

# Explicit & Systematic Literacy Instruction in Preschool is the Foundation of K-3 Achievement

## Youngstown City School District:

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# Agenda:

1. Our Story
2. Historical Data
3. Professional Learning
4. Instructional Changes in 21/22
5. Instructional Changes 22/23
6. Recent Data
7. Impact and Connections to Kindergarten
8. Next Steps for Continued Improvement
9. Funding Sources



# YCSD: The Science of Reading & Explicit Instruction

A story told by data...

Join us to Learn about:

- 1) Tier 1 Instructional Change Initiative
- 2) Professional Learning
- 3) Data representations & improvement
- 4) Vertical Alignment across grade levels
- 5) Funding sources
- 6) Next steps



# Historical Data- Where we were

- ▷ 2018-2019 MOY
  - Uppercase- 23% Secure
  - Lower-15% Secure
  - Sounds-11% Secure
- ▷ 2020-2021 EOY
  - Onset Fluency-31% Secure
  - Overall- 19% Secure



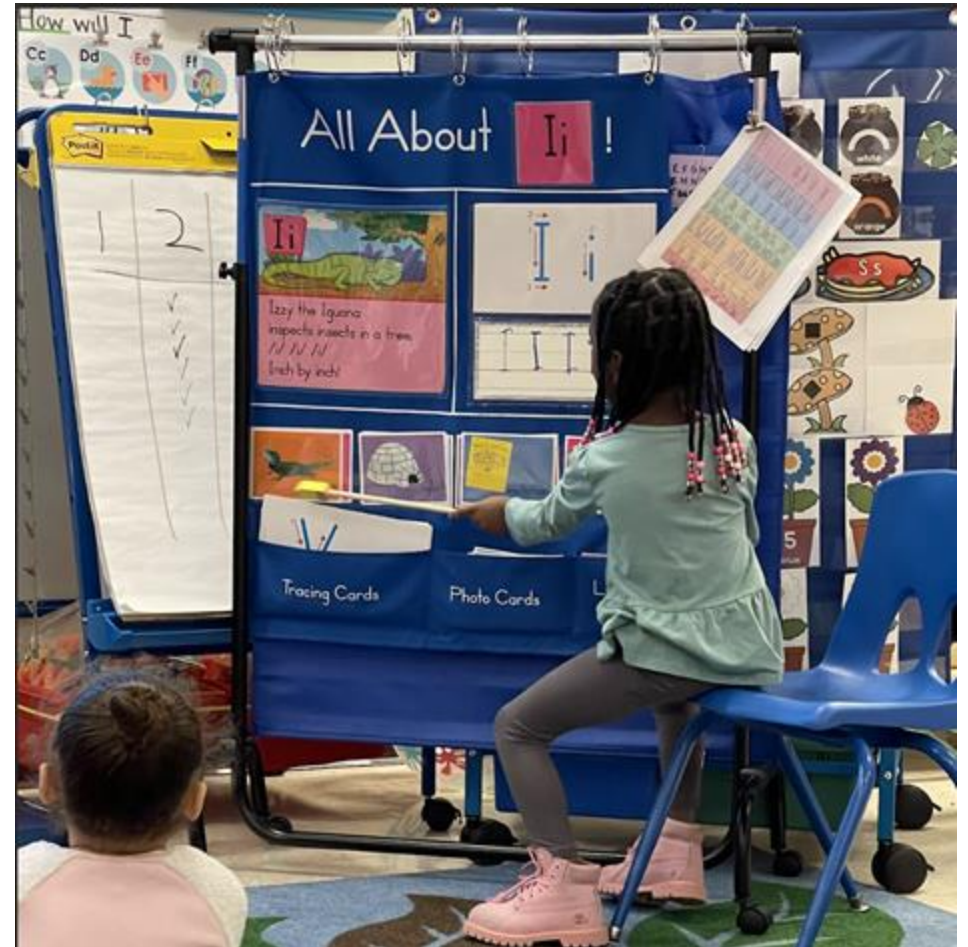
# Enhancement of Professional Learning

- ▷ LETRS
- ▷ Preschool Early Literacy Indicators Assessment (PELI)
- ▷ Read Aloud PD
- ▷ Science of Reading/Literacy PD for coaches and supervisors
- ▷ Vocabulary Routines
- ▷ Data Dives
- ▷ Decision Rules
- ▷ Launchpad Training and Models



