

Considerations When Developing an All Day Kindergarten Program



Introductions

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Goal

Our goal for session participants is to gain an understanding of the many considerations that go into implementing a full day Kindergarten program and to allow time for participants to share experiences and ask and answer questions.

David Douglas School District

- 12 sq. miles located in SE Portland
- 10,464 Students, 915 Kindergarten Students
- 9 Elementary Schools
- 3 Middle Schools
- 1 Comprehensive HS
- 1 Alternative HS
- Free & Reduced Lunch Rate 78% District
 - Elementary Range: 70%-89%
- 72 Languages Represented
 - Spanish - 1,973
 - Russian - 778
 - Vietnamese - 526
 - Chinese - 276
 - Ukranian - 259
 - Somali - 242



History of the Kindergarten Program in DDSD

1995/1996-2004/05 1 Full Day Program in each building through a lottery system

2005/06 to Present - All Full Day Programs

- **Staffing:**
 - 2003-2010 One teacher, One 7 hour assistant
 - 2010-2014 One teacher, assistant provided during key instructional learning times (e.g., 90 minute literacy block) and as needed for safety (e.g, dismissal)
 - 2014-2015 One teacher, One 6 hour assistant
- **Funding**
 - Kindergarten Teachers and Assistants: .5 General Fund and .5 Title 1
- **Current Average Class Size: 28**

Our Current Reality: College and Career Readiness Begins in Kindergarten

What does this mean?

- Common Core State Standards signify the need to change practice in the areas of *content, instruction, and assessment*.

Where do we begin?

- Full-day kindergarten ensures there is enough time to teach the new standards and prepare students to be college and career ready
- Educators need to focus on and teach all of the Common Core State Standards
- Districts and schools need to create a guideline for minimum instructional minutes per subject.

Full Day Kindergarten Schedule Considerations

Building-Wide Considerations:

- Cafeteria scheduling and staffing to accommodate another grade level.
- Playground scheduling and staffing for recess times.
- Specials scheduling.
- Assessment scheduling

Classroom Considerations:

- Reading block
 - a. Support for small groups
 - b. Length of small group time
 - c. Length of whole group reading time
 - d. Time of day (morning, afternoon)
- Language Support
- How to fit in all of the subject areas
- How many recess times?
- Include free choice?
- Rest/quiet time
- Snack time?



Adjust schedule throughout the year to address stamina
(ie, additional choice time and recess time at the beginning of the year)

DDSD Instructional Priorities- 2014-2015

Weekly Guidelines for Minimum Instructional Minutes Per Subject

*Based on a 6-hour instructional day. Does not include 8:45-9:00 and 3:00-3:15

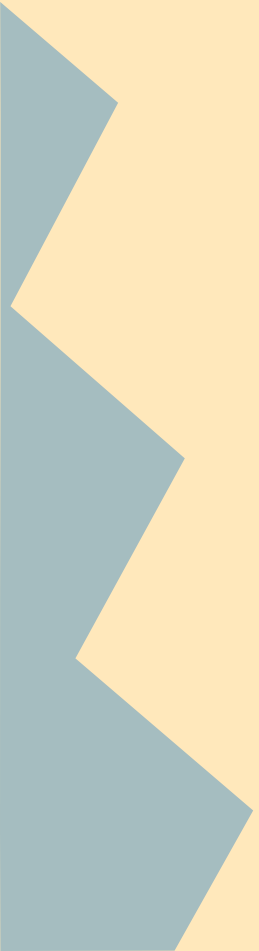
Subject	Primary Focus	Weekly Minutes
English Language Arts Block <ul style="list-style-type: none"> • Reading * 90 minutes daily • Writing *40 minutes daily 	Explicit instruction in the big 5 ideas of reading and explicit writing instruction/practice in order to meet CCR Anchor Standards	650
English Language Development *30 minute daily	Explicit Output (Verbal & Written)	150
Math *60 minutes daily	Explicit Instruction & practice of mathematical skills & concepts	300
Content Block Science Social Science Health & Wellness OR Social Emotional Learning Behavior Interventions	Building schema; inputting/frontloading content knowledge	150
Academic Intervention Block *30 min daily in addition to core instruction <ul style="list-style-type: none"> • Reading • Language • Writing • Math 	Address individual student needs based on data.	150
Specials *40 minutes daily <ul style="list-style-type: none"> • PE, Music, or Computer Lab/Library 	Explicit Instruction & Practice (PE, Music), Support & Extension of Classroom Instruction (Library, Computer Lab)	200
Lunch/Recess *40 minutes daily	Socialization, physical break, and nutritional requirement	200
TOTAL	Goal: Maximize instructional time *transitions are embedded within subject minutes	1800 min

