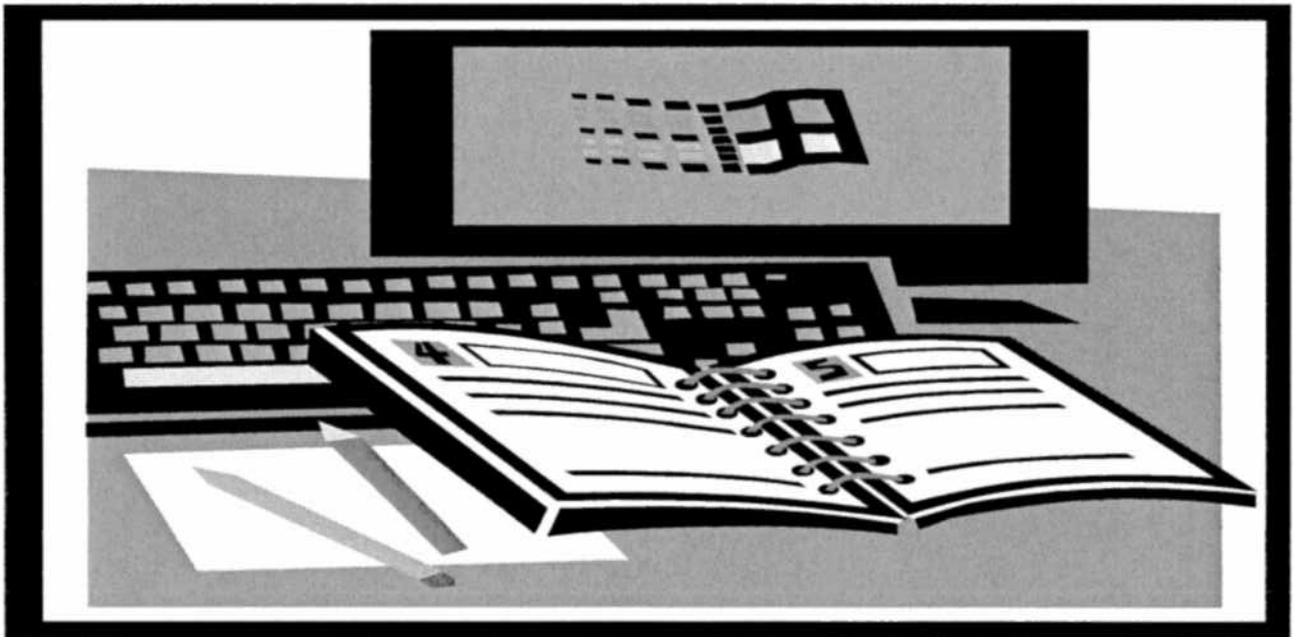


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# **Mauro-Sheridan Science, Technology and Communications Interdistrict Magnet**

## **Annual Report**



**2013-2014**

**Mauro-Sheridan Inter-district Magnet School  
For Science, Technology and Communications**

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Sandra Kaliszewski  
Principal

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**Participating (formally) School Districts**

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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)**

Mauro-Sheridan Inter-district Magnet School focuses on recruiting a diverse student body by reaching out to New Haven neighborhoods as well as surrounding towns and districts through the annual magnet school fairs and a well-publicized Open House week at the school, with both day and evening sessions. We provide phone and email access to our magnet resource teacher who answers additional questions and provides support. We maintain a comprehensive website for the school that also includes information on the school choice process. Mauro-Sheridan has an additional online presence on the New Haven Magnet Schools of Choice website. In addition, the school develops brochures which explain our PreK and K-8 curriculum as well flyers describing our magnet themes, which are made available to the public in hard copy or posted on our website.

In addition, the school public relations committee ensures that activities and events at Mauro-Sheridan are covered by local TV and news organizations. Curiosity about the school is increased through these news stories which focus on achievements of our staff and students and the integration of our themes into the daily life of the school. Families unaware of school choice programs may have occasion to read about our school or see these news stories on local television. There are also a number of outside agencies, museums, high school students, community groups and individual volunteers who are involved with the day-to-day activities of the school and students on a regular basis. These partners share their experiences at the school with the larger community and ensure awareness of and continued interest in our program.

