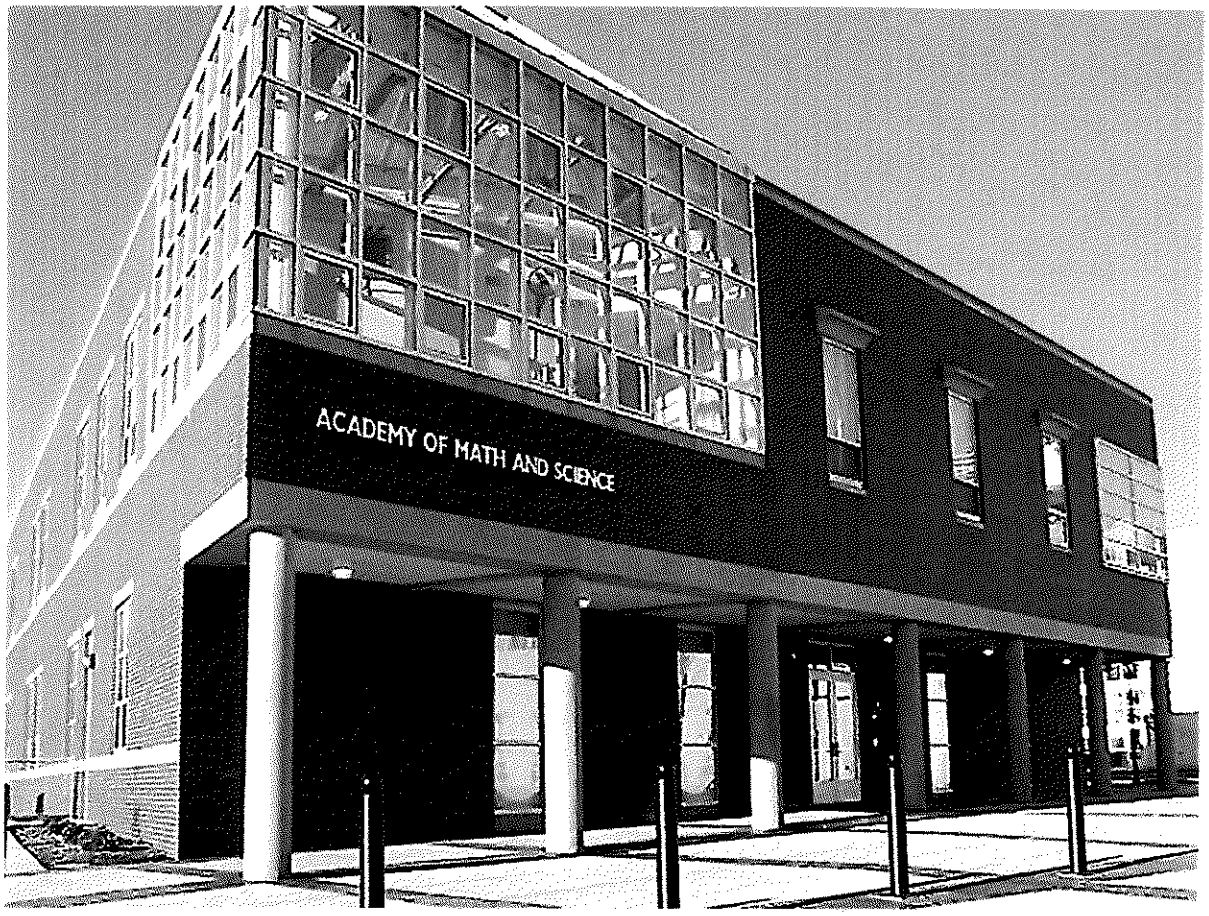
Magnet School
Annual Report
2012-2013

Greater Hartford Academy of Mathematics & Science
Half Day Program



CREC
Capitol Region Education Council

Greater Hartford Academy of Mathematics and Science
Name of School

15 Vernon Street, Hartford, CT 06106
Address

860-757-6300
Phone

pbrenton@crec.org
E-Mail

Paul Brenton
Director or Principal

Participating School Districts

Bloomfield, Bristol, Burlington, Canton,
Coventry, East Granby, East Hartford,
East Windsor, Ellington, Enfield,
Farmington, Glastonbury, Haddam,
Hartford, Hebron, Manchester,
Middletown, New Britain, Newington,
Plainville, Portland, Rocky Hill,
Southington, Vernon, West Hartford,
Wethersfield, Windsor, Windsor Locks

