



Regional Multicultural Magnet School



**Annual Report
2013-2014**

REGIONAL MULTICULTURAL MAGNET SCHOOL

Name of School

1 BULKELEY PLACE

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Paul Carolan

Director or Principal

Participating (formally) School Districts

Colchester
East Haddam
East Lyme
Franklin
Groton
Ledyard
Montville
New London
North Stonington
Norwich
Old Lyme
Old Saybrook
Preston
Salem
Stonington
Waterford



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Information for Statewide Policymakers

1) 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.

As a part of the LEARN Regional Educational Service Center, we have joined our partner LEARN schools to advertise and communicate information about our program. In addition, much of our recruitment happens by word of mouth through alumni and parents who have been impressed by our programs, our staff, and our educational philosophy. Due to school choice we have expanded beyond our traditional borders to include students from additional districts, including Norwich.

Our recruitment practices are listed below:

- Banners, in English and Spanish, hung on the school building advertising the recruitment period
- Five flyers sent home with each current family to be given to interested neighbors, friends and co-workers
- Flyers sent home with kindergarten through fourth grade students in all member districts through their elementary school
- Presentations in local community buildings in outlying communities
- Newspaper advertisements with tour dates and open house dates
- Tours twice a week at the school led by recruiter and parent volunteers
- Evening and weekend open houses that feature a specific curriculum component
- Radio commercials
- Cable access TV scrolls

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

As an adult learning community at RMMS, we are committed to the important role that multiculturalism plays in our daily instruction and the need to embed all aspects of multicultural understanding in all that we do. Throughout the 2013-2014 school year, the staff maintained a focus on exploring beliefs and strategies to enhance shared leadership and ownership. Through ongoing work with Chip Wood and Pam Seigle from the Center for Courage and Renewal, staff gradually developed more understanding, capacity and skills with leadership and ownership of school-wide initiatives. Included in these initiatives were:

- What is our process for reflection and sharing (individually and in groups)? What might we do to improve our reflective process?
- What is it that we are doing (can do) that invites openness and positive climate so we can enhance/sustain relational trust and shared leadership?

Through this focus as an adult learning community, we will impact each student’s opportunity and capacity to develop as one who respects diversity, is empowered as a learner, is compassionate and makes a positive change in our society.

In addition to the activities relating to the multiculturalism theme, we established the following as goals for professional development for the 2013-2014 school year:

- Support staff understanding and implementation of the new Teacher Evaluation and professional Development process. This refocus provided opportunities for increased understanding of the development of Student Learning Objectives as well as a deeper understanding of each of the common core of teaching domains.
- Review and revise the SRBI process at RMMS and develop a systemic approach to address individual student needs. Continue the development of a clearer understanding of the academic and social/emotional needs of individual students in each classroom, including students who are involved in the Individual Educational Planning (IEP) process, students who meet the criteria for Section 504 (Rehabilitation Act of 1973) Plan and students who are English Language learners (ELL).
- During Teaching/Learning meetings provide professional development on the ELA common core state standards to build common understandings and language with vertical alignment and expectations. A professional development road map for Teaching & Learning meetings will be developed. Each meeting will balance essential learning, collaboration and reflection relating to increased understanding and connection of literacy instruction and organization.
- Continue to partner with the University of Connecticut and the University of Rhode Island with our Kindergarten staff/students on the EVI: early vocabulary instruction and intervention research project funded by the Institution of Education Sciences, USDE.
- Continue to reassess and organize numeracy instructional framework and methodology to align with the common core standards in K-5 and deepen our understanding of best practices with this alignment.
- Collect, review and update curriculum topic map for the school year for each grade level for literacy, social studies and science in order to align and integrate ELA common core state standards with science and social studies units of study.
- Provide in-service training based on the *Continuum of Literacy Learning*, PK-8 by Fountas and Pinnell, including guided reading strategies, implementation and monitoring of flexible grouping.
- Continue to develop a framework and process for math Tier 2 And Tier 3 intervention and extension.
- Provide in-service and personnel support to all teachers in assessing and analyzing the DRA2 data of all students at the beginning, middle and end of the school year in order to guide instruction. Literacy coaches will provide on-going professional development based on teacher, interventionist and instructor needs aligned with targeted instruction and aligned with our school goal.
- Our Health/Wellness committee to continue to develop professional learning opportunities to support student growth and success in the area of physical and emotional health/wellness.

- As an Administrative team at LEARN, we participated in Instructional Rounds at each of the LEARN sites throughout the school year.

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?

