

Portfolio of Schools

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

Meet the PLAN Pilot Schools



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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.

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 Department has launched a process to identify [Mentor Schools](#) to serve as models and support Pilot Schools in their transition to implementing performance-based approaches.¹

“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.**

The PLAN Pilot Schools

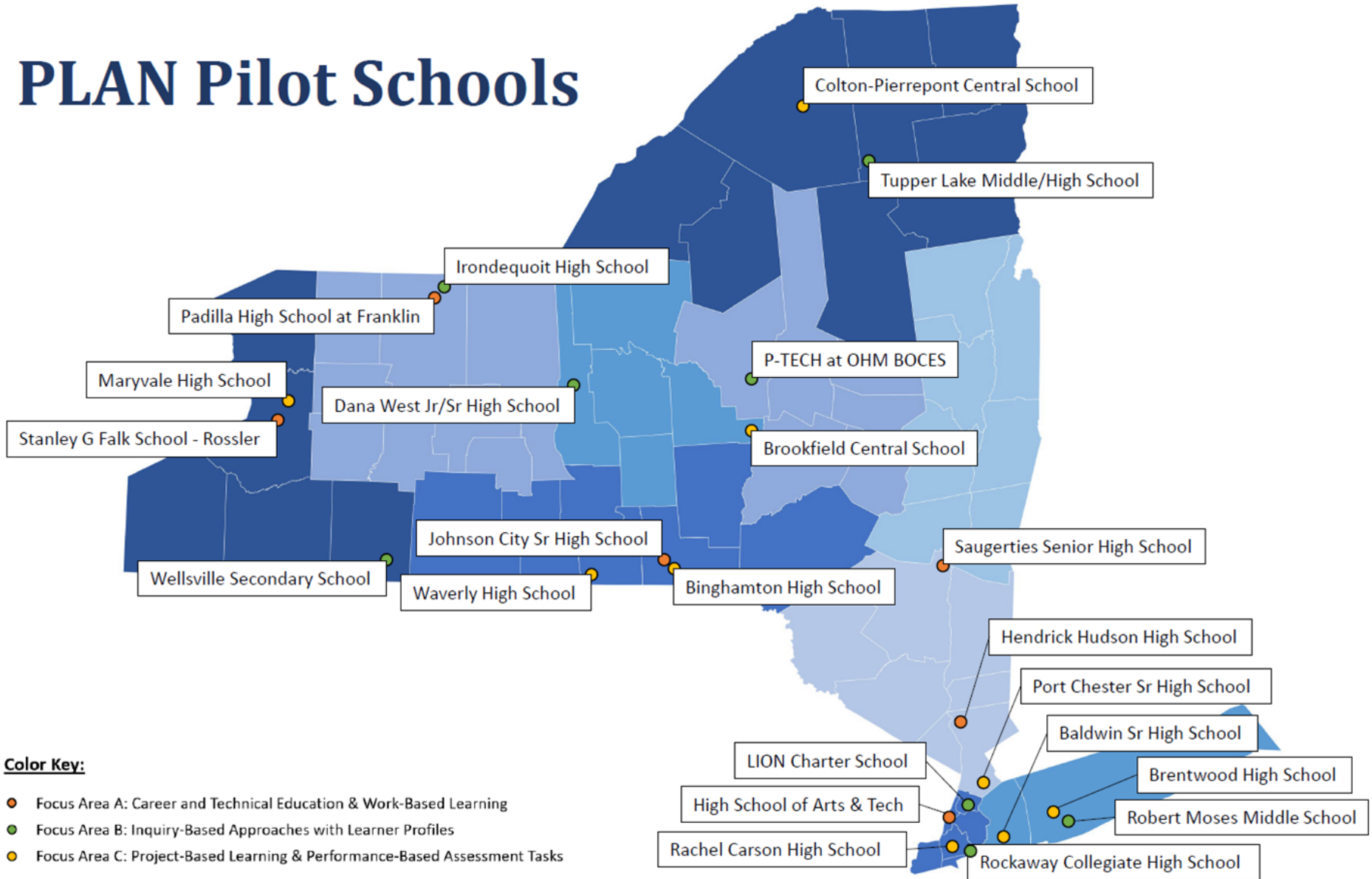
NYSED launched an application process for interested schools and BOCES programs to [apply to participate as a Pilot School](#) in August 2023. The 23 schools selected in the Spring of 2024 reflect the diversity of New York’s educational landscape and include schools at varying levels of readiness/proficiency with PBLA practices. Each school was assigned to one of the three focus areas based on key PBLA features they prioritized and the content of their application narrative, which is highlighted in this document.

23	21 Public district schools	1 BOCES program	1 Department-approved special day school	1 SUNY-authorized charter school
Over 19,500 students are enrolled in these schools, with a range of 137 to 4,640 students per building.				
52% are most interested in project-based learning approaches to PBLA in core subject areas.		Nearly 50% cite interdisciplinary learning approaches as a top PBLA area of interest.		30% cite interest in a culminating credential that communicates evidence of student competencies.

¹ For more information about the PLAN Program, visit our website: <https://www.nysed.gov/plan-pilot>

Figure 1: Map of PLAN Pilot Schools

PLAN Pilot Schools



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:

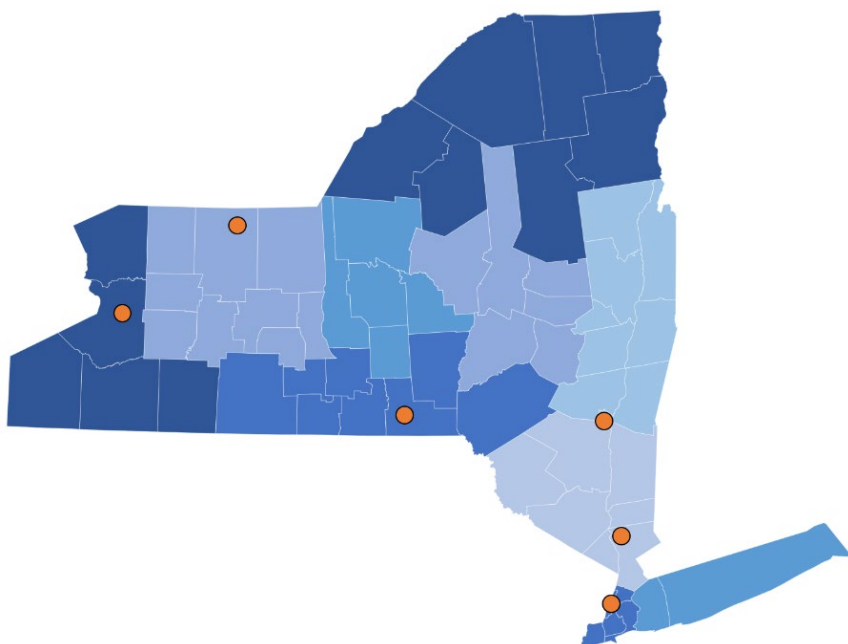


An **instructional model** that emphasizes structured career/technical and/or work-based learning experiences and internships to provide students with opportunities to apply their knowledge to real-world situations.

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.



Six (6) Pilot Schools were selected to participate in PLAN for Focus Area A.

Five (5) are public district schools; one is a department-approved special day school.

Over 3,500 students are enrolled in these schools, with a range of 137 to 963 students per building.

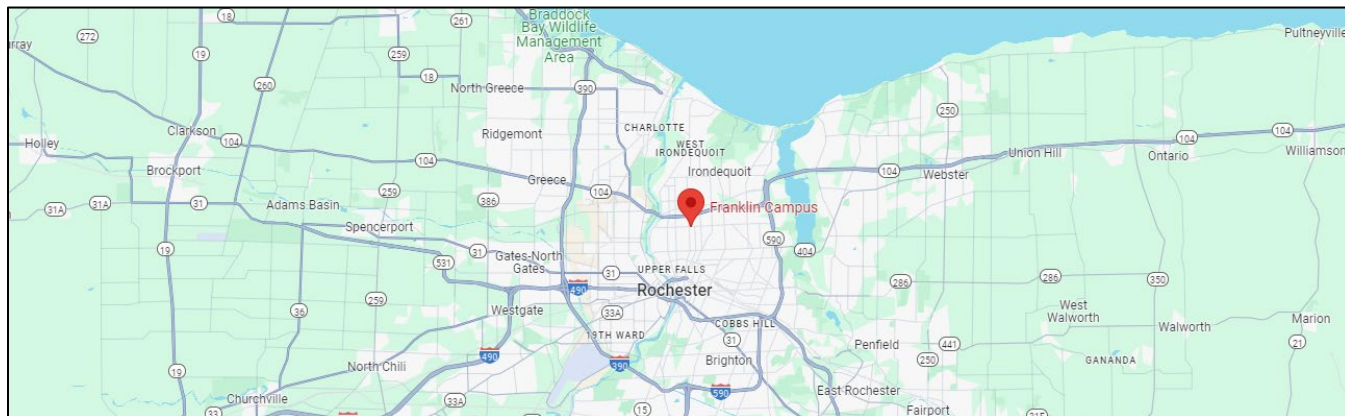
Economic disadvantage in these schools ranges from 16-94% of students.

The 4-year graduation rate for these schools ranges from 54-90%.

Franklin Upper School (Padilla High School at Franklin)

Rochester City School District

Finger Lakes Region – Monroe County – Big 5 Cities



“In a partnership of family, school, and community, our mission is to provide all students equitable access to a high-quality education and graduate students who are prepared to become productive members of society. We are committed to supporting cultural and linguistic diversity, deep student engagement, and the pursuit of lifelong learning.”

School Building:

Novice Teachers (0-4 years) 18%	Comprehensive Support and Improvement School	4-Year Graduation Rate 54%
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Students:

963	Students of Color 94%	English Language Learners 10%	Students with Disabilities 28%	Economically Disadvantaged 94%
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[2022-23 School Data](#)

Note: Franklin Upper School is slated to close and reopen as Padilla High School at Franklin, with new teachers, additional students, and an infrastructure overhaul.

Learn more about us at: <https://www.rcsdk12.org/franklin>



Performance-Based Learning & Assessment and the PLAN Pilot at Franklin (Padilla)

Franklin’s PBLA Vision:

Grades 9-12	CTE and Science
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“The envisioned outcome of the PBLA pilot initiative is to cultivate a cadre of educators fortified with a robust foundation in assessment literacy... Moreover, the transition from a conventional educational model to the pioneering PBLA framework signifies...a permanent evolution in pedagogical practices...[that] fosters a culture of continuous improvement and reflective practice, ensuring that assessment remains an integral part of the learning process.”

Franklin’s PBLA Readiness: ²

Advanced Beginner

“At Franklin (Padilla)...our groundbreaking collaboration with the City of Rochester unfolds, epitomized by the pioneering Careers Pathways to Public Safety program. Carefully curated to equip students with the skills and acumen requisite for success in Law Enforcement, Firefighting, and Emergency Management Technician roles, this initiative serves as a testament to Franklin’s unwavering commitment to fostering career readiness and societal impact.”

Franklin’s PBLA Support Needs:

Comprehensive Training and Professional Development	Establishing a Culture of Collaboration	Evaluation and Feedback Mechanisms
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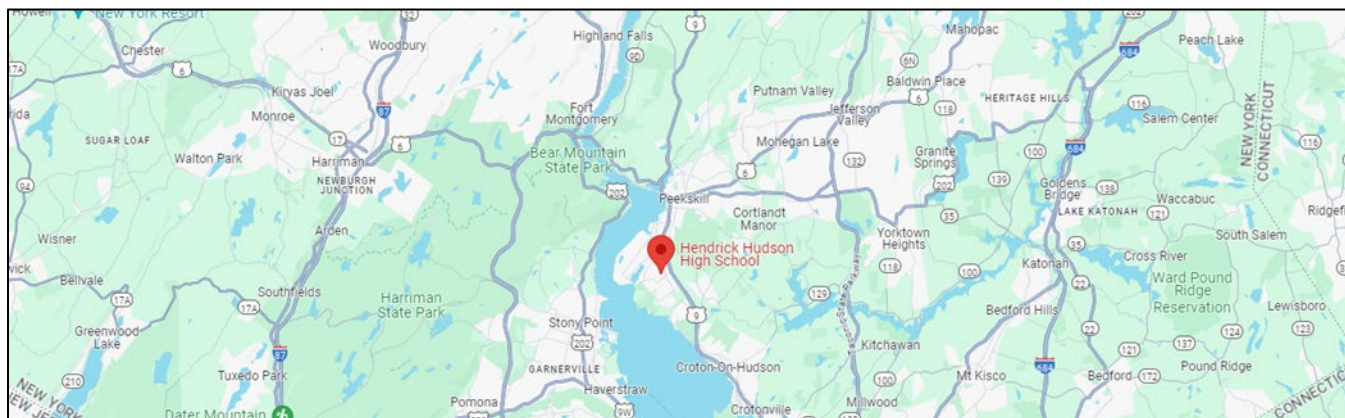
“Ensuring a balanced allocation of instructional time within core content classes affiliated with program pathways while fostering external partnerships for enhanced efficacy... This involves fostering open communication channels, soliciting feedback, and garnering support from the broader community to ensure alignment with educational goals and priorities... [moreover,] implementing PBLA requires establishing robust evaluation and feedback mechanisms to monitor student progress, assess the effectiveness of instructional practices, and identify areas for improvement.”