# Instructional Changes 21/22

- ▷ Implemented All About Letters - 1 letter per week
- ▷ Adopted PELI
- ▷ TBT
- ▷ Introduced Decision Rules
- ▷ Brought in Literacy Kits



# All About Letters

An illustration of our process



# Instructional Changes 22/23

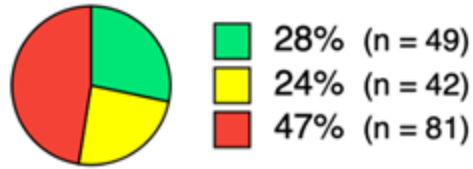
- ▷ Explicit Letter Instruction
  - (All About Letters) 1 letter per day
- ▷ Adoption of Launchpad
- ▷ Started using a 23-24 Pacing Guide
- ▷ Data Collection
  - Progress Monitoring
  - Restructured TBT
    - Intervention MOY
    - Focused Interventions on Decision Rules
- ▷ Strategies focused on Literacy Kits items
- ▷ Walkthrough/Instructional Fidelity Tools



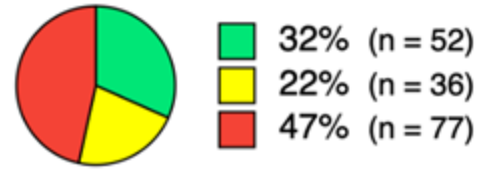


# Comparison in AK between 21/22 and 23/24

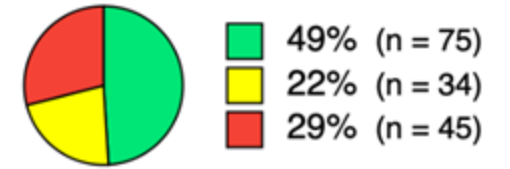
## Alphabet Knowledge Total Score



Number of Students = 172  
 Average = 5.4  
 Standard Deviation = 7.7  
 Score Range = 0 to 26

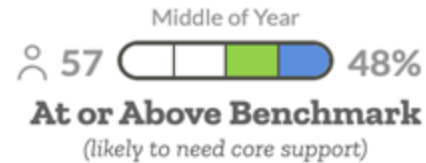
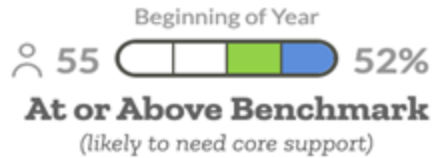


Number of Students = 165  
 Average = 11.4  
 Standard Deviation = 9.1  
 Score Range = 0 to 26



Number of Students = 154  
 Average = 18.5  
 Standard Deviation = 8.1  
 Score Range = 0 to 26

2021 - 2022  
 4/5 year  
 olds



105



120



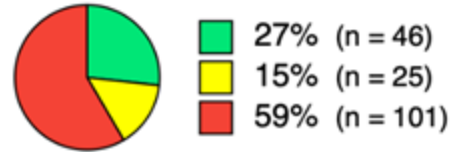
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2023 -  
 2024  
 4/5 year  
 olds

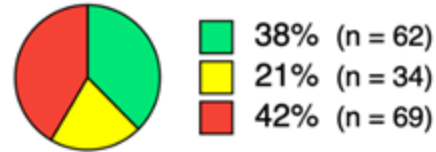


# Comparison in PA between 21/22 and 23/24

## Phonological Awareness Total Score



Number of Students = 172  
 Average = 2.6  
 Standard Deviation = 4.2  
 Score Range = 0 to 15



