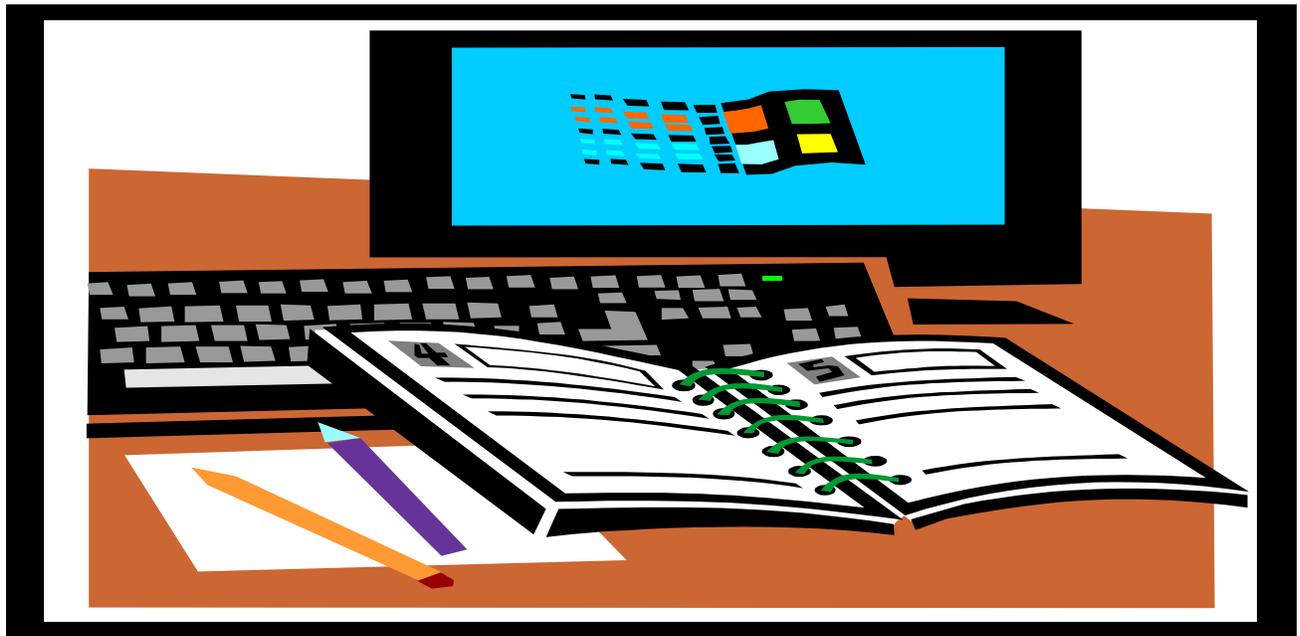




# Magnet School Annual Report



2013-2014

Interdistrict Discovery Magnet School

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Name of School

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4510 Park Avenue, Bridgeport, CT06604

Address

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203-275-1801

Phone

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sbella@bridgeportedu.net

E-Mail

Sangeeta Bella

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Director or Principal

**Participating (formally) School Districts**

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Bridgeport

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Fairfield/ Easton

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Milford

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Shelton/ Monroe

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Stratford

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Trumbull



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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)

**This year we’ve posted information regarding recruiting potential students on our school/district website. We’ve also provided representatives from our PAC (Parent Advisory Council) with information to be shared with their respected districts to ensure diversity amongst our student population. We held an Open House on February 6, 2014 in a morning and afternoon session that informed prospective families of our school’s mission, vision, policies, and curriculum followed by a tour of the building.**

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

**Our school’s professional development priorities for 2013-14 have encompassed the new transition to the Common Core and ensuring instruction is full of rigor and addresses more in depth knowledge as opposed to surface-based. We’ve created a schedule for teachers to meet in content areas with curriculum specialists to perfect their craft and allow them to collaborate with one another from the grade level both above and below their current grade. Being a Science/Technology school, we created opportunities for teachers to enhance their students through the use of technology such as: Smart Board, Elmo, Power Point, and Safari Montage.**

- 3) What does your school do uniquely well (related to your magnet theme) that you think other regular public schools may replicate on the local level or in other public schools.

