

Denison's Title I School-wide Plan

I. 10 Components Narrative

1. Comprehensive Needs Assessment:

The Denison Community School District, founded in 1861, is located in west-central Iowa in the city of Denison in Crawford County. Included within the district's 172 square miles are portions of Buck Grove, Deloit, Denison, and Kiron. We are the 47th largest school district in Iowa serving over 1900 students in four buildings: a PK-3 elementary, a 4-5 elementary, a 6-8 middle school, and a 9-12 high school. A rural community, Denison has a population of 7,339 according to the 2000 census. This number represents a 10.8% increase from the 1990 census figures, and current population estimates are significantly higher as the community has experienced an influx of immigrants. The largest employers in the community, Farmland (Smithfield) Foods and Tyson Foods, in addition to the school, continue to draw new citizens to Denison. In fact, Aapa Foods, a new chicken processing plant, has recently brought additional new jobs and migrant families to Denison. In spite of the availability of employment, Crawford County was the fifteenth lowest in per capita income of the 99 counties in the state of Iowa in 2002, according to data taken from the Iowa Workforce Website. Currently, of the 364 school districts in the state, Denison is 360th in property tax capacity per pupil, which places us in the bottom 1%. Furthermore, data from the *Des Moines Sunday Register*, August 20, 2006, placed Denison in the top eight schools in the state for highest percent of students on free and reduced lunch (52.8%). More current data indicates that 65.2% of our students are on free or reduced lunch, a 2.9% increase over the 2008-2009 school year. Many of these students are also migrant students and English language learners. While our population has increased, our tax base has not grown in direct

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proportion. Both the economic conditions and the increasingly diverse population have directly impacted the school system.

This diversity is most readily seen in the number of Latino/-a students enrolled in all three buildings. During the 2008-2009 school year, data show 63.8% of the students at the K-3 elementary were Latino/-a; 64.7% of the students in the 4-5 elementary were Latino/-a; 52.6% of the students in the middle school were Latino/-a; and 33.0% of the students at the high school were Latino/-a. Seven years ago, these numbers were 37.1% Latino/-a at the elementary, 16% at the middle school, and 9% at the high school. **Table 1** details our District’s demographics for the 2007-2008 school year.

Table 1: Denison Community School Demographics

	Elementary (K-3)	Broadway Elem (4-5)	Middle School	High School	Total
Enrollment	564	238	445	665	1912
% Minority	66.7%	66.4%	54.6%	36.2%	53.2%
% Hispanic	63.8%	64.7%	52.6%	33.0%	50.6%
% Free/Reduced Lunch	76.4%	71.8%	66.1%	60.7%	64.3%

Our ITBS baseline reading comprehension data over the past five years indicates an upward trend, minus a dip last past year at the fourth grade level. **Chart 1** indicates the change in percent proficient over the years. Gaps continue to exist, but, with the exception of Special Education, our subgroups performed better than they have in the past 6 years. ITBS data indicates that 79% of our Free and Reduced population and 70% of our ELL were proficient in spring of 2009, while only 25% of our Special Education population was proficient.

