



Washington
Kindergarten Inventory
of Developing Skills

Sharing What Works for the Early Learning Collaboration White Pass School District

White Pass School District received a competitive WaKIDS grant for \$4,544.00 to pilot WaKIDS implementation strategies. Approximately \$1,500.00 was used for early learning collaboration. White Pass School District has approximately 26 kindergartners in one school.

STRATEGIES FOR IMPLEMENTATION

Collaboration with preschool programs

Having a free preschool program at our school has been very advantageous for us in creating a smooth transition to WaKIDS. The competitive grant provided our kindergarten teacher release time to visit our preschool program. Time was also allowed after school for her to share with the preschool teachers different strategies they could use to help prepare the four-year-olds for kindergarten. Time was also provided for our kindergarten teacher to connect with our local Head Start program.

INTENDED OUTCOMES

The intended outcome was for the kindergarten teacher to get to know her incoming students by name and learn about their needs. We also envisioned that the preschool programs would gain some strategies from the kindergarten teacher that would result in better alignment with kindergarten.

KEY FACTORS TO MAKE THIS STRATEGY WORK

White Pass School District provided release time for the kindergarten teacher to observe these programs.

LESSONS LEARNED—WHAT WE WOULD DO AGAIN

We used the competitive grant to purchase a new curriculum (Star Fall) for our preschool program that more closely aligns with the kindergarten standards and WaKIDS. We are very happy that we made this purchase.

LESSONS LEARNED—WHAT WE WOULD CHANGE

For the Head Start program, our intention was to get to know the students. Next time, we might want to spend some time with the teachers, sharing with them the kindergarten standards and a little bit about the WaKIDS assessment. With them knowing more about kindergarten curriculum and instruction-- including academics, routines, and social/behavior skills-- they can give these students a huge head start.

BENEFIT(S) OR PAYOFF OF USING THIS STRATEGY

There were several benefits of using this strategy. First, our kindergarten teacher has stated that she was given a head start with the students by knowing them prior to school starting. She knew about the students' areas of strength and challenge. Another benefit was that we were able to strengthen the relationship with the Head Start Program and provide the preschool programs with tools and strategies to strengthen the specific pre-kindergarten skills. As our preschool program now has an aligned curriculum, we have found that more of our students last year and this year are coming in with skills appropriate for their age.

WHAT WE WOULD ENCOURAGE OTHER DISTRICTS TO CONSIDER IF THEY ADAPT THIS STRATEGY

Whether or not the district has its own free preschool program, I would encourage the kindergarten teachers to have this opportunity to learn about their incoming students prior to school starting. This can occur through observation or even through meeting with the preschool teachers.

KEY COSTS TO IMPLEMENT

The costs included providing a substitute for the classroom to allow the teacher the needed release time. We also purchased a new curriculum for our preschool program.

ABSENT AN EXTERNAL GRANT, RESOURCES THAT CAN HELP

If funds are not available for a substitute for the kindergarten teacher, it would also be beneficial if the teacher would have communication with the preschool teachers of the incoming students.

FOR MORE INFORMATION, CONTACT

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