

# ANNUAL REPORT

2013-2014



## The Integrated Day Charter School

IDCS, Inc.  
68 Thermos Avenue  
Norwich, CT 06360

Phone: (860) 892-1900  
Fax: (860) 892-1902  
[www.idcs.org](http://www.idcs.org)



## VISION

IDCS students will become confident, socially responsible citizens and lifelong learners who apply their knowledge to improve themselves and the world around them.

## MISSION

The Integrated Day Charter School, in partnership with its children, families and community, provides a safe, flexible and academically challenging learning environment that meets the unique social, emotional, academic and physical needs of each child.

The Integrated Day program is an alternative program which adheres to a developmental approach. Curricular content adheres to the Common Core state standards, but the methods used will differ dramatically from the conventional classroom. The ID program appreciates and acknowledges that children pass through various stages on their journey to adulthood. The philosophy underlying the program recognizes that to be actively involved and truly engaged, a learner must have input into both the content of the learning as well as the process by which the knowledge is acquired. Education is viewed as a whole, a dynamic activity which extends beyond the classroom and the school and penetrates the world of the learner. To understand a subject fully, several subject areas must be incorporated, synthesized and investigated prior to the acquisition of true knowledge. The students are expected to identify areas of personal interest, investigate these areas, incorporate various subjects into their investigation and then present what they have learned to the class. Study and life skills, such as planning, problem solving, creative thinking and budgeting of time, are directly taught in relationship to a topic which is of personal interest to the student. The culminating exercise is an oral presentation which is viewed by his or her peers and videotaped for portfolio assessment. Personal projects allow the students to have input into the curriculum, allow for greater creativity and instill a sense of autonomy, personal pride and intellectual curiosity.



## *Table of Contents*

Letter from the Director of the School and Governing Board Chairperson	5
About Our School	6
Curriculum Design and Instructional Method and Modification	13
School Goals	15
Efforts to Effectively Attract, Enroll and Retain Students from Among High Need Populations	23
Financial Information	26
Best Practices	28
Governance	31
Summary of Other Key Accomplishments	36
Attachments	

# Letter from the Director and Governing Board Chairperson



Dear Commissioner Pryor,

The Integrated Day Charter School endeavors to create an educational environment that engages all members of the school community in the learning process. This engagement is a critical element of IDCS's organizational values. We strive to have best learning practice be ever present in all facets of school activities so that it may be modeled and reinforced. The 2013-2014 IDCS Annual Report provides an opportunity to share highlights of such activities from the past year so that we can celebrate their success as well as reflect on how they might inform us for the upcoming year. The report provides numerous examples of students, faculty, staff, parents and community members engaged in directly supporting success of students within the IDCS learning community.

As evidenced by the information contained in the report, much was accomplished during the past year through the extraordinary efforts of a dedicated faculty, staff and a multitude of volunteers; but as in most situations, there is always much left to do. Financial support remains one of the most significant challenges. Recent legislative changes will help to ameliorate five years of flat funding to charter schools. The per pupil increase will help us prevent drastic cuts to personnel and programs. Equity in funding will continue to be an area of concern. This is particularly true as it relates to technology. Given the recent testing requirements, we need to ensure we have state of the art technology.

Our school continues to flourish as a HOT School, as designated by the Connecticut Office of the Arts in 2012. This is a distinctive honor and recognizes our work with arts and content integration as well as the quality of our school environment and focus on artistic residencies. This designation provides our school an increase in artistic residencies, exceptional opportunities for professional development and support for teacher/artist collaborations.

IDCS considers it an extreme privilege to be a public school of choice and recognizes the great responsibility entrusted to us for educating our students. We will continue our efforts to stay true to our mission and vision knowing that we are ultimately guided by student learning outcomes and success.

Sincerely,

Claude Pellegrino  
Chairperson, IDCS Governing Board

Anna B. James  
Director, IDCS

# About Our School

## School Program

### Admissions Process

The enrollment process is designed to allow students and their families to make an informed choice. Students who have completed the enrollment process are accepted, provided space is available, and invited to spend time in a classroom. Preschoolers enter through a lottery held the first week in April and parents are notified of the outcome. The Early Screening Inventory is administered and new pre-K parents meet with a staff member to receive information, complete paperwork, ask questions and tour the school while preschoolers visit the classroom. Students in grades K-8 are accepted on a first-come, first-serve basis. A waiting list has been established and caregivers are informed when an opening occurs. Students remain on the list until they enter the school, are removed from the list by the caregiver or can no longer be reached with the information provided. The Admissions Policy was revised in January 2014, placing siblings at the top of the list.

### Student Recruitment Methods

IDCS parents provide a tour and answer questions at an Open House held in early spring for prospective parents. Letters of invitation are sent to families on the waiting list. An evening workshop with the director and assistant director is held to give an overview of the program. These events are publicized in a local newspaper and on our web site.

The number of students of color is growing. IDCS brochures are available in English, Spanish, Chinese and Creole. Information about the Pre-K lottery is also available at Otis Library. (However, recruitment efforts have been stepped back because the current waiting list has grown to over 750 applications). Brochures are shared with NAACP, Madonna Place, Connecticut College's Special Needs program and Bully Busters. Parents of three year olds are invited to apply. Applications are available in the main office and at our web site, [www.idcs.org](http://www.idcs.org).

Through feedback from parents and members of the community, we have learned that the school is held in high regard. Recruitment is no longer necessary and would only give false hope to parents applying at this time. Our lottery process is well known and is announced in the Norwich Bulletin two weeks prior to the date. All callers are informed about the lottery process as well.

Applications continue to come in at all grade levels and are kept on file. Parents of preschoolers who will enter the school (or remain on a waiting list) via the annual lottery in April receive an invitation to an Open House along with information about the lottery, which is open to the public. The outcome of the lottery is explained to pre-K parents in a phone call the following day.

Establishment of an Early Childhood Education Program in September of 2005 has raised awareness of the school. However, due to financial constraints, the program closed at the end of the 2010-2011 school year. A PreK Plus and Extended Day program were implemented in 2011-2012, providing more flexibility for parents in need of child care.

### Student Transportation

The local school district of Norwich provides transportation services for its residents attending the IDCS. In most cases, students attending the IDCS from outside the district of Norwich must provide their own transportation. Preston provided transportation for 2013-2014.



# Student Information

**A lottery is held for children entering PreK only during the first two weeks of April.**

Applications received for the 2013/2014 lottery: 84

# of students that received a seat through the 2013/2014 lottery: 22

# of siblings that received a PreK seat for 2013/2014: 11

# of PreK students on waiting list after the lottery: 51

## 2014-2015

Applications received for the 2014/2015 lottery: 78

# of students that received a seat through the 2014/2015 lottery: 18

# of siblings that received a PreK seat for 2014/2015: 15

# of PreK students on waiting list after the lottery: 45

\*Applications received as of October 1, 2013:

Pre-K	87
K	65
1	73
2	93
3	65
4	95
5	74
6	81
7	83
8	50
Total	766

\*In fall 2013 letters were sent to all families on the waiting list. Letters returned to the school were followed up with phone calls, and those we were unable to reach were removed from the waiting list.

## 2013—2014

*Ethnicity By Gender	Male	Female	
American Indian	0	1	
Asian American	13	18	
Black	15	13	
Hispanic	21	21	
2 or More Races	11	17	
Total Minority	60	70	39.4%
White	105	100	60.6%

\*Percentages based on 330 total enrollment

**Other Information:**

Receive Special Education	32
Bilingual Speaking	9
English as a Second Language	28
Eligible for Free or Reduced-Price Meals	117
Returning Students	281

Disciplinary Actions	Total
Suspensions	32
Expulsions	0

\*Eighth grade students moved on to high school.



