

**HARTFORD PUBLIC SCHOOLS**  
**2007 School Design Specifications: Breakthrough II**

**Overview of School Model**

- School type, accreditation & affiliations, theme/content focus, grade configuration, size, major school partner(s)

Breakthrough Magnet School is the first PK-Grade 8 inter-district magnet school run by the Hartford Public Schools. It grew from a school within a school model called Project Breakthrough, developed into the Breakthrough Charter School, and grew into what is today Breakthrough Magnet. After many years of success, as measured by student achievement, the Breakthrough model is ready to be replicated.

Breakthrough Magnet II will follow the highly-successful Breakthrough Magnet school model in operation at 290 Brookfield Street in the South end of the city. Breakthrough Magnet II will operate in a location in the Northern end of Hartford. In replication of the first Breakthrough, teachers in the new school will assume responsibility for supporting the educational experience of all students in the PK-eight continuum, unlike the one year view of traditional schools.

It is one of the primary goals and responsibilities of Breakthrough to increase racial, ethnic and economic diversity in CT public schools, to be a MODEL of ONE WORLD and what that might look like. The school's slogan, "A Global School for Students of Character", resounds to all. Breakthrough staff, families and children believe that formal study of the elements of fine character actually produces excellence in character. The "Magnet" i.e. force of this educational theme has and continues to call families, staff and children, of liked minded people, from across district lines and from all over Hartford to this little building. The new school will reflect these same characteristics.

**Character Education**

The Breakthrough Magnet model is organized around a rich character development theme, which permeates all that we do with students, parents, staff, and community members. Breakthrough students are instructed in various problem-solving strategies and communication techniques. These include *HA HA SO* strategies for handling bullies, the use of I-messages, use of committed complaints (those made with the commitment to finding a solution), making requests and negotiating agreements, and using a 4-step problem solving approach.

Breakthrough's character education curriculum raises student awareness in five major areas. Students are explicitly taught:

**B-** Changing Breakdowns to Breakthroughs by applying problem solving strategies,

**R-** Taking Responsibility for being the author of one's life through one's decisions and choices,

**I-** Learning how Integrity (keeping one's word) empowers relationships and goals,

**C-** Creating opportunities for students to Contribute within the classroom, school and community,

**K-** Increasing their Knowledge so that new possibilities for their lives can be created.

The Breakthrough model has produced attendance rates of 95 percent and above, and high Connecticut Mastery Test results. As a magnet school, it will also provide a stable student population.

**Student Enrollment**

Breakthrough II, when fully expanded, will serve approximately 320 students from PK-Grade eight by the year 2013. There will be four classes at each combination grade level (PK three and four-year-olds, Kindergarten/Grade one, Grade two/three, and Grade four/five). Classes will begin in the fall of 2008, with students from Pre-Kindergarten-Grade two. The total enrollment in the fall of 2008 will be 143 students in grades PK-Grade two. To support a smooth transition and to assimilate students into the character theme of the school, grades three-five will be phased in each year. Enrollment will increase as students in grade two move up the grades.

**School Mission & Vision**

- School purpose

The mission of the Breakthrough Magnet II School is for staff, families, and community members of diverse backgrounds to work in partnership, developing students as models of outstanding character. Students learn problem solving, responsible choice-making and the value of keeping their agreements. Character development permeates the school's broad-based instruction, producing students with academic rigor, aesthetic appreciation, technological expertise, and physical expressiveness aimed at contributing to others. At Breakthrough Magnet II, the school celebrates its global community, and students' resultant lives are marked by vitality, effectiveness, health, and well being.

Breakthrough Magnet II is a school where families and teachers work together striving for academic success. The school stresses purposeful learning in which students gain knowledge, utilize higher order thinking, exercise the mind and body and value learning. Parent participation is key to student success. It can take many forms including but not exclusive to: attending school assemblies, serving as a member of the school advisory board, volunteering in classrooms, serving as a member of the School Improvement Team or PTO, attending school events and parent training or chaperoning a field trip. The school also supports parents' learning to do school-friendly things at home such as reading with their child, supervising homework, preparing their child for school or playing games together.

