

Center for Global Studies Annual Report



2013 - 2014

Center for Global Studies at Brien McMahon High School

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Norwalk, CT 06854

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Roz McCarthy
Administrator

Participating (formally) School Districts

Bridgeport
Darien
Fairfield
Milford
Monroe
Norwalk
Redding
Stamford
Stratford
Trumbull
Weston
Westport
Wilton



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Information for Statewide Policymakers

2013-14 continued to be a year of unprecedented inquiry into statewide interdistrict magnet schools by a range of policy groups and those holding the ultimate legislative and budgetary authority over our statewide program. The Connecticut General Assembly continues to require the CSDE to produce a Results-based Accountability template for determining program effectiveness and a comprehensive magnet school plan with specific recommendations for supporting and sustaining the program. In order for the CSDE to be able to answer specific questions to ensure the program’s long-term viability, we request information on the following objectives:

- 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)**

The Center for Global Studies recruits students aggressively:

- Two evening and two daytime Open Houses were held between October and January to expose students from all Fairfield County schools to the magnet program and to Brien McMahon High School. The events contained an overview of the program, presentations by teachers and students, and a student panel designed to give families a full picture of the CGS/BMHS program. More than 250 people attended these events.
- CGS director addressed 8th grade students throughout Fairfield County in 39 different schools. Most of these presentations were made to the entire 8th grade, but there were presentations to small groups, parent groups, and at high school fairs.
- The CGS website offers admission information.
- Special events such as the CGS Open House, homestay events, monthly cultural enrichment workshops, the annual study tour, and exceptional academic awards to CGS students are the focus of a public relations campaign directed at local media.

For the past seven years, we have received more than 200 applications for 85 open seats in the program.

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

The faculty, which is small, meets annually to set goals and priorities for each school year. For 2013-2014, our World Literature and history teachers focused on aligning CGS curriculum and instruction with the Common Core. We focused primarily on reading, aligning our literature choices with the Common Core reading levels. The staff also examined reading instructional practices that were then implemented into classrooms during the year. Teachers designed a

reading assessment based on their learning, assessed three times during the year, and then evaluated the effectiveness of their instruction and of the instrument used.

Language teachers of Arabic, Chinese and Japanese learned about the Common Core as well, highlighting skills that can be reinforced in their classrooms. The second focus of language professional development was on strengthening and deepening the performance assessments that are used for student assessment.

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.

Some of the strengths of our program can be attributed to the following conditions that other school can replicate:

1. **Small Size** – because our school has fewer than 300 students and 15 total staff members, strong personal bonds are built among the students and faculty. Faculty members have the same students for multiple years and know their students well. A warm, supportive culture is built within the small school. As a result, 90% of our students surveyed at the end of the year agreed that their teachers cared about them, and half of the students said that the best thing about CGS was the warm, small environment.
2. **Collaboration Within Faculty** – Collaboration is valued and supported through administrative supervision, and teachers are expected to develop common assessments. The faculty also works closely to develop their own curriculum and to create CGS special programs like our Seminars for Study Tours, a nine-hour course that meets on Saturdays to prepare our students for their trips abroad. Teachers created a study skills curriculum for incoming 9th graders because so many of our students have never studied a foreign language before. Our World Literature teachers streamlined the scope and sequence for grammar and writing instruction, and they designed and implemented their own reading assessment. Language teachers completed a student self-assessment program for each year of language study to more fully understand student skill levels. Working together to build a curriculum unique to CGS invited buy-in from teachers.
3. **Community Building Activities** – We have a number of activities that builds a sense of community that supports students. When our visitors from Japan, China and Egypt are in our school, we have an evening pot luck dinner to which all families are invited. Students perform during the evenings to the delight of the audience. We also have all-school meetings at least every two months where a variety of activities occur: performances by outside groups to expose students to other cultures or performances by classes or students within CGS. In addition, when students return from their trips abroad, they are expected to create research presentations to all of the students who study their language, building community within the language. In our annual student survey, most reported these All-School Meetings to be the best part of CGS. This year, we introduced a student-led, voluntary roundtable seminar about world events, focusing on the Ukraine. More than 50 students attended during their lunch periods.
4. **Giving Students Leadership Roles** – for the past few years, students have developed and run the orientation for new students in August, a five-hour event that includes workshops run by students on topics such as “How to Study a Foreign Language,” and “Staying Organized in High School.” We have also developed a group of Student Ambassadors who run an advisory program for freshmen and act as members of student panels during recruitment sessions.
5. **We infuse our international theme into our entire curriculum and life of the school.** Ninety-five percent of our students agreed that our school helps them understand other

cultures. We do this through the literature they read and the cultural notes infused into the language instruction. We encourage students to travel through outside programs, and students have made presentations about their experiences to the entire student body. We participated in an on-line photojournalism course with students from Tajikistan and Pakistan, culminating in an all-expense paid trip to Tajikistan for four students. We are able to offer I-20 student visas, and, therefore, we frequently have year-long exchange students in our school.

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

This year, there were two major outcomes as a result of the presence of CGS in the Norwalk Public Schools:

1. Brien McMahon High School and the Center for Global Studies have embarked on the process to become a certified International Baccalaureate school. The strong international focus of CGS and the collaboration between the administrators have made this possible. As a result, a Brien McMahon teacher and a CGS teacher have become IB Coordinators and are preparing an application that is due in April. We are very excited by this enhancement to the CGS program and to Brien McMahon HS.

2. As a result of collaboration between CGS and Roton Middle School in Norwalk, a grant has been awarded to Roton Middle School for a Chinese exchange teacher. Chinese language instruction will now begin in grade 6 in a Norwalk school. We worked closely on the grant application, have provided some books, and the teacher is meeting with our Chinese teachers for help and support.

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.