Sample Weekly Schedule

Week of _____

	8:45-9:00	9:00-9:15	9:15-9:45	9:45-10:15	10:15-10:45	10:45-11:15	11:15-12:05	12:05-12:30	12:30-1:10	1:10 - 1:50	1:50-2:35	2:35-3:05
	Morning Work	Morning Meeting & Number Corner	Whole Group Reading	Small Group Reading	Intervention Block	Language	Lunch & Recess	Whole Group Reading (Songs & Stories)	Writing	Specials	Math	Content/Choice Time
Monday	Morning seat work	Morning Meeting: count around the circle attendance lunch count GO NOODLE VIDEO	Alphafriends chant Sight Word Practice Letter of the Week Reading Chart Work Phonological Awareness practice	Small reading groups	Small reading groups	Walk to Language		Song time Read story Comprehension lesson		Music		
Tuesday	Morning seat work	Morning Meeting: count around the circle attendance lunch count GO NOODLE VIDEO	Alphafriends chant Sight Word Practice Letter of the Week Reading Chart Work Phonological Awareness practice	Small reading groups	Small reading groups	Walk to Language		Song time Read story Comprehension lesson		PE		
Wednesday		**See Below**								Computer Lab/Library		
Thursday	Morning seat work	Morning Meeting: count around the circle attendance lunch count GO NOODLE VIDEO	Alphafriends chant Sight Word Practice Letter of the Week Reading Chart Work Phonological Awareness practice	Small reading groups	Small reading groups	Walk to Language		Song time Read story Comprehension lesson		Music		
Friday	Morning seat work	Morning Meeting: count around the circle attendance lunch count GO NOODLE VIDEO	Alphafriends chant Sight Word Practice Letter of the Week Reading Chart Work Phonological Awareness practice	Small reading groups	Small reading groups	Walk to Language		Song time Read story Comprehension lesson		PE		

Video of Daily Schedule



Talk Time

Talk with your team or neighbor about schedule considerations for your school.



Other Considerations

Supply Fee

Snacks

- Snack fee?
- Donations?

Bussing/Transportation

- Kindergarteners join grades 1-5 on the bus (no special Kinder busses)
- Kindergarteners sit at the front of the bus
- Kindergarteners have special bus tags
- Parents are required to meet Kindergarteners at the bus stop
- Kindergarten bus transportation sheet (copies to parent, teacher, bus driver)
- Dismissal Location
- Staffing to monitor pick ups and/or bus riders

Building Capacity

- Additional classrooms needed
- Additional furniture
- Additional Manipulatives
- Additional Curriculum

Assessment

- Staffing to help administer testing (DIBELS, easyCBM, KRA)
- Time to assess within schedule





Student Information	
Student Name:	
Student ID:	
School Year:	2014-2015
Grade:	KG
Teacher	

School Information	
School Name:	
Principal:	
School Phone:	
School Address:	

Academic Performance Key		
5	Exemplary	The student consistently demonstrates mastery of the grade level standards. With relative ease the student grasps, applies and extends processes and skills for the grade level. Above grade level standards/expectations.
4	Proficient	The student demonstrates understanding of the grade level standards and can apply concepts in a variety of contexts; meeting grade level standards/expectations.
3	Approaching Proficient	The student is beginning to, and occasionally does, meet grade level standards. The student is beginning to grasp and apply key processes and skills for their grade level, but produces work that contains errors. Is approaching achievement of grade level standards/expectations.
2	Not Yet Proficient	The student is not meeting grade level standards and is working one or more years below grade level. Limited achievement of the grade level standards/expectations.
1	Insufficient Evidence Towards Standard	Proficiency cannot be determined due to missing assignments, and/or length of time in school.
X	Not Applicable	The standard was not taught or assessed this semester. X's are given because the entire curriculum cannot be taught at once. While some learning standards will be addressed throughout the entire year, others are phased in as the school year progresses.

