



# Magnet School

## Annual Report

### 2013-2014

**CREC Glastonbury-East Hartford Elementary  
Magnet School**



**Glastonbury-East Hartford Elementary Magnet School**

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Name of School

**95 Oak Street  
Glastonbury, CT 06033**

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Address

**860-633-4455**

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Phone

**rdonlon@crec.org**

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E-Mail

**Ryan Donlon, Principal**

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Director or Principal

**Participating (formally) School Districts**

East Hartford

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Glastonbury

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Hartford

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Other districts through school choice.

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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)**

CREC employed a diversified and aggressive marketing strategy to increase the number of students applying for CREC schools. This targeted marketing plan included specific strategies for Hartford families, suburban families, and communities for which we have not had a significant applicant pool in past lotteries. Through an intensive community outreach campaign, we were able to reach a number of applicants from families where English is their second language. This year’s marketing campaign included direct mail, advertising through social media, radio and television commercials, community events, application events, and various other outreach opportunities through our community partners. In addition to the district-wide marketing strategies, each CREC magnet school offered open houses and in-school events, presentations at magnet school fairs, and direct outreach to parents and students in both Hartford and suburban district public schools. As in previous years, CREC continued to see an increase in the number of applicants to a CREC school.

At the school level, one of the best ways in which the Glastonbury-East Hartford Magnet School sells itself is by opening its doors and sharing personal experiences. During each of its three open houses, prospective families were given tours by teachers, administrators, and staff as well as received an in depth orientation from the school principal. Due to the high level of participation on the part of staff for all school functions as well as the fact that many staff send their children to GEHMS, families that visit receive a great deal of first hand testimony demonstrating the deep level of commitment the school has for its students in achieving its mission.

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

Professional development for staff at the Capitol Region Education Council (CREC) is designed to enhance the knowledge, skills, and attitudes of its educators so that they can improve student learning. The year’s sessions focused on providing teachers with the tools needed to implement new national and state standards into all curricula, grades PreK-12.

**Teachers’ Academy**

CREC identifies and delivers essential professional development for its new teachers at the start of each school year through its Teachers’ Academy. This three-day event provides participants with the unique knowledge and skills that are essential for success as an instructor in our theme-based interdistrict magnet schools. While all certified educators who are in their first three years of employment with CREC are required to participate, returning teachers are also encouraged to register for sessions of interest. Over eighty workshops were offered in August of 2013. Topics included “Effective Strategies for Close Reading,” “Flipped Learning,” “Including Primary Sources into the Social Studies Classroom,” “How to Use Manipulatives in the Mathematics Classroom,” and “Strategies to Support Young Learners.” Over 350 staff members attended CREC’s Teachers’ Academy this year.

**Teachers’ College Reading & Writing Workshop Project**

CREC's schools continued to work with Columbia University’s Teachers’ College Reading and Writing Project (TCRWP) in an effort to build our capacity to meet the expectations of the Common Core State Standards. Staff developers from Teachers' College divide their time during professional development days by demonstrating strategies related to writing, reading and content-area literacy by coaching teachers, providing them with feedback and next-step goals, helping them to use and learn performance assessments, and preparing them for upcoming units of study.

**Common Core State Standards**

CREC Schools continued to implement Common Core Standards across all schools. Ongoing professional development was offered throughout the year to ensure fidelity of implementation.

**Shared Inquiry Training**

CREC Schools continued its work with the Great Books Foundation to support the teachers' use of the shared inquiry approach within its classrooms. The "shared inquiry" approach for reading and discussing literature engages students in higher-order thinking and collaborative problem-solving by emphasizing questioning, text-based support and student discourse. While new teachers to CREC received the initial training, returning educators used the continued work with Great Books to receive feedback on how to maximize the quality of student discourse that takes place in their classroom.

**Academic Rigor and Instruction**

CREC Schools continued to use tools for rigor, relevance and relationships developed by the International Center on Leadership in Education for grades K-12. We began adapting and using rubrics from Ed Leader21, specifically to assess communication, critical thinking,

creativity and collaboration. In addition, modules on Academic Rigor and Shared Inquiry were offered through the Blended Solutions grant.

### **Monthly Book Study Groups**

The district's curriculum leaders facilitated monthly book study groups throughout the school year for all teachers. Book study groups promote conversations among teachers and school staff that lead to the application of new ideas and strategies in classrooms. Teachers had the opportunity to share insights, ask questions of the text and each other, and learn from the perspectives of other teachers across the district. Facilitated discussions on strategies that can be applied directly in the classroom, the potential obstacles to implementation, and what can be done to overcome these obstacles take place each month. *Maximizing Professional Capital* was one of the books discussed in the monthly study groups.

