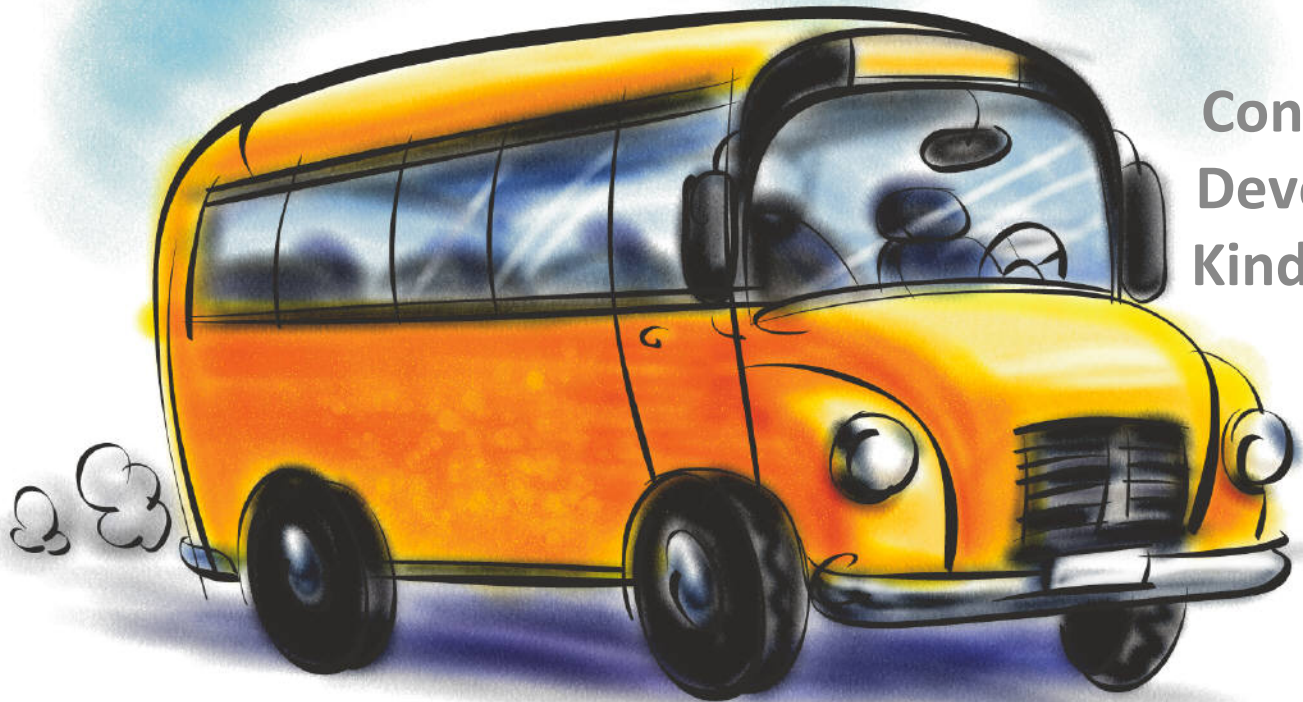


40-40-20 Begins in Kindergarten

Considerations When
Developing an All Day
Kindergarten Program



Introductions

- Megan Larsen, Classroom Teacher
 - Alia Woolfe, Classroom Teacher
 - Ericka Guynes, Elementary Principal
 - Brooke O'Neill, Curriculum Director
-
- Meet four other people not in your district and schedule a clock appt.



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%
- 68 Languages Represented
 - Spanish - 2,442
 - Russian - 892
 - Vietnamese - 660
 - Chinese - 426
 - Somali - 262



History

Kindergarten in DDSD

- 2003-2005 One full-day program in each building (selection through lottery system)
- 2005-Present: Full day programs for all students
- 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 (dismissal) *Class size range 26-32
 - 2014-2015 One teacher, one assistant
- Funding
 - Kindergarten teachers and assistants: Fund and Title 1 (.5 each)



District Support for All Day Programs

- Belief in early childhood and philosophies
- Culture
- School Board and Superintendent



Our Current Reality: College & Career Readiness Begins in Kindergarten

- Common Core:
 - Insures that students are college and career ready in literacy and math no later than the end of high school
 - Set of expectations based on research, evidence of success, and high achieving international models rather than opinion and tradition
 - Signify the need to change practice in the area of *content, instruction, assessment*