**Governance Structure**

- Leadership model, decision-making approach, school council role, school *Compact*

Breakthrough Magnet II will be led by a principal with the support of several groups.

**Leadership Team** - The leadership team, comprised of team leaders and other lead staff members will meet weekly to review the school improvement plan, monitor team activities, plan and review curriculum and assessments, review policy and procedures, initiate school events, disseminate district information, and assist in the monitoring of overall school success. The leadership team works on an advisory basis to the principal.

**School Improvement Team** - The school improvement team will be comprised of the principal, team leaders, other lead staff members and at least one parent. Meetings will occur to develop a school improvement plan, periodically review progress on benchmarks, and make modifications.

**Team Leaders** - There will be three team leaders (Early Childhood PreK-K, grades one-four and intermediate grades five-eight) that will coordinate a developmental section of the school. Team leaders hold weekly team meetings, assist in classroom management, event planning, review students and student assessment, conduct trainings, support teachers and report to the principal and staff meeting.

**Class Meetings** - Each class will hold a class meeting weekly to: follow up on the character focus of the week, problem solve "breakdowns" effecting the classroom, plan activities appropriate for student

participation in decision making.

**Community Meetings** - School-wide community meetings will be held each week. All certified staff will sign up to run two community meetings a year. Students and staff will use this time for community building activities, sharing of student work, and problem solving. Student performances will fall under the umbrella theme that “*we are a global school for students of character*”.

### **The Breakthrough Magnet II School Compact**

As Breakthrough students this is our compact:

- To ask ourselves when faced with a breakdown, “How can I change this breakdown to a breakthrough?”
- To return no bad deed for another,
- To change bad thoughts to good ones,
- To keep our word,
- To help others in our school, home, and community,
- And to use our best manners wherever we are.

### **Student Body**

- Student profile, student roles and responsibility, homework expectations, student voice and leadership

### **Student Profile**

Breakthrough Magnet II will draw 50 percent of the student population from Hartford. The remaining 50 percent will be selected from suburban towns around Hartford. The school seeks to achieve a diverse student body with regard to (race, ethnicity, gender, socio-economic, geographical), to match the school slogan “a global school for students of character.”

### **Student Roles and Responsibilities**

1. Everything that supports academic achievement is required at Breakthrough Magnet II. This includes but is not limited to:
  - Respectful, polite communication and put-ups with others (bullying or harassment of any kind, such as name-calling, put downs, gossip, electronic communications, etc. of any kind are not acceptable)
  - 100 percent attendance and punctuality except for illness with an accompanying note from parent
  - Daily completed homework and class assignments
  - Rare changes in dismissal procedures accompanied by a written note from a parent/guardian only
  - Students riding the school bus while following the bus rules (staying in seat, using inside voices, being respectful in word and deed with others) or resultant suspension of bus privileges
2. Every student must demonstrate responsible and respectful behavior
3. Every student will complete summer reading requirements and submit them to his/her teacher no later than the first day of school
4. Every student will abide by the dress code policy of Breakthrough Magnet II uniform including shirts tucked in and pants worn on the waist.

### **Homework**

Breakthrough Magnet II is committed to developing students who are responsible and work toward meeting their goals. Homework assignments completed on a daily basis build responsibilities in children as well as feelings of success when they are able to work at their learning independently. In keeping with this commitment, Breakthrough Magnet II has a homework policy.

Homework will be assigned in two parts.

1. Daily reading at home to foster reading skills as well as personal enjoyment.
2. Content area independent assignments that support classroom work.

Parents can support good homework habits in their children by providing a regular place where children can do their work. Parents must check their child's homework folder and/or planner on a daily basis. Breakthrough Magnet II will also offer workshops to parents on how to best support their child with homework.

### **Student Voice and Leadership**

Students will have multiple ways of demonstrating leadership within the school. Each classroom will have weekly class meetings where students can voice concerns. Each classroom will also require students to actively contribute to the classroom (through classroom jobs), to the school (through school-wide service projects or jobs) and the community (each class will complete a community service project beyond the school each year). All classes will also have partner classes so that older students and younger students will be matched as buddies. These partner classes will engage in activities that promote student voice and leadership such as reader guides, joint activities, or community service projects.

