

HARTFORD SCHOOL SYSTEM

High School, Inc.



275 Asylum Street

Hartford, CT 06112

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Inter-district Magnet School

Operations Plan

May 7, 2014

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1. School Vision and Design

A. **Mission and Vision**

1. Describe the basic mission of your interdistrict magnet school. Describe the core philosophy or underlying purpose of the proposed school. The mission should reveal the unique attributes the school will strive to achieve.

Description of school type, accreditation & affiliation model

High School, Inc. is a college preparatory school model for 400 high school students, grades 9-12, who are interested in pursuing careers in the **insurance and financial services industries**. In August 2009, year one of implementation, the Academy opened its doors and enrolled grade 9th and grade 10th grade students respectively. This new Academy served as a whole school design of what has been a successful but limited seat program at Bulkeley High School and Weaver High School for a small number of students.

In order to create an optimum-learning environment that maximizes the resources that exists in the City of Hartford, which is internationally known as the *Insurance Capital*, the academy is located in the heart of downtown Hartford at 275 Asylum Street. This location affords students convenience and opportunity to participate in corporate field experiences, such as job shadowing and internships, as well as make real-world connections to daily corporate life, especially as it relates to curriculum and classroom lessons.

High School, Inc. will enroll a 9th grade class of 100 inter-district magnet students (50 suburban/50 Hartford) for the 2014-2015 school year. High School, Inc. is operating with the direct mission of assisting to reduce racial, ethnic and economic isolation of students in urban, suburban, and rural schools as it applies to both students and staff. As our school continues to grow our full enrollment is projected for the school year 2017-2018 as a fully enrolled magnet high school serving grades 9-12.

Mission (Purpose)

The Mission of High School, Inc. is to provide students with the skills and abilities necessary to pursue higher education and careers in the finance and insurance industries through a rigorous and relevant curriculum. The school will accomplish this by:

- Meeting the individual needs of each Academy student,
- Developing a system for personal relationships among staff, students, parents and business partners, and
- Connecting the classroom to real world experiences, especially through internship, mentoring and field work programs.

Vision

The vision of the Academy is to develop future finance and insurance professionals in a safe, inclusive and respectful environment. The Academy emphasizes academic excellence and, at the same time, preparation for students to pursue careers in the corporate sector. Every student will experience a planned sequence of courses and be involved in activities that will enrich those courses. This combination of academic rigor, technical skills and work experience will provide each student with a competitive advantage in advancing career goals. The High School, Inc. downtown location will give students and company's easy access to each other. All the programs within High School, Inc. will grow by leaps and bounds because of the downtown location.

2. Identify and describe any specific area of concentration or theme on which your magnet school may be focused.

Theme/Content Focus

The theme of the Insurance and Finance Academy will be based on the Financial Services Cluster, which includes:

- √ Insurance (including medical insurance)
- √ Banking
- √ Investments/Securities
- √ International Business
- √ Financial Management
- √ The Academy will be a 21st century learning environment that combines rigorous academic courses and a related sequence of elective courses in insurance and financial services.
- √ Learning will be student focused, and content will be taught using a variety of teaching and learning strategies with a solid technological core, both inside and outside of the classroom.
- √ Students will have the necessary academic supports to succeed with high school work in a college preparatory curriculum.
- √ Students and families will commit to participation in the Academy as members of a learning community.
- √ Teachers, administrators and counselors will set high expectations for all students and will be committed to instructional strategies and support services that engage students, motivate their desire to learn and produce successful outcomes.
- √ Community, higher education, and business partners will be active participants with teachers and students and provide an enriched in-school environment as well as out-of-school experiences for students to understand the requirements of employment in high-skill, high-wage occupations.
- √ The school will maintain its own webpage with complete and updated school information for both current and future students.
- √ The Director of Business Partnerships and Development will manage the theme and content focus.

