

South Windsor Public Schools

Full-Day Kindergarten Proposal

The South Windsor Board of Education



March 27, 2012

Table of Contents

I. Introduction

- Purpose of Proposal
- Program Description
- Process

II. Full-Day Kindergarten Report

- Synthesis of Findings
 - Research Review
 - South Windsor Parent Feedback
 - Site Visitations and Statewide Program Comparisons
 - Common Core State Standards for Kindergarten
 - Implications for Staffing and Facilities
- Kindergarten Program Recommendation

III. Appendices

I. Introduction

Purpose of Proposal

The South Windsor Board of Education adopted the *South Windsor Public Schools 2011-2014 Strategic Plan* on September 13, 2011. The Strategic Plan identified an action step to “research and present a formal recommendation to the Board of Education regarding full-day kindergarten.” The purpose of this report is to provide the board with a review of the Full-Day Kindergarten Committee findings regarding research, site visitations to districts with full-day kindergarten programs, new expectations for kindergarten curriculum as identified in the Common Core State Standards, feedback from teachers and parents, and implications for staffing and facilities. Furthermore, this report will provide kindergarten program recommendations to the board.

Program Description

A full-day kindergarten program provides 900 hours of actual schoolwork for a minimum of 180 days. A half-day kindergarten program provides 450 hours of actual schoolwork for a minimum of 180 days. Currently, South Windsor Public Schools offers a half-day program to all kindergartners for a total of 470 hours within 182 school days.

Process

In January 2010, the Capitol Region Education Council (CREC) Early Childhood SRBI Audit Team researched South Windsor’s Early Childhood Programs in order to provide administrators and personnel with objective information to plan for program improvement and professional development based on needs within the program. The review was both qualitative and quantitative. One of the top priorities recommended by this report was to “*create a clear and coherent Kindergarten Curriculum Guide that aligns classroom instruction and assessment to the state GLE’s (now the Common Core Standards).*” The audit team believed that without this in place it would be difficult to move on to other recommendations. Therefore, with the support of CREC consultants and our district curriculum leaders in literacy and mathematics, the kindergarten curriculum initiative became a priority in the spring of 2010.

Closely tied to this initiative, the audit also recommended a healthy discussion about the possibility of a full-day kindergarten program. The report stated, “*If South Windsor indeed wants to implement the various components of literacy and mathematics at the kindergarten level then more time for instruction is most likely necessary. A full-day program would allow this to occur while maintaining other developmentally-appropriate practices such as creative play, outside time, student academic choice and inclusion of the arts. If South Windsor is unable at this time to fund full-day options then it needs to carefully examine the schedule of the kindergarten half-day classroom. Currently most observed classrooms rely heavily on large group instruction to achieve the literacy and math goals it had chosen for instruction. There is little time for differentiation of instruction and some schools are still providing recess in addition to 30 minute specials (music, art, library, physical education) in the short half-day program.*”

In the fall 2010, Dr. Carter, as our new superintendent, conducted a series of focus groups throughout the community to gain insights into parent concerns, recommendations, hopes, and dreams for the South Windsor Public Schools. The focus groups included meetings with a wide variety of parents at each of the elementary schools. The superintendent noted that a desire for full-day kindergarten was

a common theme at each of the focus groups. During the 2010-11 school year, the superintendent worked with the administrative team, the Superintendent's Faculty Advisory Committee, the School System Development Council, and the Board of Education to develop a three-year Strategic Plan that would address key initiatives, one of which was to develop a proposal for full-day kindergarten. The Board of Education adopted this strategic plan on September 13, 2011 and Superintendent Carter subsequently visited each of the seven schools to meet with faculty and the PTO's to share the *2011-2014 Strategic Plan*.

In October 2011 a Full-Day Kindergarten Committee was established by the superintendent of schools including teachers, building principals, curriculum leaders, and central office administration. The Committee collected and reviewed research related to full-day kindergarten programs, conducted site visits to districts with full-day kindergarten programs, reviewed the new Common Core State Standards for kindergarten, and considered staffing and facility needs to accommodate a full-day program. A meeting was held on March 1, 2012 with a districtwide parent focus group that included representatives from all five elementary schools.

