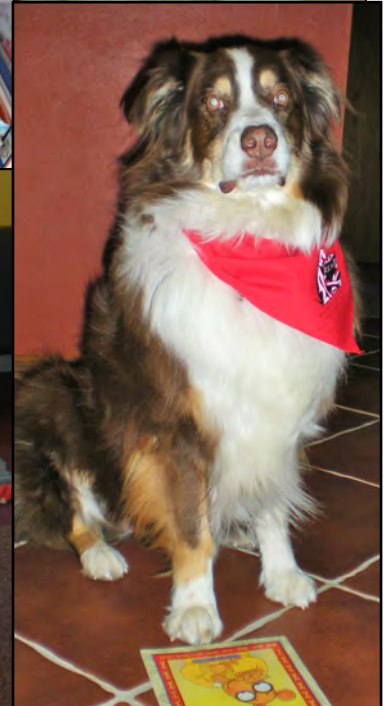
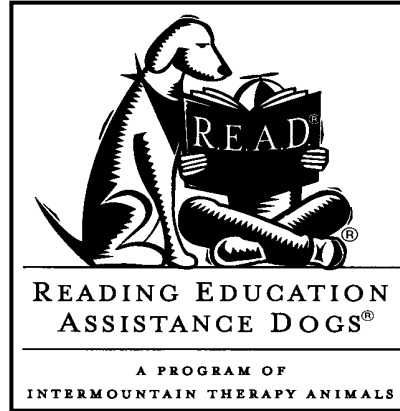


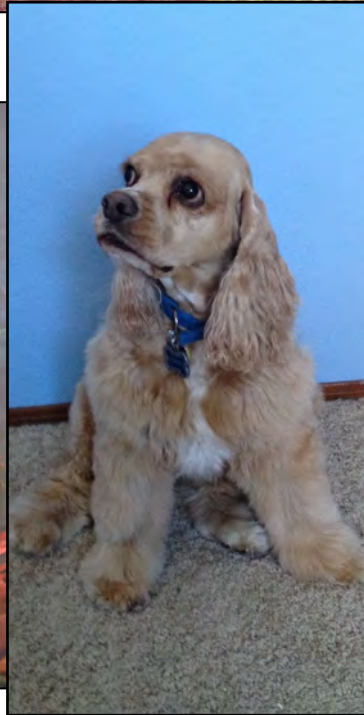
# Tales of Joy R.E.A.D.® Program

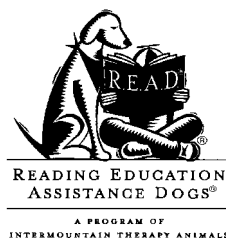


Annual Data  
Report  
School Year  
2014—2015

**Report Contents:**

- ◆ **Teacher Survey results**
- ◆ **Handler/Staff comments & observations**
- ◆ **Parent comments & observations**
- ◆ **Student comments & observations**
- ◆ **List of additional “special events”**
- ◆ **Teacher Reading test score forms**
- ◆ **Summative Reading score graphs**





## Tales of Joy R.E.A.D.® Program

**To:** Dr. V. Sue Cleveland, Superintendent of Schools

**Date:** June 15, 2015

**From:** Theresa McKinney, Coordinator of Tales of Joy R.E.A.D.® Program

**RE:** Tales of Joy R.E.A.D.® Program data results SY 14 - 15

**cc:** Carl Leppelman, Richard Bruce, Elizabeth Jacome, Jerry Reeder, Portia Sharp, Elementary Principals, teachers in program

Our Tales of Joy R.E.A.D.® program has just completed the ninth full year of implementation! Fantastic!!

We had 18 (of 23) registered Tales of Joy R.E.A.D.® teams at 7 elementary schools; Colinas del Norte, Enchanted Hills, Ernest Stapleton, Martin Luther King, Jr., Rio Rancho, Sandia Vista and Vista Grande. We also had a monthly program at Rio Rancho Middle school with 2 of the CBI classrooms.

There were a total of 48 students grades K – 5 that received “one-on-one” weekly reading support (less than 10 were notated students with disabilities – therefore ALL data was reported together). Twenty-two teachers requested a Tales of Joy R.E.A.D.® team to work with students in their classroom; and we have a waiting list of at least 4 teachers!

Each Tales of Joy R.E.A.D.® team worked with each student for a maximum of 30 minutes/minimum 20 minutes per week for approximately 34 weeks, for a total of at least 17.0 hours of “one-on-one” reading support/intervention per student.

Attached you will find:

1. Tales of Joy R.E.A.D.® Teacher Survey summary
2. Handler/Staff Comment/observation summary
3. Parent Comment/observation summary
4. Student Comment/observation summary
5. List of Tales of Joy R.E.A.D.® program “additional special events” for SY 14 - 15
6. Individual Teacher Student Reading Test Score forms
7. Summative Reading score graphs

The attached graphs show the Fall/ Winter/Spring reading scores; using the NWEA MAP® (Measures Academic Progress®) computerized assessment. *Measures of Academic Progress® (MAP®) creates a personalized assessment experience by adapting to each student's learning level-precisely measuring student progress and growth for each individual over time regardless of on, above, or below grade level performance-even if standards change.* As you can see the results are very positive! The reading test results, survey and comments are very positive regarding the quantitative and qualitative benefits of our Tales of Joy R.E.A.D.® teams working with the students.

While our Tales of Joy R.E.A.D.® Program expands each year – we have also made great strides in connecting with grade level teachers and presenting the B.A.R.K. (Be Aware Responsible & Kind) Child/Animal safety program! This is a wonderful DVD with activity handouts that stress the importance of teaching students and adults how to recognize and respect when dogs & cats speak to us . . . and how to be safe in their presence! This is a Youth Humane program that talks directly to the students and teaches life lessons when dealing with dogs and cats! Our hope is to be able to schedule this presentation to additional teachers each year.

We presented B.A.R.K. to ALL Kindergarten teachers at Martin Luther King, Jr. elementary school AND to ALL Kindergarten teachers at Enchanted Hills elementary school with great success! We also presented B.A.R.K. to grade levels at the K-3 Plus program at Maggie Cordova last summer and will present again at both K-3 Plus programs this summer (Maggie Cordova and Colinas del Norte). This B.A.R.K. presentation, in addition to our Tales of Joy R.E.A.D.® program fit the criteria and requirements to supply Bonus Points for our schools' state assessment grading system. If applicable, each school was given their individual data to include in their Bonus Points application to the State.

We currently have eight prospective NEW Tales of Joy R.E.A.D.® teams at various stages in the required training process. Our hope is to begin the year (15 – 16) with at least 2 additional teams and continue to add others as they complete the criteria throughout the school year. I have facilitated six R.E.A.D.® Workshops this year (August 17, 2014; September 26, 2014; November 3, 2014 (individual training); February 16, 2015; May 20, 2015 and June 15, 2015).

Various team members are actively involved in community service projects as well:

1. Visits to local nursing homes; hospitals, VA and a new facility, The Rio at Cabazon rehab/nursing home
2. Summer weekly Tales of Joy R.E.A.D.® program at Barnes & Noble Book store for June & July
3. Year round monthly Tales of Joy R.E.A.D.® program at Loma Colorado Library in Rio Rancho
4. Year round monthly Tales of Joy R.E.A.D.® program at Esther Bone Branch Library in Rio Rancho
5. B.A.R.K. (Be Aware Responsible & Kind) Child/Animal safety presentations at several of our S.A.F.E. After School program sites and teacher classrooms throughout the school year.
6. Participate in the annual “Act of Kindness Day” sponsored by RRPS and the City of Rio Rancho
7. Participate in the annual Reader’s Café, RRPS
8. Booth at the local “Bark In the Park” event
9. “Literacy Night” at several of our RRPS elementary schools

Our “sister” Tales of Joy R.E.A.D.® program in Cuba is very active and doing wonderful things for the local community! Ms. Barron and her three dogs worked this past year in Lindrith school and the local library in Cuba. They also participate in our local library programs as often as they can on Saturdays.

“Paw Prints . . . Tales of Joy” book first edition is complete!! The idea, creation and funding for this special project came about at the passing of one of our team members. We will present each student that our teams work with a copy of this book at the end of each school year. Each of our elementary school libraries, where we have active teams and each of our Tales of Joy R.E.A.D.® members will receive a copy as well. As new teams come on board each year we will be able to add to these binder copies.

The idea of creating an “audio version” of this book has been presented by several of our team members. This would enable students with limited verbal skills and/or reading skills to be able to “hear” the stories in our book. I will be contacting RRHS staff to see about recruiting some high school students to assist in creating this “audio version”! We are also looking into a “digital” (e-book) version that can be placed on our group website and linked within our RRPS Fusion page as well!

The Tales of Joy R.E.A.D.® program teams are doing wonderful things within our community and for the students of New Mexico! “Paw” through our website: [www.TalesofJoyRead.com](http://www.TalesofJoyRead.com) for more information. We have a Fusion page on RRPS website [www.rrps.net](http://www.rrps.net) under Departments – Instructional Programs/School Profiles then scroll down to Tales of Joy R.E.A.D.® Program.

Thank you again for your support of this program and commitment to Student Excellence!!

Enclosures (7)

## Tales of Joy R.E.A.D.® Program Teacher Survey

### September 2014 – May 2015

Completed by Classroom Teachers

No **HANDLER** or **DOG** names are included.

1. Would you rate your experience working with a Tales of Joy R.E.A.D.® team this year as positive?
  - a. Yes – 100%
  - b. No –
    - i. If no, why not?
  
2. Do you intend on requesting a Tales of Joy R.E.A.D.® team to work with your class again next year?
  - a. Yes – 75%
  - b. No – 25%
    - i. Not sure because I will be doing inclusion next year. I'll have to take a look at our schedule.
    - ii. I will be spending 2 years as a literacy processing specialist under Reading Recovery. Once I return to the inclusion classroom, I would definitely hope to meet up again with a **HANDLER & DOG!**
    - iii. I am moving out of state. If I were to stay in RRPS District I would most definitely request this team/program.
    - iv. I am moving to North Carolina. I would recommend it to the new teacher though.
  
