
Magnet School

Annual Report

2012-2013

Greater Hartford Academy of Arts Elementary/Middle/High School



Greater Hartford Academy of the Arts

Name of School

160-172 Huyshope Avenue, Hartford
16 Vernon Street, Hartford
206 West Newberry Road, Bloomfield

Address

860-757-6300 – High School
860-726-9367 – Elementary
860-724-0685 – Middle School

Phone

jostroff@crec.org
bryan@crec.org
pphelan@crec.org

E-Mail

Jeff Ostroff, Principal, High School
Bo Ryan, Principal, Middle School
Patti Phelan, Principal, Elementary School

Participating School Districts

All towns are eligible

Mission Statement

The mission of the Greater Hartford Academy of the Arts is to bring together people of diverse cultural heritage and to develop in all students the knowledge, skills and attitudes to reach their fullest artistic potential, academic potential, and to live a productive life enabling them to contribute to society as creative engaged citizens.

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A letter from the Principal and Governing Board Chairperson of the School

DIRECTIONS: Use up to two pages for the principal and governing board chairperson to provide the Commissioner of Education with a brief overview of the school's successes, its progress toward achieving its mission and plans for the future. Report any changes or new program initiatives implemented this year. This section may also address challenges the school faces, if desired.

The 2012-2013 school year was an eventful time at the Greater Hartford Academy of the Arts. We opened a middle school and elementary component to the school with the intent of providing the capital region with a pre K – 12 continuum for the arts. Our 6 -8 component was headed by Mr. Bo Ryan and opened with 198 excited sixth and seventh graders at the Colt Gateway complex. Ms. Patricia Phelan opened our elementary school with 150 pre K through kindergarten students. They are located in temporary space in Bloomfield. During the 2013/2014 school year we will add a grade eight at the middle school and a grade one at the elementary school. Over time the elementary school will add a grade each year until the full pre K – 5 plan is met.

Student Achievement

We continued to strive for high academic achievement. To that end we support our students with programs like Saturday Academy, which offers extra help to all grade levels at the middle and high school. CAPT Academy supports students who are preparing to take the high school state test. On Saturdays, teachers work with students in small groups to strengthen their skills. In March we offered our junior class the chance to take the SAT's for free during the regular school day. In addition we introduced courses that can strengthen struggling student skills in the areas of Algebra and English at the high school. In middle school, students were served who struggle through a daily intervention program. Students who have mastered skills used this time to work on enrichment projects.

Throughout the school year we looked for ways to integrate our students' academic and artistic interests. At the elementary level, artist instructors worked in each classroom twice per week to enhance curriculum through drama, dance and singing. For example, in kindergarten, students compared and contrasted three different versions of the Three Little Pigs. At the middle school a partnership with the Bushnell resulted in students having multiple exposures to professional artistic presentations. Bushnell artists then worked in classes to align to a social studies and language arts unit. Students then produced a variety of poems and other written documents for display. A collaborative unit with the visual arts teacher and Spanish IV students resulted in explorations of the work of Lorca. Students worked on social, political and artistic discoveries of the time related to Lorca's concept of El Duende.

Arts Programs

At the high school, Black Box Theatre performances focused on both dramatic and musical presentations. Performances connected to Ancient Greece with topics around mythology, a documentary on the City of Hartford, effects of tyranny and social emotional interactions among adolescents. On the Main Stage, the musical theatre department presented six performances of Hairspray. The highlight of the production was an appearance on closing night by, Marissa Perry, the lead actress in the Broadway production. She thrilled the audience and cast by performing an encore song with the talented cast. This production was the combined efforts of instrumental, vocal, dance and theatre departments. Looking In Theatre is a state wide program with a mission of using the medium of theater as a social service to better people's lives. Short dramatic scenes are

developed that deal with important issues and the affects on our society, especially relating to adolescents.

Students at the middle schools began their introduction to the arts with multiple visits to the theatre. Students and teachers performed skits to teach and explain school expectations. Throughout the year, student work and small performances were shared with families. The choral group performed throughout the year at a variety of community functions. Included in these were performances at Bushnell Park, on the Bushnell stage and at a major cancer fundraising event. In June, a culminating celebration of the arts was held in the theatre. Students performed vocal, instrumental, and dramatic readings. In addition, a visual arts gallery was on display.