Full-Day Kindergarten Committee Members

Tamara Carey, *Grade 1 Teacher - Eli Terry*

Dr. Kate Carter, *Superintendent of Schools*

Daniel S. Hansen, *Assistant Superintendent for Curriculum & Instruction*

Laura Hickson, *Principal - Wapping Elementary*

Shari Jackson, *Kindergarten Teacher - Wapping Elementary*

Claudia Kefor, *Early Intervention Literacy Teacher - Philip R. Smith Elementary*

Jacquelyn Mellin, *K-12 Mathematics Curriculum Specialist*

Marlene Pouliot, *Transportation Specialist*

Mike Seal, *Principal - Pleasant Valley Elementary*

Kelly Smagacz, *Kindergarten Teacher - Orchard Hill Elementary*

John Szalkiewicz, *Supervisor of Special Education PreK – 5*

Hayley Zinn Rowthorn, *Director of Literacy, Assessment, and Instructional Improvement*

II. Full-Day Kindergarten Report

Synthesis of Findings: Research Review

There is a growing movement around the country to strengthen the PreK-3rd Grade continuum as the essential foundation for lifelong learning (Guernsey & Mead, 2010). Full-Day Kindergarten (FDK) is considered the pivotal year, serving as the pedagogical bridge between PreK and the early elementary grades. PreK-3rd represents the stretch of years that form the basis for children's later and lifelong learning and success. It is during these years that children acquire three types of skills and knowledge: (1) strong foundational cognitive skills, such as reading and early numeracy; (2) social and emotional competence that enables children to interact constructively with both their peers and adults; and (3) patterns of engagement in school and learning. A high-quality FDK experience plays a central role in the PreK-3rd years.

Research consistently notes that simply adding hours to the kindergarten day will do little to improve the instructional experience for children. To achieve the best outcomes, the quality of FDK matters. The factors that have long-term impact on children's achievement include both the social interactions in the classrooms and the quantity and quality of literacy and math instruction (Pianta, Belsky, Vandergrift, Houts & Morrison, 2008). As would be expected, both instruction and social interactions rely largely on the skills, knowledge, and behaviors of teachers. In general, teachers are most effective when they have sophisticated understandings of child development, diverse learning styles, social and emotional development, cultural diversity, successful teaching strategies, and methods for engaging families. *(We are fortunate to have such kindergarten teachers on staff in South Windsor!)* Increasing evidence shows that high quality FDK programs boost children's cognitive learning and academic achievement. Studies show that children who participated in full-day programs made statistically significant gains in early reading skills by the end of the kindergarten year when compared to their peers who attended a half-day program (Lash, Bae, Barrat, Burr & Fong, 2008). Other studies also show a relationship between attendance in FDK and higher levels of early math skills (Cannon, Jackowitz & Painter, 2006; Watson & West, 2004).

Particularly relevant given the changing demographics of the school-age population in the United States, research shows that FDK is especially beneficial for children who are English Language Learners (Hall-Kenyon, Bingham & Korth, 2009).

Beyond cognitive skills related to reading and math, FDK also contributes to children's development of other essential learning skills that support social competence and creative problem-solving. Full-day programs allow teachers more time for both formal and informal instruction as well as more flexibility to modify the curriculum to meet the students' needs and interests. Full-day programs also allow teachers to provide a greater balance of whole-group and small-group instruction. FDK provides more time for children to play and learn experientially, encouraging not only their cognitive development, but also their physical and social-emotional development (Guarino, Hamilton, Lockwood, Rathbun & Germino-Hausken, 2006).

South Windsor Parent Feedback

In January 2010, the Capitol Region Education Council (CREC) Early Childhood SRBI Audit was conducted at the request of the South Windsor administration. A part of the audit process was a parent survey that collected feedback regarding the quality and frequency of communication from school to home, opportunities for parent involvement, and overall satisfaction with the preschool and kindergarten programs. Approximately 30% of the parents who wrote unsolicited comments indicated that full-day kindergarten should be available to South Windsor families. This was the only comment apart from teacher praise that demonstrated a repeated pattern.

