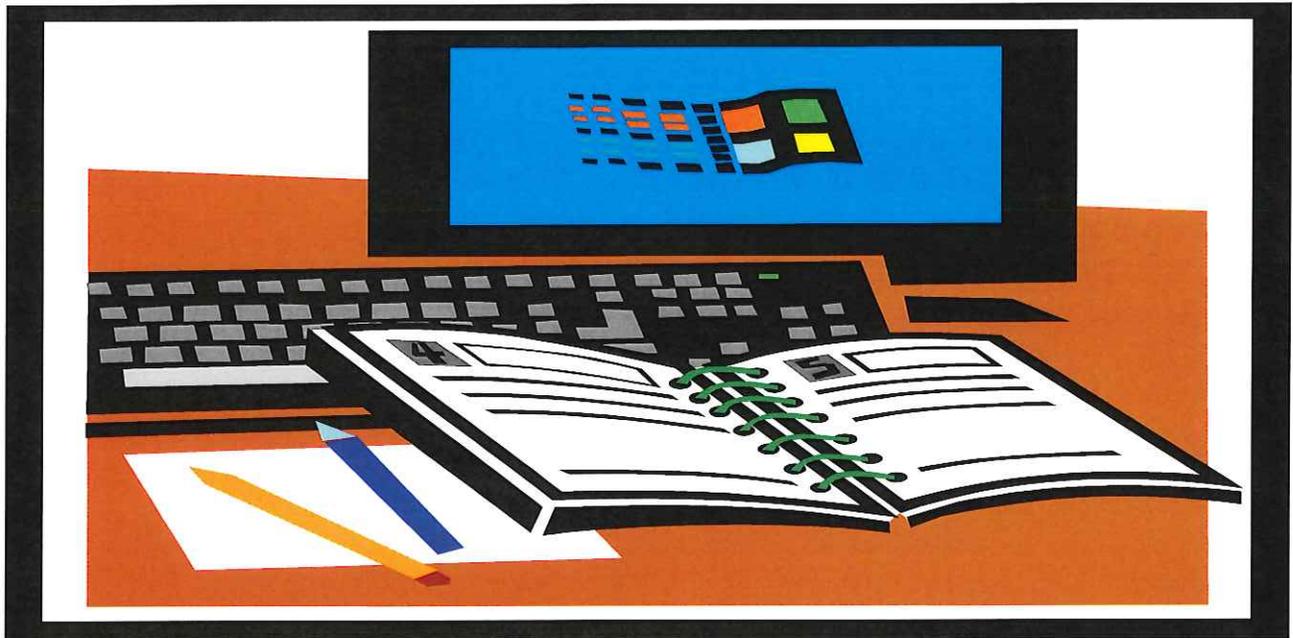




Breakthrough Magnet

Annual Report



2013-2014

Breakthrough Magnet School, South

Name of School

290 Brookfield Street

Address

(860) 695-5700

Phone

GoldJ002@hartfordschools.org

E-Mail

Julie Goldstein

Director or Principal

Participating (formally) School Districts

Hartford, Avon, Bloomfield, Bristol,
Coventry, Cromwell, Columbia, East
Granby, East Hartford, East Windsor,
Enfield, Farmington,

Glastonbury, Manchester, Marlborough
Middletown, Newington, Plainville,
Portland
New Britain, Rocky Hill, West Hartford, Wethersfield,
Vernon



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- (1) Describe the methods used to ensure recruitment and retention of a diverse student body, and how the demand for your program translates into sustained interest in the school. Please include any specific efforts in reaching families that may not yet be familiar with school choice programs. (Note: not applicable for those schools who were required to submit an enrollment management plan in the spring of 2014 due to non-compliance)**

Breakthrough Magnet School, South works very hard as a community to recruit and retain a diverse student body. In addition to attending Magnet School Fairs and RSCO sponsored events and maintaining an up to date listing in the Hartford Public Schools RSCO catalog we also:

- Send representatives to local libraries for story hours
- Attend early childhood fairs
- Advertise in CT Parent Magazine and the Yankee Flier (serving the Farmington Valley)
- Place lawn signs in towns with lower representation
- Ask parents to represent BMS at local events and in communities of worship
- Invite the media such as the Hartford Courant to cover exciting school events, such as a day-long world percussionist workshop entitled, Global Citizenship Through the Arts
- Host St Joseph's College Education Courses to increase our exposure
- Network with local pediatricians, retail owners, agencies and pediatricians
- Create and post a dynamic promotional video on our website
- Host visitors weekly during Friday Community Meetings
- Participate in and host workshops and seminars on Mindfulness

