New York State Education Department
Performance-Based Learning & Assessment Networks Program
Fall 2024

Meet the PLAN Mentor Schools





Contents

Performance-Based Learning and Assessment Networks (PLAN) Pilot.....	2
Focus Area A: Career and Technical Education & Work-Based Learning.....	3
Summary	3
Robert H. Gibson Technical High School	4
Thomas A. Edison Career & Technical Education High School.....	6
Focus Area B: Inquiry-Based Approaches with Learner Profiles.....	8
Summary	8
Harrison High School	9
Louis M. Klein Middle School	11
The Baccalaureate School for Global Education	13
Focus Area C: Project-Based Learning and Performance-Based Assessment Tasks	15
Summary	15
South Bronx Community Charter High School	16
Tech Valley High School	18
Urban Assembly Maker Academy	20



Performance-Based Learning and Assessment Networks (PLAN) Pilot

NYSED’s Performance-Based Learning and Assessment Networks ([PLAN](#)) program aims to help New York explore the conditions and supports schools and educators need to shift their instructional practices with the ultimate goal of improved outcomes for students. Through this program, NYSED will develop systems of support, policies, guidance, tools, and resources to support schools across New York State to implement PBLA and instructional practices that use multiple measures to assess student learning.

The [PLAN Pilot](#) looks at how performance-based approaches can be implemented in a diverse range of schools, as part of an assessment strategy that incorporates multiple measures. The Pilot is studying three promising approaches to PBLA (“PBLA Focus Areas”): Career and Technical Education and Work-Based Learning; Inquiry-Based Approaches with Learner Profiles; and Project-Based Learning and Performance-Based Assessment Tasks.

“The PLAN Pilot is a key component of reimagining the state’s education system ... This initiative isn’t just about raising standards; it’s about fostering equity by ensuring that every student has the opportunity to excel based on their unique strengths and abilities.”

– Chancellor Lester W. Young, Jr.

Schools participating in the PLAN Pilot will work together in networks to learn and support each other in successfully implementing PBLA practices. The Pilot Networks will primarily be supported by technical assistance centers operated by two contracted professional learning providers, Modern Learners LLC and Questar III BOCES. In addition, the PLAN Mentor Schools will serve as models and support Pilot Schools in their transition to implementing performance-based approaches.¹

The PLAN Mentor Schools

NYSED launched a competitive process for interested schools and BOCES programs to [apply to participate as a Mentor School](#) in May 2024. Eight (8) schools with the highest scoring bids were selected in the Fall of 2024. These schools are each systematically implementing an evidence-based approach or model of PBLA that is available to all students enrolled in their school. Their PBLA proficiency and vision for supporting the PLAN Pilot Schools, as described in their application narratives, is highlighted in this document.

8	5 Public district schools	1 BOCES technical school	1 BOR-authorized charter school	1 Regional high school
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Over 6,200 students are enrolled in these schools, with a range of 143 to 2,213 students per building.

PLAN Mentor Schools will...

Invite Pilot Schools to established professional learning experiences and create new ones.	Provide opportunities for Pilot School staff to visit and participate in their life and work.	Provide instructional coaching and mentoring to Pilot School educators.
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¹ For more information about the PLAN Program, visit our website: <https://www.nysed.gov/plan-pilot>

Focus Area A: Career and Technical Education & Work-Based Learning

Summary

PLAN Pilot Schools in Focus Area A will learn from school networks and regional hubs that are implementing high-quality career and technical education (CTE) and work-based learning in ways that prepare students for success in the workplace.

Key features of Focus Area A's approach to teaching and learning that these schools will explore include:

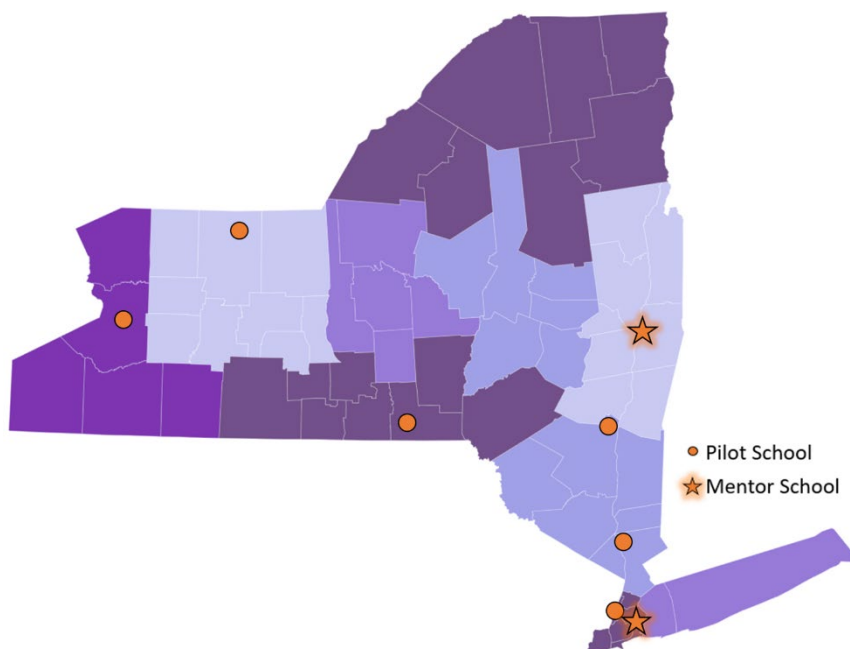


An **instructional model** that emphasizes structured career/technical and/or work-based learning experiences and internships to provide students with opportunities to apply their knowledge to real-world situations.

These experiences focus on exploring postsecondary career pathways and providing technical training and coaching/mentoring that are explicitly connected to classroom-based instruction.

Assessment approaches such as a culminating credential that communicates evidence about each student's learning, achievement, and competencies; and/or performance measures of student application of knowledge and skills in the workplace and other settings.

These include knowledge of career pathways and exhibition of technical skills, such as those assessed for Career Development and Occupational Studies (CDOS) Option 1 or CTE 4+1 pathways.



Two (2) Mentor Schools will support the 6 PLAN Pilot Schools in Focus Area A.

One is a BOCES technical school; the other is a public district school.

Over 2,600 students are enrolled in these schools, at 422 students and 2,213 students, respectively.