**Presentation by grades 2/3 on sustainable energy.**

## School Environment

Imagine that you enter a school where you are welcomed with a smile and called by name. You look down the hall and see children sprawled on the floor reading books or drawing a picture. The walls are adorned with original artwork and every flat surface displays three dimensional project work. There are adults and students scattered about a cavernous media center equipped with computers and an abundance of books.



## Brief History

The integrated day program was initially established within the existing public school system in 1989. When the charter school legislation passed in 1997, veteran teachers, Joan Heffernan, June Morrone and Joyce Werden were poised and ready to create an alternative school, providing free public school choice for all members of the Norwich community and surrounding areas. These founding teachers, and volunteer Sandy Quarto, along with parents and citizens supporting the idea of school choice, joined forces and were granted a charter to establish the Integrated Day Charter School.

As you stroll into a classroom, you admire the majestic view of the Thames River, noticing that the students are too engaged in their activities to appreciate its splendor. Trains rumble by the school, but the students take no notice. The room is not silent. Instead, it is filled with the buzz of busy learners. All are engaged in purposeful activities.

We at the Integrated Day Charter School feel that students learn best in a disciplined, yet relaxed atmosphere, more like a family than an institution. The community of learners at the school strives to strike a balance and develop a sense of ownership among all stakeholders.

The charter was awarded in February 1997. The school opened its doors in August 1997 with 175 students and a sizable waiting list. IDCS is truly a community school. Parents, community members and teachers worked together to insure that the school would open on time, and, against all odds, it did just that. The school has been at full enrollment and has had a significant waiting list since its inception. The waiting list now includes over 750 applications.

In 1999 the school expanded its numbers to 240 students in grades kindergarten through grades 8, and in 2000 increased enrollment to 264, with 286 students in 2001. Early charter renewal was awarded in June 2001, 2006 and 2011. IDCS is now at full capacity with 330 students in grades prekindergarten through grade 8. Child care is offered through a PreK Plus program and an Extended Day option. Both programs are fully enrolled.

The Integrated Day Charter School admits students of any race, color, and national or ethnic origin.

**Multi-Age Groupings by Grade**

1998-1999	1999-2000	2000-2001	2001-2002	2009-2010	2010-2013	2013-2014
Kindergarten	Kindergarten	Kindergarten	Kindergarten	Pre-K	Pre-K	PreK
1st/2nd	K/1st	K/ 1st	K/1st	K	K	K/1st
3rd/4th	1st/2nd	1st/2nd	1st/2nd	1st/2nd	1st/2nd	2nd/3rd
5th/6th	2nd/3rd	2nd/3rd	2nd/3rd	3rd/4th	3rd/4th	4th/5th
	3rd/4th	3rd/4th	3rd/4th	5th/6th	5th/6th	6th
	4th/5th	4th/5th	4th/5th	7th/8th	7th/8th	7th/8th
	5th/6th	5th/6th	5th/6th			
7	7th/8th	6th/7th	6th/7th/8th			
		7th/8th				

**Participating Towns** (see attached map)

Although a majority of students come from Norwich, 15% of the students also come from surrounding towns, including Bozrah, Brooklyn, E. Lyme, Franklin, Griswold, Ledyard, Montville, Plainfield, Preston, Salem, Sprague, Voluntown, and Windham.

**School Calendar / Hours of Operation** (see calendar)

The school day begins at 8:00 AM and ends at 3:00 PM. Hot lunch is served family style daily in three waves. The 2013-2014 school year began on August 28 and the last day of school was June 23. Thanksgiving recess consisted of a half day on November 27th with the 28th and 29th vacation days. Christmas vacation began on December 23rd and school resumed on January 2nd. February 17th-21st were winter recess days. Spring vacation ran from April 14 through April 17.

**# of Students per Certified Classroom Teacher: 22**

**# of Students per Certified Teachers and Non-Certified Instructional Staff: 10**

**Parent Involvement**

At the Integrated Day Charter School we firmly believe that parents and caregivers are the first teachers. They are an integral part of the educational process and are represented on the Governing Board, IDEA, the School Council and the IDCS Foundation. Parents are involved in a multitude of projects including arranging after school activities for students, volunteering in the classrooms and on trips, contributing to and chaperoning at school socials, providing tours during Open House, mentoring new parents, planning special events, participating in the hiring of new teachers and executing fund raising activities to pay for field trips and other needs at the school. Volunteers, including parents, family members and friends of the IDCS, continue to make a valuable contribution to the success of the school.





# Academic Performance

The professional staff at IDCS holds high expectations for all students. IDCS is shifting to Smarter Balance testing and Common Core; new goals will be set once the test is established. CMT testing will continue for grades 5 & 8 in science.

## Grade 5 at Proficiency or Above

Science 88%

## Grade 8 Proficiency or Above

Science 82%

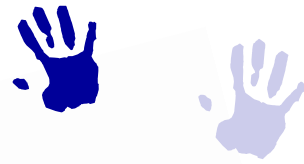
Close scrutiny of the testing helps teachers focus instruction and plan professional development. The first Friday of each month is an early dismissal day for students and professional development workshops are planned for teachers. In addition, each teacher attends at least one off-site workshop and takes part in collegial discussions. Three teachers have been trained in the coaching model to support novice teachers. Connecticut College, Three Rivers Community College and Sacred Heart University have placed student teachers or interns at the IDCS.

The entire student body, beginning in prekindergarten, takes part in personal research projects. Students incorporate various areas of the curriculum to create a visual display, oral presentation and written product around the topic of their choice. The presentations are recorded and shared with parents. As student research is the hallmark of this charter school, the staff created a longitudinal rubric designed to assess student progress over time. This tool is used at all grade levels. Feedback from students, family members and teachers on use of the instrument has been positive.

There is a strong focus on community at IDCS. All teachers at the school have taken part in community building workshops during the summer months. Students have input into class and school rules. All teachers communicate with parents via email and personal phone calls. Parents can leave messages in voice mailboxes for teachers during the school day. Weekly bulletins announcing special events or meetings are posted to families via email and written notices are sent home to families without email access.

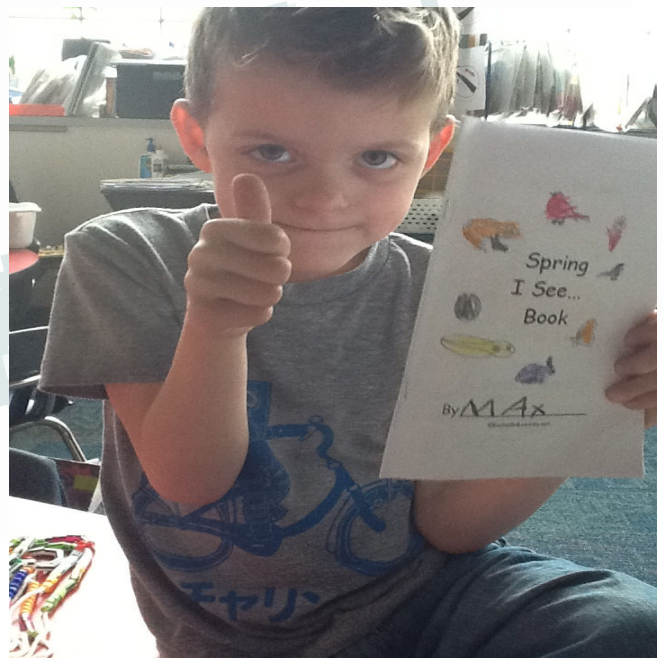
The primary focus of any school is to provide quality education for all students and to insure that all children reach their full potential. It is interesting to examine test scores each year to find trends or patterns and to compare the same students over time. Individual students' test scores are tracked to better address individual needs. Grade level classes are also scrutinized. Generally scores improve as students spend more time at our school.

