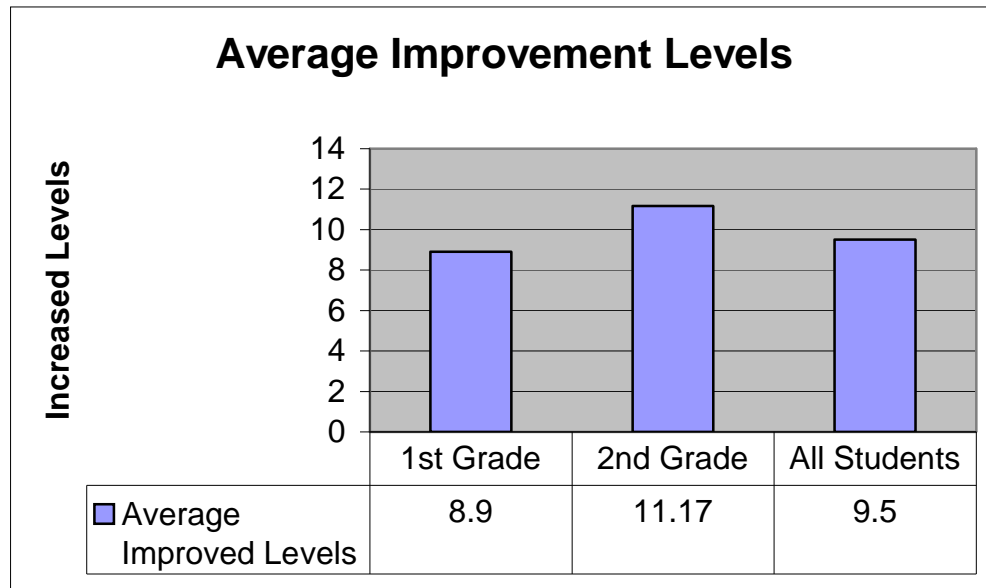
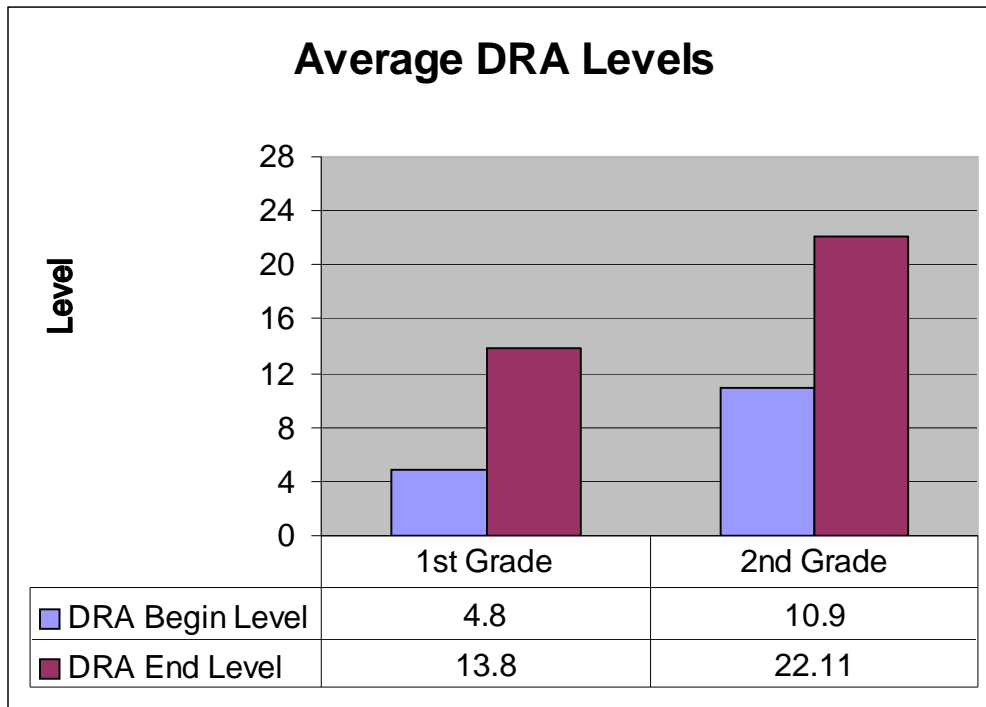