### **Next Generation Science Standards**

While Connecticut has not yet adopted the Next Generation Science Standards, CREC's teachers began conversations about how the *Framework* and NGSS standards may be implemented. Following the recommendations from the Connecticut State Department of Education, CREC's staff examined the eight Science and Engineering Practices described in the Framework for K-12 Science Education, learned about the knowledge components inherent in each of the eight Practices, explored how students' abilities to use the Practices with specific content increases in complexity across the grades, and learned to design instructional outcomes that integrate all 3 Dimensions by combining one of the Practices with a science concept and a crosscutting theme.

### **Early Childhood**

Professional development for CREC's early childhood teachers centered on becoming familiar with the Connecticut's new Early Learning and Development Standards, which were released this past school year. Our teachers had the opportunity to attend a series of Dine and Discuss sessions, which followed the Office of Early Childhood's roll out model. CREC PreK teachers continued to enhance instructional methods through professional development sessions aligned to early language and literacy using the *Literacy Beginnings: A Prekindergarten Handbook* by Fountas and Pinnell. This handbook, along with new standards, provided the foundation for school based professional development and PLCs.

### **Positive Behavior Support System (PBIS)**

All CREC schools have implemented a PBIS system in their schools. District wide training of teams and coaches took place throughout the year.

### **Theme-Specific Development**

Teachers at the Glastonbury- East Hartford Magnet School benefit from the experience and expertise of a lead science teacher to guide the development of the STEM-theme at the school. Grade level teams meet regularly with the lead science teacher to develop lessons, projects, and inquiry opportunities – as well as whole school experiences for students, families, and community members. As an example, teachers received training in preparation for the fifth grade's Long Island Sound field study in which teachers and parents were able to lead students through a field experience connected to the next generation science standards. In addition, the staff worked with the school's planetarium director to explore the various

programming and unique opportunities presented through the inclusion of a planetarium in an elementary school setting. Teachers also received training and orientation to the many opportunities and resources offered in the school's science laboratory and animal science programming, allowing teachers to embed experiences such as raising brown trout, hatching chicken eggs, and caring for Long Island Sound wildlife into their units of study.

**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.**

The instruction and practice that take place at GEHMS with regard to theme stand out among other public elementary schools. The school's resident science teacher works in conjunction with classroom teachers, providing continuous professional development. This occurs not only in grade level team meetings, but also in the science lab as the teachers co-teach their lab experiences. Many visitors from teachers, administrators, as well as CT State Education Department Directors have praised this science program model. Additionally a large number of GEHMS graduates have moved into science study or science-related fields.

The current model creates systemic student understanding of science concepts and builds teacher confidence in both teaching and integrating science into other content areas such as reading, writing and math. Students at GEHMS consistently score well on the science CMT.

GEHMS uses an inquiry-based program that focuses on having young students learn by behaving like scientists. Students are involved in a wide variety of science projects and activities relating to all types of science and engineering. All students participate in the Connecticut Invention Convention and there are many special opportunities available for interested students in areas such as robotics and NASA-related topics. During the summer of 2013, the Connecticut Science Center conducted its teacher workshop series at the school.

Students at GEHMS receive a high quality education through our STEM theme. The science program is based on the National Research Council's (NRC) Framework for the Next Generation Science Standards (NGSS). This framework describes a vision of what it means to be proficient in science; it rests on a view of science as both a body of knowledge and an evidence-based model and theory-building enterprise that continually extends, refines and revises knowledge. It presents three dimensions that combine to form three standards: practices, crosscutting concepts, and content. In addition, this innovative science program's instructional strategies offer students and classroom teachers the space, tools and materials needed to explore the world of biological, physical, technological, and earth-space sciences. A full-time science specialist is available for developing, maintaining, and aligning curriculum with current standards while also providing professional development through team-teaching with classroom teachers throughout the school day. Classroom teachers teach science and use an online calendar to schedule time in the science lab or planetarium. Teachers schedule teacher planning time, co-teaching with whole class instruction, and small group or individual student instruction.

To be a student at GEHMS means to be a budding scientist, an individual who is inquisitive amidst his or her surroundings and who is confident in asking and finding the answers to

questions and curiosities that plague the mind. The students think like scientists and are active in satisfying their quests to find answers and ask more questions.