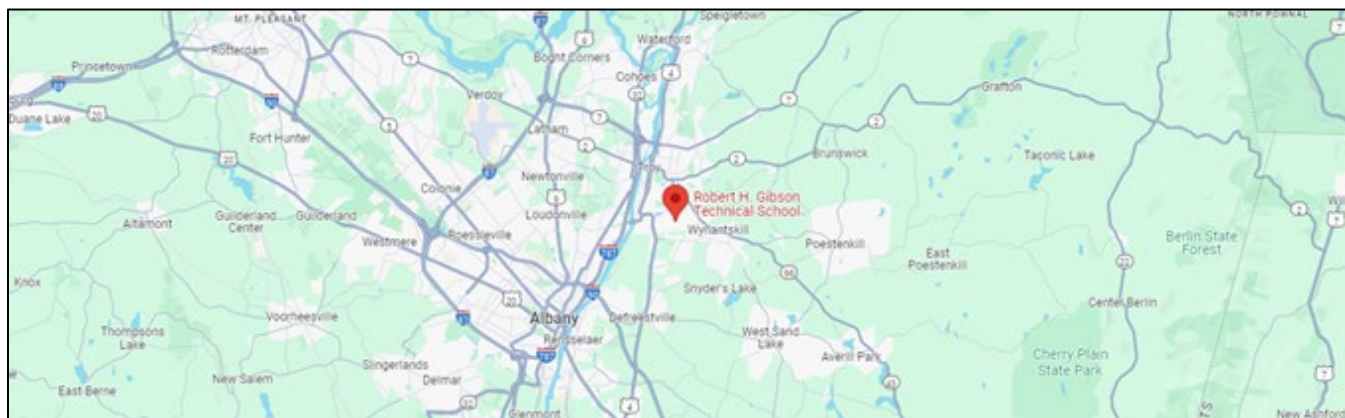
Economic disadvantage in these schools is 0% and 75% of students.

The 4-year graduation rate for these schools is 95% and 99%.

Robert H. Gibson Technical High School

Rensselaer-Columbia-Greene BOCES

Capital Region – Rensselaer County – Questar III BOCES



“Our goal at the RHGTS is to work together to provide your child with a rich learning environment. Our school environment is positive, safe, and caring, as well as a fun place to learn. Our focus continues to center around the safety of our students and staff, while maintaining a strong emphasis on learning and achievement for our students.”

School Building:

Novice Teachers (0-4 years)	School Accountability Support Model	4-Year Graduation Rate
NA	NA	99%

Students:

422	Students of Color	English Language Learners	Students with Disabilities	Economically Disadvantaged
	17%	0	0	0

2022-23 School Data

Learn more about us at: <https://www.questar.org/locations/robert-h-gibson-technical-school/>



Performance-Based Learning & Assessment and the PLAN Pilot at RHGTS

RHGTS’s Vision for Supporting PBLA Implementation:

Grades 9-12	CTE
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“[We] aim to elevate the quality of CTE programs across diverse PLAN Pilot Schools... The school already has a strong foundation in place with its current CTE programs, WBL Coordinators, and Youth Apprenticeship program. This infrastructure can be leveraged to implement the pilot’s initiatives more effectively... Success will also be measured by the establishment of new partnerships between PLAN Pilot Schools and local industries, similar to our existing collaborations. This will enhance the practical training opportunities for students.”

RHGTS’s PBLA Proficiency:

Experienced Tradespeople & Collaborative Culture	Projects & Rubrics Aligned with Industry Standards	Data Dashboard & Goal-Setting System
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“The school is staffed by tradespeople who have a minimum of four years of experience in their respective trades... [S]taff developers provide continuous support and professional development focused on “gold standard” project-based learning...[and] enhancing the collective capability to implement PBLA... [Performance-based assessments] PBAs are supported by rubrics tailored to each trade area... Teachers receive ongoing training in rubric construction and PBA design, with a focus on maintaining interrater reliability... [C]alibration sessions and peer reviews ensure consistency in scoring, which is critical for fair and accurate evaluation of student performance.... We utilize an organization-wide data dashboard and goal-setting system...[which] enables us to monitor progress across multiple metrics and set strategic goals that drive ongoing growth and advancement.”

RHGTS’s PBLA Program Plan:

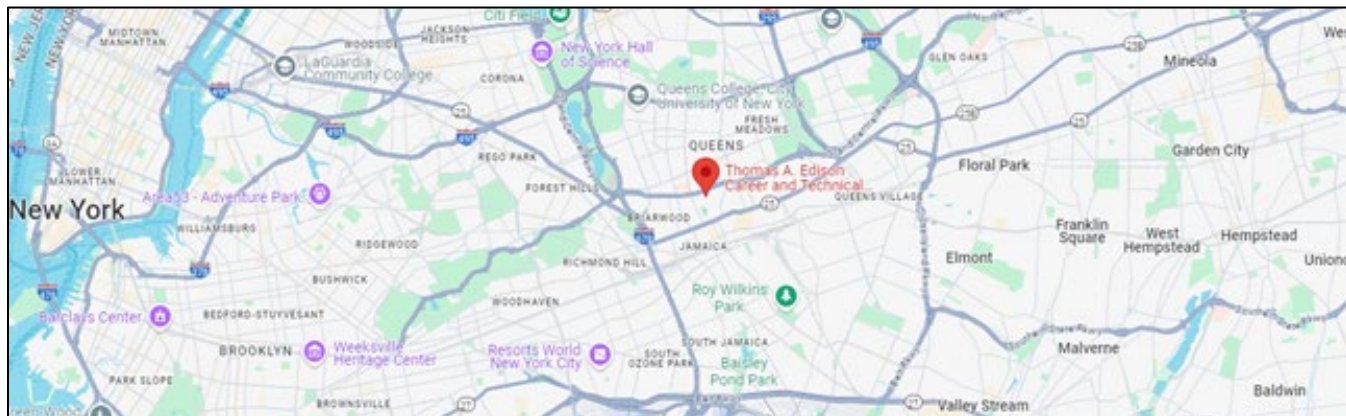
Immersive Approach with Personalized Instructional Coaching
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“We will foster an inclusive and collaborative environment where all voices are heard and valued... We will create opportunities for Pilot School staff to visit our school, participate in our activities, and gain hands-on experience. This immersive approach will help them understand and implement PBLA effectively. We will facilitate short-term engagements where Pilot School staff can participate in our daily operations and instructional practices... [and] our experienced staff developers will offer personalized instructional coaching to Pilot School educators, focusing on implementing PBLA principles in their classrooms.”