At the elementary level three whole school performances took place. Students sang, danced and engaged in dramatic performances. The Bushnell partnership exposed the students to a professional African Drumming group. Students were able to perform with this group as a culminating project. The school maintains an art gallery where all students have an opportunity to represent their work throughout the year.

Respectfully submitted,

Jeff Ostroff, Principal
Greater Hartford Academy of the Arts High School

Bo Ryan, Principal
Greater Hartford Academy of the Arts Middle School

Patricia Phelan, Principal
Greater Hartford Academy of the Arts Elementary School

Information for Statewide Policymakers

2012-13 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 has required 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.

CREC employed a diversified and aggressive marketing strategy to increase not only the number of students applying for CREC schools but niche marketed to parents who resided in communities that were under-represented as participants in Choice options. In addition, there was a significant effort made to recruit students from families where English is not their first language. Through the marketing efforts that included direct mailers to targeted suburban households, public access television in English and Spanish, cable broadcasting, radio spots, niche marketing in suburban newspapers, utilization of social networking i.e. Facebook ads, community outreach to private and non-profit organizations, and significant personal contact with parents. CREC was successful in significantly increasing the number of applicants to CREC magnet schools. In addition, each CREC magnet school offered open houses, presentations at magnet school fairs, direct outreach to parents and students in both Hartford and suburban district public schools. CREC followed an action plan that identified each activity from October to May and each CREC magnet school also followed the individual marketing action plan for their recruitment efforts. For the 2013-14 school year CREC received 10,605 first choice applications which was an increase of 486 applications from the previous year.

- 2) Describe your school's professional development priorities for 13-14SY:

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 will focus on providing teachers with the tools needed to implement new national and state standards into all curricula, grades Pre-K-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 are offered; topics include “Effective Strategies for Close Reading,” “Flipped Learning,” “Including Primary Sources into the Social Studies Classroom,” and “How to Use Manipulatives in the Mathematics Classroom,” and “Strategies to Support Young Learners.” This year, over 350 staff members will attend CREC’s Teachers’ Academy.

Teachers’ College Reading & Writing Workshop Project

CREC's elementary schools will continue to work with Columbia University’s Teacher 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 will divide their time during professional development days demonstrating strategies related to reading, writing 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.

Shared Inquiry Training

CREC Schools will continue 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 will receive the initial training, returning educators will use the continued work with Great Books to receive feedback on how to maximize the quality of student discourse that takes place in their classroom.

AP Springboard- Advanced Level Training

CREC’s middle and high school teachers will receive advanced-level training in strategies that will support their use of AP Springboard as the primary resource for its English/Language Arts and mathematics curriculum. Springboard was designed by the College Board with the goal of increasing participation and preparing a greater diversity of students for success in Advanced Placement classes. Based on College Board’s Standards for College Success and aligned to the Common Core State Standards, advanced-level trainings in SpringBoard strategies will support CREC staff’s implementation of our rigorous English/Language Arts and mathematics curriculum in English in grades 6-12.

Monthly Book Study Groups

The district’s curriculum leaders will facilitate monthly book study groups throughout the school year for all teachers. Book study groups will promote conversations among teachers and school staff that will lead to the application of new ideas and strategies in classrooms. Teachers will have 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 discussion on strategies that can be applied directly in the classroom, the potential obstacles to implementation, and what can be done to overcome these

obstacles will take place each month. The elementary school will use *Literacy Beginnings*. The middle and high schools will use *Teach Like A Pirate*.

Next Generation Science Standards

While Connecticut has not yet adopted the Next Generation Science Standards, CREC's teachers will begin conversations about how the Framework and NGSS standards may be implemented. Following the recommendations from the Connecticut State Department of Education, CREC's staff will also examine the eight Science and Engineering Practices described in the Framework for K-12 Science Education, learn about the knowledge components inherent in each of the eight Practices and explore how students' abilities to use the Practices with specific content increases in complexity across the grades, and learn 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 will center on becoming familiar with the Connecticut's new Early Learning and Development Standards, which are scheduled to be released this winter. Additionally, teachers of Pre-K students will learn more about the cycle of intentional teaching and enhance their ability to use a constructivist approach to early language and literacy development using the resource, *Literacy Beginnings: A Prekindergarten Handbook* (Fountas and Pinnell). Two cohorts of teachers will begin training with the Education Development Center's "Cultivating Young Scientist" program.