COMMON CORE SHIFTS FOR ELA / LITERACY

STUDENT
ACHIEVEMENT
PARTNERS

ACHIEVETHECORE.ORG

- 1 Regular practice with **complex text** and its **academic language**
- 2 Reading, writing and speaking grounded in **evidence from text**, both literary and informational
- 3 **Building knowledge** through **content-rich nonfiction**

COMMON CORE SHIFTS FOR MATHEMATICS

STUDENT
ACHIEVEMENT
PARTNERS

ACHIEVETHECORE.ORG

- 1 **Focus** strongly where the Standards focus
- 2 **Coherence: Think** across grades, and link to major topics within grades
- 3 **Rigor**: In major topics, pursue with equal intensity: **conceptual understanding**, procedural skill and **fluency**, and **application**

Instructional Priorities

- [Instructional Priorities 2014-15](#)



Weekly Schedule- Example



Weekly Lesson Plan Template 2013-2014

Time	Monday	Tuesday	Thursday	Friday
8:45-9:05	Math Activities/Check In	Morning Work/Math Activities/Check In	Morning Work/Math Activities/Check In	Morning Work/Math Activities/Check In
9:05-9:20	Math Activities/Check In/Morning Meeting 1. Circle Time 2. Schedule 3. Flag Salute 4. School Moves 5. Calming Routine	Math Activities/Check In/Morning Meeting 1. Circle Time 2. Schedule 3. Flag Salute 4. School Moves 5. Calming Routine	Math Activities/Check In/Morning Meeting 6. Circle Time 7. Schedule 8. Flag Salute 9. School Moves 10. Calming Routine	Math Activities/Check In/Morning Meeting 11. Circle Time 12. Schedule 13. Flag Salute 14. School Moves 15. Calming Routine
9:20-9:45	Reading Whole Group	Reading Whole Group	Reading Whole Group	Reading Whole Group
9:45-10:15	Reading Small Group	Reading Small Group	Reading Small Group	Reading Small Group
10:15-10:45	Intervention	Intervention	Intervention	Intervention
10:45-11:15	Language	Language	Language	Language
11:15-11:50	Reading	Reading	Reading	Reading
11:50-12:35	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch
12:35-1:15	Math	Math	Math	Math
1:15-1:55	Specials	Specials	Specials	Specials
1:55-2:25	Content	Content	Content	Content
2:25-2:50	Writing	Writing	Writing	Writing
2:50-3:10	Academic Centers/Curriculum Exploration and Enhancement Time	Academic Centers/Curriculum Exploration and Enhancement Time	Academic Centers/Curriculum Exploration and Enhancement Time	Academic Centers/Curriculum Exploration and Enhancement Time
3:10-3:15	Closing Circle	Closing Circle	Closing Circle	Closing Circle
3:15	Dismissal	Dismissal	Dismissal	Dismissal

Teaching and Learning Aligned to CCSS

- [Kindergarten Report Card](#)



Clock Appointment 12:00

- What does your current kindergarten structure look like?
- What are the instructional priorities in your district?
- If needed, how will you adjust your priorities to fit all-day kindergarten and the rigor of the Common Core?



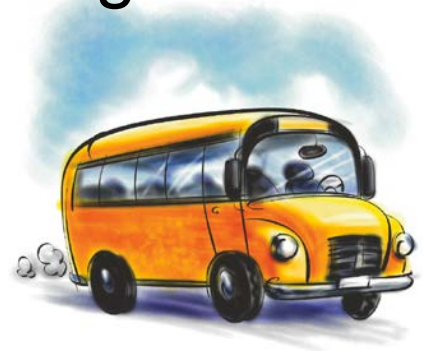
Operational Considerations for All Day Programs

- Schedules
 - Recess/Lunch
 - 20 minutes recess, 5 minute transition, 20 minute lunch
 - Shared lunch with 5th grade (buddy system)
 - Supply Fee
 - Snacks
 - \$15.00 snack fee
 - [Master Schedule](#)
 - 40 minute Specials (Music, P.E., Library/Computer Lab)



Attendance

- DDSD- 24% Chronic Absentee rate 2019-10
 - absent more than 85% of the time (highest among any other grade level).
- Chronic absence at kindergarten may erase many of the benefits of students entering kindergarten with strong readiness skills
- [District protocol](#)



Systems for Data Driven Decision Making

- Goal: All students reading by end of 3rd Grade
- Data Team Meetings
 - [Types & Calendar](#)