3. Within the context of your mission, describe the overarching goals with which your school will seek?

The goal of the school is to create transliterate students who can access, analyze, evaluate and produce a variety of project-based initiatives. The school will offer innovative programs that build skills in critical thinking, literacy, diversity, speaking, community connections and creative media production through the use of modern day technological devices such as camcorders, iPads, Net books, Mac Books, Elmos, and Smart boards respectively. In addition, the school will integrate its core curriculum with a thematic; project based learning focus and a foundation of the Connecticut Common Core Standards, in addition to national technical standards. This will be done through vocabulary reinforcement, modeling a wide variety of writing examples to students, scaffolding of writing assignments, focusing on the process of writing, problem solving, technological training and inclusion of multicultural communications and background. The school community will strive for Discipline, Respect, Unity and Maturity to **Heighten Student Integrity** at all times.

High School, Inc. Hartford's Insurance and Finance Academy believes that the preparation of our students for both college and career requires us to develop both content and 21st century skills throughout the curriculum. To do this, students will begin with core classes and business classes in their freshmen year and continue to do until graduation.

During the freshmen and sophomore years students will engage in the following based on the *Connecticut Framework: K-12 Curriculum Goals and Standards (CT Framework)*:

- Students will produce written, oral and visual texts to express, develop and substantiate ideas and experiences
- Students will read extensively and apply the variety of vocabulary strategies to read ever more complex texts
- Students will identify and use the most effective process for them to create and present a written, oral or visual piece
- Use mathematical skills and concepts to make and justify decisions and predictions, to identify patterns and trends, to pose questions from data and situations, and to formulate and solve problems
- Use mathematical skills and concepts to describe and analyze data and measurements from other disciplines

In addition to the core academics defined in CT framework mentioned above students will also expand on technology and communications objectives to:

- Describe the diversity of functions within the Insurance and Finance Career Pathway
- Demonstrate writing processes used in insurance and finance
- Plan and deliver a business plan
- Demonstrate technical support related to insurance and finance
- Use inductive and deductive reasoning to make, defend and evaluate conjectures and arguments, to justify assertions and verify tentative conclusions, and to solve mathematical problems
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- Make strategic use of concepts and visual displays of data to express information and enhance understanding of presentations

B. Learning Objectives

1. Describe the school's broad academic goals and objectives for student learning. (These will be closely linked to student assessment).

High School, Inc. will focus on providing core classes in Language Arts, Science, Math and History through infusing a cross- discipline thematic approach. Students will define, demonstrate, apply, analyze, evaluate and produce business related projects to highlight their skills and knowledge in the core curriculum and business technological arena.

Students involved in business programs showed a strong aptitude for leadership roles. With this in mind, our students will be assessed through team presentation, rubric project evaluation, student portfolios, peer assessment, and team assessment by teachers, quizzes, written tests, class participation and citizenship. In

addition, teachers will use the Common Core State Standards within instruction and students will be assessed by state and district testing such as the Connecticut Academic Performance Test (CAPT.), Measures of Academic Progress (MAP), the Smarter Balanced Assessment Consortium (SBAC) and core subject and theme writing assessments.

High School, Inc. will use data from these assessments to increase student performance, ensure differentiated teaching practices, promote higher-level thinking through rigorous and relevant course offerings enhance lessons and facilitate further professional development for staff. High School, Inc. data teams will be comprised for the overall school as well as specific grade levels.

2. Describe other learning objectives which influence student performance, such as, but not limited to, positive self-concept, motivation, persistence, responsibility and self-reliance, intellectual curiosity, positive interpersonal relationships and a sense of community.

High School, Inc. will foster independent thinkers, confident public speakers, critical researchers, collaborators, community contributors, leaders and deadline driven professionals through teaching and course offerings, evidence of regular practice, and community involvement and media partnerships. These students will emulate a climate and culture of PROS- positive, responsible, open-minded and safe through Positive Behavior Invention Support (PBIS). Students will participate in business and insurance competitions, motivational monthly assemblies, small group sessions, guest speaker visits, advisory meetings, clubs, community service, mentoring programs, student of the month, award ceremonies, student government, and academic, social and cultural field trips.