Common Core State Standards

CREC staff will continue to receive training on implementation of the Common Core State standards. This will be implemented at the building and district level. Teachers will create new formative assessments and performance tasks

Positive Behavior Support System (PBIS)

All CREC schools will implement a PBIS system in their schools. District wide training of teams and coaches will take place throughout the year. Schools will create program specifics.

- 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?

At the Greater Hartford Academy of the Arts, we promote arts infusion within our academic program. Professional artists support the work in all three components of the Academy resulting in integrated and aligned instruction. This also allows for consistent scaffolding of skills across the pre K – 12 continuum. Teachers relate the material from our academic curriculum to the arts. Artist instructors work with academic teachers to create collaborative lessons that teach across disciplines. Also, our students have the opportunity to learn through different styles. They might have the option to write a poem, paint or create a song along with or instead of more traditional projects.

The pre K -12 model allows us to create our Integrations Project. This program pairs students from each level resulting in the creation of collaborative projects or

performances. Examples include: elementary art work transformed into murals by high school students, high school and middle school students combined in a dance performance.

The Academy has been successful in creating strong partnerships within the arts community. Examples of this include: Hartford Stage, Bushnell, Artists Collective, and The Hartford Symphony Orchestra. In addition, students share their talents in the community with performances, displays or visits to public and private entities: retirement homes, churches and the State Legislature. The Arts Therapy Band received State recognition for their work.

- 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 professional development for teachers through a mixture of online and face-to-face sessions that are aligned to the Common Core Teaching Domains and the State Board of Education's Position on Statement on Culturally Responsive Education. The site also includes a library of videos that demonstrate teachers providing high quality research based instruction, and highly effective magnet school classrooms. Currently there are seven modules for professional learning available and over twenty videos.

- 5) Describe your school's two greatest challenges/obstacles to meeting or exceeding the annual report's school goals section in 13-14. Please include ways in which the CSDE may support your school in meeting these challenges through enhanced professional development opportunities or specific technical assistance on matters needing close attention.

The two greatest challenges facing the Greater Hartford Academy of the Arts are gathering background data on students to provide appropriate placement and interventions upon their arrival (including timely lottery notifications and waitlist placements) and expanding the facility to meet the needs of the growing student population of the school.

CSDE may best support our attainment of 2013-14 school goals by further developing the feeder reports available to magnet schools, particularly attached to incoming middle and high school students, so that data on new magnet students will be readily available early in the admissions process to support the earliest intervention possible and appropriate placement. Moreover, the Regional School Choice Office and the regional transportation model can continue to be developed to meet the needs of students and families applying and admitted to our school. CSDE's continued support for the transitional and permanent space needs of the expanded Academy is also essential to our meeting school goals and ensuring future success and viability of our programs

Summary of Other Key Accomplishments

DIRECTIONS: Use up to three pages to summarize key accomplishments, best practices and unique aspects of the school. Be concise and use bulleted text.

- First full year at Colt facility
- 5th year as full-day program
- Instituted CAPT Academy
- Offered eight AP courses
- Number of students enrolled in AP courses doubled
- Senior Logan West won Miss Teen U.S.A.
- More students coming from different towns in CT than any other magnet school
- Real Ambassadors jazz choir performed at the London Olympics
- Implemented grade-level town hall meetings to communicate with students
- Implemented school climate committee that includes teachers, students and administration to provide a safe environment
- Gay/Straight Alliance
- Expansion of our chapter of the National Honor Society
- Free SAT's administered to all juniors
- Use SchoolMessenger to communicate effectively
- Parent newsletter
- 100% of our students presented and completed Capstone project
- Successful outside learning opportunities through field trips to a state prison, renaissance fair, and the CCSU planetarium
- Bushnell with Civics
- First Amendment Conference
- True Colors
- Monthly Family Newsletter at the Elementary Level
- 89% of all students scored proficient or above on the year end DRA for the elementary school.
- In and out of school learning opportunities at the elementary level included animal presentations, illustrator/author, Hartford Stage and The Bushnell.

About Our School...

DIRECTIONS: Please provide information as requested in the following:

Attach your updated 2011-2012 Strategic School Profile.

