


# FULL DAY RENAISSANCE KINDERGARTEN

PROPOSAL  
2014-15 School Year




## Our Committee

- ✓ Elizabeth LaRosa, K Teacher, Pollard
- ✓ Stephanie Mezquita, K Teacher, Danville
- ✓ Terry Kellaway, SpEd Teacher, Sandown
- ✓ Jill Feneberg, Literacy Specialist, Atkinson
- ✓ John Quinn, Parent, Atkinson
- ✓ Kelli Killen, Director Elem. Ed.
- ✓ Susan Sherman, School Board
- ✓ Nancy Barcelos, Danville Principal
- ✓ Kathie Dayotis, Atkinson Principal
- ✓ JoAnn Georgian, Sandown Principal
- ✓ Michele Vance, Pollard Assistant Principal
- ✓ Patrice Liff, Sandown Assistant Principal
- ✓ Dillard Collins, HCS Principal
- ✓ Michelle Gaydos, Pollard Principal



## Our GOAL

To implement a research-based developmentally appropriate Renaissance Kindergarten program in order to meet students' needs, teach the Common Core, and for the TRSD to remain at a competitive level with other districts in the region and state.



## Our Reasoning

Consistent with research that demonstrates early intervention with literacy-rich and numeracy-rich programs resulting in long-lasting improvement in student achievement

Common Core State Standards are written for full-day kindergarten

Affords more time to reinforce and enrich the kindergarten curriculum and State Standards

Allows for more hands-on, discovery learning opportunities and time for exploration through spontaneous play

Social and behavioral benefits such as a greater sense of conflict resolution and learning how to make friends.

## Current Research

Children who have attended full-day programs are better prepared for first grade.

Participation in full-day kindergarten relates positively to subsequent school performance.

Full-day allows both teachers and students to work in an unhurried setting.

Full-day allows both teachers and students to cover the Common Core Standards more deeply.


## What is a Renaissance Kindergarten?

At least 1 or 2 classes a week with ART and MUSIC as well as to include the arts throughout the current curriculum areas.


- Theater/song could be incorporated; Listening and Speaking focus
- Art and more time for incorporating the Talk, Draw and Write lessons

Spanish classes... 1-3 lessons a week for full day (with a possibility of utilizing this teacher for the other K classes or first grade?)

Technology integrated throughout the students' full day



### What should be included in a full day?



Common Core would be addressed more thoroughly with full day


Ability to include more "typical" K areas that we currently don't have time to teach such as fine motor skills (i.e. cutting) and group/individual art lessons.

More time could be devoted to mastery of the current curriculum, which we currently have to cut back on due to time constraints.


### Half-Day vs. Full-Day

| ACTIVITY              | Minutes/Day |            |
|-----------------------|-------------|------------|
|                       | Half-day    | Full-day   |
| Core Content          | 105         | 245        |
| Specials              | 0           | 30         |
| Morning Meeting       | 15          | 30         |
| Lunch                 | 0           | 25         |
| Snack                 | 10          | 15         |
| Recess                | 0           | 20         |
| Quiet Time            | 0           | 15         |
| Dismissal Preparation | 10          | 10         |
| End of Day Meeting    | 0           | 15         |
| <b>TOTAL</b>          | <b>140</b>  | <b>405</b> |

### Social/Behavioral Component to Full-Day


|   |  |
|---|--|
| <p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>Better progress in social skills</li> <li>More time spent in dramatic play</li> <li>Higher self esteem and independence</li> <li>Increase in attendance</li> <li>More time to introduce, practice and revisit skills</li> <li>Work more cooperatively with peers</li> <li>Focus on relationships and character building</li> <li>Provide more hands on and gross motor experiences</li> </ul> | <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>Fatigue, crankiness, frustration may lead to an increase in negative behavior in some children</li> <li>Worn down before the day is done</li> </ul>  |
|---|--|

### Budget implications include:




- Hiring a Spanish teacher that could be used in all 4 schools
- All four schools would need to hire an additional 1/2 Teacher and 1/2 KEA to support full day.
- Furniture would need to be purchased for 2 schools (Atkinson and Sandown)
- Purchasing of iPads for all full day Kindergarten students (20 per school)
- No additional reading/math program materials would be needed (RS and EDM already used)

### iPads



- Students can work at their own pace, receiving additional reinforcement and redirection when needed or moving ahead for a challenge. (Differentiated Instruction)
- It would strengthen their fine motor skills and allow students to use technology more independently as most struggle to use a touch pad on a laptop and some still struggle with a mouse.
- iPads would enhance ways to practice and allow technology integration that otherwise would not be present at the Kindergarten level.