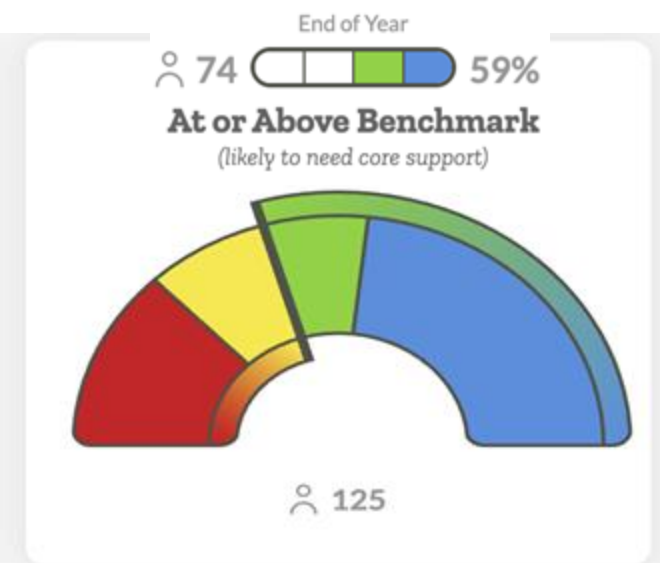
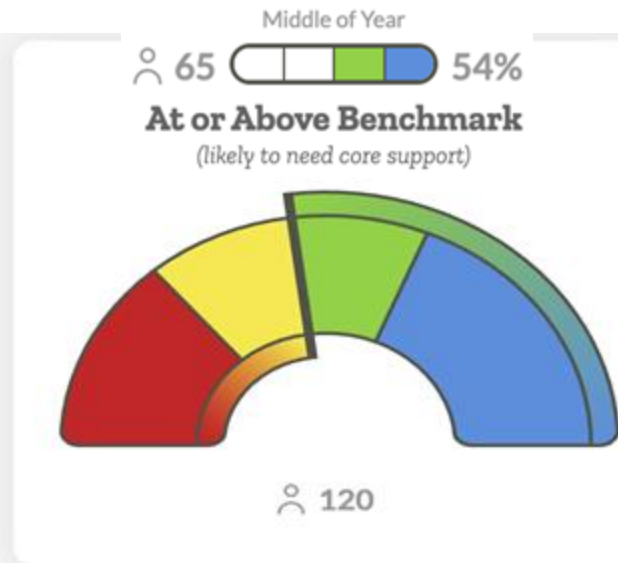
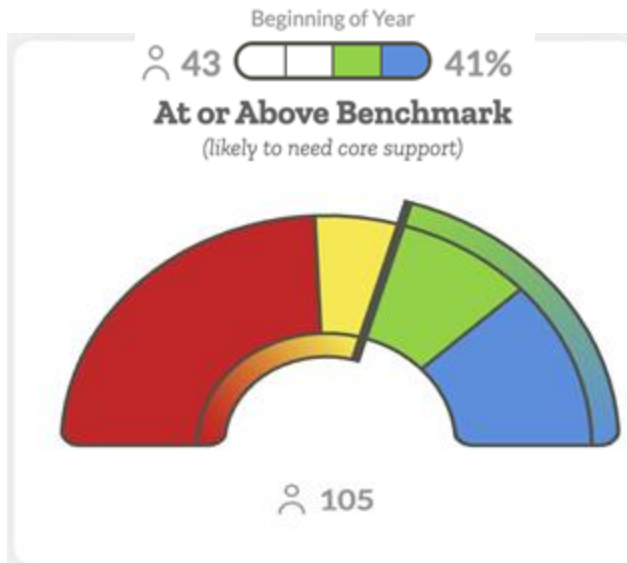
Number of Students = 165  
 Average = 6.2  
 Standard Deviation = 5.5  
 Score Range = 0 to 15



Number of Students = 154  
 Average = 9.9  
 Standard Deviation = 5.5  
 Score Range = 0 to 15

2021 - 2022  
 4/5 year  
 olds

2023-2024  
 4/5 year  
 olds



# Instructional Changes 23/24

- ▷ Vocabulary Committee
  - Included teachers for input
- ▷ Explicit Vocabulary Routine
  - Using STAR books
  - Added additional play based activities
- ▷ Implemented Newest Edition of Heggerty Manual
- ▷ Continued Launchpad and All About Letters
- ▷ Continued targeted fidelity walkthroughs
- ▷ Updating Decision Rules



# Vocabulary Routine Example

## farmer /f/

\*clap or stomp syllables\*

**farmer:** a person who owns or manages a farm

Example: The **farmer** went out to feed the cows.



Activities to involve the vocabulary word into your day:

- Post the word and a picture in the classroom and/or add a picture and the word to your writing center
- Set up a farming center during choice time
- Include farmer and farm animal toys for free play
- Add a farmer costume in dramatic play
- The Farmer In The Dell" song
- "Bingo" song
- Using a video to make the connection to farms
- Virtual Field Trip
- Create a "Farm" sensory bin
- Invite a farmer to come to the schools



