

**Wallingford Public Schools**  
**Early Childhood Exploratory Committee**  
**Final Report**  
**December 8, 2014**



## **WPS Beliefs**

We believe that:

- Communication is a collaborative process that connects all stakeholders as they work toward common goals.
- Education and learning are the shared responsibilities of students, families, school, and community.
- The WPS Learning Community will provide the personal and academic challenges and learning necessary to prepare students to perform their personal best in the real world and in the future.
- Clear, consistent communication and education are the shared responsibilities of district employees, families, students, and the community.
- Honesty, integrity, respect and fairness are essential to building trust: The district climate will foster a collaborative, collegial environment.
- Students are prepared with personal and academic learning necessary for the real world.
- A positive, safe, healthy school environment nurtures, inspires and enables the development of each student's potential.
- The facilities of each school shall promote learning and provide a clean, safe, and environmentally sensitive atmosphere.
- A financial plan is an essential component of a viable strategic plan.
- Technology is an essential part of school and life in the 21st century.
- Applying the technologies that our students and professionals use in their daily lives to Wallingford's education system improves learning and enhances effective instruction.
- We need to match how we teach to how our 21st century students learn.
- Technology needs to be embedded in course curriculum and that all students, faculty, and staff need to be proficient in technology fundamentals.

## **WPS Mission**

To inspire, educate and support all students as they discover and pursue their personal best.

## **WPS Vision**

Wallingford Public Schools, with families and community, will distinguish itself with innovative teaching and learning experiences in a safe and supportive environment. Our goal is to ignite passion for learning and excellence in every student so that each becomes a lifelong contributor to the local and global communities.

## **WPS Core Values**

**We, the members of the Wallingford community, believe that to sustain our community fiscally, environmentally, and educationally, we must P-E-R-S-E-V-E-R-E.**

**As a community we value....**

**RESPECT**  
**BELONGING**  
**INTEGRITY**  
**HEALTH, WELLNESS & SAFETY**  
**COMMUNITY INVOLVEMENT & ENGAGEMENT**  
**EMBRACING DIVERSITY**  
**PERSONAL RESPONSIBILITY**  
**LIFE-LONG LEARNING**  
**CREATIVITY**

**We embrace these core values and believe they will empower every member of our community to face each challenge as an opportunity for continued growth.**



## Early Childhood Exploratory Committee

Shawn Parkhurst	Assistant Superintendent
Michael Votto	Board of Education Member
Chet Miller	Board of Education Member
Robert Mancusi	Director of PPS
Victoria Reed	Principal - Highland Elementary School
Nicholas Brophy	Principal - E.C. Stevens School
Kristine Friend	Principal - Cook Hill School
Mary Reid	Teacher - Moses Y. Beach School
Carolyn Hall	Teacher - Cook Hill School
Stephanie Rubin	Teacher - Cook Hill School
Diane Davenport	ParaEducator - Highland School
Renee Rossi	Teacher - E. C. Stevens School
Chris Farkash	Teacher - E. C. Stevens School
Tina Kell	Teacher - Cook Hill School
Lynn Bender	Teacher - Moses Y. Beach School
Andrea Flanders	Teacher - Cook Hill School
Beth Connors	Teacher - Highland School
Karen Ripa	Teacher - Parker Farms
Arlene Cassello	WeCare
Amy Tierney	Parent
Jenny Cabral	Parent
Tammy Raccio	Parent
April Rudman	Parent
Danielle DeSanto	Parent

# Introduction

In the fall of 2013, the Early Childhood Exploratory Committee was formed and charged with the task to study the early childhood program(s) in Wallingford, Connecticut, the USA and globally. The committee was further charged with developing a recommendation for future planning for early childhood education in Wallingford. The committee examined current research, current data, and prepared a proposal for the Board of Education which was presented in November of 2013. This proposal included a phase in plan that would support Full Day Kindergarten and an expansion of the current PreK program.

In the spring of 2014 and into the fall, the committee studied the kindergarten program in the district currently along with the PreK programs both in the schools and in the town. Additionally, the K-2 administrators attended an Early Childhood Symposium in the Spring of 2014 and were supplied with a document entitled, *Leading PreK-3 Learning Communities; Competencies for Effective Principal Practices*. Another reference that impacted our work was *Initiatives from Preschool to Third Grade; A Policymaker's Guide* by Education Commission of the States, October 2014. The group determined the need to identify some guiding questions to assist with the fact finding process in order to make a recommendation to the Board of Education. These guiding questions are the basis of this report.

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## SECTION 1:

### What does Kindergarten look like at the current time?

The chart below provides a snapshot into the Wallingford Public School's current half-day kindergarten schedule (left hand side) compared to the proposed Wallingford Public School's full-day kindergarten schedule (right hand side). The numbers indicate the minutes spent on each subject/activity.

## + Kindergarten Schedules: a Comparison

8:50	Arrival		8:50	Arrival	
9:10	Morning Meeting	15	9:10	Morning Meeting	
9:25	Language Arts*	35	9:30	Writing	40
10:00	Math*	35	10:10	Snack	15
10:35	Read Aloud/Books*	15	10:20	Reading/Books	40
10:50	Snack	15	11:00	Math	45
11:05	Specials Class	35	11:45	Lunch	30
11:40	Dismissal Prep		12:15	Recess	30
11:50	Dismissal		12:45	Read Aloud	15
			1:00	Specials	45
			1:45	Science	35
			2:20	Snack	10
			2:30	Social Studies	30
			3:00	Read Aloud	15
			3:15	Dismissal Prep	
			3:30	Dismissal	

*\*science/social studies integrated*

### Summary of Kindergarten Comparison

*Minutes spent daily on various components  
Compliant with CSDE recommendations*

Daily Program Components	½ day Kindergarten	Full Day Kindergarten	Gains in a FDK program
Academic Instruction	100 minutes	220 minutes	120 minutes
Specials	35 minutes	45 minutes	10 minutes
Social Development through lunch/recess	15 minutes	85 minutes	70 minutes

## **SECTION 2:**

### **What are the benefits of preschool?**

- Quality preschool programs are a wise investment: research studies show the economic benefits of early childhood education
- Quality preschool programs provide opportunities of active exploration with materials, experiences, peers and adults
- Quality preschool programs supports language and cognitive skill development and boost pre-math skills
- Quality preschool experiences help children learn to make choices
- Quality preschool programs help children learn to take care of themselves and others
- Children in preschool develop both fine motor and gross motor skills
- Children in preschool learn to share, follow instructions and prepare themselves for kindergarten
- In-district preschool programs result in fewer students entering Kindergarten in need of intervention services
- All students that attend high quality preschool programs were:
  - 25% less likely to drop out of school
  - 40 percent less likely to become a teen parent
  - 50 percent less likely to be placed in special education
  - 60% less likely to never attend college
  - 70% less likely to be arrested for a violent crime