As was indicated previously, the desire for full-day kindergarten was a common theme during Dr. Carter's focus group meetings in the fall 2010. Likewise, when Dr. Carter visited PTO's during the fall of 2011 to disseminate the *2011-2014 Strategic Plan*, many parents commented favorably when they learned that a proposal for such programming was part of this strategic plan.

On March 1, 2012, the Full-Day Kindergarten Committee met with a districtwide parent focus group representing all elementary schools. This group of 30 parents overwhelmingly supported the concept of full-day kindergarten, yet one parent did express her preference for a half-day program. The parents also expressed the importance of the program being developmentally appropriate, allowing for more time for a less-rushed pace for learning. A sampling of parent feedback includes:

- *I feel that offering full-day kindergarten is a great idea that almost 100% of our parents will be onboard with.*
- *As a parent of a current kindergartener without any other children (with no personal gain), I am 100% onboard with the implementation to full-day kindergarten. I heard the term "opportunity" come up a couple of times this evening. I find it very disheartening that right now in South Windsor one has to pay for the opportunity for their child to attend and be able to benefit from full-day kindergarten. I also do think that although my daughter will not benefit personally from full-day kindergarten, I believe that as a home owner our family will benefit from increased property values as a result of full-day kindergarten implementation.*
- *I am in favor of this. I think the kids would adjust fine to the longer day. I think the kids are more capable of change sometimes than adults. First-grade will go so much smoother with this in place. I feel this will help the kindergarten teacher continue to be effective in teaching because they can focus on 24 kids as opposed to 40+.*
- *Full-day K! Hooray!!*
- *I am 100% in favor of full-day kindergarten. I think that the students would be given more time to absorb the information that is taught to them. A full-day of kindergarten will give the students more time to transition from one activity to the next. It will give the teachers sufficient time to cover the material in the curriculum. I definitely think the short day for some kindergarten students can give them some anxiety because the pace is very fast and doesn't always allow them to digest what they have been taught. It will also add a social component to kindergarten that has been decreased when academics increased.*
- *Full-day is a positive move that is in the best interest of families. It will provide the opportunity for kids to have a full experience and bond with their peers and teachers. An additional issue that this addresses is that kindergarten classes lose instruction time every time there is a late opening or early dismissal.*
- *I am concerned that because the children will be there for a full day, are we now going to push the first-grade curriculum into kindergarten? We need to remember these are 5 year old children with a range of*

developmental ability. They learn through play. This needs to be part of their day. If we extend the day to include rest, recess, and age-appropriate play that is what they need. Gross motor skills develop before fine motor skills. Math skills are developed through playing of blocks, etc.

- *I fully support full-day kindergarten in South Windsor. I don't believe that the current schedule allows students enough time to learn and process their learning in a meaningful way. A longer day would be beneficial to the learning process.*

Site Visitations and Statewide Program Comparisons

Select members of the Full-Day Kindergarten Committee had the opportunity to visit Mary Murphy School in Branford, the University of Hartford Magnet School, and the East Hartford-Glastonbury Magnet school to observe full-day kindergarten classrooms and speak with teachers and administrators at each school. All of the classrooms visited provide a daily structure that allows for a ninety minute literacy block, forty-five to sixty minutes of math, dedicated science and social studies instruction, integration with the arts, time for collaborative work and play, and early intervention for academics and behavior. Computers for student use (typically five per classroom) complemented the differentiated literacy and numeracy instruction. Each full-day classroom was served by an educational support staff member in addition to the classroom teacher. Teacher and administrator interviews revealed an overwhelmingly positive response to the full-day program, reporting high levels of parent satisfaction, increased instructional rigor, student engagement, and professional collaboration. A district that made the transition from half to full-day kindergarten shared achievement data that demonstrated significant improvement in reading achievement for their kindergarten students.

As of October 1, 2011 student census data submitted to the State Department of Education indicated that:

- Seventy-three (73) school districts, seven (7) Charter Schools and eleven (11) Magnet Schools provide full-day kindergarten to all children.
- Twenty-nine (29) districts, one (1) Charter School provide full-day kindergarten to some children.
- Thirteen (13) school districts and one (1) Charter School offer extended-day kindergarten to all children.
- Fifty-two (52) school districts provide half-day kindergarten to all children.