- (2) Describe your school's professional development priorities for 2013-14. Be specific as to activities that support your special magnet theme.**

The list of professional development topics

Professional Development Priorities

Academic:

Standards Based Grading

SRBI Reading and Math interventions and strategies

Expeditionary Learning Language Arts Curriculum Training

Cathy Fosnot Math Training

CCSS: Text Complexity training

English Language Learners

SRBI referral procedures

Teach Like a Champion- instructional strategies and classroom management

Breakthrough Coaching: Principal Time and Task Management

Leverage Leadership

CAS Executive Coaching

Thematic: Character Education

The Three Laws of Performance: Steve Zaffron, David Logan
TED Talks: Five Stages of Attitude
Anthony Robbins: Six Human Needs
Systematic Training for Effective Parenting- strategies
Mindfulness training
State Elevation through group exercise
Team Building: Riverfront Recapture

(3) What does your school do uniquely well (related to your magnet theme) that you think other regular public schools may replicate on the local level or in other public schools.

Breakthrough Magnet School has a unique character education theme that is in every way linked to high levels of academic performance and social emotional well-being. The ideals, which are reflected in the acronym, B.R.I.C.K. promote true and lasting intrinsic results in terms of student's internal locus of control, self-regulation, and habits of mind. *B* stands for changing breakdowns to *Breakthroughs*, which are a high level of problem solving or in some cases solution seeking and, at its highest level, success development. *R* refers to the necessity of taking 100% personal *Responsibility* for one's own personal happiness and well-being, through training that promotes healthy thoughts, positive language and actions. *I* refers to *Integrity*, which references the integration of healthy and positive words with aligned actions. *C* stands for *Contribution* in our school, home and community. *K* is the silent k in *Knowledge* of academic and social skills.

There is specific curriculum created and implemented in each aspect listed in the acronym, in developmentally appropriate ways, school wide, grade level and student level; e.g. BMS holds a weekly community meeting in which students present on topics that reflect one or more aspects of BRICK. Classrooms hold classroom meetings and discussions and individual conversations with students take place that help elevate student awareness and skills. All new staff are trained on a weekly basis for one marking period. All staff participate in professional development in the beginning of the school year, mid way and as needed on the concepts, skills and instructional strategies to effectively implement the character education curriculum.

Finally, our school's founding principal, Norma Neumann-Johnson, remains involved as Principal Emeritus and is available to provide training and consultation to teachers and staff within and outside of the district. As a Board Member of the Sheff Coalition and expert educator, Mrs. Johnson's insights and instructional practices assist adult learners in implementing BRICK systemically into schools.

Other aspects of Breakthrough Magnet School that are unique and replicable include:

- The school wide practice of mindfulness: Mindfulness is a breathing and thought based practice that trains individuals in their ability to be fully present in the moment. Using guided visualization, training in breathing and body awareness, students develop self regulatory abilities which transfer into social and academic success and individual happiness and well-being. This practice is replicable through training with our Theme

Facilitator, Maritza Soto-Gomez, who introduced the program and facilitates groups and training to students and staff at all grade levels and as a whole school.

- *Serie-ous Readers*: Inspired by an award winning school located in Las Vegas, Nevada, Breakthrough Magnet School uses a book club model for extracurricular reading for students in kindergarten through eighth grade. Students read books of interest, in a series that is focused around either author or topic. Because it is extra-curricular, students experience reading as a fun and social activity.
- Afternoon enrichment programs for kindergarten through fifth grade: All staff identify and offer fun, high-engagement activities for students during the final forty minutes of the school day. Examples of enrichment include: a running club, gardening, healthy cooking, yoga, and board game playing. With an extended day, elementary students get the experience of after-school activities within the school day.
- A unique Health Curriculum: Developed by a teacher certified in science and health and also trained in the character curriculum, our middle school health curriculum promotes health and well-being on an intrinsic level.
- BMS News: This is a student led program that involves creating a weekly broadcast of reports about interesting and exciting projects and activities happening around the school.
- School-wide community service projects: All classrooms choose and do a community service project to benefit local and international organizations; examples include community based organizations who help children and families to be self reliant and environmental programs.
- Service-based learning for middle school students: Middle School students who demonstrate proficiency in character development based on our rubric participate in community service throughout the school to help teachers and students with small and long-term projects such as math and reading skills, mindfulness, help with bulletin boards, and library maintenance.