### **Current status of preschool in Wallingford Public Schools**

- Program available for up to 64 students at Moses Y. Beach, E.C. Stevens and Cook Hill schools
- Integrated Day Program available for up to 64 students at Cook Hill
- No program currently at Highland School
- ½ day program
- Transportation provided by parents
- Available to students with the greatest academic & social/emotional need based on screening data

## **Preschool Data**

Table 1

Year	Total Enrollment	Number of Students in Intervention upon entering Kindergarten	% of Students in Intervention
2012-2013	64	11	17%
2013-2014	63	18	28%
2014-2015	62	3	4%

*Analysis of Table #1 indicates:*

- *Fluctuations from year to year in the % of students exiting WPS PreK and being placed into intervention in Kindergarten*
- *Over the past 3 years the average % of students exiting WPS PreK and being placed into intervention in Kindergarten is less than 20%*

## **What districts have full-day Kindergarten and Prek?**

Table 1

Bloomfield	Branford	Bridgeport	Bristol	Danbury	E. Hartford
E. Haven	E. Windsor	Enfield	Groton	Hamden	Hartford
Hebron	Killingly	Manchester	Meriden	Middletown	Milford
New Britain	New Haven	New London	North Branford	Norwalk	Norwich
Plymouth	Southington	Stratford	Tolland	Torrington	Vernon
Waterbury	West Hartford	Putnam	Stafford Springs	Stamford	West Haven
Winchester	Windham	Windsor			

Source: <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Family/FRC/FRCcontacts.pdf>

## SECTION 3:

### What are the benefits of half-day Kindergarten?

- Some students are not ready for a full-day Kindergarten program, based on academic, social/emotional development and/or family opportunities
- A half-day Kindergarten program is beneficial to some students
- A half-day Kindergarten provides more opportunities for social activities outside the school setting such as play dates and external/enrichment classes and programs
- Provides more time at home for children with their parents than a full-day program

### Current status of half-day Kindergarten in Wallingford Public Schools?

- Half-day programs at all K-2 schools; Cook Hill, Highland, Moses Y. Beach and E.C. Stevens

#### Intervention Data – Kindergarten

Table 1

Year	Grade	Total Enrollment	Number of Students in Intervention	% of Students in Intervention
2012-2013	Kindergarten	367	122	33%
2013-2014	Kindergarten	352	102	29%
2014-2015	Kindergarten	357	115	32%

#### Intervention Data – Cohort Groups

Table 2

Year	Grade	Total Enrollment	Number of Students in Intervention	Number of Students Remaining in Intervention from Previous Year
2013-2014	Kindergarten	352	102	N/A
2014-2015	First Grade	414	111	74

#### *Analysis of Table #1*

- *% of students in intervention during Kindergarten year has remained constant at approximately 1/3 of our students*

#### *Analysis of Table #2*

- *Approximately 61% of our students in intervention in Kindergarten remain in intervention when entering first grade*

## **SECTION 4:**

### **What are the benefits of full-day Kindergarten?**

- Students in full-day kindergarten programs exhibit more independent learning, increased classroom involvement, reflectiveness and improved productivity when working with peers
- Common Core State Standards require all students to meet the same levels of proficiency at the end of kindergarten regardless of their participation in full-day or half-day program or no kindergarten program at all
- Full-day kindergarten allows for a more consistent schedule for children and reduces the ratio of transition time to classroom time, also reducing stress
- Reductions in retention, remediation and referrals to special education
- Teachers have more time for elaboration as skills develop and more flexibility to personalize the learning experience
- Second language learners and students from low income families show increased gains in literacy and language skills than similar students in a half-day program
- Full-day kindergarten provides increased opportunities for young children to develop and strengthen foundational skills necessary for long term success in school and lifelong learning
- Full-day kindergarten programs promote children's success in reading and mathematics regardless of race or income
- In order for student to sustain the academic and developmental gains made in preschool, young children need the continued support of a high-quality full-day kindergarten program
- A full-day program allows the district to include play-based learning in instruction
- A full-day program allows for a better transition to first grade
- With more time, teachers are able to pull students into small work groups more frequently
- There is greater emphasis on self-regulation and executive functioning during a full-day program
- Full-day kindergarten provides for a schedule that allows a learning environment to not be rushed
- A full-day kindergarten program provides 900 hours of actual schoolwork