Student DRA Levels 2007 – 2008



1st Grade Students

<u>First Grade Students</u>	<u>Start Date</u>	<u>DRA Begin</u>	<u>DRA End</u>	<u>Improvement</u>
Alayah Anderson	March 2008	2	8	6 Levels
Andre McMillon	Jan. 2008	8	16	8 Levels
Anna Clemons	Jan. 2008			
Brandon Myers	March 2008	2	6	4 Levels
D'Anthony Lewis	Sept. 2007	3	6	3 Levels
DeJohn Jones	Sept. 2007	2	3	1 Level
Henry Williams	Sept. 2007	6	16	10 Levels
Jasmin Rivera	Sept. 2007	3	12	9 Levels
Jason Preister	Sept. 2007	8	14	6 Levels
Jayqwan Hall	Sept. 2007			
Joseph Hodge	Sept. 2007	3	8	5 Levels
Keyshawn Barnes	Sept. 2007	A	4	4 Levels
Maricela Romero	Sept. 2007	6	16	10 Levels
Michael Hopkins	Sept. 2007			
Parker Dickerson	Jan. 2008	2	12	10 Levels
Quintin Thompson	Sept. 2007			
Rodney McCall	Sept. 2007	A	10	11 Levels ¹
Tre Williams	Sept. 2007			
Ziana Buie	Sept. 2007	2	10	8 Levels

¹ Largest First Grade Level Change.


2nd Grade Students

<u>Second Grade Student</u>	<u>Start Date</u>	<u>DRA Begin</u>	<u>DRA End</u>	<u>Improvement</u>
Amethyst Dickerson	Jan. 2008		24	
Asael Bautista	Sept. 2007			
David Bunnell	Sept. 2007			
Demetrius Jones	Sept. 2007	18	28	10 Levels
Destiny Ahrens	Sept. 2007	6	18	12 Levels
Devon Grant-Williams	Jan. 2008	2	4	2 Levels
Elisha Edmond	Sept. 2008			
Eric Steward	Sept. 2007		20	
Jalene Bradley	Sept. 2007	18	28	10 Levels
Jhqwan Platt	Sept. 2007	16	24	8 Levels
Joshua Lopez	Sept. 2007	16	24	8 Levels
Latonya Goldring	Sept. 2007			
Miltone Devine	Sept. 2007			
Moise Germain	Sept. 2007	10	20	10 Levels
Myrick Knight	Sept. 2007			
Ontwan Starling	Sept. 2007	10	14	4 Levels
Raphael Thomas	Sept. 2007	3	20	17 Levels
Rosalinda Ramos	Sept. 2007	18	28	10 Levels
Samonie Simmons	Sept. 2007	4	24	20 Levels ²
Saul Mondragon	Jan. 2008	16	24	8 Levels
Tianna Royal	Sept. 2007			
Wallace Pleas	Jan. 2008		24	
Wilbur Simpson	Sept. 2007			


END OF DRA LEVEL RESULTS

² Largest Increase in levels for second grade

At-Home Reading Challenge Purple Paper Program Results



P.C.A.T. Family Weekly Reading




Dear Parent, Your Child _____ Date _____


We read this much! _____
 (Try to read at least 30 minutes each day. Please record the minutes your child reads with you. Students should read; minimum 3 hours a week)

This week I read:

_____ min. – Monday	_____ min. – Friday
_____ min. – Tuesday	_____ min. – Saturday
_____ min. – Wednesday	_____ min. – Sunday
_____ min. – Thursday	