3. What changes in student reading levels were you able to observe and document?
  - ✿ I noticed a positive, self-confidence in the reading skills of all 3 of my students. By the end of the year, all three students were reading at a 4<sup>th</sup> grade level.
  - ✿ Both students made steady growth. We did not have Tales of Joy R.E.A.D.® all year but the time we had it was great!
  - ✿ I see them more confident, however their test scores don't really show that. One is going through SAT and hopefully will get the help he needs.
  - ✿ He seemed more focused and willing to read when **DOG** came.
  - ✿ Both of the students that attended the program were also in other reading interventions. I feel that this program was a positive addition to the other services they received. I was able to document improved fluency.
  - ✿ One student went up 17 points on NWEA, seemed to demonstrate a little more interest when he got to attend Tales of Joy R.E.A.D.®. Another student had a 16 point growth in NWEA, she really needed this for social aspects more than reading, but enjoyed reading with **HANDLER & DOG**. The third student grew 9 points in NWEA, always eager to read.
  - ✿ All students made growth.

- ❁ Two out of three students made one or more years growth. The one student who didn't make a year's growth only missed it by 1 point.
- ❁ More confidence and small growth in fluency.
- ❁ Students are much more confident to read aloud. They are excited to read!
- ❁ With the 2 students I placed with **HANDLER & DOG**, it wasn't so much of an improvement in reading skills as much as it was an opportunity to offer a different avenue to the love of reading which is so important in these early grades. My little guy is such a challenging learner and most especially in reading but to have the time with **HANDLER & DOG** was so powerful for him. It was a time when he could relax at school and just listen & love **DOG**. I suspect he read a little bit to **DOG** but the bond they developed was one I think this little guy will carry with him forever. During the school year, I moved to 1<sup>st</sup> grade inclusion so I wasn't able to keep track of the second grader's reading achievement as I was with the first grader. I know she made progress in her reading, however I only have access to her NWEA scores.
- ❁ Students had a desire to read and became excited when **DOG** came to the class.
- ❁ Both made great progress. They were more interested and involved in class. Their confidence improved greatly. One student went from a DRA (*Developmental Reading Assessment*) 1 to DRA 20; the other went from DRA 8 to DRA 24.
- ❁ My students made progress in their reading abilities and made great gains in their reading levels. They had more confidence in their reading abilities and were willing to take more risks in their reading. They were able to read more fluently and used their strategies to help them decode unfamiliar words.

4. What changes did you observe in your students eagerness to start a reading activity as a result of this program?

- ❁ All three students were more eager to start a book, than before. It helped with their independent reading as well.
- ❁ Both students loved their reading time. They are both hard working eager learners!
- ❁ They really enjoyed reading with **DOG**, it was something special and got them reading, something they never do at home.
- ❁ He didn't want to miss any reading time with **DOG**. He really looked forward to seeing him.
- ❁ I saw that they were more willing to participate in read a-louds.
- ❁ One student was very eager to read and demonstrate his knowledge. The other student was also very eager and this helped her socially.
- ❁ Reading with the dogs is a great incentive for the students. All students love visiting with **DOG**.
- ❁ All students greatly looked forward to reading. Students' self-confidence and eagerness was definitely up after this experience.
- ❁ Willingness to try to decode unknown words.
- ❁ They wanted to tell me what they are reading to **DOG**. Students also wanted to read parts of their books to me as well.
- ❁ Tuesday mornings were the best time of the week! Had **DOG** been with us throughout reading instruction every day, I'm sure she would have been a huge incentive to improve reading skills.
- ❁ They were more willing to participate and had more confidence.
- ❁ They were both extremely willing to start reading & participate in class.

❁ My students enjoyed reading and were excited to have new reading opportunities. They came to guided reading groups and would immediately pick up the book and start asking questions about what we were going to work on. If they have free time opportunities, they would take it upon themselves to go and pick out previously read books to practice. They just really enjoyed their reading time.

5. Were you able to see any other positive benefits in your students' behaviors, social skills, communication skills or overall well being?

❁ For a couple of the students, who were shy, they were no longer shy due to Tales of Joy. It helped them to start talking with others and collaborate with others for projects.

❁ No, but these are good kids!

❁ The confidence level in reading and speaking went up. They liked to have a book ready and willing to miss a few minutes of specials to read.

❁ Not really. We had some behavior issues that began after Spring Break that were an issue for the rest of the year.

❁ Nothing that I could tell.

❁ Yes in all three students. Although one student missed several days he still got a lot out of the program.

❁ Not this year.

❁ One of the students I chose was not necessarily a low reader, but he was very shy and quiet. After this program, he truly blossomed! He has become more talkative and reads with annotation.

❁ Excited to participate with **DOG**.

❁ Yes! My students loved the one-on-one time with **DOG** and **HANDLER**. This reading time made them feel special, which made them take more pride in their reading.

❁ Tuesday mornings were just very happy mornings. Both students had extra special bonds with **HANDLER & DOG**. It was a time for them to just get out of the classroom and love on **DOG** and listen and read. It's a powerful and meaningful time for these young people.

❁ Yes, they behaved better so they had the opportunity to read. I saw a kindness and caring side I usually did not see in at least one student.

❁ They were both much more confident learners.

❁ Yes, my students made progress with social skills and communications skills not only with their classmates but with the adults in the classroom. They were better able to articulate their needs in a more appropriate manner and made progress with their classroom manners as well.

6. Would you consider the Tales of Joy R.E.A.D.® program a viable literacy intervention?

a. Yes – 100%

b. No –

i. If no, why not?



7. General comments:

- ❁ Our partner, **HANDLER** is great! She is patient, and works around our schedule since we are gone on field trips throughout the year. She's open to coming and making up days when we weren't on campus. We love her and **DOG**! Please let her be my partner next year!
- ❁ I have seen this program and the positive benefits for years. Excellent program!
- ❁ I love the program!
- ❁ Very positive program that encourages and helps kids learn to enjoy reading.
- ❁ Both students enjoyed their time with **HANDLER & DOG**!
- ❁ **HANDLER** was awesome with **DOG**. She, at the beginning of year, did a lesson with all students. In addition, recognized special events with students.
- ❁ I love having **DOG** come to the classroom. She brightens everyone's day.
- ❁ I loved being able to participate in this program. I really hope I am able to continue next year!
- ❁ I enjoy seeing students coming back with a smile on their face after their reading sessions.
- ❁ Wonderful program that I hope to continue next year!!
- ❁ Thank you so much for coordinating this program for the district. Dogs do wonderful things with delayed readers, sick people, disabled folks, elderly folks, military personnel and more, I'm sure. We are blessed to have Tales of Joy R.E.A.D.® Program for our students. The pups may not teach the kiddos to read but they certainly bring joy where ever they go. A lot of our student's rely on school being a safe place for them, where they are loved, treated fairly and supported. Your teams support all of what we do.
- ❁ **HANDLER & DOG** are a great team. She was so thoughtful and kind to the whole class and seemed to work well with all the students.
- ❁ I have really enjoyed working with Tales of Joy R.E.A.D.® **HANDLER & DOG** for the past three years. They have had a great and positive impact on all the students they worked with each year.
- ❁ It was such a pleasure to be a part of this program. The Tales of Joy staff were wonderful to work with and the students just loved working with them. They really helped the students academically, emotionally and socially. Thank you so much for everything!

## Tales of Joy R.E.A.D.® Program 2014 - 2015

Observations and comments from Handlers; RRPS staff, and others:

*(no student or dog names)*

- ❁ Literacy Night, **DOG** worked so hard last night (as did all the other dogs) that by 7:00pm she was lying on one step with her chin on the other and didn't even want to raise her head. Of course, this was her first time in such an intense setting. What the librarian couldn't tell was that it wasn't just the kids who loved the dogs; there were plenty of parents and older siblings hanging around, too! A wonderfully successful event!
- ❁ We had a blast today! **DOG** was an angel and the kids were so sweet with her! It is magical how relaxed they all were petting her as we read. One little girl hugged **DOG** and lit up at the "dog" flash card picture and kept repeating "**DOG NAME**" . . . So sweet. So fun! The whole class asked to pet her one at a time and she was wagging her tail most of the time. I'm gonna love this!
- ❁ Thank you so very much for coming! The kids talked about it for the rest of the day! Looking forward to seeing you next week.
- ❁ Thank you so much for the great B.A.R.K. (Be Aware Responsible & Kind) presentation. The students seemed to learn a lot and responded well to the questions and activities. This is such an important message for all of us to know, so thanks for your time and efforts!
- ❁ Literacy Night, Thank you so much for volunteering to bring in the dogs. As I talked to my students today, I found out that they loved coming in and seeing the "puppies!" Many of them felt that it was their favorite part of literacy night. They are also asking if you are coming again next year. It is amazing what a dog can do for our little ones. Many, many thanks!
- ❁ UNM therapy dog visit. The event was a HUGE success. All the students loved the dogs and testified that interacting with them was a tremendous stress reliever. I was really glad that we had four dogs participate, because it allowed many students to interact with the dogs at the same time.  
I would like to do a similar event during finals week, which is in the beginning of December. I'm looking into finding an indoor venue, since it tends to be a little chilly at that time of the year.  
Thank you so much for allowing Tales of Joy to participate in the event. I and my fellow students greatly appreciate it!

- ❁ The Literacy Night at Ventana Ranch was a success. Thank you so much to the six teams that participated for taking time out of their busy schedules! The kids, parents and staff have extended their thanks for having the dogs participate. Some of the school staff that participated were claiming the dogs kept many of the kids busy for so long that their stations didn't get much traffic. I guess people just can't compete with the charisma of the dogs! Thanks again!
- ❁ "Paw Prints . . . Tales of Joy" book. I just wanted to let you know that we did receive the copy of your cute book. Lovely dedication in the front, and so many cute pictures and fun facts about your Tales of Joy R.E.A.D.® dogs. And what a great idea to give these books to the students and schools! Thank you so much to all of your teams for your time, commitment, and love of the R.E.A.D. program. Have a great weekend! Happy R.E.A.D.ing!
- ❁ "Paw Prints . . . Tales of Joy" book. I need to say a heartfelt THANK – YOU for all the work you do with the TOJ program. I just finished reading the book you compiled with the help of all the wonderful TOJ dogs. I was truly moved. I have had the opportunity to work with children with special needs and their families for close to 40yrs. When I see a program such as TOJ in action it renews my faith in the power of committed caring people to make a difference in the lives of children. Not only has this program made a difference to the children it serves but it has had an extremely positive impact with my wife. (I know **DOG** loves it too).  
Thank you again.