## SECTION 5:

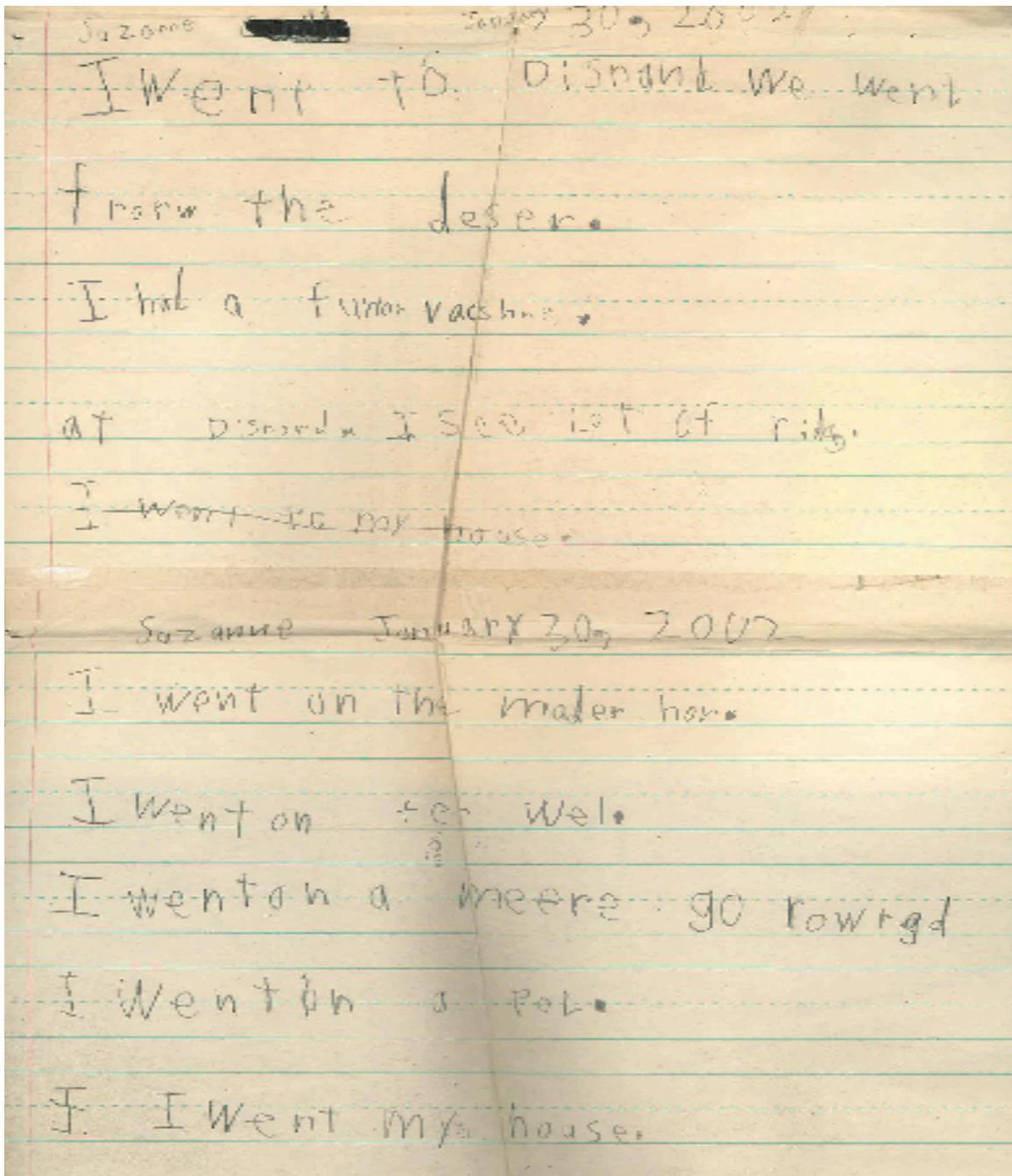
### What are the curricular expectations in Kindergarten?

80's	90's-2010	Common Core Implementation 2010 to present
<ul style="list-style-type: none"> <li>• Circle time</li> <li>• Story time</li> <li>• Outdoor time</li> <li>• Art</li> <li>• Music</li> <li>• Playtime</li> <li>• Alphabet Work</li> </ul>	<ul style="list-style-type: none"> <li>• Circle time/Morning Meeting</li> <li>• Read Aloud</li> <li>• Art</li> <li>• Music</li> <li>• Physical Education</li> <li>• Library</li> <li>• Reading</li> <li>• Writing</li> <li>• Math</li> <li>• Science</li> <li>• Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Circle time/Morning Meeting</li> <li>• Read Aloud</li> <li>• Art</li> <li>• Music</li> <li>• Physical Education</li> <li>• Library</li> <li>• Reading</li> <li>• Writing</li> <li>• Math</li> <li>• Science</li> <li>• Social Studies</li> <li>• Homework assigned frequently</li> <li>• Small group time</li> <li>• Computer time</li> <li>• Independent reading</li> <li>• Academic preparations for first grade</li> <li>• Diminished playtime due to increased academic demands</li> <li>• Performance tasks to measure learning</li> <li>• Ongoing assessment</li> <li>• Health</li> <li>• Social Development</li> <li>• Intervention</li> </ul>

Source: <http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>

## Common Core Writing Samples Narrative Writing

Figure 1



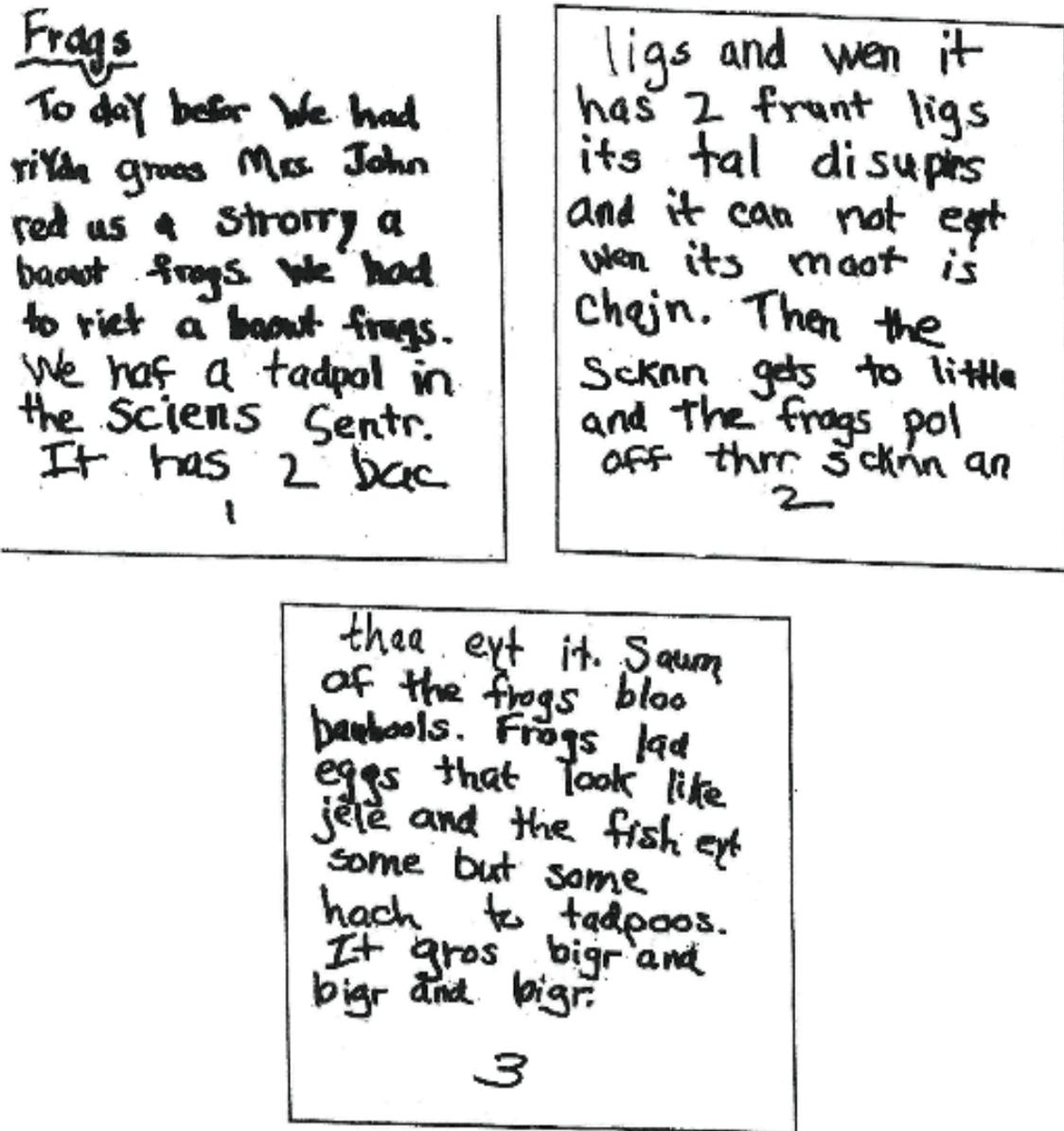
### Analysis of Figure #1:

- Students are expected to write a narrative text with details

Source: <http://www.corestandards.org/ELA-Literacy/>

Informative/Explanatory

Figure 2



*Analysis of Figure #2:*

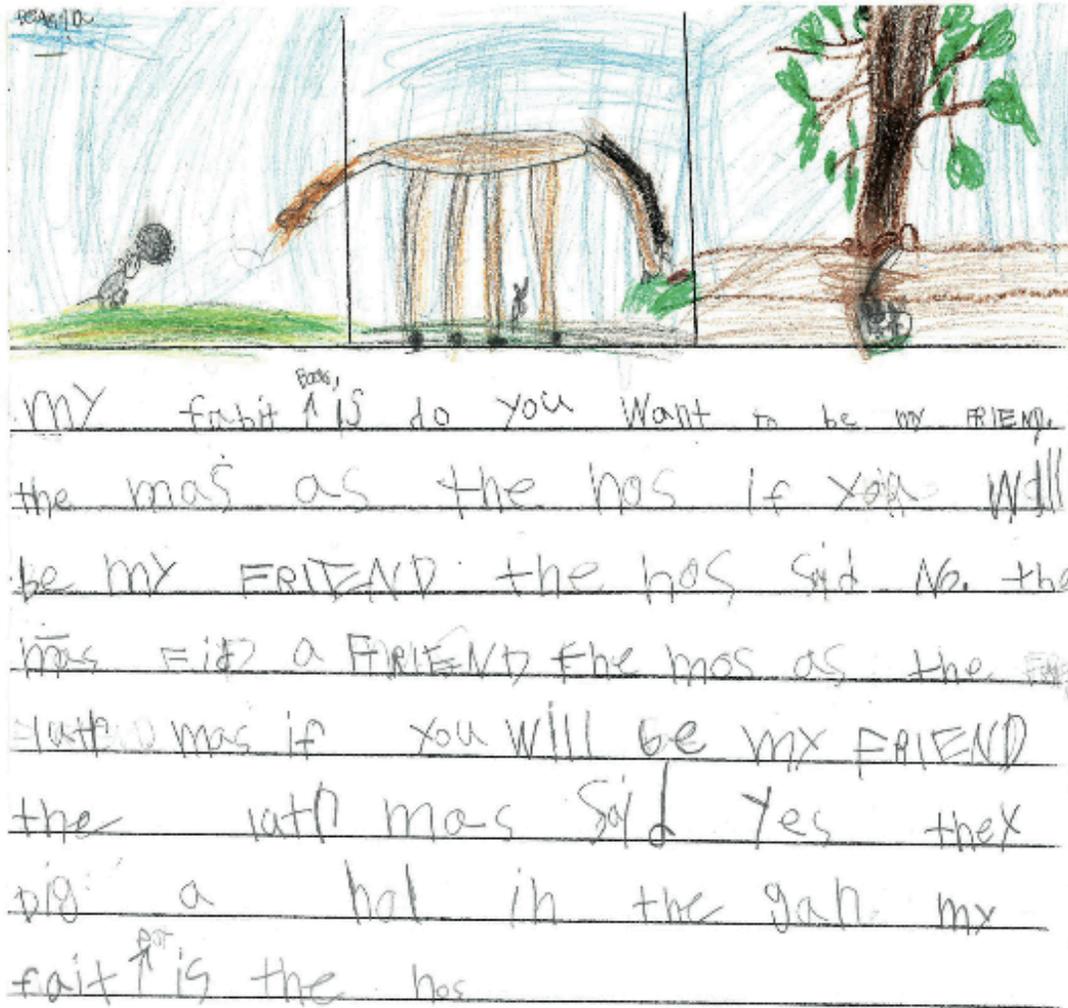
- *Students are expected to use information learned from text to write an informative piece that is supported with evidence from the text.*

Source: <http://www.corestandards.org/ELA-Literacy/>

## Argument/Opinion

Figure 3

This opinion piece about a work of literature was produced in class.



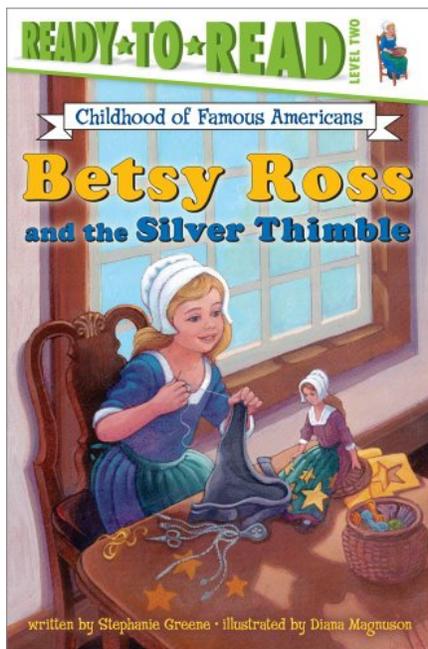
### Analysis of Figure #3:

- Students are expected to integrate information learned in class and through various media sources to form an opinion and support it with evidence.