As we made the shift to Common Core, we realized the need to realign the grade level configurations.



**Now the 21st century engine that pushes nearly every activity in these bustling halls is STEAM: Science, Technology, Engineering, Art and Mathematics. These are everywhere at IDCS—and they are evident in the form of the student art that fills every wall and table.**

**Dee Boyle**  
**HOT Schools Newsletter**



# About Our Staff

## Census

2013-2014

### Instructional Staff:

Certified Teachers	<u>FTE's</u> 23.3
Non-certified Instructional Staff	<u>9.5</u>
Total Instructional	32.8

### Administrative/Support Staff:

Certified Administrative	<u>FTE's</u> 3.0
Curriculum Coordinator	1.0
Other Non-Certified Support Staff	<u>6.2</u>
Total Administrative/Support	10.2

TOTAL ALL STAFF 43.0

Teaching Staff Returning From Previous Year 92%

### Qualifications

Administrative Staff:	FTEs	Certified	Highest Degree	School Experience
Director	1.0	yes	6th Year	30 yrs
Assistant Director	1.0	yes	Masters	25 yrs
Business Manager	1.0	yes	Masters	13 yrs

Instructional Staff: Teachers	FTEs	Certified	Highest Degree	Avg Yrs of Experience
Pre-Kindergarten	1.0	yes	Masters	4
Kindergarten/Gr. 1	2.0	yes	Masters	9
Grade 2/3	3.0	yes	6th Year	10
Grade 4/5	3.0	yes	Ph D	7
Grade 6	3.0	yes	Masters	4
Grade 7/8	3.5	yes	Masters	8
Remedial	1.0	yes	Masters	9
Pupil Services	3.0	yes	6th Year	8
Music/Art/Phys Ed	3.0	yes	Masters	13
World Languages	0.0	no		

## School Management & Staff

The Board of Directors at IDCS is made up of four teachers, four parents and four community members. Board members are actively involved on committees such as Curriculum, Planning, Finance and Governance. The Board has monthly meetings on the second Wednesday of each month and meetings are posted in compliance with the law.

The director and the business manager oversee the day-to-day operations of the school. A site-based management model exists at the school. Staff and Curriculum Committee meetings are held on Tuesdays. The School Council, made up of rotating and non-rotating teachers, one parent from each multi-age level and two grade 7/8 student representatives, meets on the first Thursday of each month.

The director and the teachers are appropriately certified by the Connecticut State Department of Education.

***From a parent/Board member:***

***We are a great school, with a clear vision for never ending improvement. This has been a very productive year. You are great educators and thanks for all that you do ! I see the extra effort!***



Pinwheels made by IDCS students

Students plant seeds in Memorial garden on Thermos Avenue





# Curriculum Design and Instructional Method and Modification



The Integrated Day Charter School incorporates an eclectic approach to education. It is believed that learning takes place in a variety of settings, using a variety of strategies. Students have access to information from many different sources. Any individual can be at one moment a teacher and at the next moment a learner. To understand a subject fully, several subject areas must be incorporated, synthesized and investigated prior to the acquisition of true knowledge. In his article, "The Futility of Trying to Teach Everything of Importance," Grant Wiggins points out that "students cannot possibly learn everything of value by the time they leave school, but we can instill in them a desire to keep questioning throughout their lives." The Integrated Day Charter School strives to instill in the child this need to know and desire to accumulate knowledge.



**"Learning is not the filling of a bucket, but the lighting of a fire."**

**Yeats**





Space Day at  
IDCS

The Integrated Day Charter School adheres to a developmental approach to education. A program for continuous progress is established with ongoing assessment. The students in the classrooms are multi-aged with two grades combined. Pods or family groups (for example, a K/1st grade class, a 2nd/3rd grade class, a 4th/5th grade class and a grade 6 class) interact with each other regularly on a formal and informal basis. The classrooms are located in close proximity to one another in an effort to foster community building. There are no academic grade level limitations for any student. Individuals work at their own level with high expectations for progress and success.

The Common Core standards for curricula in language arts, math, science and social studies are used as a basis for instruction; however, topics are addressed with a focus on metacognition and study skills. Topics are not presented in the same manner as is typical in the conventional classroom and materials used for instruction may vary. Textbooks are used as one resource, but not the basis of instruction. Students are taught to monitor their progress and align study techniques to their own personal needs. Teachers expose students to a variety of strategies and the students choose the methods that work best for them.

Beginning as early as kindergarten, students are taught to manage their time and make choices. A block of time is provided daily and students are expected to complete a series of tasks. Students of all ages complete long-term research investigations. Pacing and planning are directly taught to all students. When, where and how the tasks are completed is the choice of the student. If the student proves unable to make proper decisions, he or she loses the privilege to do so and the teacher or the parent makes choices, until the student demonstrates the ability to be a responsible learner.

The charter school legislation states that special education services shall be the responsibility of the local education agency, the public school district in which the family resides. Students with Individual Education Plans are serviced at the Integrated Day

Charter School. The inclusion model, with support taking place within the classroom, is employed whenever possible.

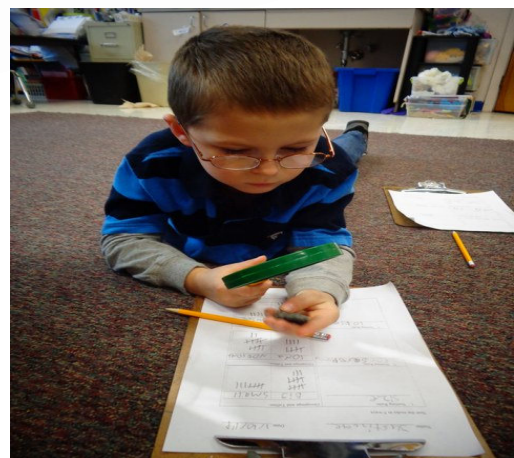
Instructors meet regularly to discuss and evaluate the progress of the students. Grade level expectations are established and additional support is provided. Teacher assistants, the director, a remedial teacher and the classroom teachers work together to insure success for all children.

The Integrated Day Charter School strives to provide a nurturing environment while holding high expectations for all students. All teachers have taken part in community building training. Responsive Classroom is a classroom management program that provides direct instruction in social skills and allows for student input into the organization of their classroom and school.

All students in grades K - 8 took part in art, music, physical education, media and health. These classes are held once a week for sixty minute periods. Instrumental music is offered to students in grades 4 - 8. Suzuki violin is offered to students as young as four years of age. Spanish instruction is provided for all students, beginning in pre-K. After school activities for arts and enrichment are offered to all students for a nominal fee.

Individualized instruction is not possible without the input and support of parents and caregivers. Families are welcome at the school and are encouraged to become actively involved in the educational process. Caregivers that are unable to volunteer in the classrooms are called upon to serve on committees, organize special events and support the school in some way. In addition, parents are members of the Governing Board, the School Council, the IDEA and the IDCS Foundation.

The decision was made to appoint a curriculum coordinator for the 2014-2015 school year who would oversee the writing of an integrated curriculum using unti teachers have begun working on. These units address the Common Core.



# School Goals

## I. Educational Progress of Students

Students at the IDCS will be able to achieve grade level expectations in reading, writing and mathematics.

### Progress in Meeting Goal

Students continue to work towards achieving grade level or above.