² See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

Hendrick Hudson High School

Hendrick Hudson Central School District

Mid-Hudson Region – Westchester County – Putnam-Northern-Westchester BOCES



“The mission of the Hendrick Hudson School District, a dynamic, innovative, and supportive educational community, is to ensure students are engaged, passionate learners who achieve their maximum potential and contribute to society.”

School Building:

Novice Teachers (0-4 years) 13%	Local Support and Improvement School	4-Year Graduation Rate 92%
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Students:

726	Students of Color 46%	English Language Learners 3%	Students with Disabilities 20%	Economically Disadvantaged 33%
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[2022-23 School Data](#)

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



Performance-Based Learning & Assessment and the PLAN Pilot at Hendrick Hudson

Hendrick Hudson’s PBLA Vision:

Grades 9-12	Arts, CTE, ELA, Math, Science, Social Studies
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“Moving forward with a PBLA-based curriculum will create a system that is better able to differentiate and serve every student, not just those who perform well on tests... Many teachers have collaborated on interdisciplinary work before, and a core value of the Pilot and our teachers’ philosophy is to continue and expand this practice. This will undoubtedly infuse positivity and diligence amongst the staff, which will create long-term benefits—one of which will be a more connected community to the school.”

Hendrick Hudson’s PBLA Readiness:³

Novice

“We are currently examining ways to increase opportunities for students to learn more about multiple postsecondary pathways, including through an expanded database of summer opportunities, lunch career series, alumni engagement, career days and fairs, job readiness learning experiences, field trips, and a focus on all postsecondary pathways, not just college, during school celebrations... There is also a want and a need to reinstate a workplace internship structure back into senior year.”

Hendrick Hudson’s PBLA Support Needs:

Mentors, Thought Partners, and Critical Friends	Improving Assessment Literacy in the Community	Time and Financial Support for Professional Development
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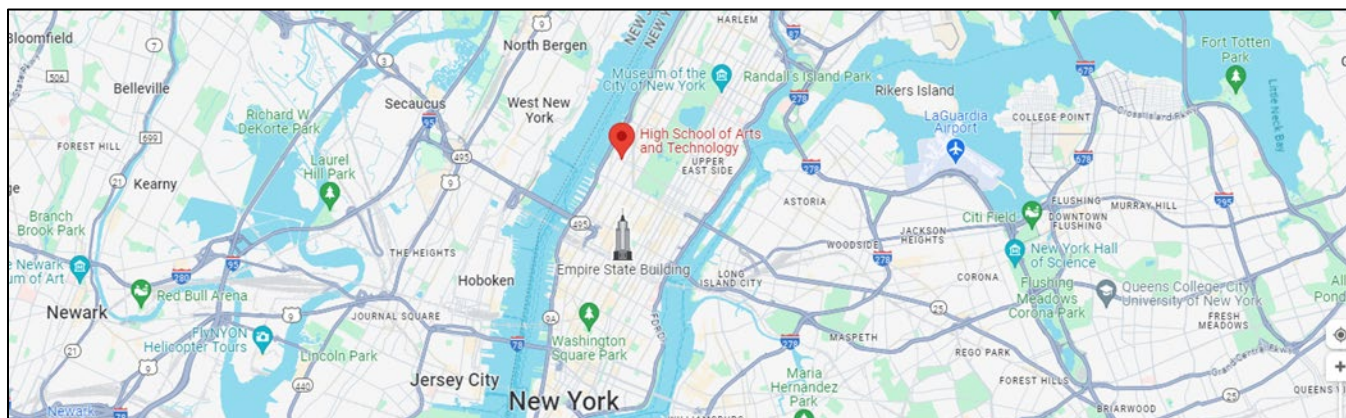
“The most important resources and support we will need is the time to plan and educate the community on the benefits of this work... Our school [will] need the support of mentor schools and thought partners. Working with a critical friends group would help us as we design and implement the PBLA... The guidance department will need training and support...as they must be able to articulate to colleges, trade schools, and the community at large how this change will better show the capabilities and strengths of our students.”

³ See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

High School of Arts & Technology

New York City Geographic District #3

New York City – Manhattan – Big 5 Cities



“The mission of The School of Art and Technology is to provide academic, interpersonal, and technological skills needed to achieve excellence in post-secondary education and in their chosen careers.”

School Building:

Novice Teachers (0-4 years)	Local Support and Improvement School	4-Year Graduation Rate
49%		84%

Students:

444	Students of Color	English Language Learners	Students with Disabilities	Economically Disadvantaged
	99%	7%	25%	86%

[2022-23 School Data](#)

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



Performance-Based Learning & Assessment and the PLAN Pilot at Arts & Tech

Arts & Tech’s PBLA Vision:

Grades 9	ELA and Math
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“Implementing PBLA would complement our student learning through enhancing their learning with real world experiences, fostering group work through ongoing projects with opportunities for self-reflection. The goal is to create opportunities for learning experiences that will ensure students have a strong postsecondary plan and that there are multiple pathways towards graduation.”

Arts & Tech’s PBLA Readiness: ⁴

Advanced Beginner

“Teachers use co-planning time to review data that would allow for intervention support, assess student progress, adjust instructional practices, and evaluate the progress made... Teachers are provided with in-house support working collaboratively to help plan the best and most effective lessons for our students... We have maintained our community partnerships both locally with community organizations and tertiary education that also helps to create those partnerships that will facilitate student community experiences.”

Arts & Tech’s PBLA Support Needs:

Funding for Staff and Resources	Teacher Training and Professional Development	Collaborating with Industry Partners
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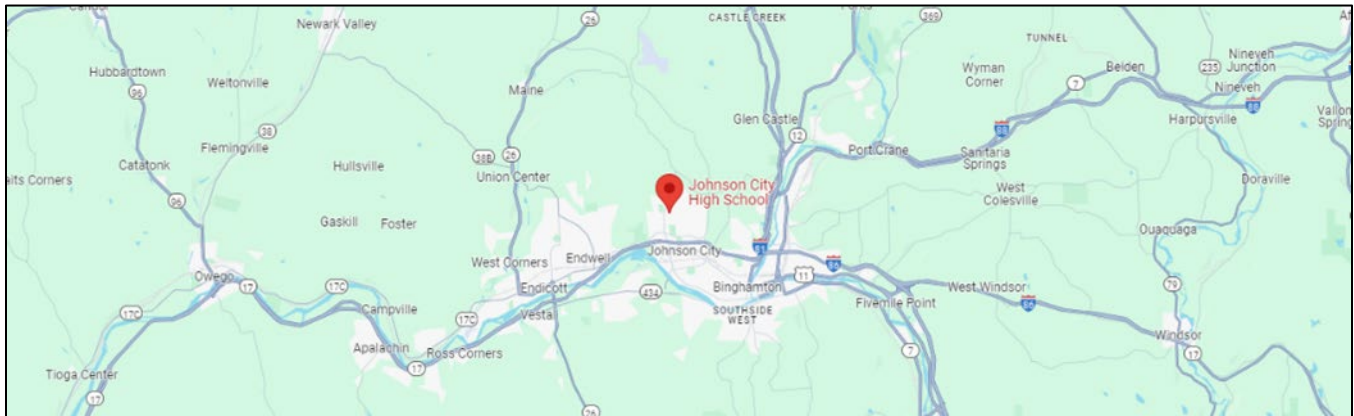
“Receiving the necessary funding for professional development, hiring of new staff, and access to PBLA resources to successfully implement the plan is important... We would need training for our teacher leads to support classroom teachers as they implement this work. Funding to host parent meetings, and professional development time after school to assist with building a cohesive rubric...[as well as] support identifying industry partners to collaborate with teacher teams to align projects with real world problems.”

⁴ See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

Johnson City Senior High School

Johnson City Central School District

Southern Tier Region – Broome County – Broome-Delaware-Tioga BOCES



“Mission: Creating educational opportunities for all students in preparation for success in an ever-changing community.”

“Vision: Building strong relationships with each other and our community, we will provide inclusive, inspiring, and rigorous experiences for all.”

School Building:

Novice Teachers (0-4 years) 5%	Local Support and Improvement School	4-Year Graduation Rate 86%
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Students:

729	Students of Color 43%	English Language Learners 4%	Students with Disabilities 14%	Economically Disadvantaged 64%
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[2022-23 School Data](#)

Learn more about us at: <https://hs.jcschools.com/>

Performance-Based Learning & Assessment and the PLAN Pilot at Johnson City

Johnson City’s PBLA Vision:

Grades 9-12	Arts, Math, Social Studies, World Languages
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“Our vision for participation in the pilot is to bring about a fundamental change in the way our teachers teach and the experience our students have in our school... We want [our students] to leave our high school prepared to find success in the sectors of employment nearby. We also want our students to feel energized by a new way of engaging them in lessons...and assessments that allow them to demonstrate their strengths in new ways... Our vision also includes the building of new career pathway programs that will further the opportunities for students.”

Johnson City’s PBLA Readiness:⁵

Advanced Beginner

“We have small pockets of teachers who have used [the Understanding by Design] model of assessment, but we are anxious to bring the necessary training to a greater percentage of our staff. Our high school also has the potential for numerous career-based programs that could be built into work-based learning experiences for our students. Whether it is culinary arts, business, marketing, carpentry, or engineering, our high school has the courses and infrastructure to grow into a strong work-based program.”

Johnson City’s PBLA Support Needs:

Workshops and Staff Professional Development	Consulting and Collaborating within the Network	Intentional Planning Time and Appropriate Pacing
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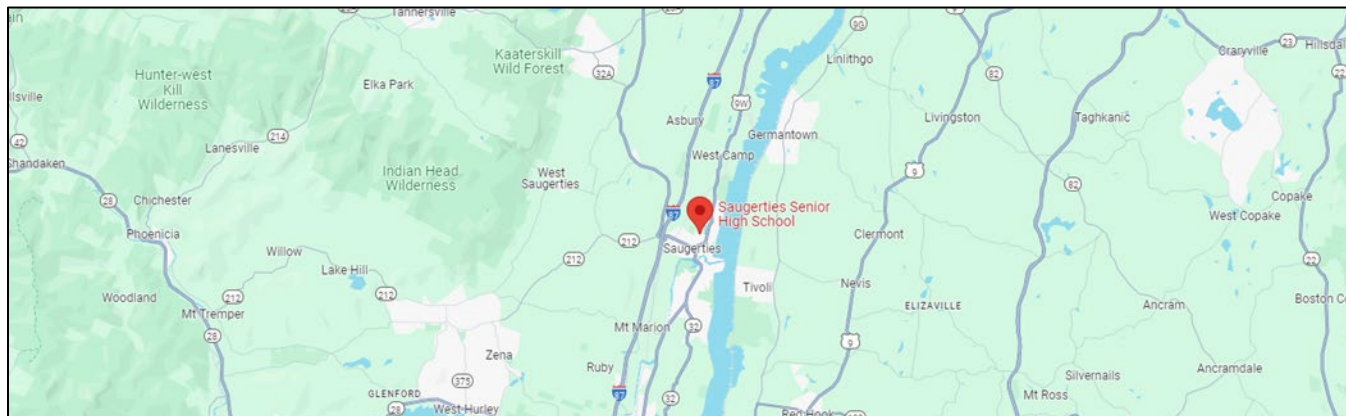
“The biggest support that our school needs are the professional development and support of network schools in growing our implementation of PBLA... We know that there will definitely be a need for time... Time for planning, reflecting, analyzing, learning, visiting other schools, all of this will require intentionally planned time for staff and the transition team... The other support that will be vital to implementation will be participation in the network and learning from other mentor schools...our staff appreciates seeing evidence that new practices can be successful because they are already successfully in place at other schools.”

⁵ See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

Saugerties Senior High School

Saugerties Central School District

Mid-Hudson Region – Ulster County – Ulster BOCES



“We, the Board of Education, staff, students, parents, and community share responsibility for meeting the needs of students living in a rapidly changing, pluralistic society. We endeavor to create an atmosphere where people are accepted as individuals in a safe environment that fosters self-discipline, mutual respect, cooperation, and academic excellence.”

School Building:

Novice Teachers (0-4 years) 5%	Local Support and Improvement School	4-Year Graduation Rate 90%
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Students:

756	Students of Color 28%	English Language Learners 2%	Students with Disabilities 18%	Economically Disadvantaged 46%
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[2022-23 School Data](#)

Learn more about us at: <https://shs.saugerties.k12.ny.us/>



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

Saugerties’s PBLA Vision:

Grades 9-12	Art, CTE, ELA, Math, Science, Social Studies
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“We have begun to challenge our educators to think beyond graduation day...we strive to prepare our students with the enduring skills that render success no matter the field or content... We will provide opportunities for students to curate and present their work publicly and receive feedback from experts in the field...to ignite and celebrate learning, wonder, awe, frustrations, perseverance, research, critical thinking, collaboration, and humanity.”

Saugerties’s PBLA Readiness: ⁶

Novice

“We have a clear vision of professional learning...where we need to grow is by allowing our students to articulate their own success criteria and curate and authentically present their learning... The community has stated that they value hands-on learning and trades during our superintendent’s stakeholder workshops...we have strong community partners that want to collaborate.