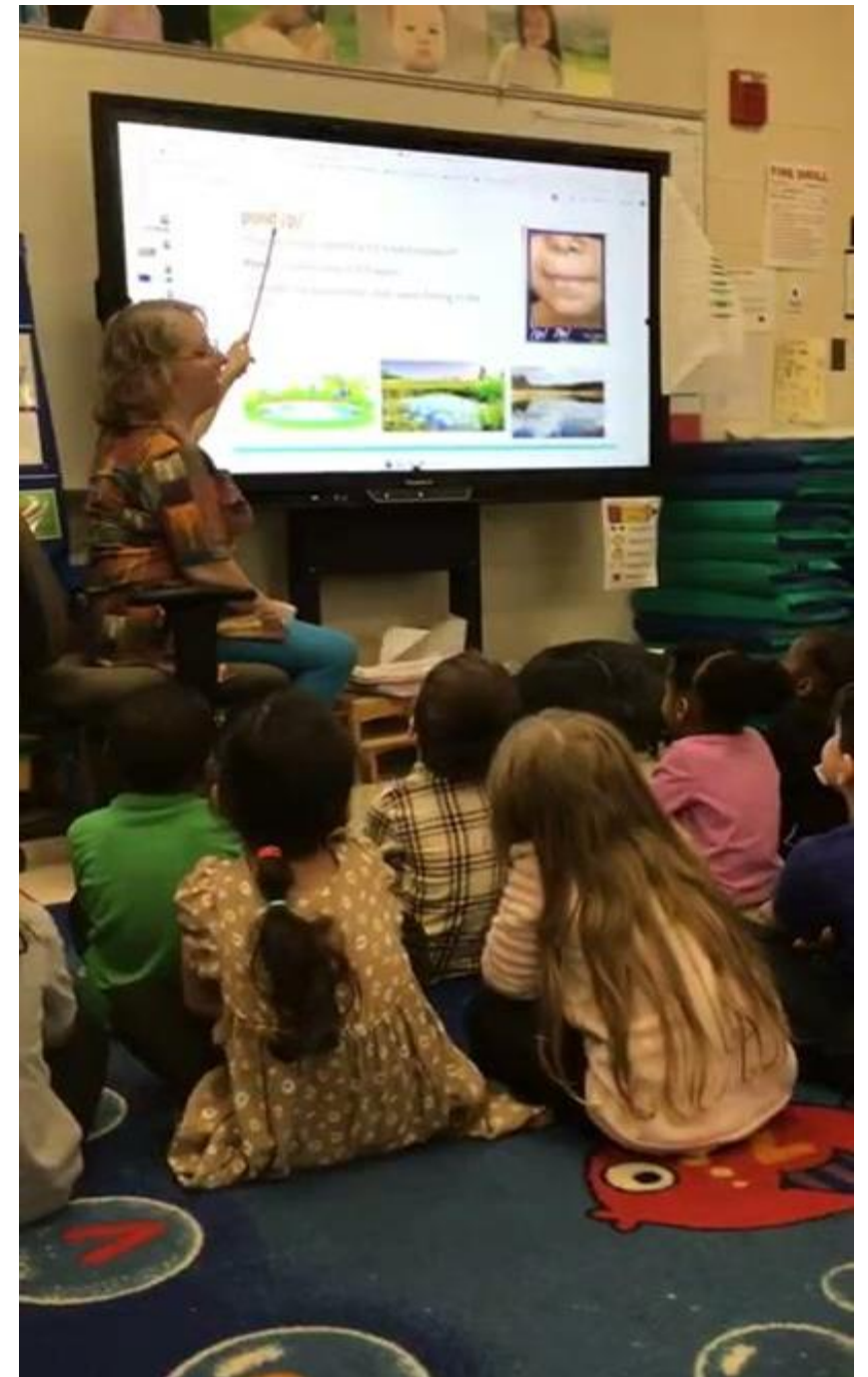
# Explicit Vocabulary Routine

**pond /p/**

\*clap or stomp syllables/1st sound isolation\*

**Pond:** a small body of still water

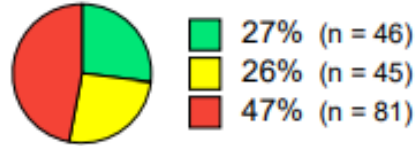
Example: My grandfather and I went fishing in the pond.