Thomas A. Edison Career & Technical Education High School

New York City Geographic District #28

New York City – Queens – Big 5 Cities



“The mission of Thomas A. Edison Career and Technical Education High School is to develop leaders of tomorrow by preparing all students to meet the high academic, technical, civic and workforce challenges of the twenty-first century. We believe that strong leadership throughout our united community of faculty members, students, parents, and associates will move us towards the following goals: academic rigor, high standards for assessing students’ performance and continuous school improvement.”

School Building:

Novice Teachers (0-4 years)	Local Support and Improvement School	4-Year Graduation Rate
36%		95%

Students:

2213	Students of Color	English Language Learners	Students with Disabilities	Economically Disadvantaged
	97%	3%	15%	75%

[2022-23 School Data](#)

Learn more about us at: <https://www.taehs.org/>



Performance-Based Learning & Assessment and the PLAN Pilot at Edison

Edison’s Vision for Supporting PBLA Implementation:

Grades 9-12	CTE and Core Subject Areas
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“[We aim] to share our resources, learnings, and best practices to see what can be replicated and scaled in a variety of settings.... Edison uses a research and development framework that is consistent with those used in the industries often represented in CTE schools... We would expect to begin a design sprint process with our partner schools to assess what their bright spots, strengths, and resources are within their communities to see leverage points... Success will be defined in lateral and heterogenous groups of thought partners that co-design...and share structures and products that can be cross-pollinated in different districts and schools.”

Edison’s PBLA Proficiency:

Research-based Experimentation & Feedback	Essential Skills Rubric Embedded with Career Skills	Analysis of Relevance & Preparation of Student Skills
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“[We] use a process of problem identification, research, wireframing solutions, prototyping and testing...[that] allows all members of the Edison community adequate time and resources to experiment and gain real time feedback on innovations and assessments.... [T]he framework of our PBLA approach is the essential skills rubric designed by both teachers and students and embedded deeply with research into the skills careers seek.... Task design emanates from the rubric as well, with grade level interdisciplinary teams of teachers and students meeting regularly to identify skills to be targeted for upcoming projects.... In addition, we measure the relevance and preparation of skills via our curriculum by entering competitions...created by industry professionals...[to] make adjustments to our curriculum.”

Edison’s PBLA Program Plan:

Multifaceted Approach with Design Sprints to Support Change Processes
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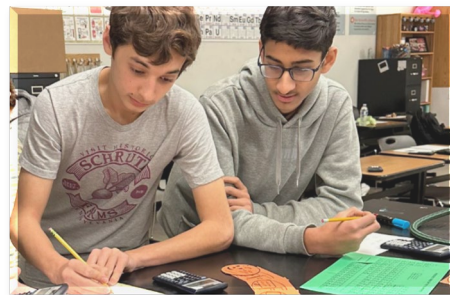
“[W]e will be able to provide multiple and varied opportunities for visitations and new learning experiences.... Our team designs its support to ensure not just initial coaching and mentoring but also regular feedback and troubleshooting... We have also developed different modalities of professional learning to support shareholders through change processes.... We want to build the technological and digital capacity to be able to fully support partner schools with coaching sessions and...[by] providing models of good practice and a forum for efficient feedback... We will continue to use our design sprint approach, which has ensured that each of our partners...[receive] organic solutions to the cultures of the schools.”

Focus Area B: Inquiry-Based Approaches with Learner Profiles

Summary

PLAN Pilot Schools in Focus Area B will learn from school networks that use inquiry-based pedagogical approaches and assessments, designed around a learner profile, to measure students' individual performance on specified objectives.

Key features of Focus Area B's approach to teaching and learning that these schools will explore include:

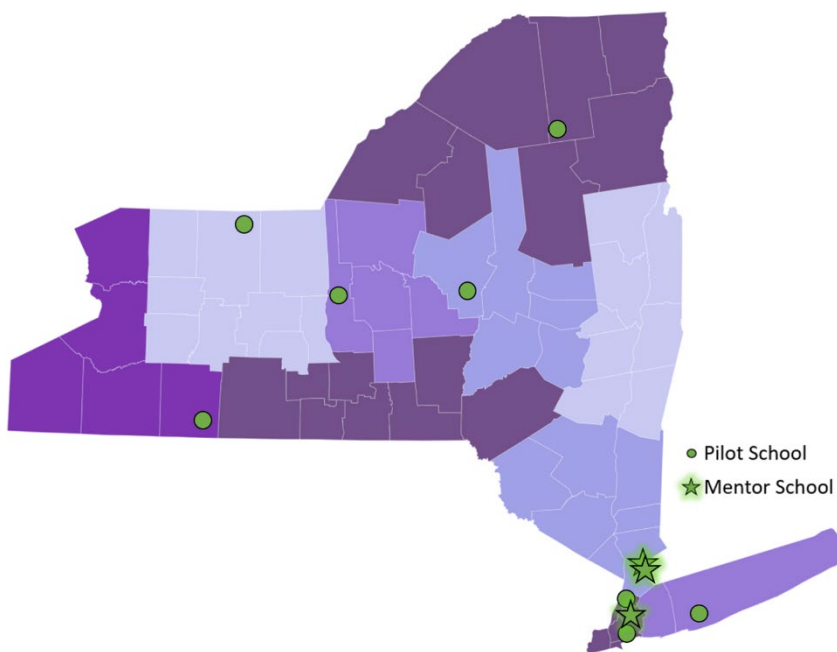


Instructional models designed around a “learner profile” that aims to help students understand their individual strengths and weaknesses, to support their learning and develop a set of competencies or attributes through their educational experience.

These include interdisciplinary learning and opportunities for students to connect that learning to their community and global contexts; as well as inquiry-based pedagogical approaches with a focus on developing skills for research and responsible action.

An **assessment approach** that measures students' individual performance on specified objectives.

These feature a combination of school-based and externally evaluated assessment strategies.