## Tales of Joy R.E.A.D.® Program

Dear Parent/guardian,

Your son/daughter has been working with one of our Tales of Joy R.E.A.D.® therapy dogs this past school year 14 – 15. They have met on a weekly basis for a minimum of 20 minutes/maximum of 30 minutes; working on reading skills, communication skills and social skills etc.

At the end of each school year a comprehensive report is put together for Dr. Cleveland and the RRPS School Board to share the collected data and the wonderful benefits of this program for each student. No student names are given, only measurable data and staff comments.

I would like to invite you to share any comments/observations/changes you have seen in your child since participating in this program. Thank you for your support and dedication to your child's education!!

*Each ❁ represents an individual parent response.*

**“HANDLER” and “DOG” have been keyed in place of actual names.**

- ❁ My child's reading has improved drastically over the school year. She reads with confidence and sounds out words she doesn't know. She has also developed a love of reading and enjoys reading all the time. At the beginning of the school year, STUDENT was socially immature and often refused to cooperate with her teachers and was unkind to her classmates. I know that when she read with **DOG**, she read books that focused on this issue. She follows directions and is a lot kinder to others. I am very glad she was able to participate in this program. She really has grown on so many levels.
- ❁ My child has made great strides in reading since he was placed in this program. In fact, his grammar overall has improved. He talks about **DOG** frequently.
- ❁ Ever since my daughter began in the Tales of Joy R.E.A.D.® therapy, she has improved in her reading and comprehension skills.
- ❁ My son's reading skills as well as his social skills have improved noticeably. When he reads out loud I can really tell the difference. He's much more comfortable now than he was at the beginning of the year.

- ❁ He really enjoyed reading to the dog. He loves animals and it has helped improve his confidence and he tries a little more than he did before. I have noticed a great difference in his reading and I believe he has improved. Thank you!
- ❁ My daughter read with **DOG** and you can see by what she wrote how happy he made her. What is wonderful about this is reading is very hard for her and she is not happy when she does it. So **DOG** took a very difficult thing and turned it into a happy thing. Thank you!!
- ❁ Our grandson (we have legal guardianship) has had the opportunity to work with a Tales of Joy R.E.A.D.® therapy dog this past school year. For him Tuesday was his favorite day of the school week when he spent 30 minutes with **DOG**. Until he became ours at age three, he received no verbal or emotional stimulation resulting in delay in learning, speech usage and articulation. This program gave him the loving, encouraging push he needed. We have three dogs which he truly loves so it was easy for him to relate to his canine reading buddy. When school started, he was quiet and nervous about learning. With each day spent with **DOG**, he became more relaxed and confident when working on reading and communication skills. Now, nine months later, our **STUDENT'S** progress is evident in test results, teacher evaluations, social relationships, and his overall confidence. Our little one is a happy, satisfied child whose beautiful smile and sparkling eyes bring joy to those of us who interact with him. We thank the Rio Rancho Public Schools for this excellent program which is so well organized, maintained, and presented to needy children.

## Tales of Joy R.E.A.D.® Program 2014 - 2015

Dear Student,

You have been working with a Tales of Joy R.E.A.D.® program team (dog and owner) for all/portion of this school year. Each week you read aloud to your Tales of Joy R.E.A.D.® team.

If you would like to comment on this experience and how it has impacted you (reading skills, confidence levels, overall observations); we welcome your comments.

All comments are included in an end of the year Annual Data Report.

Thank you!

*Each ❀ represents an individual student response.*

**“HANDLER” and “DOG” have been keyed in place of actual names.**

- ❀ I feel like I am learning more at reading and I am happy because I like reading a lot and I like some books because they are funny and I like books because they make you smart.
- ❀ Reading with **DOG** was awesome. We had so much fun. We read all kinds of books. We learn about tanks too now that’s how much fun I had.
- ❀ I really like reading with **DOG** because I really like reading.
- ❀ **DOG** is a very good dog. **DOG** can do tricks. He will lick you and he just loved people. He plays with you and he will snuggle you by your legs. He is just a very friendly dog and I think people that read with him will be so amazed how nice his is. **DOG** is an outstanding dog he is!
- ❀ I read with him and he was a cute dog. Every time he saw me, he would kiss me. That made me feel good. I looked forward to him coming every week. It was easier to read to **DOG** than my teacher because he would listen and not correct me. He was a loving dog which made me feel good.

- ❁ I loved reading with a dog it was so fun I wish I could do it next year. I have read so many books I used to not like reading but I found some books that made me love books.
- ❁ I think Tales of Joy R.E.A.D.® is making me feel better at reading. I think that it is helping me better at reading with a dog.
- ❁ I think I got better at reading with the dog because I read a chapter book and it is really easy. I think I need to read a little harder. They are really nice to us they help stop, and sound out hard words and that is how they are nice!
- ❁ Thank you so much I love reading with you because you lay on the book and it is so funny you are so fun.
- ❁ I loved the Tales of Joy it was awesome. It helped me read. I think reading is awesome. When I first started I wasn't like that.
- ❁ Thank you. **DOG** was a good dog. She had a good time with you and **STUDENT** and me. She was a good reader. Thank you **HANDLER**.

## Tales of Joy R.E.A.D.® program additional special events SY 2014 - 2015

Tuesday, July 8<sup>th</sup> 3:00 – 4:30 **B.A.R.K.** presentation to **S.A.F.E.** summer school students at Maggie Cordova *(Theresa & Doc, Bonnie & Chauncey)*

Sunday, July 13<sup>th</sup> Tales of Joy R.E.A.D.® program presentation to **RGTT** (Rio Grande Tortoise & Turtle Club) *(Liz & Sunny, Bonnie & Arlo, Andrea & Dexter, Michele & Teagan London, Karen & Scarlet)*

Monday, July 21<sup>st</sup> 9:30 – 11:00 **B.A.R.K.** presentation to Kindergarten **K-3+** program at Maggie Cordova *(Theresa & Doc Holliday; Julie & Mickey; Liz & Sunny)*

Thursday, July 24<sup>th</sup> 8:30 – 10:00 **B.A.R.K.** presentation to Third grade **K-3+** program at Maggie Cordova *(Theresa & Doc Holliday; Liz & Sunny; Julie & Mickey)*

Tuesday, July 29<sup>th</sup> 8:30 – 10:00 **B.A.R.K.** presentation to First grade **K-3+** program at Maggie Cordova *(Theresa & Doc Holliday; Liz & Patch; Julie & Mickey; Nettie & LucyLou)*

Wednesday, July 30<sup>th</sup> 8:30 – 10:00 **B.A.R.K.** presentation to Second grade **K-3+** program at Maggie Cordova *(Theresa & Doc Holliday; Liz & Patch; Nettie & LucyLou)*

Sunday, August 17<sup>th</sup> 1:00 – 3:00pm **R.E.A.D. Workshop** for prospective NEW Tales of Joy R.E.A.D. members at Enchantment Pet Resort & Spa *(5 attendees)*

Wednesday, September 10<sup>th</sup> 2:30 – 4:00 **B.A.R.K.** presentation to all grades at **S.A.F.E.** program MLK, Jr. *(Theresa & Doc, Duane & Babe)*

Saturday, September 13<sup>th</sup> 10:00 – 2:00pm annual **BARK in the PARK** at Olympus Park in Rio Rancho

Wednesday, September 17<sup>th</sup> 2:30 – 4:00 **B.A.R.K.** presentation to all grades at **S.A.F.E.** program RRES. *(Theresa & Doc, Karen & Scarlet)*



Wednesday, September 24<sup>th</sup> 2:30 – 4:00 **B.A.R.K.** presentation to K-2 grades at **S.A.F.E.** program Vista Grande *(Theresa & Doc, Cindy & Cassie)*

Friday, September 26<sup>th</sup> 1:00 – 3:00pm **R.E.A.D. Workshop** for prospective NEW Tales of Joy R.E.A.D. members at C & I Center, RRMS *(2 attendees)*

Wednesday, October 1<sup>st</sup> 2:30 – 4:00 **B.A.R.K.** presentation to 3-5 grades at **S.A.F.E.** program Vista Grande *(Theresa & Doc)*

Thursday, October 2<sup>nd</sup> 5:00 – 7:00pm **Literacy Night** at Earnest Stapleton elementary school *(Lesley & Eloise, Bonnie & Arlo, Dave & Chauncey, Melissa & Riley, Cindy & Cassie, Portia & Alice)*

Thursday, October 16<sup>th</sup> – **Stress relief Therapy for UNM Students** prior to exams, contact is: Katarina Pacheco (RA) UNM, [kpac5@unm.edu](mailto:kpac5@unm.edu); 505-235-9371 *(Nettie & dog, Bonnie & Arlo, Dave & Chauncey)*

Friday, October 17<sup>th</sup> at **Shining Stars Preschool** from 5:30 – 7:30pm **Fall Carnival**, contact Natalie Pacheco *(Nettie & dog; Karen & Scarlet, Cindy & Cassie, Liz & dog; Bonnie & Arlo (maybe) Dave & Chauncey (maybe))*

Monday, November 3<sup>rd</sup> 5:00 – 6:30pm **R.E.A.D. Workshop**, individual training (1 attendee)

Monday, November 10<sup>th</sup> 2:30 – 3:30pm **B.A.R.K.** presentation to **Ms. Pfeifer's Kinder class** at Martin Luther King, Jr. elementary school *(Theresa & Doc, Julie & Mickey, Liz & Patch)*

Monday, November 17<sup>th</sup> 2:30 – 3:30pm **B.A.R.K.** presentation to **Ms. Browning's Kinder class** at Martin Luther King, Jr. elementary school *(Theresa & Doc, Liz & Patch)*

Thursday, November 20<sup>th</sup> 5:30 – 7:30pm **Literacy Night** at Rio Rancho elementary school in the library *(Liz & dog, Portia & Alice, Melissa & Riley (?), Donna & Kwik, Karen & Scarlet)*

