

2017-18 School Parental and Family Engagement Policy/Plan
School: Little River ES **LEA: Orange County Public**

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written policy that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA). The policy establishes the expectations for parent engagement and describes how the school will implement a number of specific parent engagement activities, and is incorporated into the schoolwide Title I / School Improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

Assurances

Ms. Wilma Baez agrees to:

- ☐ Be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- ☐ Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(a)(3)(B)];
- ☐ Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- ☐ Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118(b)(1)];
- ☐ Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(2)(E)];
- ☐ Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- ☐ If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- ☐ Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- ☐ Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly

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qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and

- ☐ Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals, as described in Section 1111(h)(6)(A) [Section 1111(h)(6)(A)].

Parental Mission Statement

The Parental Involvement Program at Little River Elementary will foster a positive learning environment that includes students, teachers, parents, and the community, with an emphasis on strengthening parent partnerships by encouraging involvement in all school activities, and regular communication between school and home.

1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

Little River Elementary will conduct monthly SAC meetings. Notices of meetings will be sent via Connect Ed messages in English and Spanish. The SAC committee consists of teachers, administrator, parents, and community members. At SAC meetings, the Parental Involvement Plan will be reviewed regularly. At that time, notes will be taken for items that the committee would like to see added onto the plan. In addition, the Title I budget will also be reviewed and discussed. Parents will be invited to attend academic nights, parent conferences, community nights, and art presentations. This will help to build community involvement to assist parents in the education process.

2. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI) [Section 1118(e)(4)].

Program	Coordination
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VPK	Pre-K teacher and Kindergarten teachers will work together with families to transition.
IDEA	Parents will be informed of ATS tutoring services provided by Title I during development of IEP and 504 Plans.
TITLE II	PI Liaison will provide PD to school staff related to parental involvement. LEA staff will provide training and support to PI Liaison.
TITLE III	Parents will be informed of ATS tutoring services provided by Title I during during all academic meetings as well as MPLC meetings.
TITLE I	The Media center will be open extended hours to assist families with no access to computers.
TITLE X	Students will be provided with backpacks, paid fieldtrips, Food for the holidays, and gifts for Christmas.

3. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
Notice home via back pack	Parent engagement Liaison	September 2017	Sign-in sheets
Flyer Posted in Office	Parent engagement Liaison	August 2017	Sign-in sheets
Prepare presentation materials	Parent engagement Liaison	September 2017	Sign-in sheets
Copy agenda and sign-in sheets	Parent engagement Liaison	September 2017	Sign-in sheets
Conduct Annual Parent Meeting	Parent engagement Liaison & Wilma Baez	September 2017	Sign-in sheets
Maintain documentation	Parent engagement Liaison	Ongoing	Participation logs/Sign-in Sheets

4. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

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Little River will conduct monthly activities/events for parents and will provide child care when necessary. Parents can meet with school personnel at any time throughout the school day. Our SAC meeting times are 5:30 pm Tuesdays. We will also provide various activities on week nights to get parents involved as well as activities in conjunction with our PTA. We will host All-Pro Dads and imoms breakfast at 7:30 am in the morning twice a year to get male and female family figures involved in the student's academic life. Report card conferences are scheduled through the teacher at times when the parent is available. For parents who are not able to attend all meetings we will send fliers to encourage attendance during our next parent meeting. In addition, we offer some Parent Teacher Conferences over the phone.

5. Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Multi-Lingual Night	ESE Coach - Tiffany Johnson	Increases parental Involvement in student success for multilingual students and builds relationships with school personnel.	Sep. 2017	Sign-in sheet
iMoms	Parent Engagament Liaison and Guidance Counselor	Support, encouragement and relationship building for male role models.	Quartely	Sign-in sheet
All Pro Dad's Day	Parent Engagament Liaison and Guidance Counselor	Support, encouragement and relationship building for male role models.	Quartely	Sign-in sheet
Reading and Math Curriculum	Classroom Teachers	Parents will gain skills/strategies they can use at home with their children increasing student proficiency.	Sep. 2017	Sign-in sheet
Stem Science Night	LRT/Classroom Teacher	Parents will gain skills/strategies they can use at home with their children increasing student proficiency.	Feb. 2018	Sign-in sheet
Math Game Night	Mr. Rosa/Classroom teacher	Parents will gain skills/strategies they can use at home with their children increasing student proficiency.	Feb. 2018	Sign-in sheet

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Light Up Literacy Week	SAC/PTA/MPLC	Parents will gain skills/strategies they can use at home with their children increasing student proficiency.	Feb. 2018	Sign-in sheet
Arts at School	Music and Art Teachers	Increases parental involvement in student success in the fine arts, increases student achievement.	Sep. 2017-May 2018	Sign-in sheet

6. Describe the training the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Value of Parent Involvement District Module 1	Parent Engagement Liaison	Improve staff ability to effectively work with parents by providing best practices	November 2017	Teacher Exit slips
Building ties between Home and school District Module 2	Parent Engagement Liaison	Increase staff expertise to effectively communicate to parents high expectations for their child's academic performance.	December 2017	Parent Survey
Implementation and coordination of P I program District Module 3	Parent Engagement Liaison	Ensure that Little River is a culturally responsive school.	Jan. 2018	Sign in sheets
Communicating and working with Parents District Module 4	Parent Engagement Liaison	Improve teacher's expertise to coach parents in how to engage in skill practice and homework assignments.	Feb 2018	Teacher weekly Newsletters

7. Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their child [Section 1118 (e)(4)].

In addition to the identified group activities, Little River Elementary will hold committee meetings with parents of students with identified need in the areas of attendance, academic achievement, and behavioral concerns. These committee meetings are designed to communicate high expectations for their student's academic performance. Parents will be notified of these meetings via phone and letter with 10 day notice and the meeting will be documented with notes. Copies of all documentation will be given to parents at the conclusion of the meeting. Where needed, translators will be provided for parents. There are pamphlets provided in the waiting area of the main office filled with parent resources.

