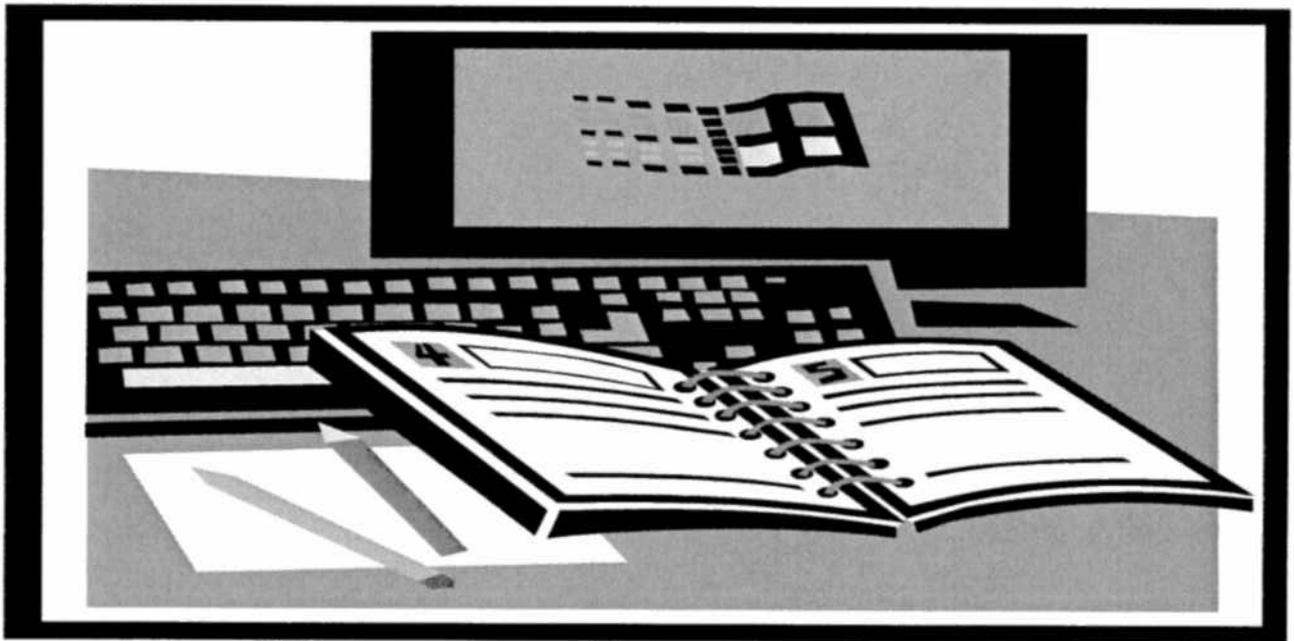




**John C. Daniels School of
International Communication
Interdistrict Magnet**

Annual Report



2013-2014

John C. Daniels School of International Communication

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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)

The majority of recruitment is done at the district level but our school prides itself on the effectiveness of our school-based recruiting efforts. Our school website draws a strong interest in our school whereby prospective parents contact us and we arrange convenient appointments for individual discussion of our dynamic program and a school tour. Major recruiting events are as follows: two open houses in January after NHPS magnet applications are released, tours with prospective and accepted families throughout the school year, a welcome event for accepted parents in the spring, individual placement interviews with parents of incoming students and a summer “Meet and Greet” just prior to the start of the new school year. We have found that making a personal connection with each of our incoming families is the key to their happiness and success in our program as well as additional positive word of mouth recruiting. In addition to these focused efforts, we find that our International Communication theme and more specifically, our Dual Language program draw parents who are interested in bilingualism and multiculturalism for their students. Our proximity and community partnerships with Yale University and Yale New Haven Hospital are additional elements that enhance interest and diversity in our school. We seek to continually increase the rigor and quality of our programs so that parents continue to see them as a draw.

- 2) Describe your school’s professional development priorities for 2013-14. Be specific as to activities that support your special magnet theme.
 - One priority is the integration of the magnet theme in instruction. Teachers attended the Magnet Schools of America annual conference and participated in webinars during the year. During the 2014 summer, teachers worked with the magnet resource coach to revise magnet curriculum for grades pre-k to 3 and 5th.