### Improvements Needed

Common Assessments aligned with Common Core are needed. Teachers will receive training in Formative and Summative assessments. A writing rubric will be established that aligns with SBAC and Common Core; teachers will receive training with this tool.

### Modifications

Baseline data will be collected and goals will be set when SBAC expectations are released.

### Assessment Tools

**Moby Max**, an online math component, was added to address gaps as we shift to Common Core. Students in gr. 3-8 used the program this year. In the 2013-2014 school year, students in gr. 2-8 will use the program to work on individual math needs within the common core.

This on line program allows students to be comfortable working on the computer in math both in school and at home. Students completed 6,248 lessons and mastered 8,789 lessons in three subject areas.

Grade 2	94%	→ increased
	64%	above grade level
Grade 3	97%	→ increased
	33%	above grade level
Grade 4	100%	→ increased
	61%	above grade level
Grade 5	100%	→ increased
	24%	above grade level
Grade 6	100%	→ increased
	42%	above grade level
Grade 7	79%	→ increased
	12%	above grade level
Grade 8	82%	→ increased
	24%	above grade level

### DRP Testing

Students in grades 3-8 who are at or above goal as prescribed by the State Board of Education, as indicated on the DRP test given in May.

Grade	at or above grade level
2	61% - 55
3	52% - 43
4	39% - 55
5	86% - 52
6	48% - 70
7	56% - 52
8	91% - 64

## DRA Testing

Students in grades Kindergarten through grade 2 will reach goal in reading as indicated on the DRA.

<u>Grade</u>	<u>% of students at ceiling on DRA</u>	<u>Grade</u>	<u>% of students that made 1 yr. growth</u>	<u>% of students at or above grade level</u>
K	21	K/1	56	56
1	3			
2	36	2/3	80	84
3	42			
4	67	4/5	89	86
5	52			
6	79	6	91	94
7	20			
8	27			



### **Comments from Parent Workshops:**

The workshop provided lots of reading and writing tips that I can realistically use at home. Good advice about making reading and writing fun.

**I liked the real examples to increase reading and writing. The web sites were great to help determine "just right" books.**



Standard	Benchmark	Current Status
Students in grade 3 – 8 will create a multimedia presentation of at least three frames.	100%	100%
Students at 5-8 level will know how to use technology to create charts and graphs for personal research.	100%	100%
Students in grades K– 8 will use technology to enhance essential skills and to facilitate learning.	100%	100%
Students use the internet to assist learning.	100%	100%

- All students receive instruction on how to create a Power Point presentation and all create such a presentation in media class; however, not all students chose to use the tool when doing personal research presentations.

Standard	Benchmark	Current Status
Students above grade 3 will use word processing to produce a written piece. This will include formatting and the use of tools, such as spell checker.	100%	100%
Students above grade 3 will choose to word process the written product for a personal research project.	100%	84%
Students conduct oral research presentations for their peers.	100%	100%
*PreK - 8 students volunteer to address multiple classes and the entire school population at All School, a monthly school community gathering.	100%	97%

**Goal**

The students will be able to locate information and utilize technology to communicate and solve problems.

**Progress in Meeting Goal:** Progress in the area of technology has been excellent. Students see technology as a tool, rather than a subject to be studied.

**Improvements Needed:** As staff changes new staff and old will be exposed to expectations with technology.

**Modification of Goal:** Continuation of upgrade of system and materials.

**Objective I**

To increase the students' ability to use a variety of resources to gather information for research projects.

**Measurement Tool**

Use of Easy Tech to determine student proficiency with technology.

**Objective II**

To provide students with the skills to produce a finished published written product, using word processing.

**Measurement Tools**

- Portfolio documentation.





**Objective III**

To provide students with the skills required to produce an attractive visual display to illustrate the information gathered through personal research.

**Measurement Tool:**

Feedback from classroom teachers.

Standard	Benchmark	Current Status
Students in grades 3 – 8 will use technology to enhance the visual display for personal research projects.	100%	100%
Students in grades 3-8 will use technology to create the math facet of the visual display for personal research projects.	100%	97%

**Goal:**

Students will be articulate, self-confident individuals, comfortable with public speaking and addressing adults, as well as their peers.

**Progress in Meeting Goal:**

Visitors and parents comment on how self-assured the students are at this school. On Research Night, the 7/8 students orally defend their research.

**Improvement Needed:**

All students must be encouraged to speak at All School Share on Friday morning. They may present in small groups or as individuals.

**Modification of Goal:** None

**Objective I**

To increase the level of confidence in communicating, students will be provided with opportunities for public speaking.

**\*Measurement Tool**

- Portfolio documentation

## II. Accomplishment of Mission, Purpose and Specialized Focus

Standard	Benchmark	Current Status
Students conduct oral research presentations for their peers.	100%	100%
Pre-K - 8 students volunteer to address multiple classes and the entire school population at All School, a weekly school community gathering.	80%	85%

**Student Council at a monthly meeting**



Standard	Benchmark	Current Status
Families scheduled summer home visits with the classroom teachers.	100%	90%
Families attended student led conferences.	100%	98%

- ◆ **Home Visits:** As students have the same teacher for two years, home visits are made when the child has a new teacher. Some teachers choose to visit all children in their class, others have a pizza party, picnic or invite the veteran class members to assist in setting up the classroom. New teachers visit all students in their homes.

3/4 Students drawing on school grounds



### Goal

The family will be valued as an integral component in the educational process.

### Progress in Meeting Goal:

Parents work with their children on establishing goals at student led conferences.

### Improvements Needed:

We will continue to inform new families of how to help their students identify goals and work towards meeting them. Parent workshops were well attended and will continue.

**Modifications of Goal:** None



Field Trip to Plymouth MA

Students working in Mr. Henry's Memorial Garden



### Comments from Parent Workshops:

The workshop provided lots of reading and writing tips that I can realistically use at home. Good advice about making reading and writing fun.

I liked the real examples to increase reading and writing. The web sites were great to help determine "just right" books.



**Objective I**

Families will attend IDEA meetings (school/family organization) held throughout the year. Parents and teachers now plan events together at monthly planning meetings. As a result, attendance at IDEA meetings is growing.

**Measurement Tools**

- Sign in sheets provided at all IDEA and informational meetings.

Note: Attendance at special events is very good. Smaller workshops or events with a grade level focus, such as Research Night for 7/8 students, are well attended. Continued effort to encourage parent participation is needed.

Standard	Benchmark	Current Status
Family members attended one or more Integrated Day Education Alliance meetings held during the 2013-2014 school year.	80%	40%
Families attended at least one special event such as Research Night, School Orientation/Pot Luck Supper, Gr. 2/3 Play, Museum & Farm to Table Dinner	100%	100%

**Objective II**

Families are well informed and communicate regularly with teachers and other educators.

**Measurement Tools**

- Sign-in sheets provided at all IDEA and informational meetings.

Standard	Benchmark	Current Status
Families attend student led conferences held two times each year.	100%	98%
Families schedule home visits with the classroom teachers. These visits are held during the summer months.	100%	90%

**Home/School Communication**

*There are many ways to communicate at IDCS. Many teachers used the IDCS website to post notes, messages and assignments. Parents used e-mail primarily to communicate with staff members.*

*Parents have the option of receiving notices via email or paper.*

*Notices are posted on a notice board at the entrance to the school on Rte. 12 and on an outdoor bulletin board on the front of the building.*

*A Communications Committee was established and parents are able to ask questions on our web site. Parents continue to have access to this tool.*



Student Council accomplishments:

- Planned, organized and led Spirit Week
- Sent Volunteer Breakfast invitations to parents who volunteered during 2013-2014; assisted with set up and clean up
- Initiated an after school club for students in grades K-3 to develop leadership and problem solving skills.
- Student Council members gave monthly student led presentations on student issues at All School on Fridays



**Goal**

Students will be responsible members of the community, whether that community is the class, the school, Norwich, Connecticut or the global community.