**The Interdistrict Discovery Magnet School (IDMS) has established strong partners throughout the community that create the opportunity for our students to experience possible future, employment opportunities in STEM (Science, Technology, Engineering, and Mathematics). IDMS forged a strong partnership with local university, Sacred Heart that has our students thinking and planning for their future. Eighth graders**

participated in a “Day In the Life” with current ninth grade students enrolled in our sister school, Interdistrict Fairchild Wheeler High School. IDMS created opportunities for students to experience “hands on” what they learned in the classroom and apply it to real-world situations such as a week-long expedition for sixth graders to explore Nature’s Classroom, Trout growth and release, Audubon Society, and Zoo Kids with members of the Beardsley Zoo. Our school offers student clubs in grades 5-8 that incorporate the arts (Art Club, Jazz Band) as well as Technology (Designing Software) and Writing (student-run school, newspaper). IDMS has set forth a strong foundation concerning their School Governance Council (SGC), which is a collaborative team of teachers, parents, and community members that work together for the success of all students. An addition this year was our monthly, school newsletter that was a vital communication line to all of our families that contained pertinent information regarding events, parent corner, important dates, and jargon-less articles as it relates to educational reform such as Common Core, SRBI, and SBAC.

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

**We promote and share best practices with all parents and educators alike. An example of this is our school’s annual Numeracy and Literacy nights created/facilitated by our Instructional Leader and implemented by our classroom teachers. Activities were hands-on, showcased state standards, and were made available to take home and reinforce either at home or within the classroom. All activities were differentiated for all learners and grade levels. This held true of our array of Science Nights provided by our Science Specialist that involved all stakeholders: students, staff, and parents.**

- 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.

**Two of our greatest challenges have been implementing the district-wide math curriculum with the vehicle of Math In Focus; Singapore Approach and trying to implement a designated and effective SRBI block for students in grades K-8. It would be extremely beneficial to offer teachers and curriculum specialists with ongoing PD opportunities specific to both the content and delivery embedded throughout the district’s newly adopted Mathematics program. It would be invaluable if these sessions were geared to grade specific situations and delivered in a “fish bowl” scenario as well as ongoing opportunities to share “success strategies” with colleagues throughout the district. This year, we created a block schedule for students to undergo scientifically research-based intervention (SRBI) for students in third through eighth grade. Our staff and students could benefit from additional support and training with the SRBI process and creating a more effective and comprehensive schedule of support and enrichment.**

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

This year, we received over 3,000 applications for enrollment in grades Pre-Kindergarten through eighth grade. The deadline for applicants was set for February 28, 2014 and the lottery was conducted by Bridgeport's Data Management division during the last week in March 2104.

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

The below table reflects the 2013-2014 waiting list disaggregated by district and grade level.

	<b>Bridgeport</b>	<b>Trumbull</b>	<b>Fairfield</b>	<b>Milford</b>	<b>Monroe</b>	<b>Shelton</b>	<b>Stratford</b>
<b>Pre-K 3</b>	288	33	24	4	1	14	37
<b>Pre-K 4</b>	335	20	14	7	3	12	38
<b>Kindergarten</b>	602	7	7	3	3	17	28
<b>First</b>	278	3	6	1	1	5	7
<b>Second</b>	261	3	8	6	1	2	12
<b>Third</b>	210	5	3	3	0	6	9
<b>Fourth</b>	167	7	2	1	0	1	10
<b>Fifth</b>	143	4	2	1	0	3	5
<b>Sixth</b>	115	5	6	2	0	1	8
<b>Seventh</b>	121	5	2	2	0	1	5
<b>Eighth</b>	58	1	1	1	0	1	0

Note: Wait list/pool refers to those students not enrolled in your school or another inter-district 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 inter-district 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]

Magnet School Name: Discovery Interdistrict Magnet School

District/School Code: 015/037

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. 7)	(Col. 8)	(Col. 9)
1202	1000	Program Expenditures	2,925,913	2,253,185	513,989	16,875	100,629	41,235	0
1203	2100	Support Services – Students	109,373	93,819	15,554	0	0	0	0
1204	2200	Improvement of Instructional Services	109,719	85,254	24,465	0	0	0	0
1205	2300	Support Services - General Admin.	0	0	0	0	0	0	0
1206	2400	School Based Administration	294,839	291,726	731	0	2,382	0	0
1207	2600	Operation and Maintenance of Plant Svc.	251,420	128,094	78,326	0	45,000	0	0
1208	2700	Student Transportation Services	513,968	0	0	513,968	0	0	0
1209	2500 2900	Support Services	55,923	35,818	20,105	0	0	0	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						
213		<b>TOTAL</b>	<b>4,261,155</b>	<b>2,887,896</b>	<b>653,170</b>	<b>530,843</b>	<b>148,011</b>	<b>41,235</b>	<b>0</b>

\*Do not include transportation 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.

Magnet School Name: Discovery Interdistrict Magnet District/School Code: 015/037

SCHEDULE 2: Revenues by Source		
Include all projected revenues for the school		
LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxxx State Magnet Operating Grant	2,219,280
	xxxx Other State Grants (please list below)	
221	xxxx Other Federal Grants	
222	1920 Contributions	
226	xxxx Other Sources of Revenue (list below, include tuition if applicable)	
		2,041,875
299	Total	4,261,155