



# **Magnet School**

## **Annual Report**

**2013-2014**

**CREC International Magnet School for Global  
Citizenship**



**International Magnet School for Global Citizenship**

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Name of School

**625 Chapel Road  
South Windsor, CT 06074**

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Address

**(860) 291-6001**

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Phone

**crigling@crec.org**

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E-Mail

**Cindy Ringling, Principal**

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Director or Principal

**Participating (formally) School Districts**

All districts are eligible to participate.

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*Information for Statewide Policymakers*

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

- 1) Describe the methods used to ensure recruitment and retention of a diverse student body, and how the demand for your program translates into sustained interest in the school. Please include any specific efforts in reaching families that may not yet be familiar with school choice programs. (Note: not applicable for those schools who were required to submit an enrollment management plan in the spring of 2014 due to non-compliance)**

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

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

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

**Teachers’ Academy**

CREC identifies and delivers essential professional development for its new teachers at the start of each school year through its Teachers’ Academy. This three-day event provides participants with the unique knowledge and skills that are essential for success as an instructor in our theme-based interdistrict magnet schools. While all certified educators who are in their first three years of employment with CREC are required to participate, returning teachers are

also encouraged to register for sessions of interest. Over eighty workshops were offered in August of 2013. Topics included “Effective Strategies for Close Reading,” “Flipped Learning,” “Including Primary Sources into the Social Studies Classroom,” “How to Use Manipulatives in the Mathematics Classroom,” and “Strategies to Support Young Learners.” Over 350 staff members attended CREC’s Teachers’ Academy this year.

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

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

### **Common Core State Standards**

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

### **Shared Inquiry Training**

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

### **Academic Rigor and Instruction**

CREC Schools continued to use tools for rigor, relevance and relationships developed by the International Center on Leadership in Education for grades K-12. We began adapting and using rubrics from Ed Leader21, specifically to assess communication, critical thinking, creativity and collaboration. In addition, modules on Academic Rigor and Shared Inquiry were offered through the Blended Solutions grant.

### **Monthly Book Study Groups**

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

### **Next Generation Science Standards**

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

### **Early Childhood**

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

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

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

### **Theme-based Professional Development**

Professional development designed to integrate all components of the International Baccalaureate( IB) framework into the written, taught and assessed curriculum is required for all International Magnet School teachers and support staff. Teachers participate in weekly planning sessions and monthly workshops, facilitated by a theme coach, to develop and assess IB units of inquiry. Every teacher at the International Magnet School is also required to attend an IB sponsored workshop on developing the primary years program as a classroom teacher.

### **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.**

In keeping with the requirements of the International Baccalaureate (IB), IMS reviews and revises our comprehensive program of inquiry annually. The program of inquiry is comprised of six fully developed units for each grade level. The units of study are vertically aligned and deepen as students move through the grades. IMS has worked to incorporate the Common Core Standards throughout our units of inquiry. Instructional units are driven by student inquiry; one of the primary tenets of the IB. Student inquiry in early childhood is often overlooked and its value is underestimated. The importance of inquiry driven instruction has been evident at IMS. Data from the Unit of Inquiry reflections and assessments indicates that our students continue to grow in their critical thinking and analysis skills. This year, our professional development focus continued to be on questioning and discussion techniques as

well as on effectively conferring with students. We utilized a coaching model to complete lesson studies at each grade level with a targeted focus on the specific instructional strategies identified by each team. The coaching cycles took place over a five day period, allowing for the coach first to model and then for each team member to implement a lesson, be observed by team members and reflect on instruction. IMS continues to utilize a question recording sheet to help teachers monitor their own use of questioning and discussion techniques. The team specific coaching cycles have improved the quality of instruction throughout the school and have enabled our faculty to continue to study both the workshop model and the inquiry process in greater depth. Our approach to inquiry based teaching can be replicated in other public schools.

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

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

The International Baccalaureate coordinator at the International Magnet School was trained to be an IB trainer and site visitor this year. She offered trainings to both the staff at IMS as well as to other districts pursuing IB authorization. This year, IMS hosted a round table discussion involving twelve IB primary schools throughout New England. The discussion focused on the culminating research and action project, known as the The Exhibition, completed by every grade five student in an IB school. Many IB schools both locally and throughout New England have visited IMS to learn about the work we are doing.

**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 your school in meeting these challenges through enhanced professional development opportunities or specific technical assistance on matters needing close attention.**

IMS continues to serve many young parents and children. Though we offer a full day of instruction, it never feels long enough to meet the many needs of our parents and children. We offer an after school program for a fee but believe the expansion of this program would yield even better results in our efforts to close the achievement gap. For many students homework assistance and/or tutoring after school hours would better enable them to achieve at higher academic levels. For other students, healthy socialization and/or exposure to recreational activities and the arts is incumbent for academic success. This year we were able to develop an after school program two days a week; however, we were only able to serve

children in grades 1-4. Transportation was provided to Hartford students, but the budget and physical space constraints did not allow us to provide more comprehensive programming.