The school will incorporate the following skill sets in its core and career path elective curriculum:

- **Creativity and Innovation:** demonstrating originality and inventiveness in work; developing, implementing and communicating new ideas to others; being open and responsive to new and diverse perspectives; acting on creative ideas to make a tangible and useful contribution to the domain the innovation occurs.
- **Critical Thinking and Problem Solving:** exercising sound reasoning in understanding; making complex choices and decisions; exploring the interconnections among systems; identifying and asking significant questions that clarify various points of view and better solutions; framing, analyzing and synthesizing information in order to solve problems and questions.
- **Blended Learning:** Blended Learning, a relatively new concept in public education, is student-centered in its approach, allowing students and schools to use time and resources more flexibly than in traditional school environments. It is important to note that blended learning is not just about integrating online content or using cool new technologies. As is the case in any quality educational setting, blended learning requires an effective teacher to guide and support student learning. Blended learning can—and in some places already is—replacing seat time with competency-based learning, extending learning beyond the school building and the school day, allowing students to take charge of their education, and demonstrating improved student outcomes.

Blended & Connected Learning Opportunities at HSI:

Read 180/System 44 – Reading intervention programs

Classroom Inc. - Simulated computer based program that improves literacy, 21st century skills, confidence, and engagement

Study Island – Computer based adaptive learning program for multiple content areas

- **Communication and Collaboration:** articulating thoughts and ideas clearly and effectively through speaking and writing; demonstrating flexibility and willingness to be helpful in making necessary compromises to accomplish common goals.

C. Educational Program

Overview of the Core Academic Program

Core Literacy Program

1. High School, Inc. is located at 275 Asylum Street will provide students with learning environments designed specifically to meet the needs of students learning about the insurance and finance. The technology will add to the core academic program by giving students a multitude of ways in which to express their literacy and knowledge.
2. A unique feature of the program is our partnership with local insurance and finance companies. Students will work side by side with industry specialists, take academic and elective courses, and complete their capstone research project. Essentially, the summer before senior year students will start an intensive internship in which students will complete professional projects and create an electronic portfolio of work to provide potential colleges and employers. There will be ongoing training at both sites to ensure positive and productive relationships with staff and students. These major school partners, combined with our teaching professionals, parents, community, and business leaders will support the needs of a diversified student population of early college, advanced placement, honors, academic, special education, and bilingual students. Students and all programs will be supervised and coordinated by the Director of Business Partnerships and Development. The Director of Business Partnerships and development will manage all relationships with the corporate community.

Current Programs that Business Partners participate in:

- Annual Global Business Excursion to Europe
- Annual City Wide Job Shadow Day
- Monthly Executive Luncheon Series
- School year and Summer Internship Program
- Summer Bridge Program
- Leadership and Professional Development Program
- Mock Interviewing Program
- Corporate Conversations

Current Partnerships that exist in accordance with the High School, Inc. Advisory Board By-Laws:

- Travelers
- United Health Care
- Prudential
- The Hartford
- Northwestern Mutual
- KPMG
- Morgan Stanley
- AXA
- Aetna
- Capital Community College
- University of Hartford Barney School of Business
- University of Connecticut School of Business
- Urban League of Greater Hartford
- Webster Bank
- Mass Mutual
- RC Knox

The High School, Inc. Higher Education Partnerships are essential to the success of the school. Students are able to take classes on the campus of our partners. The students will also have many immersion opportunities during the school year as well as during the summer months.

4. Teachers will employ a variety of instructional strategies to ensure that different learning styles are addressed through differentiated instruction and that all students have the opportunity to access, process, and apply information and skills in ways most natural for them. For example, teachers will introduce new information using written, spoken, and visual, techniques. Students will be given assignments and media-related projects that require them to solve problems creatively, collaborate effectively with others and demonstrate what they know and are able to do in a variety of forms.

5. The following variety of teaching methods will be used to enhance student achievement: team teaching, individualized instruction, differentiation, critical thinking, scaffolding, technology integration, multimedia instruction, and authentic assessment, outside lectures, job shadowing and internships.