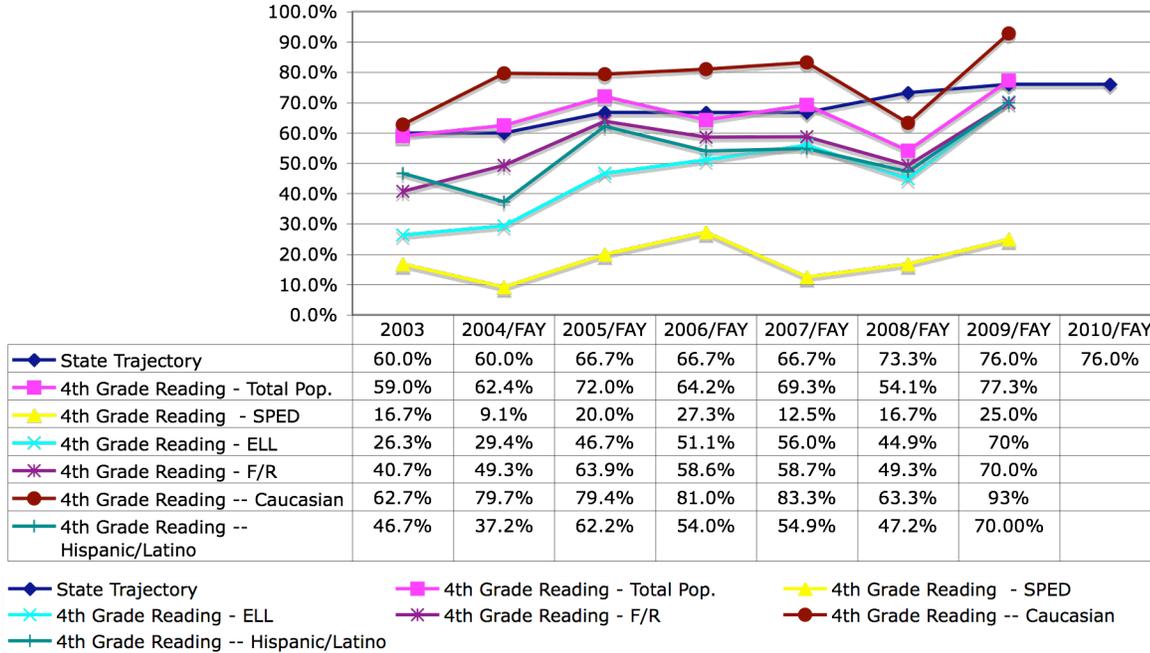
Math scores indicate that we are improving the percent proficient among student subgroups. As indicated by **Chart 2**, however, we still have gaps that exist; therefore, we

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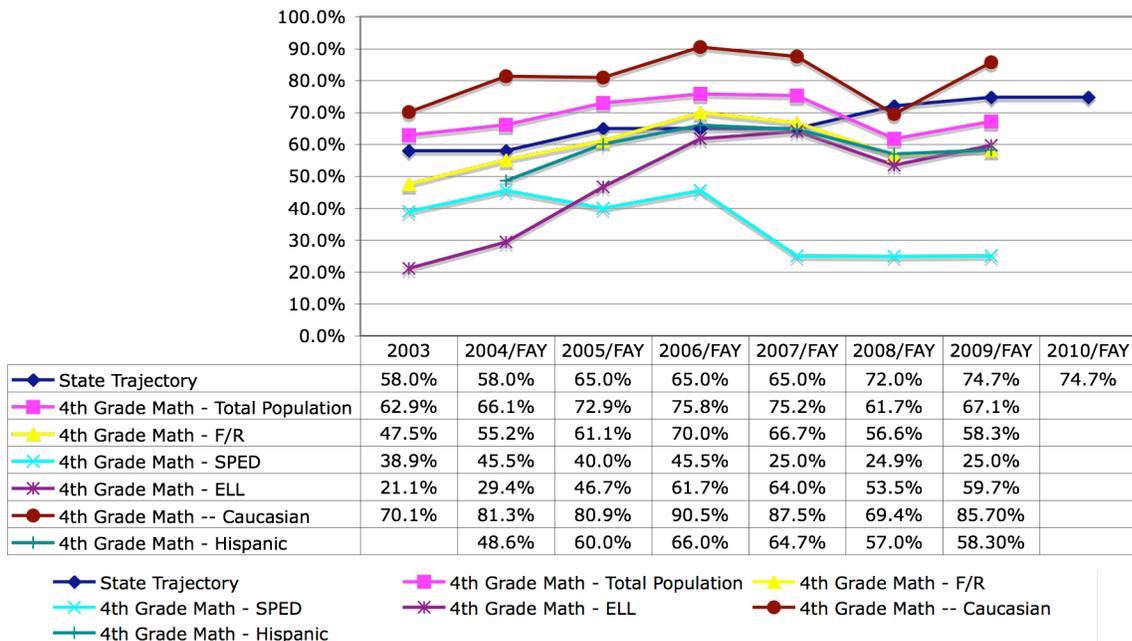
need to continue to implement strategies that have proven successful in our math instruction.