Saugerties’s PBLA Support Needs:

Empowering Student Ownership of Learning	Professional Learning and Ongoing Coaching	Specialized Leadership Coaching
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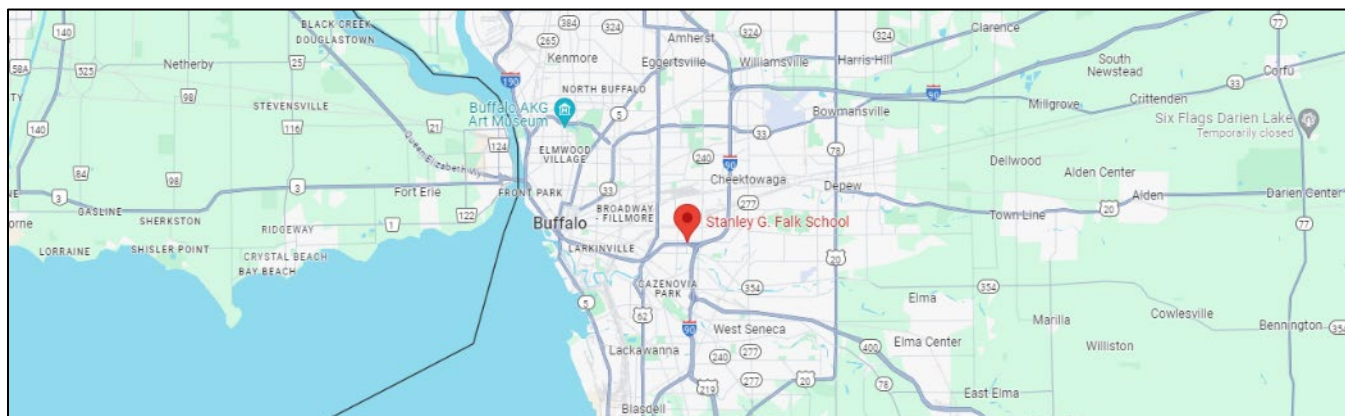
“While we have glimmers of inquiry, project, and process-based learning, we are not effective yet in transitioning the ownership of learning to the student...[our] anticipated needs are the allocation of funds to provide cutting-edge professional learning...strategic long-range planning with ongoing support and coaching...and specialized professional learning and leadership coaching for our administrative staff.”

⁶ See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

Stanley G Falk School – Rossler Campus

Department-approved Special Day School

Western New York – Erie County – Private School



“Our Mission: To offer high quality school experience, providing individualized educational supports for all students.”

“Our Vision: To empower our students to reach their individual potential, respect, and value themselves and others, and become life-long learners.”

School Building:

Novice Teachers (0-4 years)	School Accountability Support Model	4-Year Graduation Rate
38%	NA	87%

Students:

134	Students of Color	English Language Learners	Students with Disabilities	Economically Disadvantaged
	54%	0%	100%	86%

2022-23 School Data

Learn more about us at: <https://www.falkschool.com/page/rossler-grades-7-12>

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

Rossler’s PBLA Vision:

Grades 7-12	Art, CTE, ELA, Math, Science, Social Studies
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“Our vision for this pilot is to foster reflective instructional and assessment practices aimed at capturing individual strengths for our students and developing these into lifelong assets for our young adults... We also aim to increase the number and frequency of Work-Based Learning opportunities for our students, so that they will have connections to real-world workplaces and set achievable goals for life after school.”

Rossler’s PBLA Readiness:⁷

Novice/Advanced Beginner

“The teaching staff is dynamic and provides specially-designed instruction aimed at meeting the students’ learning needs as indicated on the Individualized Education Plan... Throughout the past few years, [the school] has been growing its work-based learning options for students, connecting with more members of the greater community surrounding our schools...we have begun career exploration in Middle School...[and] a formal partnership...to give our students a wide range of manufacturing work experiences.”

Rossler’s PBLA Support Needs:

Ongoing Conversation, Inquiry, Teamwork, and Modeling	Building Teacher-Leader Capacity	Coordination and Continuous Feedback Cycles
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“[Anticipated needs] include sustained professional development in a Community of Practice model... [,] close coordination, regular feedback cycles and an inclusion of student voice... For instructors, developing capacity internally and raising up teacher-leaders (early adopters) will be critical... School leaders will ensure accountability in teaching and learning practices... The school and board anticipate the need for continuous feedback to ensure the most successful implementation possible.”

⁷ See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

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:

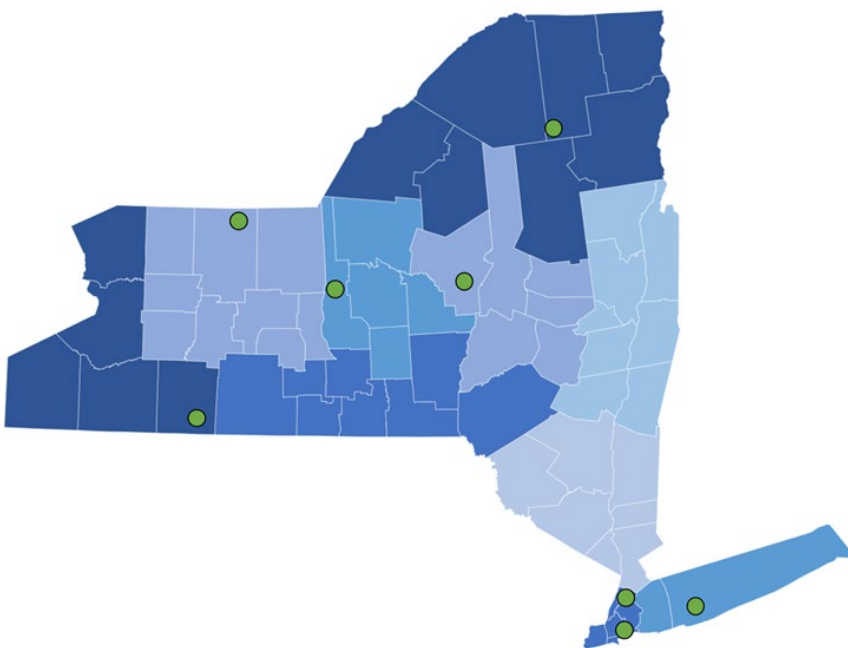


Instructional models designed around a “learner profile” that aims to help students understanding individual strengths and weaknesses, to support their learning and develop a set of competencies or attributes through their educational experience.

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.



Eight (8) Pilot Schools were selected to participate in PLAN for Focus Area B.

Six (6) are public district schools; one is a charter school; one is a BOCES program.

Over 5,000 students are enrolled in these schools, with a range of 160 to 1,165 students per building/program.

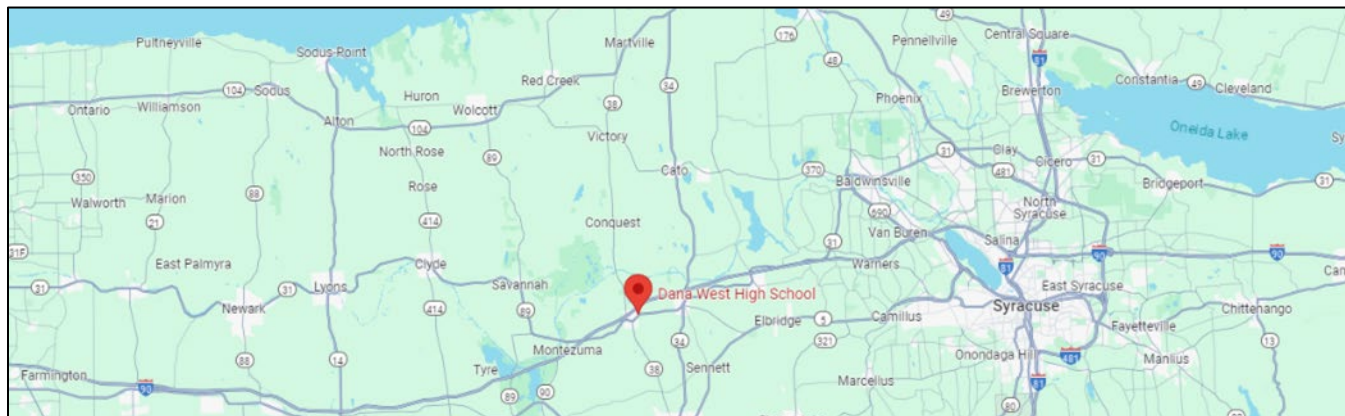
Economic disadvantage in these schools ranged from 23-95% of students.

The 4-year graduation rate for these schools ranges from 76-96%.

Dana West Jr/Sr High School

Port Byron Central School District

Central New York – Cayuga County – Cayuga-Onondaga BOCES



“The mission of the Port Byron CSD is to prepare each student for a future of fulfillment, purpose, and productive citizenship by providing educational experiences that address their individual interests, social-emotional needs and academic goals.”

School Building:

Novice Teachers (0-4 years) 18%	Local Support and Improvement School	4-Year Graduation Rate 92%
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Students:

352	Students of Color 9%	English Language Learners 0	Students with Disabilities 16%	Economically Disadvantaged 93%
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[2022-23 School Data](#)

Learn more about us at: <https://www.pbcschools.org/Page/45>

Performance-Based Learning & Assessment and the PLAN Pilot at Dana West

Dana West’s PBLA Vision:

Grades 6-8	ELA, Science, Social Studies
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“When surveying our students, we have found that they are looking for more opportunities for hands-on learning. We also know in this day and age that the more we can make learning engaging and relevant, the more we can help students retain important information. We would like to participate in the pilot to help our teachers learn the skills needed to engage and assess students differently... We want students to be engaged in their learning and for learning to have more relevance and rigor.”

Dana West’s PBLA Readiness:⁸

Novice

“Our current 6th, 7th, and 8th grade are structured in a way to support cross-curricular planning and project-based learning. We have transitioned to block scheduling, which support the time needed to implement performance-based assessments as well as inquiry-based learning... We also had a core group of teachers trained...[and our administrative team] have created an action plan for implementation across the district. This includes continued professional learning, the creation of our portrait of a graduate, creating and transitioning lesson plans and assessments as well as ongoing implementation support and coaching.”

Dana West’s PBLA Support Needs:

Professional Learning for Teachers	Continued Training and Support for Administrators	Supporting Students for this New Type of Learning
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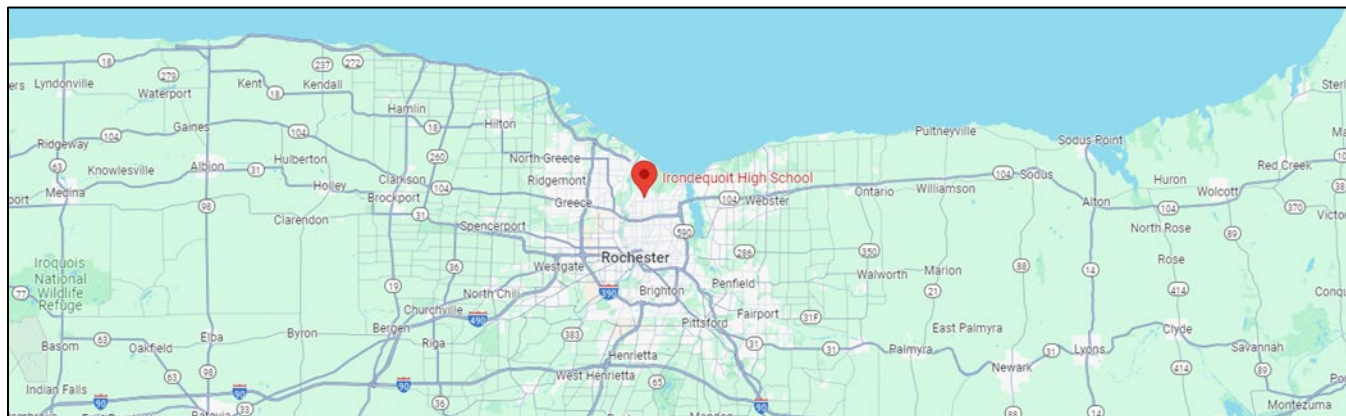
“We would need professional learning support for the teachers...[who] need support in making learning rigorous, engaging, and also ways to provide scaffolding to students... Teachers will need to redesign assessments to ensure that they have performance-based measures and also ensure they are aligned to rubrics. Students would also need support for this new type of learning... Continued training and support are needed for administrators and teachers in order to successfully implement PBLA with fidelity.”

⁸ See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

Irondequoit High School

West Irondequoit Central School District

Finger Lakes Region – Monroe County – Monroe 1 BOCES



“The West Irondequoit Central School District partners with our community in providing a comprehensive educational experience that balances high expectations, diverse opportunities, intellectual growth, and personal responsibility. Our community welcomes each child, nurtures each mind, and inspires each other to peak performance.”

School Building:

Novice Teachers (0-4 years) 9%	Local Support and Improvement School	4-Year Graduation Rate 96%
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Students:

1165	Students of Color 34%	English Language Learners 2%	Students with Disabilities 16%	Economically Disadvantaged 36%
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[2022-23 School Data](#)

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

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

Irondequoit’s PBLA Vision:

Grade 9	Social Studies
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“As part of our vertical alignment to college, career, and civic readiness, IHS is immersed in defining the attributes of the ideal IHS graduate. Much work is ongoing to clearly articulate this goal and deepen common understanding of instructional implications...The pilot has the potential to bring this work to the next level by emphasizing process (over product/grades), critical thinking, student voice, language, feedback, and real-world connections over test preparation.”

Irondequoit’s PBLA Readiness:⁹

Novice/Advanced Beginner

“Faculty and department meetings have dedicated much time expanding our teachers’ regular incorporation of actionable feedback as part of their instructional craft. Administrators have engaged in similar work to support consistent implementation across classrooms and student abilities. Contemporaneously, we have worked to incorporate a standards-based mindset in formative and summative assessment design, increasing opportunities for students to receive and apply actionable feedback, and crafting experiences that promote students’ transfer of that learning in new tasks.”