Three (3) Mentor Schools will support the 8 PLAN Pilot Schools in Focus Area B.

All 3 are public district schools; two are high schools; one is a middle school.

Over 2,500 students are enrolled in these schools, with a range of 527 to 1,064 students per building.

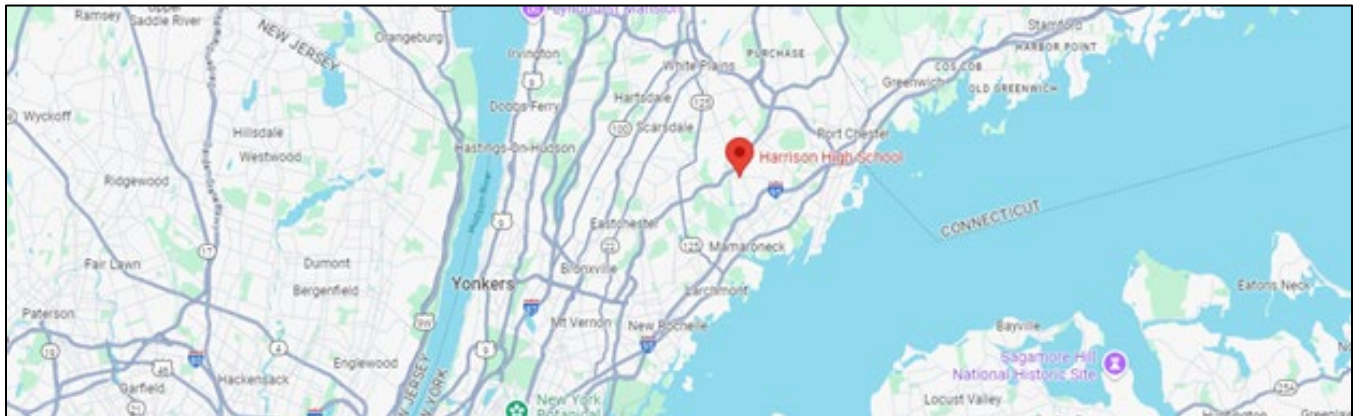
Economic disadvantage in these schools ranged from 22% to 50% of students.

The 4-year graduation rate for the high schools are 97% and 99%.

Harrison High School

Harrison Central School District

Mid-Hudson Region – Westchester County – Southern Westchester BOCES



“The Harrison Central School District embraces the core values of equity, access, rigor, and adaptability. The District engages students to think critically, resolve problems ethically, develop an understanding of the interconnected global society, and positively impact the world. Partnership among parents, community members, and educators is integral to the District’s commitment to enriching and empowering all children who learn in our schools.”

School Building:

Novice Teachers (0-4 years)	Local Support and Improvement School	4-Year Graduation Rate
16%		99%

Students:

1064	Students of Color	English Language Learners	Students with Disabilities	Economically Disadvantaged
	35%	4%	16%	23%

[2022-23 School Data](#)

Learn more about us at: <https://hhs.harrisoncsd.org/>



Performance-Based Learning & Assessment and the PLAN Pilot at Harrison

Harrison’s Vision for Supporting PBLA Implementation:

Grades 9-12	Core Subject Areas
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“Professional learning opportunities, feedback structures, and mentorship are paramount to our inquiry-based program... As a mentor school, we will invite Pilot teachers to join us in...experiences...that benefited our faculty at the inception of our PBLA program... [Our] teachers and leaders will design structures and resources to support Pilot teachers in building capacity for PBLA, designing and refining curriculum that is aligned with PBLA practices, and reflecting on implementation... Most importantly, we will create responsive resources to support the needs of each Pilot school, as no implementation will be exactly the same.”

Harrison’s PBLA Proficiency:

Interdisciplinary Faculty Groups & In-Service PD Courses	Cohesive Structure for Rigorous Assessment Design	Standards-Based Reporting & Conversations on Progress
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“[T]eachers are often asked to bring problems of practice in PBLA from their classrooms...for interdisciplinary break-out groups to engage in rounds of consultancy...[and] gather peer feedback.... District, school, and teacher leaders design and facilitate in-service courses and study groups...to support teachers in their PBLA practice and development.... [U]nit plan[s] that identif[y] key and related concepts, a global context, lines of inquiry, and assessment-based criteria...provide teachers with a cohesive structure to...meet the challenge of rigorous performance-based assessment.... [S]tandards-based reporting...engage[s] parents in conversations about student progress...[and] highlight a student’s individual strengths and areas for greater focus.”

Harrison’s PBLA Program Plan:

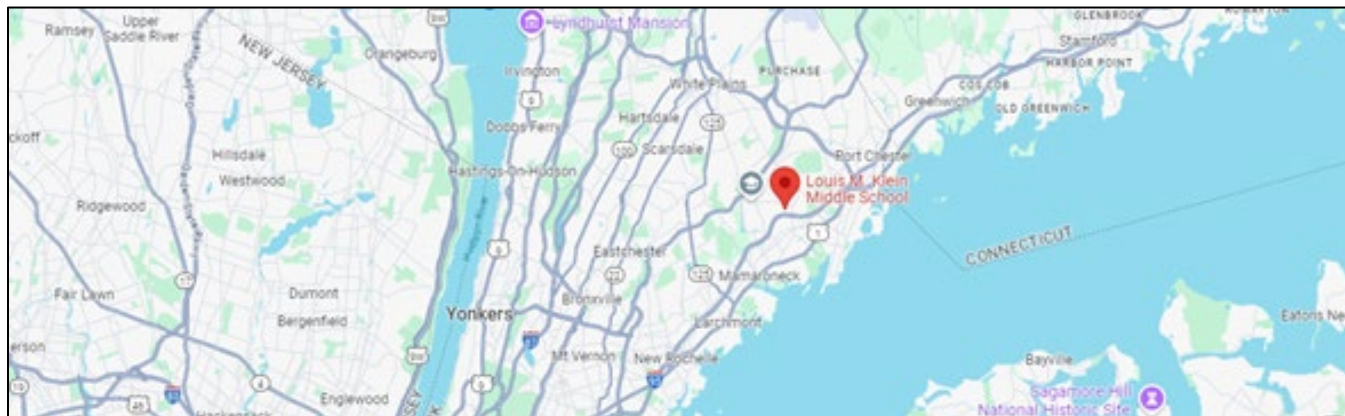
Collaborative Implementation Framed within Professional Learning Communities

“Harrison High School frames its curriculum development and implementation within professional learning communities...[which] provide opportunities for teachers and leaders to work collaboratively and to build capacity across the system.... [We] offer a comprehensive professional learning program tailored to school and district goals... Courses cater to teachers at different career stages and readiness levels... [T]o address the needs of schools beginning their development of a PBLA program, we would also design professional learning opportunities...that focus on topics such as building teacher capacity, developing common understandings, and designing quality assessments.”