Chart 1: ITBS 4th Grade Reading Trend:

**Denison Community School District - ITBS - 4th Grade Reading
Percent Proficient
(by subgroup - compared to State Trajectory)**



**Chart 2: ITBS 4th Grade Math Trends
Denison Community School District - ITBS - 4th Math
Percent Proficient
(by subgroup - compared to State Trajectory)**



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As we annually review our achievement data, we target those students who have been served by our Title I program. We consider the growth of these students in the five component areas of reading: fluency, vocabulary, phonics, phonemic awareness, and reading comprehension. With the adoption of a K-5 comprehensive reading program, supported by our Reading First Grant, we have studied and will continue to study the data that reflects our implementation of scientifically based reading strategies on a monthly basis. Additionally, we review reading achievement data of all students (determined by the assessments required under the Reading First guidelines) three times per year in order to target those students in need of more time in intensive instruction in a particular areas of reading skill development. Students reading below the proficient levels as indicated by Department of Education under Reading First will receive intervention services that provide them with more time and intense practice using the strategies. This intervention will be provided by our Title services. One indicator of the effectiveness of our program will be the numbers of students in need of substantial intervention; we expect that number to decrease as students are served by our core reading curriculum and our Title intervention services.

2. Implementation of Schoolwide Reform Strategies

Denison's comprehensive reading program provides a coherent instructional program that includes coordinated instructional sequences, ample opportunities for teacher-directed application, guided practice, and independent practice. This occurs during a 90-minute block of uninterrupted reading instruction in each classroom. Activities and strategies targeted by the State incorporate all of the five essential components of reading instruction within our program (see Chart 3). We understand that

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instruction for younger students involves a combination of reading and writing experiences that help them learn the purposes of literacy, as well as how written language functions. Children learn the pleasure of reading and writing and become familiar with the text structure and vocabulary through hearing texts read aloud. Children learn letter-sound relationships in several different ways, including direct lessons; active, “hands-on” guided practice; and application of this basic information in reading and writing.

Instruction in writing contributes substantially to children's understanding about words. In each classroom, for example, a systematic and explicit word-study system has been established to help children learn spelling principles.

The major impetus of our program is to align our curriculum, to scaffold our skills, to organize a cohesive delivery system, to offer systematic intervention, and to incorporate data to inform our instructional decision-making. We need to continue to coordinate the scientifically based practices we have in place and to fill the gaps we have in our instruction with additional scientifically based research strategies. The Denison Elementary's comprehensive reading program for kindergarten through 5th grade classrooms includes explicit and systematic instruction in each of the 5 essential components of reading instruction (phonemic awareness, phonics, vocabulary development, reading fluency-including oral reading skills, and reading comprehension strategies). Transitions have been made across the grades to adjust to children's growth in reading, writing, language, and word knowledge, as well as their development of study skills. For example, teachers at each grade level share students during literacy block so that students can be grouped flexibly to meet their needs best. Furthermore, Title and Reading Recovery teachers directly support our lowest level of readers in the classroom

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during the literacy block. By second grade, children are making the transition to longer periods of silent, independent reading and writing. Small-group reading instruction, writing workshop, and explicit teaching of the 5 essential components has been implemented across the grades. At all grade levels, interactive read-alouds will be a daily activity and one that serves as a foundation for learning in all other components of the framework. Additionally, all children experience a rich collection of children’s literature.