READING	S1	S2
<i>Foundational Skills (Phonics, Word Recognition, Fluency)</i>		
Print Concepts: Follow words from left to right, top to bottom, and page by page. Name all upper and lower case letters of the alphabet.		
Phonological Awareness: Count, blend, and segment syllables in spoken words. Recognize and produce rhyming words.		
Phonics and Word Recognition: Name all letter sounds. Read high frequency words by sight.		
Fluency: Accurately process grade level print with expression at an appropriate rate.		
<i>Literature and Informational Text</i>		
Key Ideas and Details: With prompting and support ask and answer questions about text, retell stories, identify main topic.		
Craft and Structure: With prompting and support, ask and answer questions about unknown words in text, identify the author and illustrator, recognize type of text (storybook, poems).		
Integration of Knowledge and Ideas: With prompting and support describe the relationship between illustrations and the text, compare and contrast two texts on the same topic.		
Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.		

Student:	Teacher:	
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LANGUAGE	S1	S2
Conventions of Standard English		
Print upper and lower case letters.		
Capitalize the first word in a sentence, recognize end punctuation, spell simple words phonetically.		
Understand and use question words (e.g., who, what, when, where, why, how).		
Share ideas and respond to questions using complete sentences when writing and speaking.		
Vocabulary Acquisition and Use		
Identify and use words with more than one meaning, use affixes (prefixes/suffixes) to identify and define unknown words.		
Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.		

SPEAKING AND LISTENING	S1	S2
Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topic and texts under discussion).		
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
Audibly express thoughts, feelings, and ideas clearly.		

MATHEMATICS	S1	S2
Counting and Cardinality		
Count to 100 by ones and tens; count on from a number other than 1 up to 100. CC.1&2		
Write numbers from 0 to 20. Represent a group of objects with a written numeral 0-20. CC.3		
Count objects in a group correctly (each object counted only once). Explain counting strategy. CC.4		
Count objects up to 20 in a variety of arrangements. Show the correct number of objects when given a number between 1 and 20. CC.5		
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Compare two numbers between 1 and 10. CC.6&7		
Operations and Algebraic Thinking		
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Identify the mathematical symbols used to show addition and subtraction. OA.1		
Add and subtract numbers within 10; solve addition and subtraction word problems using objects and drawings. OA.2		
Decompose (break apart) numbers to 10 using objects or drawings and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). OA.3		
Determine the number to add a given number 1-9 to make 10, and show the answer with a drawing or equation. OA.4		
Fluently add and subtract the numbers 1-5. OA.5		
Number and Operations in Base Ten		
Compose (put together) or decompose (break apart) numbers 11-19 as a ten and some ones, and show the work with a drawing or equation. NBT.1		
Measurement and Data		
Classify (sort) objects into categories (groups); determine the number of objects in each category; classify the categories by number or count. MD.3		
Geometry		
Describe objects in the environment using names of shapes, and describe the position of the objects as above, below, beside, in front of, behind, and next to. G.1		
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres); correctly name shapes regardless of their orientations or overall size. G.2		

Student:	Teacher:
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SCIENCE	S1	S2
Understand the concepts of units taught (Life Science, Earth Science, Physical Science). SC.1		
Use the Scientific Inquiry process to pose questions and investigate the natural world. SC.2		

SOCIAL SCIENCE	S1	S2
Understand the concepts of units taught (Civics/Government, Economics, History, and Geography). SS.1		

HEALTH	S1	S2
Understand the concepts of units taught (Healthy decisions on matters concerning personal, family and community health). HL.1		

PHYSICAL EDUCATION	S1	S2
Be actively engaged and participate. PE.1		
Demonstrate competency in motor skills and movement patterns. PE.2		