**Progress in Meeting Goal:** School Council has taken a more active role in decisions that affect the school community.

**Improvement Needed:** Staff and students continue to work on revisiting Responsive Classroom expectations. Learning Buddies encourages older students to help youngsters with academics and social situations. They enjoy this responsibility and live up to all expectations. They have been caring and nurturing of the younger students.

**Objective I**

Students will know how to be productive members of their class and in their school.

Note: Students are acutely aware that they are responsible for and have input into the running of their school. This is due to direct instruction in a social curriculum.

**Objective II**

Students will take part in service learning projects.

**Key Accomplishments**

- ◆ Classes collaborated to further develop the garden area, with new plantings and compost from our lunch room. All classes have utilized this space.
- ◆ Money was raised for Wounded Warriors through a Pasta Supper and Alex's Lemonade Stand.

**Improvement Needed:**

The impact of students becoming involved with meaningful work is a high priority at IDCS and one of the prime tenets of the school. Projects have the most impact when they take place over several months. This will be encouraged in all classes.

**“I am excited to share that our lunch time composting adventure was a total success. I am shocked at how effectively, thoroughly and quickly the kitchen waste is turning into a usable product in our compost pile. Pod B will continue their composting efforts!”**

Standard	Benchmark	Current Status
Students will take part in service learning projects.	100%	100%



Students measuring for planting in garden area



### III. Efforts to Reduce Racial, Ethnic and Economic Isolation and to Increase the Racial and Ethnic Diversity of the Student Body

**Goal**

To attract a diverse student and staff population to IDCS.

**Progress in Meeting Goal:** The demographics of IDCS are changing. Word has spread and the new students entering IDCS are more diverse ethnically. Over 40% of the current Waiting List consists of students from non-Caucasian families.

**Improvement Needed:** We receive calls daily about how to get into the school. Diversity in our population grows as new students are admitted. However, we are tied to the order of the waiting list—currently over 750 students—limiting our ability to increase diversity in our school population.

**Objective**

The population at IDCS will reflect that of the Norwich community.

**Measurement Tools**

- Registration information
- Waiting List



Standard	Benchmark	Current Status
To have a diverse population that reflects that of Norwich	60%	42%

Middle School Field Trip to Cukoo’s Nest



# Efforts to Effectively Attract, Enroll and Retain Students from Among High Need Populations

The IDCS has attracted students from diverse socio-economic backgrounds, ability levels and ethnic groups since the doors opened in 1997 following a lottery for the 175 initial seats. The current enrollment reflects growth over time in all of these areas.

The number of students who receive free and reduced lunch has increased each year. We have also seen an increase in the number of special education students. Parents of children with special needs frequently tell us they were referred to the charter school by the Norwich Public Schools. This has also occurred among children with behavioral or social challenges and students who are failing in other public schools.

Our school social worker, paraprofessionals, math tutor, literacy teachers and classroom teachers work with students with significant needs on an individual basis. A Homework Club is offered three days a week for extra academic help. Children struggling academically were offered a summer school program or in-home tutoring over the summer.

**Information** about our school is shared with organizations serving high needs populations, such as Madonna Place, NAACP, Connecticut College Special Needs program and Bully Busters. Otis Library also receives brochures each year.

Word of mouth via current parents who are happy with their IDCS experience continues to bring in new families.



Harlem String  
Quartet  
October 2013





## Home/School Contacts



The Integrated Day Charter School (IDCS) uses a responsive approach to classroom management. Students are provided with opportunities for input and discipline is administered respectfully. Time out is the logical consequence for disruptive behavior. Choice is restricted when children make poor decisions. Students at IDCS do not receive letter or numerical grades. They are expected to work to their ability without the need for extrinsic rewards. Goals and objectives are adjusted to provide challenge for all students. To support such an individualized program, family members are expected to be active members in their child's education. For the majority this approach is effective. For some further support is necessary.

All families want what is best for their children. They understand the need for effective, quality education and work with the IDCS staff toward that end. It is understood that the school staff and the family have the best interests of the child as the primary focus.

If academic progress is hindered for any reason, IDCS professionals bring their concerns to the Child Study Team. Issues are discussed with colleagues and the instructor is provided with suggestions. The teacher is in close contact with the family, communicates concerns and seeks assistance from the home. Such communication is often the answer to the problem and the process ends here. The Home/School Contact is used in conjunction with the Child Study Team meetings.

Should a problem continue, educators return to the Child Study Team for additional support. At this time students may be referred for testing or a Home/School Contact may be suggested. The special education teacher arranges Pupil Planning Team meetings to schedule testing. The IDCS director or assistant director facilitates the Home/School Contact meeting.



Annual Breadfeast  
in November





# Integrated Day Charter School Key Accomplishments: Grant Awards

Grant & Source	Awarded	Time Period	Description	Amount
CT Office of the Arts	August 2012	2012-2015	HOTS School Arts grant	\$30,000
CT State Dept of Education	August 2013	2013-2014	Technology Grant	\$56,000



Alumni attend Student Council Meeting  
November 2013

# Financial Information

## 2013—2014 Expenditures (unaudited)

Charter School: Integrated Day Charter School Code: 264

### Unaudited Expenditures for Fiscal Year 2013-14

LINE	CODE	FUNCTION (Program Area)	OBJECT								
			Total (Col. 1)	Salaries (Col. 2)	Employee Benefits (Col. 3)	Purchased Services		Supplies (Col. 5)	Property (Col. 6)	Capital ** Improve- (Col. 7)	Other (Col. 8)
						Rent (Col. 4a)	Other than Rent (Col. 4b)				
201	1000	Instruction (All Programs)	1,904,823	1,415,961	372,889	0	16,421	50,514	49,038	0	0
202	2100-2199	Support Services-Students	172,711	152,449	16,080	0	1,142	3,040	0	0	0
203	2210-2299	Improvement of Instruc Services	157,502	63,461	31,143	0	47,422	12,591	0	0	2,885
204	2300-2399	Support Services-General Admin	157,657	0	103,004	15,404	28,709	0	0	0	10,540
205	2400-2499	School Based Admin	398,033	284,773	87,996	0	13,923	9,469	1,402	0	470
206	2600-2699	Operation & Maintenance of Plant	395,607	121,892	22,789	125	153,147	81,883	15,768	0	0
207	2790-2799	Student Transport Services *	6937	0	0	0	6937	0	0	0	0
208	2500-2599 2800-2999	Support Services	166,961	109,819	23,352	0	30,744	1,873	0	0	1,173
209	3100	Food Services	152,585	51,362	12,001	0	0	89,207	0	0	15
210	3200	Other Enterprise Operations	0	0	108	0	0	0	0	0	0
211		Total Regular Education (Sum of Lines 201 through 210)	3,512,924	2,199,717	669,362	15,532	298,445	248,577	66,208	0	15,083

\* Do not include transportation costs associated with home to school to home, report these below in Line 213.  
\*\* From current operating budget.

