

Port Angeles School District
Full-Day Kindergarten Implementation Report 1
October 19, 2007

BACKGROUND

In January of 2003 the board of directors established a Kindergarten Study Task Force and charged the superintendent with responsibility for assembling the task force and receiving a recommendation to be presented to the board.

The task force reviewed literature indicating that full-day kindergarten programs are effective for all students and all students benefit from a longer school day experience. The literature is also very clear to point out that the largest gains and most change occurs with students entering kindergarten with the lowest skills. Even students who arrive well-prepared for kindergarten will benefit from an enhanced and extended day program. The research examined indicates students attending full-day kindergarten programs are less likely to be referred to special education programs.

In response to the task force report the board of directors approved extended-day kindergarten at all elementary schools to begin in the fall of 2004. Extended day kindergarten targets fewer students and only serves the students identified with skill delays. In the spring of 2004, a report on extended day kindergarten was delivered to the board that demonstrated kindergarten students receiving a full day of instruction made significant academic improvement as a result of this extended learning time. The district shows that the focused additional academic time has provided accelerated learning and social gains with the students we have targeted for this support.

With the implementation of state standards, we have watched the kindergarten curriculum continue to expand, but the hours of instructional time have remained constant at approximately two hours and forty minutes. The implementation of full-day kindergarten will provide extended time for all students and realize the strengths and benefits that teachers have shared regarding all-day programs:

1. Time to teach subject areas more in-depth
2. Time to teach a balanced literacy program.
3. Teachers are not rushing through curriculum.
4. Teachers are able to offer instruction to students at their instructional level and in small groups.
5. Teachers felt that the progress of students in January was comparable to where students in the past have been at the end of the year.

COMMUNITY PARTNERSHIPS

To ensure successful implementation and communication as recommended by the task force, a luncheon meeting and professional development opportunity has been scheduled for Saturday,

November 3, 2007 from 12:30-2:00 p.m. with the day care providers and pre-school teachers of our community as we move to the implementation of full-day kindergarten.

The agenda for the meeting will include the Port Angeles School 2007 transitions, full-day kindergarten, and one professional learning STARS credit will be provided on Washington State Early Learning and Development Benchmarks and Early Literacy Strategies with Libby Correll.

The expertise and experiences provided by our community day care providers and pre-school programs is recognized and appreciated. Building this community partnership will benefit the children of our community as we strengthen and align resources, information and communication for the growth and development of the children we serve.

PROFESSIONAL DEVELOPMENT

The Kindergarten Study Task Force also recommended professional development for teachers prior to and during implementation of the full-day kindergarten model. We will begin meeting this year for that purpose. In addition, we want the professional development to include teachers who will be implementing full-day kindergarten instruction next year to be included in these meetings. Therefore, we are planning to post the additional kindergarten positions early and complete the hiring process for these positions in January. This timeline will provide the transition for current and new staff to explore the options of daily schedules, curriculum alignment and calendaring, as well as identify other classroom needs.

Full-Day Kindergarten and Community Work Plan

The Full-Day Kindergarten Work Plan is designed to strengthen and align resources, information and communication with community partners and address the successful implementation from half day kindergarten programs to full-day kindergarten programs within the Port Angeles School District.

Mtg	Date	Location	Topic	In Attendance
1	Saturday, November 3	Jefferson Elementary 12:30 p.m.-2:00 p.m.	Transition 2007, Full-Day Kindergarten, Professional Development	Community Day Care and Pre- School Providers
2	Wednesday, December 5	Skills Center 8:00 a.m.-1:00 p.m.	Full-Day Kindergarten	Kindergarten Teachers
3	Saturday, January 12	Jefferson Elementary 12:30 p.m.-2:00 p.m.	Forum: Early Learning and Development	Community Day Care and Pre- School Providers
4	Tuesday, January 15	Skills Center 8:00 a.m.-1:00 p.m.	Full-Day Kindergarten	Kindergarten Teachers
5	Thursday, February 7	Skills Center 8:00 a.m.-1:00 p.m.	Full-Day Kindergarten	Kindergarten Teachers
6	Friday, LID March 14	Skills Center 8:00 a.m.-1:00 p.m.	Full-Day Kindergarten	Kindergarten Teachers

Mtg	Date	Location	Topic	In Attendance
7	Saturday, March 22	Jefferson Elementary 12:30 p.m.-2:00 p.m.	Collaboration, resources, and implementation	Community Day Care and Pre- School Providers
8	Tuesday, April 29	Skills Center 8:00 a.m.-1:00 p.m.	Full-Day Kindergarten	Kindergarten Teachers
9	Wednesday, May 14	Skills Center 8:00 a.m.-1:00 p.m.	Full-Day Kindergarten	Kindergarten Teachers
10	Saturday, June 7	Jefferson Elementary	Transitions and community awareness	Community Day Care and Pre- School Providers