Additional information specific to DRG B districts collected through a phone survey on January 30, 2012 indicates that in addition to the four districts that currently offer full-day kindergarten, six additional districts plan to offer full-day programs within the next two years.

Common Core State Standards for Kindergarten

In 2010 48 states adopted the Common Core State Standards which sets the course for students in achieving career and college ready skills upon high school graduation (<http://www.corestandards.org/>). The standards the students are expected to meet upon exiting kindergarten are rigorous. The time afforded by a full-day kindergarten program is critical to providing an equal opportunity for South Windsor children for learning and achieving school success as identified in these standards. The Common Core State Standards are designed based on the assumption of a full-day program including 90 minutes of reading instruction, 60 minutes of writing instruction, and 60 minutes of numeracy instruction.

Implications for Staffing and Facilities

| Space Needs for FDK | | |
|---------------------|----------------------|--------------|
| School | Rooms Currently Used | Rooms Needed |
| Eli Terry | 2 | 3 |
| Orchard Hill | 2 | 3 |
| Philip R. Smith | 2 | 3 |
| Pleasant Valley | 2 | 3 |
| Wapping Elementary | 1 | 2 |

| Staffing Needs | | | |
|--------------------|----------------|-----------------|------------------|
| School | Current Staff | Projected Staff | Estimated Cost |
| Eli Terry | 1.5 FTE | +1.5 FTE | \$76,613 |
| Orchard Hill | 1.5 FTE | +1.5 FTE | \$92,573 |
| Philip R. Smith | 1.5 FTE | +1.5 FTE | \$75,115 |
| Pleasant Valley | 1.5 FTE | +1.5 FTE | \$75,115 |
| Wapping Elementary | 1.0 FTE | +1.0 FTE | \$51,338 |
| Total: | 7.0 FTE | +7.0 FTE | \$370,754 |

*\$51,338 (current MA Step 6)

These figures do not account for offsets due to reduced staffing at other grade levels, grant funds and transportation offsets. Grant offsets would include Early Choice incentives offered for full-day programs, regular Choice per/pupil grant, and the Open Choice Academic and Social Support grant. Transportation offset is estimated at \$50,000 due to the elimination of the mid-day bus runs.

Kindergarten Program Recommendation

The Full-Day Kindergarten Committee unanimously recommends the implementation of a full-day kindergarten program for all South Windsor children commencing with the 2013-2014 school year. This recommendation is based on the following:

- A thorough review of research that supports high quality full-day programs as an integral component of a PreK – 3rd Grade continuum supporting the development of a strong foundation in cognitive skills, social and emotional competence and patterns of engagement in school and learning
- Feedback from many parents, teachers and administrators who enthusiastically support full-day kindergarten programming in South Windsor
- Site visits to existing programs revealing positive effects of full-day programs on student achievement, parent satisfaction and teachers' ability to meet the needs of each student
- The recognition that the Common Core State Standards will require more instructional time in order to meet these standards within a developmentally appropriate school day schedule
- Our capacity to house a full-day program within our existing facilities
- National and statewide trends moving toward a full-day kindergarten program structure
- The opening of the PreK-5 International Magnet School for Global Citizenship (CREC) in South Windsor in 2013-2014 which will offer full-day preschool and kindergarten
- Our optimism for building a fiscally-responsible budget for 2013-2014 that would support a full-day program with the support of grant funds and transportation offsets.

The Full-Day Kindergarten Committee respectfully requests the Board of Education to support the concept of a full-day kindergarten program, thereby activating a planning process to design the South Windsor kindergarten program as a significant enhancement to our students' educational experience and the overall quality of the South Windsor community.

III. Appendices

- Kindergarten Enrollment by School Districts
- Sample full-day/half-day daily schedule
- References

KINDERGARTEN ENROLLMENT BY SCHOOL DISTRICTS SCHOOL YEAR 2011-2012

CONNECTICUT STATE DEPARTMENT OF EDUCATION Bureau of Teaching and Learning

The following information is derived from the preliminary October 1, 2011 student census data submitted to the State Department of Education.