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8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

Little River Elementary will conduct monthly meetings to inform parents of information regarding Title I. Parents will also be informed of student progress through Parent access, progress reports and report cards. The school also sends weekly parent newsletters per grade level. Parents may request meetings with teachers and administration at any time during the school day. Parent surveys will also go home and information gathered will be reported to parents through SAC meetings. Parents will be informed of the curriculum through weekly newsletters and SAC meetings where our instructional programs are highlighted and questions are answered. Links to the benchmarks and assessments and timelines for the assessments are posted on the website as well as in teachers' newsletters and teachers' websites. Links to instructional materials and student grades are also in teacher newsletters. Spanish translators are available on campus. At the request of a parent we will contact the district office to provide translators for any other language.

9. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Little River Elementary provides information in English and Spanish for all phone messages and written material that is sent home. The PIP will be summarized in a brochure and printed in both Spanish and English. Spanish/English translators are available at all parent nights and events. When enrolling, the registrar notes if a language is spoken other than English in the home so we can correspond with that parent in their native language. LRE is a 2 story open access building that permits for disabled parents. We have an elevator for second floor access. Upon enrolling, parents who require assistance because of a disability is also noted and those accommodations are provided for as needed. Paper parent resources are available in English/Spanish just inside our front office door. Due to high mobility, parents are notified of meetings multiple times in a variety of ways (Connect Ed., E-mail, Text message, Flyers via backpack).

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Discretionary School Level Parental Involvement Policy Components

☐ Check here if the school does not plan to implement the discretionary activities.

Check all activities the school plans to implement:

- ☐ Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];
- ☐ Providing necessary literacy training for parents from Title I, Part A funds, if the school has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];
- ☐ Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];
- ☐ Training parents to enhance the involvement of other parents [Section 1118(e)(9)] ;
- ☐ Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];
- ☐ Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and
- ☐ Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

10. Describe how each discretionary activity checked above will be implemented.

Activity	Description of Implementation Strategy	Person Responsible	Correlation to Student Achievement	Timeline
Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]	Reading, Science, Math Nights, Grade level newsletters with reading and math tips.	LRES Admin./teachers	Student achievement is increased with parental involvement	Continuous 1 activity per month Aug. 2017 May 2018
Training parents to enhance the	Bring a Friend initiative	SAC Chair, PTA President, PIP, Parent	Student achievement is increased with parental involvement	Continuous 1 meeting per month Sept

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involvement of other parents [Section 1118(e)(9)];		Engagement Liaison		2017-June 2018
Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	Academic Progress Conferences	LRES Admin./teachers	Student achievement is increased with parental involvement	Jan 2018 and April 2018

School-Parent Compact:

As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Provide a copy of the School-Parent Compact and evidence of parent input in the development of the compact.

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Adoption

The parental involvement policy/plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by .

This policy/plan was adopted by the school on mm/dd/yy and will be in effect for the period of mm/dd/yy. The school will distribute this policy to all parents of participating Title I, Part A children on or before mm/dd/yy.

(Signature of Authorized Representative)

(Date)

Provide evidence that this policy/plan has been developed with the input from parents and based on the review of the 2016-17 PIP.

Review of 2016-17 School Parental Involvement Policy/Plan

1. Provide a summary of activities provided during the 2016-2017 school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
Family Math Night	1	48	Parents will gain skills/strategies they can use at home with their children increasing student proficiency.
Multilingual Parent Leadership	2	63	Parent involvement increases student success.
Individual Parent/Teacher Conferences	2	302	Teacher discuss assessment results, goals and expectations with parents during conferences to increase student success.
Family Arts	1	63	Parent involvement increases student success.
Imoms	2	63	Parent involvement increases student success.
All Pro Dads	2	50	Parent involvement increases student success.

2. Provide a summary of the professional development activities provided by the school during the 2016-2017 school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
Value of Parent Involvement Module 1	1	28	Increase teacher expertise in communicating with parents concerning academic, social and behavioral success in school.
Building ties between Home and school Module 2	1	28	Increase staff expertise to effectively communicate to parents high expectations for their child's academic performance.
Implementation and coordination of P I program Module 3	1	28	Ensure that Little River is a culturally responsive school.
Communicating and working with Parents Module 4	1	28	Improve teacher's expertise to coach parents in how to engage in skill practice and homework assignments.

3. Describe the barriers that hindered participation by parents during the 2016-2017 school year in parental involvement activities. Include the steps the school will take to during the 2017-2018 school year to overcome the barriers (with particular

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attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Working parents (ELL, Hispanic)	Adjust meeting schedules to a time where majority of parents can make it. Provide variety of event times to reach more parents. Provide early and multiple notices to allow parents to adjust schedules. These things will be beneficial to our parents of homeless students, English Language Learners and Students with Disabilities.
Spanish Speaking (ELL, Hispanic)	Provide written literature in home language. Front office has Spanish speaking staff available to answer phone questions and translate as needed.
Lack of transportation and time constraints (ED)	Frequent communication in a variety of ways to help keep parents informed. Advertise school events well in advance, so families can make arrangements to get to the school. Provide a variety of times for activities, to increase the chance of attendance.
Lack of child care (ED)	Provide childcare during meetings
Lack of computer access (ED)	Have Media Center/computer lab open from 7:30-8:15am, and 3:00-4:00 so parents can have access to books and computers with their students.

- Describe the parental involvement activity/strategy implemented during the 2016-2017 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

Content/Purpose	Description of the Activity
Information about 2016-2017 School Year	Open House
Academic Information for Parents about student academics.	Parent Teacher Conferences
Meet the teacher for the 2016-2017 School Year	Meet Your teacher
Math Curriculum	Math Night

Review Rubric for 2016-17 School Parental Involvement Policy/Plan

School Name: Little River Elementary Reviewer: _____
 _____ Review Date: _____

Policy/Plan Components	YES	NO
2016-2017 Plan Review		
Was evidence adequate to demonstrate that the plan was developed jointly with and agreed upon by parents of children participating in Title I programs?		
Is the plan written in an understandable format and provided in a language parents can understand?		
Were revisions/updates to the plan made based upon the review of the 2016-2017 plan? Did the school address the barriers identified in the review?		
LEA Policy Mission Statement		
Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include: <ul style="list-style-type: none"> • Explanation of the purpose of the parental involvement program; • Description of what will be done; and • Description of the beliefs or values of the LEA. 		
1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].		
Strong responses include: <ul style="list-style-type: none"> • Identification of the group responsible for the planning, review, and improvement of the Title I program; • Description of the procedures selecting members of the group; • Explanation of how input from parents will be documented; and • Description of the process for schools to involve parents in the development of the required plans; and • Includes information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)]. 		
2. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI) [Section 1118(e)(4)].		
Strong responses include: <ul style="list-style-type: none"> • Identification of the specific federal program; and • Description of how the programs were coordinated. 		
3. Describe the specific steps the school will take to conduct an annual meeting		

