



I will thrive

## TEACHERS

Kennebunk Elementary School staff has received intensive training in the Kindergarten Jump Start program (KJS). Six trained teachers from RSU21 will be implementing the program.

We provide three classrooms with a maximum of 15 students in each room. The teachers instruct rich literacy experiences for each student and track student successes throughout the 25 days.

Our program director will also participate by supporting the teachers and students. She also serves as the contact person for parents. Please contact Lyn Smith if you have any further questions:

[lsmith@rsu21.net](mailto:lsmith@rsu21.net)



I will lead

## PROGRAM

### INFORMATION

**When does the program start and end?**

The program starts Monday, July 6th and ends Friday, August 7th. Each week will run Monday through Friday from 8:00-12:00 for a total of 25 days. Parents/Guardians will be responsible for transportation.

**What should my child bring?**

Each student should wear comfortable clothes and shoes.

Everyone should bring a generous snack and drink. Please apply sunscreen at home if desired.

**How much does the program cost?**

There is NO cost to you. RSU 21 pays for the program.



I will flourish

## KJS

Kindergarten Jump Start



**A literacy program proven to help young learners reach their potential!**

To hear the evidence from teachers and parents on the success of this program, type "Jumpstart" in the search bar then click the video.

<http://rsu14.eduvisiontv/default.aspx>

## PROGRAM

## SPECIFICS

The KJS program will be located at Kennebunk Elementary School. KJS gives students a needed boost prior to beginning school in the fall.



During the KJS summer experience, the name of the game is rigor! We tap into each child's energy level and spirit to teach children to learn. Students will learn foundational literacy skills in order to be reading ready by the fall. They will also learn the routines commonly found in kindergarten.

## WHY SHOULD MY CHILD ATTEND?

The mission of RSU 21 is to ensure that all students can be successful learners.

During KJS, we learn about your child's strengths and areas of need. Using this information, we can provide instructional

opportunities to help boost your child's confidence and skills prior to the start of kindergarten.

The KJS program was designed toward having students practice making permanent and correct literacy pathways.

The program will be centrally located at Kennebunk Elementary School. This will allow your student to enter the school community early and get a great start in Kindergarten while they practice key literacy skills.

Parents will also have a chance to interact with school staff and administration and develop a relationship that will grow as your child moves through school.

Together we can work to ensure that your child experiences a great start to their first year of public school.



## Update: Kindergarten Jump Start students: Summer 2014

18 KES, 3 KCS & 2 MLD students attended KJS summer 2014  
A total of 23 RSU21 students who have just entered 1st grade

### End of Year (Spring) 2015 Kindergarten ASSESSMENT RESULTS

21/23 2014 Jump Start students were assessed using AIMSWEB

2/23 Jump Start students were assessed using DIBELS

- 17/18 (94%) KES students achieved Benchmark for AimsWeb LNF & LSF
- 3/3 (100%) KCS students achieved Benchmark for AimsWeb LNF & LSF
- 2/2 (100%) MLD students achieved Benchmark on the DIBELS assessment

### Fall 2015 1st grade NWEA Results

23 RSU21 2014 Kindergarten Jump Start students:  
(NWEA target is 50%)

- 66% KES 2014 KJS students exceeded the Fall ELA NWEA target compared to 52% KES first graders.
- 100% KCS 2014 KJS students exceeded the Fall ELA NWEA target compared to 80% KCS first graders.
- 0% MLD 2014 KJS students exceeded the Fall ELA NWEA target compared to 59% MLD first graders.
- 65% RSU21 2014 KJS students exceeded Fall ELA NWEA target compared to 59% RSU21 first graders.

# Kindergarten Jump Start Program

## History of the Program

Four years ago, two friends, Carrie and Audrey, enjoyed a day on the beach and started talking. The discussion, as is often the case with teachers, turned to what a different place the world would be if we didn't have children coming to school behind. What if every child could come to school the first day of kindergarten with the literacy background to match the enthusiasm for learning within their spirit? And there, is where the dream began. Both women decided that if it be could envisioned they would make it happen.

When students had been referred to special education with concerns specific to attention and behavior, a deeper look went into their histories. What we found is that these students had all scored in a range on their kindergarten screening that told the school they were entering behind.

Since knowledge is power, it was time that we put that knowledge into action. We set out to change lives for children and that is exactly what has happened.

The name of the KJS game is rigor! The energy level that every small child brings to the day can generate learning results. The children's spirit is tapped into in big ways. Take a moment and watch a four year old and you know exactly what kind of energy we are talking about!