MUSIC EDUCATION	S1	S2
Sing with appropriate range and tone. M.1		
Perform on instruments with appropriate technique. M.2		
Read and perform music from notation. M.3		

APPLICATION OF LIFE SKILLS ('X' = Student Needs Improvement)	S1	S2
<i>Work Ethic</i>		
Shows positive attitude towards learning		
Works independently		
Participates in group activities		
Follows directions		
Strives for quality work		
Listens attentively		
<i>Responsibility and Integrity</i>		
Takes responsibility for choices and actions		
Follows school routines and expectations		
Makes appropriate transitions between activities		
Organizes self, materials, and belongings		
Solves problems appropriately		
Completes classroom assignments on time		
Completes and returns homework on time		
<i>Compassion and Respect</i>		
Demonstrates respect for adults		
Respects individual differences and rights of other students		
Respects school environment and materials		

Talk Time

Talk with your team or neighbor about other considerations and assessments for your school.



Outreach to Parents

- Connect to Kindergarten
 - April/May Activity
- Registration process
 - Begin after spring break
- Surveys and questionnaire
 - Use data to determine needs
- Home Visits
- Play Dates



Home Visits

- Visit families who did not attend Connect to K, students who did not have formal pre school, behavior or health concerns from survey
- Share Home Visit Book - “Welcome to Kindergarten” & Social Story

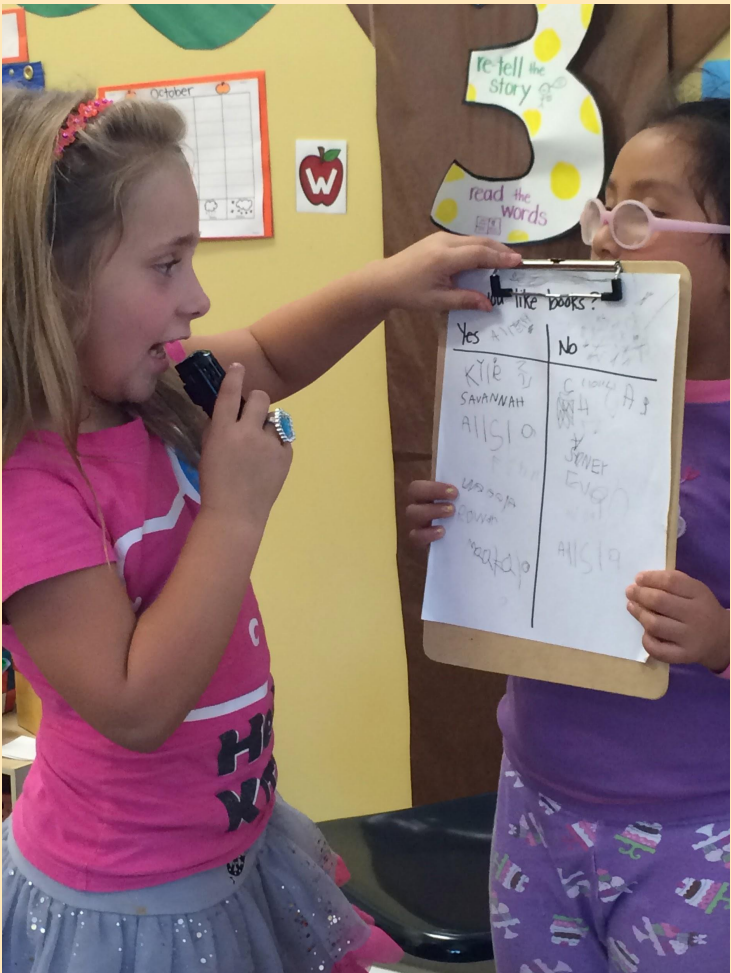
Play Dates

- Invite families to the school playground for a casual get together.



Talk Time

Discuss parent outreach



First days of school

- Gradual entry
- Assessments
- Delayed Placement for balanced classes
 - Placement forms for each student (behavior, academic, language, SpED, birthday)
 - Parent input
 - Sibling considerations
- Parent Orientation
- Back to School Night/Open House



Questions and Answers