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<p>designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)]</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Identification of specific activities or tasks; • Identification of the person(s) responsible for completing the task; • Reasonable and realistic timelines; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 		
<p>4. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and • Specific examples of the flexible schedule offered to parents. 		
<p>5. Describe how the school will implement activities which will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their children to improve their children's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Content and type of activity including the following: <ul style="list-style-type: none"> • The state's academic content standards and State student academic achievement standards, • State and local academic assessments including alternative assessments, • Parental involvement requirements of Section 1118, and • How to monitor their child's progress and work with educators to improve the achievement of their child. • Identification of person(s) responsible; • Reasonable and realistic proposed timelines; • Correlation to student academic achievement; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 		
<p>6. Describe the training for staff the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and</p>		

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utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools [Section 1118(e)(3)].		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Content and type of activity including the following: <ul style="list-style-type: none"> ○ Value of parental involvement, ○ Communicating and working with parents, ○ Implementation and coordination of parental involvement program, ○ Building ties between home and school, and ○ Cultural sensitivity; • Specific correlation to student achievement; • Reasonable and realistic timelines; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 		
7. Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Identification of the type of activity; • Specific steps necessary to implement this activity; • Person(s) responsible; • Timeline; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 		
<p>8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:</p> <ul style="list-style-type: none"> • Timely information about the Title I programs [Section 1118(c)(4)(A)]; • Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]; and • If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]. <p>Note: If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Process for providing information to parents; • Dissemination methods; • Reasonable and realistic timelines for specific parent notifications; and • Description of how the school will monitor that the information was provided. 		
9. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English		

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proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Process for translating information into a parent's native language; • Description of how the school will ensure that parents with disabilities have access to parental involvement activities and/or services; • Description of how the school will ensure that information is available to parents considering the fluctuating student populations; • Specific languages that information will be routinely provided; and • Process the school will use to monitor the dissemination of information to parents. 		
10. Describe how each discretionary activity checked will be implemented.		
<p>Strong Responses Include:</p> <ul style="list-style-type: none"> • Content and type of activity including the following: <ul style="list-style-type: none"> ○ Involve parents in the development of staff training, ○ Provide literacy training, ○ Pay reasonable and necessary expenses to conduct parental involvement activities, ○ Train parents to help other parents, ○ Maximizing parent participation, ○ Adopt and implement model parental involvement programs, or ○ Develop roles for community organizations and/or businesses in parental involvement activities; • Description of the implementation strategy; • Identification of person(s) responsible; • Correlation to student academic achievement; and • Reasonable and realistic timelines. 		
School-Parent Compact		
<p>School-Parent Compact must include the following components:</p> <ul style="list-style-type: none"> • Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards; • Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and • Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum— <ul style="list-style-type: none"> ○ Parent-teacher conferences in elementary schools, at 		

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<p>least annually, during which the compact will be discussed as it relates to the individual child's achievement;</p> <ul style="list-style-type: none"> ○ Frequent reports to parents on their child's progress; and ○ Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and <ul style="list-style-type: none"> • Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA]. 		
Review of the 2016-2017 Policy/Plan		
Did the school include a copy of the review of the 2016-2017 policy/plan?		
<p>Did the review include all required components?</p> <ul style="list-style-type: none"> • A summary of the results of the activities conducted for parents; • A summary of the staff training activities; • Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and • Description of how the school will use the information gathered from the review to design strategies for more effective parental involvement policies. 		

Additional Comments or Concerns:

What is a Family-School Compact?

A School-Parent-Student Compact for Achievement is an agreement that parents, students, and teachers develop together. It explains how parents, teachers, and students will work together to ensure students achieve grade-level expectations.

Effective compacts:

- Link to goals of the school improvement (SIP) and parent involvement plans (PIP).
- Focus on school and district goals.
- Describe how teachers will help students develop the necessary skills using high-quality instruction.
- Secure a home to school partnership.
- Explain how teachers and parents will communicate student progress.
- Describe opportunities for parents to volunteer, observe, and participate in a partnership that inspires their child to succeed.

Jointly Developed

This Compact was jointly developed by parents, teachers and administration of Little River Elementary School for the benefit of our students. This is an open document for revision as students needs arise. Any questions or comments should be directed to our Parent Involvement Coordinator at 407-249-6360.

Activities to Build Partnerships

Little River Elementary School community is committed to provide activities throughout the year that will focus on building relationships between school and home. Activities include, but are not limited to:

- Curriculum Nights
- Family Events
- Grade Level Student Performances
- Meet the Teacher, Conferences, Open House
- Fundraisers to support our school
- Social Media to increase communication

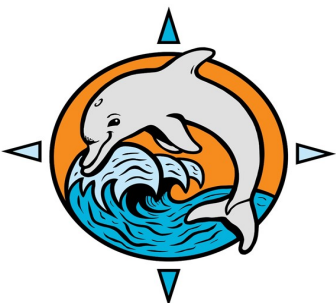


Communication about Student Learning

To create positive relationships between school faculty and parents, LRE has established a plan for ongoing progress monitoring of all students learning and to communicate the results to parents. Teachers will provide weekly newsletters to inform parents of the academic focus for the week as well as upcoming events and helpful tips to continue the learning at home.

Little River Elementary School

100 Caswell Drive
Orlando, Florida 32825
407-249-6360



Title I School-Parent-Student Compact



2017—2018

Our Goals for Student Achievement

Little River Elementary School will empower all students to succeed with the support and involvement of the community, families, parents, students, staff, and faculty. We ensure a safe and civil environment that provides students the opportunity to acquire the skills necessary to become college and career ready. Additionally we promote responsible, productive, global citizens, able to cope with changing social and economic conditions.

This compact follows our district goals of:

- Intense focus on student achievement
- High-performing dedicated team
- Safe learning and working environment
- Efficient operations
- Sustained engagement

This compact pledges our school to partner with the community to increase academic achievement skills so that all students will be proficient by the end of the school year. Our school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet Florida’s student academic achievement standards.



