

2019 COSA Early Learning Conference

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# TTSD Summer Kindergarten Academy:

— Thrive with Quality Family  
Engagement, Social Emotional  
Learning and Early Literacy —

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# Q and A Today

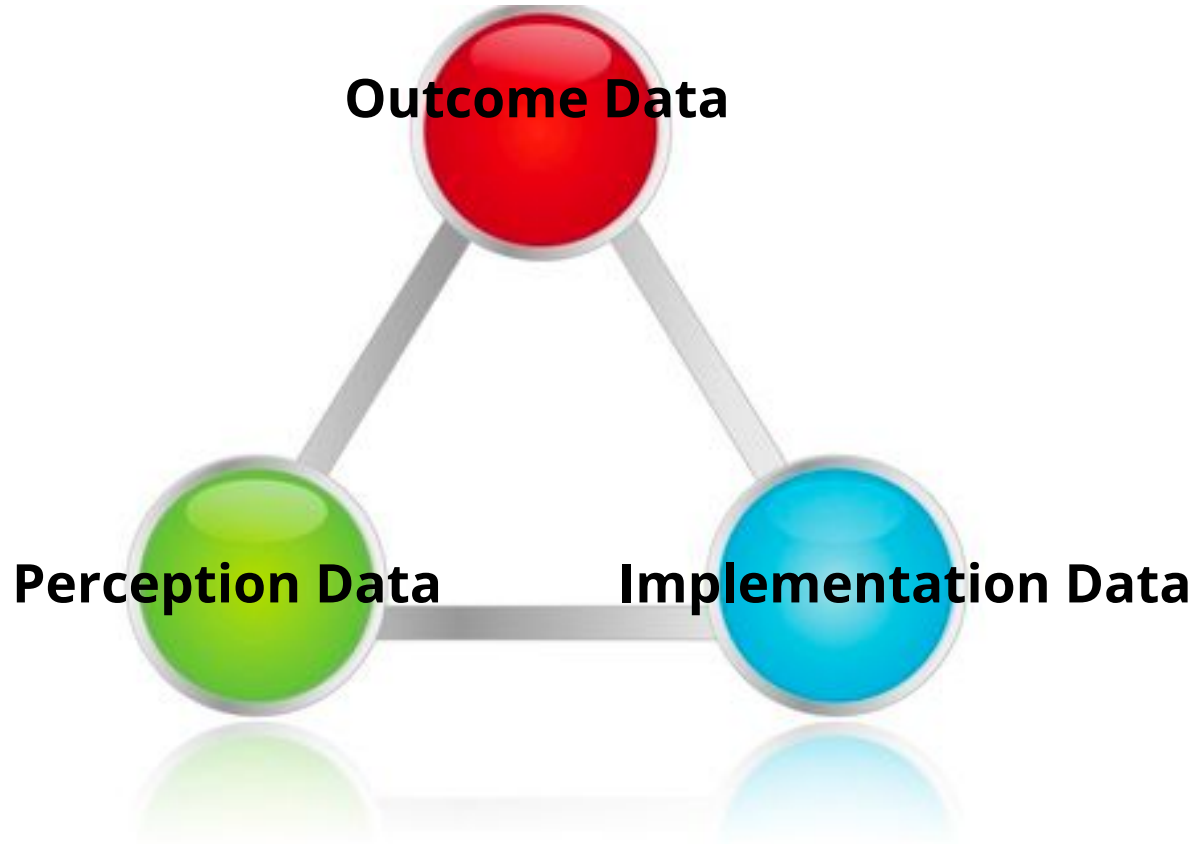
Please get on to our session padlet by following the link here

[https://padlet.com/jswindle/summer\\_Kinder](https://padlet.com/jswindle/summer_Kinder)



Catching the "heart" of the story.