- ☛ We also focus on improving our school climate. We implemented the CHAMPS program, a proactive and positive approach to classroom management, so as to ensure appropriate student behaviors and recognize positive actions and responses. Teachers attended a summer session and this initiative became part of the School Improvement Plan.
- ☛ We place effort in the integration of arts in the curriculum and in increasing student voice. Teacher attended Higher Order Thinking Schools' mini-institutes as well as the summer institute which is a weeklong professional development session.
- ☛ As the third prong in our school, with our magnet theme and HOT philosophy, we also placed emphasis on enhancing our Dual Language program. We partnered with Bank Street College of Education to review our Dual Language program and to plan for a Dual Language pilot at the preschool level.
- ☛ Use of newly designed website by all teachers as major form of communication with families and we intensified the number of staff posting classroom or content blogs.
- ☛ We held ongoing PLC for CT Common Core State Standards – a dialogue so as to help understanding and collaboration across all grade levels
- ☛ Improve technology skills of both faculty and students in addition to increasing access to technology for students.
 - Completed installation of Promethean interactive whiteboards in all classrooms; provide updated training to all teachers at all skills levels

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.

- ☛ Provide enhanced opportunities for our students through engagement of teaching artists to broaden the range of strategies used to integrate our magnet themes into the curriculum
- ☛ Embed student choice in curriculum wherever and whenever possible
- ☛ Ensure student voice is represented in making decisions that affect the school community through our Kids with a Voice group that has two student representatives at each grade level and meets biweekly
- ☛ Hold student hosted town meetings (assemblies) giving students an opportunity to share their magnet theme-based learning with teachers, peers, parents and other members of the school community

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

In order to promote replication of our school's best practices we:

- ☛ Collaborate with staff and administration of Columbus Family Academy and Lulac HeadStart, established and new Dual Language programs, respectively.

- ④ Participation in the Massachusetts Association of Bilingual Education's annual conference both by attending the conference workshops and by hosting school visitors from the New England region
 - ④ Hosted visitors from a partner theater of New Haven Shubert Theater from Columbus, Ohio, interested in starting a charter school based on our Higher Order Thinking or HOTS program.
 - ④ Collaborate closely with the ELL and Bilingual department in sharing resources and materials that have worked with our language learners.
 - ④ Participate in the HOT Schools program which is very collaborative as different public and Magnet schools in the HOT Schools membership, from all over the state, meet regularly for training and planning. Sharing of best-practices is a hallmark of the program.
- 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.

Our greatest challenge continues to be in the area of parent engagement to support their child's education at many levels including social, emotional and academic. In addition to the district Parent University of New Haven initiative, we provided several opportunities to strengthen the school home connection by offering after school and evening parent meetings to share how to implement specific strategies at home to support learning. Our instructional coaches provided materials, resources and channels for direct communication when needed. After developing Spanish for Parents' curriculum for parents, we also held an evening program for parents. Information was also offered on how to access various agencies that provide services to address a range of needs in areas that we know exist.

A second and related challenge was communication with parents. Therefore, in addition to a bi-monthly newspaper and use of our automated phone system, Parent Link, we intensified our efforts to subscribe parents to our web-site so that they could receive notification of new postings. The CSDE could support our efforts by providing support and training on ways to bring students with special needs up to proficiency level as well as ways to improve the support systems at home.

- 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 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.

Magnet School Name:

District/School Code:

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							
1203	2100	Support Services – Students							
1204	2200	Improvement of Instructional Services							
1205	2300	Support Services - General Admin.							
1206	2400	School Based Administration							
1207	2600	Operation and Maintenance of Plant Svc.							
1208	2700	Student Transportation Services							
1209	2500 2900	Support Services							
1210	3100	Net Expenditures for Food Services							
1211	3200	Net Expenditures for Enterprise Operations							
1212		Indirect Overhead							
213		TOTAL							

*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: _____

District/School Code: _____

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	
	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)	
299	Total	