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

CREC has developed the Blended Solutions website to share best practices with their colleagues in the Hartford Public Schools. Blended Solutions offers a continuum of professional development for Hartford and CREC teachers through a mixture of online and face-to-face sessions that are aligned to Connecticut Common Core Standards, the Common Core Teaching Domains and the State Board of Education's Position Statement on Culturally Responsive Education. The site includes a library of resources, as well as videos that demonstrate CREC teachers providing high quality, research-based instruction within highly effective magnet school classrooms. Currently there are eight modules for professional learning available and over forty videos.

GEHMS is always looking to share its practices and/or partner with other educators or businesses and community organizations. In April 2014, GEHMS hosted a group of principals from China who were interested in how the school delivers its innovative science program to young learners. The group visited classrooms during science lessons, took a tour of the facility, and found answers to a number of their questions concerning science instruction in the school. The school administration and staff are certainly eager to share and learn more by opening its doors to other districts and organizations that benefit student growth in the STEM theme, as they have done throughout the year for multiple districts interested in the school's excellent theme-based instruction and Chinese language program.

**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.**

GEHMS has transformed from what was once a much smaller school community to one that will soon be the home to more than four hundred fifty students. In 2012-13, the school added more than 160 new students to the school. Among these additions were a large number of students from the city of Hartford. The staff identified a need to alter their approach and delivery of instruction in order to address the varied educational backgrounds of the incoming student body from multiple sending towns, especially in the lower grade levels. For the 2014-15 school year, GEHMS will welcome 86 students that did not attend the school the previous year.

One of the challenges that GEHMS will continuously face is the addition of many new students at the PreK and K level every year for the foreseeable future. Since GEHMS maintains only three PreK classrooms and because many PreK families in Glastonbury choose GEHMS for PreK only before moving their children back to Glastonbury schools, the youngest of our student body is in a state of flux year to year. This creates a greater challenge when it comes to having the entire student body on grade level by grade one.

In order to address both academic and behavioral challenges amongst students, GEHMS is addressing the social emotional well-being of the student body while continuing to provide high level academic instruction through Readers Workshop and Math Workshop. In 2014-15, all classroom teachers will be trained in the Second Step program. In this way students will receive weekly lessons dealing with a variety of crucial topics such as empathy, emotion management, and problem solving. Additionally, GEHMS is furthering its training and implementation in the PBIS model. Of course, our teaching staff continue not only to receive high quality training from Teachers College, but also a myriad of other trainings designed to further the development of a teaching staff that delivers quality instruction aligned to the Common Core State Standards (CCSS).

Another challenge that the teaching staff at GEHMS faces is how the new Smarter Balanced assessments are aligned to the CCSS and how we will be able to interpret information that results from these assessments. Currently, CREC is implementing STAR assessments. Although aligned to the CCSS, it is still unclear the level of predictability they provide when it comes to the Smarter Balanced measures. It is in this area that the CSDE may provide the most useful support for the school.

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

**\*NOTE:** The above information is managed by the SDE and can be obtained through the Department of Education and the Regional School Choice Office (RSCO).

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

**\*NOTE:** The above information is managed by the SDE and can be obtained through the Department of Education and the Regional School Choice Office (RSCO).

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.



**Basic Checklist for Title IX and 504/ADA Compliance**

Both Title IX (34 CFR § 106.9) and Section 504 (34 CFR § 104.8) require that educational entities that receive federal funds must have a policy on nondiscrimination and a published statement. The publication of this statement notifies applicants, students, employees and parents that it does not discriminate on the basis of race, color, national origin, sex, or disability. Schools and educational agencies that receive federal funds must list the Coordinators of Section 504 and Title IX with their name/title, address and phone number in the notice of nondiscrimination.

The following checklist was prepared to assist you in meeting some minimum requirements of Title IX of the Education Amendments of 1972, Section 504 and the Americans with Disabilities Act. It is not an exhaustive checklist and therefore should not be used as a substitute for careful reading of the regulations themselves.

