

Full Day Kindergarten

Meeting the Needs of All Students
at A. Ward Spaulding School



Mid-year Status Report
March 18, 2014



Our Guiding Beliefs

We strive to create and maintain a strong foundation for learning in the early years in a safe and caring environment that promotes not only the cognitive and academic development of all children, but also their physical, social, and emotional development.

Alignment to our Theory of Action

We identify **quality tier 1 instruction** as an **essential core approach** to our district work. The full day kindergarten experience allows for the **workshop model** to be implemented with fidelity and for an increase in **differentiated instruction** to meet the needs of all learners. If we implement this work purposefully and in a systemic manner,

student learning will improve.

Choice and Exploration

- Children learn in a social context and they construct their own knowledge to gain an understanding of the world around them.
- Children learn best through active, hands-on activities to express what they know in different ways.
- Children learn in an environment that is well- planned with a rich variety of materials, choices, and opportunities.

Constructing Knowledge

- Children use play as a way to develop creativity, critical thinking, and problem solving.
- Children need time to build strong foundational academic skills through a balance of direct instruction and hands-on learning experiences.
- Children need opportunities to practice newly-acquired skills and to experience challenges just beyond their present level of mastery.

Common Core State Standards

- Define skills and knowledge with clarity that students master by year-end.
- Increase the need for instructional time.
- Provide challenging content and application of knowledge through higher-order thinking skills.

Developmental and Social Behaviors

- Children learn best when their physical and emotional needs are met and they feel safe and secure.
- Children develop at varying rates and individual development may be uneven within different areas from child to child.

A Typical Day in Kindergarten

8:30 – 8:45	Opening
8:45 – 9:25	Writer's Workshop
9:30 – 10:10	Specials (Art, Music, PE)
10:15 – 10:30	Recess
10:30 – 10:45	Read-aloud and Snack
10:45 – 12:25	Readers Workshop
12:30 – 1:20	Lunch and Recess
1:25 – 2:20	Mathematics
2:25 – 2:55	Writers Workshop Share/Science

Readers Workshop





Kindergarten School

August

1	2	3
4	5	6
7	8	9
10	11	12
13	14	15
16	17	18
19	20	21
22	23	24
25	26	27
28		

Place Value

Hundreds	Tens	Ones
0	0	2

- Mouse Paint
- CHOO! DAYS
- Curious George
- My Teacher's My Friend
- WELCOME BACK!
- Welcome Kindergarten
- IF YOU TAKE A MOUSE TO SCHOOL
- And Teachers Can't Do
- Kindergarten
- I'm Special, I'm Proud
- When You Go to Kindergarten

Program Comparison - Reading

	Half-day	Full-day
Literacy	<ul style="list-style-type: none">• Daily Word Study Instruction• Reading Workshop unable to fit into five-day program each week• Limited time for guided practice and differentiation• Fast-paced	<ul style="list-style-type: none">• 90 minutes daily• Reading Workshop every day• More time for independent and guided practice• Daily reading instruction allows students to begin reading sooner• More time to differentiate instruction