School Program

- description of admissions process including deadlines
 - The Regional School Choice Office in collaboration with partners, CREC, HPS, CT River Academy at Goodwin College, and the CTTHS offer school choice options through magnet schools. CREC's nineteen magnet schools are one of the exciting options from which parents have to choose.
 - Due to legislation called Parent Choice, parents can now submit a RSCO lottery application for their child to be entered in the RSCO lottery for an interdistrict magnet school that does not already serve their town. Parents complete an on-line application and, if their child is selected through the blind lottery, they may attend that magnet school if they choose at no cost to them. (The application for the 2014-2015 school year is expected to be available October 2013 and can be found at www.choiceeducation.org)
 - The CT State Department of Education is responsible for oversight of a "blind" lottery that is held each year in March to determine which students will have access to magnet school seats.
 - The CT State Department of Education has determined a timeline below.
 - Fill open seats: Aug. – Sept.
 - Tuition payments based on students in seats as of: October 1
 - Application period begins: October
 - Application deadline: mid-January
 - Lottery held by SDE: February
 - Acceptances due to RSCO: April-Oct 1
- recruitment methods

During the 12-13 academic year GHAA participated in recruitment events sponsored by RSCO. These events were held throughout Hartford as well as other suburban locations. Additionally, GHAA held informational sessions and conducted outreach to underrepresented towns to increase participation and met enrollment goals during the school day and in the evening prior to the scheduled lottery.
- transportation

The State Department of Education's Regional School Choice Office (RSCO) developed a "Transportation Zone" which identified the areas that are eligible for transportation to the Greater Hartford Choice Schools. CREC will follow the guidelines set forth by the State of Connecticut's Regional School Choice Office and will transport students that live within the Transportation Zone.

Student Information

NOTE: The State Department of Education manages the lottery and waitlist for all magnet schools. Those questions pertaining to number of applications/applicant pool/applications received by grade/number by waitlist can be obtained by the SDE.

- number of applications received by grade and residence; as of date of lottery
- number of students on waiting or applicant pool list by grade, race and residence; as of October 1, 2012

***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).**

Operations Plan, Curriculum Design and Instructional Methods Including Modifications

Brief Summary

DIRECTIONS: In one paragraph, briefly describe modifications to the school's operations plan, curriculum design and instructional methods, as approved by the Governing Board.

At the high school level, our full-day students begin class at the Colt campus at 7:30 a.m. Academic classes take place on a rotating block schedule from 7:30 a.m. to 12:45 pm with four classes per day. Due to the extended day, we implemented an R-block (research block), which is 30 minutes that allows students to seek extra help from teachers, use the computer lab to complete assignments or meet with guidance. At 1:00 half-day students arrive and all students go to the appropriate campus for their major.

The Middle School opened at the Colt campus. The arts-infused curriculum lets students immerse themselves in the arts and connect it to a rigorous core academic curriculum. Core academic courses include world language instruction for all students, an emphasis on 21st century learning and preparedness, and access to state-of-the-art technology. The art-themed focus features classes ranging from dance and theater to visual art and instrumental music, taught by professional artists who highlight the role of the arts in the community.

The academic program at the Greater Hartford Academy of the Arts Elementary Magnet School integrates the arts into all aspects of the curriculum. The curriculum wraps higher order thinking skills around the academic disciplines which include vocal and instrumental music, visual arts, dance, theatre, creative writing, media and interdisciplinary arts (9 "majors"). The learning process demands hands-on, brains-on teaching and learning. It is the process through which the arts are naturally assimilated and learned. The arts become the lab for learning in all disciplines and for learning throughout life. Literacy and math development are facilitated through a workshop model.

Across all levels, our school uses three web applications. These applications are PowerSchool, which is privately managed by Pearson Education, Inc., PerformancePlus, which is privately managed by Sungard Education, and the district has their own website application, which is developed and managed by our district called Professional Development Laboratory. Each of these web applications assists us in creating a strong Pre K through 12 curriculum and strong common assessments.

School Goals:

In the areas of:

- I. Educational Progress of Students
- II. Accomplishment of Mission, Purpose and Specialized Focus
- III. Efforts to Reduce Racial, Ethnic and Economic Isolation and to Increase the Racial and Ethnic Diversity of the Student Body

DIRECTIONS: For the three areas listed below, indicate the goals you set for the 2012-2013 school year, and identify supporting objectives, along with appropriate measurement instruments and established benchmarks. Briefly describe the progress you have made, improvements that still need to be made and proposed changes in goals/objectives for 2013-2014 to insure continuous school improvement. Please limit goals to a maximum of five for each section. Each goal may have multiple measurable objectives. The format for providing this information is as follows:

I. Educational Progress of Students

Goal A:

1. Increase reading proficiency or above for students in all grades by a minimum of 10% annually as measured by CAPT and PSAT.
 - Increase reading proficiency or above in Hispanic subgroup by a minimum of 10% annually as measured
 - Increase reading proficiency or above in Black subgroup by a minimum of 10 % annually as measured
 - Increase reading proficiency or above in economically disadvantaged subgroup by a minimum of 10% annually as measured by CAPT and PSAT.