FULL DAY

A full-day kindergarten program provides 900 hours of actual schoolwork for a minimum of 180 days. Approximately 63% of Connecticut kindergarteners are enrolled in full-day programs.

Seventy-three (73) school districts, seven (7) Charter Schools and eleven (11) Magnet Schools provide full-day kindergarten to all children. For the basis of this report, any district with 95%-100% enrollment in full-day kindergarten was considered for this category.

| | | | | |
|------------|---------------|------------------|------------|----------------------|
| Andover | Derby | Middletown | Putnam | Waterford |
| Ashford | Eastford | Milford | Ridgefield | West Hartford |
| Bethany | East Hartford | Naugatuck | Salisbury | Weston |
| Bethel | East Haven | New Britain | Scotland | Willington |
| Bloomfield | Easton | New Canaan | Seymour | Winchester |
| Bozrah | East Windsor | New Haven | Sharon | Windham |
| Branford | Franklin | Newington | Sherman | Windsor Locks |
| Bridgeport | Greenwich | New London | Sprague | Wolcott |
| Canaan | Hamden | New Milford | Stamford | Woodbridge |
| Chaplin | Hampton | North Canaan | Sterling | Woodstock |
| Clinton | Hartford | North Haven | Thomaston | Regional District 12 |
| Colebrook | Kent | North Stonington | Thompson | Regional District 14 |
| Columbia | Litchfield | Norwalk | Voluntown | Regional District 17 |
| Cromwell | Manchester | Old Saybrook | Waterbury | Regional District 18 |
| Darien | Mansfield | Preston | | |

Charter Schools

| | |
|-------------------------------------|------------|
| Achievement First | Bridgeport |
| Achievement First Hartford Academy | Hartford |
| Amistad Academy District | New Haven |
| Elm City College Preparatory School | New Haven |
| Highville Charter School District | Hamden |
| Integrated Day Charter School | Norwich |
| Side By Side Community School | Norwalk |

Magnet Schools *

| | |
|--|---------------|
| Discovery Academy | Hartford |
| East Hartford-Glastonbury Magnet School | East Hartford |
| International Magnet School for Global Citizenship | East Hartford |
| Montessori Magnet School | Hartford |
| Museum Academy | Hartford |
| Reggio Magnet School of the Arts | Avon |
| Regional Multicultural Magnet School | New London |
| Six-to-Six Magnet School | Bridgeport |
| The Friendship School | Waterford |
| University of Hartford Magnet School | West Hartford |
| Wintergreen Interdistrict Magnet School | Hamden |

* This listing includes magnet schools operated by Regional Educational Service Centers. District operated magnet schools are included within the district listings.

Twenty-nine (29) districts and one (1) Charter School provide full-day kindergarten to some children. These are listed below along with the percentage of children in full-day kindergarten.

| | | | | | | | |
|--------------|-----|-------------|-----|---------------|-----|-------------------------|-----|
| Canterbury | 5% | Fairfield | 85% | New Fairfield | 92% | Stratford | 86% |
| Cheshire | 1% | Glastonbury | 1% | Oxford | 1% | Suffield | 15% |
| Colchester | 12% | Griswold | 4% | Plainfield | 3% | Tolland | 2% |
| Cornwall | 71% | Groton | 85% | Plainville | 20% | Torrington | 6% |
| Danbury | 47% | Guilford | 1% | Pomfret | 17% | Vernon | 2% |
| East Haddam | 8% | Hebron | 43% | Southington | 5% | Wethersfield | 2% |
| East Hampton | 15% | Meriden | 13% | Stonington | 50% | Jumoke Academy District | 83% |
| Enfield | 5% | Montville | 2% | | | | |

EXTENDED DAY

An *extended-day* kindergarten program provides more than 450 hours but less than 900 hours of actual schoolwork for a minimum of 180 days. Approximately 7% of all kindergarteners are enrolled in extended day programs.