**Note: Expenditures reported below in Lines 212 through 217 are not to be reported above in Lines 201 through 211.**

212		Special Education	230,412	155,372	70,138	0	0	4,902	0	0	0
213		Home-School-Home Transportation	0	0	0	0	0	0	0	0	0
214		Total Current Expenditures (Line 211 + Line 212 + Line 213)	3,743,336	2,355,089	739,500	15,532	298,445	253,479	0	0	15,083

Land, Buildings, Capital Construction and Debt Service											
Cash Contributions											
215	4000-4999	Facilities Acquisition/Construction	13,826								
Debt Service For Non-Facility Items such as Vehicles, Computers and Furnishings											
216	5100	Redemption of Principal	0								
217	5100	Redemption of Interest	0								
Debt Service For Improvements to Facilities											
218	5100	Redemption of Principal	0								
219	5100	Redemption of Interest	0								
Debt Service For Facilities Excluding Improvements											
220	5100	Redemption of Principal	123,673								
221	5100	Redemption of Interest	45,932								
298		Total Expenditures (Col 1, Sum of Lines 214 + 215 through 221)	3,926,7666								
By Revenue Source											
299		Total Expenditures (Line 298)		State Operating Grant	Other State Grants ***	Federal Grants ***	Local School District Contribu-	Private Contribu-	Other ***		
		By Revenue Source	3,630,824	1,000	149,008	245,363	0	141,815			

\*\*\* Provide detail for all amounts included under Other (Column 8) greater than \$10,000:  
Line 204—Legal services and CT Charter School Network membership

\*\*\* Provide detail for all amounts included under Federal Grants (Line 299):  
\$ 64,400 - National School Lunch;

Title-I, Part A—\$ 69,877

Title II, Part A-\$ 14,791; Title-III—\$ 3,018

\*\*\* Provide detail for all amounts included under Other State Grants (Line 299):

\*\*\* Provide detail for all amounts included under Other (Line 299):

# Financial Information

## 2014—2015 Budget

Charter School: Integrated Day Charter School Code: 264

### Proposed Expenditures for Fiscal Year 2014-15

	Regular Education Expenditures Only			OBJECT							
	CODE	FUNCTION (Program Area)	Total (Col. 1)	Salaries (Col. 2)	Employee Benefits (Col. 3)	Purchased Services		Supplies (Col. 5)	Property (Col. 6)	Capital ** Improve- (Col. 7)	Other (Col. 8)
						Rent (Col. 4a)	Other (Col. 4b)				
201	1000	Instruction (All Programs)	2,113,252	1596510	388,913	0	3,150	58,826	11,750	51,596	2,507
202	2100-2199	Support Services-Students	191,649	164,993	19,852	0	3,825	2,979	0	0	0
203	2210-2299	Improvement of Instruc Services	186,525	69,186	27,128	0	58,605	12,180	15,926	0	3,500
204	2300-2399	Support Services-General Admin	188,787	0	122,717	15,620	32,950	250	0	0	17,250
205	2400-2499	School Based Admin	445,791	314,543	99,098	0	18,600	10,000	3,000	0	550
206	2600-2699	Operation & Maintenance of Plant	446,449	136,044	23,575	500	185,680	96,450	3,750	0	450
207	2790-2799	Student Transport Services *	6,600	0	0	0	6,600	0	0	0	0
208	2500-2599 & 2800-2999	Support Services	213,932	127,840	52,294	0	26,991	1,750	3,607	0	1,450
209	3100	Food Services	152,585	51,362	12,001	0	4,580	84,626	0	0	15
210	3200	Other Enterprise Operations	35,129	32,292	2,576	0	0	261	0	0	0
211		Total Regular Education (Sum of Lines 201 through 210)	3,980,699	2,492,770	748,154	16,120	340,981	267,322	38,033	51,596	25,722

\* Do not include transportation costs associated with home to school to home, report these below in Line 213.  
\*\* From current operating budget.

**Note: Expenditures reported below in Lines 212 through 217 are not to be reported above in Lines 201 through 211.**

212		Special Education	225,085	158,630	56,155	0	8,200	2,100	0	0	0
213		Home-School-Home Transportation	0	0	0	0	0	0	0	0	0
214		Total Current Expenditures (Line 211 + Line 212 + Line 213)	4,205,784	2,651,400	804,309	16,120	349,181	269,422	38,033	51,596	25,722

Land, Buildings, Capital Construction and Debt Service			
<b>Cash Contributions</b>			
215	4000-4999	Facilities Acquisition/Construction	10,000
<b>Debt Service For Non-Facility Items such as Vehicles, Computers and Furnishings</b>			
216	5100	Redemption of Principal	0
217	5100	Redemption of Interest	0
<b>Debt Service For Improvements to Facilities</b>			
218	5100	Redemption of Principal	0
219	5100	Redemption of Interest	0
<b>Debt Service For Facilities Excluding Improvements</b>			
220	5100	Redemption of Principal	123,673
221	5100	Redemption of Interest	45,931
298		Total Expenditures (Col 1, Sum of Lines 214 + 215 through 221)	4,385,388
299		Total Expenditures (Line 298) By Revenue Source	3,360,000
		State Operating Grant	1,000
		Other State Grants ***	76,970
		Federal Grants ***	235,000
		Local School District Contribu-	0
		Private Contri-	31,596
		Other ***	

\*\*\* Provide detail for all amounts included under Other (Column 8) greater than \$10,000:  
Line 204—Legal services contingency and Charter School Network membership

\*\*\* Provide detail for all amounts included under Other State Grants (Line 299):

NSL State match—\$1,000

\*\*\*Provide detail for all amounts included under Federal Grants  
\$ 45,466—Title-I; \$ 19,671—Title-II A; \$ 2,472—Title-III  
\$36,500—National School Lunch

\*\*\* Provide detail for all amounts included under Other (Line 299):

\$ 57,500—Food Service sales



# Best Practices at the IDCS

## Literacy Intervention Using a Push-in Model

The Literacy Intervention Push-in Model was expanded to increase reading achievement in kindergarten through sixth grade. The intent is to provide increased academic reading support to struggling readers. By utilizing this model, we decreased the amount of instructional time missed when a child is pulled out of class for academic support. We were able to provide targeted reading instruction aligned with classroom instruction. For a five year period, we utilized Reading First progress monitoring assessments and tracked the data through the assigned data base. During our transition year, we recognized the need for maintaining a tracking system for all Tier 2 and Tier 3 students in grades kindergarten through six. Literacy tutors addressed this issue by creating student profile folders to track student progress. During 2010-2011, we expanded our team to include Special Educators.

We began implementing the practice in 2008 within two model classrooms. In 2010 this practice increased by scheduling peer observations and follow-up coaching on this practice. Teacher and peer coaching facilitate the implementation of this practice within one's own classroom. The planning that was performed prior to implementation was scheduling and holding data team meetings. During data team meetings, student data was analyzed and groups were created according to academic focus. To sustain this practice the literacy tutors acted as coaches for grade level teachers. Through coaching both peer observations and data driven decision making were employed. Throughout the year regular data meetings were scheduled with individual teachers and grade level teams to best monitor and modify student objectives. At the beginning of the school year, literacy tutors gathered student reading assessments to analyze and create student profiles.

The practice was successful because teachers and literacy tutors were able to provide targeted reading instruction to struggling readers. Through cross grouping teachers were able to have fewer instructional reading groups, thus allowing more time per group within the classroom setting. We were able to assess the level of success through teacher feedback and participation in data team meetings. The findings include increased cross grouping among grade levels, desire for continued data meetings and increased collaboration among teachers and tutors.

The improvements made to the push-in intervention model were many. The improvements included 100% participation on behalf of the teachers, increased cross grouping among grade levels, collaboration among literacy tutors, paraprofessionals and special education teachers. The changes occurred because the number of students needing intervention stayed constant whereas the literacy support staff was reduced due to budget constraints. During Reading First we employed 2 literacy facilitators and three tutors whereas this year we are only able to employ two part-time literacy tutors. The decrease in staff caused us to look at how to best utilize special education teachers, paraprofessionals and interns during intervention blocks.