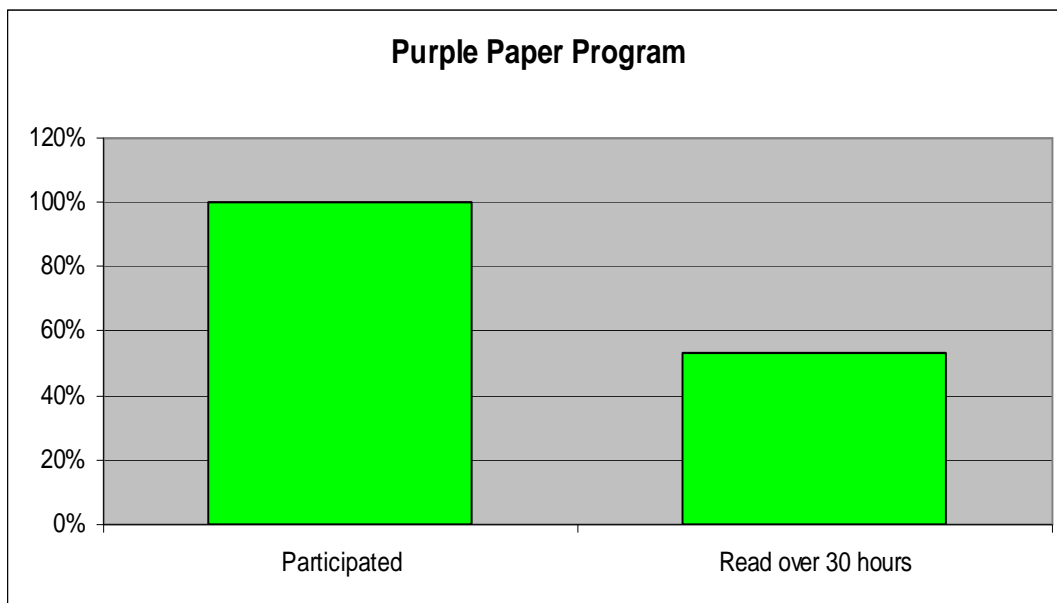


Parent Signature:



A major part of PCAT’s mission is to promote family literacy and the Purple Paper Program is just one of the measurable ways in which the program fulfills that goal.

The Purple Paper Program is an at-home reading challenge that encourages families to read together. PCAT provides students with a new book and purple paper (pictured above) each week. The student’s are advised by their tutors to read 30 minutes each night with an adult in their home, record the session’s time, and have the adult sign the purple paper. Student’s return the signed reading log to PCAT and win prizes for their efforts.



1st Grade Students

<u>First Grade Students</u>	<u>Start Date</u>	<u>Hours Read With Parent</u>
*Alayah Anderson	March 2008	27
Andre McMillon	Jan. 2008	54
*Anna Clemons	Jan. 2008	21
*Brandon Myers	March 2008	24
D'Anthony Lewis	Sept. 2007	45
*David Bunnell	Sept. 2007	9
DeJohn Jones	Sept. 2007	30
Henry Williams	Sept. 2007	48
Jasmin Rivera	Sept. 2007	15
Jason Preister	Sept. 2007	30
Jayqwan Hall	Sept. 2007	15
Joseph Hodge	Sept. 2007	12
Keyshawn Barnes	Sept. 2007	42
Maricela Romero	Sept. 2007	60
Michael Hopkins	Sept. 2007	36
Parker Dickerson	Jan. 2008	36
Quintin Thompson	Sept. 2007	30
Rodney McCall	Sept. 2007	42
Tre Williams	Sept. 2007	15
Ziana Buie	Sept. 2007	30

2nd Grade Students

<u>Second Grade Student</u>	<u>Start Date</u>	<u>Hours Read With Parents</u>
Amethyst Dickerson	Jan. 2008	48
Asael Bautista	Sept. 2007	60
Demetrius Jones	Sept. 2007	24
Destiny Ahrens	Sept. 2007	36
Devon Grant-Williams	Jan. 2008	30
Elisha Edmond	Sept. 2008	21
Eric Steward	Sept. 2007	66
Jadaishia Watkins	Sept. 2007	18
Jalene Bradley	Sept. 2007	54
Jhqwan Platt	Sept. 2007	45
Joshua Lopez	Sept. 2007	33
Latonya Goldring	Sept. 2007	24
Miltone Devine	Sept. 2007	36
Moise Germain	Sept. 2007	15
Myrick Knight	Sept. 2007	24
Ontwan Starling	Sept. 2007	15
Raphael Thomas	Sept. 2007	42
Rosalinda Ramos	Sept. 2007	54
Samonie Simmons	Sept. 2007	9
Saul Mondragon	Jan. 2008	27
*Tianna Royal	Sept. 2007	21
Wallace Pleas	Jan. 2008	18
*Wilbur Simpson	Sept. 2007	24

* = Student was not in attendance for a full year.