# How do we know if it's working?





# Implementation Data

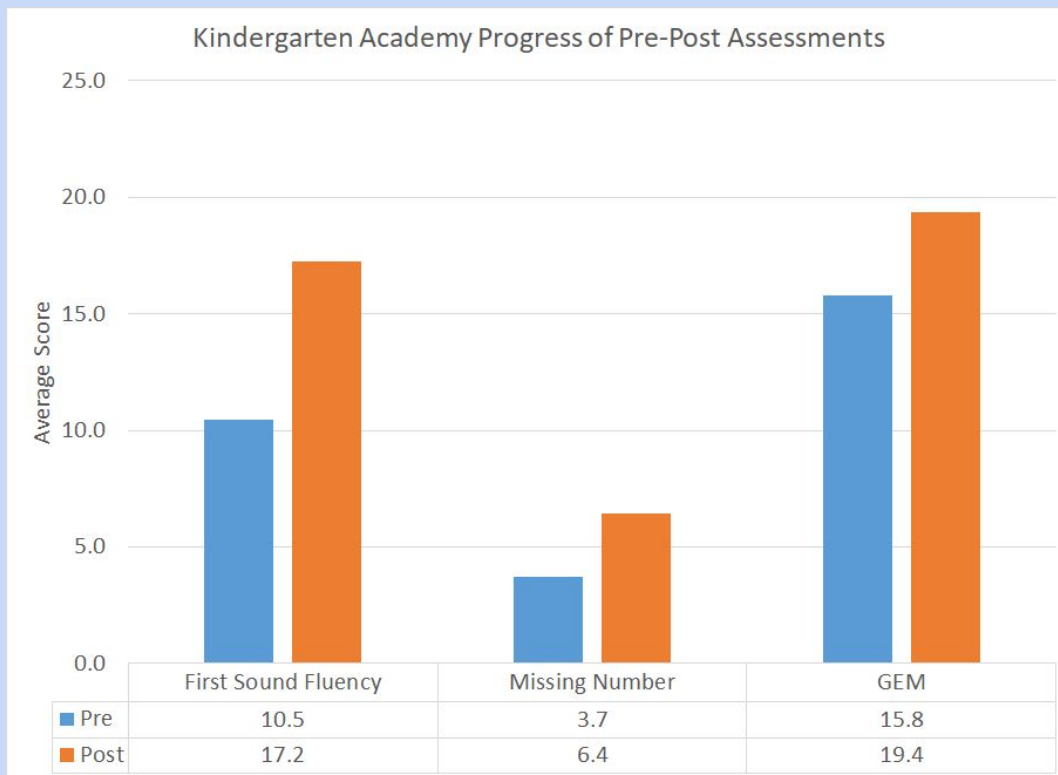




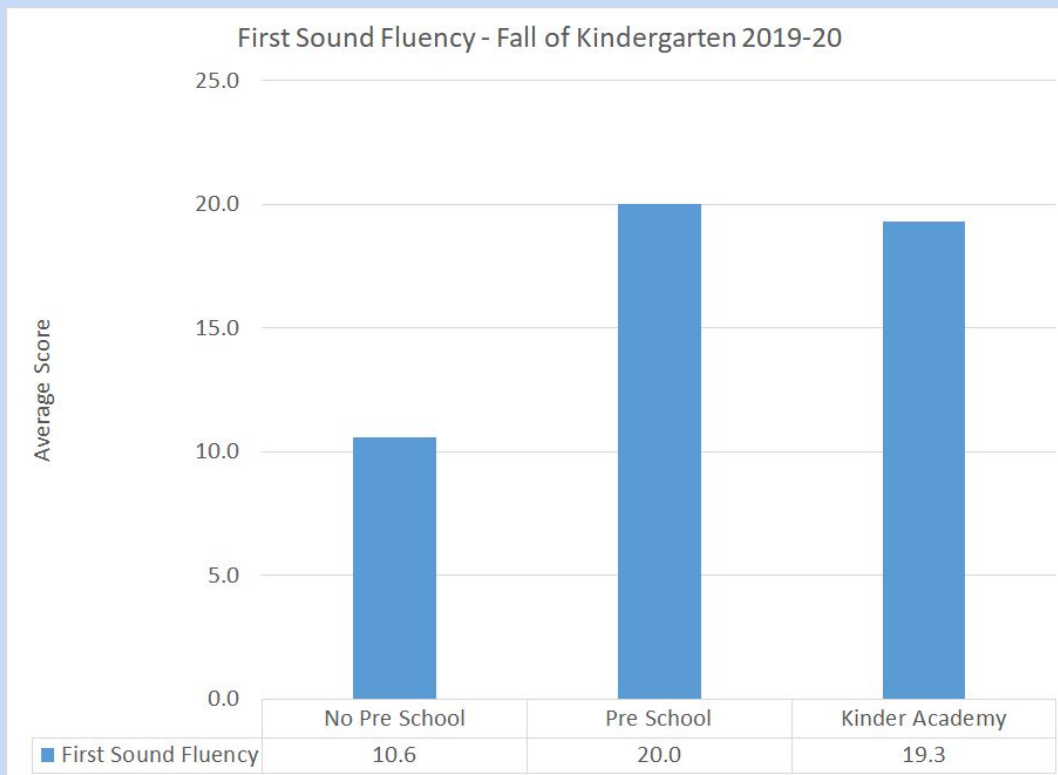
# Perception Data



# Student Achievement Data-General

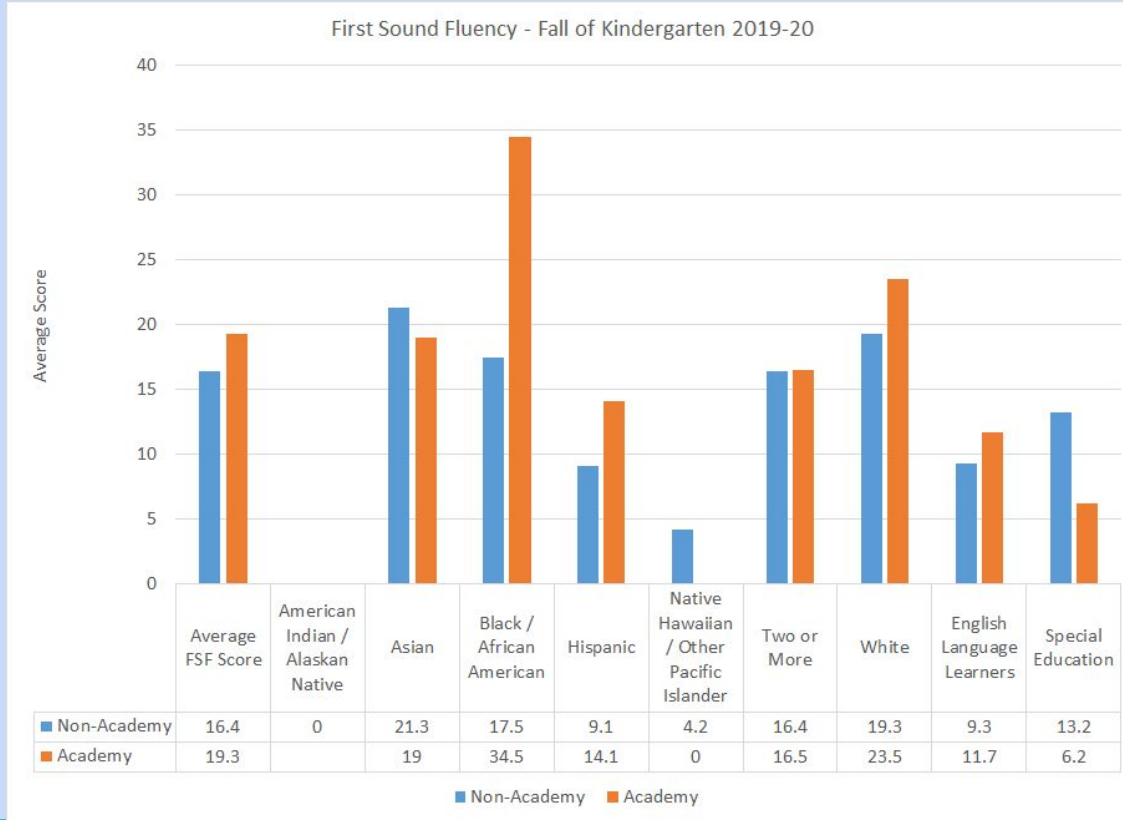


# Student Achievement Data-PreK vs. No PreK





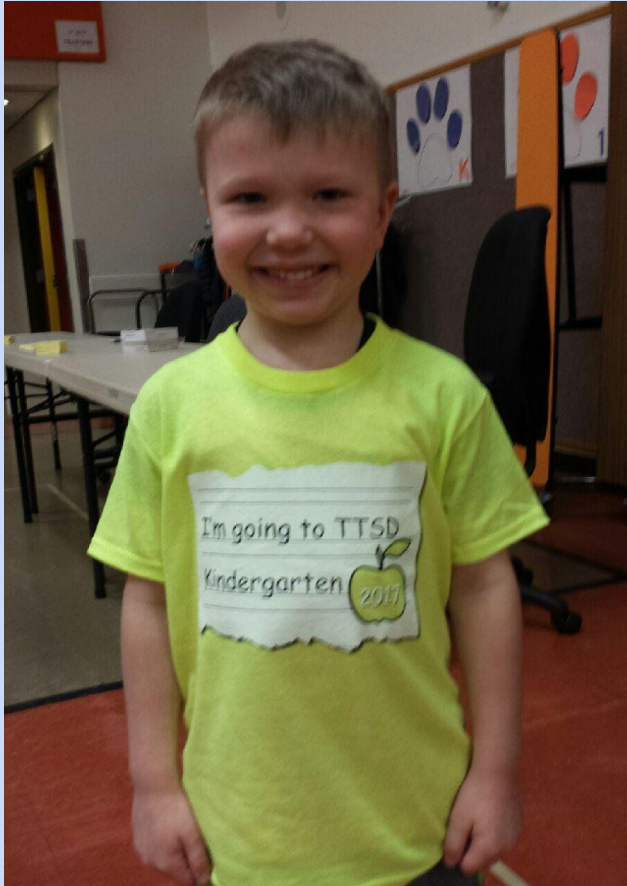
# Student Achievement Data-Race & Ethnicity, Language, and SpEd



# Where it all began...

- Students were arriving to kindergarten without the self regulation and social skills necessary to be successful learners .
- Some children have limited or no access to preschool programming that helps them build social skills and learn basic school routines and procedures.

# TTSD Summer Kindergarten Academy



- Offered at 6 out of 10 elementary schools in TTSD
- 4 hours per day, 4 days a week for 4 weeks
- NEW: accelerated letter sound pacing to align to new TTSD Kinder literacy pacing
- Early Literacy, early math skills, SEL and self-regulation skills taught in cohesion with classroom and school wide routines and procedures