The improvements we envision for the future are continued analysis of data, scheduling intervention blocks as a K-6 team prior to the start of the school year, increased cross grouping, allotted times for paraprofessional and teacher support, and more consistent use of progress monitoring.

## A Hot School and Artistic Residencies

In the summer of 2012, the Integrated Day Charter School was named a HOT School by the Connecticut office of the Arts. This is a distinctive honor which recognizes our work with content integration and a comprehensive focus on the arts. Yearly, our faculty has the opportunity to attend a week long Summer Institute. Each year our faculty members benefit from this prestigious professional development. One of the primary focal points has been an emphasis on the Common Core, assessment and implementing successful artistic residencies. Our school has a rich history of supporting these residencies, which have been consistently funded by our parent organization, IDEA, for many years. Artistic residencies enrich our educational focus by supporting content integration, creativity and critical thought.



Each student is given a flower for a classroom vase to build community on the first day of school (flowers donated each year by a local florist)

## Additional Best Practices at the Integrated Day Charter School

The IDCS opened its doors in 1997 with full enrollment. It continues to have a sizable waiting list. The success of this unique charter school can be attributed to the following factors:

### ◆ **Strong Home/School Communication**

The parents and teachers work together to provide the best possible education for all children. The director attends most IDEA and School Council meetings and maintains an open relationship with parents. Teachers make **home visits** prior to the opening of school. Students not working up to potential or experiencing behavioral issues take part in a Home/School Contact program and attend bi-weekly meetings with the student, caregiver, teacher and director, in an effort to improve progress and/or behavior. **Voice mail boxes** are provided to all families to facilitate communication. All information is also disseminated via weekly home emails. Caregivers work with staff members to set objectives at **student led conferences**, which take place in November and February. **Workshops** designed to raise awareness and support skills of caregivers are provided.

### ◆ **Student Input and Meaningful Work**

**Personal research** projects allow students at all grade levels to have input into what they study and how they present information to their peers. Teachers facilitate by providing feedback using the IDCS **Research Rubric** and insuring that all students are working at their appropriate academic level. Students reflect on their strengths and weaknesses, set personal goals and write **self-evaluation** papers three times each year. IDCS classes take part in **service learning projects** that are identified by the students, themselves. Teachers insure that curriculum objectives are integrated into projects that are chosen by and meaningful to the students involved.

### ◆ **Differentiated Instruction**

The individual differences of the students are considered as teachers plan large, small and individual lessons in core academic subjects. An **early literacy program** has been established that provides a wealth of materials, including a core reading program, that meet individual needs as identified through on-going assessment. **Supplemental instruction**, beginning in kindergarten, is provided for students identified as being at risk. Task analysis, direct instruction, assessment and remedial lessons are the core components of the **mathematics program**, supplemented by the textbook. Research projects are highly individualized and meet the needs of the child. A strong **literature based** literacy program and focus on individual research projects shows continued growth in DRA and DRP test scores over time. Class novels provide the framework for addressing curriculum objectives and small group literature circles provide the forum for meeting the needs of all students.

### ◆ **Community Building**

The governance at IDCS encourages involvement of all stakeholders in the school. Parents, teachers and community members are represented equally on the **IDCS Board of Directors**. Students, parents and teachers are members of the **School Council** and meet monthly to discuss policies and programs.

Turnover in Board membership has resulted in a fresh outlook with significant work on long term planning.

**Student Council** representatives from each class meet with the director monthly. Teachers are the primary members of the **hiring committee** and conduct interviews with potential candidates. The final interview and hiring is with the director. Parents and Board members may take part in the hiring process.

## ◆ Arts and Physical Fitness

The arts are not considered enrichment, but are an integral part of the educational program. Art instruction is provided in the classroom, in the **studio and during individual workshops**. Student work is displayed on every wall; pottery and three-dimensional projects are displayed throughout the school. **Instrumental music** is offered and Suzuki violin lessons are extended down to the pre-school students. This year weekly piano instruction was added. The arts are embraced and valued at IDCS.

Physical education takes place in our spacious gymnasium, a 2008 addition.

## ◆ High Standards for All

All members of the IDCS learning community understand that they are part of a special institution. Standards are high for all involved. Teachers are expected to serve on multiple committees and attend a multitude of meetings. Professional development is valued. Abbreviated days for students provide time for mandatory, whole staff professional development opportunities designed to perfect the art and craft of teaching.

The absence of numerical or letter grades simply means that all students should be challenged and working up to their potential. A perfect score simply means the objective should be modified.

Students at Mohegan Memorial on  
tour of Norwich



Students at Yantic Cemetery on tour of Norwich





# Governance

## Standing Committees

Historian, June Morrone  
Curriculum Committee  
Finance Committee  
Governance Committee  
Strategic Planning Committee  
Technology Committee  
School Council

## 2013/2014 Board Meetings

September 18, 2013  
October 16, 2013  
November 20, 2013  
December 18, 2013  
January 15, 2014  
February 26, 2014  
March 19, 2014  
April 23, 2014  
May 21, 2014  
June 18, 2014 Annual Meeting

## Ad Hoc Committees

Building Committee  
Non-certified Employee Compensation Task Force  
Contract Negotiations Committee  
Communications Committee

The IDCS Governing Board meets the second Wednesday of each month at 5:30 PM. The IDEA (Integrated Day Education Alliance), our parent/teacher organization, meets on the first Thursday of most months at 5:30 PM and the School Council meets at 3:45 PM. Committees meet on a regular basis, usually monthly.

## Board Policies Approved During 2013/2014 School Year:

Admissions Policy	January 15, 2014
Physical Activity and Student Discipline Policy	May 21, 2014
Personnel Time Off and Leave Policy	May 21, 2014

# Summary of Other Key Accomplishments

- ◆ Parents and friends of the IDCS provided incredible support through their participation in and outside the school. The exemplary level of commitment of a number of our caregivers makes IDCS a stronger community and a truly unique learning environment. Our parent/teacher organization, IDEA, continued to organize bi-monthly school functions and raise money for vital programs.
- ◆ Student teachers from Connecticut College, Mitchell College and Three Rivers Community College were placed at IDCS. Several have returned to teach at the school.
- ◆ The IDCS continues to be a “hot house” for innovative practices. Educators from other school systems visited throughout the year. They met with IDCS teachers to discuss best practices and how to bring them back to their own school communities. Teachers continue to be presenters at conferences highlighting innovation.
- ◆

## Special Programs/Projects

- ◆ Beth Thomas, HOTS artist in residence, worked with 7th and 8th grade students to write slam poetry through the integration of language arts and social studies. Musical Masterworks provided a classical woodwind quartet concert that all students enjoyed.
- ◆ A successful After School Program was held three days a week throughout the year, with many offerings full to capacity. Activities varied from the arts to cross country.
- ◆ Youngers and older students collaborated to expand and maintain the garden area created last year, including benches and picnic tables. All classes in the school have enjoyed using this area for reading and reflection. A compost station was added with scraps collected in the lunch room daily.
- ◆ 7<sup>th</sup> and 8<sup>th</sup> grade students participated in a Day of Awareness in the fall at Norwich Free Academy. Bullying and the use of hurtful words were addressed in a multi-faceted format.
- ◆ The IDCS participated in the In-School Dental Program for the 11th year for children who have difficulty accessing dental care in the community. The number of student participants continues to grow.
- ◆ Parent Workshops were held in September and December, giving parents an opportunity to gather resources, converse with other parents and ask educators for suggestions for supporting their Children with the new Common Math.

