

Preschool Board Report, January 2026

Specifics:

We currently have 20 students in the preschool program. 2 of those students are in special education while the other 18 are typically developing peers. 7 of the students are three or four years old so will be returning next year. The other 13 students will all be transitioning to Kindergarten in the fall.

We currently have 3 students receiving home based services.

I. Multi-Cultural Aspect:

Students in the preschool program have many opportunities to be exposed to different cultures and abilities. We read a variety of books and discuss different types of cultures. Our curriculum, Creative Curriculum has many songs and books that help teach this. We also have dolls and other toys that represent different races that the children play with. Since many of the students in the preschool program have a verified disability all the students are exposed all the time to differences in learning.

II. What do we want students to learn?

The primary goals of the preschool classroom involve:

- A. Develop life skills and self help skills such as putting a coat on, using a spoon, clean up toys.
- B. Develop fine motor skills to help them learn to write their name, hold a pencil, use scissors.
- C. Develop academic skills from writing their name, counting, knowing letters, etc.
- D. Develop listening and following direction skills
- E. Develop communication skills like talking to students when they are upset, taking turns, using manners, etc.
- F. Develop social emotional skills, playing with other kids, following directions from adults, etc.

GOLD

I am using the Teaching Strategies Gold Assessment to document and verify student progress. I also track students progress with those who have IEPs.

III. How do we know students are learning?

We know that students are learning by completing daily documentation and small group activities. The results from the Teaching Strategies Gold rating scales and individual assessments are then used to assess what skills individual students need to work on so that activities can be developed to enhance those skills. Students are also learning through play.

IV. How do we respond when students are not learning?

When students aren't learning, we find a different way to teach them. We use small group activities and hands on activities. We also help them learn through play.

V. How do we extend learning for students?

We extend learning for students by having different activities for them to do. We meet them where they are at. For example, if a student is just starting out to write their name, we would have them trace it first. Then we would have them try and write it. Some students are writing their names in all capital, backwards, I have activities that help them write their name the “correct” way so that they are hopefully ready for kindergarten.

VI. Other Information

Students are learning, whether that would be through play, small group activities, outside, music and movement, etc. It is awesome to see how far they have come this 1st semester. It is also cool to see the older kids play with the younger kids and teach them things.

Submitted by Anna Hornung ECSE teacher