



Kindergarten

BOARD REPORT - JANUARY 2026

Multi-Cultural Aspect

Kindergarten vitalizes multiculturalism in a variety of different ways: through language arts and math curriculums, social studies, read alouds, and purposeful play.

- Multiple ethnicities are represented in both our reading and math curriculum characters.
- Each week, writing has a focus book. Many of the books are multicultural and feature different ethnicities and cultures within our society around the world.
- We learn the meaning and importance of different holidays and teach the students about our country's history and importance of people from the past.
 - Thanksgiving (Wampanoag)
 - Holidays Around the World
 - Dr. Martin Luther King Jr. Day
- We read numerous books and many of them depict characters of a variety of cultures and ethnicities.
- Students partake in purposeful play each morning. In many of our play centers, we have dolls or figurines from a variety of cultures.

What Do We Want Students To Learn?

Superkids, our reading curriculum, and Envisions, our math curriculum meet the Nebraska State Standards. In social studies and science, we focus on a variety of themes throughout the year that align with the seasons and holidays. As teachers, we ensure that all standards are being taught. Teachers of our youngest students have an important job that goes beyond academics. We teach social and emotional skills through daily interactions, purposeful play, morning meetings, and modeling.

Our SLO Goals are in the area of phonemic awareness. We chose this area of study because it is the foundation of reading and is of the utmost importance to blossom a successful reader.

How Do We Know Students Are Learning?

We assess our students with classroom assessments monthly. As we learn new skills, more classroom assessments are added. By the end of the year, we assess each student on name writing, letter recognition, letter sounds, rhyming, sight word recognition, blending, segmenting, reading on grade level, number writing, number recognition, counting, addition, subtraction, positions of objects, 2D shapes, 3D shapes, measurement, coins, telling time to the hour, and parts of a digital/analog clock. (See the attached classroom assessment document.) On top of our classroom assessments, we use i-Ready as a district to monitor student progress in the fall, winter, and spring. These assessments are used to differentiate and guide instruction which allows us as teachers to monitor and observe student learning.



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How Do We Respond When Students Are Not Learning?

Data from our classroom and district assessments are used to drive instruction. We track the progress of each student and differentiate our small groups based on their progress. Students that are below proficiency in our district assessments are referred to Title I Reading, math intervention, classroom interventions, and small groups differentiated by skill level.

- i-Ready creates an individualized path for students to intervene at their level. Students complete 30 minutes of this intervention for reading and math weekly.
- Title I Reading is used to support students that are having difficulty in reading. Title I Reading intervention begins in January. Students are taken several times a week to work with a teacher or a trained paraprofessional on reading area weaknesses.
- Small group reading is used to help the students become more fluent in their reading and improve their beginning reading skills. The students are placed in groups of the same skill level and the group is led by a classroom teacher. This allows for student differentiation.
- Math intervention is used to support students that are having difficulty in math. If a teacher has concerns within the first semester, interventions may start.
- Small group math is used to help the students become more independent with their math skills and improve their number sense. The students are placed in groups of the same skill level and are led by a classroom teacher. This allows for student differentiation.

How Do We Extend Or Enrich The Learning For Students Who Exceed Proficiency?

Data from our classroom and district assessments are used to drive instruction. We track the progress of each student and differentiate our small groups based on their progress. Those who exceed proficiency are continuously being challenged in small groups and on their i-Ready individualized path. On top of that, our language arts and math curriculum provide higher level options to challenge students with advanced skills. As teachers we are continuously creating materials based on our students' learning needs.

Other Information

As kindergarten teachers, we are continually seeking out our own professional development, especially when it comes to the Science of Reading. We are continually finding ways to engage our students and make reading fun, hands-on, and meaningful. The Superkids program aligns with the Science of Reading as well as our state standards. It provides us with a variety of resources that excite the students: consumable books with captivating characters, intriguing songs that reinforce each week's skill, and manipulatives that provide explicit, meaningful instruction.

As a team, we are so grateful that the district values purposeful play and the chance to let kids be kids. So much learning, real-life problem solving, and relationship building happens during those 30 minutes. Our classrooms may not be quiet, but the students are always engaged in learning and are growing as little humans. In addition to play centers, our students also get to play with independent academic activities during our small group reading and math stations.