

## Early Childhood Research-Based Practice

### Model Name: Toppenish School District Preschool

#### Description:

The Toppenish School District Preschool began its program in the Fall of 2005 with an enrollment of 80 four-year olds. This preschool program is open to all children who reside within the Toppenish Community. The program includes the Open Court Pre-K curriculum which directly aligns with both the district reading curriculum and the Washington State Early Learning Benchmarks, as well as meets the need to provide an explicit, systematic approach to early literacy instruction. The program also uses the Creative Curriculum, a nationally utilized preschool curriculum that provides children the opportunity to grow in all four domains of learning: physical, cognitive, social emotional, and language development. In the Fall of 2006, the TSD Developmental Preschool was dissolved and children with special needs are now integrated into the mainstream preschool classrooms. In addition, we added two 3 year old sessions, increasing our enrollment to over 100 children.

#### Current Outcomes:

Student progress in literacy and math is measured weekly using teacher-developed assessments and daily observations based on the Washington State Early Learning Benchmarks and the Creative Curriculum objectives. At the end of the 2005-06 school year all literacy progress was measured using the Fifth Edition of the DIBELS assessment. The baseline outcomes for students entering Kindergarten on benchmark were:

- Alphabetic Knowledge: 80%
- Phonological Awareness: 43%

#### Projected Outcomes:

The goal for the 2006-2007 school year is to increase the number of students entering kindergarten on benchmark to:

- Alphabetic Knowledge: 85%
- Phonological Awareness: 70%

The long-term goal is for all third grade students to be reading on grade level.

#### Research and/or Bibliographies:

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.  
Bruster, PhD. Bonnie B. & Osborn, M. Ed., (2001). *Put reading first kindergarten through grade 3 & put reading first, preschool through grade 3*. National Institute of Literacy: US Department of Education.  
Boeck, D.; Bredekamp, S.; Copple, C. (eds). (1997). *Developmentally appropriate practice in early childhood programs (rev. ed.)*. Washington DC: National Association for the Education of Young Children.  
Trister Dodge, D.; Colker, L.; Heroman, C. (2002). *The creative curriculum for preschool, 4<sup>th</sup> ed*. Washington, DC: Teaching Strategies.  
Snow, C.E.; Burns, M.S.; Griffin, P. (eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC.: National Academy Press.

#### The Model:

is currently being used by (program name): Toppenish School District

is not currently in use but with additional funding would be considered for use by \_\_\_\_\_

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