



Successful-Early School Success (K-3)

Strategic Area Results:

- Families will be able to support their child's development and success in school.
- Our community, families, and schools will work together to ensure student success.

Why is this Important:

- Children who are not proficient in reading by the end of third grade are likely to feel alienated from school, and the consequences stretch well into adulthood. In contrast, children who read proficiently by the end of third grade are far more likely to graduate from high school and have successful careers (*The Annie E. Casey Foundation, 2010, Early Warning: Why Reading by the End of Third Grade Matters*).
- Mathematical thinking is cognitively foundational (*D.H. Clements and J. Sarama, Learning and Teaching Early Math: The Learning Trajectories Approach (New York, NY: Routledge, 2009); D.H. Clements and J. Sarama, Early Childhood Mathematics Education Research: Learning Trajectories for Young Children (New York, NY: Routledge, 2009)*).
- Children's early knowledge of math strongly predicts their later success in math (K. Denton and J. West, *Children's Reading and Mathematics Achievement in Kindergarten and First Grade (Washington, D.C., vol. 2002, 2002)*)
- 50% of grade 4 curriculum is inaccessible to students who are not reading at grade level at the end of grade 3. This gap increases yearly.
- Parent, family, and community involvement in education correlates with higher academic performance and school improvement.
- Research and fieldwork show that parent-school-partnerships improve schools, strengthen families, build community support, and increase student achievement and success.

What works:

- To sustain the positive effects of preschool, the school curriculum must build on past learning and not repeat material already mastered.
- Core elements of effective learners are dispositions to learn, social competence and self-concept, and social and emotional well-being" *Bertram, T., & C. Pascal. 2002. What counts in early learning. In Contemporary perspectives in early childhood curriculum, eds. O.N. Saracho & B. Spodek, 241–56. Greenwich, CT: Information Age.*

- “Students’ satisfaction with school culture and relationships with teachers and peers” positively correlates with motivation and academic achievement. Christina Hinton from Harvard Graduate School of Education
- Supporting parent understanding of child development, research, and best practices.
- Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning.
- Community assures high-quality education for all students.
- Strong school-family-community partnerships foster higher educational aspirations and more motivated students. *Barton, Paul E. 2003. Parsing the Achievement Gap: Baselines for Tracking Progress. Princeton, NJ: Policy Information Report, Educational Testing Service.*
- Community support of the educational process is considered one of the characteristics common to high-performing schools. *Henderson, Anne T. and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory.*

Current Conditions: TBD

Strategies:

- Recommend changes in and advocate for new town, state, and federal policies and programs that are necessary for the development of a coordinated early care and education system that provides equal access to quality care, education, and support services for all children birth through age eight in Colchester.
- Communicate developmental and school expectations with families in an accessible, understandable manner.
- Ensure that family concerns and priorities are communicated openly with our schools.

Selected Actions:

- Re-conduct a survey to determine how to best communicate with families?
- Explore school, family, and community partnership models/frameworks.