### iPads Continued

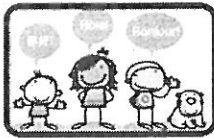


- Many apps align with the common core standards
- iPads are unique in that Apps allow for touch to manipulate items on the screen and provide feedback and redirection. The touch screen is more developmentally appropriate for this age level. Traditional computer resources do not provide this. The feedback and redirection of the Apps provide more time-on-task and less frustration when working independently.

| Kindergarten Staffing Needs |         |     |            |     |                    |
|-----------------------------|---------|-----|------------|-----|--------------------|
| Town/School                 | Current |     | Projected  |     | Estimated Increase |
|                             | P Staff | KEA | Prof Staff | KEA |                    |
| Atkinson                    | 1.5     | 1.5 | 2          | 2   | \$29,376           |
| Danville                    | 1.5     | 1.5 | 2          | 2   | \$23,058           |
| Plaistow                    | 2.5     | 2.5 | 3          | 3   | \$27,165           |
| Sandown                     | 2       | 2   | 3          | 3   | \$29,376           |
| TRSD Spanish Teacher        | 0       | n/a | 1          | n/a | \$45,000           |
| Total Increase:             |         |     |            |     | \$153,975          |

- ### Surrounding Towns w/ Full Day Kindergarten/Tuition
- **Hampstead:** current tuition: \$4200/yr
  - **Newton:** all students no cost
  - **Kingston:** all students no cost
  - **Derry:** current tuition: \$3500/yr
  - **Salem:** current tuition: \$3200/yr
  - **Nashua:** uses Title I monies/Full Day K to at-risk schools
  - **North Hampton:** all students no cost
  - **Bedford:** current tuition: \$5000/yr
  - **Hampton Falls/Seabrook:** 2014-15 all students no cost

Research and practice indicates full-day kindergarten will have a positive impact on students' social, emotional and academic learning not only in kindergarten but also in the subsequent years of their education.



Full Day Schedule

| Time          | Activity                                 | Description   |
|---------------|--|---|
| 8:20 -8:35    | Arrival                                  | Children arrive at school; prepare for the day;<br>Explore math and literacy centers. (sand table and other OT activities)                          |
| 8:40 – 9:10   | Community Circle/Calendar                | Attendance; Announcements;<br>Math Routines (Calendar, Graphing Weather; etc.)<br>Oral Language (Speaking/Listening/Questioning): Story             |
| 9:10 – 10:45  | Balanced Literacy Block                  | Mini-lesson<br>Read Aloud/Shared Reading/Song<br>Readers' Workshop (Independent Reading)<br>Guided Reading  |
| 10:45 – 11:45 | Writers' Workshop<br>w/ Arts Integration | Interactive Writing<br>Sharing writing (author's chair)<br>Handwriting instruction and practice<br>Phonics; phonological awareness<br>Word Study    |
| 11:45-12:15   | Science, Social<br>Studies/Health Block  | Introduce new learning in curriculum area<br>Students complete activities to reinforce or review concepts and skills.                               |
| 12:15 – 1:00  | Recess/ Lunch                            |   |
| 1:00-1:15     | Quiet Time Read aloud                    | Story related to thematic unit for language development.  |
| 1:15 – 2:15   | Math Workshop                            | Mini-lesson Explorations<br>Small group instruction Math Congress   |
| 2:15-2:45     | Specials                                 | Art – 30 minutes 1x per week: Music – 30 minutes 1x per week<br>P.E. – 30 minutes 1x per week <b>Spanish???</b><br>Library – 30 minutes 1x per week |
| 2:45 – 3:00   | Circle Time                              |   |
| 3:00 – 3:10   | Dismissal                                | Pack backpacks with items to go home.   |

Half Day Schedule

| Time  | Monday               | Tuesday              | Wednesday            | Thursday             | Friday               |
|-------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 8:20  | Arrival/Warm-up work | Arrival/Warm-up work | Arrival/Warm-up work | Arrival/Warm-up work | Arrival/Warm-up work |
| 8:45  | Circle               | Circle               | Circle               | Circle               | Circle               |
| 9:00  | Independent Reading  | Independent Reading  | Independent Reading  | Independent Reading  | Independent Reading  |
| 9:15  | Snack                | Snack                | Snack                | Snack                | Snack                |
| 9:30  | Writer's Workshop    | Library              | Writer's Workshop    | Writer's Workshop    | Writer's Workshop    |
| 10:00 | Math                 | Math                 | Math                 | Math                 | Math                 |
| 10:30 | Reading Instruction  | Reading Instruction  | Reading Instruction  | Reading Instruction  | Reading Instruction  |
| 11:00 | up/Goodbye circle    | up/Goodbye circle    | up/Goodbye circle    | up/Goodbye circle    | up/Goodbye circle    |
| 11:10 | Dismissal            | Dismissal            | Dismissal            | Dismissal            | Dismissal            |

A typical Morning Kindergarten schedule...Please keep in mind, it leaves no time for transitioning between activities (which takes many weeks for new kindergarteners to learn), nor delay in beginning activities due to others being behind schedule (i.e. the teacher can't begin the new math lesson when 4 students haven't returned from a reading group).