Mission Statement

The Greater Hartford Academy of Mathematics & Science strives to provide, through state-of-the-art technology, educational experiences that expand the teaching and learning of science, mathematics and technology in the traditional classroom. The Academy will provide a sound foundation in science, mathematics and technology to a diverse population; integrate and apply science, mathematics and technology in an enriched educational environment; emphasize problem solving and creative thinking approaches to teaching and learning; provide faculty development resources and opportunities for all educational levels; and develop collaborative partnerships and mentoring programs among schools, communities, businesses and industries.

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

The 2012-2013 school year was a very exciting year at the Academy of Aerospace and Engineering (AAE). We completed the final year of the Magnet Schools Assistance Program (MSAP) Grant. This grant is designed to build capacity within our school around our magnet theme of aerospace and engineering. Our goal is to prepare students to meet the demand for qualified aerospace and engineering professionals, researchers in the biomedical fields, or to pursue ongoing mathematical studies. This grant will be extended through the 2013/2014 school year.

We continued our school's Industry Advisory Board by including top officials from some of our partnering agencies. Among our board members are: David Carter,-Hamilton Sundstrand, Prof. Baki Cetegen-UCONN Engineering, Gary Greenberg- Birken Engineering, Kevin Williams-Gerber Technology, James Larwood- VP Kaman Aerospace and Dr. Lenworth Jacobs – Director of Trauma and Emergency Medicine at Hartford Hospital.

Students attending AAE had another successful year of college placements. Graduates continued to be admitted to schools like Rensselear Polytechnical Institute, Worcester Polytechnical Institute, Florida Institute of Technology, and the UConn Honors Program to name a few. The school hosted the seventh annual Career Symposium. This year's keynote speaker was Stephen Vintner from Google.

Construction on the permanent 6 – 12 facility is on track with an anticipated occupancy for the start of the 2014-2015 school year.

Sincerely,

Paul Brenton, Principal
Academy of Aerospace and Engineering

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 2012-2013.
   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. One book that has been identified for the monthly study groups is Guided Math: A Framework for Mathematics Instruction.

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.

League of Innovative Schools – New England Secondary Schools Consortium
Three of CREC's secondary schools will participate in professional development that is provided by The League of Innovative Schools. This organization is designed to bring together New England schools into a professional learning community in an effort to connect educators, spread good ideas and accelerate improvement. Beginning with a three-day summer institute, teams from each of the three CREC schools will learn about mastery-based teaching and learning and develop a plan of action for how they will implement a mastery-based diploma system. Throughout the year, CREC's teams will work with other schools in their cohort to get feedback on and to refine its action plan.

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?

What the Greater Hartford Academy of Mathematics and Science does uniquely well is to build student skills and interest in Science, Technology, Engineering and Math (STEM) areas. Student skills and interest are built by providing a sound foundation in math and science in the ninth and tenth grade, with students enrolled in one math course and two science courses per year, physics and earth science in the freshman year and biology and chemistry in the sophomore year. In the eleventh and twelfth grade, students elect advanced science, engineering and math courses that build interest and prepare them for success at college. A sampling of our advanced courses include: AP Calculus BC, Linear Algebra, Multivariable Calculus, Differential Equations, AP Statistics, AP Computer Science, Classical Mechanics AP physics C, Nuclear Chemistry and Physics, Thermodynamics and Fluid Flow, Material Science, Robotics, Electronics, Photonics, Astronomy, Geology of National Parks, River Ecology Field Study, AP Chemistry, Environmental Science, AP Biology, Molecular Biology, Biodiversity and Forensic Science.

The Greater Hartford Academy of Mathematics and Science also values experimentation and inquiry based learning. The academy utilizes state of the art technology to teach student how to do science in an authentic manner. Students are issued laptop computers and are expected to use a wide variety of programs to collect data, analyze data, prepare reports and design presentations. In addition, our science labs rival many university undergraduate science labs in terms of experimental equipment. The physics department and chemistry department have fully integrated computer technology into data collection for experiments. The biology and chemistry department utilize UV and Visible spectrophotometers, cell growth chambers, gas chromatograph, gel electrophoresis and other advance equipment throughout the curriculum.