Writers Workshop



Program Comparison - Writing

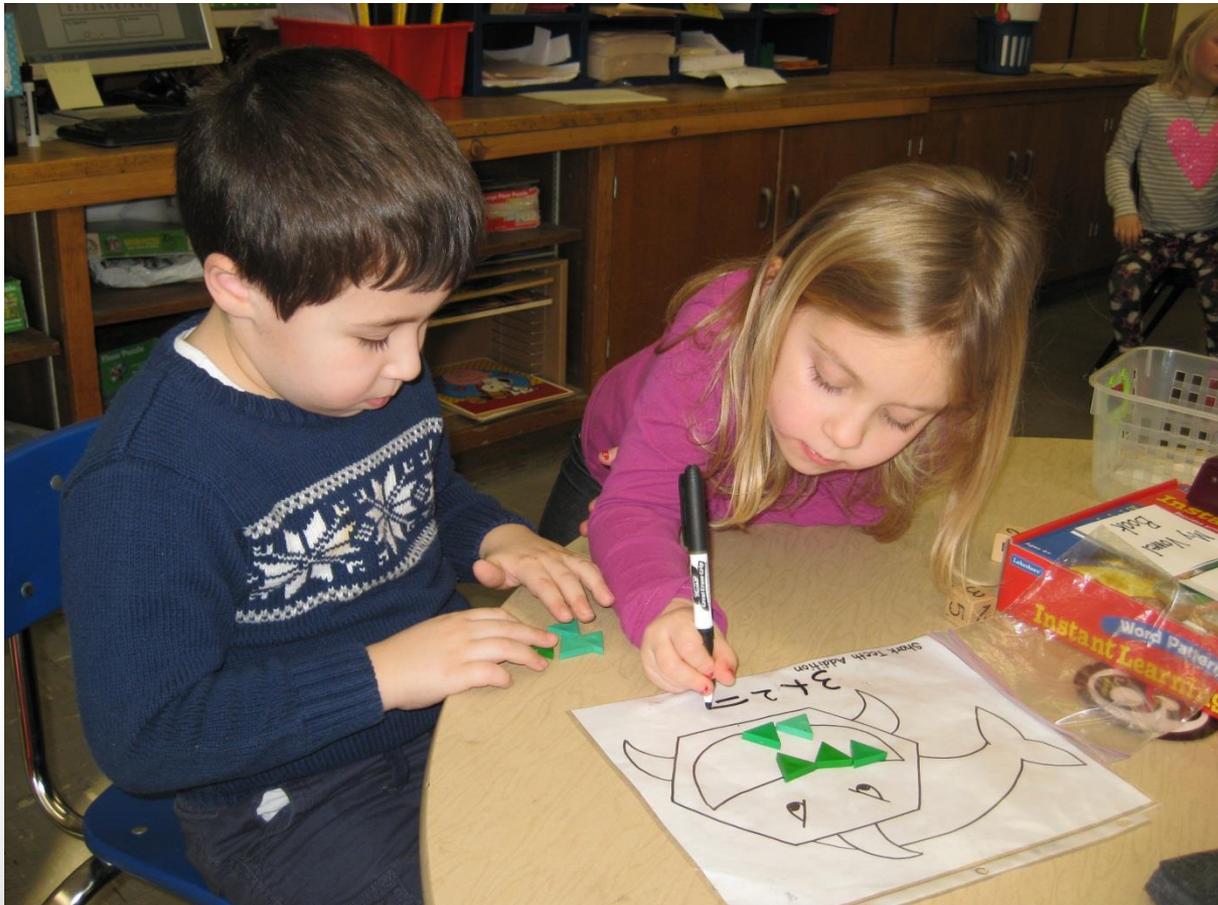
	Half-day	Full-day
Writing	<ul style="list-style-type: none">• Reading Workshop unable to fit into five-day program each week• Literacy components guaranteed, but not differentiated to the greatest extent• Fast pacing• Limited time for guided practice• Limited time for speaking skills	<ul style="list-style-type: none">• 60 minutes daily• Writing Workshop model and shared writing experiences• More time for independent and guided practice• More time for differentiated small group work and individual conferences• More time for students to share their finished writing pieces• Personalized learning opportunities• Student comfort level with writing independently has increased

Program Comparison - Math

	Half-day	Full-day
Math	<ul style="list-style-type: none">• Math Workshop unable to fit into five-day program each week• Limited ability to differentiate instruction to meet individual student needs• Diverse assessment plan	<ul style="list-style-type: none">• 60 minutes daily or workshop-based instruction• Additional time to explore mathematical concepts using hands-on materials• Learning Centers to practice and reinforce skills• Increased ability to differentiate instruction to meet individual student needs• Technology Integration• Diverse assessment plan

Shark Teeth Addition

- Roll a die and place that many teeth on the top of the sharks mouth.
- Roll again and place the teeth on the bottom of the shark's mouth.
- Write the equation to match.



Common Core Skills:

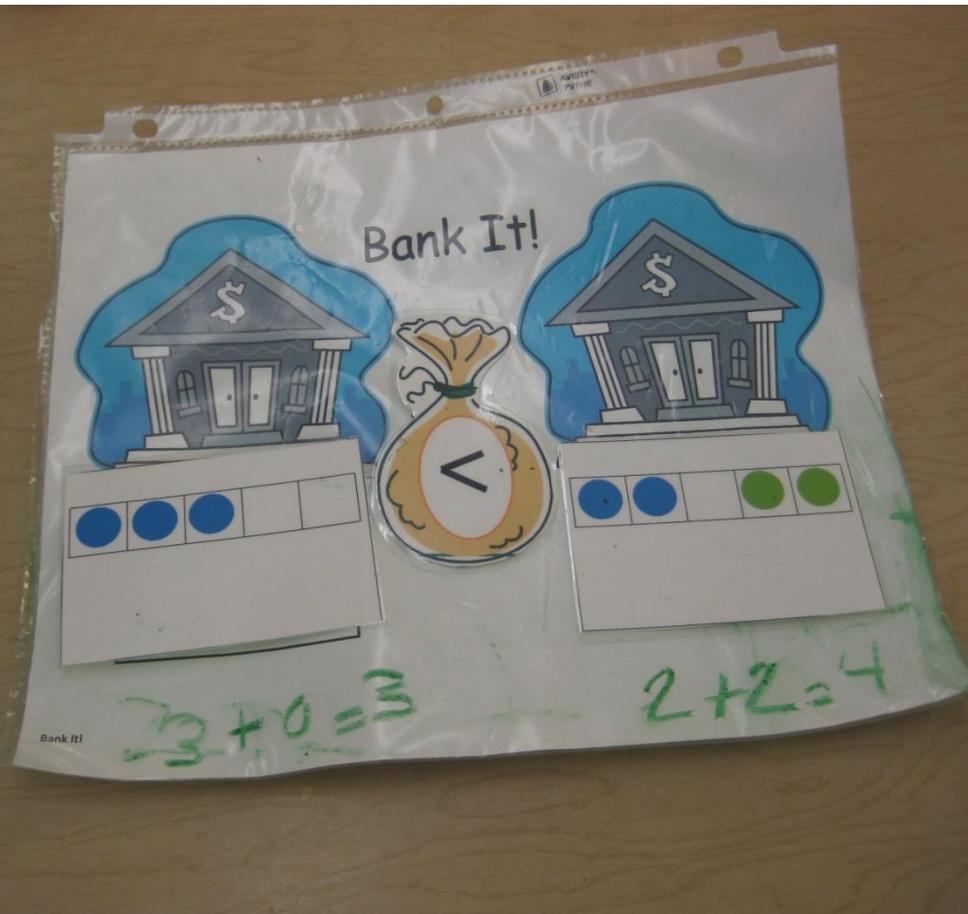
- Represent addition and subtraction with objects.
- Fluently add and subtract within 5.

Bank It!

- Turn over a card and place it under his/her bank.
- Write the addition fact represented and solve the problem.
- Place the correct money bag to show which bank has more money.
- Student with the most money gets the cards.

Common core skills:

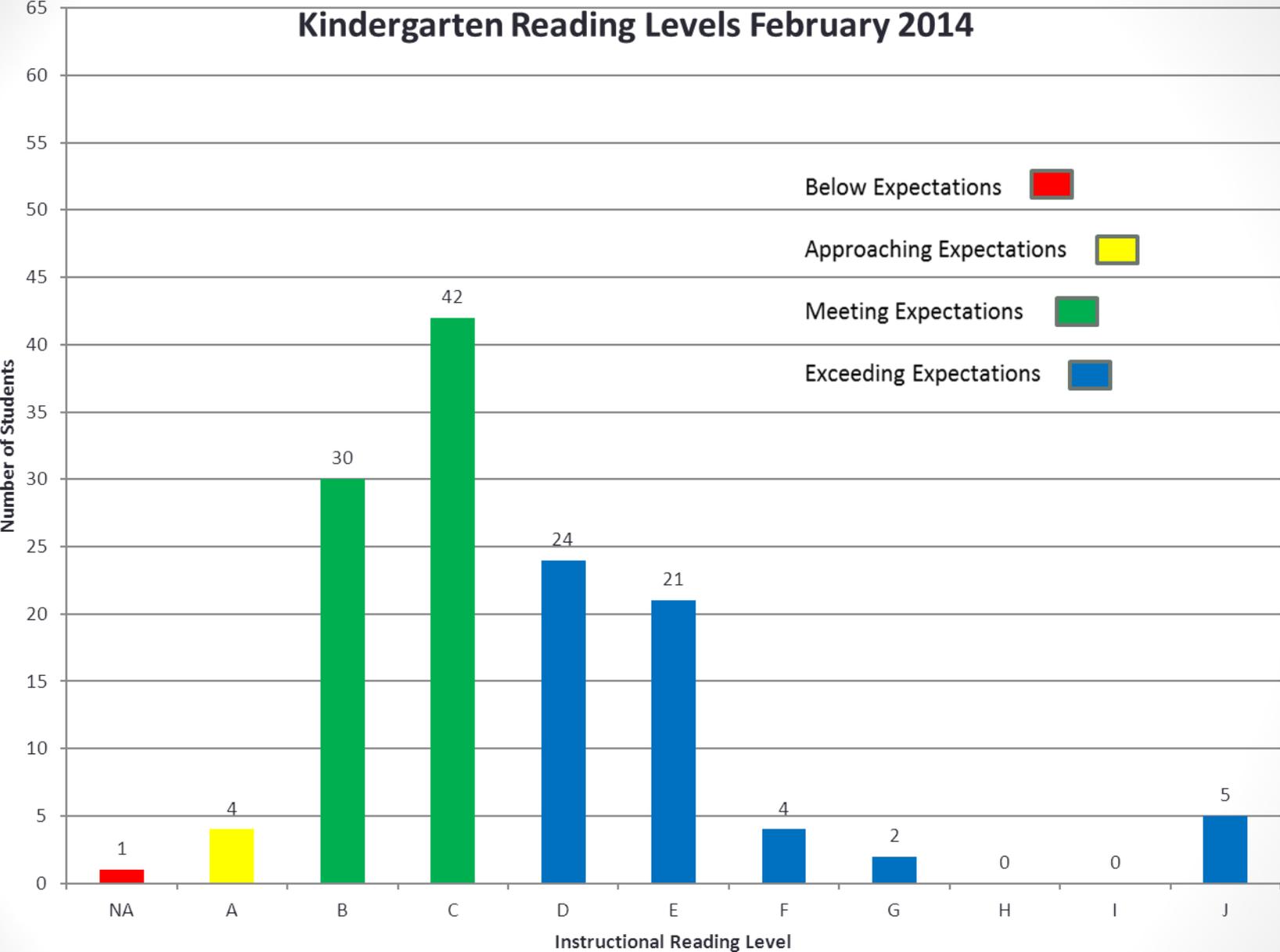
- Represent addition and subtraction with objects, fingers, mental images, drawings.
- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.