Source: <http://www.corestandards.org/ELA-Literacy/>

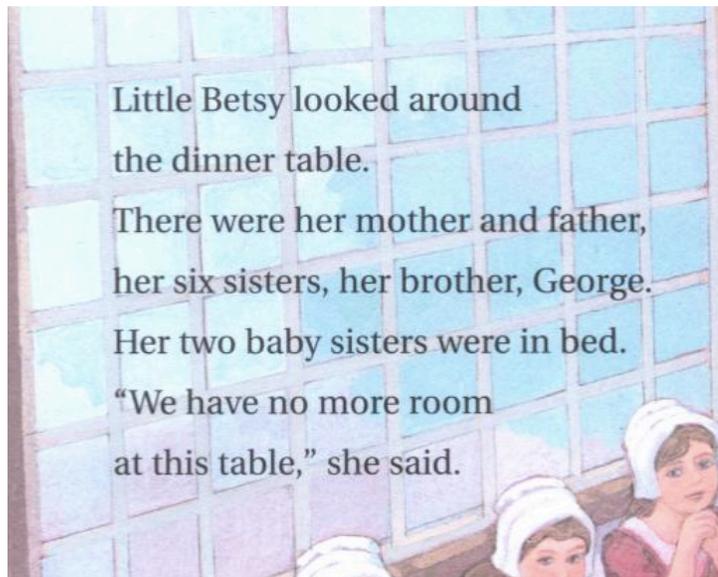
## Common Core Reading Expectations

Figure 4



*Here is a timeline of Betsy's life:*

- 1752 Born in Philadelphia on January 1
- 1759 Goes to school for the first time
- 1763 Changes to the Quaker Friends School
- 1764 At age twelve, Betsy's school days are over
- 1765 Starts as an apprentice at John Webster's Upholstery Shop
- 1773 Marries John Ross
- 1776 John Ross dies
- 1776 In May, meets with George Washington to discuss the design of the flag. The flag is finished by early June.
- 1777 Marries Joseph Ashburn. Later, they have two daughters.
- 1782 Joseph Ashburn dies
- 1783 Marries John Claypoole in May. Later, they have five daughters.

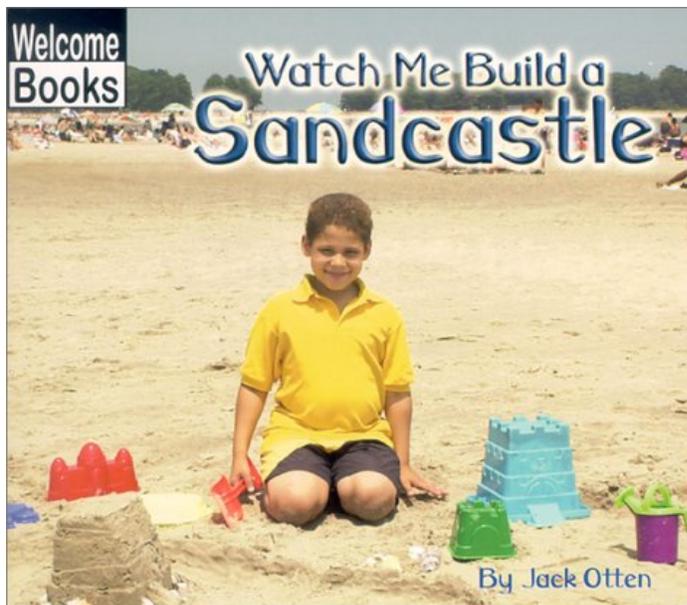


### *Analysis of Figure #4*

- *Students are expected to read non-fiction text by the end of kindergarten that contains multiple lines of text, quotations and make sense of text in varied formats (i.e. timeline).*

Source: <http://www.corestandards.org/ELA-Literacy/>

Figure 5



Copyrighted Material

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My name is Jim.

I like to play in the sand  
at the **beach**.

Copyrighted Material

## Index

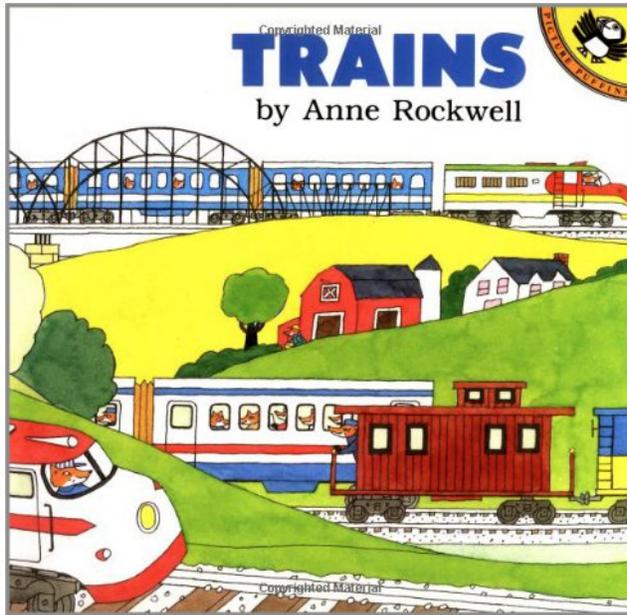
beach, 4, 6  
door, 14  
pail, 6, 8,  
10, 12  
sandcastle, 6, 14, 16, 18,  
20  
shells, 16  
wall, 18

### Analysis of Figure #5

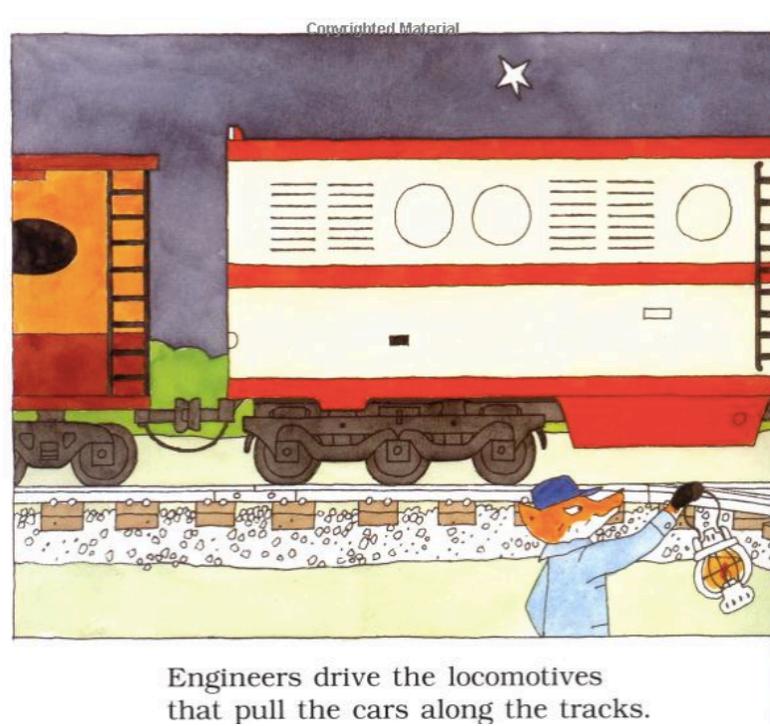
- Students are expected to read non-fiction text by the end of kindergarten that contains multiple lines of text, bold-faced words and make sense of text in varied formats (i.e. table of contents, index)

Source: <http://www.corestandards.org/ELA-Literacy/>

Figure 6



Passenger trains carry people.