In addition, we have programs that provide pathways to careers in the STEM areas including a mentorship program with Hamilton-Sundstrand, a MIT ninth grade class trip, a distinguished speaker series, an annual career symposium, and an internship program. Speakers for the speaker series have included medical doctors, astronauts, actuaries, engineers, and CEOs. The career symposium offers students a wide variety of information about careers in the stem related fields from current professionals in those areas. In addition,

the internship program provides real world job skills and experience for our students transitioning to college and university. In addition, many staff members have advanced degrees in their fields or extensive experience outside of education, which facilitates a broader and more career focused curriculum.

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 Mathematics and Science are supporting the needs of a diverse group of learners to meet the standards measured by our state assessments and gathering background data on students to provide appropriate placement and interventions upon their arrival.

CSDE may best support our attainment of 2012-13 school goals by supporting and extending opportunities for professional learning around state assessments and the transition into the new Common Core curriculum. In particular, providing training on the scoring of the Smarter Balance test enabling more teachers to understand the standards upon which these assessments are built, the scoring of the assessments, and the sharing of anchor sets and best practices for teaching and learning. Secondly, CSDE can work to further develop the feeder reports, particularly attached to incoming middle and high school students, in a timely manner so that data on new magnet students will be readily available early in the admissions process to support the earliest intervention and appropriate placement possible.

Summary of Other Key Accomplishments

- Awards
  - Connecticut Technology Council Young Women of Innovation - Finalist
    Moody's Mega Math Challenge
  - Fitchburg State College Computer Programming – 1st and 3rd Place
  - Quinnipiac University Computer Programming Competition – 1st and 3rd Place
  - FIRST Robotics Competition
    - Rookie All Star – WPI Regional
    - Rookie All Star – Connecticut Regional
    - Highest Rookie Seed – Connecticut Regional
    - Qualified for World Championship
  - Toshiba-America Bio-Diesel Grant

- Impact on Local Districts (Partnerships with schools in/out of district)
  - NASA Explorer School Partnerships
    - Hubble Space Telescope Teleconference with Head of NASA
    - Winter Story Workshop in Yellowstone National Park
  - District Professional Development Conference

- Community/Business/University Partnerships
  - STEM Industry Guest Speakers
  - Prof. B. Cetegen — Mechanical Engineering
  - Jeff. Semancik — Nuclear Engineering
  - Kendra Ashmore — Actuarial Science
  - Dr. Ruano — Genetics
  - Maria Martinez — Manufacturing Engineering
  - Daniel Denis — Materials Engineering
  - Prof. D. Peterson — Biomedical Engineering
  - Dr. Robert Spillane — Radiology
  - Dr. David Hull — Transplant Surgery
  - Jeffrey Katz — Computer Science
  - STEM Partnerships
    - Connecticut Department of Environment Protection – Project Search
    - MIT – Freshman College Awareness Visit
    - Pratt and Whitney
    - Hamilton Sundstrand
    - Kaman Aerospace
    - Gerber Technologies
    - Hartford Hospital
    - Computer Sciences Corporation
    - UCONN Ecology Department/ UCONN Biomedical Department
    - Habco
    - Barnes Aerospace
    - Birken Manufactoring
    - Reno Machining
    - Open Solutions Inc.
    - GKN Composites
  - Hamilton Sundstrand Mentorship Program
  - Student STEM Internships

About Our School…

DIRECTIONS: Please provide information as requested in the following:

Not Applicable in HD Programs.

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 the Academy participated in recruitment events sponsored by RSCO. These events were held throughout Hartford as well as at other suburban locations. Additionally, the Academy 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 waitlist/pool by grade, race and residence; as of October 1, 2012.

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.

GHAMAS has two distinct programs, the morning program for Grades 9 and 10 and the afternoon program for Grades 11 and 12. The morning program provides foundational courses in math and science and runs from 7:30 to 10:30 a.m. Students typically take two science courses and one math course during the morning session.

The afternoon program for Grades 11 and 12 provides advanced math and science electives from 12:30 to 4 p.m. There are four periods in the afternoon program and students usually take three elective courses. The fourth period can be used for independent research, additional courses, or individual or group study.

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 2011-12 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 2012-13 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

I. STUDENT ACHIEVEMENT

READING-

- To increase the % of students scoring at/above the School Performance Index (SPI) to 98.5 as measured by the 2013 CAPT and monitored by the CREC Common Assessments.

