



NEWS

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DR. DIANNA R. WENTZELL, COMMISSIONER

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State Board of Education Votes to Add Clinton Avenue School in New Haven to the Commissioner's Network

(HARTFORD, CT)—The State Board of Education this week approved the turnaround plan for Clinton Avenue School in New Haven for participation in the Commissioner's Network, bringing the total number of schools in the network to 18. The Commissioner's Network is the state's lead initiative to improve Connecticut's most chronically underperforming schools. It was proposed by Governor Dannel P. Malloy and enacted as part of the 2012 bipartisan, landmark education reform legislation.

"The Commissioner's Network gives schools that need it the most a pathway to implement bold, innovative plans for transformation. I am excited about the promise and possibility for Clinton Avenue School students and families under this partnership," said Commissioner of Education Dianna R. Wentzell. "In this new economic reality, it is more important than ever to focus investment in schools that need the most support and schools that have thoughtful, strategic turnaround plans that include success measurements. We thank Governor Malloy and the General Assembly for continuing to make school turnaround a priority in Connecticut."

"In New Haven we know that when we raise the bar for ourselves, our children rise to the challenge," said Superintendent of Schools Garth Harries. "With Clinton Avenue School joining the Commissioner's Network, we will access powerful learning and leadership strategies to engage students, teachers, parents, and the community in strengthening learning at Clinton Avenue. I am particularly excited to see project-based learning and other strategies to enhance student engagement and language learning for Clinton's ELL and other learners. We are grateful to Governor Malloy and our legislators for investing in what we believe will be another New Haven success story."

The goal of the turnaround plan is for Clinton Avenue School to strengthen culture, organization, and school systems to personalize the learning for each child and build on their interests by shifting the instructional model to one of an inquiry theme and project-based focus. Project-based learning creates opportunities for groups of students to investigate meaningful questions that require them to gather information, think critically, and communicate about evidence—and is a proven strategy in supporting English learners.

Other highlights of the plan include restructuring of the school schedule to maximize instruction time, professional development for teachers focused on integrating technology into the classroom, targeted supports for English learners, interventions focused on early literacy, and more planning and collaboration time for teachers. The school will use a team consisting of a school culture and climate coordinator, a

behavior interventionist, and behavior paraprofessionals to support students' social, emotional, and behavioral needs, and there will be a renewed focus on parent-engagement strategies.

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