Teachers, Parents, Students – Together for Success

Teachers

1

- Believe all students can learn at high levels.
- Build a partnership with every family and seek ways to involve parents in their child’s success.
- Initiate and maintain communication with students and parents including timely parent/teacher conferences and regular newsletters sent home digitally or hardcopy.
- Clearly communicate all assignments and provide prompt verbal or written feedback.
- Input grades and feedback promptly in Progress Book.
- Monitor student progress, provide appropriate level of support and keep students and parents informed.

Teacher: _____ (date)

Principal: _____ (date)

Parents

2

- Guarantee that my child attends school regularly, arrives on time and remains the entire school day.
- Create home environment that encourages learning.
- Commit to provide time for my child to complete his/her homework and check to see it is complete.
- Inform my student’s teacher of any academic concerns or any changes that might affect learning.
- Expect my child to read at home, and use reading and math resources sent home to help my child.
- Monitor my child’s grades on Progress Book and partner with my child’s teacher to ensure my child’s academic success.

Parent: _____ (date)

Student Data

MAP _____ FLKRS _____
STAR _____
iREADY _____

Students

3

- Believe that I will learn with my best effort.
- Enthusiastically approach learning, working hard to achieve goals.
- Come to school rested and ready to learn.
- Respect myself/teachers/classmates and school property.
- Let my teacher and family know if I need help.
- Write down assignments, complete homework, turning in when due.
- Read every day to reach my reading goals.
- Keep track of my grades, seeking help to achieve excellence.
- Take pride in all I do at school.

Student: _____ (date)

Specific Expectations

I will learn and practice the new Florida State Standards
VPK

- Able to recognize numbers 0-20
- Able to recognize letters and sounds

Kindergarten

- Able to fluently and accurately add and subtract within 5
- Able to recognize all letters and sounds

First Grade

- Able to fluently and accurately add and subtract within 10
- Able to read on level with accuracy, fluency and comprehension

Second Grade

- Able to fluently and accurately add and subtract within 20
- Able to read on level with accuracy, fluency and comprehension

Third Grade

- Able to fluently and accurately multiply and divide within 100
- Able to read on level text with sufficient accuracy and fluency to support comprehension

Fourth Grade

- Able to multiply and divide to solve word problems
- Able to fluently add and subtract within 1,000,000
- Able to read on level text with sufficient accuracy and fluency to support comprehension

Fifth Grade

- Able to accurately multiply and divide multi-digit numbers
- Able to read on level text with sufficient accuracy and fluency to support comprehension

4/18/17

[illegible]

School PIP/Compact Evaluation and Reflection

Name Jorie Jeannides

School Little River
Member

Status (Please Circle): Parent

Staff

Community

Date 3/28/17

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

Things that worked well in the PIP were flexible meeting times, communication, Professional Development, Coordination and Integration, and parental involvement.

2. What things did not work well in the PIP?

3. How many events did you attend this year?

Math Night, New principal ice cream social

4. What were some of the things you liked/didn't like about the events?

The parent student interactions

5. What events drew the most people?

Math Night

New Principal Ice Cream Social

6. What events drew the least amount of people?

3rd Grade FSA Night

SAC meetings

7. What were some of the barriers that we faced?

Parents not understanding what PTA and SAC are and their purpose

Times of the events

Language Barriers

8. How can we overcome those barriers?

Send home more things and do more connect Ed messages in Spanish

Poll the parents about the best days and times for events

Conduct information sessions about PTA and SAC

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

Literacy night

STEM night

Family Support events

Health Fair

10. What changes would you like to see in next year's compact?

School PIP/Compact Evaluation and Reflection

Name Lourdes Suarez

School Little River Elem.

Status (Please Circle): Parent

☒ Staff

Community Member

Date 3-28-17

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

More parental involvement

2. What things did not work well in the PIP?

3. How many events did you attend this year?

School events - 2

4. What were some of the things you liked/didn't like about the events?

Informative

5. What events drew the most people?

Attendance has been pretty much the same

6. What events drew the least amount of people?

Not sure

7. What were some of the barriers that we faced?

Lack of parental involvement

8. How can we overcome those barriers?

Finding out the times/days that are more convenient for the parents

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

N/a

10. What changes would you like to see in next year's compact?

School PIP/Compact Evaluation and Reflection

Name Cari Cappabranca

School Little River

Status (Please Circle): Parent

Staff

Community Member

Date 3/28/17

Please take a moment to answer the following questions.

1. What things worked well in the PIP?
using newsletters to get the word out. Talking to students to talk to parents.
2. What things did not work well in the PIP?
Having parents read and respond to the information given.
3. How many events did you attend this year?
2
4. What were some of the things you liked/didn't like about the events?
I liked how the parents and students worked together and bonded.
5. What events drew the most people?
both events, (all pro-dad + math night) were about equal
6. What events drew the least amount of people?
7. What were some of the barriers that we faced?
getting events planned and letting the families know
8. How can we overcome those barriers?
Have a group that plans the events
9. Do you have any suggestions for trainings or events that you'd like to happen next year?
SMART board trainings
10. What changes would you like to see in next year's compact?

School PIP/Compact Evaluation and Reflection

Name Ervin Alexander

School Little River Elem

Status (Please Circle): Parent

Staff

Community Member

Date 3/28/17

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

- Weekly Newsletters
- Class Dojo

2. What things did not work well in the PIP?

Did not experience anything that did not work well.

3. How many events did you attend this year? 3

4. What were some of the things you liked/didn't like about the events?

- I mens was a hit. Really connect moms with students & gave teachers an opportunity to connect with moms. The same with feelings were felt with the Dad's breakfast.

5. What events drew the most people?

I mens & Dad's breakfast

6. What events drew the least amount of people? There was a good turnout for all events

7. What were some of the barriers that we faced? No barriers

8. How can we overcome those barriers?

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

10. What changes would you like to see in next year's compact?

- More follow up with parents on what they are doing with their child(ren) at home to support them academically

School PIP/Compact Evaluation and Reflection

Name Jessica Masters

School Little River Elem

Status (Please Circle): Parent

☒ Staff

☐ Community Member

Date 03/29/17

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

Newsletters for communication
ClassDojo

2. What things did not work well in the PIP?

3. How many events did you attend this year?

math night
FSA night

4. What were some of the things you liked/didn't like about the events?

The hours - very late.

