

Assessments and observations as determined by the classroom teachers, including, but not limited to "Treasures" weekly assessments, fluency timings, etc.

Please show the before and after measurements and how academic performance was improved.

The following data comes primarily from Treasures Benchmark tests and running records.

*At the beginning of the 2014-15 school year, of the 83 students, 39 were either below Rebus (non-readers) or on a level 1 (considered Below grade level). When the year ended, there were 0 students on a Rebus or lower, and 0 students on a level 1.

*At the beginning of the 2014-15 school year, of the 83 students, 7 were reading on an Approaching grade level (level 2). At the end of the school year, the lowest reader in first grade had advanced to a level 2 (gaining over a years growth in reading). All other first graders were reading above level 2.

*At the beginning of the 2014-15 school year, of the 83 students, 37 were considered On or Above grade level because they were reading on a level 4 or higher. At the end of the school year only three students were reading on a level 4, and all 3 were non-readers when the year began (reading well below Rebus); 62 students were reading above a level 10, and 52 of those were considered On or Above because they were reading on a level 16 or higher.

Each student in first grade made over a years growth in reading. Even though they were not all on grade level expectation (level 16 or higher) when the year ended, they all gained over a years growth.

Action Plan Steps

This is the Action Plan Steps identified in the plan to reach the goal.

A goal of all students reading on grade level by the end of first grade can seem quite challenging on the surface. However, with the proper background strategies and skills taught thoroughly in preschool and Kindergarten, and by hiring extra staff members to aid the classroom teachers, this goal is within reach. It is our belief that by hiring aides to monitor the whole group while the expert Kindergarten teachers work in small groups or even one-on-one with Kindergarten students, those necessary skills and strategies will be better in place for students to succeed in first grade. We have found that currently over 80% of Kindergarteners (with the help of aides this year purchased by last year's Trustland funds, and a functioning preschool) are already reading on a Level 4 or higher. When a student enters first grade reading on a level 4, he/she has the strategies in place to progress to grade level (at least level 16) by the end of first grade (our goal). When teaching reading comprehension, writing is a valued key component of the learning process that teachers must address as they meet the varied needs and learning styles of the struggling students. It is the collective opinion of the community council that art instruction will motivate young children to write about what they draw. Using their hands and fingers in an engaging art lesson will also help strengthen the children's hands/fingers eventually helping their handwriting. When their hands don't get tired, they are able to write more. The art teacher in communication with the first grade teachers can support the reading lessons with art instruction and projects. This can all motivate and solidify reading skills and strategies to an otherwise struggling reader. In order to hire a certified art instructor (not an aide) the council agreed to partner with the Beverly Taylor Sorenson (BTS) organization and apply for their grant. To receive the grant, we (along with a partner elementary school) had to front \$10,000 as our part of the salary paid to a certified art instructor (which could be in the neighborhood of \$60,000). BTS is unwilling to award the grant unless a school or schools can raise some type of matching funds. Without the help of the Trust, we would not qualify for the grant. As a council we voted to help hire the art teacher by paying the \$10,000 and "sharing" the teacher with another elementary school in our district (Red Mountain Elementary). By so doing, the art teacher also has to abide by the criterion of the BTS organization which in turn benefits our children (as their requirements are quite detailed). We feel this is money well spent as the art instructor complements the reading lessons with art projects and by collaborating with the first grade teachers, will enhance the writing lessons through art as well. The community council is convinced that by laying the foundations for reading through the use of aides in Kindergarten and a dynamic, motivating art teacher, along with extra help with the students who have yet to master the English language (due to coming from homes where English is not spoken), first grade students will have a better opportunity to learn to read than if these extra staff members were not in place. Therefore, we have also added funds to extend the hours of an ELL aide to work directly with the English Language Learners in Kindergarten and first grade so they too will be reading on grade level by the end of first grade. Along with the extra staff members to be hired using Trustland funds, we also saw the value in putting leveled readers in the hands of the first grade teachers. After researching various learning styles the council decided that listening centers in combination with leveled reading books would be of great value to the classroom teachers in first grade. Therefore, the following constitute the Action Plan to accomplish this reading goal:

1. Use Leveled books during small group instruction, and leveled books with accompanying CDs during "Center Time" in the first grade classrooms.
2. Visual Art instruction (by a certified teacher) to motivate and reinforce reading and writing (as writing complements reading comprehension) strategies.
3. Extra help for the ELL students by adding time for the ELL aide to be better able to meet all