

Connecticut's Race to the Top State Reform Plan

Vision

“Student achievement in both traditionally measured and innovatively measured outcomes will attain high levels of continuous growth as a result of deep, sophisticated, and sustained collaborations of teams and educators at all levels--State, district, school, and classroom—to improve their practice.”

Mission

“Create the conditions that contribute to the achievement of a culture of collaborative work at every level of the system and eliminate factors that have sustained the traditional culture and isolated practices in our public schools as a whole, but in our middle and high schools in particular.”

Theory of Action

“If we successfully create and sustain the conditions for changing school and district culture from one of isolation and privately held practice to one characterized by collaboration and shared work at every level of the system, then adult practices though the district will be substantially strengthened and student learning outcomes will show continuous and significant achievement over time.”

Expected Outcomes

- Prepare a “next generation” of learners, the Class of 2018, to be college-and workforce-ready.
- Lower state’s high school drop-out rate with effective secondary and post-secondary intervention programs and “early warning” systems.
- Improve secondary school instruction through new uses of technology, models for curricula, and on-line coursework.
- Design new programs to engage parents, families and community leaders in school improvement.
- Design new tools and protocols to engage and retain effective teachers and administrators.

State Reform Plan Elements

Goal 1: Standards and Assessments

Initiatives

National Common Standards and Assessment Program
High School Partnerships with Community-Colleges and/or State Universities
Secondary School Reform: Part I of the Connecticut Eight-Year Plan

Support Programs/Tools

Parent Leadership Training or Equivalent

Goal 2: Data Systems to Support Instruction

Initiatives

Connecticut Data Warehouse

Integrated data systems PK-16

Student Schedule and Staffing Modules

Support Programs/Tools

Connecticut Accountability for Learning Initiative (CALI)

Grade 3-8 Vertical Scales

Grade 3-8 Benchmark Assessment System

Goal 3: Great Teachers and Leaders

Initiatives

Design a new, comprehensive system for supervising and evaluating teachers and principals based on:

- The Common Core of Teaching;
- Connecticut's Guidelines for Teacher Supervision and Evaluation;
- The Common Core of Leading;
- Multiple measures of assessment;
- Current best practices in Connecticut; and
- Indicators required by RTTT

The Connecticut STEM Leader Regional Teacher Exchange

Teacher-in-Residence Master Teacher Program

Advanced Placement Course Expansion

Developing Tomorrow's Professionals Program or Equivalent

The Elementary and Middle School Math and Science Coaching Academy

Hartford Science Center STEM Curriculum and Assessment Projects Gr. 4-6

Support Programs/Tools

T. E.A.M. Mentoring Program

CAS Executive Coaching Institute

Connecticut Institute for the Teaching of English Language Learners

Connecticut Accountability for Learning Initiative (CALI)

Scientific, Research-based Interventions (SRBI)

Goal 4: Turning Around the Lowest Achieving Schools

Tentative Districts Identified: Bridgeport, New Britain, Hartford, New Haven

Initiative

Implement Title I (g) within the Connecticut AYP Accountability Framework

Program Supports/Tools

Connecticut Accountability for Learning Initiative (CALI)

Parent Leadership Training or Equivalent

"Participating districts" must implement all or substantially all of the elements of the Connecticut State Reform Plan.