5. What events drew the most people?

math night

6. What events drew the least amount of people?

FSA Night.

7. What were some of the barriers that we faced?

Schedules.

8. How can we overcome those barriers?

??

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

Curriculum nights!

10. What changes would you like to see in next year's compact?

School PIP/Compact Evaluation and Reflection

Name SUSAN
SENSEMAN

School LRE

Status (Please Circle): Parent

Staff

Community Member

Date 03/29/17

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

There were a lot of events at different times to make them available for parents

2. What things did not work well in the PIP?

I did not hear about some of them or else I would have attended

3. How many events did you attend this year?

3

4. What were some of the things you liked/didn't like about the events?

Sometimes disorganized

5. What events drew the most people?

the breakfasts

6. What events drew the least amount of people?

Math Night

7. What were some of the barriers that we faced?

Bilingual presentation

8. How can we overcome those barriers?

Handouts maybe?

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

A refresher on events coming up, when to find PIP

10. What changes would you like to see in next year's compact?

School PIP/Compact Evaluation and Reflection

Name Grece, Sherraine

School Little River

Status (Please Circle): Parent

☒ Staff

☐ Community Member

Date 3/29/2017

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

2. What things did not work well in the PIP?

3. How many events did you attend this year?

4

4. What were some of the things you liked/didn't like about the events?

5. What events drew the most people?

Great turnout for all events

6. What events drew the least amount of people?

7. What were some of the barriers that we faced?

Consistent parent involvement

8. How can we overcome those barriers?

?

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

10. What changes would you like to see in next year's compact?

School PIP/Compact Evaluation and Reflection

Name McCollum

School Little River

Status (Please Circle): Parent

Staff

Community Member

Date 3/29

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

I don't know. I was unable to find the PIP, despite asking for assistance

2. What things did not work well in the PIP?

see #1

3. How many events did you attend this year?

0

4. What were some of the things you liked/didn't like about the events?

n/a

5. What events drew the most people?

unknown

6. What events drew the least amount of people?

unknown

7. What were some of the barriers that we faced?

unknown

8. How can we overcome those barriers?

unknown

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

no

10. What changes would you like to see in next year's compact?

a hard copy distributed to teachers available for teachers new to the school

School PIP/Compact Evaluation and Reflection

Name Emy Delgado

School Little River Elementary School

Status (Please Circle): Parent

Staff

Community Member

Date 03/29/2017

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

Creating newsletters for the parents ~~was~~ ^{was} an effective way to communicate with families about what is going on in the classroom/school.

2. What things did not work well in the PIP?

3. How many events did you attend this year?

I attended ~~2~~ ³ events this year; Math night, ~~and~~ music concert and FSA night.

4. What were some of the things you liked/didn't like about the events?

I thought ~~the~~ the time was a little late for some events.

5. What events drew the most people?

I think ~~Math night and music concert~~ Math night and music concert drew the most people.

6. What events drew the least amount of people?

FSA night

7. What were some of the barriers that we faced?

Parents work schedule

8. How can we overcome those barriers?

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

Curriculum night.

10. What changes would you like to see in next year's compact?

School PIP/Compact Evaluation and Reflection

Name Michele Parsons

School Little River Elem.

Status (Please Circle): Parent

Staff

Community Member

Date 3/29/17

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

Parent newsletters, Connect Ed messages, Mar-gue

2. What things did not work well in the PIP?

SAC does not draw any or very few parents

3. How many events did you attend this year?

Moms breakfast, Math night, Open House, Meet the Teacher

4. What were some of the things you liked/didn't like about the events?

Moms speaker Mrs. Hunter was very motivational!
Math night was very organized

5. What events drew the most people?

Moms breakfast, Meet the Teacher

6. What events drew the least amount of people?

SAC meetings

7. What were some of the barriers that we faced?

Work schedules of parents or parents not understanding the value of education

8. How can we overcome those barriers?

Flexibility with parents and helping parents value education

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

Reading with your child tips.

10. What changes would you like to see in next year's compact?

The compact needs to be copied and ready for Parent conferences in October.

School PIP/Compact Evaluation and Reflection

Name Sannicka Cullers

School LRE

Status (Please Circle): Parent

Staff

Community Member

Date 3/29/17

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

class Dojo messages, open door policy,

2. What things did not work well in the PIP?

Not many parent involved activities after school (family fun)

3. How many events did you attend this year?

3

4. What were some of the things you liked/didn't like about the events?

open canvas + inviting for parents

5. What events drew the most people?

Ice Cream Social

6. What events drew the least amount of people?

SAC, open house

7. What were some of the barriers that we faced?

Time / Availability

8. How can we overcome those barriers?

more various time of events + more days

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

Science night, mystery readers, trunk or treat, Character parade

10. What changes would you like to see in next year's compact?

more parent involvement

School PIP/Compact Evaluation and Reflection

Name Ms. Stahler

School Little River

Status (Please Circle): Parent

Staff

Community Member

Date 3-29-17

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

School messages

2. What things did not work well in the PIP?

SAC involvement

3. How many events did you attend this year?

5

4. What were some of the things you liked/didn't like about the events?

great math games at math night for parents to use at home

5. What events drew the most people?

ice cream social

6. What events drew the least amount of people?

open house

7. What were some of the barriers that we faced?

work schedules

8. How can we overcome those barriers?

more advance notice for events

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

parent night to teach standards

10. What changes would you like to see in next year's compact?

more I-mom and I-dad (more than 1)

School PIP/Compact Evaluation and Reflection

Name Joanna Carlisle

School LRE

Status (Please Circle): Parent

Staff

Community Member

Date 3/29/2017

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

There are many detailed things listed in the PIP and how it ties into student achievement.

2. What things did not work well in the PIP?

It's difficult to cover all the things necessary in the PIP without training opportunities.

3. How many events did you attend this year?

We were able to organize a field trip and have successful parent conferences this year.

4. What were some of the things you liked/didn't like about the events?

The event of the field trip got parents excited, but not enough of them were able to chaperone.

5. What events drew the most people?

I believe math night drew in a crowd, as well as meet the teacher.

6. What events drew the least amount of people?

All events were pretty successful.

