



Metropolitan Business Academy

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Name of School

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New Haven, CT 06511

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Address

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(Prepared By)

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(2010-2015)

**Participating School Districts:**

Ansonia, Branford, Bridgeport, Clinton, Derby,  
East Haven, Guilford, Hamden, Meriden,  
Milford, Naugatuck, New Haven, North Branford,  
North Haven, Orange, Seymour, Shelton,  
Stratford, Wallingford, West Haven



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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)**

Metropolitan participates in all aspects of the district recruitment plan, including a City-wide Recruitment Fair, an Inter-district schools’ Fair, and its own Open Houses (one in the evening and one during the day) as recruitment efforts. Additionally, MBA provides in-house tours and shadowing throughout the year and an upon request basis. Our school’s unique language courses, cutting edge technology, academic pathways, and themes of innovation, integrity, and involvement appeal to students as they engage in the process of making their high school choice.

In addition to the district plan, a student ambassador program is in place to support student involvement in our school community. There are four levels of student ambassadors, including Shadow Guides, Tour Guides, a Recruitment Team, and a Development Team. Student voice is critical to every level. In this program and other co-curricular programming, students and adults work together and share governance responsibilities. Engaging youth in planning and decision making secures their commitment to the school community and contributes to positive development. Providing welcoming environments for youth creates a sense of belonging and skill-building activities predicts cognitive engagement.

Metropolitan uses the resources of the school and community to offer a challenging, integrated curriculum that inspires students to become self directed 21<sup>st</sup> century learners. A major draw to our school is our four academic paths of study. These pathways are supported by the Center for 21<sup>st</sup> Century Skills and the National Academy Foundation. Pathway descriptions are described below.

- The Academy of Allied Health and Science prepares students to pursue further education toward a career in the medical sciences through rigorous specialized curriculum and community based partnerships.

- The Academy of Digital Arts and Technology provides students with opportunities to explore science through technology with a focus on innovation using animation, web design, movie making, and ecommerce.
- The Academy of Finance connects students with the world of financial services, offering a curriculum that covers banking and credit, financial planning, international finance, securities, insurance, accounting, and economics.
- The Academy of Law and Political Science prepares students to pursue further education toward a career in law, political activism, journalism, criminal justice, community action, and public service.

Through the study of these academic areas students will receive an education with opportunities for deep exploration into many aspects of these career pathways steeped in academic rigor.

Metropolitan is committed to offering students opportunities to apply its core values of innovation, integrity, and involvement through project-based learning using state of the art technology, school leadership positions, internships, and community service.

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

Professional Development priorities for next year include:

- Creating Understanding By Design (UBD) units and authentic performance tasks in every course to align with our district's 21<sup>st</sup> Century Competencies and with our school’s themes of Innovation, Integrity and Involvement.
- Offering professional development to those teaching CCC project-based technology and science courses. A school-wide focus has been placed on the adaptation of a school-wide professional commitment plan in which teachers commit to purposeful engagement in collaboration with colleagues, continued reflection and honest discourse about teaching and learning, and creating classrooms of students-centered learning.
- Continuing Comer trainings and SSST to coordinate support services and continue to be a collaborative school by applying principles of collaborative communication, consensus decision making, and no fault problem solving. We will also continue to develop Comer culture initiatives, including our School Planning and Management Team (SPMT). Community members, families, students, and staff members are invited to be a part of our lead decision making and planning body of the school.
- Allowing teacher leaders to create professional development and support materials to improve our Advisory Program, Student Led Conferences, and our move to Trimester Grading. This is the system where every student who attends Metropolitan facilitates a 10-15 minute conference attended by his or her faculty advisor and another adult who is invested in her education. At the conference student work is discussed and student success plans are articulated. This allows other teachers to follow a well-planned curriculum and schedule for students in their advisory periods.

- Providing professional development through the National Academy Foundation to teachers who teach in the Finance Pathway along with individual coaching from consultants from the state department to continue to work on curriculum development with the business teachers.

Our school improvement plan focuses on three areas below:

1. Require challenging, engaging, and intentional instruction.
  - a. Lead teachers are released two periods to support teachers in the classroom and to facilitate a new teacher induction program.
  - b. Suggested model for standardization lesson planning aligned to instructional best practices and 21<sup>st</sup> century skill development
  - c. On-going funds for interdisciplinary grade level PBL teams
2. Ensure a Curricular Pathway to Success in which all adults will develop and support personalized student learning plans aligned with rigorous standards-based instruction.
  - a. Ongoing development of four pathways and electives. Re-teaching cycle embedded in advisory. Increase Mac and PC access.
  - b. Offering of tutorial and other support services for students after school
  - c. Mandatory after-school tutoring
  - d. Continue collaboration with the Trauma Center to develop a healthy schools initiative and support Project A.L.I.V.E. course to support freshman transitioning. Increase emotional supports with SCSU social work interns, comer training, SSST and integration into advisory manual
3. Cultivate a high performance culture
  - a. Implementation of College Summit
  - b. Continue work with Boost! Initiative to support parent engagement and school connectedness for students
  - c. Align advisory activities to school culture initiatives

