

LEADING THE WAY: P-3 EDUCATION IN COLORADO

WHO:

A.J. STANISZEWSKI, *Director of Global Primary Academy*

WHERE: Mapleton School District

Mapleton covers 25 square miles and serves suburban, rural, and light industrial communities in Denver and Thornton.



Mapleton is committed to raising expectations, providing choices for learning and removing obstacles for all students to guarantee that each student "achieves his or her dreams and enthusiastically contributes to his or her community, country and world."

GOALS:

Create a mission and vision statement. Using a protocol, the Global Campus created a mission statement for the whole school (P-12) and for the individual levels, including the preschool through 3rd grade. Each level created a vision statement under the umbrella of the larger school vision. The P-3 alignment work fits well within the mission and informs the school's approach to how students move towards 4th grade and beyond.

Analyze student data systematically. Using a continuous-improvement framework to problem-solve and make decisions grounded in data ensures all students receive appropriate levels of support. A Multi-Tiered System of Supports (MTSS) focuses on evidence-based instruction, intervention, and assessment practices to accomplish this goal. Global Primary Academy uses this process three times a year.



A.J. STANISZEWSKI

LESSONS LEARNED:

Through participation in the P-3 Leadership Cadre, A.J. Staniszewski understands the essential pieces of P-3 alignment, as well as the importance of creating structures to support ongoing P-3 work. Fundamental to creating alignment is building a strong internal team dedicated to this work and building a strong school community.

Director Staniszewski recognizes the importance of birth to three as a critical developmental period for young children. Thus, Global Primary Academy proactively communicates to all parents of young children the benefits of participating in quality early-learning programs.

“Participating in the P-3 Leadership Cadre has “allowed us to focus on our foundational needs, aligning expectations and skills at each grade level. (My learning) has allowed us to look at what is appropriate at each grade. Teachers are teaching differently. Now we can make sure our students are not getting the same thing twice, or missing something.”

“Before we were a part of this, what P-3 meant was quite foreign to everybody... At the beginning of the year it was just about the logistics. After realizing the value of that time, anything that is nuts and bolts comes from (the director) over email. Now we use the time to work on issues that need to be addressed together. It has been a huge success.”

NEXT STEPS:

Global Primary Academy recognizes the value of coming together and planning for implementation of identified areas of the action plan that the team helped to create. Global Primary Academy plans to continue to dedicate time and discussion to P-3 alignment because it builds common understanding of what the school wants to achieve and also informs ongoing work to restructure time and resources.

Currently, home visits are conducted for preschool students and Global Primary would like to extend that program to K-3.