# Sample Master Schedule

- Literacy 45 min whole group and 30 min small group daily
- Math 45 min daily
- SEL/Self-Reg 45 min daily
- Schoolwide routines such as arrival, breakfast, recess, lunch, and dismissal for 55 minutes total

	Eng 1	Eng 2	TWI 1	TWI 2	Assistant Schedule
8:00-8:05	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:05-8:10	Arrival	Arrival	Arrival	Arrival	Arrival
8:10-8:15					Teacher Prep
8:15-8:20	Transition	Transition	Transition	Transition	Transition
8:20-8:25	SEL	Reading	SEL	Reading	Reading
8:25-8:30	Self	Intervention/	Self	Intervention/	Intervention/
8:30-8:35	Regulation	Small group	Regulation	Small group	Small group
8:35-8:40	30 min	Instruction	30 min	Instruction	Instruction
8:40-8:45		30 min		30 min	30 min
8:45-8:50					
8:50-8:55	Recess	Reading	Recess	Reading	Reading
8:55-9:00	30 min	60 min	30 min	60 min	60 min
9:00-9:05	Reading		Reading		
9:05-9:10	60 min		60 min		
9:10-9:15					
9:15-9:20					
9:20-9:25					
9:25-9:30					
9:30-9:35					Break
9:35-9:40		Recess		Recess	Break
