

2024-25

**Title I, Part A Parent and
Family Engagement Plan**



School Name: Tiger Academy School #: 3121

Principal Name: Stephanie Jackson
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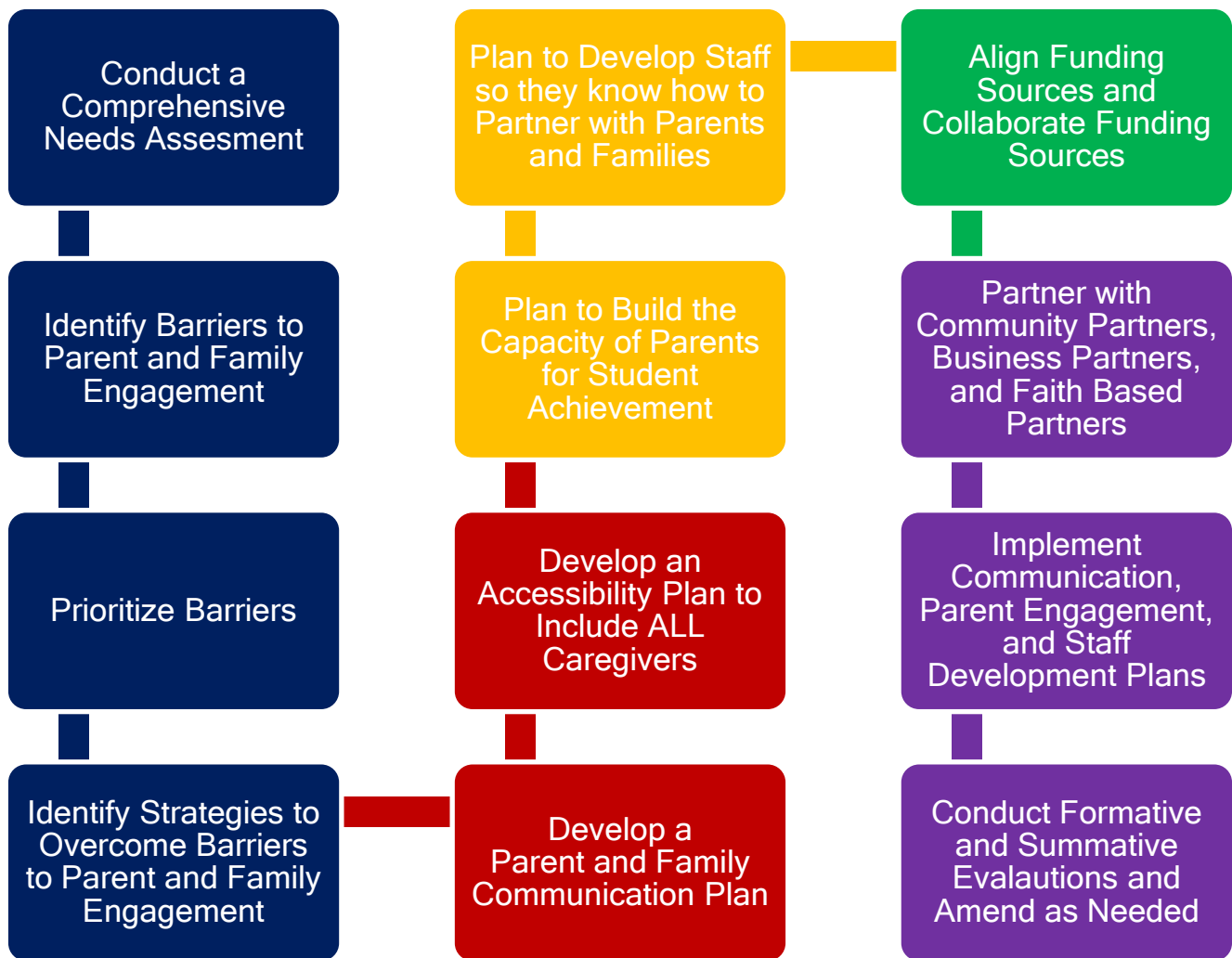
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OVERVIEW

The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

Below is an approach that can be used for Parent and Family Engagement.



"Treat children like they make a difference and they will."



ASSURANCES

I, , do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan 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 local, 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.