MATHEMATICS-

- To increase the % of students scoring at/above the School Performance Index (SPI) to 95 as measured by the 2013 CAPT and monitored by the CREC Common Assessments.

WRITING-

- To increase the % of students scoring at/above the School Performance Index (SPI) to 98.5 as measured by the 2013 CAPT and monitored by the CREC Common Assessments.

SCIENCE-

- To increase the % of students scoring at/above the School Performance Index (SPI) to 88 as measured by the 2013 CAPT and monitored by the CREC Common Assessments.

II. CENTER OF EXCELLENCE

- Develop a Center of Excellence that allows the school to highlight an area of strength and allows it to share best practices within CREC's schools and programs as well as outside the organization.

III. PARENT & COMMUNITY INVOLVEMENT

- Increase parental and community engagement in the educational process.

School Name: Academy of Aerospace and Engineering
School Improvement Plan for 2012-2013

Measurable Actions	Person(s) Responsible	Measurement	Timeframe
Analyze CAPT scores and feeder reports	Administration	CMT /CAPT score report	August-October
Ensure proper placement of students and monitor interventions	Core and SPED Teachers, Guidance, Administration	Placement Exam	July-September
Administer CREC Common Assessments (CCAs) and review results with data teams	Classroom Teachers and specialists	CCA's data in Performance Pathways	September-May
Provide opportunities for each teacher to video tape at least two lessons of his/her lessons and review.	All Certified Staff	Written summary of reflection	October-May
Provide training for staff to ensure scoring alignment "calibration"	Literacy Dept. Chair, Administration; All Teachers	2012 CMT Reports; student work	August, September, Quarterly
Facilitate a school-wide focus on differentiation while maintaining rigor in order to assist our school in meeting the varied needs of all students.	Administration, all teachers and staff	Meeting minutes	On-going
Ensure proper placement of students and monitor interventions	Literacy Dept Chair, Teachers, Guidance, Special Ed., Interventionists, Administrations	Placement exams and school records	CCA's, CMT 2012, PLC's
Analyze and interpret data to inform instruction	Literacy Dept. Chair; Literacy Teachers; Interventionists	2012 CMT Reports, CCA Baseline and quarterly assessments	August 2012, October 2012 and quarterly thereafter
Design lessons to embed strategies to address target areas	Literacy Teachers; Literacy Dept. Chair	Plans; Observations and Student work	Ongoing / Daily
Provide strategies to assist in the development and implementation of instructional strategies	Administration; Literacy Dept. Chair, teachers	2012 CMT reports	Monthly September through June
Provide training for teachers to ensure scoring alignment "calibration"	Literacy Dept. Chair		August, September, Quarterly
CCA Assessments	Literacy Team Members; Dept. Chair	CCA Assessments	Quarterly or as Defined by CREC Calendar
Review and align former common strategies with new strategies presented in AP Springboard.	Literacy Dept. Chair, Literacy team of teachers	CCA Assessments	Monthly September to June
Create intervention plans for students not meeting proficiency	Administration; Literacy Dept. Chair; Literacy Teachers Interventionists	2012 CMT reports; Student work;	Quarterly

Develop strategies and implement instruction to move all students into the next band of proficiency demonstrating academic growth.	Literacy teachers; Administration; Literacy Dept. Chair; Interventionists	2012 CMT reports; CCA	Monthly
Teach students to review, interpret and analyze their own data and set goals	Literacy Dept. Chair; Literacy Teachers; Interventionists	2012 CMT reports; CCA	Quarterly
Ensure lessons are aligned with the Common Core Standards	Literacy Dept. Chair; Literacy Teachers	Lesson Plans	2012-13
Math			
Math AP Springboard. Integrate the AP springboard materials into all Algebra 1 classes. This includes AP Springboard curriculum, instructional techniques, and formative assessments.	Math Team Leader Algebra 1 Teachers	AP Springboard training given, curriculum implemented, assessments given and results analyzed.	August to May
Math Advanced Mathematical Decision Making (AMDM). Develop AMDM class including curriculum, instructional techniques, and formative assessments.	Math Team Leader AMDM Teacher	AMDM training given, curriculum implemented, assessments given and results analyzed.	August to May
Math Algebra 2 Common Core State Standards (CCSS) Alignment. Align the algebra 2 curriculum with the CCSS to ensure that all topics are covered to the correct level of depth and detail.	Math Team Leader Algebra 2 Teachers	Curriculum documents aligned with CCSS.	September to May
Math Intervention Program. Develop a math intervention program that includes assessment of student math skill deficiencies and provides ongoing progress monitoring of student progress on targeted math skills.	Math Team Leader Math Interventionist	Math intervention strategies developed and Math skill assessment and progress monitoring systems in place	September to March
SCIENCE			
Science RFI. Develop science Reading for Information materials for science to include: § Develop three RFI assessments for each 9th and 10th science course § Develop RFI baseline for grade 10 to be delivered in biology in September.	Science Team Leader	Assessments given, scored, entered, and assessed.	September to March
Science Embedded Task Assessments. Develop CAPT inquiry strand assessments as a post experiment exercise for each of the five CAPT embedded science tasks.	Science Team Leader	Assessments given, scored, entered, and assessed.	September to March