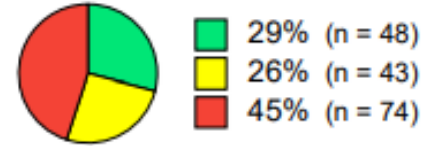
# Comparison in V-OL between 21/22 and 23/24

2021 - 2022  
4/5 year  
olds

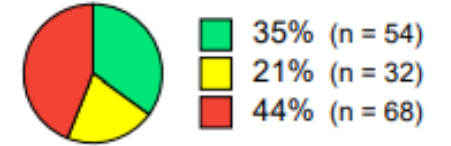
## Vocabulary/Oral Language Total Score



Number of Students = 172  
Average = 12.4  
Standard Deviation = 7.8  
Score Range = 0 to 32



Number of Students = 165  
Average = 15.3  
Standard Deviation = 8.3  
Score Range = 0 to 32

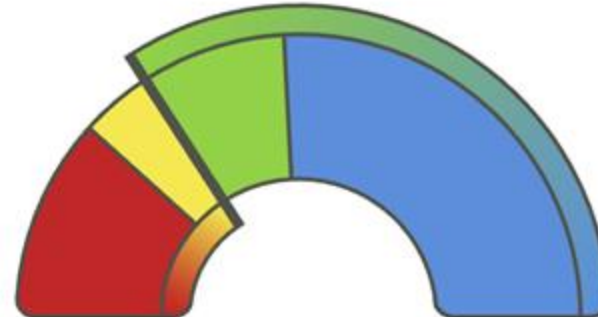
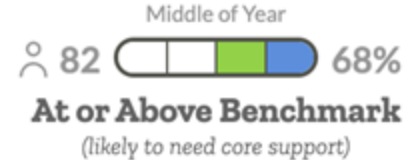


Number of Students = 154  
Average = 19  
Standard Deviation = 8.8  
Score Range = 0 to 35

2023 - 2024  
4/5 year  
olds



105



120



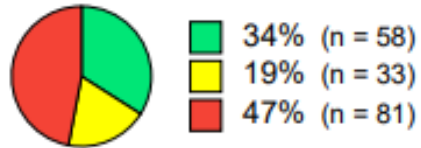
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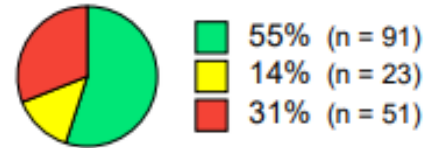
# Comparison in Comprehension 21-22 and 23-24

## Comprehension Total Score

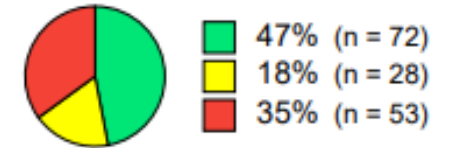
2021 - 2022  
4/5 year  
olds



Number of Students = 172  
Average = 9.1  
Standard Deviation = 6.2  
Score Range = 0 to 22



Number of Students = 165  
Average = 14.3  
Standard Deviation = 6.8  
Score Range = 0 to 23



Number of Students = 153  
Average = 14.8  
Standard Deviation = 6.4  
Score Range = 0 to 23

2023 - 2024  
4/5 year  
olds

### Beginning of Year

Sep 25 - Oct 20, 2023



105

### Middle of Year

Jan 8 - Jan 23, 2024



120

### End of Year

May 6 - May 17, 2024



125



# Connections to Kindergarten

- ▷ Really Great Reading
  - ▷ Acadience and ALO Platform
  - ▷ Intervention Tracker
  - ▷ Intervention Block
  - ▷ Heggerty
  - ▷ Enrichment
    - Letter Naming Fluency
    - Heggerty Assessment
  - ▷ Kid Lips
  - ▷ Letter/Sound Lesson Plan (K intervention)
- ▷ Next Steps:
    - BOY data discussions with K teachers
    - K screening
    - Enrollment from PK to K