9:40-9:45		30 min		30 min	Break
9:45-9:50	Transition	SEL	Transition	SEL	Transition
9:50-9:55	Reading	Self	Reading	Self	Reading
9:55-10:00	Intervention/	Regulation	Intervention/	Regulation	Intervention/
10:00-10:05	Small group		Small group		Small group
10:05-10:10	Instruction		Instruction		Instruction
10:10-10:15					
10:15-10:20					
10:20-10:25	Transition	Transition	Transition	Transition	Transition
10:25-10:30	Math	Math	Math	Math	IA Intervention
10:30-10:35	45 min	45 min	45 min	45 min	Prep
10:35-10:40					
10:40-10:45					Math
10:45-10:50					
10:50-10:55					
10:55-11:00					
11:00-11:05					
11:05-11:10					
11:10-11:15	Transition	Transition	Transition	Transition	Transition
11:15-11:20	Lunch	Lunch	Lunch	Lunch	Lunch
11:20-11:25					Teacher Prep
11:25-11:30					
11:30-11:35					
11:35-11:40	SEL	SEL	SEL	SEL	SEL
11:40-11:45	Closing	Closing	Closing	Closing	Closing
11:45-11:50					
11:50-11:55	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
11:55-12:00	Buses Leave	Buses Leave	Buses Leave	Buses Leave	Buses Leave