Visitor's Day is every Friday from 8:15- 10:00 am. We welcome visitors to our school for our community meeting, a student led tour and conversations. And we have the capacity to provide consultation and training on any of the above listed items.

(4) Describe the manner in which you promote replication of your school's best practices with regular public schools.

Examples of ways that we promote replication include:

1. Partnering with Central Connecticut State University's Department of Education and Counseling to contribute to a video of Social Emotional Learning module 1 for aspiring teachers.
2. Gaining press coverage of events and activities relevant to the theme.
3. Networking with districts, schools and community organizations to share our character curriculum- attending meetings and providing tours and consultation.
4. Participating in and leading workshops such as the Bully Prevention Conference
5. This is an area that we could improve on.

Additional ways to promote replication of our best practices will include:
Membership in West Hartford Public School's Mindfulness Practice Group.
Published article in local newspaper,
Presentation at local conferences and workshops on Character Education Curriculum and Implementation

(5) Describe your school's two greatest challenges/obstacles to meeting or exceeding the school-wide student learning goals in 2014-15. Please include ways in which the CSDE may support our school in meeting these challenges through enhanced professional development opportunities or specific technical assistance on matters needing close attention.

Our two greatest challenges are:

A) Student attrition following grade 5

One of the challenges BMS faces is what we refer to as a 6th grade exodus which occurs when BMS fifth grade parents realize that in order for their child to have the best chance of entering the magnet high school of their choice, they must enter their child into the lottery for a spot in that magnet high school's sixth grade class. Typically, a full third of the fifth grade class leaves us in order to enter the magnet high school. Then the lottery applicants enter BMS with deficits that they might not otherwise have, either in academic or social skills. Of course there are exceptions to this but based on conversations with parents, families seek magnet schools at the middle school level because they need something better for their child. Our new sixth grade students need intervention and support to bring their skills up to the levels that match the rigorous demands of our school. While it is a pleasure and a privilege welcome new students and to meet their needs, our preference is to keep our student body intact until graduation. It would be useful to receive support in analyzing ways to maintain our student body. Having a dynamic and thriving middle school model is not enough.

We have created pathways with magnet high schools that start at ninth grade and request assistance in securing guaranteed seats in magnet schools for all thirty three of our 8th grade graduates. In addition to strong character, our 8th graders enter high school as independent and responsible adolescents, of with the skills and academic curiosity to thrive in the most rigorous of high schools.

B) While we are relatively strong in Math compared to Hartford Public Schools, it is our relative weakness. Our goal is to strengthen curriculum in order to ensure appropriate progression and skill development. We are meeting in vertical teams and inviting input from Hartford Public Schools Math experts to assist us in doing an inventory on the cohesiveness of our curriculum across grade levels and also looking at the way our instruction time is organized in terms of skill development and CCSS instruction. We will be seeking assistance until 80% of our students demonstrate grade level proficiency.

(6)