Another obstacle IMS faces, is transportation to and from school for our PK suburban students. Many suburban families are reluctant to send their children to IMS due to the distance and a lack of busing.

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

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

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

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

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



***Financial Information***

DIRECTIONS: Provide, as attachments, Schedules 1 and 2 from the attached expenditures and revenues document. These should reflect *actual expenditures and revenues* by the close of 2013-14, and not merely the budgeted amounts from the onset of the school year submitted in your grant application.



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

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

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

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

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

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

**§ 106.9 Dissemination of policy.**

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

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



*Financial Attachments*

# BUDGET FORM

Created On: 5/28/2014

## ED 114

Fiscal Year: 2014  
Grantee Name: CREC  
Grant Title: MAGNET SCHOOL OPERATING  
Project Title: INTERNATIONAL BACCALAUREATE EARLY CHILDHOOD MAGNET  
Fund: 11000  
Grant Period: 7/1/2013 - 6/30/2014  
Project Code: SDE000000000002

Grantee: 241-000  
Funding Status: Final  
Vendor ID: 00241

SPID: 17057 Year: 2014 PROG: 82062 CFI: 170031 CF2: SDE00150  
Authorized Amount: \$4,323,402

### AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$4,323,402

CODES	DESCRIPTIONS	BUDGET
111A	NON-INSTRUCTIONAL	250,716
111B	INSTRUCTIONAL	2,179,468
112A	EDUCATION AIDES	249,777
112B	CLERICAL	324,355
119	OTHER	227,597
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	897,112
321	TUTORS	
322	IN SERVICE	
323	PUPIL SERVICES	
324	FIELD TRIPS	
325	PARENT ACTIVITIES	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	7,503
510	STUDENT TRANSPORTATION SERVICES	
530	COMMUNICATIONS	
560	TUITION	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	
2	ADMINISTRATIVE SUPPLIES	
090	OTHER SUPPLIES	
700	PROPERTY	
890	OTHER OBJECTS	
940	INDIRECT COSTS (Prior FY2015)	186,874
	<b>TOTAL</b>	<b>54,323,402</b>

Original Request Date: 9/10/2013

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

2013-2014

**SCHEDULE 2: Revenues by Source****Include all projected revenues for the school**

<b>LINE</b>	<b>CODE DESCRIPTION</b>	<b>Total Revenue (Col. 1)</b>
220	<b>xxxx State Grants**</b>	
	<b>414 students @ \$10,443</b>	<b>\$4,323,402</b>
	<b>101 PreK students tuition @ \$4,045</b>	<b>408,545</b>
	<b>Summer School</b>	<b>70,609</b>
221	<b>xxxx Federal Grants**</b>	
	<b>Title I</b>	<b>49,306</b>
222	<b>1920 Contributions</b>	<b>176</b>
226	<b>xxxx Other Sources of Revenue**</b>	
	<b>Special Ed Services</b>	<b>262,785</b>
	<b>Local Tuition 313 students @ \$4,045</b>	<b>1,274,122</b>
	<b>Before and Aftercare</b>	<b>189,061</b>
	<b>Care 4 Kids</b>	<b>15,681</b>
	<b>Bond Funds</b>	<b>28,670</b>
	<b>Rentals</b>	<b>100</b>
299	<b>Total</b>	<b>\$6,622,457</b>

Magnet School Name: International Magnet School for Global Citizenship : 2013-2014

School Code: 2410414

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	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	3,861,217	2,827,075	774,908	78,825	157,999	22,410	
1203	2100	Support Services-Students	387,712	254,517	63,520	68,404	1,272	-	
1204	2200	Improvement of Instructional Services	26,365			26,365		-	
1205	2300	Support Services - General Admin.	282,677			282,677			
1206	2400	School Based Administration	454,379	374,243	80,136				
1207	2600	Operation and Maintenance of Plant Svc.	876,391			727,362	149,029		
1208	2700	Student Transportation Services	9,341			9,341			
1209	2500	Support Services	63,785			29,919	24,927		8,938
	2900		165,960			165,960			
1210	3100	Net Expenditures for Food Services	(7,126)			(7,126)			
1211	3200	Net Expenditures for Enterprise Operations	-						
1212		Indirect Overhead	271,020						
1213		<b>TOTAL</b>	6,391,722	3,455,836	918,564	1,381,728	333,227	22,410	8,938

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