The school retains its diverse student body by consistently ensuring that school programs, curriculum, activities, and parent outreach meet the needs of our students and families. A positive school culture, a focus of our school improvement plan, provides supports for our

diverse student body and fosters a feeling of community among our students, staff and families. School staff works closely with parents and guardians to develop a positive home-school connection; parents are contacted on a regular basis by their child's teachers beyond the customary parent conference and school orientation meetings. This two way communication ensures that families are involved in the school and their child's education which in turn, supports satisfaction with the program and retention of our student body.

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

Our special magnet themes are Science, Communications and Technology. Professional development to support our magnet themes is addressed in the school improvement plan: professional development in technology training for school staff was individualized for teacher needs for the 2013-14 school year. After surveying the staff to determine areas of need, a schedule of individualized training sessions was developed for staff in the use of technology tools such as document cameras, Eno Boards, Clicker Response Systems, the school website, student online resources and the newly implemented online grading system. In addition, teachers were supported in integrating technology into classroom instruction by working with math and literacy coaches and the magnet resource teacher on an as needed basis. Teachers unaccustomed to using the 'smart boards' as an interactive tool for student learning began to integrate their use into daily lessons. In addition, student use of technology increased by a better understanding of how to incorporate blogs, online presentation tools and the use of Google documents into classroom lessons and activities. In grades 7 and 8, a video documentary project was supported with an outside consultant who worked with teachers, students and our video lab instructor for the entire school year. Student work was showcased in a culminating "Grand Opening" assembly.

Science teachers receive monthly PD at district level trainings; K-4 classroom teachers as well as 6-8 content specialists receive trainings at monthly department meetings. Communications, one of our themes, is supported through implementation of the Common Core standards. Strategies for implementing the new standards are presented at school staff meetings as well as through PD at the district level. Oral, written, visual and digital communication is infused into all subjects. District PD is reinforced in the building through support from the literacy coach, the technology educator and the magnet resource teacher. Teachers also received PD at the school level in 'student discourse' which enhanced our communication theme by focusing on student conversation and interaction. The math coach provided PD in accessing and implementing online math resources for student practice: Reflex Math and Think Central provide computer assisted instruction and progress monitoring in fact fluency for all students.

Teachers collaborated at staff meetings to identify how our magnet themes were integrated into grade level curriculum and to identify areas of need. Staff received PD in understanding how curriculum integration across content areas can work to support our themes

within the district curriculum. The school underwent NEASC review during the 2013-14 school year and was able to focus on reviewing the needs of the school and reflecting on areas where we needed to target professional development in the future.

Professional development also focused on establishing the Positive Behavior Interventions and Supports framework across all grade levels. Fully implementing PBIS, although not directly tied to the magnet themes, enabled the school community to develop a more positive school culture which in turn supports teaching and learning.

**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.**

Mauro-Sheridan is uniquely successful in preparing its students to communicate their ideas clearly, with poise and confidence. The school recognizes that communication encompasses a variety of approaches and intentionally provides a range of opportunities for student practice. For example, the morning news program is filmed, directed and produced by upper level students under the supervision of the video literacy instructor. Students write and present the news, usually every morning. Classroom teachers use the video lab facilities to film class projects (French students performing rap songs to learn vocabulary, Grade 4 presenting book reviews, a kindergarten class singing a PBIS theme song). These videos are made available to the student body; although the facilities at our school may be more up-to-date than in other schools, the use of video to ‘inspire’ creativity and student engagement can be replicated with handheld cameras. We believe that communication improves when students are aware that their work is authentic and will be reviewed by an audience. This instructional strategy can be replicated in any school.

Students also communicate ideas through our unified arts program: the school band, choruses, art classes and music classes promote engagement in requiring students to create and present their work in formal settings such as concerts and assemblies as well as student displays. Students learn to clearly communicate investigations in science by participating in the science fair. Every grade and student participates at some level in learning to communicate material in a clear and concise manner. The school believes that requiring students to take part in the science fair from year to year, enables students to learn from past mistakes and successes and set higher personal goals for continuous achievement.

The school integrates technology into the classroom as well as providing computer skills enrichment classes for varying grade levels. In 2013-14 PreK through Grade 5 students went to the computer lab on a regular schedule; Grade 6-8 students and their teachers could request computer time as needed. This flexibility allows teachers to share the technology resources and expertise of support staff for particular projects throughout the year, so that all students have access.