Science Content Assessments. Develop CAPT content strand assessments as baseline assessment for 10th grade students to assess CAPT readiness.	Science Team Leader	Assessments given, scored, entered, and assessed.	September
Science Peer Observations. Science teachers will perform informal peer observations of science classes. Each teacher will perform one observation per quarter. Observation guidelines and focus issues will be developed and the general lessons learned will be shared at department meetings.	Science Team Leader	Observations performed and lessons learned discussed.	September to May

Goal #2: Center of Excellence Goals

Measurable Actions	Person(s) Responsible	Measurement	Resource(s)	Timeframe
Develop programs during and after-school program (ASP) that are geared to the AAE Magnet theme	Administration; MRT; AAE's Project Lead the Way teacher; AAE Teachers	Programs	Community contacts; Teacher work time; Meeting time for the programs	2012-13
Develop a discrete course for all students; Literacy through Engineering, an English Language Arts course, which integrates the magnet theme and focuses on non-fiction reading	AAE Middle Literacy Team Members	Curriculum	N/A	July 30,2012
Partnerships and Mentoring Programs with Community Resources	Administration; MRT; Guidance; Social Workers; Teachers	Participation; Programs; Partnerships	Time; Human Resources in the form of volunteers/ personnel from community	2012-13
Develop action plan to recruit more girls	Theme Coach	Enrollment	Recruitment materials	2012-13
Build a stronger independent student research in the AAE/GHAMAS program	Science Department	Published papers	NA	2012-13
Develop a rigorous capstone curriculum for grade 12	Capstone team	Capstone projects	Class resources	2012-13

III Parent & Community Involvement Goal: Increase parent communication and involvement

Measurable Actions	Person(s) Responsible	Measurement	Resource(s)	Timeframe
Develop school-based web-site to communicate and distribute docs, activities and applicable notices	Classroom Teachers	Parent Feedback	N/A	2012-13
Implement virtual parent meeting capability eg, Go to Meeting	Guidance & Secretarial Staff	Parent Feedback	N/A	2012-13
Host at least three parent workshop to assist parents in improving communications	Magnet School Resource Teacher	Parent Feedback	N/A	2012-13
Utilize school messenger to communicate updates	Guidance & Secretarial Staff	Sign in Attendance	Checking Attendance	2012-13

Host a back to school sneak peek to allow families an opportunity to meet each other, teachers and administrative team	Administration	Parent feedback Parental attendance Quarterly increase in attendance	Scheduled on calendar 4 times per year	2012-13
Sponsor a "Back to School" Open House to provide all parents with information related to curriculum, processes and expectations for the year.	Administration Magnet School Resource Teacher	Parent and student Feedback	N/A	2012-13
Parents with work experience or expertise in fields related to the AAE magnet theme or specific learning topics share their knowledge or experiences during open houses; "town meetings" or classes.	Administration; MRT; Teachers	School visits; participation	Human Resource in the form of parents	Throughout the year
Develop a volunteers for parents to include ways in which they can assist at the school.	Administration; MRT; Teachers	School visits; participation	NA	2012-13