Chart 3: School-wide Reform Strategies

<i>Reading Components</i>	Instructional Strategies/Methods/Programs with Supporting Evidence from the <i>National Reading Panel (NRP)</i> and/or <i>Put Reading First (PRF)</i>
Phonemic Awareness (SBRR pp 81-99)	PWIM (NRP 1, 4-22, 25) Elkonin Boxes (PRF 6; NRP 2-10) Segmentation/blending (PRF 6; NRP 2, 7) Initial sound fluency (PRF 2-35, NRP 2-10) Phoneme isolation (PRF 5-6, NRP 2-10) Oral Rhymes (PRF 3, NRP 2-31)
Phonics (SBRR pp 101-107)	Elkonin Boxes (PRF 6) PWIM (NRP 1, 4-22, 25) Letter sound correspondence (PRF 12, NRP 2-99) Systematic explicit instruction (PRF 14, NRP 2-102) Word recognition (NRP 2-100) Decoding (PRF 14, NRP 2-99) Small group learning (PRF 17)
Fluency (SBRR pp 108-114)	Repeated oral reading (PRF 26, NRP 3, 11, 15) Model fluent reading (PRF 26, NRP 3-10) PWIM (NRP 1, 4-22, 25) Choral/partner reading (PRF 26-28) Reader’s Theater (PRF 29) Small Group Learning (PRF 17)
Vocabulary (SBRR pp 115-128)	PWIM (PRF 1, 4-22, 25, 38-39, 42) Read Aloud (PRF 35) Word Parts (PRF 39; NRP 4-33, 35) Explicit instruction (PRF 35-46, NRP 4-33, 35) Constructing visual representations (PRF 44; NRP 4-33, 35) Word learning strategies (PRF 45; NRP 4-33, 35)
Comprehension (SBRR pp 115-128)	PWIM (PRF 1, 4-22) Constructing Visual Organizers (PRF 50-51; NRP 4-43) Question/Answer Relationships (PRF 51-52, NRP 4-44)

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	Sequencing/story retelling (PRF 53; NRP 4-44, 66) Reciprocal Teaching (NRP 4-61, 79-84) Summarizing (PRF 53; NRP 4-44) Small Group Instruction (PRF 54; NRP 4-59, 71) Read Aloud (PRF 35) Talk Aloud (PRF 50-51) Think Aloud (PRF 53)
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c) (i-ii) Denison Elementary School uses a screening and diagnostic process for determining whether we have met the needs of all students in their pursuit of academic proficiency and advanced achievement. We identify children who are falling behind their peers in learning to read or are failing to learn to read and require intervention. Our process includes more frequent use of the Phonological Awareness Test (PAT) and the Basic Reading Inventory (BRI) as diagnostic measures with those students who are falling behind or who fail to demonstrate grade-level growth as evidenced by difficulties they demonstrate during reading instruction and other reading-related activities. Teachers will use and monitor running records more frequently with these students. By administering our screening and diagnostic assessments with greater frequency to those students who demonstrate difficulties, we will be able to identify the reading skill in which the student is deficient and begin the intervention as indicated in the next paragraph. Additionally, for any students in danger of failing to learn to read, additional assessment support will be sought from external experts including Northwest AEA's consultants or the DE's Early Childhood Reading Team.

Our comprehensive reading program provides the following interventions based upon scientifically based instructional strategies, practices, and materials proven effective in accelerating achievement; Denison's program also implements specific strategies for monitoring progress and making instructional decisions to support children who are struggling, falling behind their peers, or are failing to learn to read. We recognize that

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even when students have the benefit of a systematic, effectively coordinated reading program, some students will still need additional support in order to become proficient readers. Our program is founded on the premise that **all students can read and we will do whatever it takes** to see that they do. The implication of this professional learning community philosophy is that we must structure a system of interventions that will ensure our mission. At the kindergarten level, our PAT assessments, used with greater frequency with those struggling students, inform our instruction. Those identified for additional support at this level receive intervention in the form of more opportunities to experience the same core program. This means that struggling kindergarten readers spend more time learning in the area in which they struggle, receive more feedback regarding their progress, and experience more intensity in the teaching approaches utilized. The scientifically based strategies that are identified under our Reading First Grant are those strategies that are used coupled with strategies embedded in our Reading Recovery program and our current Title I program. Title I staff, Reading Recovery personnel, and/or ELL instructors provide additional time and support to those students who are struggling or in danger of failing to learn to read. The Title I, the Reading Recovery, the ELL, or the special education teacher may form another smaller group for instruction that includes students with similar needs so that these specialists can offer additional support. An essential intervention-oriented component of our comprehensive literacy program is the use of this intensive, one-on-one or small group instruction for the lowest-achieving readers in first grade, second, third, fourth, and fifth grades.