Engineers drive the locomotives that pull the cars along the tracks.

### Analysis of Figure #6

- Students are expected to read non-fiction text by the end of kindergarten that contains multiple lines of text and increasingly more difficult vocabulary (i.e. passenger, engineers, locomotives).

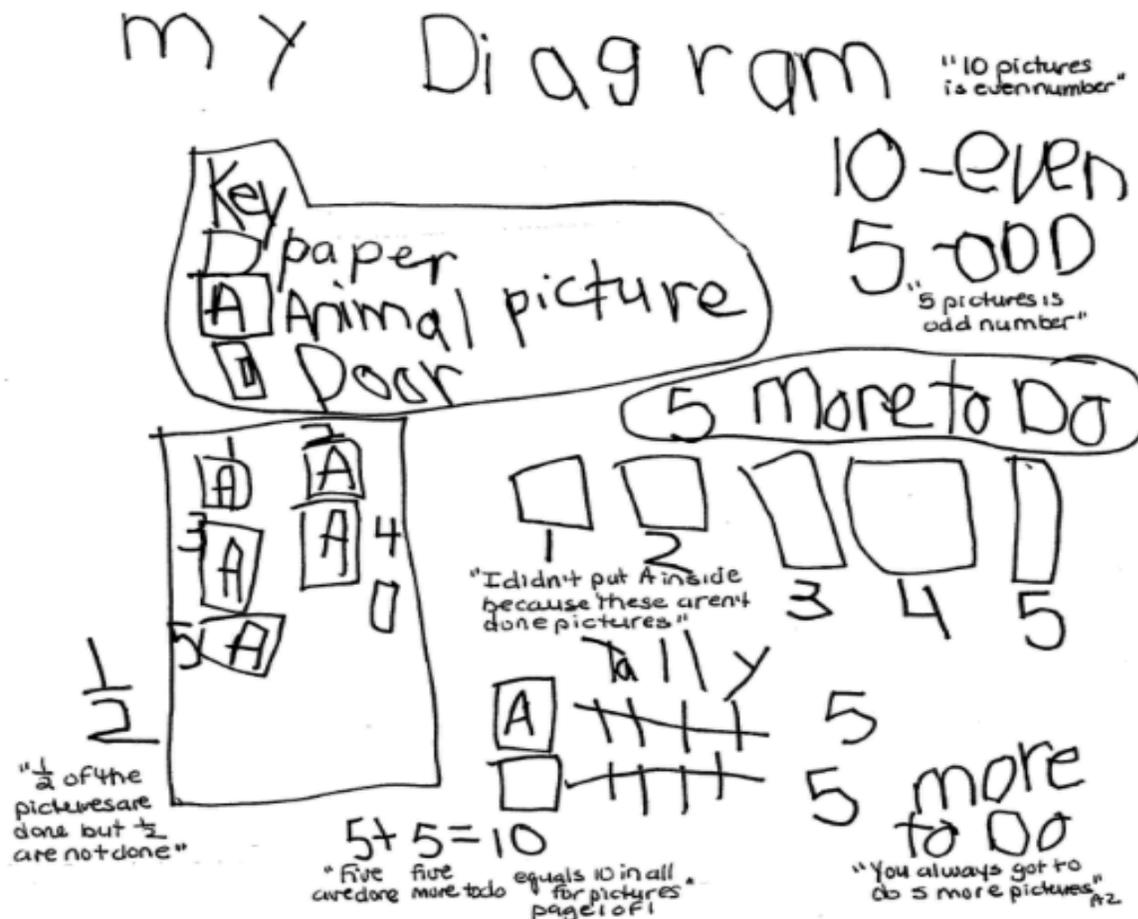
Source: <http://www.corestandards.org/ELA-Literacy/>

Figure 7

## Math Common Core Examples

### Drawing Animal Pictures

Ryan is drawing ten pictures of animals to put on his bedroom door. Ryan has finished drawing five animal pictures. How many more animal pictures does Ryan have to draw? Show and tell how you know.



### Analysis of Figure #7

#### Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Source: <http://www.exemplars.com/>

## SECTION 6:

### What are the short-term and long-term academic and social outcomes of full-day Kindergarten?

#### Short Term Outcomes

- Solid academic benefits across the kindergarten year
- More time to work on math every day
- More time for individual reading instruction
- More time to spend with students individually
- More time to assess students and individualize instruction
- More time for parental engagement resulting in increased student success

#### Long Term Outcomes

- Improved student attendance
- Increased social and emotional development
- Academic gains carry through to first grade year
- ELL and economically disadvantaged students demonstrate highest gains in achievement

### **English Language Learners (ELL) Population**

**Table 1**

<b>Grade</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
Kindergarten	48	45	49
First Grade	43	45	47
Second Grade	44	42	38

#### *Analysis of Table 1:*

- *# of ELL students in K-2 over the past three years has remained relatively constant*
- *# of students in ELL at the Kindergarten level slightly increased from 2013/2014 to the current year*

## SECTION 7:

What data does the district have related to intervention services at the K-2 level?

### Intervention Data – First Grade

Table 1

Year	Grade	Total Enrollment	Number of Students in Intervention	% of Students in Intervention
2012-2013	First Grade	395	105	27%
2013-2014	First Grade	419	120	29%
2014-2015	First Grade	414	111	27%

*\*Note: nearly 60 students return to us from full-day kindergarten programs into first grade each year*

### Intervention Data – Cohort Groups

Table 2

Year	Grade	Total Enrollment	Number of Students in Intervention	Number of Students Remaining in Intervention from Previous Year
2012-2013	Kindergarten	367	122	N/A
2013-2014	First Grade	419	120	74
2014-2015	Second Grade	423	68	48

#### *Analysis of Table #1*

- *The % of students in Grade 1 intervention remains constant for the past 3 years*

#### *Analysis of Table #2*

- *Cohort groups from Kindergarten to First Grade indicate that 61% of the students remain in intervention*
- *40% of the students from first grade to second grade remain in intervention*

## **Reading Levels – Third Grade**

### **Strategic Plan Goal:**

*All students reading on grade level by the end of third grade*

**Table 3**

<b>Year</b>	<b>Total Enrollment</b>	<b>% of students reading below grade level</b>
2012-2013	500	31%
2013-2014	441	30%
2014-2015	393	32%