GOAL 1: Increase reading proficiency or above for students in all grades by a minimum of 10% annually as measured standardized statewide testing.
OBJECTIVE 1a: Increase reading proficiency or above in <u>Hispanic</u> subgroup by a minimum of 10% annually as measured by <u>CAPT and PSAT</u> .
OBJECTIVE 1b: Increase reading proficiency or above in <u>Black</u> subgroup by a minimum of 10 % annually as measured by <u>CAPT and PSAT</u> .
OBJECTIVE 1c: Increase reading proficiency or above in <u>Economically Disadvantaged</u> subgroup by a minimum of 10% annually as measured by <u>CAPT and PSAT</u> .

Identified Need(s)	Tier 2 Indicators	Strategies	How will we monitor and provide evidence of implementation?	Additional Skills, Knowledge and Support Needed
<i>2010 Form C - Rfl 9th Grade (rising 10th) 43.0% Proficient or</i>	<i>All teachers will consistently incorporate a wide variety of reading and writing strategies using technology</i>	New Strategies: Reading and Writing Workshop in small groups with Reading Intervention	Principal/Designee will: Facilitate school-level data teams	Provide all staff with professional development in and for:

<p><i>Above</i></p> <p><i>Subgroups % Proficient of Above</i></p> <p><i>Black Students – 33.3%</i></p> <p><i>Hispanic Students – 26.7%</i></p> <p><i>F/R Lunch – 25.0%</i></p> <p><i>Special Ed- 20.0% (n=1)</i></p> <p><i>2010 Form C – Resp to Lit 9th Grade (rising 10th) 69.9%</i></p> <p><i>Proficient of Above</i></p> <p><i>Subgroups % Proficient of Above</i></p> <p><i>Black Students – 51.5%</i></p> <p><i>Hispanic Students – 76.7%</i></p> <p><i>F/R Lunch – 55.0%</i></p> <p><i>Special Ed- 40.0% (n=2)</i></p> <p><i>2010 Form C - R/I 10th Grade (rising 11th) 62.7%</i></p> <p><i>Proficient or Above</i></p> <p><i>Subgroups % Proficient of Above</i></p> <p><i>Black Students – 28.6%</i></p>	<p><i>whenever appropriate.</i></p> <p><i>Continue development of school-based data team comprised of administrators, teachers and counselors to utilize data to inform instructional strategies and literacy interventions.</i></p>	<p>Teacher Laura Reese will allow at risk students to receive instruction at their independent reading level using READ 180 and be able to improve that level. Whole group mini-lessons, independent reading and individualized student conferencing will allow students to improve on a one-to-one basis.</p> <ul style="list-style-type: none"> • <i>Integration of literacy strategies into arts classes</i> • <i>Explicit vocabulary instruction across content areas</i> • <i>Embed new Tier I intervention strategies into all classes</i> <p>Continuation Strategies:</p> <ul style="list-style-type: none"> • <i>Explicit focus on reading and writing skills in 9th and 10th grade English classes</i> • <i>Tutors providing additional support to students individually and in small groups in all grades</i> • <i>Literacy support class with targeted students focusing on reading for information</i> • <i>Continued implementation of vocabulary</i> 	<p>Review content- and grade-level data team minutes and reports</p> <p>Participate in Professional Learning Teams using protocols to review and analyze student work</p> <p>Attend and participate in content- and grade-level data team meetings on a rotating basis</p> <p>Teachers will: Administer and analyze the results of the CREC Common Assessments</p> <p>Regularly review student data in Performance Trakker</p> <p>Critically engage in the review and analysis of student work in Professional Learning Teams through the use of structured protocols</p> <p>Work with students to chart personal results and reflect on growth and strategies on CREC Common Assessments and ongoing formative and summative assessments</p> <p>Develop, administer, and analyze formative assessments</p> <p>Participate in early intervention process</p>	<p>Strategies to infuse consistent literacy skill reinforcement into arts classes</p> <p>Use of Performance Trakker</p> <p>Development of formative assessments</p> <p>Tier I intervention strategies</p> <p>Use of structured protocols to critically engage with student work</p>
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<p><i>Hispanic Students – 56.3%</i></p> <p><i>F/R Lunch – 40.0%</i></p> <p><i>Special Ed- 0.0% (of n=3)</i></p> <p><i>2011 Form C – Resp to Lit 10th Grade (rising 11th) 84.3%</i></p> <p><i>Proficient of Above</i></p> <p><i>Subgroups % Proficient of Above</i></p> <p><i>Black Students – 92.9%</i></p> <p><i>Hispanic Students – 56.3%</i></p> <p><i>F/R Lunch – 73.3%</i></p> <p><i>Special Ed- 33.3% (n=1)</i></p>		<p><i>program in all grade level English classes</i></p>		
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2. Increase mathematics proficiency or above for students in all grades by a minimum of - 10% annually as measured by state test, SAT and PSAT.
 Increase all subgroups that are below the whole school by a minimum of 10% annually as measured by state test, SAT and PSAT.