Irondequoit’s PBLA Support Needs:

Professional Learning on Pedagogical Practices	Revising Curriculum to Align with PBLA	Developing Standards-Aligned Assessments
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“We would need...to engage in professional learning for PBLA pedagogical practices; review and revise pilot curriculum to identify areas to incorporate more skill instruction aligned with PBLA; develop summative assessment for pilot courses that both aligns with course standards and PBLA pedagogy; engage in professional learning for providing actionable feedback and ensuring students have opportunities for application...; build capacity to understand PBLA through summer professional learning experiences; [and] identify non-negotiables and articulate learning expectations.”

⁹ See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

Leaders in Our Neighborhood (LION) Charter School

State University of New York (SUNY)-authorized Charter School

New York City – Bronx – Big 5 Cities



“Leaders In Our Neighborhood Charter School’s mission is to develop the character of each student. We unite students, families, and staff in helping each individual achieve their best academically, and in sports, the arts, and service to the community. We believe that passion for learning, self-discovery, leadership, and social conscience are the foundation for success in college and fulfillment in life.”

School Building:

Novice Teachers (0-4 years) 59%	Local Support and Improvement School	4-Year Graduation Rate 90%
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Students:

979	Students of Color 99%	English Language Learners 20%	Students with Disabilities 24%	Economically Disadvantaged 95%
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[2022-23 School Data](#)

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



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

LION’s PBLA Vision:

Grades 9-12	ELA, Social Studies
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“LION High School is committed to enhancing student access to rigorous instruction and exposure to multiple measures for graduation... Our interest in this program stems from the successes we have seen in both student learning and student engagement when our High School implemented PBLA-aligned teaching and learning in the past... LION HS would like to develop a multi-year, cross-curricular PBLA... Our vision is that students will have a scaffolded approach to the skills and requirements of PBLA yearly, culminating in a comprehensive cross-curricular research study, presentation, oral defense, and reflection.”

LION’s PBLA Readiness: ¹⁰

Advanced Beginner/Competent

“We have determined that our students, like many other schools, are more engaged and have stronger performance when placed in courses that have performance tasks in tandem with traditional assessments. Our staff has committed to the Pre-AP framework...which provides performance tasks to students with real-world applications. Additionally, we have eliminated student tracking to put all students on a path toward rigorous college-level coursework... LION has a robust postsecondary success program that connects students with alumni from across the country...[and] encourages students to participate in our school community through co-curricular programs as an extension of learning outside of the classroom.”

LION’s PBLA Support Needs:

Collective Learning and Collaboration	Developing Professional Learning Sessions	Outside Observations, Feedback, and Partnerships
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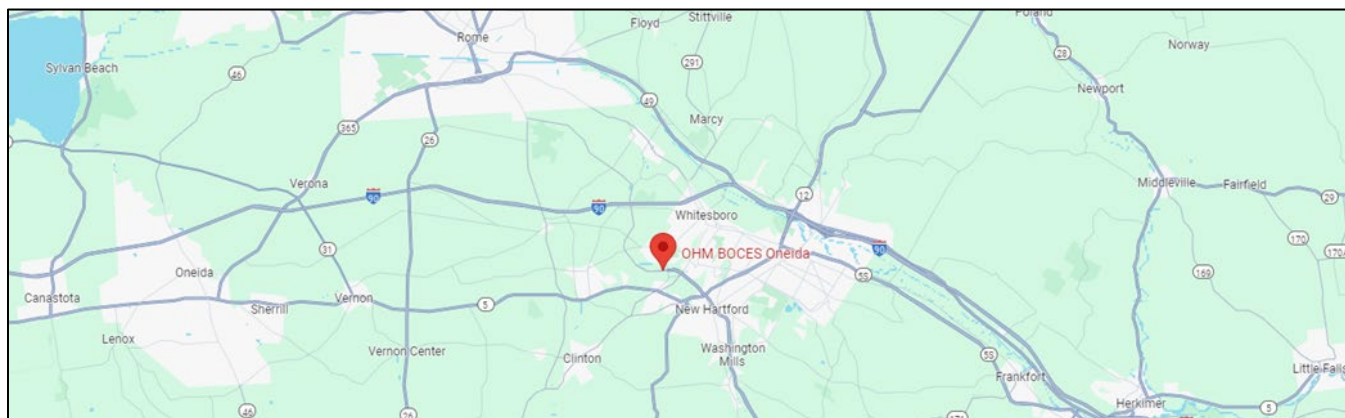
“Resources and opportunities for research or collective learning and collaboration with other schools would support our team in developing professional learning sessions that best support teachers in fine-tuning effective practices or learning new practices to best align with our new vision of assessment for and of learning. Outside observations of our professional learning approaches and implementation of new strategies would also greatly support our implementation... We anticipate needing support in the development and modification of assessments...[and] assistance fostering those continued partnerships beyond the South Bronx and around New York State.”

¹⁰ See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

Pathways in Technology Early College High School (P-TECH)

Oneida-Herkimer-Madison (OHM) BOCES Program

Mohawk Valley Region – Oneida County – Oneida-Herkimer-Madison BOCES



“Our Mission: We are collaborators, working together and partnering with leaders in education, business, industry, government and the local community to promote inclusive educational and career opportunities and equitable access in order to prepare all of our learners for the dynamic world of today and tomorrow.”

“Our Vision: We strive to provide innovative leadership, programs and services in response to the emerging needs of our school districts and learners.”

School Building:

Novice Teachers (0-4 years)	School Accountability Support Model	4-Year Graduation Rate
13%	NA	89%

Students:

136	Students of Color	English Language Learners	Students with Disabilities	Economically Disadvantaged
	16%	0	6%	23%

2022-23 School Data.

Learn more about us at: <https://www.oneida-boces.org/PTECH>

Performance-Based Learning & Assessment and the PLAN Pilot at P-TECH OHM

P-TECH OHM’s PBLA Vision:

Grades 9-11	ELA, Math, Science, Social Studies, STEAM/Technology
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“The vision for participating in the pilot is to enhance what our teaching staff already does in their classrooms... Teachers have voiced a desire to offer more engaged projects with assessments that make demonstrating understanding more accessible to all learners... P-TECH OHM’s current level of collaboration includes integration of STEAM concepts in core academics when possible. A goal of the P-TECH OHM staff is to expand this integration into more regular PBL opportunities across multiple academic disciplines.”

P-TECH OHM’s PBLA Readiness: ¹¹

Novice/Advanced Beginner

“The P-TECH OHM team has been working to re-establish program norms focused on collaboration and interdisciplinary projects... Through weekly team meetings, shared planning, and an openness to disrupt “traditional” education, teachers engage students in hands-on and project-based learning opportunities whenever possible...[and] over 40 local business partners are involved in the program through industry-driven projects, mentorships, job shadowing, and internships... This established culture is a perfect environment to embrace PBLA.”

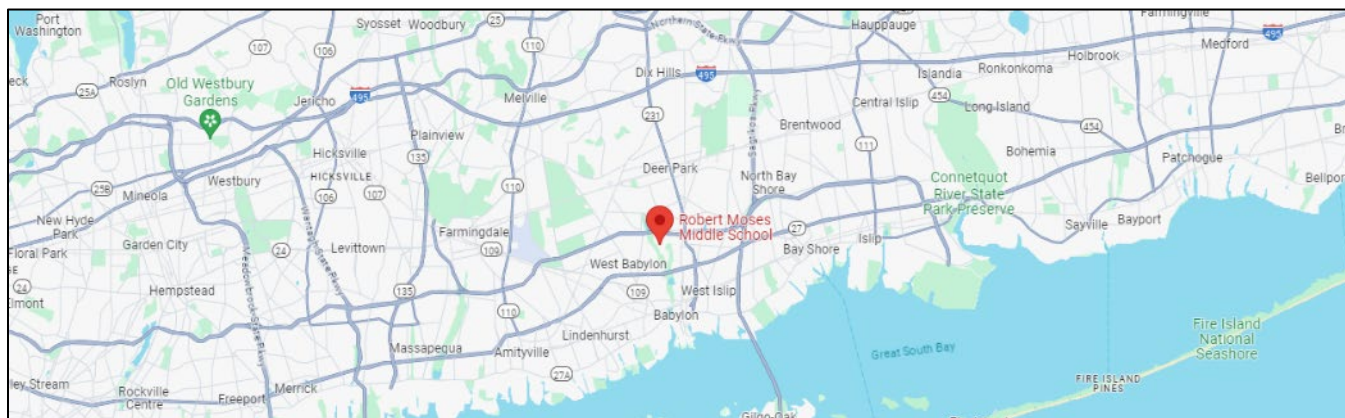
P-TECH OHM’s PBLA Support Needs:

Professional Development for Teaching Staff	Freedom of Scheduling	Mentorship and Peer Support Network
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“Professional development for teaching staff is the largest need anticipated for engagement...and freedom of scheduling would help to support staff in this endeavor... Being a smaller program, mentorship and a peer support network will be key in PBLA implementation for the P-TECH OHM program. While we can leverage resources in-house, providing additional resources and networking support will allow teachers to fully embrace PBLA and address issues as they arise.”

¹¹ See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

Robert Moses Middle School
 North Babylon Union Free School District
 Long Island – Suffolk County – Western Suffolk BOCES



“The purpose of the North Babylon School District is to teach children to learn while building their character, fostering their creativity, and teaching them to be thoughtful and productive citizens of this diverse and democratic nation.”

School Building:

Novice Teachers (0-4 years) 10%	Local Support and Improvement School	4-Year Graduation Rate N/A
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Students:

1075	Students of Color 71%	English Language Learners 7%	Students with Disabilities 14%	Economically Disadvantaged 53%
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[2022-23 School Data](#)

Learn more about us at: <https://www.northbabylonschools.net/o/robert-moses-ms>



Performance-Based Learning & Assessment and the PLAN Pilot at Robert Moses

Robert Moses’s PBLA Vision:

Grades 6-8	ELA, Math, Science, Social Studies
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“The PLAN Pilot presents a timely opportunity to institute a building-wide shift centered on performance assessments... Our vision for PBLA centers on transforming our educational landscape. We aspire to move beyond the confines of traditional assessments, embracing a comprehensive approach that aligns with Robert Moses’s core belief in students exploring real-world problems through interdisciplinary discovery... The PLAN Pilot presents an opportunity to bring this vision to life by having students demonstrate their learning through rigorous community-responsive projects across subjects.”

Robert Moses’s PBLA Readiness:¹²

Advanced Beginner

“We currently offer a 6th grade Exploratory Class in all core subjects that strives to have students explore real-world problems through individual and group projects and encourages them to make sense of content through service-learning initiatives... We are moving to a 9-period school day...for a more adaptable structure conducive to the integration of PBLA... This time will allow for teachers across all subjects...to develop learning activities and project-based initiatives that could incorporate all subjects.”

Robert Moses’s PBLA Support Needs:

Creating a Supportive, Empowering Ecosystem	Ongoing Professional Development and Training	Establishing and Sustaining Community Partnerships
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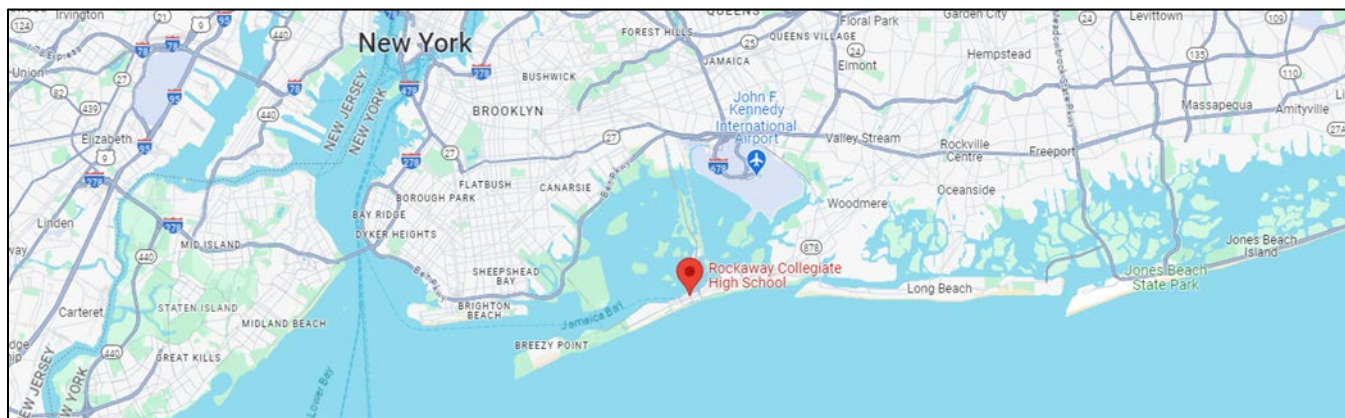
“Our anticipated needs revolve around capacity building, ongoing professional development, student support, and collaborative planning...[including] training for teachers in designing rigorous real-world projects aligned with learning standards and proficiency assessment...[,] engaging with a network of teams...[and] resources for establishing and sustaining partnerships with community organizations to provide diverse project and service opportunities for students... The focus is on creating a supportive ecosystem that empowers both educators and students to embrace the principles of project-based learning.”

¹² See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

Rockaway Collegiate High School

New York City Geographic District #27

New York City – Queens – Big 5 Cities



“We are committed to actively developing students’ critical thinking and analytical skills while utilizing reading and writing as a toll to solve real world problems.”

“We are committed to cultivating responsible, compassionate, honest, and skilled leaders who aspire to positively impact the world.”