6. High School, Inc. will revolve around an 80- minute block schedule. Also, teachers on each Core team will meet weekly to design interdisciplinary curricula, analyze student data to plan and design instruction, stay current on how students are doing in one another's classes, and plan special activities. This planning period is not only critical to the successful implementation of the magnet school curriculum, but it is also critical to the personalized student approach. Through constant communication between teachers during the daily planning sessions, the team's students will be carefully monitored, and assistance will be given to students in need of intervention.

7. High School, Inc. will focus on business-related skills, career exploration and preparation for higher education and careers in insurance and finance using 21st Century blended & connected learning models, an interdisciplinary curriculum that integrates content areas, post-secondary education and workplace employability skills. The school will emphasize project-based learning that is authentic and contextual to empower students to increase their knowledge and depth of understanding of all subject areas through reading, writing, and problem solving. The theme-based curriculum will help demonstrate a fundamental knowledge of the arts and further develop the skills necessary for college and career readiness. Students will take relevant class instruction in such theme related areas as Insurance, Finance, Investments, Securities, Accounting, Entrepreneurship and economics. High School, Inc. has also partnered with YOUmedia CT, which is a 21st century digital-media learning center for teens housed at the Hartford Public Library. YOUmedia builds on the role libraries play as places of innovation and exploration.

YOUmedia will teach teens to use technology to tell stories and engage with the world around them in powerful new ways. It is a creative learning environment that empowers teens by encouraging them to use professional-grade hardware and software to express themselves. Teens will create computer-based projects inspired by their own ideas including mixing music, designing video games, creating films and exploring the many possibilities afforded by today's technology

8. Teaching Staff at High School, Inc. will possess the following certifications and demonstrate enthusiasm in the following areas:

- Connecticut teacher and/or administration certification
- Ability and eagerness to advance media integration-building upon the current foundation
- Demonstrated knowledge and effective use of technology in instruction, management, and communication
- Persistent use of data and researched-based focus on student achievement
- A commitment to the achievement of all students
- Embraces current practices and new, emerging technologies across platforms
- Familiarity with and commitment to journalism and media technology

Support staff at High School, Inc. will possess the following qualifications:

- High school diploma or GED with additional college preferred
- Excellent organization skills and effective written communication skills
- Ability to establish and maintain effective relationships with staff
- Enthusiasm and interest in the media profession
- Knowledge of modern office equipment

Resource staff provided by advisory board companies will possess the following qualifications:

- Authorized background check
- Extensive experience in the insurance and finance field; minimum of three years
- Enthusiasm to work with students and ability to maintain effective relationships with staff and students
- Ability to periodically work an extended and/or flexible schedule to meet the demands of the school and ensure student achievement

Staff will be trained in national, state and district related professional development as well as theme related professional development sessions. The latter of which will be done through: establishing an expert insurance and finance advisory board that will collaborate with the High School, Inc. Assistant Principal & Theme Coach to offer necessary and related training. Staff will shadow professionals in the insurance and finance field annually, and will participate in local and national business conferences, conventions, webinars, podcasts and events. Staff will lead students in hands-on Project Based Learning opportunities on and off campus that lend to direct business experience and infusion. Ideal teaching candidates will have experience in both education and business, however some educational professionals may need to undergo a business literacy workshop at the start of, and continually, during the academic year. Staff will receive direct support on infusing the theme into the Common Core Curriculum and instructional techniques in collaboration with the Assistant Principal and/or Theme Coach. Theme specific scope and sequence classes (listed below) are designed to not only complement the partnership between High School, Inc. and advisory board, but also prepare the students for either post-secondary education in the field or career ready opportunities. High School, Inc. teachers will have the opportunity to attend the annual National Academy Foundation conference for professional development. High School, Inc. teachers will also be able to attend conferences that are unique to their subject areas for professional development as well as the monthly professional development provided by the school district and administration.

10. Assigned homework will be required, and students will be expected to complete all assignments according to the rubric provided. Homework will be assigned to advance learning by: Extending student learning; Reflection and revision; applying knowledge to new situations; Engaging in research.