### **Parental Role**

- Parent commitment, opportunities for parents, parent voice

Parents are an integral part of the Breakthrough Magnet II program. Parents are encouraged to be active partners in their child's education. We offer a variety of ways that parents can become involved in this partnership.

### **Parent/Teacher Communication**

In addition to parent teacher conferences, parents and teachers will communicate throughout the year through phone calls, a teacher Web site, monthly school newsletters, and classroom newsletters. Parents are also invited to join the weekly community meetings which will feature student work and performances.

### **Parent Conferences**

Breakthrough II strives to attain 100 percent parent participation in parent/teacher conferences twice annually. Parents and teachers work together to share student strengths and weaknesses and set goals for learning.

### **Parent Teacher Organization/ School Improvement Team**

An active PTO is a support for the Breakthrough II community and meetings are held monthly. The PTO will sponsor activities at the school such as Family Night, organize fundraisers, communicate with parents and assist in special events at the school. Parents can also serve on the School Improvement Team.

### **Parenting and Character Education Classes (STEP)**

Breakthrough Magnet II will offer parents a parenting class known as STEP. This seven week course is offered to parents in the evenings and is the foundation upon which the school wide classroom management is based. Parents will also be trained in the character education program as part of this seven week course.

### **Volunteers**

Parents are strongly encouraged to volunteer for the school. There are many ways in which parents can do this during or after the school day. These opportunities include (but are not limited to) chaperoning a field trip, volunteering in a classroom, organizing school events, assisting in the library, serving on a committee and more as generated.

**Special Events**

Breakthrough Magnet II will also hold special events such as Family Nights, Project Night, and daytime curricular programs (such as multicultural luncheon or poetry breakfasts) in which parents are invited to learn about their child's work at school.

**Teacher Capacity**

- Pre-certification and training, professional development, collaborative planning process, C&I expectations & roles such as joint interdisciplinary unit development & team teaching

Breakthrough Magnet II is committed to selecting staff reflective of and committed to its mission and goals. Selected staff of Breakthrough Magnet will be invited to become Breakthrough Magnet II teacher leaders to facilitate the staff development of "Breakthrough teachers." Additional openings for staff will be filled through an interview process designed by BMS I leaders. Additional prospective teacher candidates will be selected through the successful completion of an internship program, by which the candidates become familiar with the philosophy, policies, curriculum, and standards of Breakthrough. When positions are open, preference is given to graduate interns providing they meet the criteria for hire. Interns are recruited each spring among graduates of undergraduate teacher preparation programs, or from graduate level students that are completing their teacher certification program. We seek to provide high-quality instruction from the interns and provide weekly training and mentoring. All interns must be interviewed by the principal and a committee of certified staff. Recommendation for hire of graduate interns will be made by their mentoring teacher and/or the team leaders. All decisions for permanent hire of interns will be made by the principal in consultation with team leaders.

**Certified Teaching Staff**

Should the intern pool not provide a qualified candidate for an opening, an outside search for a teacher will be conducted. Interviews and decisions for hire will be made by the principal in conjunction with an interviewing committee of certified staff. The standards used in the hiring process of teachers are:

- State certification
- Commitment to the mission and goals of Breakthrough II
- Knowledge of Character Education theme
- Willingness to meet the calendar and extended school day
- Demonstrated excellence in the classroom with diverse students
- Experience in creating real-world applications of curricular content
- Experience infusing critical and creative thinking skills into curricular content
- Demonstrated ability to create an environment in which mistakes and problems are seen as opportunities to transform "breakdowns to breakthroughs"
- Experience in multi-age classrooms, cooperative learning, interdisciplinary curriculum, family education, and math manipulatives and strategies
- Demonstrated openness to collaboration, team work and peer coaching
- Demonstrated comfort with diversity and with regular interactions with parents and families
- Skills and interests beyond the subject matter that would lend themselves to the enrichment program activities (crafts, cooking, gardening, language, music, sports)