The overwhelming challenge and obstacle facing the Center for Global Studies for 2014-2015 is the budget freeze that has been implemented. Because we are a very small school, our operating budget is very low once we pay for salaries and benefits for staff. We have already cut out certain language workbooks that we always give our students that help them learn our very difficult languages. We will pare our expenses in every way possible. However, the heart of our program is our trips abroad, and that is one of our largest expenses. To keep the trip affordable to our large number of medium and low-income students, we offer significant financial aid. This item is in jeopardy. If the budget freeze continues for another year, we will have to either cut staff or reduce our support for the trips.

The CGS is always looking for ways to promote and improve student achievement. Because we are a small school, much of the staff development is run without the aid of outside presenters or experts. However, we sorely need more advanced training in differentiation in instruction, creating formative assessments, cutting-edge language instruction, and instituting the Common Core.

6) Provide the number of applications received by grade and town of residence; as of date of lottery.

Town	Grade 9	Grade 10	Grade 11	Grade 12
Bridgeport	157	2	4	0
Darien	0	0	1	1
Derby	1	0	0	0
Fairfield	2	1	0	0
Naugatuck	1	0	0	0
New Canaan	1	0	0	0
Newtown	1	0	0	0
Norwalk	88	6	2	4
Redding	2	0	0	0
Stamford	11	0	0	1
Stratford	7	0	0	0
Trumbull	1	0	0	0
Weston	1	0	0	0
Wilton	1	0	0	0

7) Provide the number of students on wait list/pool by grade, race and residence; as of October 1, 2013, (see note)

Town	Grade	Total	Hispanic	Not-H	Asian	Black	White	NHOPI	AI	2+
Bpt	9	110	49	61	4	48	49	0	1	8
Ffld	9	1	0	1	0	1	0	0	0	0
Nwk	9	26	8	18	3	5	17	1	0	0
Stam	9	1	0	1	0	1	0	0	0	0
Strat	9	1	0	1	0	1	0	0	0	0

We do not have a way to track whether or not our school is a student's first choice, or whether or not a student was placed in another magnet school.

Note: Wait list/pool refers to those students not enrolled in your school or another interdistrict magnet school who applied for admission to your school for the 2013-14 year. Example: any student who entered a lottery for admission to your school as a first choice that ultimately not placed in any interdistrict magnet school.



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.

Magnet School Name:

District/School Code:

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.									
			OBJECT**						
LINE	CODE	FUNCTION (Program Area)**	Total *	Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other
			(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	(Col. 7)	(Col. 8)	(Col. 9)
1202	1000	Program Expenditures							
1203	2100	Support Services – Students							
1204	2200	Improvement of Instructional Services							
1205	2300	Support Services - General Admin.							
1206	2400	School Based Administration							
1207	2600	Operation and Maintenance of Plant Svc.							
1208	2700	Student Transportation Services							
1209	2500 2900	Support Services							
1210	3100	Net Expenditures for Food Services							
1211	3200	Net Expenditures for Enterprise Operations							
1212		Indirect Overhead							
213		TOTAL							

*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.

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September 23, 2014

To Whom It May Concern:

Please note that the “Actual Expenditures from all Sources by Function and Object” form has not been filed since 2003 due to a lack of appropriate staffing and resources in the Norwalk Public Schools.

Sincerely,

Roz McCarthy

Roz McCarthy
CGS Administrator

Magnet School Name: Center for Global Studies

District/School Code: 103

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	1,341,880
	xxxx Other State Grants (please list below)	0
221	xxxx Other Federal Grants	0
222	1920 Contributions	0
	Grants from businesses	17,500
226	xxxx Other Sources of Revenue (list below, include tuition if applicable)	0
299	Total	1,359,380

GRANTEE NAME: Center for Global Studies at Brien McMahon High School		TOWN CODE: 103	
GRANT TITLE: MAGNET SCHOOL OPERATING			
PROJECT TITLE: Center for Global Studies			
CORE-CT CLASSIFICATION: FUND: 11000		SPID: 17057	YEAR: 2014
		CF1:	PROGRAM: 82062
GRANT PERIOD: 7-1-13 to 6-30-14		AUTHORIZED AMOUNT: \$ 1,341,880	
AUTHORIZED AMOUNT by SOURCE:			
LOCAL BALANCE:\$		CARRY-OVER DUE:\$	
		CURRENT DUE:\$	
CODES	DESCRIPTIONS	BUDGET AMOUNT	
111A	ADMINISTRATOR/SUPERVISOR SALARIES	Director 1.0	141,360
111B	TEACHERS –Norwalk Public Schools salary	Teachers	713,978
112A	EDUCATION AIDES	Classroom Aide 1.0	34,770
112B	CLERICAL	Secretary 1.0	45,689
119	OTHERS	Counselor (.5)	32,793
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	Staff	256,023
322	IN SERVICE	Professional development presenter(s) BEST support Curriculum development	5,000
324	FIELD TRIPS	Study tour funding for China, Japan, Egypt, Japan Bowl, in-school, local, and regional study experiences.	60,381
510	PUPIL TRANSPORTATION	Bus tokens	3,000
580	TRAVEL	Conferences	1,000
590	OTHER PURCHASED SERVICES	Substitutes; stipends for trips, club advisors + art; Curriculum writing; Study Tour Seminars.	24,000
611	INSTRUCTIONAL SUPPLIES	Consumable items	8,642
612	ADMINISTRATIVE SUPPLIES	textbooks, workbooks	7,000
690	OTHER SUPPLIES	office supplies	7,000
700	PROPERTY	Mobile computer station, laptops	1,244
	TOTAL		1,341,880

ORIGINAL REQUEST DATE: _____

REVISED REQUEST DATE: _____

STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATIONDATE OF
APPROVAL