7. What were some of the barriers that we faced?

Mostly language and schedule conflicts.

8. How can we overcome those barriers?

More bilingual support and events that take place during afterwork hours.

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

More trainings for both staff and parents on how to participate.

10. What changes would you like to see in next year's compact?

N/A

School PIP/Compact Evaluation and Reflection

Name Christina Hainley

School Little River Elem.

Status (Please Circle): Parent

Staff

Community Member

Date 3/30/17

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

Newsletters allowed us to keep parents informed about what was happening in the classroom each week

2. What things did not work well in the PIP?

3. How many events did you attend this year?

All Pro Dads

4. What were some of the things you liked/didn't like about the events?

Really liked the idea of All Pro Dads and iMoms - Students were really excited for these events as well.

5. What events drew the most people?

All Pro Dads had a good turnout, along with Math Night

6. What events drew the least amount of people?

7. What were some of the barriers that we faced?

Availability of parents to attend events

8. How can we overcome those barriers?

Advertising events earlier to give parents time to make arrangements to attend

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

10. What changes would you like to see in next year's compact?

School PIP/Compact Evaluation and Reflection

Name Gina Perkins

School Little River Elem.

Status (Please Circle): Parent

Staff

Community Member

Date 3/30/17

Please take a moment to answer the following questions.

1. What things worked well in the PIP?
The parents have more access to native(hom) language.
2. What things did not work well in the PIP?
Parents are still not arriving at the school for assistance
3. How many events did you attend this year?
Meet the teacher, open house, math night, concerts for the grade levels, field day
4. What were some of the things you liked/didn't like about the events?
not a large number of parents or families
5. What events drew the most people?
Meet the teacher.
6. What events drew the least amount of people?
No PTA, SAC meetings
7. What were some of the barriers that we faced?
transportation and parent work times
8. How can we overcome those barriers?
9. Do you have any suggestions for trainings or events that you'd like to happen next year?
10. What changes would you like to see in next year's compact?
I think that we should do events that are larger, but on fewer dates.

School PIP/Compact Evaluation and Reflection

Name A. Vazquez

School Little River Elem

Status (Please Circle): Parent

☒ Staff

☐ Community Member

Date 3/30/17.

Please take a moment to answer the following questions. (parent involvement plan)

1. What things worked well in the PIP?

Communication- Periodical in English/Spanish
as well as the Connect Ed in Both Language

2. What things did not work well in the PIP?

3. How many events did you attend this year?

→ Meet The Teacher → SAC meeting (1) →
→ Open House → Tutoring Tues & Thurs.

4. What were some of the things you liked/didn't like about the events?

5. What events drew the most people?

* Meet The Teacher *

6. What events drew the least amount of people?

SAC meetings

7. What were some of the barriers that we faced?

→ Language and Transportation barriers.

8. How can we overcome those barriers?

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

10. What changes would you like to see in next year's compact?

I don't know how it works that we
need to provide 3 signatures or
a new signature every couple of months → It's

School PIP/Compact Evaluation and Reflection

Name Tamika Hunter

School LRE

Status (Please Circle): Parent

Staff

Community Member

Date 3-30-17

Please take a moment to answer the following questions.

1. What things worked well in the PIP?
Parents welcomed communication with me as their child's teacher.
2. What things did not work well in the PIP?
Sometimes, parent follow through at home with students in regards to academic or behavior expectations
3. How many events did you attend this year?
4
4. What were some of the things you liked/didn't like about the events?
I liked that parents were genuinely excited and wanting to know how their child was doing +
5. What events drew the most people?
*IMoms and the choras waiting to know about the class
concerts were well attended.*
6. What events drew the least amount of people?
SAC Meetings
7. What were some of the barriers that we faced?
*Transportation, work schedules, providing for family-
(multiple members)*
8. How can we overcome those barriers?
offer food at some events, offer classes on specific topics to parents
9. Do you have any suggestions for trainings or events that you'd like to happen next year?
*Events: Fall Festival Trainings: Helping Parents help students w/ homework
Computer/Digital Training to show parents resources available to support*
10. What changes would you like to see in next year's compact?
*include events such as:
- grade level parent meetings
- multicultural fairs
- inter-night / Dress like Book*

School PIP/Compact Evaluation and Reflection

Name Bolivar, Stephanie

School Little River Elem. Status (Please Circle): Parent

Staff

Community Member

Date 3/30/17

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

Letters home, messages home from school

2. What things did not work well in the PIP?

SAC, not enough parents show up.

3. How many events did you attend this year?

3 (imom, open house, parent conferences)

4. What were some of the things you liked/didn't like about the events?

imom was a great way students were able to bond with their parents.

5. What events drew the most people?

imom

6. What events drew the least amount of people?

SAC, open house

7. What were some of the barriers that we faced?

Not enough time, work schedules.

8. How can we overcome those barriers?

Flexibility with parents and school.

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

Teach some standards to parents

10. What changes would you like to see in next year's compact?

Explained a little more in depth

School PIP/Compact Evaluation and Reflection

Name Alison Roscoe

School URP

Status (Please Circle): Parent

☒ Staff

☐ Community Member

Date 3/30/17

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

Having the connected messages in English + Spanish, and providing our students with resources they need to be successful.

2. What things did not work well in the PIP?

There were not many events, and NO PTA!

3. How many events did you attend this year?

Met the teacher, OPEN HOUSE
Education Day
Cultural Music Night
Super Saturday

4. What were some of the things you liked/didn't like about the events?

They were all fine, but low attendance

5. What events drew the most people?

Met the teacher
Cultural Music Night

6. What events drew the least amount of people?

Education day
Super Saturday

7. What were some of the barriers that we faced?

Language transportation
time lack of interest

8. How can we overcome those barriers?

Have more events, draw more attention
If you build it they will come.

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

No

10. What changes would you like to see in next year's compact?

Ø

Hunter

School PIP/Compact Evaluation and Reflection

Name Tamika Hunter

School Little River E.S.

Status (Please Circle): Parent

Staff

Community Member

Date 3-30-17

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

Communication with parents - newsletters + email

2. What things did not work well in the PIP?

lack of PTA

3. How many events did you attend this year?

4

4. What were some of the things you liked/didn't like about the events?

I liked that staff were welcoming!