**Principal**

The principal will be responsible for all administrative matters, including but not limited to operational management, evaluation and supervision of staff, public relations, instructional leadership, staff development and finances. S/He will be state certified in administration (#092) and work an extended day and year for 12 months. A principal will be selected using the standards of:

- State Certification in Administration (#092)
- Commitment to the mission and goals of Breakthrough II
- Willingness to meet the calendar requirements

- Demonstrated mastery in teaching
- Demonstrated excellence in instructional leadership, setting policies and procedures, and curriculum development
- Demonstrated leadership in collaboration and teamwork
- Demonstrated leadership with diverse student body and regular interactions with families
- Demonstrated ability in management and coordination of responsibilities in scheduling, public relations, budget and finance, communications, student selection and recruitment
- Demonstrated leadership and ability to manage staff, training, student discipline, and assessment of staff

**Other Staff**

All other staff will be selected on the basis of their philosophical alignment with the mission and goals of Breakthrough Magnet II and willingness to meet the calendar requirements.

We seek prospective candidates for teaching positions through our internship program. In the event a candidate cannot be found through these means, we will conduct an outside search. Advertising of positions will be placed in local and regional newspapers, and recruiting at local college campuses.

**Initial Staffing Requirements**

The initial staffing will be comprised of the following positions:

- |                                 |   |                                    |
|---------------------------------|---|------------------------------------|
| • Principal                     | • Community Outreach Coach                  | • Paraprofessionals (9)            |
| • Teaching Specialist           | • Special Programs & Technology Facilitator | • Child Development Associates (2) |
| • Theme Facilitator             | • Spanish Teacher                           | • Executive Assistant              |
| • Pre-Kindergarten-Teachers (4) | K • Physical Education Teacher              | • Office Assistant                 |
| • Grade 1 & 2 Teachers (4)      | • Music Teacher                             | • Nurse                            |
| • Grade 3 Teachers (2)          | • Art Teacher (0.5)                         | • Technology support               |
| • Special Education Teacher     | • Graduate Interns (3)                      | • After care coordinator           |

Additional positions will be required as the school expands to accommodate students through grade 8.

**Class Size Ratios**

Student/Staff Classroom Ratios are as follows:

- Pre-Kindergarten 7 to 1
- Grades K-2 10 to 1
- Grades 3-8 22 to 1

A few of the positions outlined above are designed to specifically implement and further develop the Breakthrough Academy’s theme.

- **Teaching Specialist** - This position will be filled with a teacher knowledgeable in curriculum and

instruction. Responsibilities will include (but not be limited to) monitoring curriculum and instruction, assessment, remedial services, scheduling, administrative reporting and staff development.

- **Theme Facilitator** - This position will be filled with a teacher with knowledge of character education and STEP, marketing and recruitment, student discipline, and organizational skills.
- **Special Education Teachers** - These teachers (one per 15 special education students) will work to support the inclusion model of special education within the school. These teachers will work primarily in regular education classrooms to support special education students. These teachers will conduct the PPT meetings, conduct assessments, work with classroom teachers to monitor modifications and accommodations, and will direct Special Education paraprofessionals in the intervention strategies for identified students.
- **Community Outreach Coordinator** - This person will be responsible for the Student Assistance Team, Student advisement, oversight of daycare and enrichment programming, coordination of programs and events for parents, school and community.
- **Special Programs and Technology Facilitator** - This person will coordinate library services, special programs and technology for the school.
- **Spanish Teacher** - This teacher will provide Spanish language classes to all students K-Grade eight.
- **Music Teacher** - This teacher will provide general music classes to all students, instrumental music to selected fourth and fifth grade students, and will coordinate our weekly community meetings.
- **Physical Education Teacher** - This teacher will provide physical education and health/wellness classes to all students K-8 and will coordinate outdoor physical education programs, such as daily recess and special programs, such as field day.
- **Art** - This teacher will provide art classes to all students K-8.
- **Graduate Interns** - These positions will be used to implement our remedial programs and to serve as interns under the direction of excellent veteran staff. Three interns are needed to support this effort. Interns are paid a monthly stipend and no benefits. Since Breakthrough II will not utilize substitute teachers, these positions along with the floating paraprofessional are essential.
- **Paraprofessionals** - There will be nine paraprofessional needed to support the program. One paraprofessionals will be used in each PK class, one in each K/1 class and one paraprofessional will float as needed.
- **Child Development Associate** - There will be four Child Development Associates needed; one for each Pre-Kindergarten classroom.
- **Executive Assistant** - This person will assist the principal in administrative tasks and communications.
- **Office Assistant** - An office assistant will be added to assist in running the main office including tasks such as greeting visitors, answering phones, and handling attendance.