GOAL 2: Increase mathematics proficiency or above for students in all grades by a minimum of 10% annually as measured by <u>state test, SAT and PSAT</u> .				
OBJECTIVE 2a: Increase <u>all</u> subgroups that are below the whole school by a minimum of 10% annually as measured by <u>standardized statewide testing, SAT and PSAT</u> .				
Identified Need(s)	Tier 2 Indicators	Strategies	How will we monitor and provide evidence of implementation?	Additional Skills, Knowledge and Support Needed
<i>Need CAPT math data and administration of baseline math assessment for incoming students.</i>	<i>All math teachers will consistently incorporate effective teaching strategies and utilize technology whenever appropriate.</i>	<p>New Strategies: Interventions (within the classroom small group, pull out)</p> <p>Analyze Math Star</p>	<p>Principal/Designee will:</p> <p>Oversee development of common formative common formative assessment items</p>	<p>Provide all staff with professional development in and for:</p> <p>Star System item development</p>

	<p><i>Continue development of school-based data team comprised of administrators, teachers and counselors to utilize data to inform instructional strategies and literacy interventions.</i></p>	<p>testing Vertical Checks for progress Students set goals, track progress and reflect on learning</p> <ul style="list-style-type: none"> • <i>Increase open-response questions on teacher made assessments</i> • <i>Embed new Tier I intervention strategies into all classes</i> • <i>Students will be provided with SBAC aligned problems on a regular basis and intervention will be provided based on the results of those ongoing formative assessments</i> <p>Continuation Strategies:</p> <ul style="list-style-type: none"> • <i>Students will be targeted for individual intervention instruction based on results of CREC Common Assessments</i> • <i>Tutors providing additional support to students individually and in small groups in all grades</i> • <i>Math support class with targeted students focusing on specific skills</i> 	<p>Facilitate school-level data teams</p> <p>Review content- and grade-level data team minutes and reports</p> <p>Participate in Professional Learning Teams using protocols to review and analyze student work</p> <p>Attend and participate in content- and grade-level data team meetings on a rotating basis</p> <p>Teachers will: Study the SBAC strands and develop and administer SBAC like items through ongoing formative assessments processes</p> <p>Administer and analyze the results of the CREC Common Assessments</p> <p>Regularly review student data in Performance Trakker</p> <p>Critically engage in the review and analysis of student work in Professional Learning Teams through the use of structured protocols</p>	<p>Use of Performance Trakker Development of formative assessments</p> <p>Tier I intervention strategies</p> <p>Use of structured protocols to critically engage with student work</p>
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			<p>Work with students to chart personal results and reflect on growth and strategies on CREC Common Assessments and ongoing formative and summative assessments</p> <p>Participate in early intervention process</p>	
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3. Ensure a safe and secure learning environment where all members are respected and able to grow within their art form.