Math	Science	Social Studies	English	World Language	Art
Algebra Geometry Algebra II	Physical Science Biology Chemistry	Civics Geography International Studies American History	English I English II Lit. & Comp. I Lit. & Comp. II Reading I Reading II	Spanish I Spanish II	Digital Photography Graphic Design I Graphic Design II

Theme Core Requirements

Freshmen:

Principles of Finance
Introduction to Financial Services

Sophomore:

Introduction to Insurance
Entrepreneurship

Junior:

Accounting 1
Accounting 2

Senior:

Global Business
Business Economics

** A passing grade of a C or better in business classes during freshmen, sophomore and junior year are required in order to do an interview with one of High School, Inc. corporate partners.**

II. Strength of Organization Effort

A. School Governance

1. The High School, Inc. School Governance Council (SGC) currently consists of 7 parents, 5 teachers, 2 community leaders, 2 students and one administrator who work together for student success by making important decisions regarding the academic success of the school and its students. They are elected to their positions. The functions of the SGC include analyzing school achievement data and school needs; approving a school accountability plan, budget, and school/parent compact; assisting with the annual climate survey; suggesting programmatic and operations changes and participating in the principal interview process if needed. All stakeholders are strongly encouraged to participate.

2. SGC members must be willing to learn and adhere to the school's mission and vision; attend meetings and participate in mandatory trainings.

3. High School, Inc. will function under the management of the school's Principal, Assistant Principal and through the leadership of its teaching and support staff.

B. Evidence of Support

1. The by-laws established for High School, Inc. Advisory Board will allow for strategic partnerships that will allow for tremendous growth and development of students. The by-laws are attached.

2. <https://exchanges.nyx.com/en/new-york-stock-exchange/travelers-companies-inc-visits-nyse>
http://articles.courant.com/2013-02-28/community/hc-hartford-high-school-inc-0301-20130228_1_students-national-academy-foundation-webster-bank

http://articles.courant.com/2013-04-05/community/hc-hartford-high-school-inc-0406-20130405_1_high-school-inc-brandon-frame-chief-corporate-sponsor

In addition, students have been chosen to serve as Math and Science Program at Morgan State University. For the past two years, High School, Inc. students have applied for and attended the summer business program at The University of Connecticut School of Business.

3. Scores of students have been placed in successful internships within the insurance and finance field
4. In 2013 86/87 graduated and were accepted into a two year or for year college/university.

The Hartford School District student demographics for race by grade 10-12 as of June 2013 are as follows:

Grade Level	American Indian/Alaska Native	Asian	Black or African American	White	Hispanic/Latino of any race	Native Hawaiian / Pacific Islander	Two or More Races
Grade 10	0	2	44	3	24	0	
Grade 11	0	7	37	1	17	0	
Grade 12	0	1	44	0	11	0	
Total	0	10	125	4	52	0	

Source:
 PSIS
 June
 2013

III. Student Composition, Services, and Policies

A. School Demographics

1. There are currently 30 school districts where students can apply for admission to High School, Inc. These districts range in population and demographic background with most belonging to a suburban district. Sending districts can be as little as five miles, or as much as 24 miles, away from campus. There will be recruitment fairs, advertisement, and middle school visits in order to attract new students. There will be parent contact and communication in order keep families informed and connected to the school. The development of the theme-based curriculum will reflect an education program that can compete with and or exceed out of district school courses of study.
2. High School, Inc. students will attend a minimum of 180 days of instruction, usually from late August to early June. HPS observes most major holidays, and students have week-long vacations between Christmas and New Years and again in April.

Operating hours for the school are from 8:15 a.m. - 3:15 p.m. and a block schedule of 80-minute periods and rotating A/B days is observed. Students can participate in sports through their sending districts. Internship meetings and student clubs are scheduled afterschool or during advisory block.

3. Our school will service all grades. The ninth-graders for the 2014-2015 academic year will be magnet and we will be adding a grade each year in succession until a full secondary 9-12 magnet

program is implemented by school year 2016-2017. A projection of 100 incoming freshmen predicted for the 2014-2015 year.