Thirteen (13) school districts and one (1) Charter School provide **extended-day** programs to **all children**. For the basis of this report, any district with 95-100% enrollment in extended-day kindergarten was considered for this category.

| | | | |
|------------|---------|-----------|-------------------------------|
| Brookfield | Norwich | Somers | Westport |
| Coventry | Orange | Tolland | Wilton |
| Ellington | Redding | Westbrook | Windsor |
| Norfolk | | | New Beginnings Family Academy |

Twelve (12) school districts and one (1) Charter School provide **extended-day** programs to **some children**. These are listed below along with the percentage of children in extended-day kindergarten.

| | | | | | |
|-----------|-----|---------------|----|-------------------------|-----|
| Canton | 32% | Glastonbury | 6% | Stonington | 5% |
| Cheshire | 2% | New Fairfield | 8% | Torrington | 3% |
| Cornwall | 29% | Newtown | 1% | Vernon | 20% |
| Fairfield | 15% | Oxford | 3% | Jumoke Academy District | 17% |

HALF DAY

A *half-day* kindergarten program provides 450 hours of actual schoolwork for a minimum of 180 days. Approximately 30% of all kindergarteners are enrolled in half-day programs.

Fifty-two (52) school districts provide **half-day** kindergarten to **all children**. For the basis of this report any district with 95%-100% enrollment in half-day kindergarten was considered for this category.

| | | | | | | | |
|-------------|------|-------------|------|----------------|------|----------------------|------|
| Ansonia | 100% | Enfield | 95% | Monroe | 100% | Southington | 95% |
| Avon | 100% | Essex | 100% | Montville | 98% | South Windsor | 100% |
| Barkhamsted | 100% | Farmington | 100% | New Hartford | 100% | Stafford | 100% |
| Berlin | 100% | Granby | 100% | Newtown | 99% | Trumbull | 100% |
| Bolton | 100% | Griswold | 96% | North Branford | 100% | Wallingford | 100% |
| Bristol | 100% | Guilford | 99% | Oxford | 96% | Watertown | 100% |
| Brooklyn | 100% | Hartland | 100% | Plainfield | 97% | West Haven | 100% |
| Canterbury | 95% | Killingly | 100% | Plymouth | 100% | Wethersfield | 98% |
| Cheshire | 97% | Lebanon | 100% | Portland | 100% | Regional District 6 | 100% |
| Chester | 100% | Ledyard | 100% | Rocky Hill | 100% | Regional District 10 | 100% |
| Deep River | 100% | Lisbon | 100% | Salem | 100% | Regional District 13 | 100% |
| East Granby | 100% | Madison | 100% | Shelton | 100% | Regional District 15 | 100% |
| East Lyme | 99% | Marlborough | 99% | Simsbury | 100% | Regional District 16 | 100% |

Eighteen (18) school districts provide **half-day** kindergarten to **some children**. These districts are listed below along with the percentage of children in the half-day programs.

| | | | | | | | |
|--------------|-----|-------------|-----|------------|-----|------------|-----|
| Canton | 68% | Glastonbury | 93% | Plainville | 80% | Stratford | 14% |
| Colchester | 88% | Groton | 15% | Pomfret | 83% | Suffield | 85% |
| Danbury | 53% | Hebron | 57% | Seymour | 1% | Torrington | 91% |
| East Haddam | 92% | Mansfield | 2% | Stonington | 44% | Vernon | 78% |
| East Hampton | 85% | Meriden | 87% | | | | |

Typical Schedule for Half Day Kindergarten Program

(155 minutes of instruction; 30 minutes low-structure activities; no lunch or recess)