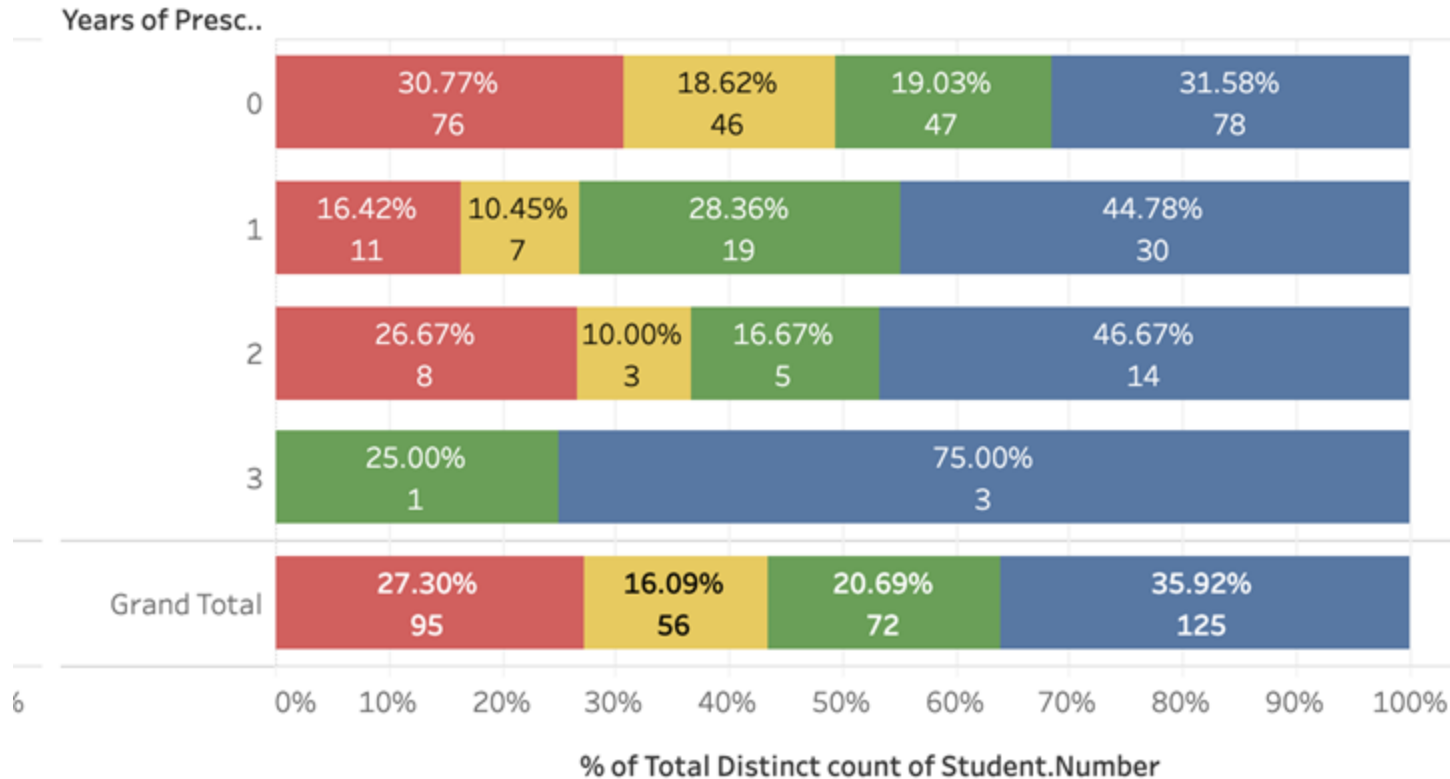
# Preschool Impact on Kindergarten Data - BOY 22/23

	Prek Experience	Red	Yellow	Green	Blue	At or above
Harding	0 years	22%	24%	20%	34%	54%
	1-2 years	8%	8%	38%	46%	84%
Kirkmere	0 years	38%	12%	16%	34%	50%
	1-3 years	9%	26%	17%	48%	65%
MLK	0 years	29%	29%	26%	17%	43%
	1-2 years	32%	11%	37%	21%	58%
Bunn	0 years	31%	12%	23%	35%	58%
	1-2 years	18%	0%	24%	59%	83%
Taft	0 years	47%	20%	16%	16%	32%
	1-2 years	40%	6%	27%	27%	54%
Volney	0 years	6%	13%	16%	65%	81%
	1-3 years	7%	0%	7%	86%	93%



# MOY Kindergarten Impact

KG Students MOY Acadience Performance by Years of YCSD  
Preschool



71% of scholars in YCSD preschool were at or above benchmark at MOY benchmark.

51% were at or above benchmark without YCSD preschool experience.