School Building:

Novice Teachers (0-4 years) 50%	Local Support and Improvement School	4-Year Graduation Rate 83%
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Students:

260	Students of Color 93%	English Language Learners 18%	Students with Disabilities 33%	Economically Disadvantaged 83%
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[2022-23 School Data](#)

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

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

Rockaway’s PBLA Vision:

Grades 9-12	ELA, Math, Science, Social Studies
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“We are in the process of shifting away from traditional teacher-led instructional practices to student-led inquiry cycles... We would like to create projects permitting varying grade levels to work together...[and] having multiple subject areas plan and work on projects collaboratively. This allows students to understand that skills learned from one class is transferable to other subject areas... Success for our school would mean that students are able to explore the topics through multiple lenses, understand their connection to other topics and themselves, and advocate and develop real solutions to the issues discussed in the course.”

Rockaway’s PBLA Readiness: ¹³

Advanced Beginner

“We have begun an inquiry cycle around the expectations of writing across content areas to demonstrate to students and staff the similarities in processing, understanding, and exploring different topics in different subject areas...[and] begun developing more skill-based assessments that measure trends in student ability as a means of providing support to specific and key areas that help students develop as thinkers and problem solvers... Rockaway Collegiate High School will continue to use the ADDIE (analyze, design, develop, implement, evaluate) model as we move forward to build a successful PBLA program.”

Rockaway’s PBLA Support Needs:

Aligning PBLA to Standards and Content Areas	Supporting Teachers in Implementation	Models and Resources for Planning and Implementation
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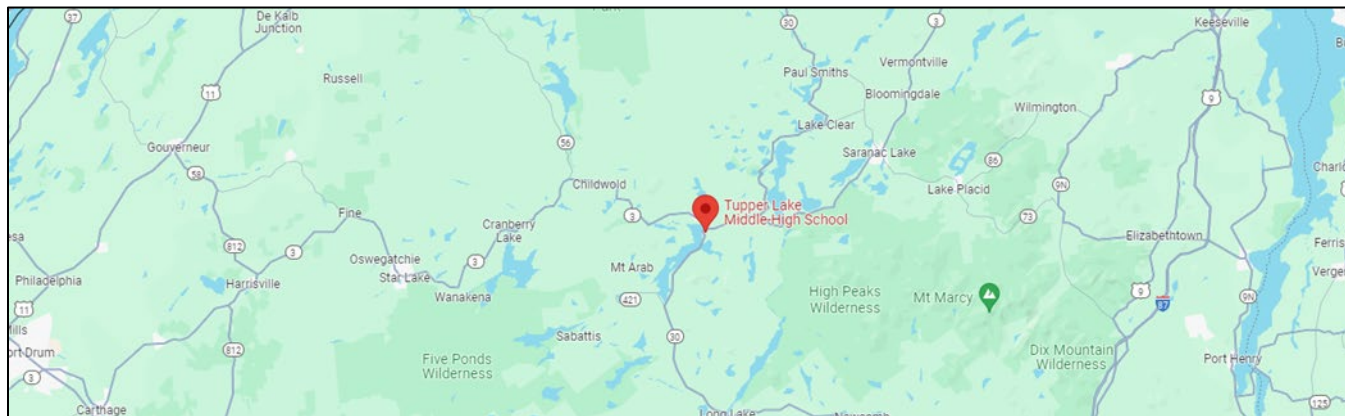
“The supports we anticipate needing would be related to the curricula that aligns with this model and professional development for how to implement it so that teachers feel supported...[particularly since] some students are already uncomfortable with the more inquiry-based curricula we are using... Time and budgetary resources are always a constraint and necessity... We would need additional support on how PBLA promotes alignment to standards and how to construct the projects in different content areas...[and] would benefit from access to models and resources...for developing school community engagement plans, improving assessment literacy, assessing implementation...and cultivating partnerships.”

¹³ See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

Tupper Lake Middle/High School

Tupper Lake Central School District

North Country – Franklin County – Franklin-Essex-Hamilton BOCES



“Our Mission: Together, we inspire, challenge, and proudly support all students.”

“Our Vision: The Tupper Lake Central School District welcomes our families and community in working collectively as we empower students to accomplish their academic and personal goals.”

School Building:

Novice Teachers (0-4 years)	Local Support and Improvement School	4-Year Graduation Rate
19%		76%

Students:

406	Students of Color	English Language Learners	Students with Disabilities	Economically Disadvantaged
	7%	0	18%	56%

[2022-23 School Data](#)

Learn more about us at: <https://www.tupperlakecsd.net/apps/pages/tlmhs>

Performance-Based Learning & Assessment and the PLAN Pilot at Tupper Lake

Tupper Lake’s PBLA Vision:

Grades 6-12	Arts, CTE, ELA, Math, Science, Social Studies
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“Tupper Lake Middle/High School’s vision for PBLA implementation emphasizes a holistic and community-driven approach to education, aiming to prepare students for success in both academic and real-world contexts... Success would look like the school and community continuing to come together to provide an increased number of students the opportunity...[for] real-world applications of knowledge...[as well as] the coordination of resources and teachers around common themes that cut across core and encore subjects [and] reflects a commitment to an integrated and cohesive curriculum that results in transferable learning.”

Tupper Lake’s PBLA Readiness: ¹⁴

Advanced Beginner

“Recognizing the potential of PBLA, we have engaged in extensive conversations about its benefits...with contacts and connections [that] originate from already established teams... Our readiness to participate in the PLAN Pilot is rooted in the coherence between PBLA and our school’s philosophy, goals, and commitment to providing a rich, inclusive, and empowering educational experience for all students... PBLA implementation is another avenue for integration... Through ongoing collaborations buy-in to the PBLA work has already begun...and will be a catalyst for better coordination of efforts that are ongoing and sustained.”

Tupper Lake’s PBLA Support Needs:

Grace in Implementation for Continuous Improvement	Opportunities for Collaboration	Virtual Professional Learning Experiences
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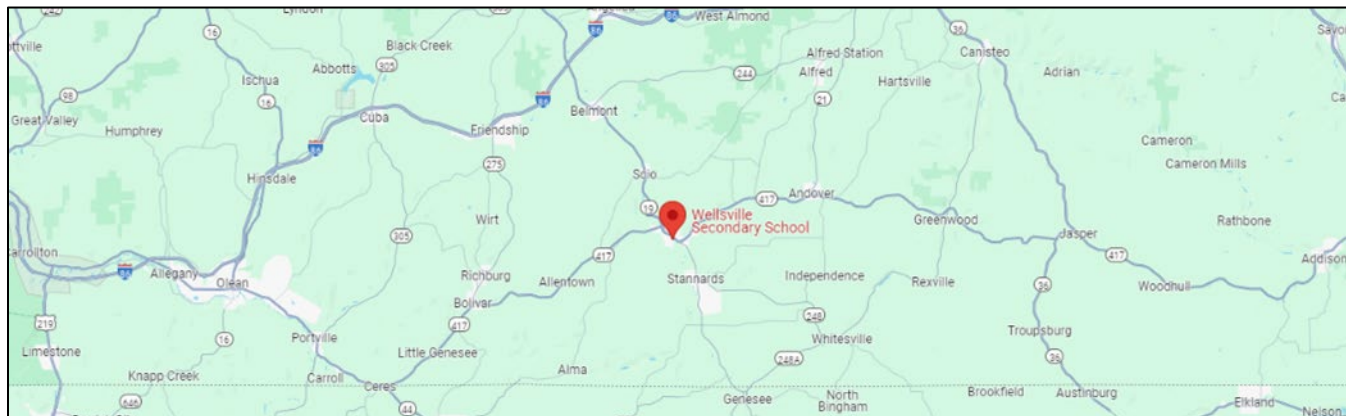
“Grace and learning opportunities in a supportive environment. While mistakes may happen during the implementation of PBLA, these should be viewed as opportunities to learn and improve as a culture of continuous improvement and adaptation evolves... Another anticipated area of need is the opportunity for collaboration...to work closely together with other schools within the entry phase of PBLA... Development of a shared understanding of PBLA will hinge on collaborative professional development...[and] one of the largest anticipated needs...[is] numerous professional learning experiences in a virtual environment...[so] we are better able to ensure strong participation.”

¹⁴ See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

Wellsville Secondary School

Wellsville Central School District

Western New York – Allegany County – Cattaraugus-Allegany-Erie-Wyoming BOCES



“Our mission is to prepare our students to be successful, contributing members of their communities through excellence in education.”

School Building:

Novice Teachers (0-4 years) 10%	Local Support and Improvement School	4-Year Graduation Rate 91%
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Students:

647	Students of Color 6%	English Language Learners 0	Students with Disabilities 17%	Economically Disadvantaged 38%
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[2022-23 School Data](#)

Learn more about us at: <https://www.wellsvilleschools.org/domain/143>



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

Wellsville’s PBLA Vision:

Grades 6-12	Arts, CTE, ELA, Math, Science, Social Studies
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“We have already implemented PBLA in our CTE program...[and] seen students be more engaged in their learning... We know that all trade and technical careers expect their employees to be able to problem-solve, work collaboratively, and pull content from all discipline areas. This model will help better prepare our students for the world after high school, no matter the field they hope to pursue... Success would include all teachers seeing that content can be delivered in various ways so that students can understand the content more deeply...[as] we expand this to our core discipline areas.”

Wellsville’s PBLA Readiness:¹⁵

Advanced Beginner

“Our CTE program is the epitome of engaging students in their learning. Students are given opportunities to create projects representative of their interests while representing the standards students are expected to become proficient in. Projects include more than just the CTE teacher, many partner with other teachers and students in the building. We are also having success with our Elementary STEAM program...[which] includes a collaborative discipline approach to a hands-on learning experience... We have seen a huge success based on the number of students who want to take the CTE courses... [and are] showing interest in the content and how it is delivered through a PBLA model.”

Wellsville’s PBLA Support Needs:

Mentorship and Direct Support for Early Implementation	Guidance and Strategies for Community Engagement	Time and Guidance for Planning and Development
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“We anticipate that we will need an on-site mentor for support during the early phases of implementation of PLAN, helping the district and teachers out with all areas... We will need guidance and strategies from other successful models on how they engage their community... The initial lift will be the most with shared decision-making groups, implementation plan development, and professional development... We will need time and guidance to develop the plan, teacher professional development, and time for teachers to make modifications to their lesson plans and pacing guides.”

¹⁵ See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

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:

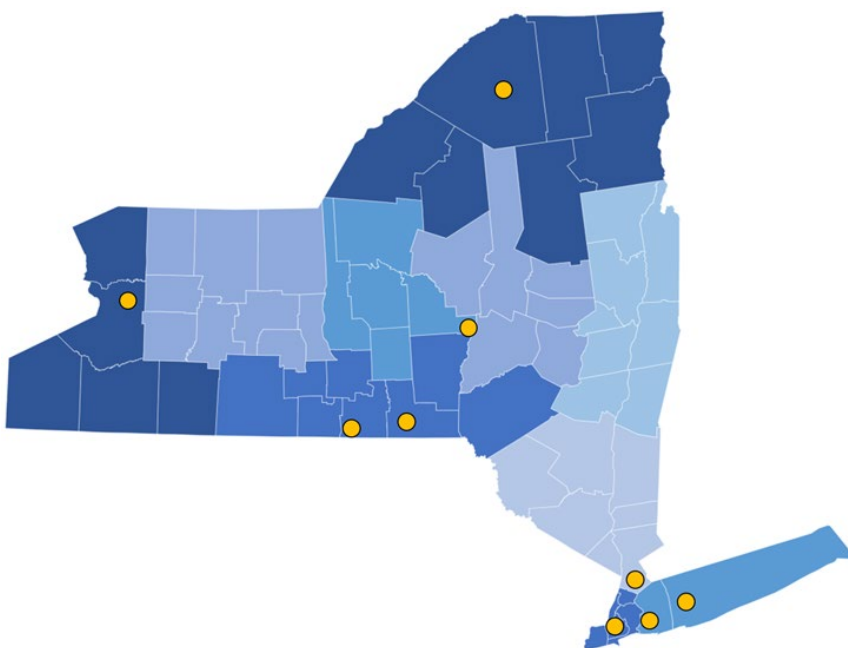


An **instructional model** that emphasizes a project-based learning approach that organizes learning in core subjects around student design of complex tasks and presentation of an original product, following a self-directed, long-term investigation.

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.



Nine (9) Pilot Schools were selected to participate in PLAN for Focus Area C.

All 9 are public district schools.

Over 11,000 students are enrolled in these schools, with a range of 195 to 4,640 students per building.

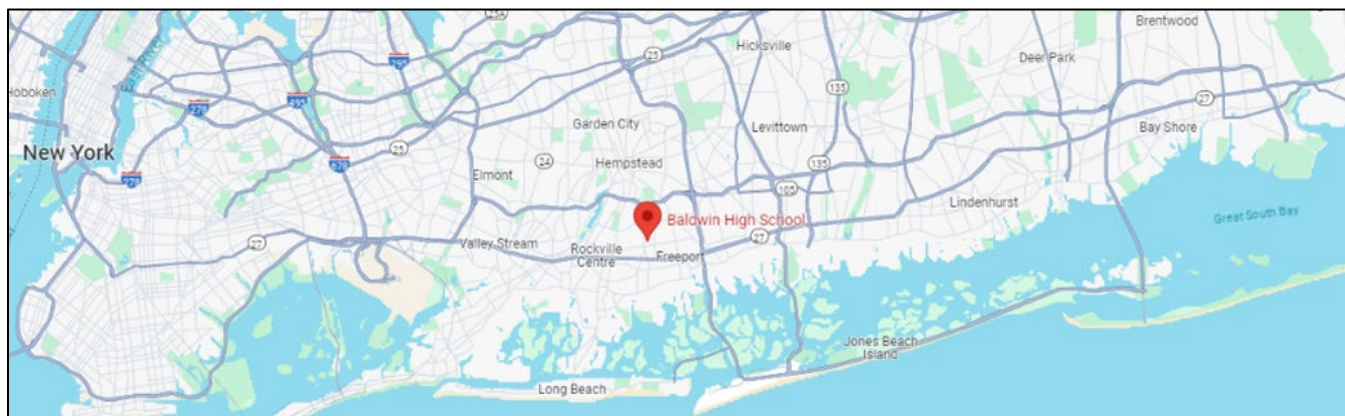
Economic disadvantage in these schools ranged from 41-84% of students.

