
The Hyde School of Health Sciences & Sports Medicine

Name of School

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Director or Principal

Participating (formally) School Districts

Amity Regional

Ansonia

Beacon Falls

Bethany

Branford

Cheshire

Clinton

Derby

East Haven

Guilford

Hamden

Madison

Middletown

Milford

Naugatuck

New Haven

North Branford

North Haven

Orange

Oxford

Seymour

Southbury

Shelton

Stratford

Wallingford

Waterbury

Westbrook

West Haven

Wolcott

Woodbridge



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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)**

New Haven Public schools provided district and out of district magnet fairs where Hyde School of Health Sciences and Sports Medicine could educate and expose all participants to the magnet theme, pathways, and course offerings. Hyde also provided the public at least three Open Houses so the community could visit the school during and after school hours. Radio commercials were produced to allow all surrounding areas with Open House dates, magnet theme, and career interests. The magnet resource teacher and guidance counselor visited middle school to inform 8th grade students of Hyde’s magnet theme, pathways, courses and graduation requirements.

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

Hyde is building a partnership with Quinnipiac University to provide professional development concerning the schools health sciences and sports medicine curriculum. Quinnipiac assisted Hyde with building magnet units and courses so students are career and college ready in the health sciences and sports medicine careers. Bristol-Myers Squibb Center for Science Teacher and Learning at Quinnipiac University (B-SM Center at QU) provided on-site and/or off-site professional development in the area of Health Sciences and Sports Medicine.

The B-SM Center at QU provided specific content professional development covering discrete magnet theme courses which will include Introduction to Health Sciences, Health Sciences, Technology of Health Sciences, Sports Medicine I, Sports Medicine II, Orthopedic Assessment and Clinical Rehabilitation, Spanish III, Psychology of Sports Sciences, Personal Training, Fitness and Wellness, and Health Law.

- I. QU presented ten 1-hour professional developments sessions during selected department meetings.

- II. The B-MS Center at QU provided two to three 1 to 2 hours professional development sessions to the entire staff to support STEM, health sciences and sports medicine fields.

Our Magnet Resource Teacher provided professional development sessions around magnet curriculum including Unit Reviews, Peer Review, curriculum editing and revising, and vertical and horizontal curriculum alignment.

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.

Our curriculum approach makes standards come alive for students by connecting learning to real-world issues and needs. Our school ensures that all students have access to a rigorous college preparatory curriculum with an emphasis on Health Sciences and Sports Medicine theme. Hyde offers a variety of discrete courses in the Health Science and Sports Medicine such as Intro to Health Sciences, Principles of Biomedical Science, Human Body Systems, Medical Intervention, Sports Medicine I, Sports Medicine II, Intro to Art and the Human Body, Math for Health Science, Psychology of Sports Sciences, Human Performance Lab and Spanish Medical Terminology. Hyde will be adding new magnet themed courses throughout the next couple of years. By offering these courses, Hyde is preparing students to excel in the Health Sciences or Sports Medicine fields and or career opportunities.

Our approach to deliver the curriculum is through Expeditionary Learning core practices, which address five key dimensions. These five dimensions consist of Curriculum, Instruction, Assessment, Culture and Character, and Leadership. Hyde builds character through our daily school wide character traits: **Courage, Humility, Integrity, Leadership, and Support (CHILS)**. Every student is provided a CREW leader who provides a support system for students. CREW occurs every day to ensure that every student is known and cared for, that student leadership is nurtured, and student contributions are celebrated. The Hyde Foundation is also supporting CREW through EEMO and parent involvement.

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

During professional development sessions, administration and staff shared Hyde's practices and procedures with other schools. These practices included learning walks, coaching models, infusion of character development into the classroom, developing curriculum frameworks, establishing community partnerships and integration of technology in the classroom. Once a month, NHPS district curriculum supervisors hold CIA meetings with all content area staff members in order to promote best practices. Some Hyde staff members facilitate or assist in leading these district-wide meetings in regards to classroom instruction, Special Education modification and accommodations, and curriculum scope and sequence. Administrative staff attended monthly meetings to discuss policies and procedures, teacher evaluation, and data base assessment and reflections. These meetings allow all schools to share and reflect on best practices to improve student learning and teacher development.