GOAL 3: Ensure a safe and secure learning environment where all members are respected and able to grow within their art form.				
Identified Need(s)	Tier 2 Indicators	Strategies	How will we monitor and provide evidence of implementation?	Additional Skills, Knowledge and Support Needed
<i>A positive school climate results in improved student achievement and enhanced opportunities for every student to succeed at the highest levels.</i>	<i>All staff will work with administration and school counseling personnel to assure positive behaviors and eliminate bullying and/or harassment.</i>	<p>New Strategies:</p> <ul style="list-style-type: none"> • <i>Adoption of additional PBS-oriented strategies and approaches to school climate maintenance</i> • <i>Capturing Kids Hearts concepts will be integrated</i> • <i>Comprehensive, school-wide data collection on school climate and culture</i> <p>Continuation Strategies:</p> <ul style="list-style-type: none"> • <i>Ongoing review and adaptation of school rules and policies</i> 	<p>Principal/Designee will:</p> <p>Facilitate the ongoing revision of school rules and policies</p> <p>Chair a new school climate committee</p> <p>Monitor data related to school climate</p> <p>Teachers will:</p> <p>Tier I Positive Behavior strategies in their classrooms and in common school areas</p> <p>Participate in reviews of school climate data</p>	<p>Provide all staff with professional development in and for:</p> <p>Introduction to PBS concepts</p> <p>Capturing Kids Hearts approach</p> <p>Referral process to school social work/school counseling services</p>

		<ul style="list-style-type: none"> • <i>Tracking of student discipline data</i> • <i>Discussion of student behavioral concerns through the EIP process</i> 	Model behaviors for students around respect, safety, and de-escalation	
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II. Accomplishment of Mission, Purpose and Specialized Focus

Goal A:

To continue to provide outstanding and singular arts programming for talented high school students.

Measurable Objective A.1:

Given the climate of thinning resources and fiscal challenge, the Academy is committed to offering as many unique and superlative performing and educational opportunities, for our students and our district partners, as is possible.

Progress in meeting the goal

With creativity and flexibility, we were able to maintain the same quantity and exceptional level of opportunity as the previous year.
(Please see attachment – Highlights)

III. Efforts to Reduce Racial, Ethnic and Economic Isolation and to Increase the Racial and Ethnic Diversity of the Student Body

Goal A:

To continue to provide opportunities for high level arts instruction to students who have not had access to such instruction because of economics, geography or lack of information.

Measurable Objective A.1:

- Oct. to Nov. and March to April - The Academy conducted a Saturday Arts Program for 6th, 7th and 8th grade students. There were no entrance criteria other than interest and parental consent. Each session ran for eight weeks and culminated in a day of sharing that was open to family and friends. Classes were given in Ethnic Drumming, Piano, Dance and Visual Arts. This program was especially popular with the students in the immediate neighborhood. We made available information to all interested 8th grade students on applying for the High School program.
- September to June – The Academy offered morning arts classes to approximately 200 interested 7th and 8th grade students of the Hartford Magnet Middle School. These Encore classes were conducted by the professional artist/instructors of the Academy. This afforded students the creative outlet they may need to be success in their classes at

HMMS and supplied all interested students with information about the Arts Academy High School program.

- We conducted the eleventh year of our five-week Summer Musical Theater Workshop for students entering grades 8, 9 or 10. The program ran at no cost to families from 9:00am-4:00pm, Monday through Friday and provided lunch. Fifty students from twenty-one districts took morning classes five days a week in voice, movement and acting. In the afternoon, they rehearsed for three hours for the production of “*Grease!*” The full-scale musical production of “*Grease!*” was presented in the Theater of the Performing Arts at the Learning Corridor. Students were able to obtain information about the High School program and the application process.

Modifications in goal/objectives for 2014-2015 school year: Include a goal for our first transition from the Arts Academy Middle School.

BUDGET FORM

Created On: 5/28/2013

ED 114

Fiscal Year: 2013
Grantee Name: CREC
G Title: MAGNET SCHOOL OPERATING
Project Title: GREATER HTFD ACADEMY OF THE ARTS PK-8
Fund: 11000 SPID: 17057 Year: 2013 PROG: 82062 CF1: 170031 CF2: SDE00193
Grant Period: 7/1/2012 - 6/30/2013 Authorized Amount: \$3,634,164
SDE Project Code: SDE000000000002

Funding Status: Final
Vendor ID: 00241

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$3,634,164

CODES	DESCRIPTIONS	BUDGET
111A	ADMINISTRATOR/SUPERVISOR SALARIES	250,000
111B	TEACHERS	2,310,000
112A	EDUCATION AIDES	
112B	CLERICAL	512,000
119	OTHER	225,480
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	188,991
321	TUTORS	
322	IN SERVICE	
323	PUPIL SERVICES	
324	FIELD TRIPS	
325	PARENT ACTIVITIES	
330	OTHER PROFESSIONAL TECHNICAL SERVICES	
510	PUPIL TRANSPORTATION	
530	COMMUNICATIONS	
560	TUITION	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	
6	ADMINISTRATIVE SUPPLIES	
69	OTHER SUPPLIES	
700	PROPERTY	
890	OTHER OBJECTS	
940	INDIRECT COSTS	147,693
	TOTAL	\$3,634,164

Original Request Date: 9/21/2012

This budget was approved by Kenneth Imperato on 5/28/2013.