The 4-year graduation rate for these schools ranges from 74-100%.

Baldwin Senior High School

Baldwin Union Free School District

Long Island – Nassau County – Nassau BOCES



“The mission of the Baldwin Public Schools is to support students' academic, social, and moral growth to foster a lifelong commitment to learning, and to encourage responsible contributions to society. A partnership reflecting the high standards of supportive families, conscientious learners, committed staff, and an involved community will maximize potential for student success.”

School Building:

Novice Teachers (0-4 years)	Local Support and Improvement School	4-Year Graduation Rate
9%		99%

Students:

1484	Students of Color	English Language Learners	Students with Disabilities	Economically Disadvantaged
	89%	3%	14%	41%

[2022-23 School Data](#)

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

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

Baldwin’s PBLA Vision:

Grades 12	Social Studies
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“PBLA and the ideas of the PLAN Pilot align with our mission and values because Baldwin UFSD passionately believes that our schools are community centers and incubators of learning in which educators design, engineer, and facilitate learning experiences and each learner is a producer, pioneer, explorer, collaborator, and innovator... The opportunity to personalize learning through authentic learning experiences resonates with our community’s commitment to cultivating well-rounded, adaptable learners prepared for the future... [We] would like to expand opportunities for teachers to acquire an understanding of PBLA fundamentals.”

Baldwin’s PBLA Readiness:¹⁶

Advanced Beginner

“PBLA’s are happening in isolated pockets throughout the district... A small group of teachers and administrators participated in a series of professional development learning sessions with Teacher’s College to learn about and design rigorous, relevant, and reliable performance assessments... Teacher leaders who have been part of a three-year residency program are available for leading collaborative learning periods to support teacher growth and development... These spaces have enabled educators to assess what works, what needs improvement, and what adjustments can be made to enhance student learning.”

Baldwin’s PBLA Support Needs:

Comprehensive Professional Development Resources	Opportunities for Collaborative Experiences	Regular Data Analysis and Feedback Loops
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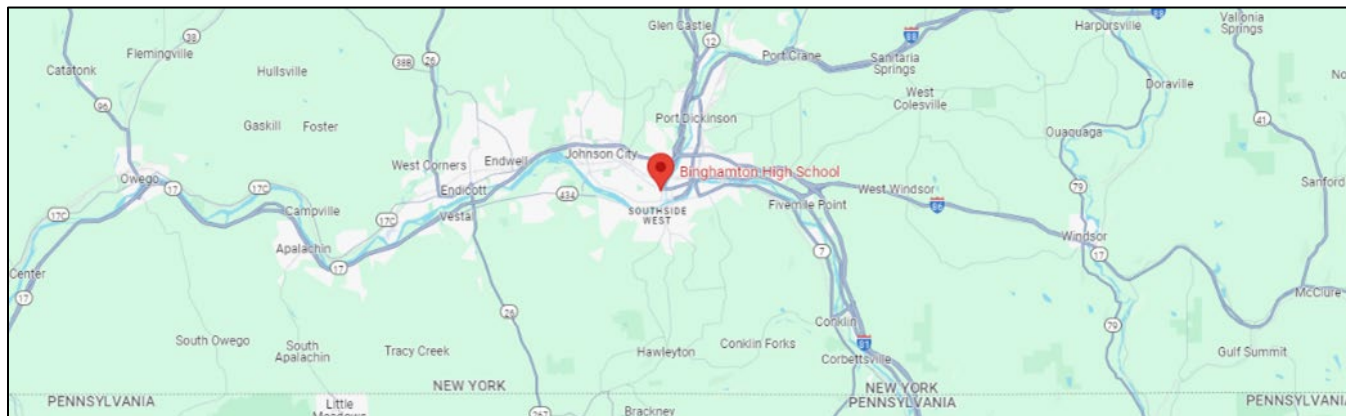
“Our teachers and leaders have varied levels of knowledge about PBLA... We anticipate the need for comprehensive professional development resources...[and] training suited to their needs that includes...an understanding of what PBLA is and how they impact instructional design and student learning, how to ensure PBLA’s are rigorous and relevant, planning for reliability in developing rubrics, and analyzing student work to assess student progress and direct adjustments needed for future tasks... Additionally, opportunities to network with schools in our areas so that there can be collaborative events and experiences...[and] regular data analysis and feedback loops.”

¹⁶ See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

Binghamton High School

Binghamton City School District

Southern Tier Region – Broome County – Broome-Delaware-Tioga BOCES



“Our mission is to provide a supportive, safe and engaging school environment that embraces each and every one to believe in themselves, to belong, and to become successful.”

School Building:

Novice Teachers (0-4 years) 19%	Targeted Support and Improvement School	4-Year Graduation Rate 77%
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Students:

1311	Students of Color 62%	English Language Learners 3%	Students with Disabilities 17%	Economically Disadvantaged 74%
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[2022-23 School Data](#)

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

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

Binghamton’s PBLA Vision:

Grades 9-12	ELA, Social Studies
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“We are committed to providing equitable educational experiences where students are the focus and feel supported. Exploring instructional practices and strategies that will help learners become problem solvers, as well as providing opportunities that make academic pathways engaging, focused, and accessible to all students is a priority. We hope to contribute data from a diverse school district that will show PBLA can work for all students. In the process, teachers would acquire the foundation of PBLA, implement best practices, obtain feedback from students and coaches, then follow up with a coaching cycle for continuous improvement.”

Binghamton’s PBLA Readiness:¹⁷

Novice

“We are in the beginning stages of exploring options to implement PBLA. Our Patriot Academy program is a smaller setting designed to use a holistic approach in helping students feel connected to the learning process both academically and social-emotionally. Our district implements a Community Schools Model and has built many partnerships that will help to communicate and build buy-in for the PBLA process, as well as provide opportunities to explore and provide experiences outside the classroom within our community.”

Binghamton’s PBLA Support Needs:

Changing Perceptions around Assessments	Reviewing School Improvement Plans	Intentional Training on PBLA and Specific Examples
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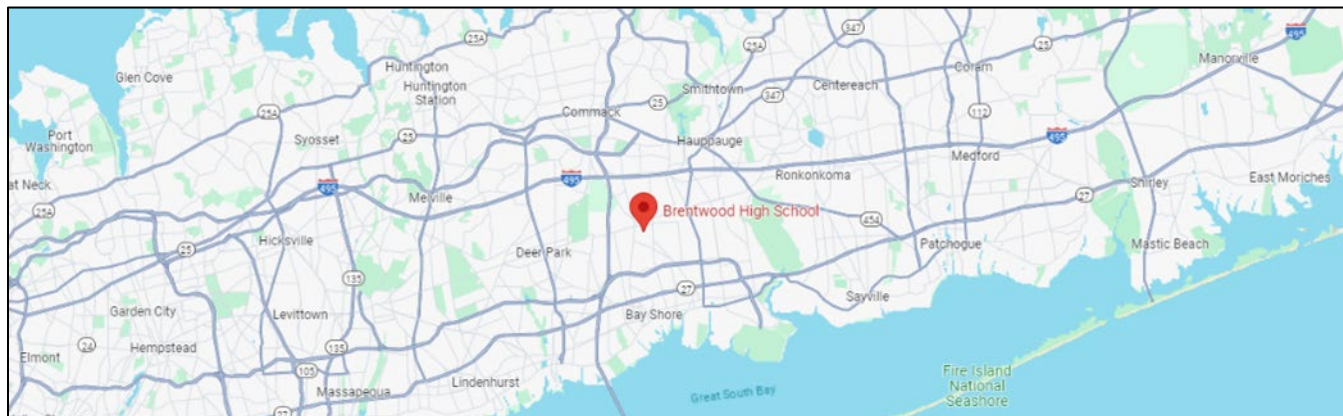
“The school will need more intentional training on what PBLA encompasses and how it can magnify essential learning and student growth, both academically and socially. We will work to change perceptions surrounding assessments and review the current school improvement plan to incorporate and include PBLA language and commitments. Additional support will be needed in the area of training in PBLA methodology with examples of model activities and classrooms.”

¹⁷ See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

Brentwood High School

Brentwood Union Free School District

Long Island – Suffolk County – Eastern Suffolk BOCES



“The Brentwood Union Free School District is committed to help empower each and every student to realize his/her full potential while acquiring knowledge and attitudes to become healthy, productive, and responsible citizens and life-long learners in an ever-changing and diverse society.”

School Building:

Novice Teachers (0-4 years) 14%	Local Support and Improvement School	4-Year Graduation Rate 85%
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Students:

4640	Students of Color 98%	English Language Learners 28%	Students with Disabilities 13%	Economically Disadvantaged 84%
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[2022-23 School Data](#)

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



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

Brentwood’s PBLA Vision:

Grades 9-12	ELA, Math, Science, Social Studies
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“Success in the PLAN Pilot program for Brentwood High School would include a continued evolution of current instruction and assessment systems and practice, and significantly improved student outcome dynamics... Our approach to continuous reflection and improvement will involve a phased rollout...accomplished by identifying and replicating bright spots in systems, practices, and student outcome dynamics... We will graduate students who have a strong academic foundation inclusive of career embedded coaching, college experiences and STEAM skills.”

Brentwood’s PBLA Readiness: ¹⁸

Novice/Advanced Beginner

“[We] provide dynamic professional learning opportunities, both individually and in teams, to ensure that teachers have all of the tools, resources and support they need to be successful... [We have] made significant progress toward building a shared understanding of PBLA and the ideas of the pilot throughout the school community... Several orientations have been provided to the [PLAN] transition team, using NYSED’s resources... [and examples of] similar initiatives may be seen in the dynamic PBL and service-learning projects and associated awards we are currently engaged in and/or have received.”

Brentwood’s PBLA Support Needs:

Developing Sustainable Collaboration Systems	Back-mapping Beliefs, Priorities, and Expertise	Developing Rubrics and Inter-Rater Reliability Processes
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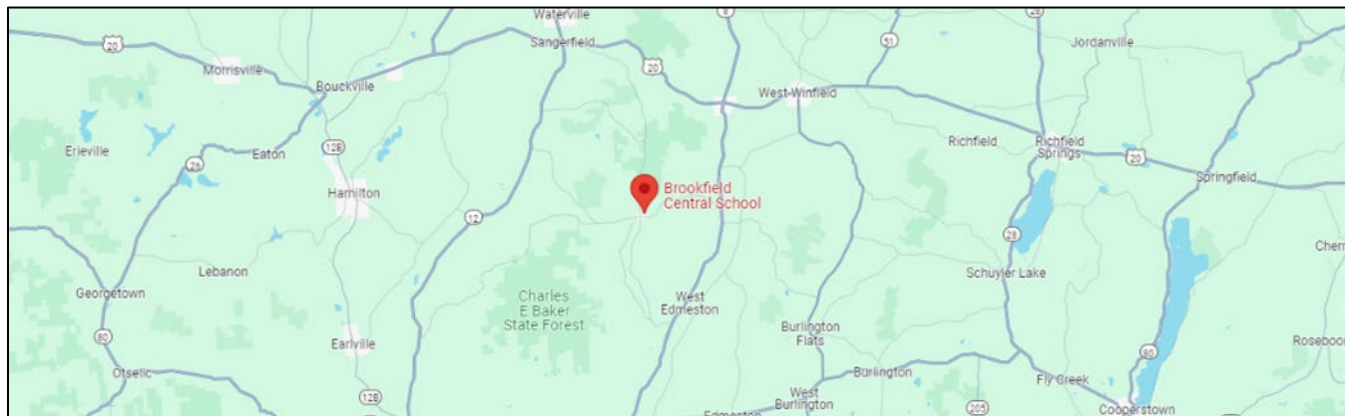
“Our anticipated needs include developing sustainable collaboration systems within the high school... Back-mapping attitudes, beliefs, assumptions, instruction and assessment expertise/literacy, and PBLA priorities... Leveraging the power of families, businesses, and the broader community to maximize the potential of PBLA... Tools, theories, and methods for adopting, adapting, and/or designing rubrics across the curriculum and revising them as needed, establishing systems and processes for inter-rater reliability, and evaluating both student work and the assigned task.”

¹⁸ See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

Brookfield Central School

Brookfield Central School District

Central New York – Madison County – Oneida-Herkimer-Madison BOCES



“The Brookfield Central School District community provides diversity of academic and co-curricular program/activities with emphasis on the development and demonstration of knowledge, skills, responsible attitudes and personal growth for our students and community so that they may reach their fullest potential in an ever-changing society.”