Student Information

2012-2013 Applications for the SY 2013-2014

School_name	District	PK3	PK4	KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
reakthrough Magnet school	BERLIN	1	0	0	0	0	0	0	0	0	0	0	1
	BLOOMFIELD	0	1	0	0	1	2	1	0	0	0	0	5
	BRISTOL	2	0	1	0	0	0	0	0	0	0	0	3
	COLCHESTER	0	0	0	0	0	0	0	0	0	1	0	1
	CROMWELL	2	0	0	0	0	0	0	0	0	0	0	2
	EAST HAMPTON	1	0	0	0	0	0	0	0	0	0	0	1
	EAST HARTFORD	3	2	9	1	2	3	10	2	2	2	0	36
	EAST WINDSOR	0	0	0	1	0	0	0	0	0	0	0	1
	ELLINGTON	1	0	0	0	0	1	0	1	1	0	0	4
	ENFIELD	0	1	0	1	0	0	0	0	0	0	0	2
	FARMINGTON	2	0	0	0	0	0	0	0	0	0	1	3
	GLASTONBURY	0	0	0	0	0	1	0	0	0	0	0	1
	GRANBY	0	0	0	0	0	0	0	0	0	1	0	1
	HARTFORD	62	44	57	25	35	33	27	30	20	5	8	346
	MANCHESTER	1	10	6	3	3	1	2	1	0	1	0	28
	MANSFIELD	0	1	0	0	0	0	0	0	0	0	0	1
	MERIDEN	0	0	2	0	0	0	0	0	0	0	0	2
	MIDDLETOWN	1	0	1	1	0	0	0	2	0	0	0	5
	NEW BRITAIN	11	5	7	7	8	8	4	5	2	2	0	59
	NEWINGTON	4	2	0	0	0	0	0	1	0	0	0	7
	NORWICH	1	0	0	0	0	0	0	0	0	0	0	1
	OLD SAYBROOK	1	0	0	0	0	0	0	0	0	0	0	1
	PLAINVILLE	1	0	0	0	0	0	0	0	0	0	0	1
	PORTLAND	0	0	0	0	0	1	0	1	0	0	0	2
	ROCKY HILL	1	3	1	1	1	0	0	0	0	0	0	7
	SOUTHINGTON	1	0	0	0	0	0	0	0	1	0	0	2
	TOLLAND	0	0	0	0	0	1	0	0	0	0	0	1
	TORRINGTON	1	0	0	0	0	0	0	0	0	0	0	1
	VERNON	0	0	0	0	1	0	0	0	0	0	0	1
	WATERBURY	0	0	0	0	0	1	0	0	0	0	0	1
	WEST HARTFORD	6	1	1	0	0	0	1	0	0	0	0	9
	WETHERSFIELD	2	4	0	1	0	0	0	0	0	0	0	7
	WINDHAM	0	0	0	0	0	0	1	0	0	0	0	1
	WINDSOR	6	2	3	3	1	2	3	3	1	0	0	24
	WINDSOR LOCKS	2	0	0	1	0	0	0	2	0	1	0	6
Total		113	76	88	45	52	54	49	48	27	13	9	574

(7)

Student Information 2012-2013 Wait List for the SY 2013-2014										
school_name	Grade_Name	District	Hispanic	American Indian/Alaskan Native	Asian	Black/African American	Native Hawaiian or Other Pacific Islander	White	Total	
Breakthrough Magnet School	PK3 – 3 Years Old	BERLIN	0	0	0	0	0	1	1	
		CROMWELL	0	0	0	1	0	1	1	
		EAST HAMPTON	1	0	0	0	0	1	1	
		EAST HARTFORD	3	0	0	1	0	3	3	
		HARTFORD	26	4	2	14	1	17	41	
		MANCHESTER	0	0	0	1	0	0	1	
		MIDDLETOWN	0	0	0	0	0	1	1	
		NEW BRITAIN	3	0	0	2	0	4	5	
		NEWINGTON	1	0	0	1	0	1	2	
		PLAINVILLE	0	0	0	0	0	1	1	
		ROCKY HILL	0	0	1	0	0	0	1	
		WEST HARTFORD	3	1	1	1	0	2	5	
		WETHERSFIELD	0	0	0	0	0	1	1	
		WINDSOR	2	0	0	4	0	2	5	
	WINDSOR LOCKS	0	0	0	1	0	1	1		
	PK4 – 4 Years Old	EAST HARTFORD	2	1	0	0	0	1	2	
		HARTFORD	17	2	2	13	0	12	30	
		MANCHESTER	1	0	2	3	0	0	5	
		NEW BRITAIN	1	0	0	0	0	1	1	
		ROCKY HILL	0	0	1	0	0	0	1	
		WETHERSFIELD	2	0	0	1	0	2	3	
	Kindergarten	WINDSOR	1	0	1	1	0	0	2	
		EAST HARTFORD	6	0	0	4	0	4	8	
		HARTFORD	20	3	1	8	0	14	26	
		MANCHESTER	3	0	1	2	0	3	6	
		NEW BRITAIN	2	0	0	2	0	3	4	
	Grade 1	WINDSOR	1	0	1	2	0	1	3	
		EAST HARTFORD	0	0	1	0	0	0	1	
		EAST WINDSOR	0	0	1	0	0	0	1	
		ENFIELD	0	0	0	1	0	0	1	
			HARTFORD	11	3	1	4	0	7	15