**§ 106.8 Designation of responsible employee and adoption of grievance procedures.**

- 1.  At least one Title IX coordinator has been designated at the district or school level to coordinate efforts to comply with Title IX, including investigations of any complaints.
- 2.  At least one Section 504/ADA coordinator has been designated at the district or school level to coordinate efforts to comply with Section 504/ADA requirements, including investigations of any complaints.
- 3.  All students and employees have been notified of the name(s), office address(es), and telephone number(s) of the coordinator(s).
- 4.  Grievance procedures for students have been adopted and published.
- 5.  Grievance procedures for employees have been adopted and published.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

**§ 106.9 Dissemination of policy.**

- 6. The following been notified of a policy of nondiscrimination.
  - applicants for admission and employment
  - students and parents of students
  - employees
  - sources of referral of applicants
  - unions, professional organizations
- 7. Notification of a policy of nondiscrimination has been placed in one or more of the following:
  - local newspapers
  - school newspapers and magazines
  - memoranda's or other written communications distributed annually to each student and employee
  - announcements, bulletins, catalogs, student and faculty handbooks
  - application forms
- 8.  The above-listed school publications are free of text and illustrations suggesting differential treatment on the basis of sex or disability.
- 9.  Admission and recruitment representatives (including counselors or student advisors and personnel officers) have been advised of the nondiscrimination policy and requirements for adherence to the policy.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682); [45 FR 30955, May 9, 1980, as amended at 65 FR 68056, Nov. 13, 2000]



*Financial Attachments*

# BUDGET FORM

Created On: 5/28/2014

**ED 114**

<b>Fiscal Year:</b> 2014	<b>Funding Status:</b> Final
<b>Grantee Name:</b> CREC	<b>Vendor ID:</b> 00241
<b>Grant Title:</b> MAGNET SCHOOL OPERATING	<b>Grantee:</b> 241-000
<b>Project Title:</b> EAST HARTFORD/GLASTONBURY ELEM.	
<b>Fund:</b> 11000	<b>SPID:</b> 17057
<b>Year:</b> 2014	<b>PROG:</b> 82062
<b>Grant Period:</b> 7/1/2013 - 6/30/2014	<b>CF1:</b> 170031
<b>Project Code:</b> SDE000000000002	<b>CF2:</b> SDE00074
	<b>Authorized Amount:</b> \$4,281,630

**AUTHORIZED AMOUNT BY SOURCE:**

**LOCAL BALANCE:**

**CARRYOVER DUE:**

**CURRENT DUE:** \$4,281,630

CODES	DESCRIPTIONS	BUDGET
111A	NON-INSTRUCTIONAL	256,129
111B	INSTRUCTIONAL	2,069,463
112A	EDUCATION AIDES	213,331
112B	CLERICAL	332,734
119	OTHER	225,721
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	806,173
321	TUTORS	
322	IN SERVICE	
323	PUPIL SERVICES	
324	FIELD TRIPS	
325	PARENT ACTIVITIES	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	192,977
510	STUDENT TRANSPORTATION SERVICES	
530	COMMUNICATIONS	
560	TUITION	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	
?	ADMINISTRATIVE SUPPLIES	
70	OTHER SUPPLIES	
700	PROPERTY	
890	OTHER OBJECTS	185,102
940	INDIRECT COSTS (Prior FY2015)	
	<b>TOTAL</b>	<b>\$4,281,630</b>

**Original Request Date:** 9/10/2013

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**This budget was approved by Regina Hopkins on 5/14/2014.**

Magnet School Name: Glastonbury-East Hartford Elementary Magnet School : 2013-2014

School Code: 2410114

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. \*

LINE	CODE	FUNCTION (Program Area)	OBJECT					Other (Col. 7)	
			Total (Col. 1)	Salaries (Col. 2)	Employee Benefits (Col. 3)	Purchased Services (Col. 4)	Supplies (Col. 5)		Property (Col. 6)
1202	1000	Program Expenditures	3,832,095	2,726,319	666,995	218,168	186,403	34,210	
1203	2100	Support Services-Students	364,026	220,150	67,353	74,466	2,058	-	
1204	2200	Improvement of Instructional Services	13,052			13,052		-	
1205	2300	Support Services - General Admin.	279,271			279,271			
1206	2400	School Based Administration	387,714	312,306	75,408				
1207	2600	Operation and Maintenance of Plant Svc.	479,843			298,803	181,041		
1208	2700	Student Transportation Services	27,210			27,210			
1209	2500	Support Services	34,848			20,694	12,183		1,970
	2900		100,298			100,298			
1210	3100	Net Expenditures for Food Services	-			-			
1211	3200	Net Expenditures for Enterprise Operations	-						
1212		Indirect Overhead	240,302						
1213		<b>TOTAL</b>	5,758,658	3,258,775	809,755	1,031,960	381,686	34,210	1,970

\* Do not include transportation costs associated with home to school and back home or the excess cost of special education services.