Saturday & Sunday, November 22 & 23<sup>rd</sup>, **Discovery Weekend at Barnes & Noble** bookstore *(Liz & Patch/Sunny, Bonnie & Arlo, Dave & Chauncey, Karen & Scarlet)*

Monday, November 24<sup>th</sup> 2:30 – 3:30pm **B.A.R.K.** presentation to **Ms. Jones' Kinder class** at Martin Luther King, Jr. elementary school *(Theresa & Doc, Liz & Patch)*

Monday, December 1st 2:30 – 3:30pm **B.A.R.K.** presentation to **Ms. Meredith's Kinder class** at Martin Luther King, Jr. elementary school *(Theresa & Doc, Liz & Patch)*

Wednesday, December 3<sup>rd</sup> 2:30 – 4:00pm **B.A.R.K.** presentation to all grades at **S.A.F.E.** program EHES *(Theresa & Doc, Nettie & dog, Kim & Aurora, Karen & Scarlet)*

Saturday, December 6<sup>th</sup> 11-1:00pm at **Barnes & Noble** bookstore, the last day of our **BookFair** (12/4, 5, 6) teams available at store for Meets & Greets with community *(Melissa & Riley, Theresa & Doc, Portia & Alice, Liz & Patch, Michele & Teagan London, Bonnie & Arlo, Dave & Chauncey, Kim & Aurora)*

Monday, December 8th 2:30 – 3:30pm **B.A.R.K.** presentation to **Ms. Vargas'/Ms. Douglas' Kinder class** at Martin Luther King, Jr. elementary school *(Theresa & Doc, Liz & Patch)*

Wednesday, December 10<sup>th</sup> 2:30 – 4:00pm **TOJ R.E.A.D.** sessions with grade levels at **S.A.F.E.** program EHES *(Theresa & Doc, Nettie & dog, Karen & Scarlet, Kim & Aurora, Julie & Mickey)*

Monday, December 15<sup>th</sup> 2:30 – 3:30pm **B.A.R.K.** presentation to **Mr. Griffith's Kinder class** at Martin Luther King, Jr. elementary school *(Theresa & Doc, Liz & Patch)*

Friday, December 19<sup>th</sup> 10:00 – 2:00pm at **Barnes & Noble** bookstore, **Gift Wrapping** fund raiser! *(Theresa, Pam, Portia, Kim, Jill & Honey BB, Jackie & dog)*

Sunday, December 21<sup>st</sup> 10:00 – 2:00pm at **Barnes & Noble** bookstore, **Gift Wrapping** fund raiser! *(Theresa, Pam, Portia, Bette, Michele, Bonnie & dog)*

Friday, January 23<sup>rd</sup> 9:30 – 11:00 – **Story Time** in my portable with Mrs. Leighninger First grade class

Friday, January 30<sup>th</sup> 1:00 – 3:00pm **R.E.A.D. Workshop** for prospective NEW Tales of Joy R.E.A.D. members at Enchanted Hills ES, my office (\_\_\_ attendees) *Cancelled due to weather*

Tuesday, February 10<sup>th</sup> 12:00noon **Rio Rancho Rotary** presentation – done by Jackie Barron, TOJ READ member Cuba sister program

Monday, February 16<sup>th</sup> 1:00 – 3:00pm **R.E.A.D. Workshop** for prospective NEW Tales of Joy R.E.A.D. members at Enchanted Hills ES, my office (3 attendees)

Friday, February 20<sup>th</sup> 9:30 – 11:00 – **Story Time** in my portable with Mrs. Puente First grade class

Monday, February 23<sup>rd</sup> 11:45 – 12:45pm **B.A.R.K.** presentation for 2 Kindergarten classes at Enchanted Hills Elementary school *(Theresa & Doc, Liz & dog, Cindy & Cassie)*

Monday, February 23<sup>rd</sup> 12:50 – 1:50pm **B.A.R.K.** presentation for 1 Kindergarten class at Enchanted Hills Elementary school *(Theresa & Doc, Liz & dog, Cindy & Cassie)*

Tuesday, February 24<sup>th</sup> 2:20 – 3:20pm **B.A.R.K.** presentation for 2 Kindergarten classes (Helmick & Kabsy) at Enchanted Hills Elementary school *(Theresa & Doc, Liz & dog, Cindy & Cassie)*

Wednesday, March 4<sup>th</sup> 2:30 – 4:00pm **B.A.R.K.** presentation for K, 1, 2 grade students in the S.A.F.E. program at Ernest Stapleton school *(Theresa & Doc)*

Wednesday, March 18<sup>th</sup> 2:30 – 4:00pm **B.A.R.K.** presentation for 3, 4, 5 grade students in the S.A.F.E. program at Ernest Stapleton *(Theresa & Doc)*

Saturday, March 28<sup>th</sup> 10:00 – 2:00pm, **Eggs & Beggin** event at Cabazon Park, sponsored by Pet Food Gone Wild and Rio Rancho City. *(Theresa & Doc, Liz & Patch, Kim & Aurora, Bonnie, Dave & Chauncey, Karen & Scarlet)*

Friday, April 3<sup>rd</sup> 3:30 – 5:30, **Celebration of Life** for Duane Clink, Haynes Park. *(Theresa & Doc, Liz & Patch, Karen & Scarlet, Bonnie, Dave & Chauncey)*

Friday, April 10<sup>th</sup> 9:30 – 11:00 – **B.A.R.K.** presentation for Mrs. Leighninger first grade class at Enchanted Hills ES *(Theresa & Doc, Liz & Patch, Kim & Aurora, Nettie & LucyLou)*

Saturday, April 11<sup>th</sup> 12:00 – 3:00pm, **Act of Kindness Day**, Haynes Park, sponsored by RRPS and Rio Rancho City. *(Theresa & Doc, Liz & Patch, Melissa & Riley, Karen & Scarlet)*

Thursday, April 23<sup>rd</sup> 6:00pm – 7:00pm, **Literacy Night** at Ventana Ranch Elementary school contact Melissa Graff (Riley's mom) *(Melissa & Riley, Liz & Patch, Kim & Aurora, Karen & Scarlet, Michele & Teagan London)*

Tuesday, April 28<sup>th</sup> 10:00 – 11:00am **Reader's Café** at Rio Rancho Elementary school (MCES, PDSE, MLK, Jr. ESES) *(Theresa & Doc, Bonnie & Chauncey, Cindy & Cassie, Liz & Patch, Donna & Kwik)*

Thursday, April 30<sup>th</sup> 10:00 – 11:00am **Reader's Café** at Sandia Vista Elementary school (CAES, CDNES, EHES, VGES)  
*(Theresa & Doc, Karen & Scarlet, Liz & Patch, Kim & Aurora)*

Wednesday, May 20<sup>th</sup> 2:00 – 4:00pm **R.E.A.D. Workshop** for prospective NEW Tales of Joy R.E.A.D. members at Enchanted Hills ES, my office (5 attendees)

Monday, June 15<sup>th</sup> 2:00 – 4:00pm **R.E.A.D. Workshop** for prospective NEW Tales of Joy R.E.A.D. members at Enchanted Hills ES, my office (4 attendees)

**B.A.R.K.** presentations to the **K-3 Plus** summer program at Colinas del Norte and Maggie Cordova:

Colinas del Norte: from 8:30 – 10:30

Kindergarten – Tuesday, June 16<sup>th</sup> *Theresa & Doc, Liz & Patch, Nettie LucyLou, Portia & Alice*

First – Monday, June 22<sup>nd</sup> *Theresa & Doc, Liz & Patch, Nettie LucyLou*

Second – Monday, July 6<sup>th</sup> *Theresa & Doc, Liz & Patch, Nettie LucyLou, Sharon & Dobby*

Third – Monday, July 13<sup>th</sup> *Theresa & Doc, Liz & Patch, Nettie LucyLou*

Maggie Cordova: from 9:30 – 11:30

Kindergarten – Wednesday, June 17<sup>th</sup> *Theresa & Doc, Liz & Patch, Portia & Alice, Candy & Roger*

First – Wednesday, June 24<sup>th</sup> *Theresa & Doc, Liz & Patch, Candy & Roger, Sharon & Dobby*

Second – Wednesday, July 8<sup>th</sup> *Theresa & Doc, Liz & Patch, Barbara & Jake*

Third – Wednesday, July 15<sup>th</sup> *Theresa & Doc, Liz & Patch, Barbara & Jake, Candy & Roger*

Friday, July 31<sup>st</sup> 11-1:00pm at **Barnes & Noble** bookstore, the last day of our summer program will also be a one day **BookFair** (7/31) teams available at store for Meets & Greets with community – also have teams there in the evening during the weekly story time!