- **Nurse** - A school nurse will be needed to assist in the health and well being of students.
- **Technology support** - A technology support person will work in the computer lab to repair, support and maintain the extensive amount of school technological equipment.
- **After care coordinator** - An after care coordinator will oversee before and afternoon daycare.

### **Curriculum & Instruction**

- Pedagogical approach, curriculum design, learning environment & classroom design, field trips & extended classrooms, language requirements, technology

### **Pedagogical Approach**

Breakthrough Magnet II believes in a developmental approach to education. Students are grouped into multi-age, heterogeneously-grouped classes that include a diverse (race, ethnicity, gender, socio-economic, geographical) population. The classrooms are a community of learners and therefore we employ strategies such as cooperative learning, partner and group work. Classrooms are arranged with tables rather than individual desks to foster the community atmosphere. We will utilize standards based grading on report cards, using school designed rubrics based on state standards and end of year grade level expectations.

### **Curriculum Design**

Curriculum design is done through curriculum mapping. A two year curriculum map in science and social studies outlines the curriculum in each class level (PK, K/1, 2/3, 4/5) and is delivered using a two year cycle (Year A and Year B). Teachers use an interdisciplinary approach and integrate each subject matter with literacy curricular standards. Activities are designed to be hands-on or project oriented.

### **Learning Environment**

Learning centers (such as a math center) are present in each classroom to support learning. Manipulatives are present and easily-accessible to students. Lessons are interactive to support active participation of all students. Each classroom will contain a listening center and classroom library of student books appropriate to the reading levels of students in that classroom. Classrooms will be print rich environments with areas designated as resource walls with charts and student work displayed. White boards and bulletin boards will be plentiful. A raised-bed garden will be outside each classroom to support school gardening. Lunch is a special opportunity to foster our character skills. All children in PreK-six classrooms have lunch prepared in the school kitchen, delivered on carts there. Students will set each table, complete with napkins, dishes (no paper products) silverware, and centerpieces. Children might dine to relaxing music, converse politely and practice speaking with their best manners. For clean-up they will clear the tables and load the dishwashers in each classroom. Additional learning spaces will include a library/media center, computer lab, music room, art room, Spanish studies room, tutorial room, multipurpose room, gym and auditorium (or a combination gymatorium) and a small café for the seventh and eighth graders, an acknowledgment for school leaders.

### **Field Trips and Extended Learning**

Field trips are commonly used to support learning in the classrooms. Guest speakers and performance groups are also invited to the school to support and enrich learning. Students also participate in afterschool enrichment programs four days a week.

### **Language Requirements**

Students in grade K-eight will study Spanish as a foreign language, lightly at first, and increasing in frequency as a part of each school week as they ascend in grades.

**Technology**

Breakthrough Magnet II will utilize a variety of technology to support student learning. Teachers will all have laptop computers to support instruction and assessment. Student computers will be in classrooms – four in each K-two and six in each classroom grades three-six. Laptop computers, one per student, will be available for each middle school student. Each classroom K-eight will also have an interactive whiteboard, digital camera, and scanner to enhance student learning. These make projects, such as electronic portfolios and reading tapes to record progress over the years, shared easily with parents. A computer lab will also be outfitted with 22 computers and a V-Brick system to show movies to all classrooms from a central location. The ability for middle school students to broadcast the Breakthrough News from the computer lab to each classroom’s interactive whiteboard daily will be required. The auditorium will have a projection screen, projector, sound system and enough seating for the entire school (minus the preschool) to participate in the weekly community meetings.