This kind of early intervention works to accelerate such readers' progress before they become confused about reading and fall too far behind. Title I, Reading Recovery,

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ELL, and special education staff, along with regular education staff, will be specially trained to help such students acquire effective reading strategies and will provide daily instruction to identified children. When children are evaluated for selection for one-on-one or small group instruction, the appropriate measures for assessing problems in phonemic awareness, phonics, fluency, vocabulary and/or comprehension are used. These include but are not limited to the previously identified assessments such as the PAT, BRI, running records and other appropriate probes. This information forms the basis for the one-on-one or additional small group instruction.

3. Highly Qualified Teachers

All staff members, both certified staff and paraprofessionals, at the elementary building satisfy the highly qualified teacher standard of NCLB. Our three designated Title teachers have reading endorsements, and two are trained in Reading Recovery. Both participate in the ongoing professional development to maintain their training.

Furthermore, we have three certified, endorsed ELL instructors and a number of our elementary staff who are pursuing their ELL endorsement. During the 2009-2010 school year, additional teachers will be receiving training in Reading Recovery. As our population continues to shift, the knowledge, skills, and strategies these staff members bring to the literacy growth and achievement of our students are critical.

4. High Quality, Ongoing Professional Development Based on SBR

At the district level, we are entering our fifth year of curriculum mapping. Research indicates that an aligned, cohesive, and scaffolded curriculum positively impacts student achievement. Staff district-wide have been trained in creating quality maps and in reading maps across grade levels to search for gaps, redundancies, and

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timeliness of curricula. The elementary building has mapped the content, skills, and assessments for their math, science, and social studies curricula. We will continue to map literacy K-5 with a focus on writing and reading comprehension. As we examine our maps for gaps, redundancies, timeliness of curriculum and alignment to the Iowa Core Curriculum, we are addressing the needs of our students and the most effective instructional strategies to meet those needs.

This 2009-2010 school year, our staff will receive training in the SBRR strategies throughout the school year. Two times each month from 2:20-4:00 P.M., K-5 teachers and support staff will receive theory and demonstration (explicit instruction) in vocabulary strategies to aid in student comprehension. Training will be provided by our leadership team who will receive training via our AEA consultants, our school improvement coordinator, our student services teacher and the SWRT all of whom are or will be experienced in implementing the instructional strategies and programs and teaching models. A component of the explicit instruction will include data analysis and instructional decision-making as data becomes available. When we have a district-wide inservice day, teachers will meet by grade level to collaborate, plan, and seek alignment of content, skills, and assessment utilizing their curriculum maps. Three of these full days are scheduled throughout our calendar year. Additionally, all grade level teachers share a common daily planning time during which additional collaboration, planning, and practice will occur. We have invited the two parochial schools in our district to participate in this professional development.

Moreover, the leadership team will meet one day per month to receive explicit training and instruction in SBRR strategies; and to analyze and study implementation

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data and achievement data, both compiled and disaggregated. The school improvement coordinator will provide training in partnership with the student services teacher and AEA consultants who have experience with the SBRR strategies as a result of their training with the SWRT. Our professional development plan reflects the Iowa Professional Development Model.