The parent group at the school supports the magnet themes by working with parents to expand computer skills as well as learning to access and evaluate age appropriate digital resources available on line and at no cost for their children. The PTO arranges bimonthly chat sessions as well as workshops which target particular topics of parent interest, often linked to the use of technology.

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

Mauro-Sheridan teachers collaborate across schools at district level professional development meetings held throughout the year. Teachers have the opportunity to share best practices with colleagues during these sessions. In addition, some of the Mauro-Sheridan teaching staff serve in an additional capacity as curriculum facilitators for their departments (math, literacy, social studies) and have the opportunity to share and promote best practices in place at Mauro-Sheridan with colleagues at district level meetings. These teachers also provide PD at the district sessions for NHPS teachers.

Mauro-Sheridan also works with other schools by opening its classroom doors to teachers who may wish to visit and observe the program in action at the school. Teachers maintain individual websites which provide resources and activities for students as well as a means of communicating with individual teachers for additional information. For example, teachers and administrators at other schools who may be interested in replicating our Robotics Program or video literacy program, are directed to the appropriate staff member to set up times to visit the school. At the recent National Magnet Schools of America Conference in Hartford, in May 2014, Mauro-Sheridan was recognized as a National Magnet School of Distinction and was requested to provide on-site workshops for teachers from across America for a hands-on experience in how we implement our magnet themes.

**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.**

Throughout preparation for the NEASC review during the 2013-2014 school year, the school community was able to reflect on how the school was implementing and integrating the magnet themes of science, communications and technology. Although the school continues to meet its learning goals, by consistently monitoring data from district standardized tests, as well as analyzing the CMT scores on science from Grades 5 and 8, teachers and staff continue to adjust teaching, differentiate instruction and engage students so that our learning goals continue to be rigorous and high. The school was identified as a Tier I school: our challenge is to avoid complacency and to re-invigorate our magnet themes to support student learning and growth at an even higher level. Another challenge the school has set itself for 2014-15, is to assure that the magnet themes are being integrated even more completely at all grade levels. A secondary challenge is to infuse the applied technology curriculum more completely into our lower grades: offering hands on experience with design thinking and problem solving through applied technology will require a broader exposure to digital literacy, robotics, coding and applied technology if we hope to remain current with the new tools and technologies of the future.

More immediately, with the Common Core Standards driving instruction, as well as the C3 Frameworks in place for Social Studies as of 2014, and new Science Standards scheduled for release in the spring of 2015, the school would welcome support in professional development

which supports “Inquiry” as an instructional approach. “Inquiry” as an instructional strategy goes hand in hand with design thinking and problem solving, and is at the heart of our progress as a school promoting science, technology and communications for 21<sup>st</sup> century students.

**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.



Attachment C-1

Magnet School Name: Mauro Sheridan Math, Science & Technology

District/School Code: 00153

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	\$4,536,736	3,344,839	607,759	287,265	141,739	155,134	0	
1203	2100	Support Services - Students	\$600,741	424,327	169,731	5,850	816	17	0	
1204	2200	Improvement of Instructional Services	\$443,352	312,264	108,287	17,098	5,454	249	0	
1205	2300	Support Services - General Admin.	\$84,469	44,877	17,951	15,548	6,093	0	0	
1206	2400	School Based Administration	\$538,306	391,255	88,500	6,526	52,025	0	0	
1207	2600	Operation and Maintenance of Plant Svc.	\$752,436	180,723	72,289	221,360	277,933	131	0	
1208	2700	Student Transportation Services	\$18,847	6,523	2,609	9,680	35	0	0	
1209	2500 2900	Support Services	\$226,356	70,287	28,115	126,891	412	651	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	\$7,201,243	4,775,095	1,095,241	690,218	484,507	156,182	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	\$230,462
	State Magnet Operating Grant	\$2,497,765
	Alliance	
	Priority	
	Bilingual	
	After School	
	School Based Clinic	
	Science Improvement for Reform Districts	
221	xxx Other Federal Grants	\$800,211
	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	\$3,631,806
	Local Contributions	
226	xxxx Other Sources of Revenue (list below , include tuition if applicable)	\$40,999
	Private - Buck Grant, 1st Niagra, Gates Foundation, Nellie Mae	
299	Total	\$7,201,243