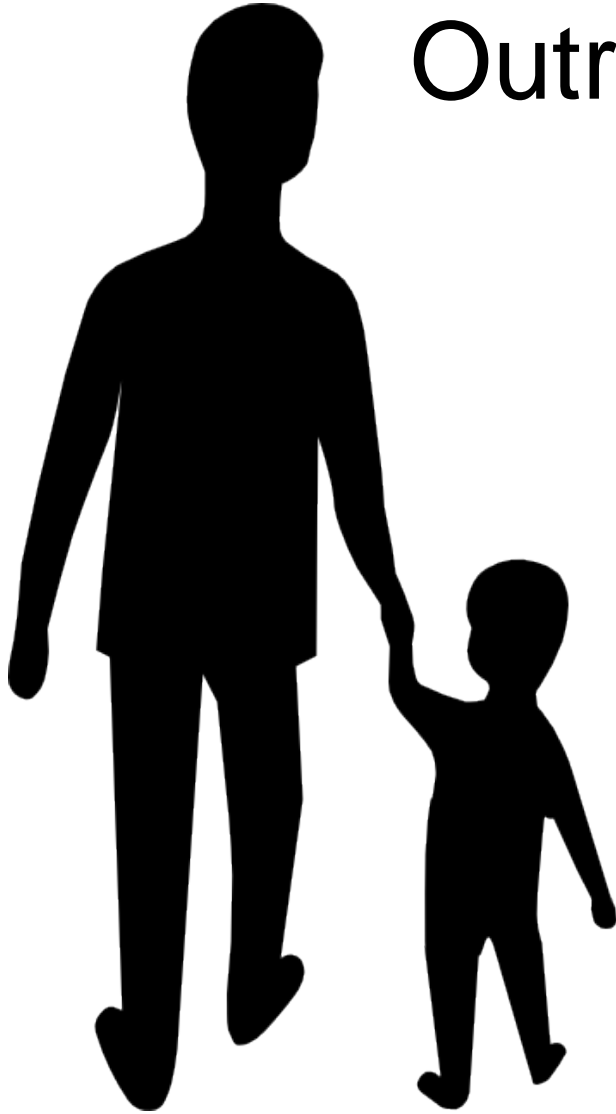


Clock Appointment 3:00

- What are additional considerations when building your master schedule for an all-day program?
- What systems do you have in place to support attendance?
- What data do you currently collect for kindergarten?



Outreach & Parent Education



- Connect to Kindergarten
 - April/May Activity
- Registration Process
- Surveys & Questionnaires
- -[Kindergarten Handbook](#)



parent ROADMAP

SUPPORTING YOUR CHILD IN KINDERGARTEN
ENGLISH LANGUAGE ARTS

Council of Great City Schools: <http://www.cgcs.org/domain/36>

READING FOR INFORMATION

Kindergarten Reading

- With help from the teacher, students ask and answer questions about key details in a text.
- With help from the teacher, students identify what person, place, thing, or idea a picture shows.

Grade One Reading

- Students ask and answer questions about key details in a text.
- Students use the illustrations and details in a text to describe key ideas.

Grade Two Reading

- Students ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- Students explain how specific images or illustrations (such as a diagram of how a machine works) are useful.



Students will read more challenging texts and materials as they progress through grade levels.

Home Visits

- Focus
 - Visit families who did not attend Connect to Kindergarten
 - Students who did not have formal pre-school
 - Behavior or health concerns from survey
- Format
 - Book & Social Story



Clock Appointment 6:00

- How are you engaging families in preparing for all day kindergarten?
- What types of parent education has been/needs to be done in regards to
 - Common Core and academic rigor
- How do you collect information on your incoming families?



A Teacher's Perspective

- First days of school
 - [Gradual Entry](#)
 - Assessments
 - [Delayed placement](#)
 - [General Kindergarten Information](#)



A Teacher's Perspective

- Mid Year
 - Interventions
 - First Writing Assessment
 - Movement Breaks with S'cool Moves
(<https://www.schoolmoves.com/>)
- Intervention Protocol
- Writing Assessment Sources
- Writing Assessment Student



A Teacher's Perspective

- End of Year
 - After School Programs
 - Classroom Placements



Clock Appointment 9:00

- What thoughts or questions do you have?



Any Questions?

- We are happy to answer any questions