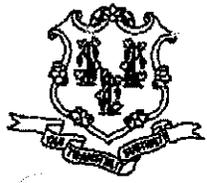
	MANCHESTER	0	0	1	2	0	1	3
	MIDDLETOWN	0	0	0	0	0	1	1
	NEW BRITAIN	4	2	0	2	0	2	5
	ROCKY HILL	1	0	0	0	0	1	1
	WETHERSFIELD	1	0	0	0	0	1	1
	WINDSOR	1	0	1	1	0	2	3
	WINDSOR LOCKS	0	0	1	0	0	0	1
Grade 2	BLOOMFIELD	0	0	0	1	0	0	1
	EAST HARTFORD	1	0	0	0	0	1	1
	HARTFORD	17	2	0	11	2	13	28
	MANCHESTER	0	0	0	2	0	0	2
	NEW BRITAIN	2	0	0	2	0	4	5
	VERNON	0	0	0	1	0	0	1
	WINDSOR	0	0	0	1	0	0	1
Grade 3	BLOOMFIELD	0	0	0	2	0	0	2
	EAST HARTFORD	1	0	0	0	0	1	1
	GLASTONBURY	0	0	0	1	0	0	1
	HARTFORD	14	4	2	15	0	5	27
	MANCHESTER	1	0	0	1	0	0	1
	NEW BRITAIN	3	0	0	5	0	2	7
	WATERBURY	0	0	0	0	0	1	1
	WINDSOR	1	0	0	0	0	2	2
Grade 4	EAST HARTFORD	5	1	0	4	0	3	8
	HARTFORD	15	1	2	5	0	11	20
	MANCHESTER	1	0	0	1	0	2	2
	NEW BRITAIN	2	0	0	0	0	2	2
	WINDSOR	0	0	0	3	0	1	3
Grade 5	EAST HARTFORD	1	0	0	0	0	1	1
	HARTFORD	18	4	2	6	0	13	25
	MANCHESTER	1	0	0	0	0	1	1
	NEW BRITAIN	3	0	0	1	0	3	4
	WINDSOR	2	1	0	3	0	2	3
Grade 6	ELLINGTON	0	0	0	1	0	0	1
	NEW BRITAIN	2	0	0	1	0	2	2
	WINDSOR	1	0	0	0	0	1	1
Grade 7	EAST HARTFORD	0	0	0	2	0	0	2
	HARTFORD	2	0	0	0	0	2	2
	MANCHESTER	0	0	0	1	0	0	1
	NEW BRITAIN	1	0	0	1	0	2	2
Grade 8	HARTFORD	5	1	0	3	0	2	6
Total		212	30	25	146	3	16	36

* Total =Applicant count (Total may not equal race categories due to applicants who choose multiple races)



Financial Information

DIRECTIONS: Provide, as attachments, Schedules 1 and 2 from the attached expenditures and revenues document. These should reflect *actual expenditures and revenues* by the close of 2013-14, and not merely the budgeted amounts from the onset of the school year submitted in your grant application.



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



GRANT AWARD NOTIFICATION

REVISION

1 Grant Recipient

HARTFORD PUBLIC SCHOOLS
960 MAIN STREET
HARTFORD, CT 06103-1095

4 Award Information

Grant Type: STATE
Statute: C.G.S. 10-2641(d)
CFDA #: None
SDE Project Code: SDE000000000002

Grant Number: 064-000 11000-17057-2014-82062-170031-SDE00099

2 Grant Title

MAGNET SCHOOL OPERATING

5 Award Period

7/1/2013 - 6/30/2014

3 Education Staff

Program Manager:

Regina Hopkins (860) 713-6549

Payment & Expenditure Inquiries:

Karen Calabrese 860-713-6472

6 Authorized Funding

Grant Amount: \$2,467,206

Funding Status: Final

7 Terms and Conditions of Award

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2013 and June 30, 2014 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2014. For grants awarded for two-year periods beginning July 1, 2013, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2015. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.

An estimated 70 percent payment will be made by September 1, 2013. The final payment based on the actual October 1, 2013 enrollment data will be made by May 1, 2014.

This grant has been approved.