#### *Analysis of Table #3*

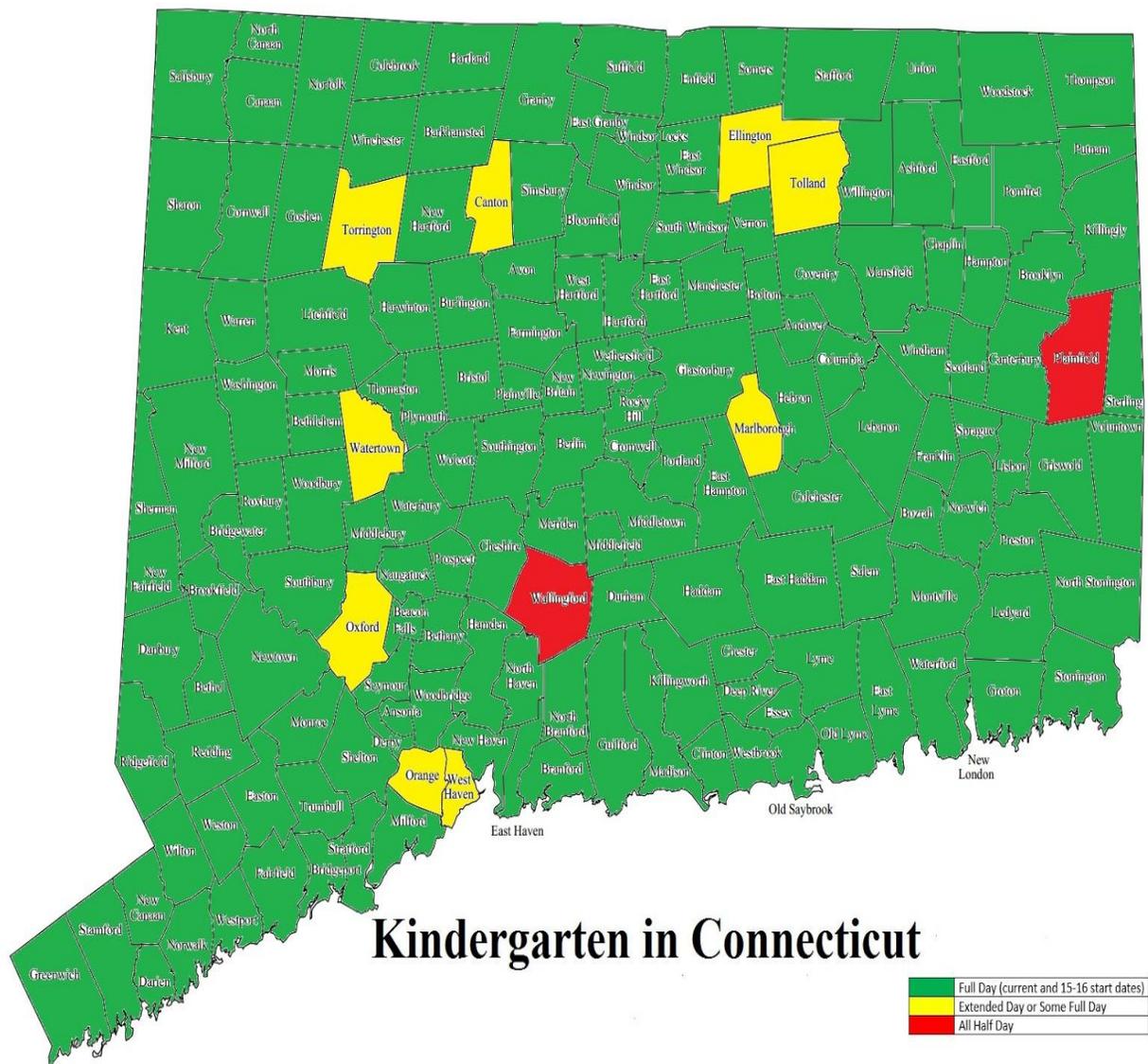
- *Approximately 31% of our third graders remain reading below grade level by the end of third grade over the past 3 years*
- *DRG % is approximately 37%*

## **SECTION 8:**

**What does our DRG offer in terms of full-day or half-day Kindergarten? What districts in the state offer full-day or half-day Kindergarten?**

The committee researched the status of kindergarten programs in our district reference group (DRG) noting all have full-day kindergarten except Wallingford. We expanded our research to explore the status of full-day programs statewide. Those results are depicted below as the current status and changes, which have occurred during the past year utilizing a map and chart, respectively.

The map below illustrates the status of kindergarten in Connecticut as of the 15-16 school year based on State Department of Education Census data and confirmed changes in Districts since the last publication of the data on October 1, 2013. Districts in green represent full-day kindergarten programs and those in red have half day kindergarten programs. Districts with any other combination are depicted in yellow. These combinations include but are not limited to districts with extended day programs, districts transitioning to full-day programs, and those offering limited full-day kindergarten as determined by either need based or availability in the school location.



Source: [http://www.ct.gov/oec/lib/oec/earlycare/profile\\_of\\_kindergarten\\_programs\\_2013-2014.pdf](http://www.ct.gov/oec/lib/oec/earlycare/profile_of_kindergarten_programs_2013-2014.pdf)

The chart below lists every District in Connecticut not providing full-day kindergarten to at least 95% of their students as of October 1, 2013. The colors on the left of the page show the status as of 10/1/13 while the colors on the right illustrate the current status of kindergarten using the same coding as in the previous map