\*\*Ongoing second Saturday of the month at **Loma Colorado Library** from 11 – 1pm

\*\*Ongoing third Saturday of the month at **Esther Bone Library** from 11 – 1pm

\*\*Summer weekly program **Barnes & Noble** for June & July every Friday 11 -1pm



# TALES of JOY R.E.A.D.® Program

## Student Reading Test Scores

**Name of School:** Rio Rancho Public Schools

**Phone Number:** 505-891-8526 ext. 214

**Contact Person:** Theresa McKinney, Program Coordinator

**E-Mail:** tmckinney@rrps.net

**Program Start Date:** September 2014

**Program End Date:** May 2015

First Name	Grade	First Language	Fall		Winter		Spring		Testing Instrument	Comments
			Test Date	Test Score	Test Date	Test Score	Test Date	Test Score		
Student 1	K	English	Fall	155	Winter	163	Spring	171	NWEA	NWEA/DIBELS increased
Student 2	K	English	Fall	144	Winter	155	Spring	162	NWEA	NWEA/DIBELS showed increase
Student 3	K	English	Fall	142	Winter	153	Spring	153	NWEA	NWEA/DIBELS showed increase
Student 4	K	English	Fall	141	Winter	142	Spring	145	NWEA	



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First Name	Grade	First Language	Fall		Winter		Spring		Testing Instrument	Comments
			Test Date	Test Score	Test Date	Test Score	Test Date	Test Score		
Student 5	1	English	Fall	153	Winter	153	Spring	163	NWEA	
Student 6	1	English	Fall	161	Winter	167	Spring	177	NWEA	
Student 7	1	English	Fall	142	Winter	152	Spring	163	NWEA	
Student 8	1	English	Fall	157	Winter	161	Spring	160	NWEA	
Student 9	1	English	Fall	178	Winter	188	Spring	193	NWEA	
Student 10	1	English	Fall	182	Winter	193	Spring	193	NWEA	
Student 11	1	English	Fall	153	Winter	162	Spring		NWEA	
Student 12	1	English	Fall	151	Winter	163	Spring	167	NWEA	
Student 13	1	English	Fall	161	Winter	171	Spring	171	NWEA	
Student 14	1	English	Fall	160	Winter	177	Spring	173	NWEA	

TALES of JOY R.E.A.D.® Program Rio Rancho, NM 87124 (505) 463-3626

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First Name	Grade	First Language	<u>Fall</u>		<u>Winter</u>		<u>Spring</u>		Testing Instrument	Comments
			Test Date	Test Score	Test Date	Test Score	Test Date	Test Score		
Student 15	1	English	Fall	155	Winter	158	Spring	164	NWEA	
Student 16	1	English	Fall	154	Winter		Spring		NWEA	Transfer Out of RRPS
Student 17	1	English	Fall	162	Winter	179	Spring	184	NWEA	
Student 18	1	English	Fall	153	Winter	167	Spring	170	NWEA	



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			Test Date	Test Score	Test Date	Test Score	Test Date	Test Score		
Student 19	2	English	Fall	165	Winter	183	Spring	181	NWEA	Student made adequate progress in reading & loved <b>DOG</b>
Student 20	2	English	Fall	141	Winter	147	Spring	145	NWEA	Student is on an IEP for developmental delays. Learning is highly compromised by language processing & a lot of other factors. Has behavior issues as well. The time with <b>HANDLER &amp; DOG</b> meant the world to student.
Student 21	2	English	Fall	177	Winter	191	Spring	190	NWEA	
Student 22	2	English	Fall	165	Winter	182	Spring	177	NWEA	
Student 23	2	English	Fall	165	Winter	174	Spring	182	NWEA	

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			Test Date	Test Score	Test Date	Test Score	Test Date	Test Score		
Student 24	2	Spanish	Fall	176	Winter	179	Spring	193	NWEA	Student surpassed her individual target goal of 190
Student 25	2	English	Fall	180	Winter	183	Spring	199	NWEA	Student surpassed his individual target goal of 193
Student 26	2	English	Fall	177	Winter	187	Spring	190	NWEA	Student missed his individual target goal by just 1 point. Target goal was 191.
Student 27	2	English	Fall	192	Winter	198	Spring	197	NWEA	
Student 28	2	English	Fall	173	Winter	171	Spring	179	NWEA	

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First Name	Grade	First Language	<u>Fall</u>		<u>Winter</u>		<u>Spring</u>		Testing Instrument	Comments
			Test Date	Test Score	Test Date	Test Score	Test Date	Test Score		
Student 29	3	English	Fall	180	Winter	185	Spring	183	NWEA	
Student 30	3	English	Fall	150	Winter	169	Spring	172	NWEA	
Student 31	3	English	Fall	184	Winter	192	Spring	219	NWEA	Receives behavioral support
Student 32	3	English	Fall	153	Winter	161	Spring	150	NWEA	
Student 33	3	English	Fall	155	Winter	147	Spring	155	NWEA	
Student 34	3	English	Fall	152	Winter	151	Spring	164	NWEA	Began program in January
Student 35	3	English	Fall	165	Winter	172	Spring	169	NWEA	
Student 36	3	English	Fall	171	Winter	175	Spring	183	NWEA	
Student 37	3	Spanish	Fall	179	Winter	1	Spring	171	NWEA	

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First Name	Grade	First Language	Fall		Winter		Spring		Testing Instrument	Comments
			Test Date	Test Score	Test Date	Test Score	Test Date	Test Score		
Student 38	4	English	Fall	195	Winter	203	Spring	207	NWEA	
Student 39	4	English	Fall	201	Winter	203	Spring	203	NWEA	
Student 40	4	English	Fall	202	Winter	206	Spring	202	NWEA	
Student 41	4	English	Fall	183	Winter	197	Spring	194	NWEA	
Student 42	4	English	Fall	178	Winter	185	Spring	187	NWEA	
Student 43	4	English	Fall	204	Winter	207	Spring	202	NWEA	
Student 44	4	English	Fall	186	Winter	191	Spring	175	NWEA	In SAT/MDT
Student 45	4	English	Fall	204	Winter	203	Spring		NWEA	Transfer out of RRPS
Student 46	4	English	Fall	175	Winter	196	Spring	190	NWEA	
Student 47	4	English	Fall	177	Winter	178	Spring	196	NWEA	

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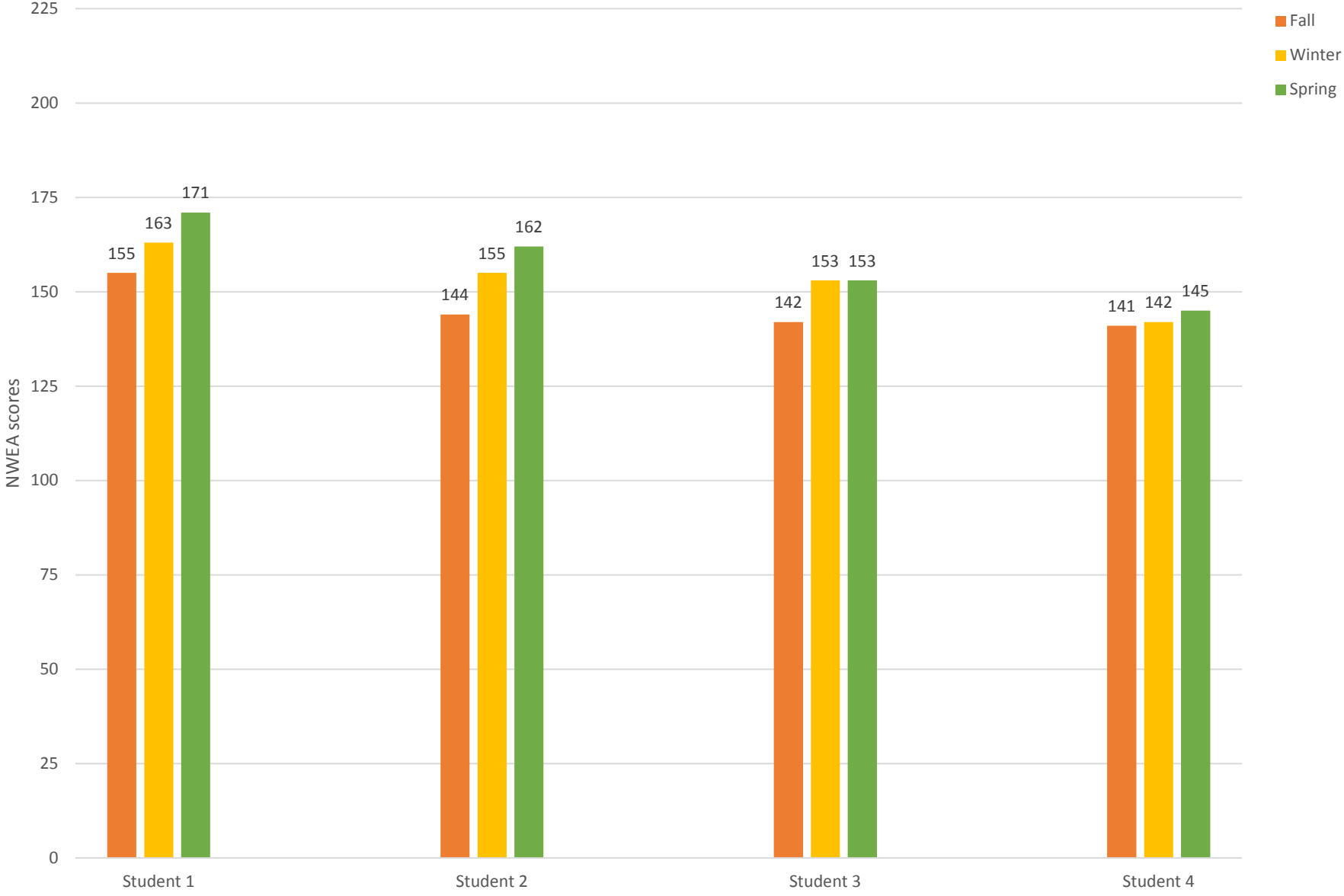
**E-Mail:** tmckinney@rrps.net