| Time | Activity | Description |
|-------------------------------|-------------------------|---|
| 8:25 – 8:45 | Arrival | Children arrive at school; prepare for the day; Explore math and literacy centers. |
| 8:45 – 9:15 | Community Circle | Attendance; Announcements; Flag Salute; Math Routines (Calendar, Graphing Weather; etc.) Oral Language (Speaking/Listening/Questioning); Read Aloud |
| 9:15 – 9:45 | Writers' Workshop | Interactive Writing; Sharing writing (author's chair) Handwriting instruction and practice Phonics; phonological awareness; Word Study |
| 9:45 – 10:15 | Specials | Art – 30 minutes 1x per week; Music – 30 minutes 1x per week P.E. – 30 minutes 1x per week; Library – 30 minutes 1x per week |
| 10:15 -10:45 | Balanced Literacy Block | Mini-lesson; Read Aloud/Shared Reading Readers' Workshop (Independent Reading) Guided Reading |
| 10:45 – 11:15 | Math | Mini-lesson Explorations Small group instruction |
| 11:15 – 11:20 | Community Circle | Review day's learning to attain closure. Pack backpacks with items to go home. |
| 11:20 – 11:30 | Prepare for departure | |
| 11:30 Dismissal to buses/vans | | |

Sample

Schedule for Full-Day Kindergarten Program

(310 minutes of instruction; 30 minutes lunch; two 15-minute recess breaks; 35 minutes low-structure activities)

| Time | Activity | Description |
|--------------------------|-------------------------------------|--|
| 8:25 -8:45 | Arrival | Children arrive at school; prepare for the day; Explore math and literacy centers. |
| 8:45 – 9:15 | Community Circle | Attendance; Announcements; Flag Salute; Math Routines (Calendar, Graphing Weather; etc.) Oral Language (Speaking/Listening/Questioning): Story |
| 9:15 – 10:45 | Balanced Literacy Block | Mini-lesson Read Aloud/Shared Reading Readers' Workshop (Independent Reading) Guided Reading |
| 10:45 – 11:00 | Outdoor Recess | |
| 11:00 – 12:00 | Writers' Workshop | Interactive Writing Sharing writing (author's chair) Handwriting instruction and practice Phonics; phonological awareness Word Study |
| 12:00 – 12:30 | Science/Social Studies/Health Block | Introduce new learning in curriculum area Students complete activities to reinforce or review concepts and skills. |
| 12:30 – 1:00 | Lunch | |
| 1:00-1:15 | Quiet Time | Rest; Story related to thematic unit for language development. |
| 1:15 – 2:15 | Math Workshop | Mini-lesson Explorations Small group instruction Math Congress |
| 2:15-2:45 | Specials | Art – 30 minutes 1x per week: Music – 30 minutes 1x per week P.E. – 30 minutes 1x per week Library – 30 minutes 1x per week |
| 2:45 – 3:00 | Outdoor Recess | |
| 3:00 – 3:10 3:10-3:20 | Community Circle | Read Aloud; Review day's learning to attain closure. Pack backpacks with items to go home. |
| 3:20 Dismissal | | |

References

Guernsey, L. & Mead, S. (2010). *A Next Social Contract For The Primary Years Of Education*. Washington, D.C: New America Foundation.

Pianta, R.C., Belsky J., Vandergrift, N., Houts, R. & Morrison, F.J. (2008). *Classroom Effects On Children's Achievement Trajectories In Elementary School*. *American Educational Research Journal*, 45(2), 365-397.

Lash, A., Bae, S., Barrat, V., Burr, E. & Fong, T. (2008) *Full-Day Kindergarten And Student Achievement: A Literature Review*. San Francisco: Regional Educational Laboratory West, WestEd.

Cannon, J.S., Jackowitz, A. & Painter, G. (2006). *Is Full Better Than Half? Examining The Longitudinal Effects Of Full-Day Kindergarten Attendance*. *Journal of Policy Analysis and Management*, 25(2), 299-321.

Hall-Kenyon, K.M., Bingham, G.E. & Korth, B.B. (2009). *How Do Linguistically Diverse Students Fare In Full- And Half-Day Kindergarten? Examining Academic Achievement, Instructional Quality, And Attendance*. *Early Education and Development*, 20(1), 25-52.

Guarino, C.M., Hamilton, L.S., Lockwood, J.R., Rathbun, A. & Germino-Hausken, E. (2006). *Teacher Qualifications, Instructional Practices, And Reading And Mathematic Gains Of Kindergartners* (No. NCES 2006-031). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

T. Nee, B. Perrone, J. Giaccone, and D. Rooney (2010). *Preschool and Kindergarten EC SRBI Audit*. Capitol Region Education Council (CREC).