



**Focus**

- Smooth transition to Kindergarten
- Instruction in needed LAFS and MAFS skills for early primary students

**Marketing**

Title I & VPK Departments contracted with a retired teacher to market Kinder Camp & VPK to families in the community. Jean prepared flyers to distribute to community centers, and banners for each school. She attended community events and fairs, met with parents in community locations, schools, and in homes. She worked with school personnel, assisted parents with registration for Kindergarten and Kinder Camp. As a result, 419 students were registered for Kinder Camp!

**General Information**

Kinder Camp was held at nine school sites (we had estimated 300 students)  
 8 days; 8:30 a.m. -2:00 p.m.  
 One day of PD & planning for all Kinder Camp teachers and paraprofessionals  
 Reminder emails & phone calls to parents  
 Coordinated with Transportation Department  
 Breakfast and lunch provided

<b>Sample Kinder Camp Schedule</b>		
<b>Minimum Required Curriculum Time: Literacy =200 minutes, Math = 45 minutes, Science = 20 minutes</b>		
<b>Minutes</b>	<b>Times</b>	<b>Activity</b>
	8:00-8:30	Breakfast
20 Literacy	8:30-8:55	Morning Meeting (procedures, daily talk, "Let's Talk About It" Lesson)
30 Literacy	8:55-9:25	Fast Track Phonics Lesson
60 Literacy	9:25-10:25	Balanced Literacy Block 1 (Zoology)
20 Literacy	10:25-10:45	Mid-Morning Meeting (continue "Let's Talk About It" Lesson)
	10:45-11:10	Lunch
50 Literacy	11:10-12:00	Balanced Literacy Block 2 with Groups / Centers (Zoology)
20 Science	12:00-12:20	Science Lab Activities - outdoors when possible
45 Math	12:20-1:05	Math Block with Lesson Plans and Learning Activities
20 Literacy	1:05-1:25	Vocabulary Closing Activity ("Let's Talk About It" Writing Tab & Journal Writing Focus)
25 Integration	1:25-1:50	Closing Activity – integrated with concepts of the day
	1:50-2:00	Wrap Up the Day and Prepare for 2:00 Dismissal

**Assessment**

An assessment team was used to pre- post-test students on:

- Letter Identification and Sound
- Name Writing (child's daily name, not formal name if applicable)
- Shapes & Number Sense

Results were primarily used to plan differentiated lessons using supplied curriculum and regroup students with other teachers when appropriate.

**Curriculum**

**Reading:** MONDO "Let's Talk About It" Oral Language and Writing  
 Fast Track Phonics – Phonemic Awareness and Phonics (Vol. 1 or Vol. 2)  
 Zoology – Balanced Literacy and Science concepts  
 Reading Eggs, Edmentum Software

**Mathematics:** Geometry (2-D & 3-D shapes) & Number Sense (count to 100 by 1's & 10's, one to one correspondence, create sets with up to 20 objects, compare numbers, addition/subtraction)

**Science & Technology:** Integrated with reading curriculum supplemental materials provided by teacher

## **Family Engagement**

*Reminder Calls/Emails to Parents* – During the 1<sup>st</sup> few days of Kinder Camp paraprofessionals made telephone calls to invite ALL parents/guardians to the Kinder Camp Family Engagement Event. Verbal invitations also took place in the car line by all duty staff.

*Family Literacy Events* – There were four family events; two during the day and two in the evening. They were designed to provide parents with simple instructional activities that they can do with their children to build vocabulary, literacy and numeracy skills. The Title I Department provided the trainer(s), materials, childcare, and take-home materials [books, Dolch Pre-Primer Sight Words Trace & Flip book; sight word journal, Daisy Puzzle Set).

## **Student Performance**

67% improved their performance; 19% maintained performance; 14% decreased performance

## **Attendance**

82% of students that registered attended

Average daily attendance – 345

## **Teacher Surveys**

- Teachers overwhelmingly rated 4's and 5's for the successful use of the curriculum, supplies, consumables, and technology programs. Some comments were:
- The program is really helpful now that we have Fast Track Phonics included. The kids loved this part of the program.
- It would be very helpful to have this program for three weeks. I feel the students would be able to gain a better understanding of what kindergarten really is all about.
- The parent night was very helpful as well. I am a parent of an incoming kindergarten student this school year and the presentation was on point with what I would have said if I was presenting.
- I found a greater need this summer for activities that helped teach kids letter formation. About half of the students didn't know how to write the letters of the alphabet, let alone try to copy a basic sentence.
- Not enough time for prep/planning, pre and post planning, daily prep time was not enough.
- Very enjoyable two weeks. This program gave the children a chance to become familiar with the school as well as providing curriculum enrichment.
- In order to improve the program, I feel that the classrooms should be set up appropriately for kindergarten.
- It was fine to only have 8 days with them, but really we spent the majority of the time introducing how to behave and function in a classroom. Most of them are from a daycare or home setting that is structured very differently, so instead of worrying about covering a huge amount of curriculum in 8 days we need to focus on adapting to a new school setting and getting to know the new environment and routines.
- I was very impressed with how fast our students learned how to use the Reading Eggs Program on iPads! My schedule was full but very well utilized.
- Very enjoyable two weeks. This program gave the children a chance to become familiar with the school as well as providing curriculum enrichment.
- Additional paras to assist with supervision of students [needed]. It was difficult some days when our administrators were off campus to distribute breakfast and try to support parents and crying children when one para was distributing breakfast and most days the other was needed to get children at car/bus ramp.