

Tiger Academy Title I, Part A Parent and Family Engagement Plan 2017-2018
School Name

I, Charles McWhite, 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 parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (b)(1)];
- Engage parents and family, 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 parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent and family 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 and family 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 and family 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)].



9-26-17

Signature of Principal

Date Signed

Involvement of Family

Tiger Academy held its annual parent meetings on September 21, 2017 at 5pm and September 22, 2017 at 10am (dates and times were changed from September 14, 2017 due to Hurricane Irma). An overview of Title I programs that are available were discussed as well as how the Parent and Family Engagement funds will be utilized with the school and we developed the budget.

The group responsible for the planning, review, and improvement of the Title I program can from: family members who wish to participate in the process. All family members were given the opportunity to participate. Family members who were present, were given a survey of input. They were asked to provide best times for meetings, types of family engagement nights they prefer, what improvements could be made, preferable form of communication, barriers to family engagement night participation, and improvements to the Parent Compact. The parent coordinator used the answers to make modifications, if needed, to the PFEP.

Tiger Academy will provide family members daily access to the Family Resource Room. The Family Engagement Coordinator will be available to help check out items, use the computer, etc.

Coordination and Integration with Other Programs

How the school coordinates and integrates Parent and Family Engagement programs and activities with other Programs?

Choose all that apply	Program	Coordination
<input checked="" type="checkbox"/>	IDEA (Students with Disabilities)	The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment.
<input checked="" type="checkbox"/>	VPK	The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5-year-olds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten. Title I also seeks to help families with new school-aged children adjust to their new parenting roles.
<input type="checkbox"/>	Title I, Part D	The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title I also seeks to furnish families with strategies for a safe environment.

<input type="checkbox"/>	Title IX, Part A	The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input type="checkbox"/>	Supplemental Academic Instruction (SAI)	This "super categorical" is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready.
<input type="checkbox"/>	Violence Prevention Programs	Primary Youth Violence Prevention Programs focus on utilizing a positive youth development approach, target youth at high risk for violence but who are not necessarily engaging in violence yet and would include programming considered "primary prevention". Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input type="checkbox"/>	Title II	The purpose to provide grants to State agencies for higher education, and eligible partnerships to increase student academic achievement. This is done by increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Title I seeks to provide the tools and education necessary to families so that they can work hand-in-hand with the highly qualified school staff to help their children be successful academically and behaviorally in school.
<input type="checkbox"/>	Parent Academy	Free Parent Academy courses are offered in schools, libraries, community centers and faith-based institutions. The Parent Academy's focus is in three strands: Student Achievement, Parenting & Advocacy, and Personal & Individual Growth. Whereas the Parent Academy offers courses to parents that span over a longer time, Title I educates and provides resources to the family that range from one time workshops to programs over the entire school year.

How the school coordinates and integrates parent and family activities that teach parents how to help their child(ren) at home? [ESEA Section 1116]

Tiger Academy holds Monthly Parent Nights, Parent-Teacher Conferences, Rtl Meetings, and Community Outreach Programs/Speakers to assist our parents with home learning.

Annual Family Meeting

A brief description of the specific steps your school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program?

1. Flyers sent home at Open House (August 31, 2017)
2. Posted to the website (August 2017)
3. Emailed reminders (September 2017)

4. Prepare PowerPoint and host meeting (September 2017 and ~~September 14, 2017~~, September 21&22, 2017)

A description of the nature of the Title I program that is shared with parents (school wide or targeted assistance)?

Tiger Academy will provide a school-wide Title I Program. Coaches will train teachers to become experts on the curriculum in academics and behaviors. Technology Programs will be highlighted at the STEM Parent Night. Monthly Parent Nights will be held along with additional resources provided to the Parent Resource Room.

A description of how the meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents are covered at the annual meeting?

Tiger Academy will provide a PowerPoint and answer any questions that arise on the topics above.

Flexible Family Meetings

How will the school offer a flexible number of meetings, such as meeting in the morning or evening? Check all that apply.

- AM Sessions at different times
- PM Sessions at different times
- AM & PM Sessions (Meetings offered at different times on the same day, same content)

How will the school provide, with Title I funds, transportation, childcare or home visits as such services relate to parent and family engagement?

Tiger Academy will provide transportation, childcare, or home visits on an as needed basis.

Building Capacity

How the school will implement activities that will build the capacity for meaningful parent and family engagement? (Reflect on the planning process.)

Parents will be invited to develop the topics. Discuss what worked in the past and what to keep and what to add.

How will the school implement activities that will build relationship with the community to improve student achievement?

Continue working with partners to mentor our scholars.

How the school will provide materials and trainings to assist parents or families to work with their child(ren)?

- Monthly Parent Nights
- Parent Resource Room Materials Check-Out
- Bulletin Board to showcase resources available
- Showcase materials at parent nights and via emails

How the school will provide other reasonable support for parent and family engagement activities? (opportunities for volunteering, chew and chat, etc.) [ESEA Section 1116]

Tiger Academy requires parents to volunteer 20 hours for one scholar and 30 hours for more than one.