Recent Changes in Full Day Kindergarten Programs in Connecticut

13-14 School Year*			District	As of 11/10/2014	
Half-day All	100%	Bristol	Full Day (current and 15-16 start dates)		
Half-day All	100%	Brooklyn	Full Day (current and 15-16 start dates)		
FDK to some	90%	Canaan	Full Day (current and 15-16 start dates)		
Extended Day Some	10%	Canaan	Extended Day Some		
Extended Day Some	38%	Canton	Extended Day Some		
Half-day Some	42%	Canton	Half-day Some		
FDK to some	1%	Cheshire	Full Day (current and 15-16 start dates)		
Extended Day Some	1%	Cheshire	Full Day (current and 15-16 start dates)		
Half-day All	98%	Cheshire	Full Day (current and 15-16 start dates)		
FDK to some	86%	Danbury	Full Day (current and 15-16 start dates)		
Half-day Some	14%	Danbury	Full Day (current and 15-16 start dates)		
FDK to some	30%	East Hampton	Full Day (current and 15-16 start dates)		
Half-day Some	30%	East Hampton	Full Day (current and 15-16 start dates)		
Extended Day All	100%	Ellington	Extended Day All		
Half-day All	100%	Farmington	Half-day All (voting 11/17 on FDK)		
FDK to some	2%	Guilford	Full Day (current and 15-16 start dates)		
Half-day All	98%	Guilford	Full Day (current and 15-16 start dates)		
Half-day All	100%	Killingly	Full Day (current and 15-16 start dates)		
Half-day Some	1%	Mansfield	Full Day (current and 15-16 start dates)		
FDK to some	2%	Marlborough	FDK to some		
Half-day All	98%	Marlborough	Half-day Some		
FDK to some	73%	Norwich	Full Day (current and 15-16 start dates)		
Extended Day Some	26%	Norwich	Full Day (current and 15-16 start dates)		
Extended Day All	100%	Orange	Extended Day All		
Extended Day Some	6%	Oxford	Extended Day Some		
Half-day Some	94%	Oxford	Half-day Some		
Half-day All	100%	Planfield	Half-day All		
Extended Day All	100%	Redding	Full Day (current and 15-16 start dates)		
Half-day All	100%	Regional District 16	Full Day (current and 15-16 start dates)		
FDK to some	28%	Rocky Hill	Full Day (current and 15-16 start dates)		
Half-day Some	72%	Rocky Hill	Full Day (current and 15-16 start dates)		
Half-day All	100%	Shelton	Full Day (current and 15-16 start dates)		
Extended Day Some	1%	Stonington	Full Day (current and 15-16 start dates)		
FDK to some	87%	Stratford	Full Day (current and 15-16 start dates)		
Half-day Some	13%	Stratford	Full Day (current and 15-16 start dates)		
FDK to some	4%	Tolland	FDK to some		
Extended Day All	100%	Tolland	Extended Day All		
FDK to some	2%	Torrington	FDK to some		
Extended Day Some	2%	Torrington	Extended Day Some		
Half-day All	98%	Torrington	Half-day Some		
Half-day All	100%	Wallingford	Half-day All		
FDK to some	3%	Watertown	FDK to some		
Half-day All	97%	Watertown	FDK to Some		
Half-day All	100%	West Haven	Half-day Some		
Half-day Some	1%	Winchester	Full Day (current and 15-16 start dates)		

■ Full Day (current and 15-16 start dates)  
■ Extended Day or Some Full Day  
■ All Half Day

\* [http://www.ct.gov/oec/lib/oec/earlycare/profile\\_of\\_kindergarten\\_programs\\_2013-2014.pdf](http://www.ct.gov/oec/lib/oec/earlycare/profile_of_kindergarten_programs_2013-2014.pdf)

## SECTION 9:

**Is there enough space in our schools to accommodate additional PreK or Kindergarten classrooms?**

### Space Analysis

Table 1

School	Current number of ½ day classrooms	Estimated number of full-day classrooms	Number of additional classrooms	Is Space Available to meet the FDK space needs?
E.C. Stevens	3	7	4	yes
Highland	3	6	3	yes
Moses Y. Beach	3	7	4	yes
Cook Hill	2	6	4	yes

#### *Analysis of Table #1*

- *Based on projected enrollment, there would be enough space to adequately house full day kindergarten at all four of our K-2 schools*

## SECTION 10: Early Childhood Exploratory Committee Recommendations

After much research, meetings, discussion, reflection and thought, the Early Childhood Exploratory Committee recommends the following to the Wallingford Board of Education:

<b>Recommendations</b>	<b>Anticipated Outcomes</b>	<b>Intended Measurement of Recommendations &amp; Results</b>
<ul style="list-style-type: none"> <li>Implement a full-day Kindergarten program for all students in the 2015-2016 school year</li> </ul>	<ul style="list-style-type: none"> <li>Less students will qualify for intervention services during first grade and beyond</li> <li>Student writing skills will increase by providing opportunities for writing workshop on the three types of writing expected by CT Core Standards</li> </ul>	<ul style="list-style-type: none"> <li>Intervention data for all subgroups of students</li> <li>Analysis of writing skills and growth during the year; measured three times formally and ongoing at the school and classroom level</li> </ul>
<ul style="list-style-type: none"> <li>Continue to provide PreK experiences for students that qualify based on the district screening (academic, social/emotional needs)</li> </ul>	<ul style="list-style-type: none"> <li>Social and emotional needs of all students will be increasingly met</li> </ul>	<ul style="list-style-type: none"> <li>Social and emotional data as measured by discipline referrals as well as the DESSA assessment</li> </ul>
<ul style="list-style-type: none"> <li>Continue partnership with Preschool providers in the community through ongoing meetings and collaboration with the school(s)</li> </ul>	<ul style="list-style-type: none"> <li>ELL and economically disadvantage students will increase performance and result in the closing of the achievement gap in reading, writing and mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Performance level of ELL and economically disadvantaged students in the areas of reading, writing and mathematics</li> </ul>
<ul style="list-style-type: none"> <li>Expand to provide two PreK classrooms for an additional 36 seats <i>*Smart Start grant available through the Office of Early Childhood</i></li> </ul>	<ul style="list-style-type: none"> <li>Significantly more students will enter Kindergarten with a preschool experience and a readiness to learn the expected outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Kindergarten readiness skills upon entrance into Kindergarten</li> </ul>

## **SECTION 11:**

# **Glossary of Educational Terms & Concepts**

**Academic Instruction** – the teaching and learning of content as outlined by CT Core Standards

**DESSA** – The Devereux Student Strengths Assessment (DESSA) is a 72-item, standardized, norm-referenced behavior rating scale that assesses the social-emotional competencies that serve as protective factors for children in kindergarten through the eighth grade

**Play based learning** – a time in the day when a child engages in activities and experiences of interest. This can be done both inside and outside and uses a variety of spaces that enables the child to learn how to self-select activities and materials, while engaging in time to work alone or with others. Students experience a time to practice their literacy skills such as speaking, reading, writing and listening.

**Integrated Day Program** – Wallingford Public School’s special education preschool program housed at Cook Hill School

**Read Aloud** – time in the day when a teacher or adult models what reading looks and sounds like for students. This includes the way a reader’s voice changes during the reading to create meaning with the text

**Reading** – This consist of five key areas that are critical to learning how to read. Phonics – the ability to decode sounds and blends to read. Phonemic Awareness – the ability to hear, identify and manipulate sounds Vocabulary – the ability to use strategies and skills to determine the meaning of unfamiliar words, Fluency – the ability to read with tone, expression, and accuracy, and Comprehension – the ability to understand from the pictures and words what the author is trying to say.

**Specials** – time during the school day when students engage in library, art, music, computers and physical education

**Social Development** - involves learning the values, knowledge and skills that enable children to relate to others effectively and to contribute in positive ways to family, school and the community.