School Building:

Novice Teachers (0-4 years) 43%	Local Support and Improvement School	4-Year Graduation Rate 91%
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Students:

195	Students of Color 1%	English Language Learners 0	Students with Disabilities 24%	Economically Disadvantaged 78%
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[2022-23 School Data](#)

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

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

Brookfield’s PBLA Vision:

Grades 9-12	ELA, Math, Science, Social Studies
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“Our vision is to create and implement project-based learning opportunities within the fabric of our academic program. We see these learning opportunities as ways to enrich and grow our engagement with the school community. We envision working with the school and local community to create real-world issues to investigate, solve, and be assessment on. As we develop these projects, we will work...to build a shared vision of what PBLA will look like at BCS, and how PBLA will improve learning and assessment.”

Brookfield’s PBLA Readiness: ¹⁹

Advanced Beginner

“BCS has implemented project-based learning within the classrooms over the last several years... As a school community, we saw the benefits of project-based learning...[and] the impact of real-world, project-based activities on our students’ taking ownership of their learning... Some faculty members have previously attended professional development on best practices for implementing PBLA... [and] our school community has found great value in assessing knowledge in many ways.”

Brookfield’s PBLA Support Needs:

Professional Development Opportunities	Mentorship and Strengths Assessments	Communicating PBLA with the School Community
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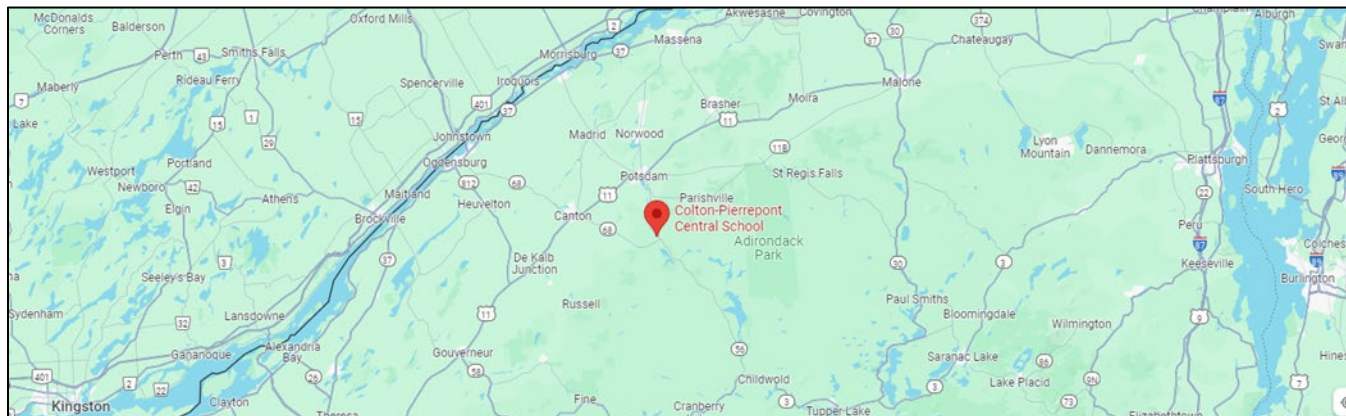
“[Faculty] will need to be provided professional development opportunities that will address the changes to learning and instructional practices necessary to implement PBLA with fidelity. It will also be helpful to our program to have a mentor district/program...[and] assessment of the current high school program to determine strengths and weaknesses of our project-based learning offerings... With the change in instruction, learning, and assessment that is essential to implementing PBLA, we will need assistance with the best ways to initially communicate the benefits of these changes to families and the local community.”

¹⁹ See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

Colton-Pierrepont Central School

Colton-Pierrepont Central School District

North Country – St. Lawrence County – St. Lawrence-Lewis BOCES



“The Colton-Pierrepont Central School Community proudly educates students to become responsible, respectful, and resourceful citizens, thereby continuing a tradition of innovation and excellence.”

School Building:

Novice Teachers (0-4 years) 29%	Local Support and Improvement School	4-Year Graduation Rate 100%
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Students:

352	Students of Color 1%	English Language Learners 0	Students with Disabilities 15%	Economically Disadvantaged 49%
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[2022-23 School Data](#)

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

Performance-Based Learning & Assessment and the PLAN Pilot at Colton-Pierrepont

Colton-Pierrepont’s PBLA Vision:

Grades 12	Science
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“Our vision for PBLA implementation is for all students to be afforded the opportunity to learn, apply skills, and demonstrate knowledge through relevant, real-world experiences shaped by project-based learning. Applying knowledge to a real world problem for an authentic audience is what we strive to achieve... By participating in the pilot, we would be able to move our instructional practices forward to better prepare our students to be real-world problem solvers and resourceful citizens...[and] we would be better equipped to develop lessons that help shape those skills.”

Colton-Pierrepont’s PBLA Readiness:²⁰

Advanced Beginner

“We have been moving toward a more PBL type approach in various subject areas and grade levels...[by] assessing teacher needs... [,] developing a portrait of a graduate... [,] allocating budget...[and] accessing professional development resources... A few of our teachers have already partnered with the local colleges to learn alongside their students on project-based learning activities... [Our] ability to be nimble and to access professional development that can be turnkeyed in a reasonable amount of time is a perk of being a small school... [and] necessary when implementing innovative teaching and assessment methods like PBLA.”

Colton-Pierrepont’s PBLA Support Needs:

Time for Teachers to Make Instructional Shifts	Time for School Leaders to Work with Others	Strong Network of Collegial Partnerships
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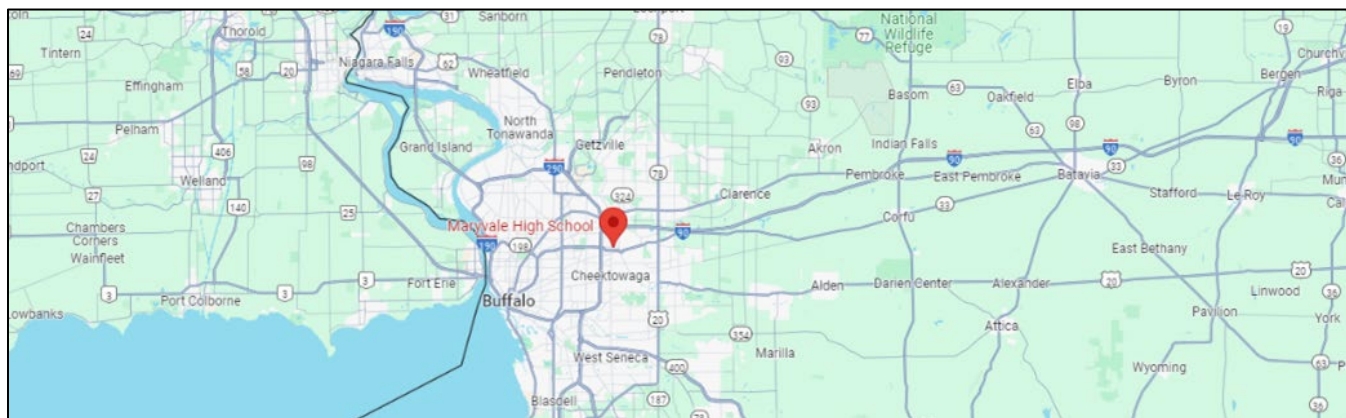
“Our teachers would benefit from instructional support and guidance through a professional learning network... In addition to a strong network of collegial partnerships, our staff may need instructional resources to support this work... The biggest area of support that our teachers would need is time. It can be very difficult to develop new materials and make a shift in instruction during a school year... The same can be said for our school leaders. Time is our most precious resource... It would be helpful to have time to work with other school leaders in the PLAN pilot to develop professional learning plans.”

²⁰ See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

Maryvale High School

Cheektowaga-Maryvale Union Free School District

Western New York – Erie County – Erie 1 BOCES



“Our mission is to enable our students, staff, and community members to grow as responsible, productive and involved citizens who possess self-motivation, a love for learning and respect for others through participation in a comprehensive educational program.”

School Building:

Novice Teachers (0-4 years) 11%	Local Support and Improvement School	4-Year Graduation Rate 88%
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Students:

615	Students of Color 33%	English Language Learners 6%	Students with Disabilities 16%	Economically Disadvantaged 53%
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[2022-23 School Data](#)

Learn more about us at: <https://www.maryvaleufsd.org/o/mhs>



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

Maryvale’s PBLA Vision:

Grades 9-12	ELA, Science, Social Studies
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“Implementing PBLA will enable Maryvale to foster a fair and equitable approach to learning and assessment for all students... The Maryvale community has been enriched by its multilingual population which has increased by over 500% over the past ten years... [We] are fully committed to exploring a variety of methods to assess students in more meaningful and authentic ways that acknowledge different learning styles and the influence of diverse linguistic and cultural backgrounds... The vision is to better service all students and increase our graduate rates while having students be better prepared for success after high school and become productive citizens.”

Maryvale’s PBLA Readiness: ²¹

Novice

“We are at the beginning stages of exploring options for the initial implementation of PBLA... Maryvale High School has implemented a professional learning community model...[that] explore student engagement, and social-emotional learning, in addition to analyzing data and assessment methods to ensure best practices... The school has invested in DEI Training...focused on student voice and engagement coupled with investigative and inquiry-based projects to promote student ownership as well as alternative forms of assessment that includes student choice.”

Maryvale’s PBLA Support Needs:

Explicit Training and Professional Development	Collaboration	Engaging All Stakeholders to Ensure Fair Assessment
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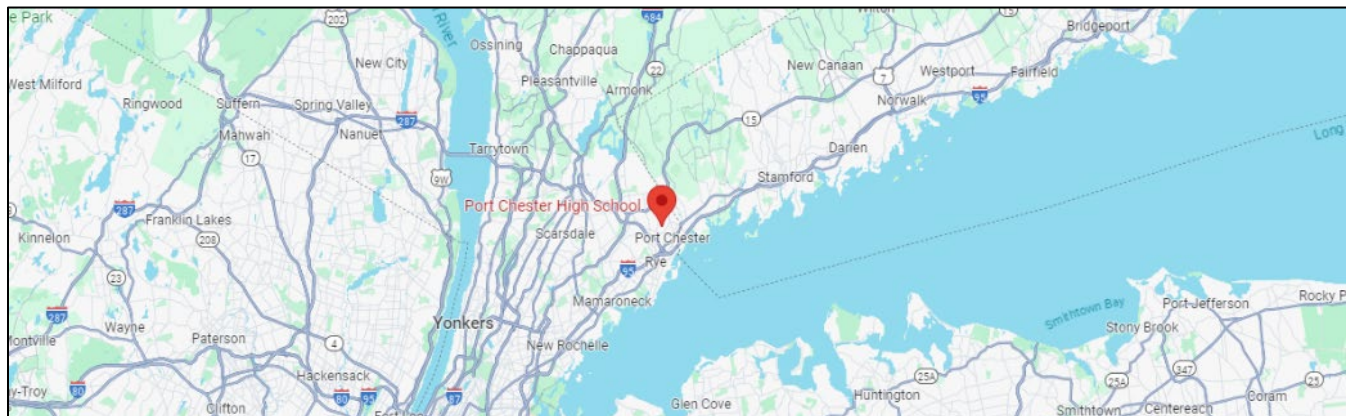
“Anticipated needs include explicit training sessions in PBLA practices, time to collaborate with a mentor school, more professional development for each specific department as PBLA relates to its content, and guidance from NYSED regarding how the existing exams can or should be included in the overall plan for multi-faceted assessment of learners... Many teachers already see value in the PBLA model but would need training and support to implement new forms of assessment... Collaboration with coordinators, curriculum coaches, departments, and administrators will be essential... It’s imperative to engage all stakeholders in reviewing PBLA, evaluating projects, and ensuring fair assessment.”

²¹ See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

Port Chester Senior High School

Port Chester-Rye Union Free School District

Mid-Hudson Region – Westchester County – Southern Westchester BOCES



“Our mission is to cultivate a student-centered learning environment that nurtures well-rounded, inquisitive life-long learners whose values include respect for self and others.”

School Building:

Novice Teachers (0-4 years) 21%	Local Support and Improvement School	4-Year Graduation Rate 84%
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Students:

1555	Students of Color 90%	English Language Learners 27%	Students with Disabilities 11%	Economically Disadvantaged 78%
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[2022-23 School Data](#)

Learn more about us at: <https://www.portchesterschools.org/pchs/home>

Performance-Based Learning & Assessment and the PLAN Pilot at Port Chester

Port Chester’s PBLA Vision:

Grades 9-12	Arts, CTE, ELA, Science, Social Studies
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“We are committed to ensuring that more students can access the curriculum and demonstrate their understanding. PLAN will help students find relevance and a flexible and more personalized path to graduation... We have been able to identify key areas where performance-based learning and assessment is already emphasizing skills over content and allowing students to develop the competencies needed to graduate from school... By implementing PBLA in these areas first, we plan to model its success for others and begin growing its use.”

Port Chester’s PBLA Readiness:²²

Novice

“The school and district have begun preliminary engagement of stakeholders to develop a shared understanding of PBLA... Concurrently, we have been planning for the creation of a Freshman Academy and the implementation of the Arts pathways to graduation. Both of these initiatives align with the use of performance-based learning and assessment to create opportunities for deeper, authentic learning... [Additionally,] Port Chester Schools is committed to continuous school improvement through a data informed culture...[including] data huddles [that] allow principals to engage in Plan-Do-Study-Act Cycles.”