Louis M. Klein Middle School

Harrison Central School District

Mid-Hudson Region – Westchester County – Southern Westchester BOCES



“Louis M. Klein Middle School believes the most important endeavor of a community is the commitment of parents, community members, and educators to ensure an enriching and empowering education for all of its children.”

School Building:

Novice Teachers (0-4 years)	Local Support and Improvement School	4-Year Graduation Rate
17%		NA

Students:

824	Students of Color	English Language Learners	Students with Disabilities	Economically Disadvantaged
	40%	8%	16%	22%

[2022-23 School Data](#)

Learn more about us at: <https://lmk.harrisoncsd.org/>



Performance-Based Learning & Assessment and the PLAN Pilot at LMK

LMK’s Vision for Supporting PBLA Implementation:

Grades 6-8	Core Subject Areas
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“Professional learning opportunities, feedback structures, and mentorship are paramount to our inquiry-based program... As a mentor school, we will invite Pilot teachers to join us in...experiences...that benefited our faculty at the inception of our PBLA program... [Our] teachers and leaders will design structures and resources to support Pilot teachers in building capacity for PBLA, designing and refining curriculum that is aligned with PBLA practices, and reflecting on implementation... Most importantly, we will create responsive resources to support the needs of each Pilot school, as no implementation will be exactly the same.”

LMK’s PBLA Proficiency:

Interdisciplinary Faculty Groups & In-Service PD Courses	Assessments Designed & Refined by Teacher Teams	Standards-Based Reporting & Conversations on Progress
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“[T]eachers are often asked to bring problems of practice in PBLA from their classrooms...for interdisciplinary break-out groups to engage in rounds of consultancy...[and] gather peer feedback.... District, school, and teacher leaders design and facilitate in-service courses and study groups...to support teachers in their PBLA practice and development.... The PBLA framework provides teachers with an assessment and rubric structure... Assessments are designed by teams of teachers. Teachers score the assessments together to develop interrater reliability...using rubrics that allow for professional judgment but also require continuity... [S]tandards-based reporting...engage[s] parents in conversations about student progress...[and] highlight a student’s individual strengths and areas for greater focus.”

LMK’s PBLA Program Plan:

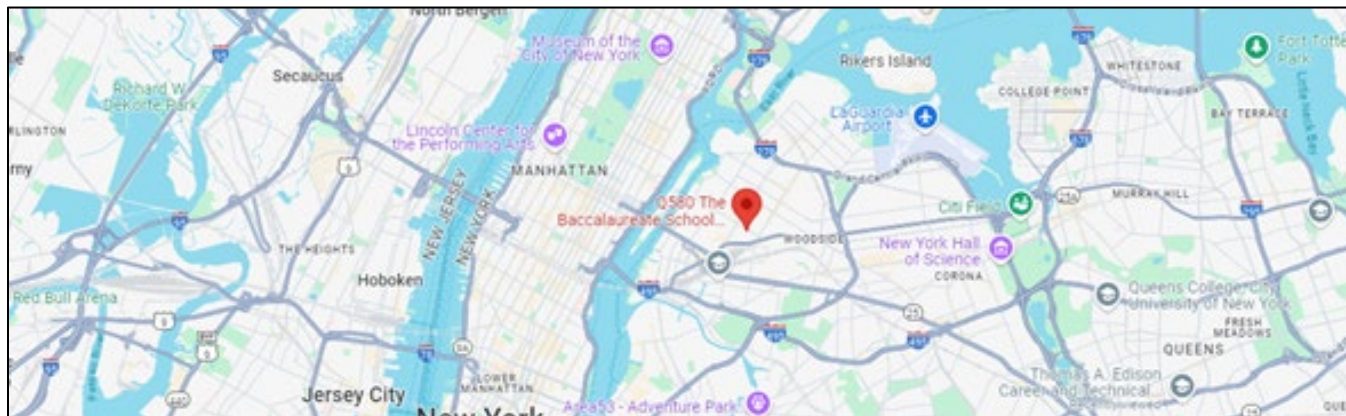
Robust Professional Learning to Meet a Range of Readiness and Experience Levels
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“Louis M. Klein Middle School frames its curriculum development and implementation within professional learning communities...[which] provide opportunities for teachers and leaders to work collaboratively and to build capacity across the system.... [We have] a robust professional learning program designed to meet the needs of teachers at differing stages in their careers... [A]ll courses are designed with teachers at a range of readiness levels, content expertise, and teaching experiences...[and] often include small group work, where Pilot teachers could be grouped with experienced teachers.”

The Baccalaureate School for Global Education

New York City Geographic District #30

New York City – Queens – Big 5 Cities



“At The Baccalaureate School for Global Education, we foster an inclusive and dynamic learning environment through the International Baccalaureate Diploma Programme. We empower students to develop their voice, embrace leadership, and consider multiple perspectives. Committed to academic rigor and personal growth, we nurture caring, service-oriented global citizens ready to make meaningful contributions in our diverse and interconnected world.”

School Building:

Novice Teachers (0-4 years)	Local Support and Improvement School	4-Year Graduation Rate
20%		97%

Students:

527	Students of Color	English Language Learners	Students with Disabilities	Economically Disadvantaged
	70%	3%	12%	50%

[2022-23 School Data](#)

Learn more about us at: <https://bsge.org/>



Performance-Based Learning & Assessment and the PLAN Pilot at BSGE

BSGE’s Vision for Supporting PBLA Implementation:

Grades 9-12	Core Subject Areas
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“[We have] a strong history of engaging students in interdisciplinary learning that allow students to connect that learning to their local and global communities. Serving as a Mentor School in the PLAN Pilot will allow us to share our knowledge and experience implementing inquiry-based pedagogical approaches... As reflective and inquisitive learners, we will benefit from...engaging with schools and educators across the state to share expertise and best practices...[and] continue to build and share relevant and responsive learning experiences...that cultivate student voice and leadership.”