END OF PURPLE PAPER RESULTS

PCAT Life Skills Results 2007 – 2008

In an attempt to enhance children's interpersonal skills, PCAT strives to provide children with the tools necessary for valuable and effective social interactions in school, on the playground, and at home.

Through the PCAT Life Skills lesson plans, activities and assessments, instructors create a comprehensive curriculum for students. The concepts taught are brought to life by lessons that contain steps for realistic problem solving. When lessons are coupled with an activity, students grasp the concepts better by observing not only their instructors but also, their peers' response to concepts. By comparing the Pre-Test and Post-Test data, it is apparent that students have positively responded to the teaching style and content of the lesson plans:

- A total of 37 students completed pre- and post-tests for the Life Skills curriculum in 2007-2008.
- 67% of students, 25 out of 37, increased their pre-test scores by 7% or above.
- 19% of students, 7 out of 37, increased scores by over 20%.

The following pages outline further data collected through the evaluation of the curriculum, a sample pre/post test, and lesson plans from the first four units of the program. That example was derived from the complete curriculum.

Summary of Results

	Pre-Test	Post-Test
Tests Administered	37	36
Mode Scores	71% and 85%³	93%
Most Frequently Incorrect	#12	#14

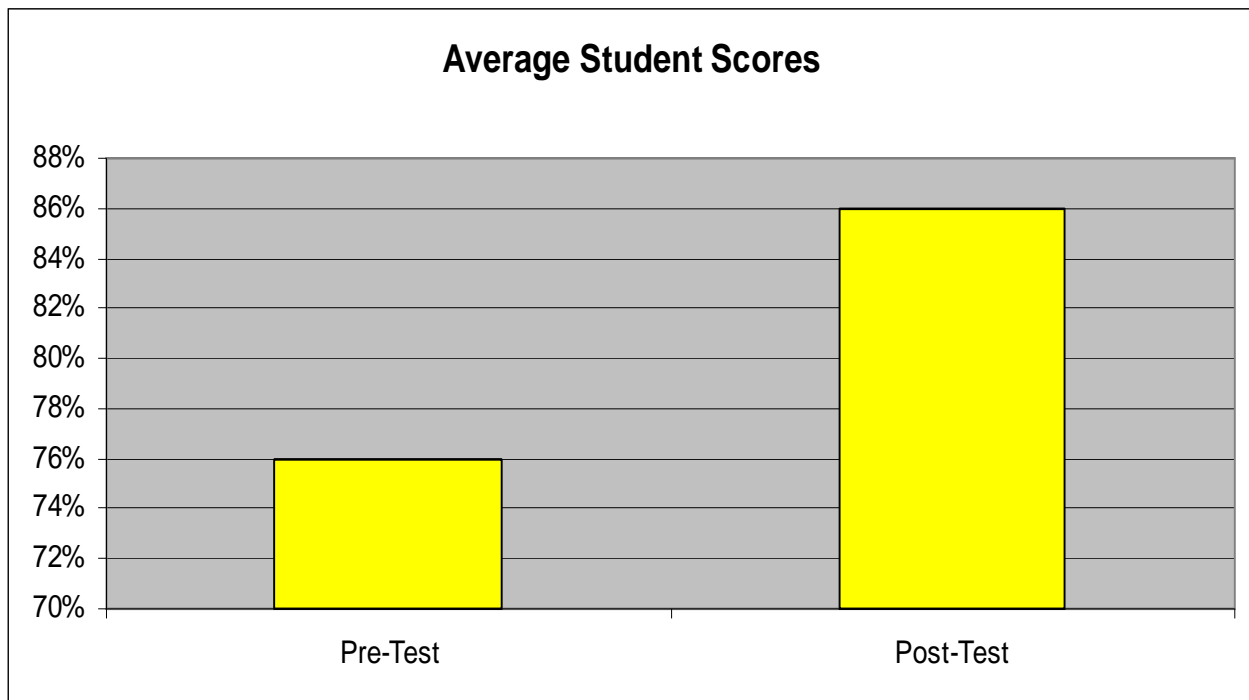
³ Both Scores appeared 9 times throughout 37 pre-tests.