# Our Next Steps for Continued Improvement

## Focus Area: Special Education Data

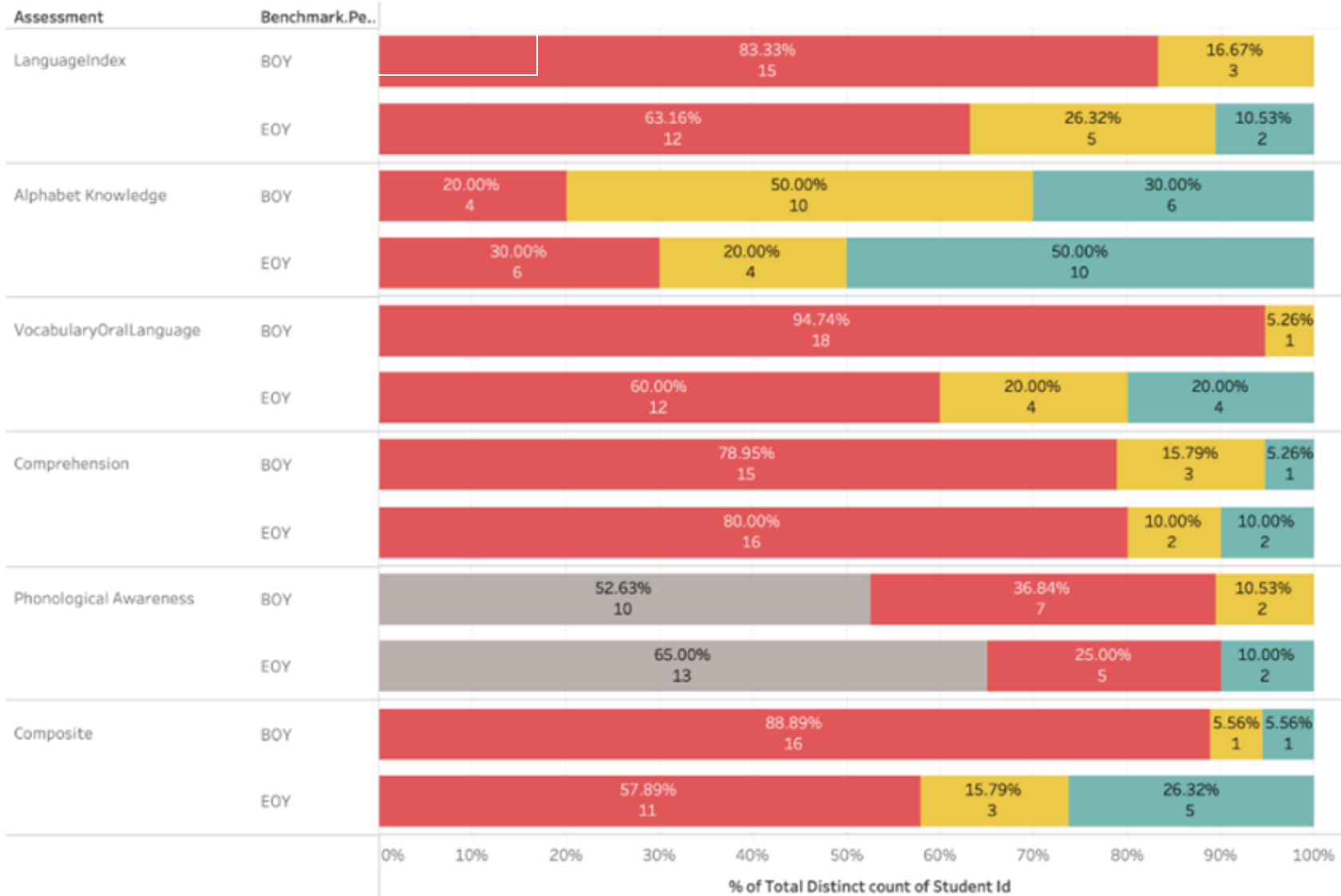
### Beginning Implementation: :

- Special education data trends
- Professional Development
  - Special education support for general education staff
  - The Science of Reading for intervention specialist
  - Making connections with IEP goal writing
  - Tiered instruction
- Special education supervisors diving deeper into data to better support staff
- Intentional collaboration
  - Weekly TBTs including ISs
  - IEP goal writing



# 22-23 SPED PELI Profile

## PELI - SPED BOY - EOY



**Status**

- At Or Above Benchmark
- Below Benchmark
- Well Below Benchmark
- NA



# Our Next Steps for Continued Improvement




Focus Area: Tier 1 instruction

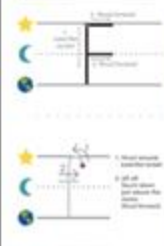

2024/2025 Next Steps::

- Continuation of coaching support
- Continuation of fidelity walkthroughs
- Tier 1 instruction focus in TBTs for BOY
- Monitor instructional effectiveness
- Professional development on Updated Decision Rules
- Professional development on Updated All About Letter Routine