Enrollment Projections

School Year	9		10		11		12		TOTAL
District	Hartford	Suburban	Hartford	Suburban	Hartford	Suburban	Hartford	Suburban	
2014-2015*	50	50	100	0	100		100	0	100
2015-2016	50	50	50	50	100	0	100	0	100
2016-2017	50	50	50	50	50	50	100	0	100
2017 -2018	50	50	50	50	50	50	50	50	100
2018 -2019	50	50	50	50	50	50	50	50	100

4. Student diversity in the classroom will be provided through individualized instruction, critical thinking skills, scaffolding, modern technology integration, multimedia instruction, tiered assessment and outside lectures, events, job shadowing and internships. In the High School, Inc. offerings, students will be exposed to diversified course selections based on the student learning profile as well as the evolving and competitive world of business.

B. Disciplinary and Enrollment Policies

1. High School, Inc. will focus on promoting positive student and academic behavior outcomes through its Positive Behavior Intervention & Support (PBIS) Program to foster an encouraging, safe, productive and socially responsible learning environment. By modeling and demonstrating PROS (positive, responsible, open-minded and safe) behavior, staff and students will advance of code of professionalism at all times in school and within the community.
2. Breakthrough Education Strategies (BES) will be utilized that combine an Integrated Organizational Structure, a Behavioral Intervention Process and an Innovative Instructions Model to create a peaceful environment conducive to the learning process.
3. High School, Inc. will operate on a Response to Intervention (RTI) model in order to meet the needs of all learners and reduce the number of children in special education.

Tier One – Research Based Core Curriculum with differentiated instruction

Tier Two – Short Term Interventions matched to students needs

Tier Three – Intervention for students who do not respond to Tier One or Tier Two

4. Other disciplinary measures include conforming to state and district polices regarding:
 - Bullying

- Climate Improvement System/Inside Suspension
- Outside Suspension
- Expulsion

Enrollment of students ends as of October 1st of each school year. Transfers into and out of High School, Inc. only occur via the Regional School Choice Office (RSCO) lottery process conducted each year.

IV. Special Needs Population

1. ELL/Students not Proficient in English

In an effort to provide all students with an equitable educational program, High School, Inc. will implement the following support plan:

All bilingual students will be administered the Home Language Survey.

Students will take the LAS Links Assessment for literacy and math to determine instructional level and class placement. If available, specific student CMT data will be reviewed.

Based on data analysis, students who have been in the district for more than thirty months yet are demonstrating significantly deficient skills in reading, will be assigned to an intensive research based reading intervention class (READ180 or System 44). During this time, both small and whole group instruction and push-in support will be provided. Students from out of district will also be provided interventions based on their needs.

All staff will participate in professional development to enhance their level of awareness for the cultural and instructional needs of our ELL students.

Training for staff will be provided to develop knowledge of:

- Strategies that are most effective in providing instruction for ELL/bilingual students
- Training in second language acquisition, instructional modifications, and instructional accommodations such as extended time, dual language dictionaries, and small group instruction
- Working with the reading and ELA teachers to develop/modify materials
- The speech and language teacher will provide consultation support for the reading teacher, Special Education and /or English teacher, when appropriate.

2. The Student Assistance Team (SAT) will exchange information, brainstorm ideas, evaluate student needs, make recommendations, assist in program implementation, provide crisis intervention, and accept and act upon referrals from staff. The SAT will also assist with: Intervention literacy/math programs during the school day; Additional support from a content area teacher during the school day; Modified instructional materials; summer intervention support and family involvement.

3. Special Education: High School, Inc. will follow all federal and state mandates regarding special education. Special education resource services will be provided using the full inclusion model. Special education teachers in collaboration with general education teachers, students, parents and support personnel will address students' individual differences and needs so that students will be able to participate to the fullest extent possible in regular education classes to achieve success in school and self-sufficiency in their community.

