

# P-3 Office

## A P-3 Approach to Learning and Development



### FACT SHEET

There is a growing body of knowledge on the importance of early childhood development for children from birth through age eight. Academic and social competencies acquired by age eight provide the foundation for lifelong learning and success. This is the most opportune time to influence learning trajectories and prevent or eliminate achievement gaps. A high functioning P-3 system builds on this knowledge and the Colorado Department of Education’s 2017-2022 strategic plan.

### WHAT IS A P-3 APPROACH?

A P-3 approach is a comprehensive system that builds a high quality continuum of learning from birth to age eight that vertically and horizontally aligns to support unique needs of all children.

This fact sheet focuses primarily on children from age three to grade three.

Components include:

- Partnerships between the schools, families, and communities supporting what children need to come to school ready for success, read on grade level by third grade, do math on grade level by third grade, and reach their greatest potential.
- An understanding of the early years of a child’s growth and development, both developmental and academic.
- Aligned standards that address children’s experiences, program quality, and the qualifications of teachers and administrators.
- Strong leadership committed to seamless learning that bridges a child’s experiences from birth through age five, and K-12 education.
- Access to preschool for three and four year olds and access to full-day kindergarten.
- Strengthened policies and practices that ensure thoughtful, effective transitions from one grade to the next: preschool to kindergarten, kindergarten to first grade, first grade to second grade, second grade to third grade and third grade to fourth grade.

High-quality early learning programs and equity across ages, ability, grade levels, language spoken, and zip codes.

### P-3, MTSS, NAESP

#### Colorado MTSS Essential Components:

- Shared Leadership
- Data-Based Problem Solving and Decision Making
- Layered Continuum of Supports
- Evidence-based Instruction, Intervention, and Assessment Practices
- Universal Screening and Progress Monitoring
- Family, School and Community Partnering

#### **P-3 Essential Components**

- Cross-Sector Work
- Administrator Effectiveness
- Teacher Effectiveness
- Instructional Tools
- Learning Environment
- Data-Driven Improvement
- Family Engagement
- Continuity and Pathways

From: “Framework for Planning, Implementing, and Evaluating PreK-3<sup>rd</sup> Grade Approaches”, Kauerz, K. & Coffman, J.

#### **Six Competencies of P-3 Learning Communities**

- Embrace the P – 3 early learning continuum
- Ensure developmentally – appropriate teaching
- Provide personalized, blended learning environments
- Use multiple measures to build student learning growth
- Build professional capacity across the learning community
- Make your school the hub of P-3 learning for families and community

From: “Leading Pre-K-3 Learning Communities”, National Association of Elementary School Principals



## WHAT DOES P-3 IMPLEMENTATION LOOK LIKE?

- Teachers and administrators across all grade levels prioritize collaboration and have time allotted to share data, plan, and access professional development.
- Instructional practices, assessments, and professional development consider P-3 in all aspects.
- Fully inclusive schools creating quality-learning environments that value diversity and focus on seamlessly providing services and supports, within the context of general education that all students need to reach their social and academic potential.
- Individualized Educational Plans, Colorado Reading to Ensure Academic Development plans, individual school readiness plans, and any other individualized plan for a student use a P-3 lens.
- Confidence, motivation, self-regulation, curiosity, problem solving, creativity, social competence, communication, and other executive functions skills are valued as essential life skills. Academic and developmental learning are balanced.
- Strong family, school, and community partnerships are a routine part of planning and decision-making.

## Where can I learn more?

- [CDE P-3 Office Home Page](#)
- [Multi-Tiered System of Supports \(MTSS\) Office Home Page](#)
- [Multi-Tiered Family, School, and Community Partnering](#)
- [Center for Enhancing Early Learning Outcomes \(CEELO\)](#)
- [Foundation for Child Development](#)
- [National P-3 Center](#)

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