<input checked="" type="checkbox"/>	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 ESEA Section 8101;
<input checked="" type="checkbox"/>	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 1116(b)(1) and (c)(3)];
<input checked="" type="checkbox"/>	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 1116(b)(1)];
<input checked="" type="checkbox"/>	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 1116(c)(3)];
<input checked="" type="checkbox"/>	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 1116(a)(2)(C)];
<input checked="" type="checkbox"/>	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 1116(b)(4)];
<input checked="" type="checkbox"/>	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)];
<input checked="" type="checkbox"/>	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 certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
<input checked="" type="checkbox"/>	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 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

*click to select each assurance, this page will require an original signature and submission to the District.

Signature of Principal/School Administrator

Date Signed

NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

Previous Year Financial and Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year

(this section is not required for new Title I Schools)

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$5000	\$5000	\$0
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		
n/a		

Programmatic Overview from the Previous Fiscal Year

(this section is not required for new Title I Schools)

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	What plans do you have to fully use the Title I Parent Resource Room? (include inventory that was not returned or any other information pertaining to parent involvement resource room)
19	3	Hold parent meetings, checkout materials, use the computers, print/fax documents
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.)
Annual Meeting (Beginning of Year)	12	Evaluations
Orientation	158	Evaluations Parents rejoined us for Open House Scholars come to school daily in their uniform ready to learn

Open House	120	Evaluations Parents participated in conferences and helped with their home learning
Literacy Night	80	Evaluations Scholars made gains in iReady scores and usage
Math Night	50	Evaluations Scholars made gains in iReady scores and usage
Science Fair Night	90	Evaluations Scholars participated in the Science Fair
Assessment Night	45	Evaluations Scholars will be present and prepared for the new FAST/STAR Assessments
STEM Night	55	Evaluations Increase in STEM Club participants
Developmental Meeting (End of Year)	2	Evaluation Parents will participate in the family nights next year

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year - activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan.

The parents expressed a desire to hold events before school or during school. Both parents wanted to focus on academic and healthy living family nights. Both parents agreed that flyers and social media were the best way to communicate events. One parent expressed the need for more tutoring for higher achieving scholars.

Barriers

Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

1. Work obligations
2. Time of events
3. Volunteer application process is tedious
4. Need text reminders

(1) Prioritize the **TOP THREE the barriers** (it may be possible to combine some)
 (2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).

	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Work obligations	Plan to offer face-to-face with virtual options, as needed/requested
2)	Time of events	Plan to move some annual academic family nights to day
3)	Volunteer application process is tedious	Plan to continue to work with the YMCA to streamline our application process.
4)	Need text reminders	Plan to use the phone blasts to remind families of events.

Overarching Outcomes/Goals for the Current School Year

Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement?

The goal is to increase family participation at family nights with working with community partners to provide families with a meal before, during or after the event, offer some family nights as morning/day sessions, and use phone blasts to help increase awareness of events.

COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Accessibility

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

The facility at Tiger Academy complies with the 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 and social media postings, posters, emails and or/phone blasts.

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

All scholars at Tiger Academy have English as their primary language. However, Tiger Academy has set aside funds for translating materials or providing a translator for families, if needed.

What are the different languages spoken by students, parents and families at your school?

Primary: English

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication.

(1) Tiger Academy will send out weekly parent emails, flyers, phone blasts, save the dates and create posters/marquees that will notify parents up to one month in advance for a given event.
 (2) Tiger Academy will send out weekly parent emails, flyers, phone blasts, save the dates and create posters/marquees.
 (3) Tiger academy uses the internet: email, website and social media, phone blasts, agendas, and flyers for communication.

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain? (4) in all applicable languages?

(1) The curriculum will be discussed at Orientations, Open House, Academic Family Nights, Parent-Teacher Conferences and in weekly classroom newsletters.
 (2) The assessments will be discussed at Orientations, Open House, Academic Family Nights, Parent-Teacher Conferences and in weekly classroom newsletters.
 (3) The achievement levels will be discussed at Orientations, Open House, Academic Family Nights, Parent-Teacher Conferences and in weekly classroom newsletters.
 (4) The primary language spoken at Tiger Academy is English. All items will be written in English since all families speak English. However, in the event that we have a foreign language speaking family, we plan to have interpreters or home-language flyers made on an as-needed basis.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?

(1) All families are invited and encouraged to join the School Advisory Council, participate in PFEP Developmental meetings in person or via email.
 (2) Parents are invited to attend these meetings by flyers, marquee reminders, website announcements/calendar and weekly newsletters/emails.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

The Title One designee, parent liaison, or principal will submit parent concerns via email, phone or other appropriate submission procedure.