5. Strategies to Attract High-quality, Highly Qualified Teachers

Denison Elementary offers a competitive pay scale to draw new teachers to western Iowa. We support our new teachers with a full week of new teacher inservice prior to the start of the school year, and we pair new teachers with trained mentors. Our grade level teams provide additional support and provide the opportunity for ongoing collaboration, which is attractive to teachers new to the district. High-quality, highly qualified instructors are also attracted to in-district professional development plans that provide staff with the option of earning staff development and/or graduate credit. The on-site professional development is vital in supporting the district in its efforts to implement best practices. Working with Morningside College, we are able to provide teachers the opportunity to apply 18 hours of these local professional development credits toward a master's as a professional educator. Additionally, Morningside offers the additional required coursework in Denison as opposed to in Sioux City.

We have also placed quality programming that best meets our students' needs at the top of our priority list. This student-focus has attracted high-quality, highly qualified teachers who desire to work in a progressive, collaborative, and enthusiastic climate. To apprise would-be teachers of what Denison Elementary has to offer, we advertise on our district Web page, which provides links to our standards and benchmarks and to building

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specific topics. We also post openings on REAP, in Iowa newspapers, and in the *Omaha World Herald*. We contact universities' placement offices to identify potential candidates, and we have updated and improved our website, where we also advertise.

6. Strategies to Increase Parent Involvement

We begin our school year with an open house where parents and their students visit the student's classroom and teacher. During this time, teachers extend an open invitation to parents to visit the classroom throughout the year. Each week, teachers send notes home in the primary language of the parents to update the parent/s on the student's individual progress. These notes generally appear in the student's homework folder which travels between school and home daily so that parents are able to communicate every day with the teacher should they need to do so. Homework books, included in the homework folder, are available in the language of the student's choice so that parents can enjoy reading with their children at home. Newsletters are sent home either monthly or weekly in the family's primary language. These newsletters identify the content and skills of that month's lessons and the direction of the upcoming month. Teachers provide literacy strategies for parents to use at home and other effective activities appropriate for home. Another strategy that increases parent involvement in cultivating literacy is individually scheduled parent-teacher conferences twice a year. We generally attain a 96% attendance rate at our elementary conferences. Simultaneously with our conferences, we hold our Scholastic Book Fair through which we promote literacy as students and parents select and purchase books together.

We held our second annual Family Literacy Night this year for K-3 students and families. Participants rotated through several stations including a read-aloud in English, a

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read-aloud in Spanish, a literacy game station, a starlight reading station, a Reader's Theater station, and a choose-a-free-book station. We had great parent involvement, as readers, organizers, or volunteers, this past year and look forward to repeating this event during the 2009-2010 school year in an effort to promote family literacy and engagement with our school.

Special areas and individual grade levels connect with parents in their own ways beyond our system-wide strategies to involve parents. Our music teacher engages staff, students, and parents alike in her music programs, which are open to the public. Through hosting an elementary art show in conjunction with the music programs, the art teacher encourages still more parents to engage with their children. At the kindergarten level, each student is a star of the week. During this special week, a parent or guardian is invited to join the kindergartener for lunch. Some parents share a special book during reading time.

During Spring 2009 conferences, parents completed a Title 1 survey regarding our academic programs, parent involvement, and school environment. Stations were set up to allow parents to complete the survey electronically with both English and Spanish versions of the survey available. The results of the survey were as follows (the percent includes the percentage of parents who responded very satisfied or satisfied):

Academic Program:

Quality of reading instruction – 97%

Materials to support the curriculum, such as classroom materials, library, etc. – 95%

Academic standards and expectations – 92%

Parent Involvement:

Regular communication regarding child's academic progress that is easy to understand – 94%

Accessibility of teachers and openness to parents – 95%

Opportunities available for parent participation – 92%

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School assists in understanding course content, achievement, and tests that the child takes – 94%

Frequent communication with the child's teacher – 94%

School Environment:

High standards for student conduct at the school – 92%

School facilities are clean and inviting – 99%

School is safe for students and staff – 95%

Welcoming environment when you visit the school – 97%

7. Plans for Assisting Preschool Children in the Transition for Early Childhood

Programs

Annually, our elementary principals visit the local preschools and head starts to share with those children and parents the expectations at the kindergarten level. They offer suggestions for increasing readiness to read, which also develops literacy skills. Our K-1 special education instructor developed a checklist of readiness skills that she has shared with our preschools so that they can monitor the progress of students in their progress toward kindergarten readiness. She has discussed the scaffolding of skills that result in development of literacy.