**Program Start Date:** September 2014

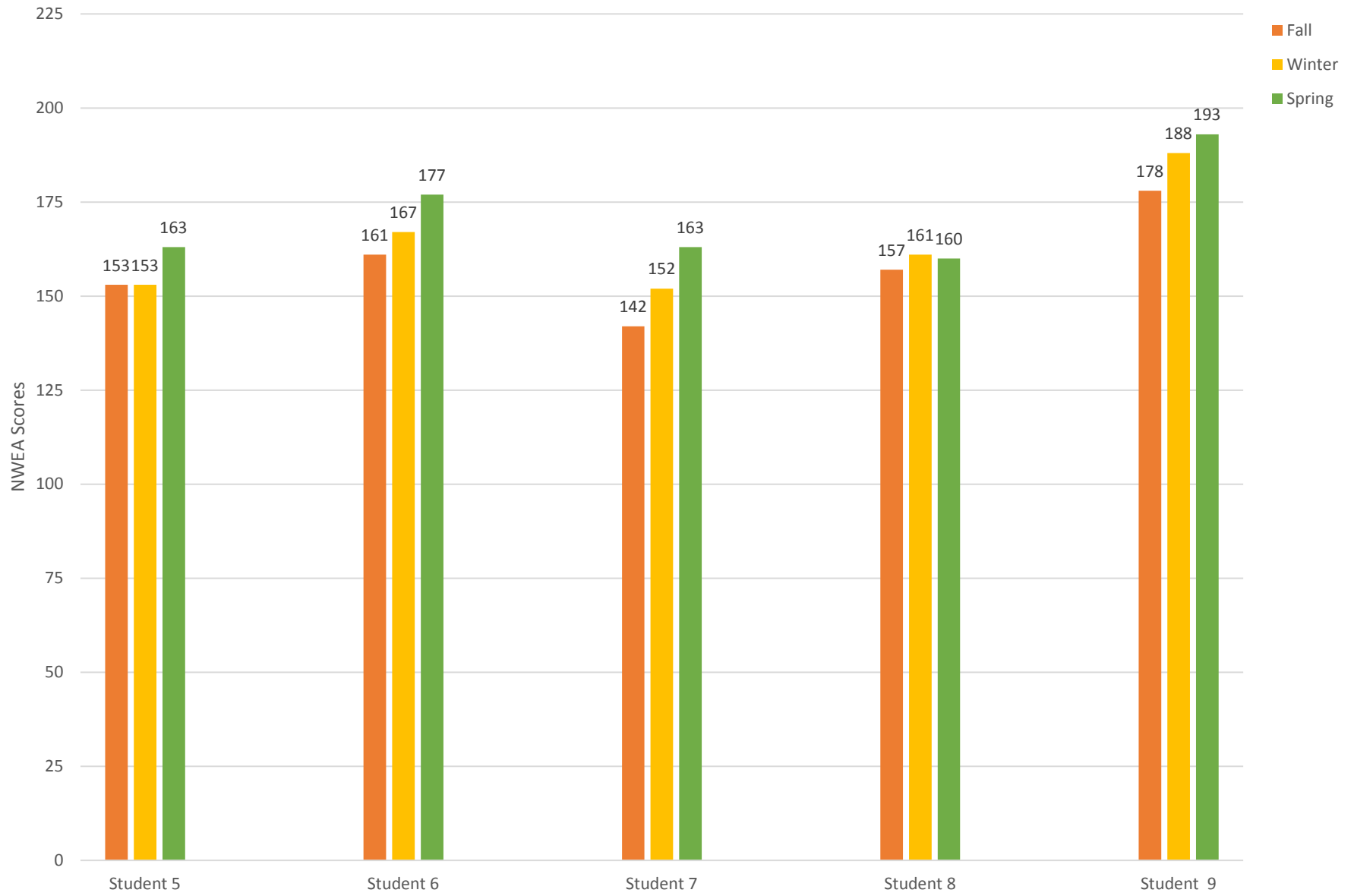
**Program End Date:** May 2015

First Name	Grade	First Language	Fall		Winter		Spring		Testing Instrument	Comments
			Test Date	Test Score	Test Date	Test Score	Test Date	Test Score		
Student 48	5	English	Fall	168	Winter	184	Spring	183	NWEA	

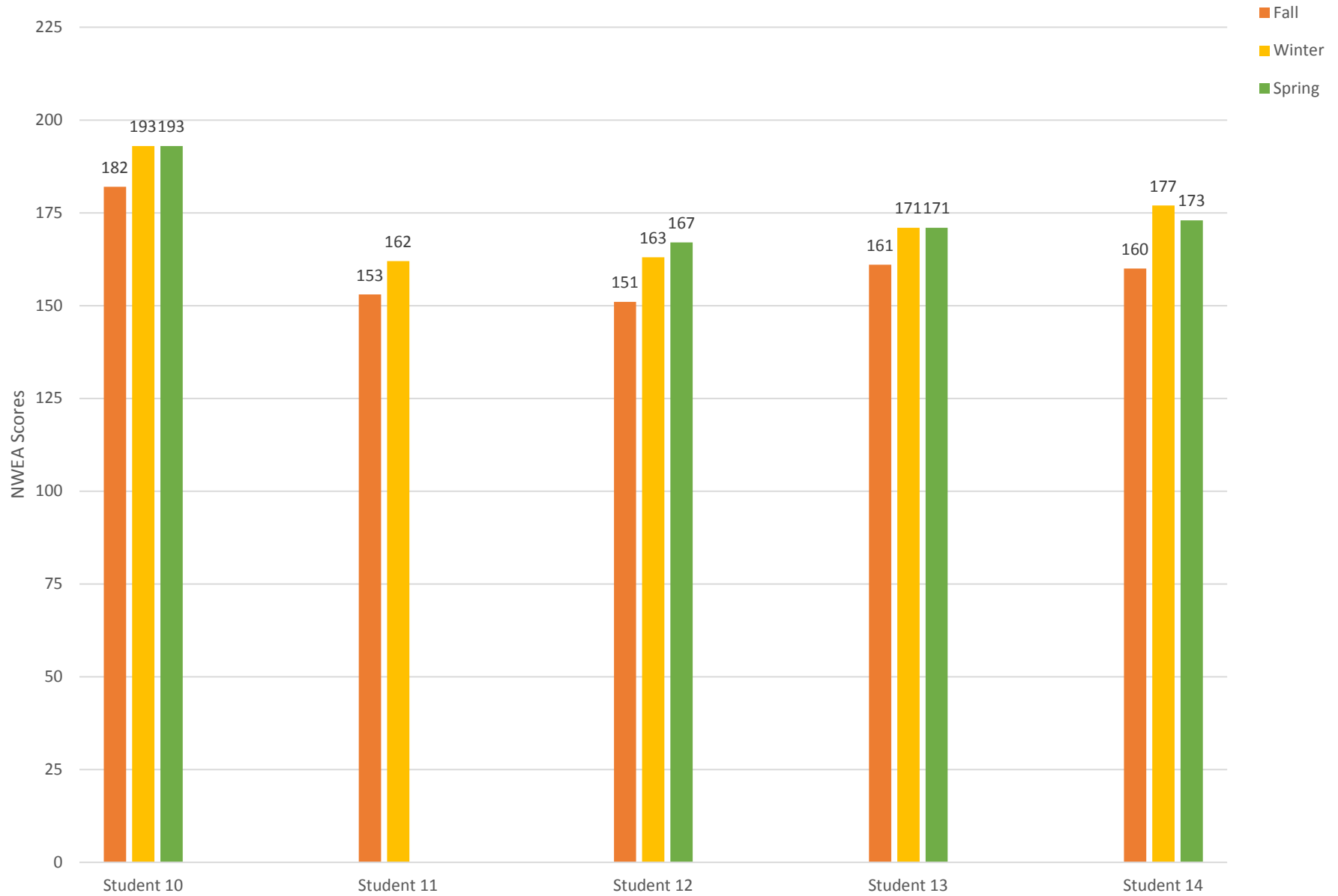
Tales of Joy R.E.A.D.® Program Data  
Kindergarten NWEA scores 2014 - 2015



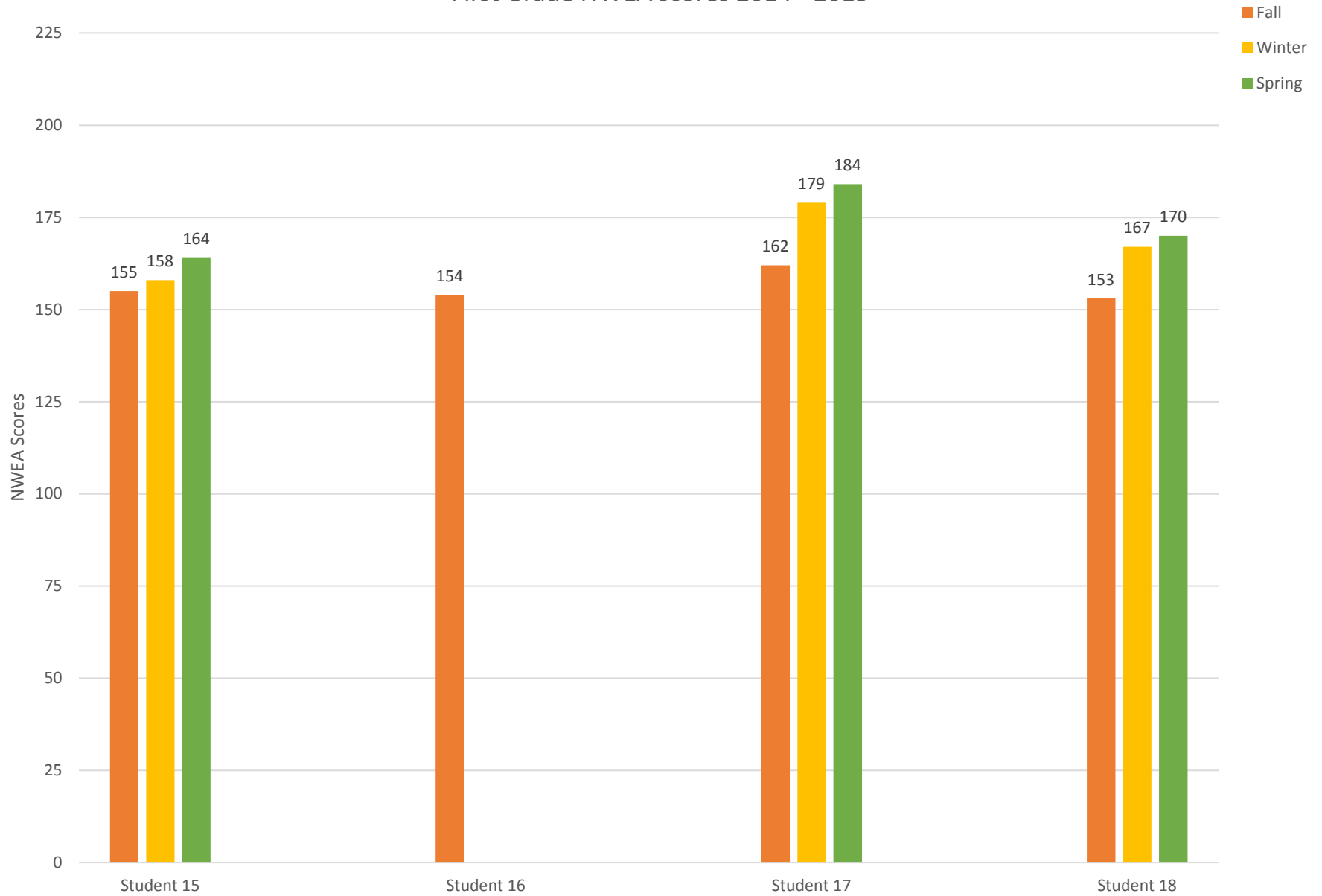
### Tales of Joy R.E.A.D.® Program Data First Grade NWEA Scores 2014 - 2015