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.**

- **Leadership Development:** Metropolitan's goal is for each of our students to participate in at least one after-school program per year. When students participate in after-school activities, they build new friendships while learning important life skills, such as teamwork, integrity, innovation, compassion for others, and commitment. We offer over ten leadership and mentoring programs and over 40 after-school activities for our students. A full listing is on our website.  
<http://metropolitanbusinessacademy.org/index/student-life/after-school-activities/>
- **Activity Fair/Recruitment Event:** This event allows for over 25 community program partners to advertise and recruit interested students for their programs. All of our students have the opportunity to visit the fair. Program providers are able to explain their programs, distribute applications and exchange information with our students. This event streamlines the recruitment process and provides students wider exposure to the many high-quality after-school programs that are offered with the Greater New Haven community. Metropolitan's goal is for each of our students to participate in at least one after-school program per year. When students participate in after-school activities, they build new friendships while learning important life skills, such as teamwork, integrity, innovation, compassion for others, and commitment.
- **Advisory and Student Led Conferences:** Our advisory and student led conference system supports our positive school culture because it brings in 90% of parents, three times a year for very impactful meetings. For those interested in setting up advisory and student led conferences in their schools, the following website houses all information for how to set it up in other schools: <https://sites.google.com/a/nhps.net/advisory-slc/>
- **Advocacy Day and Career Day:** These events are planned every year, one in the fall and the other in the spring. Faculty advisors bring students to four workshops per event where community partners and contacts present on the positive change efforts they are doing in the Greater New Haven area. Students have the chance to network with these contacts, which can lead to internships and other opportunities.
- **Internships and Community Service:** Our students are required to complete 100 hours of community service and an internship. Metropolitan's business manager and CTE teacher provide outreach to non profits and agencies and sustain partnerships with them. These partners provide volunteer opportunities, after-school activities and field experiences. It is important to provide trainings and supervision for students looking to gain valuable professional soft skills while serving their community. Once a year business community partners judge mock interviews for some of our seniors.

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

Each faculty member attends citywide curriculum meetings (district CIA) which are also attended by all members of the department from the other magnet themed and comprehensive high schools in the city. Under the direction of their curriculum supervisors, they participate in professional dialogue around instructional strategies and other best practices. We are also part of the Connecticut League of Innovative Schools and share best practices with administrators and teacher leaders across the state. Teacher leaders develop internal professional development to build capacity within our schools and also open up these unique professional development experiences to the wider city through the "EPIC" Forums. Our teachers hold data days and Friday PLC's regularly. April 2014, Metropolitan hosted a citywide Personalized Learning Symposium where nearly 250 teachers, students, and guests participated in sharing best practices. In specific, Metropolitan is partnered with Bishop Woods Academy and the International Academy at Wilbur Cross High School in New Haven. Student Ambassadors from Metropolitan meet with Bishop Woods' 8<sup>th</sup> graders three times throughout the year to support them in their transition into high school. International Academy borrows our practice of advisories, re-teaching, and student-led conferences in lieu of report card nights.

**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.**

- (1) Many core skills are essential for postsecondary success in the 21<sup>st</sup> century. Among them are the ability to use technology to enhance learning and critical thinking, problem-solving and analytical skills. We continue to support the use of technology in our classrooms, however we believe additional extended-learning opportunities for our students would boost their technical skills. Student internships with Apple or other businesses with technology departments would support this effort. Furthermore, our school needs a technology sustainability plan to help integrate and upkeep our systems. Teachers and staff members will need continual professional development to learn how to use up-to-date technology effectively to enhance teaching and learning.
- (2) Studies out of the National School Climate Center offer evidence-based arguments for the importance of developing and maintaining a positive school culture to include interactions among educators, students, parents and community members. As we continue to promote social, emotional, intellectual and civic learning opportunities, one of the barriers we face is maintaining long-term partnerships with community members and program providers. Boost!, a New Haven Public School Change Initiative, has been an effective piece of our after-school activities development, however Metropolitan requests additional support to help cultivate committed school partners who can provide long-term projects, programming for students, and/or staff professional development that is sustained and connected to practice and school initiatives.

- 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.



## ***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]

Attachment C-1

Magnet School Name: Metropolitan Business Academy

District/School Code: 00111

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	\$2,614,730	2,046,752	253,971	187,089	47,115	79,803	0	
1203	2100	Support Services - Students	\$319,356	224,723	89,889	4,153	579	12	0	
1204	2200	Improvement of Instructional Services	\$222,590	148,444	59,378	10,720	3,871	177	0	
1205	2300	Support Services - General Admin.	\$59,960	31,856	12,742	11,037	4,325	0	0	
1206	2400	School Based Administration	\$464,090	333,730	110,532	4,632	15,196	0	0	
1207	2600	Operation and Maintenance of Plant Svc.	\$633,259	199,101	79,640	157,133	197,292	93	0	
1208	2700	Student Transportation Services	\$13,378	4,630	1,852	6,871	25	0	0	
1209	2500 2900	Support Services	\$160,678	49,892	19,957	90,074	293	462	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	\$4,488,041	3,039,128	627,961	471,709	268,696	80,547	0	

\*\*\*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.

SCHEDULE 2: Revenue by Source		
LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxx Other State Grants	\$437,113
	State Magnet Operating Grant	\$1,734,815
	Alliance	
	Priority	
	Bilingual	
	After School	
	School Based Clinic	
	Science Improvement for Reform Districts	
221	xxx Other Federal Grants	\$164,417
	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	\$2,122,521
	Local Contributions	
226	xxxx Other Sources of Revenue (list below , include tuition if applicable)	\$29,175
	Private - Buck Grant, 1st Niagra, Gates Foundation, Nellie Mae	
299	Total	\$4,488,041