1st Grade Students

<u>First Grade Students</u>	<u>Start Date</u>	<u>Pre-Test</u>	<u>Post-Test</u>	<u>Improvement</u>
Alayah Anderson	March 2008	No Score	11/14	N/A
Andre McMillon	Jan. 2008	10/14	13/14	21% Increase
Anna Clemons	Jan. 2008	7/14	No Score	N/A
Brandon Myers	March 2008	No Score	12/14	N/A
D'Anthony Lewis	Sept. 2007	9/14	12/14	21% Increase
DeJohn Jones	Sept. 2007	8/14	9/14	7% Increase
Henry Williams	Sept. 2007	13/14	13/14	No Change
Jasmin Rivera	Sept. 2007	No Score	13/14	N/A
Jason Preister	Sept. 2007	13/14	14/14	7% Increase
Jayqwan Hall	Sept. 2007	11/14	13/14	14% Increase
Joseph Hodge	Sept. 2007	11/14	No Score	N/A
Keyshawn Barnes	Sept. 2007	12/14	13/14	7% Increase
Maricela Romero	Sept. 2007	11/14	13/14	21% Increase
Michael Hopkins	Sept. 2007	No Score	12/14	N/A
Parker Dickerson	Jan. 2008	10/14	12/14	15% Increase
Quintin Thompson	Sept. 2007	No Score	10/14	N/A
Rodney McCall	Sept. 2007	10/14	11/14	7% Increase
Tre Williams	Sept. 2007	7/14	9/14	14% Increase
Ziana Buie	Sept. 2007	11/14	13/14	14% Increase

2nd Grade Students

<u>Second Grade Student</u>	<u>Start Date</u>	<u>Pre-Test</u>	<u>Post-Test</u>	<u>Improvement</u>
Amethyst Dickerson	Jan. 2008	10/14	14/14	29% Increase
Asael Bautista	Sept. 2007	13/14	14/14	7% Increase
Demetrius Jones	Sept. 2007	13/14	13/14	No Change
Destiny Ahrens	Sept. 2007	10/14	13/14	22% Increase
Devon Grant-Williams	Jan. 2008	12/14	14/14	15% Increase
Elisha Edmond	Sept. 2008	12/14	No Score	N/A
Eric Steward	Sept. 2007	14/14	14/14	No Change
Jadaishia Watkins	Sept. 2007	12/14	No Score	N/A
Jalene Bradley	Sept. 2007	12/14	13/14	7% Increase
Jhqwan Platt	Sept. 2007	12/14	12/14	No Change
Joshua Lopez	Sept. 2007	12/14	12/14	No Change
Latonya Goldring	Sept. 2007	12/14	14/14	15% Increase
Miltone Devine	Sept. 2007	10/14	11/14	7% Increase
Moise Germain	Sept. 2007	10/14	11/14	7% Increase
Myrick Knight	Sept. 2007	11/14	11/14	No Change
Ontwan Starling	Sept. 2007	8/14	12/14	28% Increase
Raphael Thomas	Sept. 2007	11/14	12/14	7% Increase
Rosalinda Ramos	Sept. 2007	11/14	14/14	21% Increase
Samonie Simmons	Sept. 2007	10/14	11/14	7% Increase
Saul Mondragon	Jan. 2008	13/14	14/14	7% Increase
Tianna Royal	Sept. 2007	10/14	No Score	N/A
Wallace Pleas	Jan. 2008	12/14	14/14	15% Increase
Wilbur Simpson	Sept. 2007	13/14	No Score	N/A



PCAT Life Skills PRE/POST Test Example

Name: _____
PCAT Life Skills 2007

Date: _____
PRE-TEST/POST-TEST

Yes = True, No = False: Circle the best answer for each statement

- | | | |
|---|-----|----|
| 1. Good listening means sitting still, being quiet, and looking at who is speaking. | YES | NO |
| 2. There are a lot of ways to give directions. | YES | NO |
| 3. Yelling is a nice way to talk to someone. | YES | NO |
| 4. Kids cannot be brave. | YES | NO |
| 5. Never say 'Thank you' twice. | YES | NO |
| 6. If you know your homework is real hard you should give up. | YES | NO |
| 7. It is good to be proud of yourself. | YES | NO |
| 8. Self-control means walking away from someone who makes you mad. | YES | NO |
| 9. Having feelings are not embarrassing. | YES | NO |
| 10. It is okay to talk to adults about your feelings. | YES | NO |
| 11. Teachers and tutors are examples of adults you can trust. | YES | NO |
| 12. When you are angry you should take out your feelings on others. | YES | NO |
| 13. After kindergarten you should not be afraid of anything or anyone. | YES | NO |
| 14. Only girls have feelings. | YES | NO |