Volunteer Options:

- Chaperone
- Office Administration Help
- Hall Monitors
- School Events
- Classroom Helper

Parent and Family Engagements Events:

<u>Count</u>	<u>Name of Activity</u>	<u>Person Responsible</u>	<u>Anticipated Impact on Student Achievement</u>	<u>Timeline</u>	<u>Evidence of Effectiveness</u>
1	Parent Workshop	J. Didier	Author Amillah Williamson provided family members with strategies for elevating their p-game (parenting game): how to communicate/conference with teachers, strategies for helping students at home, building relationships with their children and school.	8-28-17	Sign-In/Evals/Pics
2	Title I Annual Meeting	J. Didier	Family members will gain a better understanding of Title I activities/programs	9-21&22-17	Sign-In/Evals
3	PFEP Developmental Meeting	J. Didier	Develop the PFEP for the 2017-18 SY	9-21&22-17	Sign-In/Evals
4	Literacy Night	Coaches	Inform family members of the importance of using math/reading strategies for various concepts	10-5-17	Sign-In/Evals/Pics
5	STEM Night	T. Fuller	Teach and provide support strategies to family members in dealing with	11-2-17	Sign-In/Evals/Pics

			coding and technology		
6	Science Fair	T. Fuller	Family members will gain a better understanding of the importance of the sciences in school as it pertains to the "real-world"	1-11-18	Sign-In/Evals/Pics
7	FSA/Writing Night	Admin	Provide family members with sample FSA questions in order to gain understanding of	2-1-18	Sign-In/Evals/Pics

Other School wide Activities:

How other activities such as the family resource center, the school will conduct encourage and support parents and families in more meaningful engagement in the education of their child(ren)?

<u>Count</u>	<u>Name of Activity</u>	<u>Person Responsible</u>	<u>Anticipated Impact on Student Achievement</u>	<u>Timeline</u>	<u>Evidence of Effectiveness</u>
1	Parent Conferences	Teachers	Family members will receive individualized strategies based on their child's learning needs to be proficient at their grade level	October 2017 and Spring 2018	Parent Compacts
2	Community-Based Involvement Activities	Tiger Academy Partners	Family members will be informed of community services	2017-18 SY	Agendas/Evals/Pics (and/or)
3	Open House	Admin	Provide family members with strategies for proficiency and ways to be actively involved in their	8-31-17	Sign-In/Pics

			child(ren)'s class/grade		
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Staff Development

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on the assistance of parents and families and in the value of their contributions.

1. Staff Meetings
 - a. Parent-Teacher Conference Expectations (October)
 - b. School-Home Communications (October & Spring)
 - c. Building Relationships with Families (October & Spring)

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff on how to reach out to, communicate with, and work with parents and families as equal partners.

- Building Relationships topic addressed at Pre-Planning Staff Training (August)
- a. Call every family 1st week for something positive
 - b. Weekly newsletter

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on implementing and coordinating parent and family programs and building ties between parents and families and the school. [ESEA Section 1116]

1. Conducting Parent Conferences topic addressed at Staff Training (September/October)
 - a. P/T Conference Day- October 19
 - b. Parent Compacts
2. Working with Parents topic addressed at Staff Training (November/December)
 - a. Hand in Parent Compact Folder

Communication

How the school will provide timely information about the Title I program and activities?

Meeting on September 14, website, posted in Family Resource Room

How the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?

Topics discussed at Orientation, Open House, Parent Conferences, Family Nights, written in newsletters and class websites (when applicable)

How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decision relating to the education of their child(ren)?
Family members email or call teachers or administrators and the meeting is created.

How the school will submit parents' and families' comments to the LEA if the school-wide plan is not satisfactory to them? [ESEA Section 1116]

Family Members are able to email or call the school administrators or designee.

Accessibility

A description of how the school will provide full opportunities for participating in parent and family engagement activities for all parents and families?

The facility at Tiger Academy complies with ADA regulations and the school is prepared to accommodate parents in need of special assistance. Parents will be notified of all events with weekly newsletters, flyers, website postings, posters, emails and/or phone blasts.

A description of how the school will share information related to school and parent and family programs, meeting, school reports and other activities in an understandable, uniform format and in languages that the parents and families can understand?

All students and Tiger Academy have English as their primary language; however, Tiger Academy has set aside funds for translating materials or providing a translator is necessary.

Barriers

A description of the barriers that hindered participation by parents during the previous school year?

- Time
- Parent Work Schedules
- Timing of Information
- Weather (Hurricanes canceling/rescheduling events)
- Child's Extra-Curricular Activities

A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents and families of migratory children)? [ESEA Section 1116]

1. Record email addresses
2. Inform parents at least 1 week in advance
3. Pilot Phone/Conference/Video Workshops of Family Night Recaps