

Education Committee



February 22, 2024



Tonight's Agenda

- Guidance Plan: Act 339
- 24-25 Calendar
- Sloan School
- Full Day Kindergarten



Guidance Plan: Act 339

- Approved 2022
- Timeline changes with Comprehensive Plan schedule
- No changes necessary to be resubmitted
- [2022 Guidance Plan \(current\)](#)
- [Current Comprehensive Plan documents](#)



Questions / Comments





2024-25 Calendar

Considerations:

- Exchanging Friday, 10/11/24 with Monday 12/23/24
- Moving K-8 half day from Thursday, 10/10/24 to Friday, 10/11/24



Questions / Comments





Sloan School

- Currently serving 40 students from our high schools
- Serves the needs of regular and special education students
- Full time counseling services provided
- Referral process in place
- Offering a smaller, more structured environment for students facing challenges in neighborhood schools
- Investigation into extending services to middle schools



Questions / Comments





Full Day Kindergarten: Research Findings in Academic Achievement

- In general, there is evidence that, relative to half day programs, Full Day Kindergarten is associated with increased student achievement in both literacy and math. However, multiple studies have documented that these effects fade after Kindergarten, and are mitigated by 3rd grade.
- These findings were also replicated for Executive Functioning Skills in the areas of Working Memory and Cognitive Flexibility. More specifically, gains were noted in these areas, but are not present by the end of 2nd grade.
- Some research indicates that these positive outcomes appear to be larger and more significant for students who are economically disadvantaged, while other studies note that Full Day programs appear to benefit all children regardless of race/ethnicity and family outcome.
- Studies have shown that learning gains that students make in Full Day programs translate to about a month of additional schooling over the course of a school year.



Full Day Kindergarten: Research Findings in Social Development

- Research on the impact of Full Day Kindergarten in the area of social development has yielded mixed results.
- Evidence has been suggestive of a small positive association between Full Day Kindergarten and attendance, and a more substantial positive association with self confidence, approach to teacher, and social skills.
- Evidence regarding the level of independence of children who attend Full Day vs. Half Day was inconclusive.
- Some research has shown that Children may not have as positive an attitude towards Full Day vs. Half Day, and may experience more social-behavioral difficulties. However, recent trends of purposeful play are becoming more common in Full Day programs, and the prior lack of emphasis on play may account for some of these less desirable earlier outcomes.



Full Day Kindergarten: Reference Page

- Milligan, C. (2012). Full Day Kindergarten Effects on Later Academic Success. *SAGE Open*:2(1)
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- Lee, V.E., Burkam, D.T., Ready, D. D., Honigman, J., & Meisels, S.J. (2006). Full Day versus Half Day Kindergarten: In which Program Do Children Learn More? *American Journal of Education*, 112(2), 163-208
- Gibbs, C. (2017). Does Full Day Kindergarten Reduce Achievement Gaps. *Focus*, Vol. 33, No.2, Spring/Summer 2017, pp18-19.
- Michael A. Gottfried & Michael H. Little (2018). Full day versus part day Kindergarten for Children with Disabilities: Effects on Executive Functioning Skills. *Early Education and Development*, 29:2, 288-305.
- Making the Most of Kindergarten: Present Trends and Future Issues in the Provision of Full Day Programs. A NIEER Policy Report (March 2005).
- Pelletier, P.J., & Corter, J.E. (2019). A longitudinal comparison of learning outcomes in full day and half day kindergarten. *The Journal of Educational Research*, 112(2). 192-210.
- Thompson, J.A. & Sonnenschein, S. (2016) Full Day Kindergarten and children's later reading: The role of early word reading. *Journal of Applied Developmental Psychology*, 42. 58-70
- Center for Evaluation and Educational Policy - Indiana. Prepared for the Indiana Association of Public School Superintendents (2004)



Ongoing School District Consultations

School districts that have been consulted thus far include:

- Centennial School District
- Central Bucks School District
- Hazleton Area School District
- Lower Merion School District
- Neshaminy School District
- Souderton School District
- West Chester Area School District



Full Day Kindergarten: Potential Academic & Social Impacts

- Providing students with the opportunity to participate in a broader array of academic and social engagements.
- The extra time afforded can assist children in developing fundamental competencies in literacy, numeracy, and other core subjects.
- Increased kindergarten hours offer children more chances to cultivate essential social abilities.
- Establishment of a reliable daily schedule with consistent routines.
- Offering teachers more opportunities to deliver personalized assistance and interventions to students.