5. What events drew the most people?

student concerts were well attended

6. What events drew the least amount of people?

SAC meetings

7. What were some of the barriers that we faced?

probably parent schedules / work.

8. How can we overcome those barriers?

survey best times for parents to meet.

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

Fall Festival

10. What changes would you like to see in next year's compact?

School PIP/Compact Evaluation and Reflection

Name R Lupi

School LRE

Date 3-31-17

Status (Please Circle): Parent

☒ Staff

☐ Community Member

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

~~for 2nd~~ Newsletters parent appreciated
emails + the newsletter

2. What things did not work well in the PIP?

No much activities this year.

3. How many events did you attend this year?

None

4. What were some of the things you liked/didn't like about the events?

~~not much~~ There were no second grade
events

5. What events drew the most people?

Meet your teacher, Open house

6. What events drew the least amount of people?

? not sure.

7. What were some of the barriers that we faced?

Events

8. How can we overcome those barriers?

Plan more event for the different grade levels

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

No

10. What changes would you like to see in next year's compact?

?

School PIP/Compact Evaluation and Reflection

Name Ms. Rosenbusch

School Little River Elem

Status (Please Circle): Parent

Staff

Community Member

Date 31 March 2017

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

~~I am~~ All the communication bullets.

2. What things did not work well in the PIP?

I am unaware of the Title II assistance we recieved.
Did we get assistance?

3. How many events did you attend this year?

5th grade performance Open House NESTS
Math Night Field Day Morning Tutoring (free)

4. What were some of the things you liked/didn't like about the events?

I like events like these because this is when I see the most parents.

5. What events drew the most people?

Student performances, and student activities.

6. What events drew the least amount of people?

Any time we need parents for PTA/SAC or to educate parents about FSA

7. What were some of the barriers that we faced?

I think parents are too overwhelmed with life issues to give any more attention to other things.

8. How can we overcome those barriers?

Offer free dinner & child care for events so parents can focus.

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

Technology nights monthly - I am volunteering.

10. What changes would you like to see in next year's compact?

N/A

School PIP/Compact Evaluation and Reflection

Name Mrs. Carballo

School Little River

Status (Please Circle): Parent

Staff

Community Member

Date 3-31-2017

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

The communication with Parents as Classdays, emails and newsletters

2. What things did not work well in the PIP?

everything works well

3. How many events did you attend this year?

Math night and SAC meeting

4. What were some of the things you liked/didn't like about the events?

I like the participation of parents and students. On math night I liked how students were explaining

5. What events drew the most people? and showing how to solve math problems.
math night

6. What events drew the least amount of people?

SAC meeting

7. What were some of the barriers that we faced?

Parents are not getting part of these activities. I don't see a compromise in some of them on their

8. How can we overcome those barriers? child's education

Inviting parents, giving them a follow up and sharing more ideas of how support their kids at home.

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

Have trainings for parents to explain them the standards

10. What changes would you like to see in next year's compact?

To have more events like literacy night, science night

School PIP/Compact Evaluation and Reflection

Name Ms. Rodriguez

School Little River Elementary

Status (Please Circle): Parent

Staff

Community Member

Date 3/31/17

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

- Meet the teacher
- Parent Conferences

2. What things did not work well in the PIP?

- Parent involvement as far as having enough chaperones for field trips.

3. How many events did you attend this year?

- Meet the Teacher
- Field Trips

4. What were some of the things you liked/didn't like about the events?

- I liked that a lot of parents showed up for Meet the teacher.

5. What events drew the most people?

Meet the teacher

6. What events drew the least amount of people?

~~Back to~~ Open House

7. What were some of the barriers that we faced?

That parents work long hours or multiple jobs so it is hard for them to make it to the events

8. How can we overcome those barriers?

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

None

10. What changes would you like to see in next year's compact?

None

School PIP/Compact Evaluation and Reflection

Name M. Colón, 2nd Grade

School Little River Elem.

Status (Please Circle): Parent

Staff

Community Member

Date 03/31/17

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

- School personnel (Teachers/Administration) maintain good communication with parents by using a variety of methods to get the information out: Newsletters, E-mails; Telephone, etc.

2. What things did not work well in the PIP?

- Not enough school activities or programs were implemented this year. School was lacking of a PTA program.

3. How many events did you attend this year?

- Parent Night; Math Night; Meet your Teacher Day; SAC Meetings; School Music Concerts

4. What were some of the things you liked/didn't like about the events?

Math Night is always fun!

5. What events drew the most people?

This year I will say was "Meet your Teacher Day"

6. What events drew the least amount of people?

Music Concerts had a low attendance

7. What were some of the barriers that we faced?

- Parents have multiple jobs
- Language is another barrier

8. How can we overcome those barriers?

"We need to establish a PTA program to attract more parents"

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

- More events should be held; the number of events this year was very small.

10. What changes would you like to see in next year's compact?

N/A

School PIP/Compact Evaluation and Reflection

Name Amy Joyce
School LRE
Date 3/31/17

Status (Please Circle): Parent

Staff

Community Member

Please take a moment to answer the following questions.

1. What things worked well in the PIP? Our school has great communication w/ parents
2. What things did not work well in the PIP? Simply getting parents involved. Very few parents attend events - NO PTA...
3. How many events did you attend this year? I do not feel we had as many events as in years past... I sponsor Battle of the Books
4. What were some of the things you liked/didn't like about the events? N/A every Tuesday morning and will attend competition in April.
5. What events drew the most people? Field Day - Attended Field Day
6. What events drew the least amount of people? N/A
7. What were some of the barriers that we faced? Parents w/o transportation - work schedules
8. How can we overcome those barriers? more events! Survey to see what parents need/want... iMOMs? All-Pro Dad? Reading help? etc
9. Do you have any suggestions for trainings or events that you'd like to happen next year? Yes, would love to have a session on how
10. What changes would you like to see in next year's compact? to help your readers
-Teacher input at home; decoding, for Prof. Dev!! strategies, test-taking

School PIP/Compact Evaluation and Reflection

Name Heike Howe

School LRE

Status (Please Circle): Parent

Staff

Community Member

Date 4/7/17

Please take a moment to answer the following questions.