Program Comparison – Social/Emotional

	Half-day	Full-day
Social/ Emotional	<ul style="list-style-type: none">• Snack• Short Recess• Use of play center• Character education• Exploration• Creativity/art• Events and celebrations	<ul style="list-style-type: none">• Dedicated time for social engagement, motor breaks, snack, lunch, and recess• Lunch time allows for social interactions and developing appropriate behaviors in the cafeteria• Expanded opportunities for structured and free play• Time for exploration• Expanded opportunities to develop creativity• Time for and involvement in special events and celebrations• Expanded character education program• Additional time for students to participate in PALS, Beams, and other clubs

Kindergarten Reading Levels February 2014



Academic Interventions

- Children benefit from scheduled intervention times with academic support staff.
- Interventions benefit both emergent and proficient levels of current student mastery.
- Additional time in the school day allows for increased differentiated instruction.

Academic Interventions

- Interventions include: LLI (Leveled Literacy Intervention), Lexia, Lively Letters, and comprehension groups.
- Opportunities exist for small group and one-on-one instructional support.

Results of Mid-year Survey

- Survey distributed to all parents/guardians of students currently enrolled in kindergarten
- 65 completed surveys returned (49% of population)
- Identification of current parent/guardian thoughts and opinions relative to the full day kindergarten experience
- Focus areas include: transition, academics, social/emotional support, readiness for Grade 1
- Percentages indicate “agree” and “strongly agree”

Focus Areas: Transition and Program Awareness

My child adjusted to kindergarten this year with relative ease.	90 %
My child enjoys being in the kindergarten classroom.	97 %
I am aware of the academic and social benefits of a full day program.	92 %
I have an understanding of what my child's school day looks like.	100 %

Focus Area: Academics

I believe that the full day program enhances my child's learning experience.	95 %
My child's literacy needs (reading and writing) are met satisfactorily in the kindergarten classroom.	97 %
My child's numeracy needs are met satisfactorily in the kindergarten classroom.	97%

Focus Areas: Independence and Related Readiness

My child is becoming a more independent learner as the year progresses.	100 %
My child's social and emotional needs are met satisfactorily at school.	98 %
My child will be ready for first grade as a result of the full day program.	100 %

Specific Focus Area

The learning experiences that my child engages in this year promote more readiness and transitional ease than my child who attended the half day program.	91 %
---	------

Written comment provided by a parent/guardian:

Full day kindergarten has benefited our daughter quite well. I think the half day program would have been too rushed for her. She needs a routine and time to adjust to her day. She says that she loves school, which is huge for her to say!

Selected Comment

The FDK model has been a wonderful program for our son. He has blossomed into an emerging reader, he loves his teacher and his classmates, and we have witnessed a true love for learning evolve as the year has progressed. We are very fortunate to have been able to take advantage of the Suffield FDK program.

Selected Comment

We are extremely pleased with our daughter's social and academic progress this year. Having had two children who attended the half day program, we see a substantial difference in the rate of growth that our daughter is demonstrating. In our experience, this full day allows the proper time and opportunities to prepare our youngsters for first grade.

Selected Comment

My child enjoys school thoroughly. I strongly feel that a full day allows him to bond with his teachers and classmates. I'm impressed with the methods used to teach, especially in reading. I love the Spaulding Stars program. The positive reinforcement is great and consistent and everyone is doing a fantastic job.

Reflection on Our Work

*It's not just about doubling the time,
it is about being intentional with the
time.*

-Amy O'Leary

Director , Early Education for All Campaign