BSGE’s PBLA Proficiency:

Coaching Mindsets & Teacher-Created Vertical Planning Maps	Backward Planning from Culminating Assessments	Self-Assessment through Designated Reflection Points
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“Teachers have created a...living/breathing document of vertical planning [that] is used...[to align] curriculum in terms of content and skills through conceptual learning experiences.... To ensure we support all learners, we have fostered strong co-teaching pairs that...serve as “influencers” as we increase the quality of the instruction [and] develop a coaching mindset in teachers.... [P]erformance assessments helped us to develop...methods for tailoring learning through targeted skill supports and relevant learning experiences for our students...[,] strategies to backwards plan from culminating assessments...[and] tools for teams to self-assess the authenticity of their assessments.... Students are measured throughout their tasks based on...rubrics and IB Learner Profile criteria and self-assess through various designed reflection points.”

BSGE’s PBLA Program Plan:

Layered Coaching Plan and Collaboratively Addressing Problems of Practice
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“Once we have met with the pilot schools and assessed their needs with them, we will develop a layered coaching plan for teachers...[and] a coaching guide to ensure all stakeholders are supported in the development and implementation process... We will also have opportunities for our partner schools to meet with panels of teachers, students, families, and administrators to learn about our practices and its impacts on learning.... We will collaboratively review data and engage in root cause analysis to help create an initial thematic problem of practice statement (PoP) to...start brainstorming small change ideas and...[then] develop and share resources to help address the success and impact of the change idea.”

Focus Area C: Project-Based Learning and Performance-Based Assessment Tasks

Summary

PLAN Pilot Schools in Focus Area C will learn from school networks that use a project-based learning approach and practitioner-developed performance-based assessment tasks to determine student progress.

Key features of Focus Area C’s approach to teaching and learning that these schools will explore include:

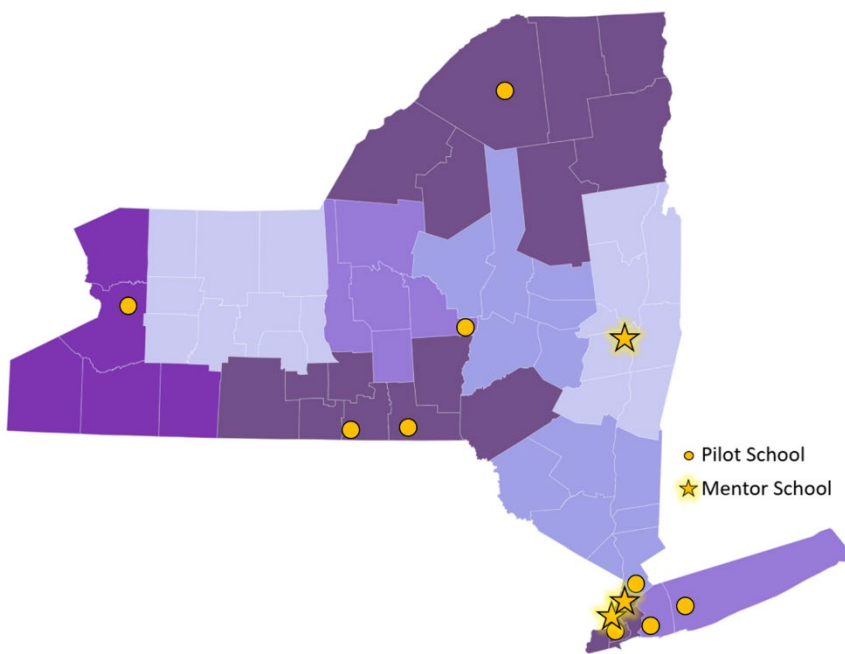


An **instructional model** that emphasizes a project-based learning approach that organizes learning in core subjects around student design of complex tasks and presentation of an original product, following a self-directed, long-term investigation.

These may have a focus on developing multilingual learners’ language skills in a language-rich interdisciplinary, and experiential program.

An **assessment approach** that features practitioner-developed, externally evaluated performance-based assessment tasks comprised of both oral and written components.

These assess graduation-level work in core subject areas.



Three (3) Mentor Schools will support the 9 PLAN Pilot Schools in Focus Area C.

One is a public district school; one is a regional high school; one is a charter school.

Over 1,100 students are enrolled in these schools, with a range of 143 to 511 students per building.

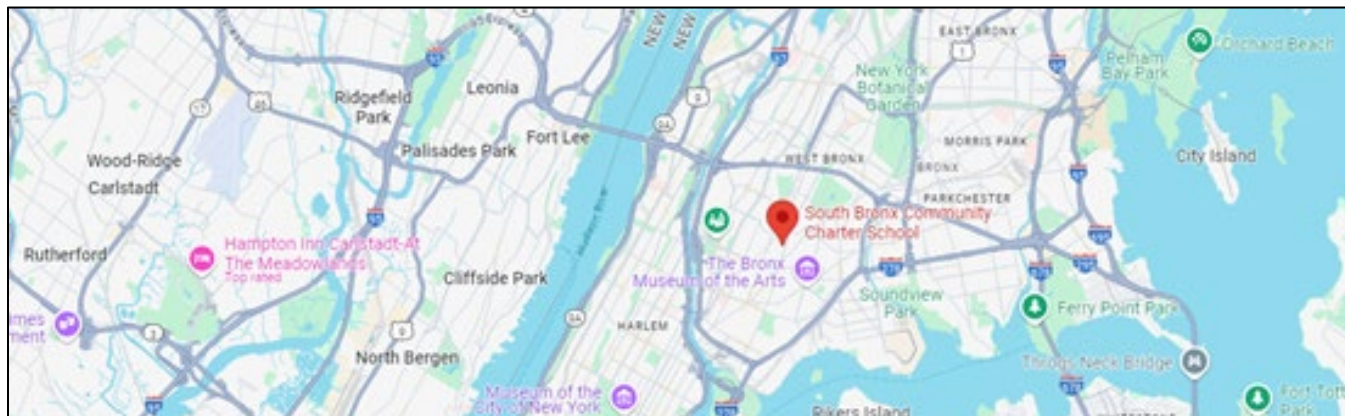
Economic disadvantage in these schools ranged from 0% to 96% of students.