## Special Events

- ◆ A Volunteer Appreciation Breakfast was held on May 8, honoring parents and other family members who have volunteered during the school day, at special events and by fund raising. A buffet was prepared by staff members; volunteers received gifts and enjoyed a student performance. Students gave gifts of key chains they made from beads that were collected each time a caregiver volunteered.
- ◆ An IDEA (Integrated Day Education Alliance) orientation/pot luck supper was held in September with a significant turnout, including many new families.
- ◆ The IDCS Foundation and IDEA held a catered Wine Tasting with Celebrity Pourers and a jazz band on October 19. Over \$10,000 was raised to begin a Foundation endowment.
- ◆ The annual spring concert took place on May 15, giving students an opportunity to showcase their musical talents. This is always a popular event.

- ◆ Jump Rope for Heart was held on March 24 with 47 students participating. Almost \$3,000 was raised for the American Heart Association.
- ◆ Three musical productions were held during the school year, with students in grade K/1 and 2/3 participating. Grades 5-8 presented Annie, with the final production staged on two evenings at Kelly Middle School. Concession sales contributed to fund raising efforts for the year. The 2/3 classes invited parents and family members for a Farm to Table Pot Luck Supper followed by viewing of a student created museum of Norwich history. They also presented a play on sustainable energy.
- ◆ Curriculum Night on October 3 included a pot luck supper and classroom visits. Parents received information on Common Core skills in math and language arts, grade level expectations and how to help at home.
- ◆ Students taking instrumental lessons performed with the Norwich Free Academy band in a spring concert.
- ◆ Grade 7 and 8 students presented their final research project to a huge crowd on April 3 at Research Night. Guests had an opportunity to ask questions, with the entire IDCS community enjoying a wide variety of research projects, some of which were interactive.
- ◆ A Book Fair was held in the Media Center, with a percentage of book sales going toward the purchase of books for our library. Parents assisted with this event.
- ◆ The school held A Night of Giving on December 6, with staff, parents and students collecting and preparing gifts for those in need. Middle school students raised money to purchase fleece material and made blankets for children in local hospitals.
- ◆ A coffee for new PreK parents (2013/2014) was sponsored by IDEA in June. Veteran parents and teachers welcomed caregivers new to the IDCS community. An end of year coffee was also held.
- ◆ Middle school students organized a Talent Show in May, showcasing talent in singing, reciting poetry, dancing and instrumental music.
- ◆ Parents prepared a generous breakfast buffet on Staff Appreciation Day, May 15, and all staff members received a gift.
- ◆ IDEA hosted two Movie Nights that attracted a large number of families.
- ◆ Our first Annual Career Fair was held on April 11, with parents, former students and members of the community representing different fields. Students were very enthusiastic and eager to hear about a variety of careers.
- ◆ In April 66 middle school students traveled to a local Mexican restaurant, practicing their Spanish and supporting the local economy. A parent paid for the bus and meal.
- ◆ The school held a Caring and Sharing Night in November with students, parents and teachers working on projects to benefit the less fortunate. Blankets were made for the homeless, Boo Boo bunnies were made for children at Backus Hospital and canned goods were collected for the local Food Pantry.
- ◆ The NFA A Capella Chorus performed for students at IDCS.

## **Fund Raising**

- ◆ IDEA (Integrated Day Education Alliance) held a Basket Raffle on March 14, raising over \$4,000. Parents and friends of IDCS, along with each class, contributed a themed basket. Donations and gift cards were collected by volunteer parents as well.



- ◆ A huge Rummage Sale, held over two days, was organized by staff and volunteers prepared items donated to the school. This event raised \$2,500. Middle school students earned part of the proceeds toward an end of the year trip by assisting with organization and sales.
- ◆ IDCS families raised over \$11,000 through a wide range of fund raising endeavors, including a Plant Sale, Chili's Dine Out Nights, Picture Day, Box Tops for Education, a Pie Sale, SCRIPS, Campbell's Soup Labels for Education, Name Bubbles, Digital Wish, an Ink Toner Collection, and sign up at Stop & Shop and Target.

## Recognition

- ◆ Our 2012 designation as a HOT School by the CT Office of the Arts provides an increase in artistic residencies, exceptional opportunities for professional development and support for teacher/artist collaborations through 2015. This distinctive honor recognizes our work with arts and content integration as well as the quality of our school environment and focus on artistic residencies. IDCS is the first HOT charter school in the state.
- ◆ Three students and a parent were invited to attend the annual Martin Luther King Scholarship Trust Fund Dinner on October 17.

## Traditions

- ◆ A fresh flower was given to each of the 330 students on the first day of school, a tradition that began in 1998 when the IDCS opened its doors. A generous parent donated all of the flowers, which were displayed in classroom vases, demonstrating the symbolic building of a community.
- ◆ Students attended All School on Fridays, giving individuals a chance to "shine" by sharing projects, plays, individual work and art work with the whole school.
- ◆ The 17th Annual IDCS Picnic was held at McCook Park in East Lyme. Half of the food was donated by parents and half was funded by the IDEA.
- ◆ Student led conferences were held in November and February, with 98% of IDCS families participating.
- ◆ Students and families shared bread related food at the annual Bread Feast in November. Surplus food was donated to the St. Vincent DePaul Soup Kitchen.
- ◆ Keepers of the Flame met once a month to discuss school issues and initiatives through the lens of the IDCS philosophy. Teachers from School Council also serve on Keepers.

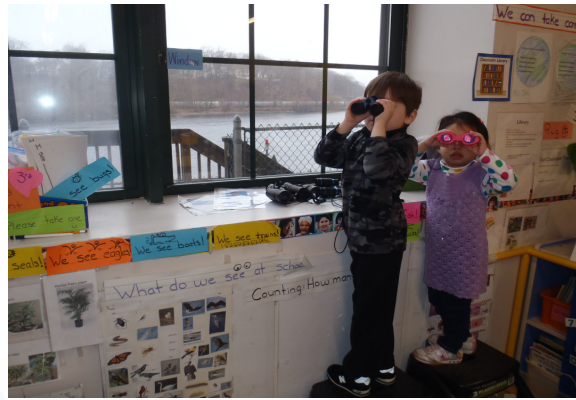
## Alumni

- ◆ Our former students continued to excel in high School, and now college, making the honor roll or Dean's list.
- ◆ Several alumni attending Norwich Free Academy were honored by Norwich Youth and Family Services with National Youth Service Awards for their outstanding volunteer service to the community.

7/8 research project at Research Night in May



## Community Building and a Positive School Climate



The Integrated Day Charter School strives to create a positive school climate by providing direct instruction in a social curriculum. Teachers, students and family members have input into the learning process and individual differences are valued. Academic, discipline and support programs are tailored to meet the needs of those involved. Ongoing, open communication is the norm.

This year middle school students organized a weekly after school club for students in grades K-3 to teach creative problem solving and conflict resolution through games and stories.

All classes participated in service learning, with projects ranging from a Pennies for Patients coin drive to fund leukemia research to planting seeds in the classroom that were moved to our Peace Garden and the playground to curb erosion.

*To my IDCS Family,*

*Thank you for 11 amazing years. We will miss every single one of you Dearly. Ech and every one of you have left a little piece of you and contributed To raise 2 amazing individuals. I couldn't have done it without you! I'm sure we'll stop by to visit here and then.*

*From the parent of a graduating student*





# **Attachments**

**2013 - 2014**