The program was developed where students receive 100 hours of INTENSIVE literacy instruction BEFORE they enter kindergarten. Each child is asked to use every neuron in their brain to learn. We do not expect them to work on any of the other typical focused upon skills for four and five year olds. Our sole intent is to teach children to learn; specifically literacy skills and strategies. We do not ask students to guess information and then correct it when they make an error.

KJS started four years ago, in Western Maine, with one classroom, two teachers and twelve children. In the second year of implementation, we had grown to three classrooms, six teachers and almost thirty children. We intend to keep growing until we bring every child the opportunity to have their destiny be that they are successful learners and readers.

The vision of KJS has become a reality and for that all involved could not be more proud.

# Kindergarten Jump Start Program

## Mission

The KJS Mission - Quite Simply stated is - everything that is done is done with purpose and precision.

The mission of KJS is to bring a different way of thinking about literacy instruction to young children. The program was developed to incorporate Body Connection learning in which students experience the curriculum learning setting with their entire body in addition to the brain. This idea incorporates and integrates learning throughout the whole body bringing better literacy memory and balance of knowledge for each child.

The KJS mission is accomplished through intensive instruction and focus on excellent teachers teaching. Each instructional segment of the day is delivered with purpose and precision. Practice does not make perfect. Practice makes permanent.

# Kindergarten Jump Start Program Assessment

All great teachers know their students.

With the use of accurate data, it enables teachers to better guide students' learning. and what is believed about children's strengths and weaknesses is defined with more clarity. Through this clarity, learning needs can be more quickly targeted.

Students are referred to KJS through their kindergarten screening measures.

At a minimum, the baseline assessment of knowledge for Letter Sound Fluency (LSF) and Letter Naming Fluency (LNF) should be measured on the first day and on the last day of Kindergarten Jump Start in order to show growth. The program recommends that ongoing measures throughout the 5 weeks are used in order to best target learning intervention needs. This formula for benchmark assessment is accomplished on Day 1 and Day 25 in the KJS program.

In addition, progress monitoring tools for weekly assessment opportunities can also occur. Since LSF and LNF are timed, it is recommended that un-timed measures be implemented as well.

The KJS goal is to have all data measurement be integrated into the learning for all of its students and like everything we do, serve an instructional purpose.

# Kindergarten Jump Start

## Daily Schedule

### **SIGN-IN**

Why we do it ~

The greeting by a teacher sets the learning tone and starts each day with a connection.

### **ILLUSTRATIONS, FACE PAINT**

Why we do it ~

Students learn the purpose illustrations bring to printed material. The experience of drawing helps integrate the use of the right side of the brain while tapping into the left language hemisphere - all at the same time!

### **“WHO LET THE LETTERS OUT” and CHEERS**

Why we do it ~

Brings movement and beat to connect letter sounds and produce a focus of repetition of pattern for sound production.

### **CHORAL READING**

Why we do it ~

To model tone, fluency, and accuracy using familiar and well known print materials.

### **FLUENCY**

Why we do it ~

Fluency has the highest correlation to later academic success. It trains the brain to work quickly to access any and all information

### **BODY LETTERS**

Why we do it ~

Children can conceptualize the letter of the day through gross motor movement and visual perception.

### **SKY WRITING**

Why we do it ~

This fun activity provides gross motor, auditory, and visual input for students through repetition and social connections.

### **“WHO LET THE DOGS OUT”**

Why we do it ~

Just plain fun! This exercise focuses on crossing the mid-line an gross motor integration. Also, makes great articulation practice and auditory memory task.

### **SCAFFOLDING**

Why we do it ~

This activity provides practice writing words and is an essential component for visual integration.

### **THERA PUTTY**

Why we do it ~

Students develop fine motor skills while practicing creating the letter of the day.

### **LAZY 8's**

Why we do it ~

This activity helps with crossing the mid-line and integration of the entire body system of movement.

## **WET-DRY-TRY**

Why we do it ~

It's our acknowledgement of the Handwriting Without Tears elements of this program. It teaches letter formation for students using chalk, blackboards and wet sponges.

## **VISUAL TRACKING**

Why we do it ~

It is known that students who present with early literacy risk or literacy failure have concerns with visual tracking. It is also an area that is a skill that when done daily can most quickly help strengthen ocular muscles.

## **HANDWRITING W/O TEARS FOCUSED LETTER**

Why we do it ~

Total letter immersion; letter sound recognition and the ability to create this letter in isolated print and in words during scaffolding.

## **PRINT EXPLORATION**

Why we do it ~

To understand the importance of print all around and to build later organizational skills needed for school success.

