

2020-2021 Title I, Part A, Parent and Family Engagement Plan (PFEP)

I, **Ruth Jefferson** do hereby certify that all facts, figures, and representations made in this 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 with the parent involvement 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.

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 8101 of the Elementary and Secondary Education as amended by Every Student Succeeds Act (ESSA);
- 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 [ESEA Section 1116(a)(3)(B)];
- Jointly develop/revise with parents the Parent and Family Engagement Plan and distribute it to parents of participating children and make available the Parent and Family Engagement Plan to the local community [ESEA Section 1116(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 Parent and Family Engagement Plan and the joint development of the school wide program plan under [ESEA Section 1116(c)(3)]
- Use the findings of the Parental Involvement Plan / Parent and Family Engagement Plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [ESEA Section 1116(a)(2)(E)];
- If the plan for Title I, Part A, developed under [ESEA Section 1116] 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 [ESEA Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessments [ESEA Section 1112(e)(1)(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 out of field [ESEA Section 1112(e)(1)(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 [ESEA Section 1112(e)(1)(A)].


Principal

11-10-2020
Date Signed

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Mission Statement (Optional)

How the parent and family engagement plan is a shared responsibility?

How the parent and family engagement will assist in providing high quality instruction for all learners?

Response:

The vision and purpose of St. Peter's Academy Charter School is to demonstrate that students can learn at high levels, through an academically rigorous and innovative curriculum that incorporates the development of good character.

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 [ESEA Section 1116].

Response:

The school believes that positive parent/family engagement is essential to student achievement and thus encourages such involvement in school educational planning and operations. The School's academic performance objectives consist of ensuring that all students receive a well-rounded education that allows children to achieve mastery in Mathematics, Reading and Language Arts. Research indicates that parental involvement increases this achievement.

Coordination and Integration with other federal programs

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: Even Start, Head Start, Reading First, Early Reading First, the public preschool, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA Section 1116].

| Count | Program | Coordination |
|-------|-----------|---|
| 1 | Title II | Professional development is provided to support the professional development needs of the staff related to family engagement. Parent liaisons will be trained, staff will provide support and monitor the implementation to ensure that training is provided as required. |
| 2 | Title III | Title III funds are used to support professional development activities and staff that strengthen students' academic |

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| | | achievement in English Language Acquisition and focus on strategies that help parents of English Language Learners participate in their child's education. |
| 3 | Title I Part C | Migrant staff will support family engagement by facilitating home-school communication, conducting family engagement meetings, serving as a liaison between home and community resources, and monitoring student academic achievement. |
| 4 | Title IX | Homeless program staff work closely with the Federal Programs/Title I Department to coordinate services for homeless students. Activities may include coordinated meetings with parents, meetings with Title I and Homeless education program staff to discuss the barriers to success of homeless students, etc. |
| 5 | VPK | St. Peter's MBC Preschool through the Indian River County Early Learning Coalition offers a VPK Program. The school through its Title I Program will coordinate transition for students entering its kindergarten program. Activities may include coordinated meetings with parents, VPK teachers, and the kindergarten teachers to discuss the specific learning needs of students, and joint parent meetings to discuss transitioning, etc. |

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 (school wide or targeted assistance), adequately yearly progress, school choice, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [ESEA Section 1116].

| Count | Activity | Person Responsible | Timeline | Evidence of Completion/ Effectiveness |
|-------|--|---|---------------------------|---------------------------------------|
| 1 | Planning meeting with Title I Leadership Teams | Karen Malits, School Administration, Krista Sadlers | August 6, 7, and 10, 2020 | Agenda/sign-in sheets |
| 2 | School Messenger | Principal | August 2020 | School Messenger Summary Report |
| 3 | School Social Media Posts | Principal | August 2020 | Screenshots |

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|---|---|-----------------------------|--------------------------|---------------------------------------|
| 4 | Conduct In-Person Title I Annual Meeting | Principal, AP, and Teachers | August 2020 | Sign-in sheets, Parent Survey Results |
| 5 | Virtual Title I Annual Meeting on FOCUS Parent Portal | Federal Programs Department | August 2020-October 2020 | Screenshots, Survey Results |

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, childcare, or home visits, as such services related to parental involvement [ESEA Section 1116].

Response:

The leadership and staff of St. Peter's Academy has a strong belief in the importance of family engagement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meetings for parents of participating children will be offered at flexible times to help accommodate schedules of working parents. The school adheres to an open-door policy where parents can pick up materials and/or meet with the Assistant Principal. The Assistant Principal will maintain records of parent participation. The schedule may be modified as needed based on parent participation.