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.

Review of historical PSAT data over the last 5 years indicate that students at Hyde score 10 points below what is considered college and career ready in both 10th and 11th grade . One challenge that we will face with respect to increasing our student performance on the PSAT and SAT will be providing substantial interventions in order to support students with low Lexile scores. Hyde has a significant number of students reading below grade level, which creates challenges for understanding complex text and critical reading skills, both of which are needed for achieving proficiency on standardized assessments. Whereas we have used a reading assessment in order to identify which incoming freshmen need a reading intervention class, our resources are limited and thus prevent this from being available to all grades. Additionally, improving students' problem solving and reasoning skills will also be a challenge. This presents a barrier for students to be able to successfully generate a response to a reading, writing or math question because they are unable to comprehend what they are being asked to do. We have employed one reading and two math tutors in order to provide those students that have been identified as in need of additional support, opportunities to get one-on-one or small group interventions. The majority of our teachers have not been trained on how to teach students to read, thus there is a great need for professional development in that area across all disciplines. Any support that the CSDE can provide in this area to our whole staff would be greatly beneficial to all students, regardless of reading level.

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

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

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]

Attachment C-1

Magnet School Name: Hyde Magnet School

District/School Code: 00083

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*** (Col.1)	Salaries (Col. 2)	Employee Benefits (Col. 3)	Purchased Services (Col. 4)	Supplies (Col. 7)	Property (Col. 8)	Other (Col. 9)	
1202	1000	Program Expenditures	\$2,882,650	1,520,059	392,114	776,997	120,607	72,873	0	
1203	2100	Support Services - Students	\$236,446	174,000	59,909	2,221	310	6	0	
1204	2200	Improvement of Instructional Services	\$92,180	68,494	14,379	7,142	2,071	94	0	
1205	2300	Support Services - General Admin.	\$32,060	17,033	6,813	5,901	2,313	0	0	
1206	2400	School Based Administration	\$392,810	217,384	73,402	98,911	3,113	0	0	
1207	2600	Operation and Maintenance of Plant Svc.	\$217,139	19,698	7,879	84,019	105,493	50	0	
1208	2700	Student Transportation Services	\$7,153	2,476	990	3,674	13	0	0	
1209	2500 2900	Support Services	\$85,151	26,132	10,453	48,163	156	247	0	
1210	3100	Net Expenditures for Food Services	\$0	0	0	0	0	0	0	
1211	3200	Net Expenditures for Enterprise Operations	\$0	0	0	0	0	0	0	
1212		Indirect Overhead	\$0							
1213		TOTAL	\$3,945,590	2,045,276	565,940	1,027,028	234,076	73,270	0	

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

***Definitions of objects and functions are to be consistent with those on expenditure report ED001.

SCHEDULE 2: Revenue by Source		
LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxx Other State Grants	\$131,740
	State Magnet Operating Grant	\$946,715
	Alliance	
	Priority	
	Bilingual	
	After School	
	School Based Clinic	
	Science Improvement for Reform Districts	
221	xxx Other Federal Grants	\$1,130,227
	Magnet School Assistance Grant	
	Title 1, Title II, Title III	
	Teacher Incentive Fund	
	Perkins Career and Technical Education	
	IDEA	
	ARRA	
	Common Core Implementation	
	Low Performing Schools	
	Extended Day	
222	1920 Contributions	\$1,721,347
	Local Contributions	
226	xxxx Other Sources of Revenue (list below , include tuition if applicable)	\$15,562
	Private - Buck Grant, 1st Niagra, Gates Foundation, Nellie Mae	
299	Total	\$3,945,590