

LANTANA ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Janyyn Robinson , do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will 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(b)(1) and (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)];
- 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)];
- 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)(E)];
- 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 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 [Section (h)(6)(A)].

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: The parents, staff and community of our school will provide a safe, nurturing and equitable education that meets the social, academic and physical needs of each student so that all students will be successful learners and productive citizens.

Involvement of Parents

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)].

Response: Lantana Elementary School has an active School Advisory Council (SAC) composed of parents and school staff members who are nominated and then elected by their respective group to participate on the SAC. There are also community members who are appointed to the SAC. SAC members are notified of the meetings through email and phone calls. The SAC meetings are also advertised in the Lantana Elementary Tiger Tribune (translated), on social media, and all dates are put on the school marquee. The committee provides input into the development, review, implementation and evaluation of all school related plans, including the School Improvement Plan, the Title I Parent Involvement Plan, and the Title I School Academic Compact. Parents participate in determining how the Title I budget is used through participation in the SAC and through development of the School Improvement Plan (SIP). Decisions involving the use of the Title I funds reserved for parental involvement at the school level are made during the development of the School Improvement Plan by the School Advisory Council. Involvement of parents is documented through sign-in sheets and minutes of meetings. In addition, the Title I Policy/Plan and Title I Academic Compact are again reviewed at the Title I Annual Meeting which was held on Wednesday, September 21, 2016.

Coordination and Integration

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)].

count	Program	Coordination
1	Title I	Through Title I, Lantana Elementary is able to be a part of Academic Parent Teacher Teams (APTT). Our PK through 3rd grade teachers will have 3 classroom events as well as an individual conference. APTT provides training, guidance, and coaching for the teachers and administrators.
2	Multicultural Department	The Multicultural Department from the District provides Community Language Facilitators (CLFs). The Lantana Elementary CLFs translate all communication that goes home into Creole and Spanish. They also do the Creole and Spanish portions of our parent call outs. Our CLFs also help translate for parent conferences, make phone calls for teachers and administrators, go on home visits with our teachers, and translate for parents meetings/trainings.
3	VPK	Lantana Elementary holds a Kindergarten Round-up for transitioning Pre-schoolers. We work together with area Pre-schools to coordinate the transition for students entering Lantana Elementary School. Activities may

		include: coordinated meetings with parents and the kindergarten teachers to discuss the specific learning needs of students, skills an entering Kindergarten student should have, and visiting a Kindergarten classroom. Area preschools are also invited to bring students to the school for a tour.
4	VPK public preschool	Lantana Elementary has a VPK class, a VPK inclusion class and an ASD Pre-K class. We include our Pre-K parents in all parent meetings and trainings.
5	Migrant Education	The Lantana Elementary School campus houses the Migrant Education Office, providing a location for Open House and parent meetings.
6	Afterschool/21st Century Programs	Lantana Elementary works together with the Afterschool/21st Century staff to provide parent trainings.
7	HEART & McKinney-Vento	The Lantana Elementary Guidance Counselor has identified several homeless families with the help of the Data Processor. Our Guidance Counselor gives parents resources and information to help them with medical and housing issues.
8	Academic Parent Teacher Teams (APTT)	Lantana Elementary is implementing APTT this year. The Pre-K through 3rd grade teachers meet with parents to share data and provide parents with academis activities to help teach their children at home. Through APTT, teachers have 3 whole class parent meetings and 1 individual parent meeting each year.

Annual Parent Meeting

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 educational 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)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop agenda, handouts, and/or presentation materials that address the required components.	Administration	August/September	Copies of agendas, VodCast presentation and handouts
2	Develop and disseminate flyer	Administration, CLF	August/September	Flyer with date of meeting, posting on school Web site
3	Advertise/publicize event	Administration	August/September	Social Media, marquee, newsletter
4	Maintain sign-in sheets	Administration	September 21, 2016	Sign-in sheets for meeting
5	Conduct Annual Meeting	Administration, CLF	September 21, 2016	Sign-in sheets for meeting, minutes
6	Present and discuss the VodCast Presentation	Administration, CLF	September 21, 2016	Sign-in sheets for meeting, minutes
7	Discuss Right to Know	Administration, CLF	September 21, 2016	Sign-in sheets for meeting, minutes
8	Discuss and Review Title I Compact and Policy/Plan	Administration, CLF	September 21, 2016	Sign-in sheets for meeting, minutes
9	Discuss Title I Budget	Administration, CLF	September 21, 2016	Sign-in sheets for meeting, minutes

Flexible Parent Meetings

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)].

Response: The administration and staff of Lantana Elementary School have a strong belief in the importance of parental involvement and therefore offer parent meetings on a flexible schedule. We schedule many of our parent meetings (Title I Annual Meeting, APTT, Curriculum Night, etc.) to correspond with when our parents pick up their child(ren) from our Afterschool Program. Other meetings, such as the SAC meeting and the ESOL Parent Leadership Counsel (PLC) meetings are conducted in the morning to coincide with morning drop off times. Using Title I funds, we hire substitutes for our teachers so they are able to meet with parents during the school day; or we arrange meetings later in the afternoon to accommodate parent schedules. The CLF's are available to attend all parent conferences and meetings as well as go with teachers to conduct parent home visits.