## **BOOK KNOWLEDGE**

Why we do it ~

Concepts about print are an essential developmental component of literacy success.

## **READ-ALOUD**

Why we do it ~

Exposure, immersion, and passion for literacy are the purpose of our read-aloud. It's to instill a love for the well told story and to build comprehension skills!

## **OUTSIDE**

Why we do it ~

A time to play when students select how and what they play.

## **BOOK MAKING**

Why we do it ~

This activity allows students to show creative strengths and reinforce concepts about print expressively.

## **POEM OF THE DAY**

Why we do it ~

The presentation of poetry each day allows the students to experience natural rhyme, and develops phonological awareness.

## **SIGN OUT, HOME/SCHOOL COMMUNICATION FORM, TAKE HOME BAGS**

Why we do it ~

Closure to the day and reinforcement of the child as a learner.



# Kindergarten Jump Start Program

## 2015 Parent Survey- Summary of Information

**Did you and your reader read books that were sent home?**

3 - Sometimes

4 - Often

10 - Always

**Total - 17**

**Did you and your reader use the Home/School Communication form to discuss daily learning?**

5 - Sometimes

5 - Often

7 - Always

**Total - 17**

**Did you find the take home materials helpful?**

All 17 responses to this question replied favorably.

**Are there any other ways that KJS staff could have helped you to provide reading/writing opportunities for your child?**

Out of 17 responses to this question, 16 replied favorably with the following types of responses:

"Fantastic program; Well organized; Fabulous opportunity; Wonderful Staff; Great; Amazing experience; So much fun; Sincere gratitude; Perfect; Phenomenal, Recommended."

(One response spoke to the need for more information on the take home nightly book bags and what was expected from them.)

### **General Comments:**

\*Excellent program and teachers

\*Great program, I have seen tremendous progress in my child, great transition from play-based pre-school to kindergarten.

\*Great program, I have noticed a huge change in my child's literacy abilities, we are thankful this program was available to us.

\*My daughter has enjoyed the KJS program very much, she has shown a lot of growth and improvement in letter/word recognition and enthusiasm toward learning. Thank you for this opportunity.

\*We thought it was great, not just educationally, but socially and emotionally. Thank you.

\*Very impressed with the program. Amazed at what my son has learned in just 5 weeks.

\*I cannot say enough good things about the KJS program. My son loved his teachers who were always happy to see him, friendly, and helpful. He has always been a shy child and handled this program like a champ. This was exactly what he needed to get ready for kindergarten. It helped him acclimate to new kids and new teachers and increased his ability to pay attention for a longer period of time.

\*We thought it was great!

\*We absolutely loved this program. Thank you so much! Our daughter cannot wait to start kindergarten.

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# Kindergarten Jump Start 2015

## July 2015

- KJS includes 100 hours of literacy instruction spread over 5 weeks
- Incoming K students in RSU21 were invited to attend KJS
- Method of invitation:  
Letters w/ follow up phone calls to over 220 incoming RSU21 K students
- Results:  
38 students attended KJS summer 2015  
28 KES; 6 KCS; 3 MLD; 1 student did not enroll in RSU21 fall 2015
- 3 classrooms, 3 Teachers, 3 Ed Techs, 1 Assessment/Data/Program Coordinator
- 18 volunteers: 3 adults, 15 students (5th-10th grade)- total of 526 volunteer hours

### **All KJS students were assessed:**

- Entering the program: 7/6/2015
- End of the program: 8/7/2015

### **KES & KCS students were also assessed:**

- September 2015: entering Kindergarten

### **Assessment used:**

#### **AimsWeb Letter Naming (LNF); AimsWeb Letter Sounds (LSF)**

(AimsWeb is a TIMED (1 minute) standardized tool for assessing Letter Naming and Letter Sound fluency. This assessment tool is built in to the KJS program.

AimsWeb is used to assess Kindergarten students at both KES & KCS.)

### **ASSESSMENT RESULTS:**

**28 KES students; 6 KCS students = 34 of 38 KJS participants**

#### **July 6, 2015:**

- Met LNF fall benchmark: 53% of 34 KCS/KES students; 66% MLD students
- Met LSF fall benchmark: 50% of 34 KCS/KES students; 66% MLD students

#### **August 7, 2015**

- Met LNF fall benchmark: 85% of 34 KCS/KES students; 100% MLD students
- Met LSF benchmark: 100% of 34 KCS/KES students; 100% MLD students

#### **Entering Kindergarten: September 2015**

- Met LNF benchmark: 88% of 34 KCS/KES students
- Met LSF benchmark: 97% of 34 KCS/KES students