

CLINTON PUBLIC SCHOOL

Full Day Kindergarten

March 2013

Overview

- Process
- Research and Rationale
- Program Comparison
- Program Design
- Implementation

Process

- Established Committee
 - Kindergarten teacher, Grade 1 teacher, Literacy Specialist, Assistant Principal, Superintendent/Principal
- Committee Meetings (February-March)
 - Examine research
 - Establish philosophy
 - Develop program
- Parent Focus Group (March)
 - Input, feedback, and suggestions

Academic Rationale

- Rigor of Common Core Standards
- Shift in instructional practices
- Differentiation
 - Increased opportunities for enrichment/remediation
 - Individualized learning environment
- Better equipped for future success

Research on Academic Benefits

- “...clearest academic benefits...occur during the kindergarten year and **can potentially affect achievement through the early elementary years**, though there is no consensus about how long such effects may last.” (Hanover 2010)
- Children benefit more from a developmentally appropriate, full-day kindergarten. (Children’s Defense Fund 2012)
- “...the added time in a **full day program fundamentally changes the nature of activities** that occur in that program.” (Plucker et al. 2004)

Social-Emotional Rationale

- Increases participation in school community
- Increases socialization and socio-dramatic play experiences
 - Role-playing, puppetry, and fantasy play that involve social interactions
- Acclimates students to school environment

Research on Social-Emotional Benefits

- “...complex forms of socio-dramatic play develop higher levels of thinking, stronger language and social skills, and more empathy and imagination...” (Miller as cited in Stewart 2009)
- “...assist students in acclimating to the school environment and can therefore set students up for success in school.” (Hanover 2010)

Program Comparison

- Half Day Program
 - 543 hours per year
- Full Day Program
 - 1176.5 hours per year

Program Comparison - Math

Current

- 25 minutes daily
- whole group
- concept practice

Proposed

- 40 minutes daily
- whole group mini-lesson
- concept differentiation
- guided discovery/
explorations

Program Comparison - Language Arts

Current

- 55 minutes daily
- Literacy Block
 - Shared Reading, Guided Reading/Centers, Writing, Integration of Science and Social Studies
- Components may occur at some point during the week

Proposed

- 140 minutes daily
- 3 Literacy Blocks:
 - Shared Reading, Writing Workshop Guided Reading/Independent Content Investigations (integration of math, science, social studies and socio-dramatic experiences)
- Each component occurs daily

Program Comparison - Science & Social Studies

Current

- Occurring within the Literacy Block
- Literature based

Proposed

- Occurring within Independent Content Investigations
- Literature integration
- Guided discovery of curriculum topics
- Hands-on experiences with content

Beyond the Content Areas

- Related Arts
 - Increased time
- Class Meetings
 - Open and close the day
- Recess
 - Increased time and frequency
- Lunch

Proposed Schedule

8:30-8:45	Unpack
8:45-9:00	Meeting Time
9:00-10:10	Shared Reading & Independent Content Investigations
10:10-10:25	Recess
10:25-11:05	Math Explorations
11:10-11:40	Lunch
11:40-12:10	Rest & Reading Time
12:10-12:40	Writing Workshop
12:40-1:00	Recess
1:00-1:40	Independent Content Investigations
1:40-1:50	Snack
1:50-2:10	Closing Time/Pack up
2:10-2:50	Related Arts

Considerations for Implementation

- Continued Student Screening
- Enhanced Parent Orientation
- Material Acquisition
- Relocate Program to Adjoining Classrooms
- Welcome to Kindergarten Family Event