# Updated All About Letters Routine

<p><b>Introduce the Letter</b></p> 	<ul style="list-style-type: none"> <li>Hold up the RGR wall card.</li> </ul> <p>"Today we are going to learn all about the letter Ff. The letter Ff makes the sound /f/ like in the word fish" (use RGR guide word).</p> <ul style="list-style-type: none"> <li>Point to the letter on the phoneme-grapheme card.</li> </ul> <p>"This is the letter Ff:"</p> <ul style="list-style-type: none"> <li>Students repeat the letter name at least 3 times while the teacher is pointing to the grapheme on the card.</li> </ul> <p>"What's the letter?" (students respond "Ff")          "What's the letter?" (students respond "Ff")          "Last time! What's the letter?" (students respond "Ff")</p>
<p><b>Articulation</b></p>  	<ul style="list-style-type: none"> <li>Hold up RGR kid lip card.</li> </ul> <p>"The letter Ff makes the sound /f/. When you make the /f/ sound you rest your top teeth on your bottom lip and quietly blow air through them."</p> <ul style="list-style-type: none"> <li>Teacher will teach the correlating hand motion.</li> </ul> <p><b>I Do:</b> Teacher models the <u>hand motion</u>.</p> <p><b>We Do/You Do:</b> Students practice making letter <u>sound while using hand motion</u> at least 3 times.</p>

<p><b>Letter Features/Formation</b></p> 	<p>Think aloud about the form and shape of the letter.</p> <ul style="list-style-type: none"> <li>Letter features (straight, curved lines, etc)</li> </ul> <p>"Does the uppercase Ff have curved or straight lines? Does the lowercase Ff have curved or straight lines? Does the uppercase Ff and lowercase Ff look the same or different?"</p> <ul style="list-style-type: none"> <li>Model the formation using the RGR verbal pathways while writing it on the chart. Have students sky-write the letter while you write it on the chart.</li> <li>Uppercase Ff</li> </ul> <p>"Land the rocket, Thrust forward, Thrust forward"</p> <ul style="list-style-type: none"> <li>Lowercase Ff</li> </ul> <p>"Thrust around, Land the rocket, Lift off, Touch down just above the moon, Thrust forward"</p>
<p><b>Sound Story</b></p>	<p>Teacher reads the story.          Students join in on the sound line and repeat it twice.          Teacher continues reading the story.</p>
<p><b>First Sound</b></p>	<p>"Here are 4 words that start with the /f/ sound. The first word is _____"</p> <p><b>I Do:</b> Teacher taps &amp; slaps the word.  <b>We Do:</b> Students tap &amp; slap the word with the teacher.          "Now you tap &amp; slap the word with me."  <b>You Do:</b> Students tap &amp; slap the word.          "Your turn to tap and slap the word on your own."</p>
<p><b>Practice During Tier 1 &amp; 2</b></p> 	<p>Have students use the lined Earth, moon, and star papers to write the letter with pencils along with the teacher. Teacher and students write the letter (uppercase &amp; lowercase) 4 - 6 times.</p> <ul style="list-style-type: none"> <li>Uppercase Ff</li> </ul> <p>"Land the rocket, Thrust forward, Thrust forward, Thrust forward"</p> <ul style="list-style-type: none"> <li>Lowercase Ff</li> </ul> <p>"Thrust forward, Stop. Orbit Planet O, Stop."</p>



**BOY:** Tracing the letters with their fingers using a classroom set of letter formation cards.

**MOY:** Tracing the letters with a dry erase marker using a classroom set of letter formation cards.

**EOY:** Writing the letters [Practice Template](#)

**Practice During Tier 2 (small group or individual)**

- Choose a multi-sensory strategy below for guided practice
- While students are forming the letter, have them repeat the letter name & sound multiple times.

Gel paint in a Ziploc bag	Sand/dry jello on a plate	Trace sandpaper letters or gel bead letters
Build <u>letter</u> with straight lines and curved lines using letter construction sets	Paint or bingo daubers to create letters using strokes	Build letters with playdough, sandbox, Wikki Stix, etc.
Write letters using <u>magna doodles</u>	Write letters on <u>white board</u> and erase the target letter using a Q-Tip	Write <u>letter</u> in and, sprinkles, shaving cream, etc.



# Funding Sources: CLSD Grant

- ▷ Literacy Coaches
- ▷ Literacy Kit Materials
- ▷ Professional Learning
- ▷ Community of Practice