IV: School Culture and Climate Goals

Measurable Actions	Person(s) Responsible	Measurement	Resource(s)	Timeframe
Develop a school-wide uniform policy	Administration	- % of students following uniform policy. - Distribution of uniform standards and enforcement materials.	CT Shirt Man (uniform distributor)	Policy developed by 8/30/12 100% participation by 10/1/12
Develop a positive behavior reinforcement plan	Administration and teachers on school climate committee	- Distribution of behavior plan materials. - Staff and student awareness of plan. - Office discipline referrals.	n/a	Policy developed by 8/30/12
Develop school-wide expectations	Administration and teachers on school climate committee	- Distribution of expectations materials. - Staff and student awareness of expectations.	n/a	Policy developed by 8/30/12
Host quarterly celebrations recognizing student and teacher success	Administration and teachers on school climate committee	- Attendance at events.	n/a	Quarterly through 2012-13 school year
Host AAE parent group meetings	Administration	meetings; administration and staff attendance		monthly or bi-monthly
Continued development of the AAE National Junior Honor Society	Administration; National Junior Honor Society Advisor; NJHS Faculty Advisory Board; Guidance	Induction of more students into the NJHS	Planning time	2012-13 Quarterly/June 2013 Induction
Development of AAE Student Ambassadors (student leaders) to assist with various AAE events, open houses	Administration; Guidance	Formation of the Ambassadors Group	Planning time	2012-13
Provide opportunities to increase the frequency of positive interactions between students in different grades	Administration; MRT; Teachers	School visits; participation		2012-13

STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION

GRANT AWARD NOTIFICATION

REVISION 15401

1 Grant Recipient

CAPITOL REGION EDUCATION COUNCIL
111 CHARTER OAK AVENUE
HARTFORD CT 06106

4 Award Information

Grant Type: STATE
Statute: C.G.S. 10-264l(d)
CFDA #: None
SDE Project Code: SDE000000000002
Grant Number: 241-000 11000-17057-2013-82062-170031-SDE00087

2 Grant Title

MAGNET SCHOOL OPERATING

5 Award Period

7/1/2012 - 6/30/2013

3 Education Staff

Program Manager:
Kenneth Imperato 860-713-6532

Payment & Expenditure Inquiries:
Eugene Croce (860) 713-6470

6 Authorized Funding

Grant Amount: $1,242,195

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, 2012 and June 30, 2013 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2013. For grants awarded for two-year periods beginning July 1, 2012, 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, 2014. 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, 2012. The final payment based on the actual October 1, 2012 enrollment data will be made by May 1, 2013.

This grant has been approved. 5/10/2013

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

Magnet School Name: Greater Hartford Academy of Math and Science 2012-2013 School Code: 2419800

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. 5)	(Col. 6)	(Col. 7)
1202	1000	Program Expenditures	1,923,259	1,352,171	283,249	10,092	91,716	186,031	
1203	2100	Support Services-Students	147,751	123,666	21,936	1,225	924	-	
1204	2200	Improvement of Instructional Services	13,602			13,602		-	
1205	2300	Support Services - General Admin.	117,288			117,288			
1206	2400	School Based Administration	162,771	135,789	26,982				
1207	2600	Operation and Maintenance of Plant Svc.	100,285			100,146	139		
1208	2700	Student Transportation Services	10,793			10,793			
1209	2500 2900	Support Services	46,535 111,250			33,423 111,250	12,531		581
1210	3100	Net Expenditures for Food Services	-			-			
1211	3200	Net Expenditures for Enterprise Operations	-						
1212		Indirect Overhead	106,670						
1213		TOTAL	2,740,204	1,611,626	332,167	397,819	105,310	186,031	581

* 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 Math and Science School Code: 2419800

2012-2013

SCHEDULE 2: Revenues by Source		
Include all projected revenues for the school		
LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxxx State Grants**	
	183 students @ $6787.95	$1,242,195
	Interdistrict grant	63,005
221	xxxx Federal Grants**	
222	1920 Contributions	
226	xxxx Other Sources of Revenue**	
	Special Ed Services	2,348
	Local Tuition @$	848,120
	Private grants	616,813
	Miscellaneous sale of service	2,130
299	Total	$2,774,611

Governance

List dates of Board Meetings held in 12-13:

Not Applicable

Summary of Major Policy Decisions

*NEW: Hartford residents are no longer allowed to apply to the GHAMAS HD program per a change in policy from the State Department of Education, effective in 2013 and going forward.

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]

Attachments

DIRECTIONS: Attach the following information.

- ❑ News clippings
- ❑ Summary of Survey Results
- ❑ Other attachments