Systematically, we host kindergarten round-up in the spring. Parents and future kindergarteners visit the school, and teachers share the expectations for kindergarten and offer suggestions for literacy development activities that can be completed at home in preparation for the upcoming kindergarten year. In the fall, parents and kindergarteners attend open house. They meet the student's kindergarten teacher and revisit the expectations for the kindergarten year. Teachers provide handouts detailing ways in which parents can support the literacy development of their children. During the first few weeks of school, our two counselors spend significant time with the kindergarten students to help them establish a comfort level within their new environments.

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8. Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments

Denison's Literacy Team, including the elementary principals, teachers, the superintendent, student services teachers, and school improvement coordinator meet once per month to monitor and evaluate all components of our comprehensive reading program. They also monitor data on any students considered at-risk of failing to learn to read or those with issues that may warrant intervention. All staff members are responsible for the continuous collection of student data including formal and informal assessments. Teachers, principals, support staff, and other certified school personnel administer assessments, collect data, and analyze data. Teachers keep a folder on each student with all data and share routinely after each administering of assessments with the AEA consultant and literacy strategist. When the teacher and/or student services teacher sees a need for immediate intervention, they can schedule a conference and address the student's needs.

Our leadership/literacy team assists in administering assessments and disaggregating and aggregating data with support from the school improvement coordinator and the AEA consultants. The school improvement coordinator, working with our AEA consultant, collects and analyzes all data on student progress including the disaggregation of data according to gender, race/ethnicity, SES, special education, and ELL. A monthly sharing of data with the leadership team, as well as with staff, ensures continuous improvement and targeting of specific strategies to address areas where improvement is most needed. We formally consider achievement data as a leadership team at least 3 times per year. The leadership team and the administrative team, to assess

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the degree of implementation, also study implementation logs. Together the achievement data and the implementation data guide the professional development process.

Both a district-level and building-level process for the collection and analysis of the resulting data (students achievement) on at least an annual basis has been identified. Results of student achievement and teacher-implementation are compiled as available by the leadership team, led by the school improvement coordinator. The team reviews running records and implementation logs in addition to the formal assessment achievement data as it is available in order to offer intervention and support to both students and staff and to identify any needs. The leadership team also disaggregates data by gender, SES, major racial/ethnic groups, ELL, and special education while including participation rates. Our staff has had opportunity to reflect on the implications of our achievement data for our various subgroups through item analysis work we have done.

9. Activities to Ensure that Students Having Difficulty Mastering the Proficient and Advanced Levels of Standards Shall Have Effective, Timely Additional Assistance

Our Student Assistance Team (SAT) meets weekly to monitor the progress of students in need of assistance. When a student is identified as in need of additional support, the following interventions will be utilized:

Student Interventions:

1. The previously identified assessments (Boehm, Gates MacGinitie, BRI, PAT, Running Records, Benchmark Skills Checklist) will be administered with greater frequency so that we can make an accurate diagnosis with regard to which component/s need further support.

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2. The core program, or target areas thereof, will be implemented with greater frequency and intensity in the areas determined by the assessment analysis.
3. Additional instructional, one-on-one time will be allocated either before or after school or during a pullout time in the school day. Our Reading Recovery teachers and Title teachers will support this intervention utilizing SBRR strategies.
4. Adjustments in small group size or the addition of another small group are other options for intervention.
5. External experts like the AEA reading consultants will be available to offer additional recommendations and support.

Denison Elementary has a building-level team responsible for the analysis of implementation and student assessment data, and decision-making regarding the need for intervention. Students of the parochial schools who have been identified as in need of intervention also benefit from these services.