Special education services are provided via a co-taught model of support. Special education teachers manage their caseloads by providing direct support to students during mainstream classes. Support is

provided by special education teachers and regular education teachers, as well as paraprofessionals.

The Special Education teachers will:

- Involve students, parents, therapists, social workers, counselors, psychologists and subject area teachers in the PPT process.
- Collaborate with content area teachers to implement appropriate accommodations and modifications to address individual students' needs and include the Student Success Plan in the IEP formation for Students with Disabilities and may provide increased opportunities for students' transition goals.
- Provide appropriate post-secondary school transition planning.
- Teach self -advocacy skills necessary for success in all phases of life.
- Provide professional development training for staff on best practices in accommodation, modifications and differentiation.

V. Admission Policy and Criteria

While any high school student may apply, targeted Hartford students will be recruited from the neighborhood surrounding High School, Inc. —which is Zone 4 in the Hartford school district—and students from surrounding suburban towns with low magnet school participation rates. All on-time applicants will enter through the RSCO lottery. Lottery preference for a HARTFORD applicant will be granted to: (a) children of advisory board company employees; (b) children of current High School, Inc. staff; (c) students that live less than one-half mile from the school; (d) siblings of current students attending High School, Inc. at the time of application; (e) students residing in HPS Zone 4 in which High School, Inc. is located. Lottery preference for a SUBURBAN applicant will be granted to: (a) children of advisory board company employees (b) siblings of current students attending High School, Inc. at the time of application.

Parents and students interested in High School, Inc. should:

- Attend a presentation explaining the High School, Inc. program.
- Submit a RSCO application for admission.
- Participate in an orientation and a two-week Freshmen Summer Bridge Program.

B. There will be visits to area schools, PTO meetings, and recruitment fairs. High School, Inc. will advertise in newspapers, radio commercials and on our website. Advertisements and promotions with our partners will enhance our efforts to reach a wider audience. The Regional School Choice Office organizes informational fairs across the Greater Hartford area. Prospective students are invited to Open Houses and visitation days. The Open Houses provide families with the opportunity to attend classes and speak directly with faculty, parents and students of the High School, Inc. community.

C. In order to continue to attract a diverse student body, current students' families will be informed of our racial balance requirements for state magnet grant eligibility. We will encourage current families to

communicate with prospective students. We will also arrange tours of the new facilities, hold accepted students days and host informal meetings with families and the staff/administration.

D. The admission to High School, Inc. is through a random, unified lottery process conducted by the Regional School Choice Office (RSCO). Students are recruited from middle and high schools in the district and targeted suburban schools to ensure a diverse student body. Students that are placed are contacted both by RSCO and through High School, Inc. High School, Inc. staff will encourage accepted students to enroll and will conduct mailings and phone calls. In addition, a registration session will be held in May for each grade to provide accepted students with more information about the school.

Those students who are not selected by the lottery process are put on a waiting list, which is in effect until October 1st. Those applicants pulled from the waiting list and given placement must complete registration and return registration materials at the school to officially enroll

E. The admission policies at High School, Inc. welcome all students from a wide variety of academic and ethnic backgrounds who share a similar interest in the mission and vision of High School, Inc.

F. The spirit of the sibling admission policy is to provide cohesiveness for all children in the same family while providing an equal opportunity for all students who desire to attend the school to obtain admission to the school.

With that in mind, a sibling is defined as a brother or sister living in the same household and sharing at least one biological parent or legal guardian. To be eligible for a sibling preference in the RSCO lottery, an applicant must: (a) submit an on-time application; (b) apply to a school a sibling attends; and (c) if the applicant is placed, the sibling must continue to be enrolled in the school when the applicant attends.

All siblings should be identified as such on an application that is submitted using the same qualifications and deadlines as all other new lottery applicants.

VI. Human Resource Policies and Information

A – C: Human resources policies and procedures will be those of the Hartford Public Schools. All contracts, hiring and dismissal practices (including Affirmative Action guidelines), salary schedules and benefits packages will be those of the Hartford Board. Those policies and procedures are outlined in the written agreement between the Hartford Board of Education and the Hartford Federation of Teachers, and the agreement between the principals and supervising associations of Hartford and the Hartford Board of Education. The Hartford Board of Education has an affirmative action plan on file with the Connecticut State Department of Education.