The 4-year graduation rate for these schools ranges from 93% to 100%.

South Bronx Community Charter High School

New York State Board of Regents-authorized Charter School

New York City – Bronx – Big 5 Cities



“South Bronx Community Charter High School promotes student excellence through an emphasis on academic, personal and professional skills in a supportive and responsive learning environment. SBC students graduate with a positive sense of self, ready to design and realize their futures in college, community and career.”

School Building:

Novice Teachers (0-4 years)	Local Support and Improvement School	4-Year Graduation Rate
63%		82%

Students:

458	Students of Color	English Language Learners	Students with Disabilities	Economically Disadvantaged
	99%	39%	14%	96%

[2022-23 School Data](#)

Learn more about us at: <https://southbronxcommunity.org/>



Performance-Based Learning & Assessment and the PLAN Pilot at SBC

SBC’s Vision for Supporting PBLA Implementation:

Grades 9-12	Core Subject Areas
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“Through our participation in the Pilot, SBC aims to demonstrate the effectiveness of project-based learning in improving student outcomes... As a mentor school, SBC will...[help educators] effectively integrate PBL and PBATs into their curriculum... Recognizing that schools are diverse in their engagement with PBLA, SBC will guide schools in setting measurable and attainable goals for themselves...[,] support teachers to identify their personal edge for growth in their profession, set individualized goals, and work towards them over the course of the Pilot...[,] and] emphasize student involvement in understanding and utilizing their own performance data.”

SBC’s PBLA Proficiency:

Staff Competency Framework & Multi-Layered Supports	Horizontal Alignment & Interdisciplinary Projects	Performance Data to Inform Instruction & Interventions
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“SBC has a multi-layered support system...[and] implements an extensive coaching and evaluation model that drives teacher growth... [Our] staff competency framework is aligned with annual reviews, observations, and coaching cycles.... [Educators] learn how to develop rubrics that align with specific learning objectives, define criteria for success, and delineate levels of performance...providing educators and students with a detailed framework for assessment.... SBC’s PBLA model supports horizontal alignment across subjects...giving students the opportunity to demonstrate understanding of the same skill across content areas...[,] supported by interdisciplinary projects.... [T]eachers regularly collect both quantitative and qualitative data as part of student performance tasks...[and] review monthly mastery reports...to inform instruction and determine interventions for students who are not making progress.”

SBC’s PBLA Program Plan:

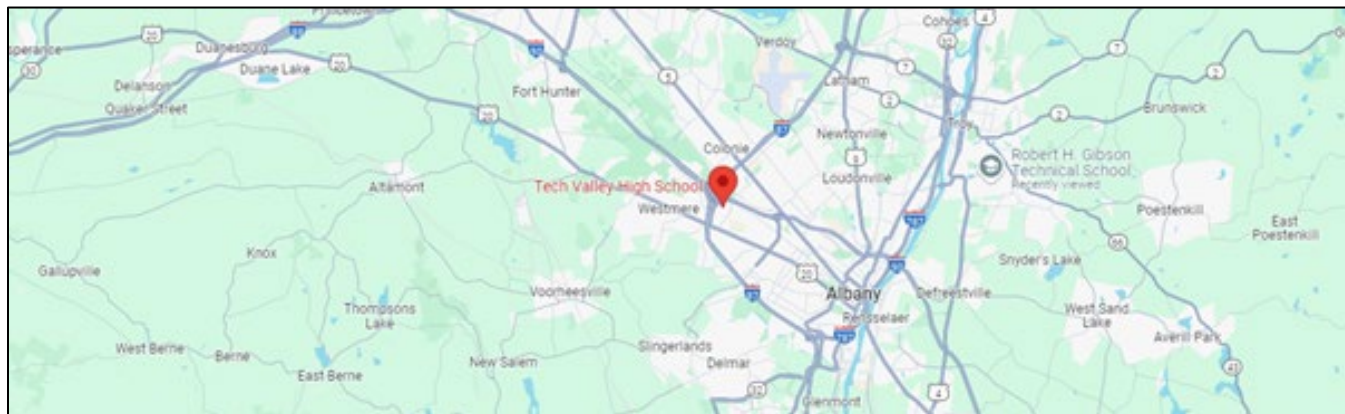
Foster Pedagogical Growth through Reflection Practice and SEL Integration
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“Our coaching model will emphasize continuous feedback loops, goal setting, and reflective practice...focusing on refining PBLA implementation strategies and fostering pedagogical growth.... There will also be a focus on data literacy for educators, covering topics such as how to collect and analyze both quantitative and qualitative data effectively and strategies for using data to inform instructional decisions and differentiate interventions for students based on their progress and needs.... [E]xperiences will include shadowing opportunities, co-teaching placements, and participation in student-centered activities that showcase effective PBLA integration with SEL and culturally responsive teaching.”

Tech Valley High School

Albany-Schoharie-Schenectady-Saratoga and Rensselaer-Columbia-Greene BOCES

Capital Region – Albany County – Capital Region and Questar III BOCES



“The mission of Tech Valley High is to provide a unique, innovative and student-centered educational opportunity, engage students in current and emerging technologies and support the growth and economy of the region.”

School Building:

Novice Teachers (0-4 years)	School Accountability Support Model	4-Year Graduation Rate
NA	NA	100%

Students:

143	Students of Color	English Language Learners	Students with Disabilities	Economically Disadvantaged
	25%	2%	32%	21%

2022-23 School Data

Learn more about us at: <https://www.techvalleyhigh.org/>



Performance-Based Learning & Assessment and the PLAN Pilot at TVHS

TVHS’s Vision for Supporting PBLA Implementation:

Grades 9-12	Core Subject Areas
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“Tech Valley High School has seen student success with our instructional model of project-based learning and aims to share our experiences and expertise so that students in all districts can benefit from the implementation of authentic learning experiences...[and] learn about the structures in place that set the conditions to make project-based learning successful for students.... As a mentor school, success will reflect a vibrant network of schools that collaborate, share ideas, and learn from each other...[to] grow professionally...[and] improve outcomes for all students.”