- Responsive Classroom® practices and strategies. During the summer of 2014 we hosted a week-long training by Responsive Classroom personnel.
- Selborne integrated “Cycles of Continuity and Change” which provides an interdisciplinary approach through student investigation of the physical, historical and aesthetic significance of the km2 surrounding the school.
- World Language learning
- Enrichment programs during and after school
- Family Tradition Days
- Our model for Family Advocacy (presented at National Magnet Schools of America in May 2014)
- Our process of “Leading Together” from our cohort training through the Center for Courage and Renewal®

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

- Participation in State-wide ELL Basic training as part of CALI
- Presentation of ELL workshops for the NEA
- Participation in the ConnTESOL conference in November
- Host the week-long Responsive Classroom training Level 1 (July 2014)
- Presented parent workshop at National Magnet Schools of America Conference and was a host school for three workshops presented by staff in May 2014.
- Model SRBI procedures and documentation of pre-referral strategies that are shared with representatives from sending districts through the Planning and Placement Team meetings

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.

The primary obstacle we face in order to meet or exceed the school goals for 2014-2015 continues to be the state funding that had been available over the four years of “level funding” (2009-2013), the slight increase in state funding for the 2013-2014 school year (\$280/student increase) and the level funding once again for the present school year (2014-2015). While we continued to strive to maintain a high quality of programming for our students, it become sever more challenging to maintain a quality program.

A second challenge we continually face is time (and resources). As we look at the crosswalk of our present practices and the common core state standards, it requires a great deal of time and resources to be able to help staff dig deeply into their practices and methodology in a manner that is meaningful. With limited financial resources for professional development, we face many challenges in providing outside

opportunities to support staff in furthering their knowledge and understanding in the many facets of the teaching/learning process. We look forward to the learning opportunities with coaching support that has been added for this school year.

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.
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Number of Students Who Applied	
Baltic	1
Bridgeport	1
Canterbury	1
East Haddam	4
East Lyme	9
Groton	59
Ledyard	15
Lyme/Old Lyme	6
Montville	28
New London	145
North Franklin	1
North Stonington	3
Norwich	19
Preston	1
Salem	1
Stonington	25
Waterford	16
Total Applied	335

Number of Students on WL on 10/1	
East Haddam	0
East Lyme	0
Groton	47
Ledyard	10
Lyme/Old Lyme	0
Montville	5
New London	103
North Stonington	0
Preston	0
Salem	0
Stonington	7
Waterford	6
Total on Waiting List	178

Grades of Students Who Applied	
k	177
1	73
2	33
3	22
4	15
5	15
Total Applied	335

Grades of Students on Waiting List	
k	87
1	30
2	32
3	21
4	8
5	0
Total on Waiting List	178

Sex of Students Who Applied	
Male	170
Female	165
Total Applied	335

Sex of Those on Waiting List	
Male	94
Female	84
Total on Waiting List	178

Race and Ethnicity	
Hispanic	103
Race	
American Indian/alaskan Native	22
Asian	16
Black	54
Native Hawaiian/Pacific Islander	4
White	239
Total Applied	335

Race and Ethnicity on Waiting List	
Hispanic	68
Race	
American Indian/Alaskan Native	12
Asian	11
Black	21
Native Hawaiian/Pacific Islander	2
White	132
Total Applied	178

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Financial Information

Magnet School Name: Regional Multicultural Magnet School

District/School Code: 2450114

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	3,034,264	2,029,493	745,937	144,973	50,448	61,969	1,444
1203	2100	Support Services – Students	781,297	599,171	159,869		22,257		
1204	2200	Improvement of Instructional Services							
1205	2300	Support Services - General Admin.	60,688	46,465	14,223				
1206	2400	School Based Administration	530,293	361,091	116,909	37,876	11,347		3,069
1207	2600	Operation and Maintenance of Plant Svc.	607,589		606,858	731			
1208	2700	Student Transportation Services							
1209	2500 2900	Support Services	361,000	47,589	17,905	295,506			
1210	3100	Net Expenditures for Food Services	82,905	64,887	18,018				
1211	3200	Net Expenditures for Enterprise Operations							
1212		Indirect Overhead	295,506						
213		TOTAL	5,753,541						

*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: RMMS

District/School Code: 2450114

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	4,210,700
	Bilingual Ed	7,101
	xxxx Other State Grants (please list below)	
	PMHP	21,250
221	xxxx Other Federal Grants	
	Title I	85,999
	Title II, Part A	5,025
	Title III	14,037
222	1920 Contributions	
	Nature's Classroom	33,300
226	xxxx Other Sources of Revenue (list below, include tuition if applicable)	
	Tuition	1,210,762
	Local grants	15,975
	Food Service	82,905
299	Total	5,687,054



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.

§ 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