Building Capacity

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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Curriculum Night (4th & 5th Grade)	Administration, Teachers	Parents received information on grade level expectations and curriculum. Parents participated in a data chat and were given their child's assessment data. Based on the assessment data, teachers provided specific activities and strategies the parents can use at home with their child to help their child(ren) in both math and reading.	September 21, 2016	Notices in the newsletter, flyers, and on social media. Parent sign-ins, student assessments
2	Family Nights (STEM & STEAM)	Administration, Teachers	The South Florida Science Center brings fun activities the parents can do with their children in science, technology, engineering, math and art. Many of the activities have handouts and resources on how parents can use specific skills and strategies at home to help their child(ren).	September, 2016 through April, 2017	Notices in newsletter, flyers, on social media, hand outs, agendas, Parent sign-ins, Students data

			(STEM is Science, Technology, Engineering & Math Night and STEAM is Science, Technology, Engineering, Art & Math Night)		
3	Parent Leadership Committee	Administration, ESOL Coordinator	Hands-on sessions to help ESOL parents, will include specific math and Language Arts content and grade level benchmarks. Activities and strategies parents can use to help their child at home. Some topics will cover setting up a homework area and how to use the agenda as a communication tool.	September, 2016 through April, 2017	Notices in newsletter, flyers, hand outs, agendas, sign-ins. Student data
4	Academic Parent Teacher Teams (APTT - PreK through 3rd grade)	Administration, Teachers	Provide information to parents on expectations, curriculum, and how parents can help their child(ren) at home based on their data. Parents will be provided 2 activities to work with the child(ren) at home. During the meeting, the teachers will demonstrate the activities and then give the parents time to do the activity with each other.	9/15/16; 1/26/17; 3/30/17	Notices in the newsletter, flyers, social media. Parent sign-ins and agendas. Student data
5	Guidance Nights	Administration, Guidance Counselor	The Guidance Counselor will provide specific assistance to parents in the areas of behavioral strategies, and homework help. Multilingual Psychotherapy will also assist the Guidance Counselor with the behavioral strategy nights, helping the parents with discipline and motivation issues.	October, 2016 through April, 2017	Notices in newsletter, flyers, hand outs, agendas, sign-ins. Students data including number of school referrals.

Staff Training

Describe the professional development activities 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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Faculty Meetings	Administration	Discuss and review strategies for working successfully and engaging parents.	October, 2016 & May, 2017	Sign-ins and agendas
2	Title I PD, Monthly	District staff	Discuss and review strategies for working successfully with parents.	August, 2016	Sign-ins, agendas and minutes

	phone conference			through May, 2017	
3	APTT trainings and planning sessions	Administration and Teachers	Through these trainings and planning sessions, teachers will be able to teach parents how to more effectively work with the child(ren) at home.	9/15/16; 12/15/16; 3/16/17	Sign-ins and agendas at the training/planning sessions and sign-ins and agendas at the APTT parent meetings.

Other Activities

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)].

Response: This year Lantana Elementary is participating in Academic Parent Teacher Teams (APTT) with PK through 3rd grade parents. This is a program to help encourage parents to work with their child(ren) at home. At each meeting, the teachers review class data for a specific skill. The teachers then work with the parents to create a goal for their child. The parents are then provided with 2 activities to take home and use with their child.

This past summer, we sent a baggie of books home with students and a reading log so they could read over the summer. Parents were encouraged to read with their children. Those students who brought their reading log back, were rewarded with a "Bounce for Books" fun event on September 16, 2016. Our Lantana/Hypoluxo Kiwanis partners brought their sno-cone machine and provided sno-cones as well.

Lantana Elementary has a Reading Oasis Room. The Reading Oasis Room has been made possible with matching funds from Scholastic and the Lantana/Hypoluxo Kiwanis Club. It is open to teachers and students throughout the day and to parents and students on specific dates through the year, including summer. Parents will be able to choose books to read to and with their child(ren).

Throughout the year, teachers are expected to have 2 parent conferences. During the parent conferences, teachers discuss classroom expectations, grade level standards, and how students are doing both academically and behaviorally based on assessment data and classroom observations.

Before the student's first day of class, we invite parents to a Meet the Teacher. This year, Meet the Teacher was Friday, August 12th. The parents are able to meet their child's teacher and receive information about the grade and classroom expectations.

Our music teacher has a Holiday show the last week in December every year. The parents are invited to watch their child perform.

Communication

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 include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: Agendas or communication books/folders are used by students/parents and teachers in all grades. These are a daily communication tool for parents and teachers. Students write their homework in their agenda and parents are expected to sign the agenda daily. When necessary, the CLFs will translate important notes. Teachers monitor the communication within the agendas. If a child loses their agenda, we will provide another agenda.