TVHS’s PBLA Proficiency:

Mentors & Co-Planning Time for Teacher Teams	Authentic Tasks & Progress Assessed at Multiple Points	Formative Assessment Data & Progress toward Benchmarks
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“Mentor[s] work with new...teachers to acclimate...and support them with instruction when needed... [T]eachers are given a voice in the development of [PD and curriculum] ...[and] have time in their schedule to co-plan with a team of teachers...[which] fosters a culture of sharing the wealth of planning resources and knowledge of pedagogy.... Teachers across the curriculum identify standards, ideas, and authentic tasks...to create projects that culminate in performance-based assessments.... The rubric serves as a tool to elicit questions from students and creates multiple engagement points for students and teachers to assess progress.... Built into every project are multiple forms of formative assessments which give the teachers a picture of student progress before the culminating event... [and the] review of benchmarks guides teachers’ practice in order to support all students in their individual learning needs.”

TVHS’s PBLA Program Plan:

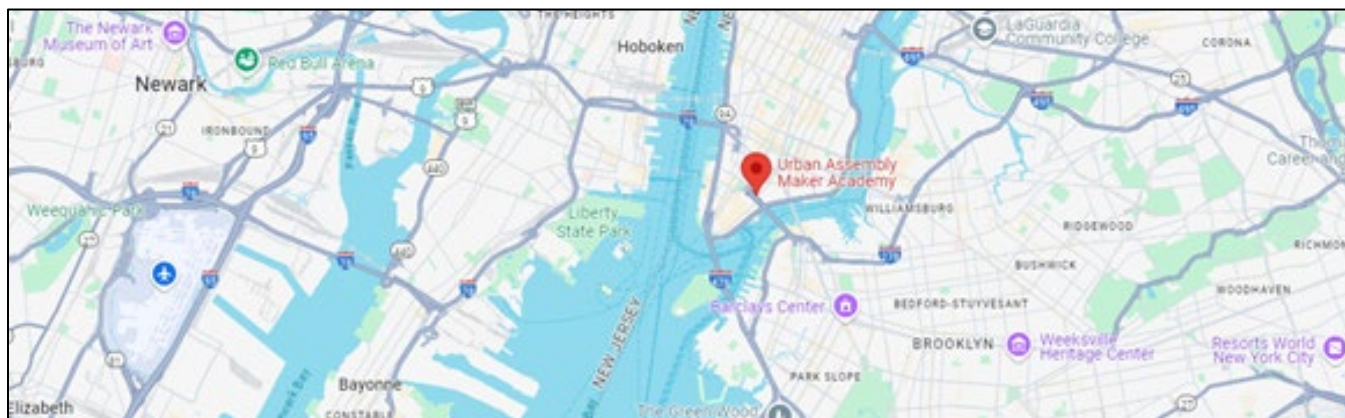
Share Methods and Experiences through Educator Visits and Feedback

“It is a goal of our school to share our methods with other schools to allow them to learn from our experiences.... Our work as a PLAN Pilot Mentor School will dovetail with the outreach work we already contribute to the education community.... PLAN Pilot Schools will be included in any professional learning opportunities that Tech Valley High School provides to other local and visiting school districts... [and] educator visits [that may] include student-led tours, classroom visits, speaking panels from students and teachers, and targeted professional learning workshops. Educators will also have the opportunity to gather feedback from Tech Valley High School teachers on their own work.”

Urban Assembly Maker Academy

New York City Geographic District #2

New York City – Manhattan – Big 5 Cities



“UA Maker, a school of The Urban Assembly, believes the world needs problem solvers who can find and solve challenges to create positive change in a world where change is the only constant. We empower students not only to be successful, adaptive citizens of the future, but to create that future through design thinking and innovation.”

School Building:

Novice Teachers (0-4 years)	Local Support and Improvement School	4-Year Graduation Rate
67%		94%

Students:

511	Students of Color	English Language Learners	Students with Disabilities	Economically Disadvantaged
	89%	5%	25%	74%

[2022-23 School Data](#)

Learn more about us at: <https://www.uamaker.nyc/>

Performance-Based Learning & Assessment and the PLAN Pilot at Maker

Maker’s Vision for Supporting PBLA Implementation:

Grades 9-12	Core Subject Areas
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“UA Maker Academy’s goal...is to share its innovative educational practices and successful approaches with other schools, thereby fostering a collaborative community of learning and growth. By becoming a Mentor School, Maker aims to support educators in implementing project-based learning on a holistic level, considering the role that competency-based education and design thinking processes might have in other institutions. Through mentorship, we seek to empower educators to create student-centered learning environments that prepare students for success in the modern workforce.”

Maker’s PBLA Proficiency:

Cycles of Inquiry & Uplifting Best Practices	Backwards Planning & Developing Universal Rubrics	Data-Driven Decision-Making & Weekly Data Tracker
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“[We have] cycles of inquiry to empower teachers to address improvement areas...[and] discuss best practices and how to support students across content areas...to see if there are practices that will uplift competency and performance tasks.... [W]e make sure that our final assessments have been thought about throughout the entire unit.... Using backwards planning, we’re able to think of the intended outcomes of the unit first, then...figure out what specific skills need to be taught... [and we’re] working towards creating universal rubrics across grade levels.... [We] have established practices for leveraging student performance data to enhance assessment literacy and drive continuous improvement.... [and] ensure that data-driven decisions are made to support student academic and social-emotional growth effectively. The implementation of a weekly data tracker further enhances our school’s ability to monitor progress.”

Maker’s PBLA Program Plan:

Collaborative Learning Opportunities to Foster a Culture of Learning

“We have prioritized mutual growth and knowledge exchange with...collaborative learning opportunities.... At our school, we embrace an open-door policy for visitation, encouraging Learning Walks each week. This practice fosters a culture where visitors are welcomed, feedback is valued, and collaboration is key.... [We will] foster a culture of learning to drive meaningful transformation in teaching practices and curriculum development. We know that it is difficult to build out engaging, real-world relevant projects. We have many systems for collecting/using student feedback and would share those systems to create feedback structures that support the creation of authentic projects with authentic audiences.”

Figure 1: Map of PLAN Mentor Schools

PLAN Mentor Schools