**Community Partnerships**

- Internships, job shadows, mentoring, after-school and weekend programming, job placements, college sponsorships, interdisciplinary community experiences

Breakthrough Magnet II will be seeking community partnerships to add to the offerings we already have that include:

- An extended school day until 4:00 p.m. for students in grades K-eight, except the first three weeks and last three weeks of school. All K-five students will participate in enrichment programming and transportation will be provided for all bus students.
- A mentoring program with community businesses for identified students. Mentoring will occur on a weekly basis.
- After school and evening activities such as Math Night, Literacy Night, and other events.
- Each classroom will have a sister school partnership with a suburban school. Students will engage in activities such as letter writing, joint field trips, and/or community service projects with their sister schools.
- Breakthrough Magnet II will partner with secondary schools (nine-12) to assist students in selecting a school to attend after graduating from Breakthrough II.

**Learning Outcomes & Assessment Design**

- By grade, by grade grouping, readiness for feeder school

Breakthrough II will utilize the CT state standards and grade-level expectations with school created rubrics, aligned with the same, to assess students on report cards using developmental grading, (e.g. Just beginning, Approaching the standard, Meeting the standard, Exceeding the standard). Assessments will be conducted throughout the year. These assessments may include but are not limited to: Concepts of Print, Letter/Sound Inventories, Sight Word Assessments, writing prompts, phonological awareness assessments, oral math assessments, district assessments such as 4Sight, Rally Reading Comprehension, Developmental Reading Assessment (DRA), Degrees of Reading Power (DRP), Rally Editing & Revising test, and district created assessments such as HMSA. Students in Breakthrough Magnet II will also participate in the Connecticut Mastery Tests as required by the state.

**College Readiness**

- Career explorations, *Plan of Study*, college visits, mentoring programs, dual credit opportunities, AP courses,

college advisory, college partnerships, workplace readiness

Students at Breakthrough Magnet II will be encouraged to think about their future education and careers through the assistance of the Community Outreach Coordinator. This person will coordinate efforts with programs such as Career Days, Secondary school fairs, and other programs to support further education and career exploration. Each fifth grader will meet with the Community Outreach Coordinator in an advisory capacity to assist students and families with applications for secondary school, summer opportunities and other community programs.

### **School Culture & Climate**

- Code of conduct & behavior expectations, orientation and bridge programs, learning expectations, school uniform

### **Attendance**

Attendance is crucial to academic success. All students should strive for perfect attendance. Teachers encourage good attendance by making available such common household comforts such as tissues, water, etc. and role modeling their use. This reduces absences to true illness or emergencies. Breakthrough Magnet II's commitment to wellness includes ways to stay healthy such as proper nutrition, consistent sleep schedules and daily exercise. Breakthrough Magnet II will require parents to contact the main office with anticipated return date if a child is absent. Parents must also provide a written note upon the child's return to school in order for the absence to be excused. A mandatory student assistance team (SAT) meeting will occur after ten days of unexcused absences. Fifteen or more unexcused absences may be cause for retention. Students with perfect attendance each month will be acknowledged in ways such as through posters in the classrooms, in the monthly newsletter and/or at a community meeting.

### **Behavior Expectations**

Breakthrough Magnet II's commitment to character development, stated in our mission and our character curriculum, seeks to develop students who encourage others, speak politely, use good manners, set good examples, use decorum in the halls, be an appreciative audience, and respect school property. When difficulties arise, we train students to talk out problems, assume responsibility for their actions, think of others' needs and change breakdowns to breakthroughs (use mistakes as an opportunity to learn).

All staff members will be trained in a school wide approach for discipline, Systematic Training for Effective Parenting (STEP). This will also be offered to parents. This course will also be infused with the key distinctions of our character curriculum. Speaking positively and encouraging students is the basis of the approach. Students also learn that there are natural and logical consequences for their actions. Strategies for dealing with misbehavior from this course are used. In the event a student exhibits unacceptable behavior, consequences will be given. Misbehaving students will lose privileges such as attending enrichment programs. They may also receive time-outs, detentions or suspensions. In altercations involving two or more students, every effort will be made to resolve the problem, either before or after consequences have been administered. The goal is to learn from mistakes so as to develop self-discipline. Consequences will be determined on a case by case basis with staff considering what best would suit the infraction and the needs of the student or students involved.