Within the total enrollment of 129 students, High School, Inc. will employ a faculty of 25 FTE, including special education teachers.

Average class size will be under 25 students in an inclusive, traditional classroom setting.

D. High School, Inc. will employ a Director of Business Partnerships who will serve as the theme coach for the integration of insurance and finance into the curriculum of the school. This individual will have at least five years teaching experience, full understanding of CCSS and TEVAL and curriculum implementation and credentials in the field of insurance and finance. This coach will develop and implement the insurance and finance theme through attending local and national conferences, maintaining and building local and national business contacts, and by staying updated on the current trends in the field and in higher education. The coach will assist in the scope and sequence of the theme courses offered at

High School, Inc. and ensure curriculums for classes being offered are in line with the CCSS. The Magnet Theme Coach will work closely with administration and teachers to design units of instruction that incorporate appropriate business components and technologies. In addition, the Theme Coach will guide monthly Professional Development for teachers related to theme; foster and maintain relationships with local and national media professionals for internships, field trips and advisory capacities. The Magnet Theme Coach will serve as liaison between High School, Inc. and advisory board companies.

E. Staff at High School, Inc. will participate in district-wide professional development activities sponsored by the Hartford Public Schools system. In addition, a school based professional development program, designed by the HPS district, will be coordinated by administration and the Magnet Theme Coach. Planning and implementation for in-school professional development programs will be the responsibility of the Leadership Team and/or the Magnet Theme Coach. High School, Inc. will follow district policy of holding one Early Release day a month, usually the second Wednesday of the month, to hold in-service training for staff. The Leadership Team will design and implement programs that will help staff members gain specific knowledge and skills needed to deliver the theme curriculum, safety and climate, classroom management, and other effective teaching strategies.

F. Human Resources Policies and Procedures will be those of the Hartford Public Schools System. All contracts, hiring and dismissal practices (including Affirmative Action guidelines), salary schedules and benefits packages will be those of that Board. Those policies and procedures are outlined in the written agreement between the Hartford Board of Education and the Hartford Federation of Teachers, and the agreement between principals and supervising associations and the Hartford Board of Education.

VII. Building Operations

A. High School, Inc. is housed at 275 Asylum Street Hartford, CT. 06103.

B. A copy of the current building specifications is attached.

VIII. Financial Plan

The financial plan includes only the incoming 9th grade pool of applicants, as we are an existing theme academy that has recently been converted to magnet status. While the SDE Magnet funding will be determined by the CMP the attached enrollment revenue figures are for the 2013-2014 school year.

Please see attached Form ED114.

IX. Transportation

A. Suburban students will be transported through the Regional School Choice Office as part of the Sheff Stipulated Agreement from 2008. CREC will be the liaison to Logisticare for this transportation service. Currently, HPS provided door-to-door transportation for regional students. Per the upcoming CMP, and the 2008 *Sheff* Stipulated Agreement, both HPS and the SDE acknowledge a need to adjust current transportation models for both cost and travel time. If a student lives outside of the transportation zone families may make arrangements to transport the student to the closest available bus stop located within the transportation zone; or transport the student themselves to and from the school and request a stipend from the CREC Transportation Office.

Please visit http://www.sde.ct.gov/sde/lib/sde/pdf/rsco/RSCO_TransportationBrochure.pdf for more details.

XI. Application/Lottery/Registration/Orientation Timetable

May/June: Families are notified of acceptance in HSI.

July: Summer Bridge Program takes place.

August: Media/Community Open House.

September: Parent Open House.

October: Recruitment begins.

November: Magnet school/RSCO fairs.

December: Magnet school/RSCO fairs.

January-March: Marketing and student shadowing; orientations; registration process.

March: Contacting families on acceptance.

April: Orientation and student shadowing.

May: Accepted Student Day

June: Complete registrations.