5/28/2014

Charlene Russell-Tucker
Associate Commissioner
Division of Family and Student Support Services

BUDGET FORM

Created On: 5/28/2014

ED 114

Fiscal Year: 2014
Grantee Name: HARTFORD
Title: MAGNET SCHOOL OPERATING
Project Title: BREAKTHROUGH ACADEMY
Fund: 11000
Grant Period: 7/1/2013 - 6/30/2014
Project Code: SDE000000000002

Grantee: 064-000
Year: 2014
SPID: 17057
PROG: 82062
CF1: 170031
CF2: SDE00099
Authorized Amount: \$2,467,206

Funding Status: Final
Vendor ID: 00064

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$2,467,206

CODES	DESCRIPTIONS	BUDGET
111A	NON-INSTRUCTIONAL	105,301
111B	INSTRUCTIONAL	1,027,212
112A	EDUCATION AIDES	143,119
112B	CLERICAL	86,199
119	OTHER	379,493
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	509,899
321	TUTORS	16,617
322	IN SERVICE	2,500
323	PUPIL SERVICES	
324	FIELD TRIPS	15,643
325	PARENT ACTIVITIES	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	30,225
510	STUDENT TRANSPORTATION SERVICES	3,357
530	COMMUNICATIONS	11,013
560	TUITION	
580	TRAVEL	3,000
590	OTHER PURCHASED SERVICES	9,871
611	INSTRUCTIONAL SUPPLIES	37,768
6	ADMINISTRATIVE SUPPLIES	16,051
6	OTHER SUPPLIES	18,884
700	PROPERTY	50,724
890	OTHER OBJECTS	330
940	INDIRECT COSTS (Prior FY2015)	
	TOTAL	\$2,467,206

Original Request Date: 9/4/2013

This budget was approved by Regina Hopkins on 5/15/2014.

Magnet School Name: Breakthrough Magnet

District/School Code: 064

SCHEDULE 2: Revenues by Source		
Include all projected revenues for the school		
LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxxx State Magnet Operating Grant	\$2,467,206
	xxxx Other State Grants (please list below)	
	School Accountability Summer	\$2,462
	Priority School Districts	\$91,000
221	xxxx Other Federal Grants	
	Title I, Improving Basic Programs	\$55,520
	Title II Part A, Teachers	\$5,940
222	1920 Contributions	
226	xxxx Other Sources of Revenue (list below, include tuition if	
	Fee Collection After School Program	\$95,654
	Tuition Billing-Special Education	\$130,892
	General Funds	\$1,841,452
299	Total	\$4,690,126

Magnet School Name: Breakthrough Magnet School

District/School Code: 064- 33

SCHEDULE 1: Total Current Expenditures from All Sources by Function and Object
 Report All Cash Expenditures and Encumbrances from All Sources Regular and Special Education
As of June 30, 2014

LINE	CODE	FUNCTION (Program Area)	Total * (Col. 1)	OBJECT **						
				Salaries (Col. 2)	Employee Benefits (Col. 3)	Purchased Services (Col. 4)	Supplies (Col. 7)	Property (Col. 8)	Other (Col. 9)	
1202	1000	Program Expenditures	3,400,548	2,428,319	805,384	54,653	71,255	40,937	0	
1203	2100	Support Services - Students	86,154	70,450	8,616	644	6,444	0	0	
1204	2200	Improvement of Instructional Services	11,300	0	0	7,888	2,481	0	931	
1205	2300	Support Services - General Admin.	3,096	0	0	3,096	0	0	0	
1206	2400	School Based Administration	507,793	436,325	32,106	21,694	14,343	137	3,188	
1207	2600	Operation and Maintenance of Plant Svc.	447,607	215,116	55,214	8,723	167,125	1,429	0	
1208	2700	Student Transportation Services *	15,351	0	0	15,351	0	0	0	
1209	2500 2900	Support Services	64,413	37,188	0	27,225	0	0	0	
1210	3100	Net Expenditures for Food Services	0	0	0	0	0	0	0	
1211	3200	Net Expenditures for Enterprise Operations	0	0	0	0	0	0	0	
1212		Indirect Overhead								
1213		TOTAL	4,536,262 4,536,262	3,187,398	901,320	139,274	261,648	42,503	4,119	

* Do not include transportation costs associated with home to school and back home or the excess cost of special education services.
 ** Definitions of objects and functions are to be consistent with those on expenditure report ED001

McColman:

per Ken Imperato, SDE
 do not include any Food Services expenditures from Lonnie's Food
 Services Operations books; expenditures in Schedule 1 are to match
 as closely as possible the ED001 report expenditures.