10. Coordination and Integration of Federal, State, and Local Services and Programs

Our ELL/migrant programs are closely tied to our Title I program. In addition to working with the newcomers, our ELL instructors serve as strategists in the buildings. They team with our regular education teachers to model strategies, provide support and ideas, co-teach and work with small groups in reading and vocabulary instruction. The ELL/migrant coordinator collaborates with our school improvement coordinator to align ELL strategies with Reading First strategies so that teachers can best meet the needs of all students.

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Title I teachers and special education teachers are also integrated into our literacy block. They provide support and instruction for reading groups comprised of lower achieving readers. When students are targeted for reading intervention, our special education teachers and Title I teachers provide the first and second tiers of intervention support. In this way our Title program is integrated with special education and our K-5 comprehensive reading program.

Locally, our Kiwanis Club, Rotary Club, and Denison Education Association have each adopted a grade level. Every year, students in these grades receive a free book courtesy of one of these service clubs. Additionally, Kiwanis Club members volunteer to read to our lower elementary students. We also coordinate our Scholastic Reading Counts and the Scholastic Reading Inventory with our Title program. Through these Scholastic components, we derive lexile information, and then make instructional decisions about the appropriate level of text each student needs.

II. List of Related State and Federal Programs Included in SWP

1. Reading First
2. ESL
3. Migrant
4. Special Education
5. State and Federal Class-size Reduction Funds

III. Description of How School Will Use Consolidated Resources to Implement Components

As indicated in the narrative, our consolidated resources will be used in such a way as to benefit our students most effectively in the development of their literacy. Our

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Reading First funds will support the professional development of our staff such that they acquire SBRR strategies that will enhance their reading instruction. The guidelines and expectations of the Reading First Program will facilitate the implementation of the schoolwide reform strategies and the analysis of data. Intervention strategies will be implemented, too, as a result of the guidelines of Reading First. ESL and Migrant programs and funds will support our staff in acquiring those strategies to address most effectively the needs of our ELL and migrant students such that they can attain proficiency in reading. As indicated in the narrative, our ELL staff are integrated into our 90-minute literacy blocks. Similarly, our special education instructors, during that 90-minute literacy block, will provide strategies and instructional support for struggling readers within the regular classroom environment. The class-size reduction money enables us to keep our teacher-student ratio low as we target the individual needs of each child. In determining how to target those individual needs, staff will collaborate in the collection and analysis of data in order to make instructional decision in the best interest of our students. Each resource is a piece of the entire puzzle that is our comprehensive reading program.

IV. Description of Communication of Student Assessment Results to Parents

We have a reporting form for the BRI that will be distributed to parents in the primary language of the home when all results are finalized. This form indicates norms, averages, and the child's score. A similar form will be utilized for the PAT assessment. The Developmental Spelling Assessment (DSA) results are indicated to parents through the practice lists that are sent home weekly. Each list indicates an achievement level as a result of the DSA score. This communication will occur within weeks after the

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assessments are administered, and additional communication will occur during the fall and spring conferences. Running records, in addition to other local assessments such as sight word recognition scores, are shared with parents at conferences in the fall and spring. Last year our attendance rate at conferences was 98% in the fall and 99% in the spring. Conferences present an opportunity not only to share assessment data, but also to field questions from parents regarding this data. Translators are available at conferences so that all parents have the opportunity to understand the results clearly. Also, we share out the results of the ITBS tests when they arrive.

Denison Elementary Literacy Team:

Kim Slater-Kindergarten

Cheri Emery-K/1 ELL

Kathy Struck-First Grade

Jayne Ricke-Special Education

Jeri Ozbun-Second Grade

Sandy Nelson-Second Grade

Stephanie Gierstorf-Third Grade

Val Finley-Reading Recovery/Title I Teacher

Kay Riessen-Fourth Grade

Deanne Drees-Media

Julie Wegner-Fifth Grade

Lori Phillips-4-5 ELL

Greg Gunderson-Parent

Larry Anderson-Parent

Chris Schulz-PK-3 Principal

Steve Meinen-4-5 Principal

Carrie Caviness- School Improvement Coordinator

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