



# Magnet School

## Annual Report

2013-2014

### CREC Medical Professions and Teacher Preparation Academy



**Medical Professions and Teacher Preparation Academy**

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Name of School

**600 Slater Road  
New Britain, CT 06053**

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Address

**860 223 0726**

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Phone

**askarzynski@crec.org**

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E-Mail

**Andrew Skarzynski, Principal**

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Director or Principal

**Participating (formally) School Districts**

All districts are eligible

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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.

In addition to the strategies listed above, the faculty at the Medical Professions and Teacher Preparation Academy hosted a recruitment session in New Britain at the New Britain Museum of Art. This session was intended to address concerns regarding the change in location as well as to provide families in the area with an opportunity to meet the school’s faculty.

- 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**

Teachers received theme based professional development through both full faculty meetings and individual conferences with the school's theme coaches. In addition, select staff received training on the Laerdal simulation mannequins. All staff received training support for developing integrated theme based units.

### **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.**

As a developing school, we have been able to provide broad exposure to theme related content, processes, and employment throughout the school year. The theme is embedded in the curriculum, providing students with hands-on, integrated learning experiences. Although regular public schools may not choose to pay particularly close attention to our theme, they may opt to replicate our model of providing career exploration and pathways.

Our school has further been able to respond to the need to create a small learning community for our adolescent population. Regular public schools may elect to create this sense of

community at the high school level by developing cohorts of students or implementing thematic based groups in their existing programs.

As a school, we seek to be responsive to the needs of our student population. The implementation of blended learning environments is indicative of our mindset that we must continue to examine a wide range of means to effectively deliver instruction. As the blended learning model gains traction among all schools, Medical Professions can serve as an exemplar of best practice.

In addition to rigorous course content, students have been provided with a variety of internship and field work experiences. One cohort of students worked closely with Saint Francis Hospital. Students were assigned to distinct units and were able to acquire and apply knowledge regarding their internship roles. A second cohort of students worked with a local elementary school, providing a broad range of support and assistance to an elementary school aged population. The integration of internship experience and core learning connects academics to real world problems and develops key 21<sup>st</sup> century skills.

**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 Medical Professions and Teacher Preparation Academy seeks to work with public schools on a regular basis. This past school year, the school hosted visits from other schools to observe the implementation of key aspects of the school's middle school math curriculum. The school has further worked with external organizations and has participated in a variety of webinars related to proficiency based learning.

**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.**

One of the greatest challenges to meeting or exceeding our goals for the 2014-2015 school year is addressing the needs of students who are new to the MPTPA as of this fall. Benchmark assessments will be administered to establish foundational student learning levels. Due to the anticipated change in assessment platforms and the increased rigor of the Common Core, this will be a particularly challenging. Our move to a new facility has compounded

these challenges, especially since lottery results were announced after our school had begun packing and no longer had the facilities to support extensive student enrollment sessions.

A second challenge in meeting or exceeding our goals is working with our school enrollment. As noted above, we have moved to our new school site for the 2014-2015 school year. The sheer distance between the two school sites and accompanying late implementation of the enrollment lottery has created a distinct uncertainty regarding the needs of our student population. Family and student engagement plans will be implemented to address concerns related to school connectedness.

**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 Grantee: 241-000  
Grant Title: MAGNET SCHOOL OPERATING  
Project Title: MEDICAL PROFESSIONS & TEACHER PREPARATION ACADEMY  
Fund: 11000 SPID: 17057 Year: 2014 PROG: 82062 CF1: 170031 CF2: SDE00164  
Grant Period: 7/1/2013 - 6/30/2014 Authorized Amount: \$3,759,480  
Project Code: SDE000000000002

### AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$3,759,480

CODES	DESCRIPTIONS	BUDGET
111A	NON-INSTRUCTIONAL	352,742
111B	INSTRUCTIONAL	2,009,735
112A	EDUCATION AIDES	53,992
112B	CLERICAL	251,007
119	OTHER	206,539
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	722,513
321	TUTORS	
322	IN SERVICE	
323	PUPIL SERVICES	
324	FIELD TRIPS	
325	PARENT ACTIVITIES	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	
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)	162,952
	<b>TOTAL</b>	<b>\$3,759,480</b>

Original Request Date: 9/10/2013

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

Magnet School Name: Medical Professions and Teacher Preparation Academy : 2013-2014

School Code: 2416514

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	3,636,371	2,615,783	602,898	163,215	166,356	88,119	
1203	2100	Support Services-Students	453,556	280,609	88,680	81,607	2,660	-	
1204	2200	Improvement of Instructional Services	27,063			27,063		-	
1205	2300	Support Services - General Admin.	245,214			245,214			
1206	2400	School Based Administration	582,089	486,518	95,572				
1207	2600	Operation and Maintenance of Plant Svc.	1,056,765			896,770	159,995		
1208	2700	Student Transportation Services	66,095			66,095			
1209	2500	Support Services	79,238			27,821	45,578		5,839
	2900		65,814			65,814			
1210	3100	Net Expenditures for Food Services	-			-			
1211	3200	Net Expenditures for Enterprise Operations	-						
1212		Indirect Overhead	277,262						
1213		<b>TOTAL</b>	6,489,467	3,382,910	787,150	1,573,599	374,589	88,119	5,839

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

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>359 students @ \$10,443</b>	<b>\$3,749,037</b>
	<b>18 PreK students tuition @ \$4,045</b>	<b>72,810</b>
	<b>Summer School</b>	<b>57,229</b>
221	<b>xxxx Federal Grants**</b>	
	<b>Title I</b>	<b>100,818</b>
226	<b>xxxx Other Sources of Revenue**</b>	
	<b>Special Ed Services</b>	<b>249,877</b>
	<b>Local Tuition 341 students @\$4,975</b>	<b>1,643,233</b>
	<b>Before and Aftercare</b>	<b>13,328</b>
	<b>Other revenues</b>	<b>8,353</b>
	<b>Bond Funds</b>	<b>103,504</b>
	<b>Fund Balance</b>	<b>491,277</b>
299	<b>Total</b>	<b>\$6,489,467</b>