1. What things worked well in the PIP? Newsletters, Parent open House, Quarterly Progress Reports and Connect Ed msgs in english/spanish
2. What things did not work well in the PIP?
I am not sure how often or how many "community outreach" consists of...
3. How many events did you attend this year? Open House, Meet the Teacher, National Elementary Honor Society Ceremony, Parent Teacher Conf.
4. What were some of the things you liked/didn't like about the events?
My kids loved field day. I wish that more parents were able to ~~able~~ attend.
5. What events drew the most people? Meet the Teacher and Open House (12/16 of my parents attended) Week.
6. What events drew the least amount of people?
unknown - not as many parents showed up to field day (but it was also done differently...)
7. What were some of the barriers that we faced? Quite a number of changes this year, adjusting to new admin, new teammates and new rules and procedures.
8. How can we overcome those barriers? Looking forward, as we move forward.
9. Do you have any suggestions for trainings or events that you'd like to happen next year?
(to all)
This is our first year without a PTA. I feel that it is important to a school family.
10. What changes would you like to see in next year's compact?

φ

School PIP/Compact Evaluation and Reflection

Name

Julie Tremblay

School

Little River Elementary

Status (Please Circle): Parent

Staff

Community Member

Date

4/10/2017

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

I was there for all art shows and recitals and it worked well.

2. What things did not work well in the PIP?

I had the feeling that it went pretty well.

3. How many events did you attend this year?

- open house
- recitals/art shows (2)
- Meet the teachers
- Field day

4. What were some of the things you liked/didn't like about the events?

I would like to have recitals/concerts during the day.

5. What events drew the most people?

open house

6. What events drew the least amount of people?

It was pretty similar for all events I attended.

7. What were some of the barriers that we faced?

People are busy?

8. How can we overcome those barriers?

by offering different times where people can come.

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

- the again strategies

10. What changes would you like to see in next year's compact?

That would be nice to have a PTA

School PIP/Compact Evaluation and Reflection

Name Annette Peyovich

School Little River Elem

Status (Please Circle): Parent

Staff

Community Member

Date 4-11-17

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

Many events were made available for parents to attend.

2. What things did not work well in the PIP?

Perhaps you have a Spanish Version for PIP?

3. How many events did you attend this year?

5+

4. What were some of the things you liked/didn't like about the events?

How few parents actually showed up was disappointing.

5. What events drew the most people?

Meet the Teacher

6. What events drew the least amount of people?

SAC meetings

7. What were some of the barriers that we faced?

Parents are too busy to make time for after school events.

8. How can we overcome those barriers?

?

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

I'd like to see a Science/STEM night

10. What changes would you like to see in next year's compact?

Multi-lingual PIP offerings

School PIP/Compact Evaluation and Reflection

Name Lisa Cavato

School Little River

Status (Please Circle): Parent

Staff

Community Member

Date 4/11/17

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

2. What things did not work well in the PIP?

3. How many events did you attend this year?

2

4. What were some of the things you liked/didn't like about the events?

I liked seeing parental involvement & getting to know the families.

5. What events drew the most people?

not sure - probably math night

6. What events drew the least amount of people?

For 3rd grade - FSA night - we only had about 5 families show up.

7. What were some of the barriers that we faced?

It was during the week and later in the evening.

8. How can we overcome those barriers?

Have events right after school and make sure we advertise these events. Also include food at events.

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

10. What changes would you like to see in next year's compact?

more parents to get involved

School PIP/Compact Evaluation and Reflection

Name Cirstin Norrell

School Little River Elem.

Status (Please Circle): Parent

Staff

Community Member

Date 4/18/2017

Please take a moment to answer the following questions.

1. What things worked well in the PIP?

Communication, Brandon's teacher is awesome!

2. What things did not work well in the PIP?

3. How many events did you attend this year?

math night, Brandon just started this school in Jan.

4. What were some of the things you liked/didn't like about the events?

good amount of games.

5. What events drew the most people?

Field day, field trips, math night

6. What events drew the least amount of people?

not sure haven't attended many events yet.

7. What were some of the barriers that we faced?

Parents work schedule.

8. How can we overcome those barriers?

different times for the same meeting

9. Do you have any suggestions for trainings or events that you'd like to happen next year?

10. What changes would you like to see in next year's compact?

more parent meetings and ways of parents to be more involved.

School PIP/Compact Evaluation and Reflection

Name Arianna Shoff

School Little River Elementary

Status (Please Circle): Parent

Staff

Community Member

Date 04/18/2017

Please take a moment to answer the following questions.

1. What things worked well in the PIP? Not sure
2. What things did not work well in the PIP? Not sure
3. How many events did you attend this year? 3
4. What were some of the things you liked/didn't like about the events?
5. What events drew the most people? Open house ~~for~~ and math night
6. What events drew the least amount of people? N/A
7. What were some of the barriers that we faced? Not sure
8. How can we overcome those barriers? Not sure
9. Do you have any suggestions for trainings or events that you'd like to happen next year?
10. What changes would you like to see in next year's compact?

PIP / Compact Evaluation

During our SAC meeting on 04/08/17, we discussed the 2016-2017 Compact and PIP- Parental Involvement Plan and what we would like to change, update and keep.

Compact: Parents and Teachers felt that the Compact was well written. However, Ms. Caraballo wanted update the Compact to show Pre-K and the standards. Parents felt that the information on the Compact can stay and were happy with the services their children receive from the school and Title 1.

PIP- Parental Involvement Plan: Parents and staff read over the PIP and had no questions or concerns. They did however, express that they would like to have a PTA and more school activities. We did discuss that we would work hard to have a PTA next year but staff and parent support is a must for a successful PTA.

Staff and Parent Surveys

Parents/ Staff expressed that they enjoyed meeting the new principal at the Ice cream social and the transition was smooth. They also expressed that Math Night, Field Day was a success as well as the National Elementary Honor Society. . Parents and staff stated that they were happy with the communication they receive from Little River Elementary. It was expressed that the newsletters, emails, letters in back packs and connects ED calls in English and Spanish are good communication. However, when having activities information needs to be sent home more in advance. This will allow parents and staff to plan in advance. Teachers and parents expressed what brought the most attendance was Open House, Meet the Teacher, Math Night, and Parent Teacher Conferences.

Parents and staff feel that we need more activities for the kids. Everyone was in agreement that our barriers are language, work schedules, and family schedule.