# Staffing

- Certified Kindergarten Teachers
- Instructional Assistants
- Family Liaison/Counselor
- Site Coordinator
- Instructional coordinator

# Priority Enrollment and Outreach

- Kinder Registration Early
- Spread the word!
- New - 1 page interest form with database and family response
- Community partnerships including DHS, Latino Network, Washington County Libraries, etc help spread the word
- Tours and visits for neighboring preschool programs



# Kinder Kick Off:



Welcome Kinder Families!

**Metzger Kinder Kick Off**  
**Thursday, May 24th**  
**5:30-6:30 pm**

- Oregon Early Learning Standards with major emphasis on self-regulation
- Family bus ride and attendance talk
- Classroom experience, free book, popsicles, and play time outside

A glass jar is tipped over, spilling a large amount of golden glitter onto a pink background. The glitter is piled up in the foreground, creating a shimmering, textured surface. The background is a solid, vibrant pink color. The text "Site-based Success" is written in white, bold, sans-serif font in the upper right corner of the image.

**Site-based Success**



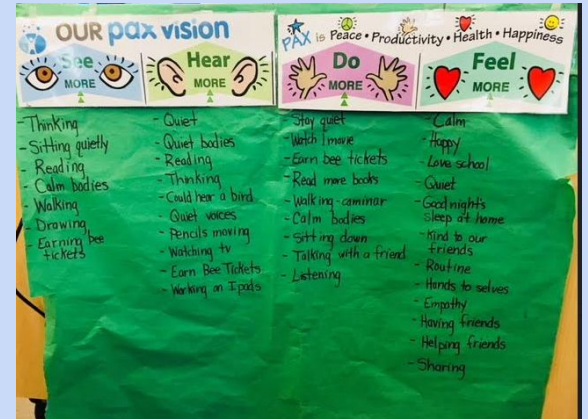
# SEL Programming and Support

Assessment and monitoring progress

GEM

PAX

Second Step



# SEL

Role of Counselor

Students who need more, get more...

# Reading - The Role of the Literacy Specialist

- Promoting registration
- Helping to identify students for priority enrollment
- Coordination of services for students with IEPs and/or IFSPs
- Prepping intervention curriculum (ERI) for small group instruction

# Reading - Core Instruction

- **Phonemic Awareness**  
Heggerty
- **Explicit Phonics**  
ECRI: m, p, f, c, a, s, t, d
- **Explicit Sight Words**  
I, like, the, and
- **Encoding**  
I like \_\_\_\_\_.  
I like the \_\_\_\_\_.  
I like the \_\_\_\_\_ and \_\_\_\_\_.



