



The Connecticut State Department of Education (CSDE) wishes to thank the Office of Early Childhood and the early childhood community of parents, providers, and advocates for their engagement and input into the development of Connecticut ESSA Consolidated State Plan. Our plan is built upon the goals and promises of the State Board of Education's 2016-2021 Comprehensive Plan. In this plan, we build upon the vision set forth in Governor Malloy's 2012 education reform, as well as the progressive improvements gained in the 2012 and 2015 NCLB Flexibility Requests.

## **CONSOLIDATED STATE PLAN COMPONENTS**

### *Highlights on How the Plan Supports Early Learning*

#### **LONG TERM GOALS**

ESSA requires three long term goals that focus on steady and sustained growth toward critical targets that will ensure student success.

- Improving achievement of all students and measuring student academic growth across time
- Increasing graduation rates for all students
- Ensuring growth and achievement of English language proficiency for all of Connecticut's English learners

#### **DIRECTION OF CSDE SCHOOL IMPROVEMENT EFFORTS**

1. Comprehensive Support and Improvement Schools:
  - Lowest-performing 5% of Title I schools on the state accountability index
  - High schools with < 67% graduation rates
  - Schools with underperforming subgroups that do not improve after a state-determined number of years
2. Targeted Support and Improvement Schools:
  - Schools with consistently underperforming subgroups, as defined by the state

#### **SUPPORTIVE AND ACCOUNTABLE SCHOOL IMPROVEMENT SYSTEM**

The CSDE has developed a supportive and transparent system of accountability with key strategies and resources to help Title I schools reach their long term goals, including:

##### **1. Tiered Supports for Schools and Districts**

- Intensive Level of Support to Education Reform Districts
- Moderate Level of Support to Other Alliance Districts
- Basic Level of Support to all Other Title I School/Districts Statewide

2. **CSDE Cross-Divisional Teams** with varied expertise deployed to Education Reform Districts to support and monitor state and federally funded school improvement efforts
3. **Evidence-based Guidance for School Improvement Efforts** including,
  - Early childhood best practices, including conducting a landscape study of programs within an LEA area
  - School Climate best practices, including social emotional learning and non-exclusionary discipline
  - Student/Family/Community Engagement best practices, including connections and coordination with the local early childhood community
  - Reading and Mathematics instructional best practices
  - English Language instructional best practices
  - On-Track-for-Graduation best practices
4. A **School Needs Assessment** requiring comprehensive stakeholder engagement, particularly from the early childhood community, including families, providers, advocates, and other professionals
5. A **Program Review Toolkit** to guide schools and LEAs in investigating the return on educational investment in federally funded school improvement efforts (programs, materials, etc.)
6. An **Electronic Platform hosting local, state and federal School Improvement grants, improvement plans, and resources**
7. **“Transition Pathways,”** identify critical points in student learning outlined on pages 51-66 of the consolidated plan, including Transition Point 1: Early Childhood Care/ Education to Kindergarten
  - Increase awareness of prevention/early intervention by including local early childhood care and education providers in stakeholder engagement prior to development of the LEA improvement plan for elementary schools
  - Increase awareness of prevention/early intervention by including a required “landscape analysis” of local early childhood care/education serving the LEA’s students prior to enrollment in PreK or Kindergarten
  - Provide tiered supports to LEAs in the form of technical assistance in evidence-based practices about transition planning throughout Pre-K – grade three, such as the sharing of standards, curriculum, instructional strategies, profiles of the “whole child,” and data sharing
8. **Professional Development**
  - Provide statewide professional development, using multiple formats, in evidence-based practice guides
  - Provide statewide professional development, using multiple formats, in fidelity of implementation, progress monitoring, and culturally responsive pedagogy