### Tales of Joy R.E.A.D.® Program Data First Grade NWEA scores 2014 - 2015

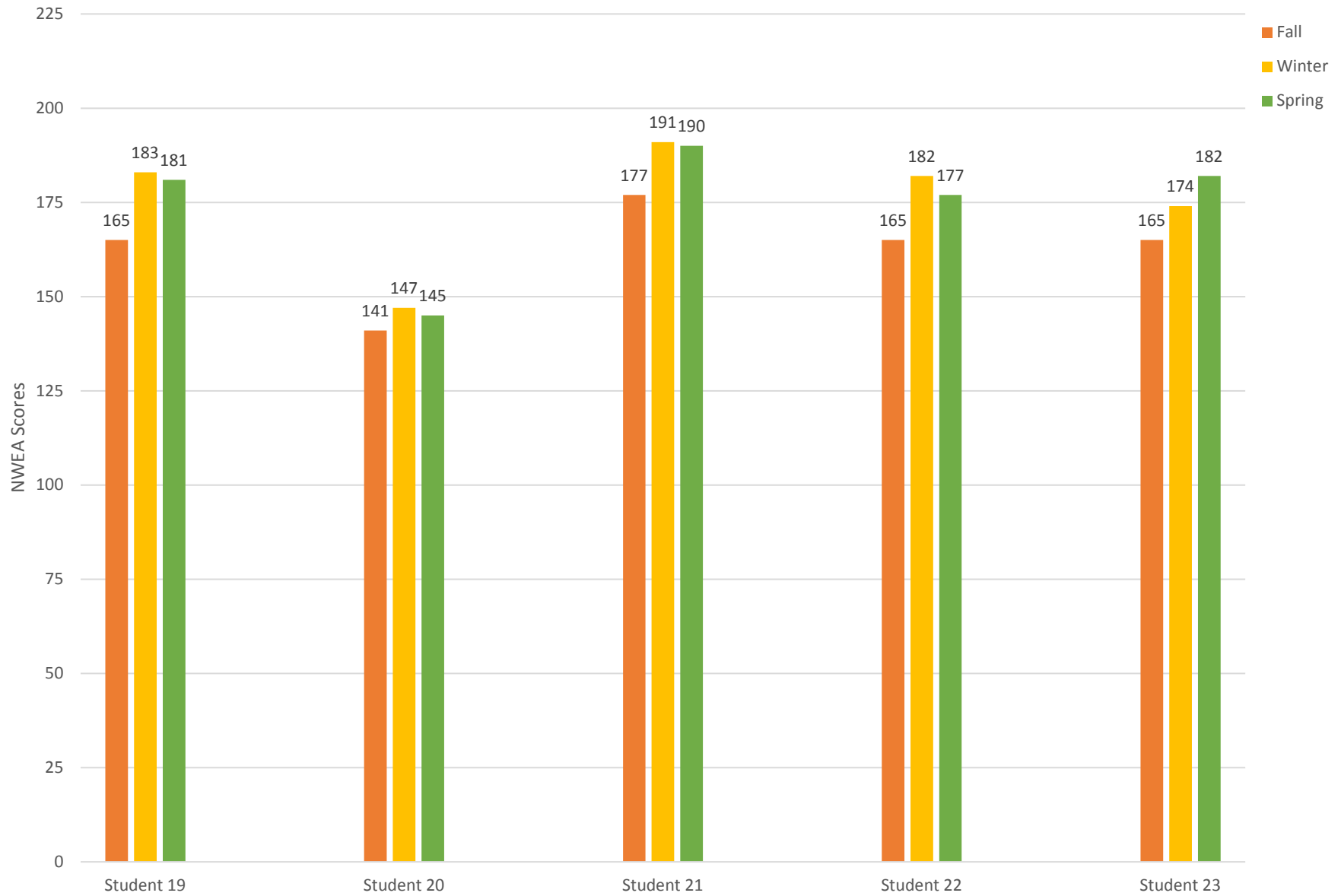


Tales of Joy R.E.A.D.® Program Data  
First Grade NWEA scores 2014 - 2015

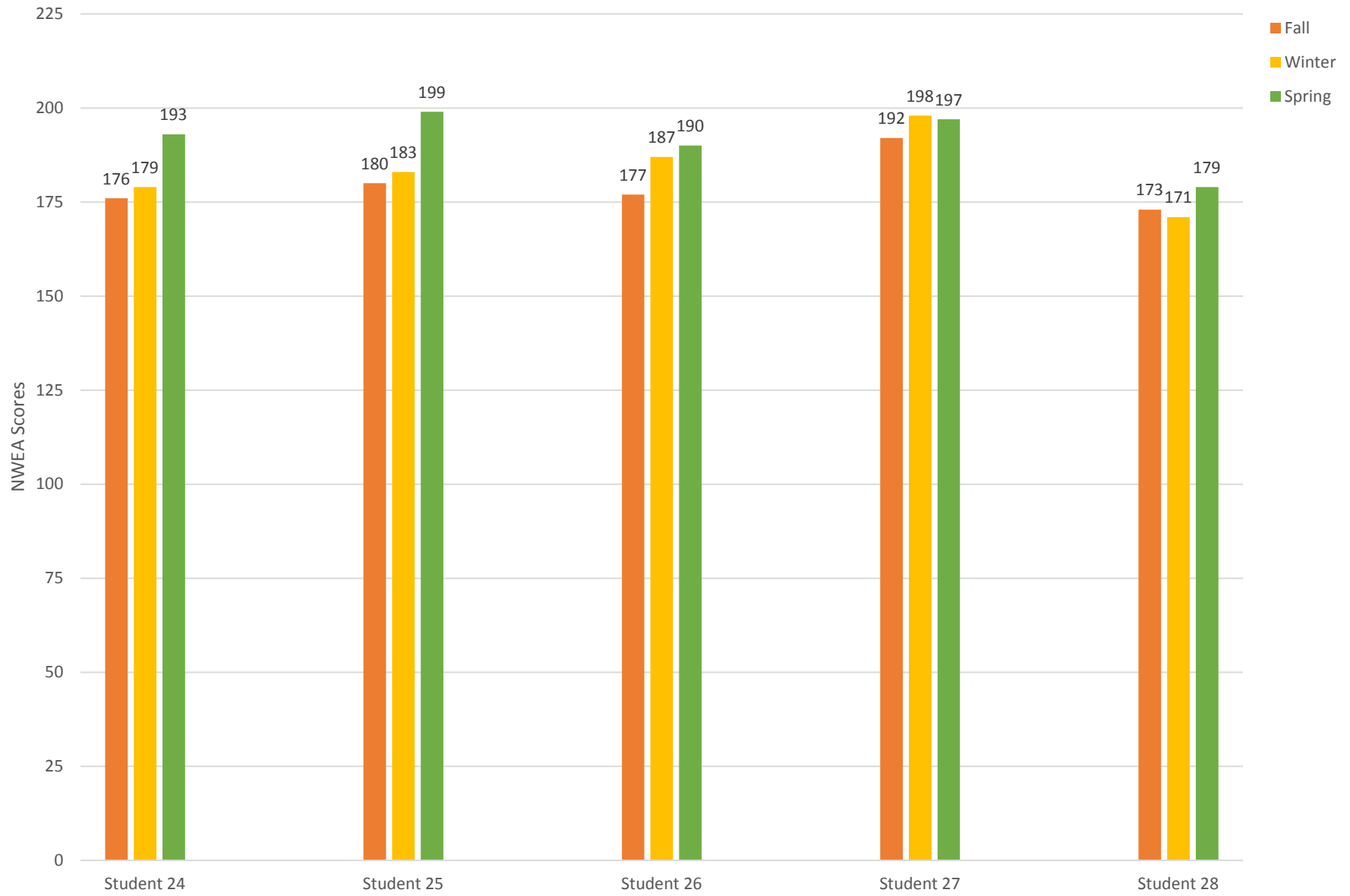




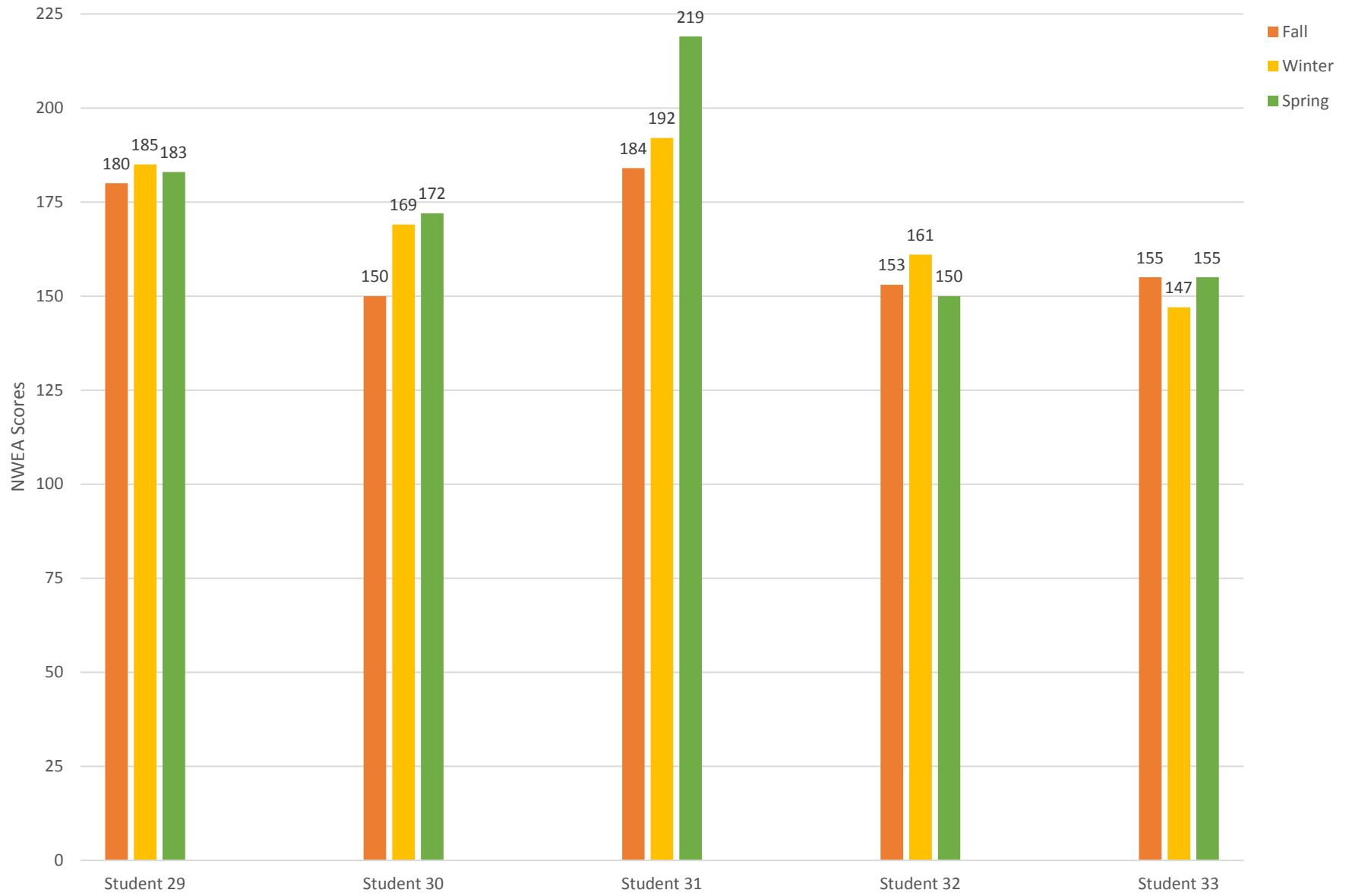
Tales of Joy R.E.A.D.® Program Data  
Second Grade NWEA scores 2014 - 2015