Unit #1 Lesson:

Following Directions

1. What types of directions do you see everyday?
 - Help the students understand that instructions on a paper and oral directions are all important to follow. Help students identify road signs, test instructions, parents/teachers directions, and a friend's wishes, etc. as ways to follow directions.

2. Process to following directions
 - Listen: make sure the children remember what was just talked about. Why is it important to listen? Have the students understand they may miss important directions that may not be repeated.
 - Think about what is being said: Explain this means making sure you can understand all the words or places you need to go in order to follow out the directions correctly.
 - Ask a question: If you do not understand or are not sure about a direction, it is okay to ask good questions. Remember you can write down your questions so you do not forget them.
 - Do what is asked or write down what needs to be done later: Do what you were asked to do immediately after the directions were given. If they were directions for something to do later, write them down while they are fresh in your mind. You can write them in your own words so you can understand them later.

Goal: *By the end of this lesson the students should be less intimidated by directions. Students will have a method to follow directions or understand the directions given for later.*

Unit #1 Lesson:

Listening

1. What is listening?

- Help the children try to define what listening and good listening is.
- Your teacher is explaining important homework to do. She asks for your attention because she can only say them one time. (*Another situation may be yourself in this lesson and the students*) Identify who the speaker is. Identify who the listener is.

2. Being a good listener is easy! (Hand out in activity folder)

- Look at who is speaking
- Have quiet hands and feet
- Have a quiet mouth
- Think about what the speaker says
- Ask questions to make sure you understand

3. Helpful hint: If you do not understand what the speaker is saying instead of interrupting or giving up listening write down your question to ask after the speaker is done talking. Then you will not forget your question and you will be polite.

4. Do you know what your outside and inside voices are? Well when you're listening you could have listening ears. When your teacher, parent, or friend are talking to you make sure you have your listening on.

Goal: *By the end of this lesson the students will be able to practice being good listeners in the classroom, at home, and with peers. The students should also be able to explain who a speaker and a listener are in a given situation.*

Unit #1 Activity:

PCAT Says

Instructions:

In the activity folder are squares of construction paper. These should be placed in the designated direction spots (*on separate sheet of paper*). The treasure will be located on top of the final place card (*to be determined*). After set up is complete you can begin to read students the directions, also located in the activity folder. Each instruction will have a location to find and a command. (*like the game Simon says*). Each student should follow the command when they have reached the clue. The students who do not follow the command correctly should be eliminated from the treasure hunt. This makes the incentive to listen larger and gives students a bit of competition to get the treasure. Remember to wait until each student has reached the next hint before you move on.

Hint:

Be sure you give one direction at a time and begin each direction with an introduction such as “Here’s the direction.”

Goal: *The students should be using their “listening ears” to hear your directions and following your directions to reach the treasure.*

Related Reading:

I Read Signs Tana Hoban

Unit #2 Lesson:

Using Nice Talk

1. What are nice things to say?
 - Get the children thinking about nice things they want to say or would want someone else to say.
2. How would you say those things?
 - Demonstrate with the students different tones of voices and facial expressions you would use when you're saying nice things.
 - Stress that a quiet inside voice is used during nice talk.
3. Who would you say these things to?
 - Have the students answer with a couple names of people they would like to be nice to.
 - Help the students understand and possibly demonstrate what they would say.
4. How do you feel when someone is nice to you?
 - Help the students express some feelings they have when people treat them nice.
 - Use examples like their PCAT tutors and friends that share.
 - Make sure the students understand they would not yell at a stranger so they should not yell or be rude to family and friends.
5. When is a good time to use nice talk?
 - Help the students identify some situations. When a friend has a toy you would like to play with too. When your mom says clean your room.