St. Peter's Academy Parent Advisory Committee, including parents and staff of children enrolled in the school, will provide input into the development, implementation and evaluation of all school related plans including the Schoolwide Improvement Plan, Parent and Family Engagement Plan and Title I Plan. For the Parent and Family Engagement Plan, all parents will be given surveys seeking their input on activities, training, and materials they need to help their child. Results of parent surveys are reviewed by the school administration and the board to determine needed changes. During the Board meeting, when the PFEP and/or SIP are developed, the committee will decide, with the input from parents, how the family engagement funds will be used. Family engagement will be documented through sign-in sheets and minutes of meetings. Decisions involving the use of the Title I funds reserved for family engagement at the school will be made during the development of the Schoolwide Improvement Plan by the St. Peter's Academy Board. The Board will monitor activities to ensure that parents are involved in the process.

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 [ESEA Section 1116]. 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 [ESEA Section 1116]. Include information on how

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the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [ESEA Section 1116].

Note: Activities and supports will be modified throughout the year based on the most current CDC guidelines in relation to COVID-19

| Count | Activity | Person Responsible | Timeline | Evidence of Effectiveness |
|-------|--|---|--|---------------------------|
| 1 | Title I Annual Meeting | Karen Malits, Krista Sadlers, School Administrators | August | * |
| 2 | Orientation | Ms. Karen Williams Assistant Principal, Marie Myrthil-Youance Administrative Assistant | August | * |
| 3 | Back to School Open Enrollment/FSA Information Session | Ms. Karen Williams Assistant Principal, Marie Myrthil-Youance Administrative Assistant | July | * |
| 4 | Board Meetings | Board Members | August – June every 3 rd Tuesday of the month | * |
| 5 | Parent/Teacher Conferences | All Staff | October, February | * |
| 6 | Parent Involvement Activities Calendar | Ms. Karen Williams Assistant Principal Marie Myrthil-Youance Administrative Assistant | By semester | * |
| 7 | Awards Ceremonies | Staff, Parents | Monthly | * |
| 8 | Family Celebrations | Children, Staff, Parents | October, May | * |
| 9 | Literacy Night | Classroom Teachers | October | * |

*Student Achievement Results that meet identified targets in the 2020-2021 Schoolwide Improvement Plan.

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Staff Development

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

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

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

| Count | Content and Type of Activity | Person Responsible | Timeline | Evidence of Effectiveness |
|-------|------------------------------|--|----------|---------------------------|
| 1 | School Family Partnerships | Ms. Karen Williams Assistant Principal, Marie Myrthil-Youance Administrative Assistant | October | * |
| 2 | Parents in Print | Ms. Karen Williams Assistant Principal, Marie Myrthil-Youance Administrative Assistant | October | * |
| 3 | Safe Schools | Ms. Karen Williams Assistant Principal, Marie Myrthil-Youance Administrative Assistant | December | * |

*Student Achievement Results that meet identified targets in the 2020-2021 Schoolwide Improvement Plan.

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 child(ren). [ESEA Section 1116].

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Family Resource Room

Communication

Describe how the school will provide parents of participating children the following [ESEA Section 1116]:

- Timely information about the Title I programs [ESEA Section 1116];
- 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 [ESEA Section 1116];
- 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 [ESEA Section 1116]; and
- If the school wide program plan under [ESEA Section 1116] is not satisfactory to the parents of participating children, the school will submit the parents' comments with the plan that will be made available to the local education agency [ESEA Section 1116].

Response:

St. Peter's Academy uses the following techniques to communicate with parents: phone calls, progress reports, school parent compacts, video cassette check-out, completed class projects sent home, parent/teacher conferences, school assemblies, and awards, and workshops. In addition, information is provided to homes via memos, journals, planners and flyers.

Accessibility

Describe how the school will provide full opportunities for participation in Family Engagement activities for all parents. 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 [ESEA Section 1116].

Response:

The Parent and Family Engagement Plan is reviewed and discussed during the Title I annual meeting with parents of St. Peter's Academy students. Parents of students who were unable to participate in the meeting receive a Parent and Family Engagement Plan via backpack upon request. Parents requesting the plan in Spanish will receive that support. The Parent and Family Engagement Plans are distributed and made available via hard copy and on the district and school websites.

