



BOARD MEETING MEMORANDUM

Board Meeting Date: April 07, 2026
From: Anita Hernandez, Director of Curriculum & Instruction
Re: Kindergarten Program Updates
Agenda Location: Informational & Discussion

Rationale

District 34 is strengthening its kindergarten program beginning in SY 2026–2027 to prepare for the Early Learning Center opening in Fall 2027. Currently, variation in materials, structures, and instructional practices across buildings results in inconsistent student experiences and readiness levels.

Planned enhancements focus on creating a more aligned and developmentally appropriate program through an ELA curriculum pilot, expanded LETRS training, refined assessment and screening practices, ongoing Developmental Appropriate Practices (DAP) professional learning, and the inclusion of 30 minutes of purposeful play in the daily schedule. These efforts ensure all students enter first grade with a strong and consistent foundation.

Alignment with District Goals

- GVC: ELA pilot establishes consistent access to standards-aligned instruction
- Instructional Excellence: DAP, LETRS, and purposeful play strengthen early learning practices
- Data-Informed Decision Making: Improved screening and assessments support targeted instruction
- Equity: Consistent programming across buildings ensures equitable access
- MTSS: Early identification and intervention reduce future support needs
- Future Readiness: Prepares for a unified Early Learning Center model in SY 2027–2028

Evidence-Based Rationale

Research shows that aligned, developmentally appropriate kindergarten experiences significantly improve long-term outcomes. Structured literacy supports early reading success, while purposeful play strengthens language, problem-solving, and social-emotional skills.

Consistent curriculum and instruction reduce variability and improve equity. Early screening and MTSS practices allow for timely intervention, decreasing the need for intensive supports in later grades.



ANTIOCH COMMUNITY CONSOLIDATED SCHOOL DISTRICT 34

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Program Performance Data

District 34 uses KIDS, FastBridge, NWEA, and local screening tools to monitor readiness across literacy, math, and social-emotional domains.

Local data shows variability in readiness, particularly in literacy and self-regulation, often linked to prior preschool access. Screening systems support early identification and intervention.

Statewide data indicate that only about 30 percent of students enter kindergarten fully ready, reinforcing the need for aligned early learning systems. These findings highlight the importance of strengthening consistency, instruction, and early support.

Recommendation/Motion:

Information & Discussion