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Increasing Student Achievement through School-Family-Community Collaborations: UMass Boston's School Counseling Program at Dever School

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Increasing Student Achievement through School-Family-Community Collaborations

UMass Boston's School Counseling Program at Dever School

Summary

Research has indicated that when a variety of stakeholders build partnerships, the achievement gap narrows, resulting in positive effects on student outcomes, including academic achievement, attendance, and discipline (e.g., Bryan & Henry, 2012).

- **Second year of partnership**



Results/Impacts

- Completed partnership analysis through application of a school-family-community partnership model (Bryan & Henry, 2012).
- Submitted two grant applications.
- Awarded 2014 Collaborative Research Planning Seed Grant, Edward W. Hazen Foundation, \$1,000.00



Conclusion/Next Steps

- Apply for additional grant funding to support enrichment and summer/after school programming.
- Maintain partnership to support students' learning needs during ongoing school changes.



Goals and Objectives

Goal: Promote academic success, literacy skills, and life skills among Latina English Language Learners (ELLs) through reading intervention and skill building

During second year of partnership, goal is to better meet needs of students.

Includes:

- life skill development
- reading intervention
- focus on Common Core Standards

Approaches and Methods

- Third grade Latina ELLs meeting twice weekly
- Reading culturally relevant short stories
- Discussion and follow up activities develop literacy skills and life skills
- Assesses progress through curriculum-based measures

Outcome of partnership and intervention is:

- Consistent with Common Core Standards
- Consistent with the Dever's goals

Partnership Information

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References and Resources

Bryan, J., & Henry, L. (2012). A Model for Building School-Family-Community Partnerships: Principles and Process. *Journal of Counseling and Development, 90*(4), 408-420.

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