(1) How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (**technology cannot be the only option**). (2) How will this plan be communicated in all of the languages that apply to your school?

(1) Tiger academy will print hardcopies to those parents who request one, hardcopies will be kept in the Parent Resource Room for parents to review/take home, the PFEP will be posted on the school's website as well as email notifications will go out.
 (2) The primary language spoken at Tiger academy is English. All items will be written in English since the families speak English. However, in the event that we have a foreign language speaking family we plan to have interpreters or home-language flyers made on an as-needed basis.

FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]



INVOLVEMENT OF PARENTS and FAMILIES

Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].

Tiger Academy sends out flyers a week or two before the event. Tiger Academy also posts the events on the website and sends weekly newsletters and emails to families. Families have an opportunity to participate in the decision-making during SAC Meetings, Annual Title One Meeting, Developmental Meeting(s), and Board Meetings.

How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]

- Transportation - as needed basis
- Childcare - as needed basis
- Home Visits - as needed basis
- Additional Services to remove barriers to encourage event attendance - other alternative days/times for certain meetings/parent nights

FLEXIBLE FAMILY MEETINGS

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]

Tiger Academy uses a survey and the developmental meeting as a means for parents to share the times that best meet their needs for family involvement.

What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?

Tiger Academy uses surveys from the PFEP Developmental Meeting.

How flexible meetings will be offered to accommodate parents? Check all that apply.

- AM Sessions based on documented parent feedback
- PM Sessions based on documented parent feedback
- Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)
- AM & PM Sessions (ALL meetings will be provided both in the morning and in the evening)
- Other In the event the school is required to return to virtual, we will offer virtual meetings

REQUIRED ANNUAL MEETING

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]

1. Step 1: Notify Families: Emails, Newsletters, Flyers
2. Step 2: Prepare for the Meeting: PowerPoint
3. Step 3: Hold the Meeting: One AM and One PM on two different days
4. Step 4: Ask for Parent Input: Evaluations

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.

Tiger Academy will provide a school-wide Title-I Program. The Instructional Coach will train teachers to become experts on the curriculum in academics. Monthly family nights/days will be held along with additional resources provided to the Parent Resource Room.

Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.

- (1) Tiger Academy will provide a PowerPoint and answer any questions concerning student subgroups.
- (2) Tiger Academy will provide a PowerPoint and answer any questions concerning school choice.
- (3) Tiger Academy will provide a PowerPoint and answer any questions concerning parents' rights.

How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?

Tiger Academy will provide flyers to each student for every event and post information on the parent bulletin board, in the front office, and on the school marquee.

REQUIRED DEVELOPMENTAL MEETING

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.

Step 1: Notify Families- emails, newsletters, flyers

Step 2: Prepare for the Meeting- Collect the year's documentation/compliance documents

Step 3: Hold the Meeting- One AM and One PM on two different days

Step 4: Ask for Family Input- Evaluations and Surveys

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?

Tiger Academy will implement activities the first Thursday of some months, plan to have some activities during the day, and give additional dates as availability occurs. During the academic family events, families will be given an opportunity to observe teachers model small group/individual teaching math, reading and science strategies, participate/implement those strategies, and ask questions for clarification. These strategies can be reinforced at home to bridge the gaps in proficiency.

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

Tiger Academy will continue to work with partners to mentor our scholars. Tiger Academy will continue to partner with organizations who can help families provide basic needs, such as food so families are able to work with academics with their scholar at home.

(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.

(1) Tiger Academy opens its Parent and Family Resource Room during the school day as well as offers some evening hours as needed.
 (2) Families are given a letter/video link to introduce them to the Parent and Family Resource Room at Open House. The letter is posted to the website. Weekly parent emails are sent to the parents with reminders of the items that are in the Parent Resource Room to check out/use. A sign is posted in the front office to advertise the items to check out/use.
 (3) Tiger Academy has a Student Support Services Director/Parent Liaison who is housed in the Parent and Family Resource Room to assist with check-outs and computer/printer uses.

If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?

Title I Funding will be used to purchase additional resources for the Parent Resource Room - Scholastic Books, math manipulatives, STEM rotation kits, trifolds, etc.

Title I Funding will also be used to purchase refreshment items, chips, napkins, plates, drinks, and pizza for certain during/after school events.

PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> <ol style="list-style-type: none"> 1. <i>How to complete the parent portions of FASFA</i> 2. <i>How to research college websites for what their child need for admission</i> 3. <i>How to use OneDrive and Focus to keep up on graduation indicators</i> 4. <i>About the most popular scholarship websites and tips for receiving funding</i> 	<i>October 2024, February 2025</i>	<i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i>

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
Orientation	All Staff	Families will learn: 1. school-wide expectations 2. gain an overview of grade level expectations	August 2024	Sign-In Evaluation
Open House	All Staff	Families will learn: 1. grade level/school expectations 2. gain an overview of grade level standards 3. daily reading strategies to use at home	September 2024	Sign-In Evaluation
Title I Annual Meeting (required)	Admin/Parent Liason	Families will learn: 1. what Title One is 2. how Tiger intends to use the funds 3. parent nights 4. various other services	September 2024	Sign-In Evaluation
Literacy Night	Literacy Team	Families will learn: 1. grade level specific literacy standards (how to access them and receive an overview) 2. learn the importance of vocabulary/integrating other subjects (science) to read informational texts at home	October 2024	Sign-In Pictures Evaluation
Math Night	Math Team	Families will learn: 1. grade level specific math standards (how to access then and receive an overview) 2. learn the importance of fact fluency 3. the importance of learning math vocabulary and how	November 2024	Sign-In Pictures Evaluation

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
		to use the vocabulary outside of the classroom and in their real world 4. learn how to use manipulatives to at home		
Science Fair	Science Team	Families will learn: 1. the structure and format of conducting a proper science experiment 2. about various science experiments and how scholars can use the scientific method to conduct them.	January 2025	Sign-In Pictures Evaluation
State Assessment Night	Admin	Families will learn: 1. the importance of the FAST/STAR, including expectations and sample items. 2. how to prepare to help their child at home	February 2025	Sign-In Pictures Evaluation
S.T.E.M. Night	Science Team	Families will learn: 1. how to explore coding programs 2. to challenge themselves using the engineer design process to complete various challenges	March 2025	Sign-In Pictures Evaluation
Title I Developmental Meeting (required)	Parent Liaison	Families will have a chance to voice their opinions on how they would like the monies allocated for the 2025-2026 school year.	March 2025	Sign-In Evaluation

Schools may add or remove rows as needed.

PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact? (Note this can be included with the Developmental Meeting - meeting attendance documentation is needed - flier, sign in, agenda, minutes, and evaluation)

Tiger Academy will have the parents review and edit the parent compacts at the Title One Annual Meeting in September. Tiger Academy will hold parent conferences in October and have parents sign the compact during the parent conferences.

How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact using the language or accommodations for parents needed?

Tiger Academy's principal will remind teachers of the requirements during staff trainings in August-October. The Title One Designee will provide copies of the parent compact to all teachers.

INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.

Tiger Academy will complete a four-week notification or out-of-field letter and submit it as necessary.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

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...

1. The assistance of parents and families and in the value of their contributions.
2. How to reach out to, communicate with, and with parent and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Poverty Simulation with the Title I team</i>	<i>Mr. Black</i>	<i>Improved ability for staff to work with parents and families</i>	<i>Dec 2024</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Parent-Teacher Conferences	Admin; Parent Liaison	Improved ability for staff members on how to reach out to, communicate with, and work with parents and families as equal partners	August or September 2024	Sign-in sheets Parent compacts

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	Tiger Academy will ensure scholars receive the resources and support needed for academic success. Teachers will communicate with families regarding students' academic, social, and emotional progress. Information will be differentiated based on the needs of the students and families.
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	Tiger Academy will include VPK with monthly family nights, preparing families for what is to come in their scholar's educational career at Tiger Academy.
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Tiger Academy's School Counselor Department will work closely with teachers to ensure students are in school daily. Families will be informed of the school's intervention programs to support children and youth who are neglected, delinquent or at risk.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Tiger Academy will ensure scholars receive the supplies needed to be successful through social services and guidance. All staff will complete the required online training.
<input type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.	
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.	Tiger Academy will provide professional develop to support highly effective instruction aligned to state standards.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Tiger Academy does not currently have ELL scholars. In the event an ELL scholar enrolls, we will provide additional information and resources to support English Language Learners.
<input checked="" type="checkbox"/>	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	Tiger Academy will provide additional tutoring and resources to enrich academic success of our scholars.

Schools may add lines as needed.