Monthly translated newsletters (Tiger Tribune) are used to inform parents of upcoming assessments students will be taking as well as important events happening on campus and in the area.

At our Curriculum/APTT Nights in September, parents will go to their child's classroom(s) and learn the expectations of the teacher(s). During this time, teachers discuss homework expectations, the Report Card, Grade Level Standards including grade level proficiency expectations, ROARS expectations, and upcoming district and state assessments.

Parent-Teacher conferences are held at least twice a year. The CLFs will be involved whenever needed. Parents are informed of the teacher's expectations for a particular grade including homework policies, state, district and classroom assessments.

Parents review the Title I Academic Compact and Policy/Plan at the Annual Meeting. At that meeting, the budget, Parent's Right to Know, and School Accountability Report (SPAR) are also discussed.

SAC meetings are held monthly to review the School Improvement Plan, budget, Title I requirements, and school data and grade.

Every effort is made to have CLFs at meetings and to have the flyers and notices that go home translated.

Parents are invited to meetings and other activities through translated flyers, translated call outs, the translated newsletter (Tiger Tribune), and the marquee. All paper based communication is copied in the office and given to the teachers. The call outs can be monitored through the parent link reports.

Accessibility

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)].

Response: The Creole and Spanish Community Language Facilitators (CLF) are used to facilitate effective communication for parent conferences, IEP meetings, and any other meeting, training or event parents are invited to attend. Our Creole and Spanish CLFs are given all flyers, newsletters and any written information that is scheduled to go home to translate for our parents. They also make phone calls home for administrators and teachers. The CLFs are available to assist with home visits for parents who are unable to come to the school for parent conferences.

This year we also have a deaf parent. When we know she is coming to a meeting (IEP, parent/teacher, etc.) we are able to provide a Sign Language Interpreter for her through the district. We also have 2 people on staff who are able to communicate with her in Sign Language.

Because of our fluctuating and migratory population, the school staff ensures each student and their family have all necessary materials (ie: agenda, student handbook, flyer for upcoming events, backpack, school supplies, etc.) in a language the parents can understand. We also have a "Uniform Closet" to help provide uniforms for students. School staff is available to discuss school expectations and procedures to ensure that all students, including Migrant and homeless students, have all the information they will need to be successful at Lantana Elementary.

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:
☒ Not Applicable

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.
[Uploaded Document](#)

Upload Parent-School Compact

Note: 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 parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.
[Uploaded Document](#)

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: 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 parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

[Uploaded Document](#)

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the previous 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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Meet the Teacher	1	225	Parents were able to meet their child's teacher. The teacher had information about curriculum, classroom rules and expectations.
2	Curriculum Night	1	141	Provide information to parents about the specific grade level expectations, report cards, Schoolwide Positive Behavior Support, School wide Behavioral Expectations and Universal Guidelines, as well as classroom expectations.
3	Family STEM Night	1	156	Provide science, technology, engineering and math integrated activities for parents to do with their child both at the school and at home. Some activities had an informational sheet that explained the concept as well as how to do the activity at home.
4	Individual Parent Conference Days	2	276	Parents were able to meet with their child's teacher(s) to discuss academic progress. Teachers gave parents specific activities they could do at home with their child to assist their academic progress in math, science, reading and/or writing.
5	Family STEAM Night	1	183	Provide science, technology, engineering, art, and math integrated activities for parents to do with their child both at the school and at home. Some activities had an informational sheet that explained the concept as well as how to do the activity at home.

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous 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)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Faculty PD	2	135	Teachers were provided with information on how to communicate with parents during their parent conferences, including specific content to cover, strategies and activities to share with parents during the parent conferences. Parent Conference forms with the FY16 Compact on the back (in

				English, Creole and Spanish) were given to teachers to use at their parent conferences.
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Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (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) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Communication to ELL parents	CLFs translate all document that go home, including teachers' notes. CLFs make phone calls home to parents to share information from teachers and administrators. CLFs go on home visits with the Guidance Counselor and with teachers.
2	Low parent participation for parent trainings and meetings.	Schedule a flexible number of parent trainings and meetings at convenient times for parents.
3	Low parent participation for parent trainings and meetings.	Conduct parent trainings requested by parents (homework)
4	Low parent participation for parent trainings and meetings.	Use the Parent/Teacher Conference Form with the Title I Compact on the reverse side to discuss parent/student and school responsibilities.
5	Low parent participation for parent trainings and meetings.	Schedule Curriculum Nights and Family Nights to inform parents of the curriculum, assessments and proficiency levels students are expected to meet at each grade level; and inform parents of ways they can participate in decision making opportunities about their child's education.
6	Low parent involvement with academic assistance at home.	Implement Academic Parent Teacher Teams (APTT) in PK through 3rd grade to provide parents with specific information on how their child is meeting the grade level expectations and providing activities for the parent to do at home with their child.

Best Practices (Optional)

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

count	Content/Purpose	Description of the Activity
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