

White River Elementary

Parent Involvement Guidelines

White River Elementary intends to follow the parental guidelines in accordance with the *No Child Left Behind Act of 2001*. White River Elementary will distribute the guidelines to parents of students participating in the Title I program and parents will update periodically.

Guidelines

- *Convene an annual meeting* in October to inform, discuss, and demonstrate the literacy intervention in kindergarten, first, and second grades.
- *Explain the requirements and rights of the parents to be involved.* Each child regularly receives appropriate activities to be completed at-home. These activities are designed to practice and extend the skills and strategies taught that week. In grades one and two, the student will read a take-home book appropriate to their independent or instructional reading level. Kindergarten students take home activities to practice their recognizing and reproducing letters and sounds
- *Involve parents in an organized, ongoing and timely way to plan, review, and improve programs.* A Parent Advisory Council comprised of participating students' parents will advise the program administrator on the parent policy, school-parent compacts, purchases for the parent library, and other *pertinent decisions having implications for program improvement*. The Parent Advisory Council will meet at least once a year and act as liaison between parent and program when appropriate.
- *Provide the parent of participating students with information regarding the program.* Newsletters and Title I contact information are available on Noblesville Schools website: www.noblesvilleschools.org. The newsletters contain ideas and materials on how to improve a child's literacy performance. Click on White River then on Apple Reading/Beyond the Bell. Parents may reach their child's reading teacher by phone, note, or e-mail and they *respond to any parent suggestions or concerns as soon as possible*.
- *Ensure to the extent possible, that information sent home is in a language the parents can understand.* We will provide parents who speak Spanish only an interpreter when possible for parent-teacher conferences.
- *Provides materials and training on how parents can improve their child's achievement* through the parent library in the school's media center when funds permit, the newsletters, the Apple Reading/Beyond the Bell web page, and any specific training requested by the parents to the reading teachers, the program administrator, or the Parent Advisory Council.
- *The curriculum for **kindergarten** is based on the Kindergarten Essential Skills and the Common Core Standards.* The focus for the kindergarten program is phonological awareness and mastery of the Kindergarten Essential Skills. The curriculum for **grades one, two, and three** are anchored to the Indiana State Standards and the Common Core Standards for English/Language Arts. The program focus for these grades is appropriate grade level reading proficiency, which includes accuracy, fluency, and comprehension.
- *Academic assessment used to measure student progress for **kindergarten** students is the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and running records.* The

measurement tools for students in **grades one and two** are running records for accuracy and fluency plus retelling for comprehension. The measurement tools for students in **third grade** are running records for accuracy and fluency plus retelling for comprehension. Parents receive progress statements at regular intervals throughout the school year on their child's progress.

- *Proficiency level for kindergarten students* is mastery of the Kindergarten Essential Skills. Proficiency **for grade one** is reading level I books with at least 90% accuracy, moderate phrasing and expression, and good comprehension by the end of the year. For **grade two**, proficiency is reading level M with at least 90% accuracy, moderate phrasing and expression, and good comprehension by the end of the year. For **grade three**, proficiency is reading level P with at least 95%, moderate phrasing and expression, and good comprehension by the end of the year.

Kindergarten Proficient Scores	BOY (Beginning of Year)	MOY (End of Year)	EOY (End of Year)
DIBELS Composite Score	26+	122+	119+
Letter Naming Fluency (LNF)	<i>no benchmark set</i>	<i>no benchmark set</i>	<i>no benchmark set</i>
First Sound Fluency (FSF)	10+	30+	
Phoneme Segmentation Fluency (PSF)		20+	40+
Nonsense Word Fluency (NFW)		17+ Correct Letter Sounds	28+ Correct Letter Sounds
TRC – Instructional Reading Level	Below A	A	C

1st Grade Proficient Scores	BOY (Beginning of Year)	MOY (End of Year)	EOY (End of Year)
DIBELS Composite Score	113+	130+	155+
Phoneme Segmentation Fluency (PSF)	40+		
Nonsense Word Fluency (NWF)	27+/1+ Correct Letter Sounds/Whole Words Read	43+/8+ Correct Letter Sounds/Whole Words Read	58+/13+ Correct Letter Sounds/Whole Words Read
DIBELS Oral Reading Fluency (DORF)		23+/78% Words Correct/Accuracy	47+/90%/15+ Words Correct/Accuracy/ Retell
TRC – Instructional Reading Level	C	G	I

2nd Grade Proficient Scores	BOY (Beginning of Year)	MOY (End of Year)	EOY (End of Year)
DIBELS Composite Score	141+	190+	238+
Nonsense Word Fluency (NWF)	54+/13+ Correct Letter Sounds/Whole Words Read		
DIBELS Oral Reading Fluency (DORF)	52+/90%/16+ Words Correct/Accuracy/ Retell	72+/96%/21+ Words Correct/Accuracy/ Retell	87+/97%/27+ Words Correct/Accuracy/ Retell
TRC – Instructional Reading Level	I	K	M