### **Uniform Requirements**

Breakthrough Magnet II will follow the same uniform requirements as Breakthrough Magnet. The school has adopted a mandatory uniform requirement for all students. Appropriate dress that is comfortable enables students to participate and concentrate on learning. "Special clothes for a special place" supports the behavior and academic expectations at the school.

Students must adhere to the following uniform requirements:

- Shirts- Students must wear the school logo shirts tucked into their pants/skirt. No T-shirts with any logo may be worn under the Breakthrough Shirt. School shirts will be made available for purchase through an outside vendor.
- Pants- Must be solid color black, navy or khaki. Shorts must be long, Bermuda style black, navy or khaki.
- Skirts- Must be plain black, navy or khaki; solid colored and knee length.
- Shoes- Sneakers or shoes with rubber soles, appropriate for physical activity. All students must wear sneakers for physical education class.

The following clothing may not be worn at Breakthrough Magnet II:

- Sleeveless tops
- Denim or jeans
- Short shorts
- Short skirts
- Crop top shirts
- Hats or jackets inside the building
- Clothing with logos, pictures, or writing
- Make-up
- Baggy pants or shorts
- Spandex
- Flip flops
- Open toed shoes
- Sweatpants (except in PK classes due to toileting issues)

### **School Schedule**

- Length of day, co-curriculum, Saturday academies, optional programming, Summer School

The PK-Grade eight students at Breakthrough II will begin their school day at 8:25 a.m. and end at 2:55 p.m. Pre-K students will attend from 8:30 a.m. -12:30 p.m. After-school care will be available for a fee until 5:30 p.m. for students PK-Grade five. Enrichment programs will be held from 3:00 p.m. -4:00 p.m. for all students in K-Grade eight offering classes in areas such as music, sports, art, homework club, tutoring and more. The teacher workday will be from 8:00 a.m. - 4:00 p.m. every day. One day a week teachers will attend staff meeting until 4:15 p.m. and one day a week they will attend team meetings from 3:00 p.m. - 4:00p.m.

Students will also have instruction in unified arts (music, art, physical education, and Spanish). The unified arts will also be infused into the daily curricular planning as well as the enrichment time.

Students will follow the Hartford Public Schools calendar, including weather related early closings. There will be one early release day per month for teacher in-service training, plus five days of full in-service trainings.

### **Support Services**

- Tutoring, special education, community services, parent support programs

All students will be provided with access to Special Education services as they are currently done at Breakthrough Magnet. A student assistance team (SAT) will also meet to review the progress of students that are referred by teachers or parents and brainstorm additional interventions or

accommodations as an early intervention process to provide support for students prior to any consideration for special education testing.

Struggling students in grades one-five will also receive tutoring services. Breakthrough Magnet II will continue the Early Intervention “Reading Breakthrough” program which includes one-to-one reading tutorial services five days a week for identified students in grades one and two. Identified students in all grades will also receive tutorial services in math and literacy during the enrichment time scheduled into the extended school day.

Parents will also be offered the Systematic Training for Effective Parenting (STEP) course that is the foundation for our school-wide classroom management program. This evening course, taught throughout seven weeks, will be offered in the evenings in the fall for two hours each evening.

Breakthrough Parent University will also run on selected evenings with topics such as homework, math and literacy. These one night seminars will assist parents on select topics on how to best support their children at home and school.

### **Application Process**

- Breakthrough II will assign seats to Hartford students through the all-choice system of schools process.
- The seats for suburban students will be assigned via the magnet lottery process.

### **Design Team**

Norma Neumann Johnson, Principal, Breakthrough Magnet  
Tammy Cassile, Social Worker, Breakthrough Magnet  
Kristen Wilder, Teacher, Breakthrough Magnet

*\*These design specs were written based on the original operations plan for Breakthrough Magnet and therefore did not require an extended design team..*