Full Day Kindergarten: Staff Feedback

1. What are the perceived benefits of Full Day Kindergarten?

- Increased academic skills
- More time for instructional interventions
- Maximizing current curriculum
- Increase in preparedness for 1st grade
- Opportunity to strengthen students social and emotional growth

2. What are perceived obstacles to consider?

- Providing adequate staffing to support FDK
- Developing an age appropriate schedule
- Addressing space challenges



Full Day Kindergarten: Curricular Considerations

English Language Arts

- Reading Horizons (Foundational Skills)
- Wonders (Language Arts)

Math

- Bridges (Foundational Skills)

Science/Social Studies

- Integration with English Language Arts





Full Day Kindergarten: Half Day Vs. Full Day Schedules

Current: CRSD Half Day Schedule

Morning or Afternoon Session:

- Arrival/Center Time
- Circle Time
- English Language Arts
- Recess
- Snack
- Math
- Special (Library & Music)

Sample: Full Day Schedule

Daily Programs & Opportunities:

- Arrival/Center Time
- Circle Time (Expanded)
- English Language Arts (Expanded)
- Special (Art, Library, Music, PE, STEAM)
- Recess (Expanded)
- Lunch
- Math (Expanded)
- Science/Social Studies
- Purposeful Play

Full Day Kindergarten: Special Education

- Full Day Kindergarten is already provided for low incidence programs.
- Explore increased population of Kindergarten students who would have taken advantage of an Early Intervention program.
- Examine the heightened demand for additional services, such as special education, counseling, and counseling support.
- Consider the potential increase of Child Find Obligations.
- Current full day students would have more time with their peers.





Full Day Kindergarten: Personnel and Facilities Impact

| Increased Enrollment Kindergarten to 1st Grade | | |
|--|-------------------|------------------------|
| 2021-22 Kindergarten - 496 | 2022-23 1st - 740 | Growth 244 |
| 2020-21 Kindergarten - 479 | 2021-22 1st - 669 | Growth 190 |
| 2019-20 Kindergarten - 499 | 2020-21 1st - 665 | Growth 166 |
| 2018-19 Kindergarten - 494 | 2019-20 1st - 733 | Growth 239 |
| 2017-18 Kindergarten - 539 | 2018-19 1st - 729 | Growth 202 |
| 5 Year Average Increase | | 208 First Graders/Year |



Full Day Kindergarten: Personnel and Facilities Impact

Projected Full Day Kindergarten (FDK) Needs Based on 23-24 First Grade Enrollment

| School | Current 1st Grade Oct. Enrollment | Projected Classrooms Needed for FDK | Current Half Day Classrooms | Additional Projected FDK Classrooms Needed | Projected HR Staff Increase with FDK |
|----------------------|--|--|------------------------------------|---|---|
| Churchville El. | 69 | 3 | 2 | 1 | 1 |
| Goodnoe El. | 94 | 4 | 2 | 2 | 2 |
| Hillcrest El. | 55 | 3 | 1 | 2 | 2 |
| Holland El. | 50 | 3 | 1 | 2 | 2 |
| Maureen M. Welch El. | 66 | 3 | 1 | 2 | 2 |
| Newtown El. | 88 | 4 | 1 | 3 | 3 |
| Richboro El. | 43 | 2 | 1 | 1 | 1 |
| Rolling Hills El. | 40 | 2 | 1 | 1 | 1 |
| Sol Feinstone El. | 63 | 3 | 2 | 1 | 1 |
| Wrightstown El. | 50 | 2 | 1 | 1 | 1 |
| Total | 618 | 29 | 13 | 16 | *16 |

*Does not include support staff, special education teachers, specialists etc.



Full Day Kindergarten: Next Steps

- Establish a timeline for implementation to present at the March Ed. Committee Meeting.
- Establish the impact on transportation.
- Determine staffing, classroom, curricular, assessment & technology needs.
- Discuss projected costs for FDK during March Finance Meeting.
- Form a committee of stakeholders for Full Day Kindergarten.
- Create a community survey to solicit community feedback.
- Determine additional specials needed in Kindergarten.
- Continue collaboration with other districts who offer FDK.
- Complete revision to the Kindergarten report card.





Questions / Comments





Upcoming Education Committee Meeting

March 28, 2024

- Textbook/Resource Approval
- Discuss Proposed Full Day Kindergarten Timeline

Thank You