Goal: *By the end of this lesson the students should understand that talking loudly and whining will not accomplish as much as using nice talk.*

Unit #2 Lesson:

Using Brave Talk

1. What does being brave mean?
 - Together think of a definition that students will be able to relate to real-life situations.
 - Briefly discuss why it is important to be brave.

2. When should you be brave?
 - Discuss situations when students should be brave.
 - Two important examples are peer pressure and strangers.

3. What does being brave look like?
 - Make sure students do not confuse a brave look with an angry look.
 - The brave look would be standing tall, head held high and a serious facial expression.

4. What does brave sound like?
 - The brave voice is slightly louder than a friendly one.
 - When using a brave voice the words should be spoken more clearly.

5. Why do we need to be brave?
 - Remind the students that being brave keeps us safe.

Goal: This lesson is intended to prepare students to use a brave demeanor when their feeling pressured or overwhelmed.

Unit #2 Activity:

Nice Talk

Instructions:

Students should have paper and pencils. Tell the students to jot down a list of things family and friends could do to let them know they feel good about the students. Envelopes stuffed with a description of the activity can be found in the activities folder. **These should be given with the lists to parents as they pick up their kids. (See Below)** Perhaps their family and friends would make a list themselves. Then the two lists can be compared.

Hint:

Explain that being nice and using listening skills while their family or friend is sharing will help this activity be successful.

Goal: *The students should be able to begin implementing nice talk into their homes and peer groups. This activity also brain storms different things that make the student feel good.*

**Explanation Letter to Parents:

Dear Parents:

This week in the Life Skills portion of PCAT, students have explored the idea of "Nice Talk". Students are reminded that facial expressions, body language, and a friendly voice is the key to getting their point across to peers and adults. In addition, students were taught that letting people know they are doing a good job with anything from school, work, to house chores, or being a good listener assists in making nice talk a more common practice.

To encourage the continuation of nice talk at home, enclosed in this envelope is a list of words and ideas your child has chosen that describes their personal definition of nice talk. Please review what they have written down and make a list of what you think is nice talk. Comparing the two lists with your child will promote better communication and listening skills. Students will feel good knowing that if they speak with nice talk they are more likely to have a 'nice talk' response!

*Sincerely,
The PCAT team*

Unit #3 Lesson:

Saying Thank-You

1. What are nice things to do for others?

- Talk about nice things that may get a thank you response.
- Talk about parents, teachers, heroes, police and other figures that do things worthy of thank you's.

2. What does saying thank you mean?

- Discuss with the students that thank you is a way of saying you appreciate or are happy someone did something for you.
- Explain saying thank you is important to make the other person feel happy too.

3. Saying Thank You

- Talk about different ways of saying thank you. Many times it helps to explain why you are saying thank you to the person. "That was nice of you to do that for me." "I felt good when you said that to me."
- Remind students that this is a perfect opportunity to use their Nice Talk we learned earlier.
- Discuss giving hugs, smiling, and doing nice things are ways of adding to your thank you.

4. When should you say Thank You?

- Get the children to see that sometimes you can say thank you when the person is not busy or surrounded by a lot of people. This should lessen the anxiety of the act.
- Make sure the students know they should not get discouraged if a teacher or parent is very busy and does not acknowledge their thank you as they would have hoped, maybe this was not a good time to say thank you.

Goal: *After this lesson students should feel comfortable with the different ways to say thank you and have an idea of when and who they should thank.*

Unit #3 Lesson:

Trying When It's Hard

1. Has anyone ever done something hard?
 - Try and draw out a situational response. The students should think of situations like learning subtraction and learning to read.
 - Next, ask about the first time they tried to tie their shoes. Remind them that this was hard at first but then it got easier.
2. What does frustration mean?
 - Help the student's define frustration. You want to do something and have a hard time. You get agitated because it is not easy this feeling may make you feel like you want to quit.
 - Help students link "frustration" to "trying". Explain it is normal to have frustrations when something is difficult. (back to tying your shoes)
3. Why is it important to keep trying?
 - Try to correlate things that affect the student's daily lives and quitting when it is hard. What would happen if your teacher quit school? Discuss with the students that teachers would not be able to teach them today. What would happen if police quit when their job got tough? There would be crime everywhere.
 - The only way to learn is to try new things.
4. Say out loud "It's hard, but I'll try"?
 - Talk about feeling proud. Explain that when you accomplish something difficult you will be proud of yourself.
 - Help the students understand it is okay to try and fail. If you do the best you can you will feel like you succeeded anyway. Explain it is not okay to fail and not try. If you give up on yourself you will not be proud. Has anyone felt this way?
 - Point out that it is important to try more than once.
 - It is okay to ask for help. (*This is a later lesson*)

