



Magnet School

Annual Report

2013-2014

CREC Reggio Magnet School of the Arts



Reggio Magnet School of the Arts

Name of School

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Josephine Di Pietro Smith, Principal

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 CREC schools.

The Reggio Magnet School of the Arts employed a focused marketing strategy in order to increase the number of Hartford families applying to the school. This strategy included direct mailings, as well as partnering with CREC’s Family Resource Center in order to hold community outreach events. The Reggio Magnet School of the Arts routinely updated its website content in order to provide prospective families with information regarding upcoming school events, which included informational sessions and school tours. A number of informational events were scheduled on weekends in order to accommodate families’ schedules. Leaders of other school districts were welcomed to the Reggio Magnet School of the Arts in order to tour the facility and learn more about the school’s mission. This year, the Reggio Magnet School of the Arts established the Friends of Reggio, an opportunity for families, staff and community members to meet monthly in order to discuss school initiatives, as well as to strengthen the partnership between the school and surrounding communities. In addition to the many school-sponsored events held this year, the Reggio

Magnet School of the Arts opened its new facility to local groups to host community-based events.

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

At the Reggio Magnet School of the Arts, the Pedagogista as well as other experts in the Reggio Emilia Approach, conduct ongoing and systematic professional development for all staff. The project based learning model and role of documentation at the core of the Reggio Emilia Approach provide opportunities for staff members to engage in collaborative work. Theme based professional development is extended beyond school staff and offered to outside

parties, including representatives of other early childhood education centers, school districts, and national conferences such as One Nation Indivisible. This year, the Pedagogista hosted theme based informational sessions for families. School events such as the “Collab,” student performances, and art shows display the ongoing professional and student learning that takes place at the Reggio Magnet School of the Arts.

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.

The Reggio Magnet School of the Arts serves children and families via the philosophy of the Reggio Emilia teaching and learning approach, which holds respect for children at its core and honors the importance of children’s close human and environmental relationships. As evidenced by achievement scores, the Reggio Magnet School of the Arts has been very successful in meeting the needs of children from varied backgrounds in an environment that embraces and respects their uniqueness. The Reggio movement is dynamic in nature and provides numerous opportunities for children to express their learning and understanding via “One Hundred Languages” or modes of expression.

Using the theme as an overarching umbrella, Reggio Magnet School of the Arts has been able to successfully incorporate the Common Core and the Preschool Assessment Framework in a manner that is appealing to children. Coupled with Data Driven Decision Making, we have been able to develop an effective Response to Intervention model that not only provides opportunities for intervention but also provides enrichment to challenge children who are performing well above grade level expectations.

This year, the Reggio Magnet School of the Arts established a daily enrichment block, which offers students the opportunity to select a topic of interest to study in depth. Students are also provided with ongoing opportunities to participate and showcase their learning in competitions at the state and national level, such as the International Literacy Competition, Invention Convention, Sumdog Competition, and the Governor’s Summer Reading Challenge.

The replication of our early identification and prevention model will help regular public schools proactively address student academic achievement and respond early with research based intervention to prevent at risk children from experiencing future learning difficulties.

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 Reggio Magnet School of the Arts established the Friends of Reggio, a monthly group comprised of families, staff and community members, who meet in order to support school initiatives and participate in expanding the school's presence in local communities. School tours are conducted throughout the year for individuals and groups interested in learning more about the school's practices. These visitors have included CT state representatives, students of the Harvard Graduate School of Education, leaders from other early childhood centers and representatives from local town offices. In addition, the Reggio Magnet School of the Arts participates in and hosts a number of national conferences, including the Magnet Schools of America and One Nation Indivisible.

- 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 success in providing quality special education services to our students has attracted large numbers of families of children with special needs to apply and enroll in the Reggio Magnet School of the Arts. A challenge we face is to continue to provide quality special education services to the growing number of qualifying students given that our number of special education students greatly exceeds the state and national averages.

While the staff and administration at RMS are committed to the development of afterschool programming, the realities of providing after school transportation are daunting. Hence, the development of after school programming is extremely difficult. Additional funding is needed to provide adequate transportation and equity in access. Support from the state department would assist us in providing opportunities for all children to participate in quality after school academic intervention, enrichment, and family education

- 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
Grant Title: MAGNET SCHOOL OPERATING
Project Title: REGGIO EMILIA EARLY CHILDHD ACDMY OF ARTS/SCIENCES
Fund: 11000
Grant Period: 7/1/2013 - 6/30/2014
Project Code: SDE000000000002

Grantee: 241-000
Funding Status: Final
Vendor ID: 00241
CF1: 170031
CF2: SDE00148
Authorized Amount: \$4,093,656

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$4,093,656

CODES	DESCRIPTIONS	BUDGET
111A	NON-INSTRUCTIONAL	244,975
111B	INSTRUCTIONAL	2,124,176
112A	EDUCATION AIDES	349,945
112B	CLERICAL	328,775
119	OTHER	289,423
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	579,234
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	
7	ADMINISTRATIVE SUPPLIES	
090	OTHER SUPPLIES	
700	PROPERTY	
890	OTHER OBJECTS	
940	INDIRECT COSTS (Prior FY2015)	177,128
	TOTAL	\$4,093,656

Original Request Date: 9/10/2013

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

Magnet School Name: Reggio Magnet School of the Arts : 2013-2014

School Code: 2410314

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	3,976,937	2,813,593	764,799	272,065	106,144	20,337	
1203	2100	Support Services-Students	629,093	399,315	96,946	131,488	1,344	-	
1204	2200	Improvement of Instructional Services	36,366			36,366		-	
1205	2300	Support Services - General Admin.	267,011			267,011			
1206	2400	School Based Administration	432,056	352,341	79,716				
1207	2600	Operation and Maintenance of Plant Svc.	1,627,290			1,325,934	301,357		
1208	2700	Student Transportation Services	15,798			15,798			
1209	2500	Support Services	77,958			41,463	35,744		751
	2900		178,896			178,896			
1210	3100	Net Expenditures for Food Services	22,020			22,020			
1211	3200	Net Expenditures for Enterprise Operations	-						
1212		Indirect Overhead	314,372						
1213		TOTAL	7,577,796	3,565,249	941,461	2,291,039	444,588	20,337	751

* 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**

LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxxx State Grants**	
	392 students @ \$10,443	\$4,093,656
	115 PreK students tuition @ \$4,045	465,175
	Summer School	109,280
221	xxxx Federal Grants**	
	Title I	59,695
222	1920 Contributions/Donations	2,098
226	xxxx Other Sources of Revenue**	
	Special Ed Services	752,770
	Local Tuition 277 students @ \$4,045	1,091,735
	Before and Aftercare	93,833
	Care 4 Kids	11
	Bond Funds	43,044
	Fund Balance	866,499
299	Total	\$7,577,796