- **Blending**  
Dictation with CVC words  
Ex. sat, pat, map, tap, fat, cat
- **Read Aloud with Comprehension Focus**
- **Name Writing**



# Reading - Assessment

## First Sound Fluency (FSF)

- Measures Phonemic Awareness skills
- One-Minute Probe

Administered to students at the beginning and end of Summer Academy

### 1 Acadience First Sound Fluency Grade K/Benchmark 1

Test Items	Correct/2 points	Correct/1 point		Incorrect
1. laughed	/l/	/la/		0
2. pine	/p/	/pie/		0
3. skirt	/s/	/sk/	/sker/	0
4. flag	/f/	/fi/	/fla/	0
5. rang	/r/	/ra/		0
6. crow	/k/	/kr/		0
7. hide	/h/	/hie/		0
8. blame	/b/	/bl/	/blai/	0
9. deck	/d/	/de/		0
10. crab	/k/	/kr/	/kra/	0
11. bright	/b/	/br/	/brie/	0
12. knock	/n/	/no/		0
13. trash	/t/	/tr/	/tra/	0
14. list	/l/	/li/		0
15. spring	/s/	/sp/	/spr/ /spri/	0
16. chief	/ch/	/chea/		0
17. grand	/g/	/gr/	/gra/	0
18. sweat	/s/	/sw/	/swe/	0
19. shelf	/sh/	/she/		0
20. heard	/h/	/her/		0
21. crisp	/k/	/kr/	/kri/	0
22. plow	/p/	/pl/		0
23. hat	/h/	/ha/		0
24. sad	/s/	/sa/		0
25. swan	/s/	/sw/	/swo/	0
26. voice	/v/	/voy/		0
27. grapes	/g/	/gr/	/grai/	0
28. shell	/sh/	/she/		0
29. top	/t/	/to/		0
30. steal	/s/	/st/	/stea/	0

2-pt responses: \_\_\_\_\_

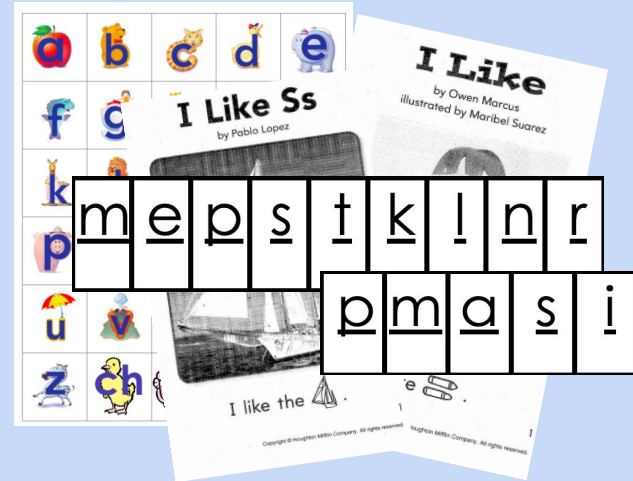
x 2: \_\_\_\_\_ + 1-pt responses: \_\_\_\_\_ = Total: \_\_\_\_\_

# Reading - Small Group Differentiation

**First Sound Fluency was used to determine initial small group placement**

Below Level	Less than 10 First Sounds
Strategic Level	11- 19 First Sounds
Beyond Level	20 or More First Sounds

**Early Reading  
Intervention (ERI)**



**Word Builders, Alphafriends,  
Decodable Books**

# Math - Core Programming



## Vocabulary

Circle	Rectangle
Count	Same
Different	Sort
Less	Square
More	Triangle
Pattern	One - Twenty

## Learning Targets:

- I can count to 20
- I know how many when I look at groups of 5.
- I can count things to 10, one by one.
- I can count and tell how many up to 10.
- I can tell if a group has more or less than another group.
- I can match a group of things to a number up to 5.
- I can write some numbers to 10.
- I can name and make patterns.
- I can sort shapes to know more and less and same and different.
- I can name a circle, square, triangle, and rectangle
- I can follow directions of how to move my body.

# Math - Daily Components

DAILY COMPONENTS	PACING
SONG	5 MINUTES
NUMBER OF THE DAY	5 MINUTES
PUZZLED PENGUIN	5 MINUTES
MATH DETECTIVE	10 MINUTES
GAME	10 MINUTES
MATH PUZZLE	10 MINUTES
SMALL GROUP TIME	15 MINUTES



## Changes for Next Year

- More Small Group Time



# Math - Assessment

## Early Learning Math Assessment

- Same Pre/Post assessment was given on the first and last day
- Designed to assess the selected learning targets