Goal: *Students should be willing to try more challenges and feel less defeated if they can not succeed.*

Unit #3 Activity:

The Little Engine That Could

Instructions:

“The Little Engine That Could” will be provided. Read the book aloud. After reading discuss some of the challenges presented. Discuss with the students what would have happened if the little engine gave up. The book should be a good tool to reinforce the lesson “Trying When Its Hard”.

***Goal:** This activity can be done easily at home with family. It should reinforce never giving up. Students should feel better about trying at difficult tasks.*

Unit #3 Activity:

Thank-You Notes

Instructions:

Students should have some writing utensils and construction paper ready for this activity. Instruct the students to make a little thank you for some that has helped them. It is important that the students include “Thank you”, their names and why they are writing the note. Have the students bring the notes home or give them to whomever they made it for.

***Goal:** Students should see that it is not difficult to say thank you. This activity will also introduce a new way of saying thank you to someone. Students should feel proud of themselves for the time they have taken to thank someone important.*

Unit #4 Lesson:

Self-Control

1. What is Self-Control?

- Doing what we're supposed to do instead of what we want to do. To think before acting.
- Doing your homework, instead of watching TV. Walking away instead of fighting with a mean friend.

2. What helps you learn self-control?

- Use examples like chores and laws to help students understand that rules and expectations set by parents, teachers and authority teach everyone self-control.

4. Self-talk

- Self-talk is a method to increase your self-control. Demonstrate self-talk through the example of a student hitting them. Help the students find a solution with these easy steps to use self-talk.
- Stop before reacting: Think about what is happening. (someone just hit you)
- Think why this is happening: Did you provoke the situation? Is this student a bully? Why did you get hit?
- Evaluate what to do: If I hit back, will I feel better? Will I get into trouble? Will I hurt someone?
- Decide: Is hitting back worth it?

5. Hint: Explain to the children most of the time it is best to walk away from the situation.

Goal: *The students should know what self-control is and be thinking about situations they should use self-control.*

Unit #4 Lesson: Rewarding Yourself

1. Is it okay to tell your self you did a good job?
 - Yes. Make sure the students are open to the idea of rewarding themselves.

2. How did you do?
 - Discuss ways of evaluating a student's own performance. Was the task difficult? Did you try or give up? Were you asked to do something or did you just do it? Did someone else praise how you did? Do you feel good inside?

3. When should you reward yourself?
 - If you tried when something was hard.
 - If you cleaned your room all by yourself without being asked.
 - After you finish reading a book.
 - Emphasize that a person doesn't always have to depend on others to reward their actions. There is not always someone around to give praise. This is a perfect opportunity to reward yourself so that you do not get frustrated.

4. How do you reward yourself?
 - Tell the students feeling proud of yourself is a reward.
 - Other ways students should talk about: "Way to go!" "Good for me!" "I did well."

Goal: *The student should understand that rewarding themselves is important when no one else is around. Students should recognize that being proud is a positive feeling.*

Unit #4 Activity: *Practicing Self-Control*

Instructions:

Read the typical problem situations in the activity folder aloud. Ask the students to work with their tutors on making a list of their reactions to the listed situations. When their reactions are completed tutors will go back and assist them to making their solutions reflect the self-control lesson.

Then, introduce these common concepts for students to relate to their lists:

- Each child is in charge of his/her own thoughts, feelings and behavior.
- The only person a child can change is him or herself.
- Nobody is perfect; everyone makes mistakes.

You can choose to collect the lists or students can take them home.

***Goal:** This lesson is to help children understand themselves and gain self-control in common conflict situations. Small steps to problem-solving is the key to changing negative habits.*

END OF LIFE SKILLS RESULTS