Port Chester’s PBLA Support Needs:

Professional Learning and Coaching	Considering Budgetary Implications	Teacher Intervisitations and Access to Mentor Schools
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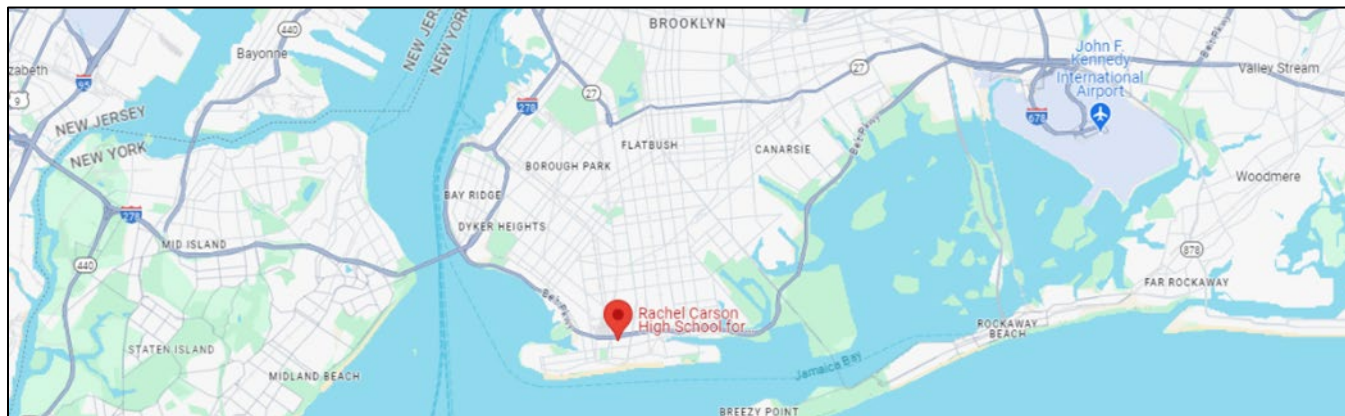
“Professional learning and staffing needs were identified. All of these have budgetary implications... Teachers were willing to implement PBLA but cited the need for PD and coaching... Faculty meetings and regular PD will provide the forum for teacher education and generate greater buy-in. Teacher intervisitation will help to raise awareness and grow interest in the program... Mentor Schools will prove to be a valuable resource as well as the identification by NYSED or technical assistance centers of additional consultants who are qualified in this work... This may prove to be a paradigm shift for parents and students as well.”

²² See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

Rachel Carson High School for Coastal Studies

New York City Geographic District #21

New York City – Brooklyn – Big 5 Cities



“The mission of Rachel Carson High School is to provide every student with a student-centered and rigorous curriculum that fosters critical thinking. We seek to ensure that each student displays grit, perseverance, and empathy, is prepared for college or the world of work and has a post-graduation plan, is able to productively collaborate with peers, is open to new experiences, and is environmentally conscious.”

School Building:

Novice Teachers (0-4 years) 50%	Local Support and Improvement School	4-Year Graduation Rate 94%
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Students:

594	Students of Color 44%	English Language Learners 18%	Students with Disabilities 18%	Economically Disadvantaged 73%
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[2022-23 School Data](#)

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



Performance-Based Learning & Assessment and the PLAN Pilot at Rachel Carson

Rachel Carson’s PBLA Vision:

Grades 9-12	Arts, ELA, Math, Science, Social Studies
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“Our rollout of PBLA will be teacher-strengths-based... Teachers will create “critical friends” relationships as we go through the process of honing our PBLA curricula... The implementation of PBLA will occur across classes and grade levels, and all students...will have the opportunity to experience PBLA... Shifting to performance-based assessment will allow our school to authentically assess all students and afford them the opportunity to demonstrate their learning in non-traditional ways... These shifts will ensure a culturally relevant and rigorous curriculum that focuses on preparing students for postsecondary life.”

Rachel Carson’s PBLA Readiness:²³

Novice

“A portion of our team... [and] all of our school leaders have been trained in Project Based Learning through the Buck Institute’s PBL Works... We have staff on our team who are prepared to move forward with this approach to teaching, learning, and assessment who are able to support their peers in making these shifts... The structure of our school day and PL calendar allows for continued teacher collaboration and teamwork... [and our administrative] cabinet meeting schedule will afford us the opportunity to collaboratively look at curricula and performance tasks and normalize our feedback practices to ensure teacher success.”

Rachel Carson’s PBLA Support Needs:

Extensive Professional Development	Guidance for Unpacking PBLA with Families	Time, Possibly Financial Resources, and Grace
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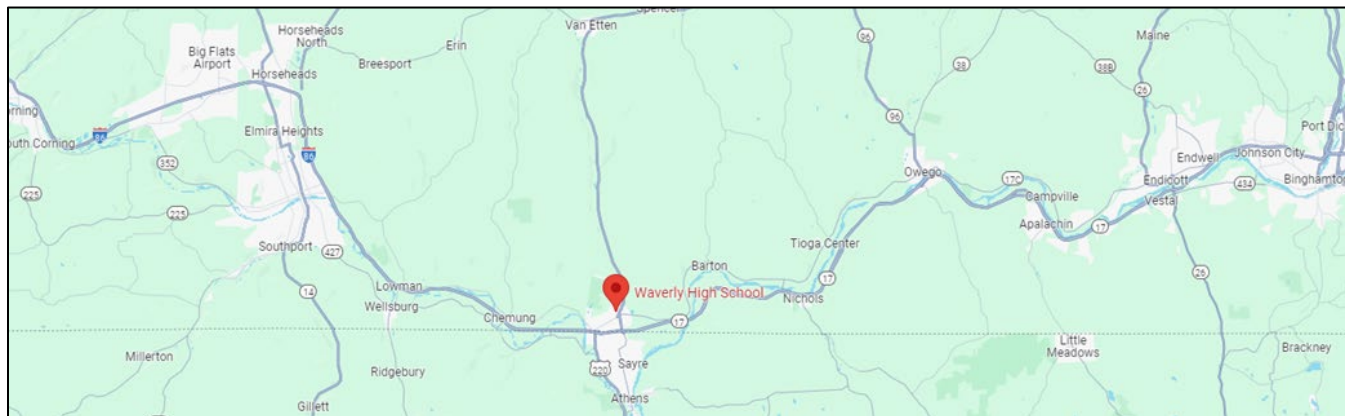
“To implement these shifts with fidelity, we would need extensive professional development to support school leadership and teachers in curriculum development and learning models that embody the core tenets of PBLA... We would require...guidance on how to unpack this pilot program with our families to help them better understand these shifts... School leaders will also need to build capacity... Ultimately, our team will need time, possibly financial resources, and grace as they go through the process of shifting their instructional practices.”

²³ See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

Waverly High School

Waverly Central School District

Southern Tier Region – Tioga County – Greater Southern Tier BOCES



“Our mission is to provide a comprehensive program that will assist all students in acquiring the skills, knowledge, attitudes needed to become effective students, responsible citizens, productive workers and lifelong learners.”

School Building:

Novice Teachers (0-4 years) 14%	Local Support and Improvement School	4-Year Graduation Rate 83%
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Students:

442	Students of Color 5%	English Language Learners 0	Students with Disabilities 15%	Economically Disadvantaged 48%
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[2022-23 School Data](#)

Learn more about us at: <https://waverlyschools.com/o/1914/home>

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

Waverly’s PBLA Vision:

Grades 9-12	Arts, CTE, ELA, Social Studies
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“The school recognizes that the most enduring and impactful learning occurs when students actively engage in hands-on, real-world experiences... [and that] connecting with the community, and fostering a sense of value for lifelong learning are paramount to preparing students for success in an ever-changing world... There is a desire within the school district to expand the PBL approach into other classrooms and subjects...to create a more comprehensive and integrated learning environment.”

Waverly’s PBLA Readiness: ²⁴

Advanced Beginner/Competent

“Educators have access to ongoing professional development opportunities, workshops, and training sessions that focus on innovative teaching methodologies, including PBLA... The school has fostered a culture of continuous learning for adults... [which] encourages educators to explore new teaching approaches, share best practices, and engage in collaborative learning communities... This collaborative approach fosters a sense of shared responsibility for the success of PBLA implementation.”

Waverly’s PBLA Support Needs:

Ongoing Professional Development	Collaborating with PBLA Experts	Enhancing Community Engagement
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“The anticipated needs for PBLA implementation at Waverly High School include professional development, curriculum development, technology integration, community engagement, assessment and feedback mechanism, time and scheduling considerations, and students and parent support... Supports [needed are to] collaborate with PBLA experts, provide ongoing professional development opportunities, and offer mentorship programs to ensure educators are well-equipped to integrate PBLA into their teaching practices.”

²⁴ See [Appendix A: PBLA Readiness Rubric](#) for Descriptions of Ratings

Appendix A: PBLA Readiness Rubric

The PLAN Team developed this Performance-Based Learning and Assessment (PBLA) Readiness Rubric to assess applicant levels of PBLA proficiency based on a novice-to-expert scale of skill acquisition adapted from the Dreyfus Model, which helps assess people’s progress as they learn new skills and assumes that the longer one practices, the more competent one becomes.

STAGE	Current Conditions	Support Needs	Vision
Novice <i>Possibly Ready to be a Pilot School</i>	<ul style="list-style-type: none"> • PBLA practices are non-existent (or nearly so). • No or incomplete understanding of PBLA. • No or minimal experience using PBLA. • May just meet pre-implementation conditions threshold. 	<ul style="list-style-type: none"> • Describes wide range of unorganized needs; focused more on “what” questions. • Unable to prioritize tasks or determine relevance (i.e., considers everything). • Little situational perception / unable to contextualize PBLA in their setting. 	<ul style="list-style-type: none"> • Absence of “big picture” and long-term goals. • PBLA implementation is presented in isolation from other activities. • Absence of innovative thought (i.e., regurgitates information provided to them). • Describes planning/approach to implementation with no or little context and limited detail.
Advanced Beginner <i>Pilot School</i>	<ul style="list-style-type: none"> • PBLA practices starting to appear in pockets. • Working understanding of PBLA. • Some experience with PBLA to a small degree; able to complete simpler tasks. • Meets pre-implementation conditions; not far beyond the threshold. 	<ul style="list-style-type: none"> • Still describes wide range of needs that are now more focused on “how” questions. • Describes high need for guidance and assistance in completing more complex tasks. • Still struggling to prioritize tasks and determine relevance (i.e., treats all tasks as equally important and separate). • Limited ability to contextualize PBLA in their setting. 	<ul style="list-style-type: none"> • Absence of connections made between tasks/actions and how they come together for the overall project (i.e., focus on pieces). • Describes unreasonable goals (i.e., likely simplistic / lacking understanding of the complexities of implementation). • PBLA implementation is presented in a way that resembles a series of separate steps unlikely to be described as clearly related or contextualized.
Competent <i>Pilot School</i>	<ul style="list-style-type: none"> • PBLA practices are more prevalent but unlikely to be refined. • Good working knowledge and understanding of PBLA. 	<ul style="list-style-type: none"> • Minimal support needs presented, likely focused on guidance for addressing outside factors and improving autonomy of practice. 	<ul style="list-style-type: none"> • Beginning to see “big picture” and present actions in terms of long-term goals. • Describes routinized procedures and

	<ul style="list-style-type: none"> • Shares some examples of first-hand experience with PBLA. • Exceeds pre-implementation conditions. 	<ul style="list-style-type: none"> • Identifies and considers factors outside of the obvious. • Beginning to distinguish tasks by priority and relevance. • Describes tasks at least partly in context. • Presents as a possible source of support for novice applicants. 	<ul style="list-style-type: none"> • conscious, deliberate planning. • Vision focuses on refining and expanding practice and complex tasks (i.e., unlikely to focus on simpler tasks that are already able to be achieved).
<p>Proficient <i>Possibly Still Able to be a Pilot School Likely Ready to be a Mentor School</i></p>	<ul style="list-style-type: none"> • PBLA practices are prevalent and more refined. • Conveys deep, holistic understanding of PBLA. • Shares many examples of first-hand experience implementing PBLA, presented in a way to guide continued/improved practice. • Beginning to meet features of successful implementation. 	<ul style="list-style-type: none"> • Limited, focused list of support needs presented that target optimizing existing practice. • Clearly and accurately identifies most important and most relevant tasks. • Presents as a possible source of support for novice-competent applicants. 	<ul style="list-style-type: none"> • Describes clear consideration of “big picture” in ability to contextualize PBLA and how individual tasks/actions fit together. • Vision focuses on optimizing existing practice. • Conveys desire for unhindered practice.
<p>Expert <i>Mentor School</i></p>	<ul style="list-style-type: none"> • PBLA practices are prevalent and all-encompassing. • Conveys deep, authoritative knowledge and understanding of PBLA with ease. • Shares many examples of first-hand experience implementing PBLA, including lessons learned from those experiences. • Meets features of successful implementation. 	<ul style="list-style-type: none"> • No support needs presented; rather, likely to offer support. • Presents as a source of support for novice-competent applicants. 	<ul style="list-style-type: none"> • Presents thorough and complete understanding of how PBLA fits into the “big picture”. • Vision of what’s possible surpasses existing expectations. • Conveys desire to expand knowledge and experience / apply expertise to new situations and contexts.

(Based on Benner 2004 and Dreyfus & Dreyfus 1980)

The PBLA readiness criteria was developed with the advice of the PLAN School Readiness Workgroup in Spring 2023. The result of these workgroup discussions was the mapping of the narrative categories of the PLAN Pilot School Application to essential pre-implementation conditions and features of successful PBLA implementation, as informed by current research and practice, shown in the figure below.