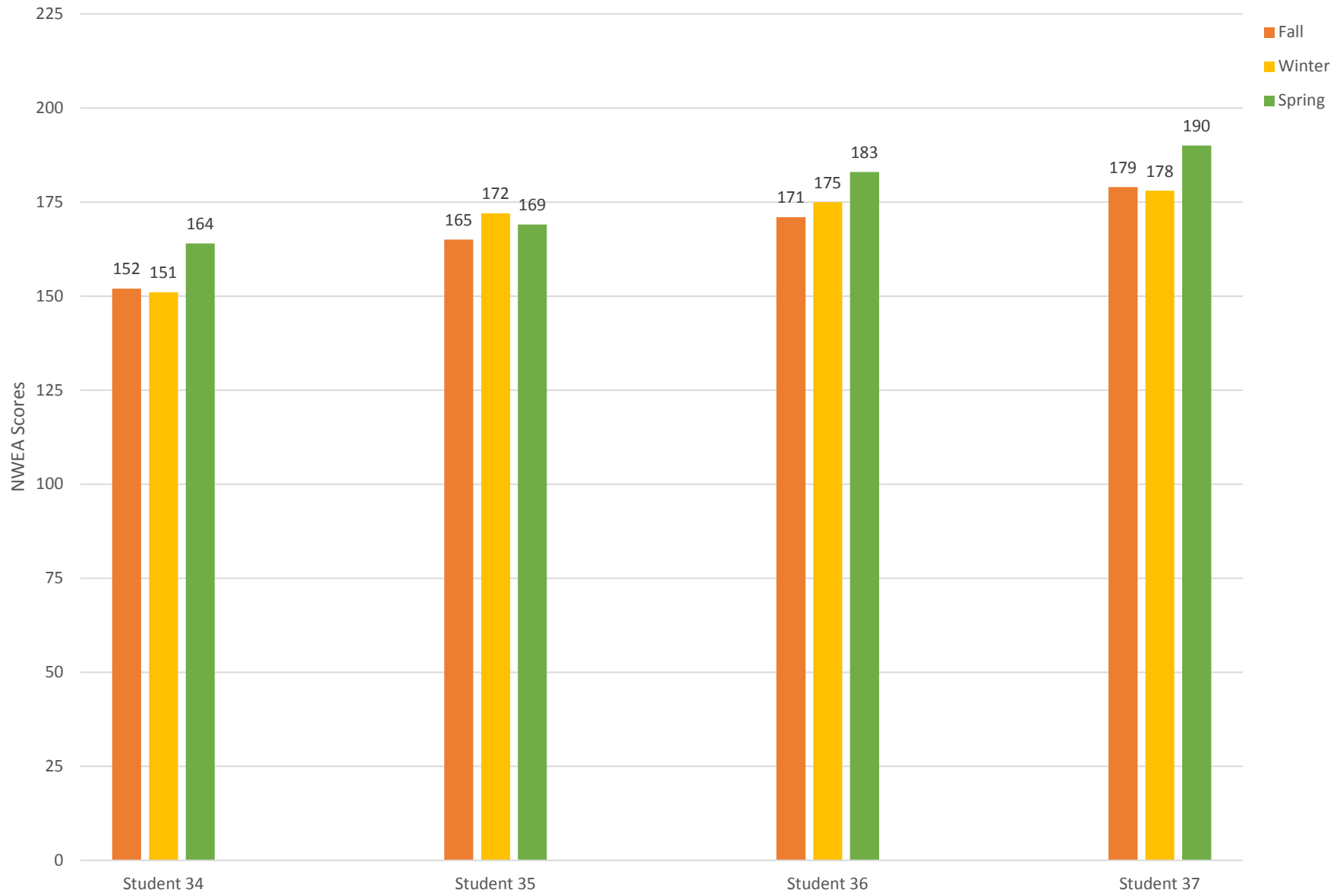
### Tales of Joy R.E.A.D.® Program Data Second Grade NWEA scores 2014 - 2015



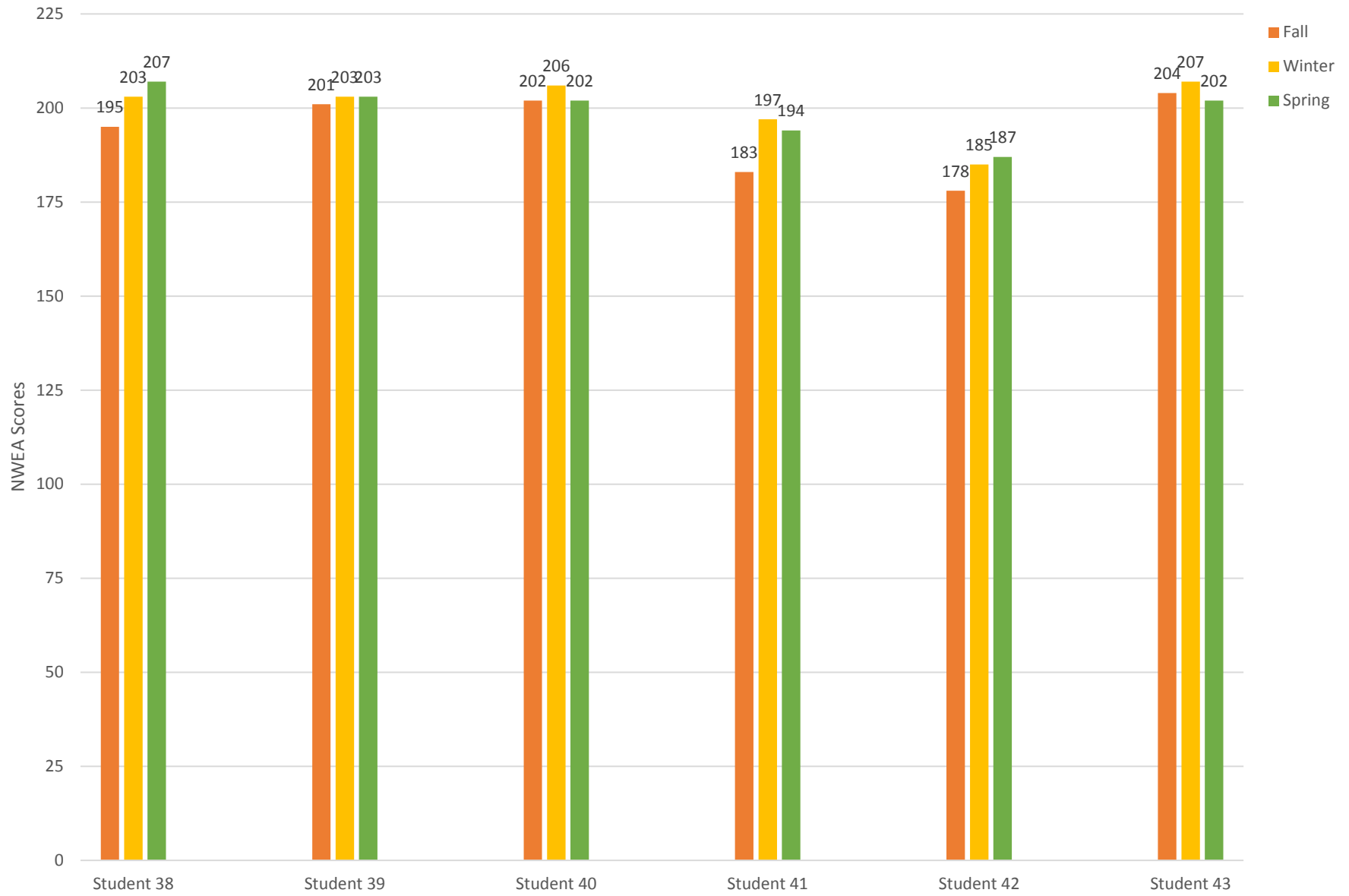
### Tales of Joy R.E.A.D.® Program Data Third Grade NWEA scores 2014 - 2015



Tales of Joy R.E.A.D.® Program Data  
Third Grade NWEA scores 2014 - 2015



### Tales of Joy R.E.A.D.® Program Data Fourth Grade NWEA scores 2014 - 2015



Tales of Joy R.E.A.D.® Program Data  
Fourth/Fifth Grade NWEA scores 2014 - 2015