Magnet School Name: Greater Hartford Academy of the Arts PK-12 2012-2013 Final School Code: 2416414
2418900
2415314
2410614

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						
			Total (Col. 1)	Salaries (Col. 2)	Employee Benefits (Col. 3)	Purchased Services (Col. 4)	Supplies (Col. 5)	Property (Col. 6)	Other (Col. 7)
1202	1000	Program Expenditures	12,086,275	8,014,666	1,972,316	337,546	439,975	1,321,772	
1203	2100	Support Services-Students	807,399	548,019	98,162	151,889	9,329	-	
1204	2200	Improvement of Instructional Services	194,764			194,764			
1205	2300	Support Services - General Admin.	653,803			653,803			
1206	2400	School Based Administration	1,436,240	1,194,654	241,586				
1207	2600	Operation and Maintenance of Plant Svc.	5,964,878			5,724,199	240,679		
1208	2700	Student Transportation Services	7,165			7,165			
1209	2500	Support Services	287,689			143,074	139,318		5,297
	2900		193,176			193,176			
1210	3100	Net Expenditures for Food Services	13,542			13,542			
1211	3200	Net Expenditures for Enterprise Operations	-						
1212		Indirect Overhead	768,466						
1213		TOTAL	22,413,397	9,757,339	2,312,064	7,419,158	829,301	1,321,772	5,297

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

Magnet School Name: Greater Hartford Academy of the Arts PK-12
2012-2013

School Code: 2416414
2419900; 2415314; 2410614

SCHEDULE 2: Revenues by Source		
Include all projected revenues for the school		
LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxxx State Grants**	
	771 students @ \$10,443	\$8,051,553
	302 students @ \$6787.95	2,049,961
	Summer school grant	75,213
	Academic and social support grant	1,528,000
	Interdistrict grant	15,402
	Start up magnet school grant	75,000
221	xxxx Federal Grants**	
	Title I	103,862
222	1920 Contributions	94,101
226	xxxx Other Sources of Revenue**	
	Special Ed Services	687,132
	Local Tuition less PK3's and 4's	4,313,709
	Write off of tuition from individuals - prior years	(64,118)
	Sales of service (such as ticket sales for performances)	73,176
	Before and Aftercare	93,445
	Care 4 Kids	13,055
	Bond Funds	4,546,089
299	Total	\$21,655,580

Governance

List dates of Board Meetings held in 12-13:

Not Applicable

Summary of Major Policy Decisions

CREC Pathways

All CREC Students will have lottery preference at other CREC schools as they continue through pedagogical pathway.

CREC Magnet Schools utilize unique and deliberate pedagogical approach that prepares students for success to and through college. Within diverse racial, ethnic and socio-economic setting students engage in rigorous curricula that provides the foundation for high levels of achievement. CREC students also develop a deep understanding of themselves as learners. Throughout our elementary schools, CREC teachers use an interdisciplinary inquiry approach which allows students to construct their own meaning and deepens their understanding. As they mature, students are expected to explore their own talents and interest, making connections to the world around them, and allowing them to find joy in learning. Through their secondary years students capitalize on their understanding of self and the world around them to engage in meaningful project based learning activities which broaden their perspective and assist them in understanding the interconnectedness of both curricula and people. Culminating in an individualized Capstone project, every CREC student is expected to demonstrate publically their master of these skills and concepts. The personalized learning which is emphasized throughout their PK-12 experience pays dividends for our students as they venture into their post-secondary experience as life-long learners who can adapt to the challenges they face and find success that is both personally rewarding and fulfilling. CREC's ability to guide students uninterrupted through their experience is critical to them actualizing their potential.

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 have 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]

Attachments

DIRECTIONS: Attach the following information.

- News clippings
- Summary of Survey Results
- Other attachments