## CBM - Missing Number

- Students Identify a missing number in a 4-number sequence
- 1-minute probe
- Used to monitor student progress throughout Kindergarten

**EARLY LEARNING MATH ASSESSMENT**

STUDENT NAME: \_\_\_\_\_ SCHOOL SITE: \_\_\_\_\_  
 STUDENT ID: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT SCORE OUT OF 17:

ITEM	SCORING	STUDENT SCORE
<p><b>USE THE INEQUA</b>            *USING PICTURE            *POINT TO THE 6!            *APUNTA AL 6!            *USING PICTURE            *POINT TO THE 6!            *APUNTA AL 6!            *USING PICTURE            *POINT TO THE 6!            *APUNTA AL 6!  <b>USE THE NUMBER!</b>            SHOW THE STUDENT            TELL THEM HOW!            *POINT TO THE 11!            *APUNTA AL 11!            (SAY THE NUMBER            REPEAT TWICE N            OF OBJECTS EACH</p>	<p>ASK THE STUDENT TO START COUNTING AT 1 AND COUNT AS HIGH AS THEY WANT. STOP THEM IF THEY GET TO 100. RECORD THE NUMBER FOR HOW HIGH THEY COUNT WITHOUT MISSING NUMBERS OR SAYING INCORRECT NUMBERS.  <b>*COUNT FOR ME. START AT 1!            *CUENTA, EMPIEZA CON 1!</b></p> <p>STUDENT EARNS 1 POINT FOR SUCCESSFULLY COUNTING TO 20.  <b>RECORD THAT NUMBER HERE:</b>  <input style="width: 40px; height: 40px;" type="text"/></p>	<p>____ out of 1</p>
<p>USE 10 MANIPULATIVES. SAY,  <b>*CAN YOU COUNT THESE?            *¿PUEDES CONTAR ESTOS?</b>            (1-1 CORRESPONDENCE. THE STUDENT SHOULD MATCH THE COUNTING NAME TO THE ITEM FOR 10 ITEMS.)</p>	<p>STUDENT EARNS 1 POINT FOR SUCCESSFULLY DEMONSTRATING 1-1 CORRESPONDENCE WITHOUT MISTAKES. (STUDENT MAY TOUCH OBJECTS)</p>	<p>____ out of 1</p>
<p>WHEN SHOWING THE STUDENT A COLLECTION OF MANIPULATIVES (UP TO 10) ASK  <b>*HOW MANY?            *¿CUÁNTOS HAY?</b>            CHANGE THE AMOUNT (STILL WITHIN 10) AND ASK AGAIN. REPEAT THE PROCESS ONE FINAL TIME.</p>	<p>STUDENT EARNS 1 POINT FOR EACH CORRECT IDENTIFICATION OF QUANTITY. STUDENTS MAY TOUCH OR MOVE THE OBJECTS TO COUNT.</p>	<p>____ out of 3</p>
<p>PLACE A GROUP OF 10 VARIOUS MANIPULATIVES IN FRONT OF THE CHILD. SAY,  <b>*SORT THESE!            *AGRUPA LOS _____</b>            WHEN THE CHILD IS FINISHED, SAY,  <b>*HOW SORT THEM A DIFFERENT WAY.            *AHORA AGRUPALOS DE OTRA MANERA!</b></p>	<p>STUDENT EARNS 1 POINT FOR EACH VALID WAY SORTED (FOR EXAMPLE: SORTING ALL ITEMS BY SIZE IS 1 POINT, SORTING ALL ITEMS BY COLOR IS 1 POINT, SORTING ALL ITEMS BY TYPE IS 1 POINT)</p>	<p>____ out of 2</p>

# Family engagement

- Connect with families
- Attendance support
- Share resources
- Support in the classrooms
- Host family engagement meetings with help from the community
  - Welcome to school - Principal
  - Outdoor play safety - Tigard Safe Routes to school
  - Early Literacy - Public Library
  - Picky eaters - OSU
  - Learning & Fun through music - Liaison
  - Gym (Gross motor skills)
  - Celebration

# Blending Funds

Coming Soon...SSA



Title IV

Title I

General

Title IIA

ESD Credits

# Q and A

Thank you for joining us!