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All pertinent written communication is provided for parents in English and Spanish and in other languages, when feasible. English and Spanish are the primary languages spoken in the homes of SDIRC students. Whenever feasible, the district will provide translations in other languages either by volunteers, district employees or outside companies.

The Title I Office works closely with the district's ESOL program and the Migrant Education Program to ensure that specific language barriers are addressed. They also collaborate in the implementation of family engagement activities and meetings for both the ESOL and Migrant Programs. Both the Director of Federal Programs and the district Project Specialist also support the Migrant (MEP), ESOL, and Homeless programs.

All Title I schools have bilingual staff who serve as interpreters to ensure that all parents are fully able to participate in parent meetings and activities.

Discretionary Activities (Optional)

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

| Count | Activity | Description of Implementation Strategy | Person Responsible | Anticipated Impact on Student Achievement | Timeline |
|-------|----------|--|--------------------|---|----------|
| | | | | | |
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Attach Evidence of Input from Parents

Uploaded in Title I CANVAS Course

Attach 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

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responsibility for improved student academic achievement Section 1116.

Uploaded in Title I CANVAS Course

Attach 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 1116.

Uploaded in Title I CANVAS Course

Evaluation of the previous year's Parent and Family Engagement 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 [ESEA Section 1116]. Include participation data on the Title I annual meeting.

| Count | Content and Type of Activity | Number of Activities | Number of Participants | Outcomes |
|--------------|-------------------------------------|-----------------------------|-------------------------------|--|
| 1 | Orientation | 1 | 31 | Reviewed grade level expectations; Enhanced parents' ability to advocate for their children in an effective manner and promoted the importance of a positive family friendly school relationship in order to achieve better outcomes for students. |
| 2 | Open House | | | |
| 3 | Title I Annual Meeting | 1 | 20 | Provided families with information to support student academic achievement through parent and family engagement; Received input from families on Title I programming and the use of funds |

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| 4 | Parent-Teacher Conferences | 2 | 163 | Reviewed grade level expectations; Enhanced parents' ability to advocate for their children in an effective manner and promoted the importance of a positive family friendly school relationship in order to achieve better outcomes for students. |
| 5 | Kindergarten Transition/Readiness | | | |
| 6 | Academic Parent Meetings (<i>core content areas, access to technology platforms</i>) | | | |
| 7 | Family Celebrations | 5 | 150 | Promoted the importance of a positive family friendly school relationship in order to achieve better outcomes for students |
| 8 | Celebrating Student Success (<i>Awards, Science Fair, Speech Contest, Spelling Bee, etc.</i>) | 3 | 34 | Reflected on gains and celebrations for the year; Set goals for the future |
| 9 | Community Engagement (<i>Day of Caring, Tunnel of Hope, Community Events</i>) | | | |

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 [ESEA Section 1116].

| Count | Content and Type of Activity | Number of Activities | Number of Participants | Outcomes |
|-------|---|----------------------|------------------------|--|
| 1 | Academic Success (<i>Standards Based Instruction, collaborative planning, data reviews/feedback cycles, etc.</i>) | 8 | 61 | Provided training, information and support services that strengthened the relations between parents and the school in meaningful ways that supported academic achievement; Increased rigorous classroom lessons, |

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| | | | | engagement; Implemented a comprehensive, improved system of instructional planning to optimize student performance |
| 2 | Equity, Culture & Climate (Cultural Competencies, SEL, Mental Health, etc.) | 4 | 16 | Improved family/community engagement; Provided equitable access to rigorous coursework, with support as needed; Refocused school goals and initiatives; Increased routine use of equitable awareness, instructional, and assessment practices; Improved the implementation of evidence-based culturally responsive instructional practices |
| 3 | Communication & Engagement (Communication with Parents, Community, IMPACT Parent Academies, etc.) | 7 | 33 | Developed appropriate roles for community-based organizations and businesses in family engagement activities; Identified and offered district and school-based parent workshops that enhanced and expanded parents' knowledge and skills in supporting their children's education |
| 4 | Talent Development & Support (Leadership, certificate/endorsement trainings, STAR/new teacher/mentoring, etc.) | | | |
| 5 | Organizational & Fiscal Responsibility (School safety & security, technology platforms) | 5 | 22 | Aligned instructional strategies with school goals resulting in increased student engagement; Expanded technological utilization to enhance academic success; Implemented the Office of Safe Schools' mandates related to school safety and security resulting in students and families feeling more comfortable in the school setting |

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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

| Count | Barrier (Including the Specific Subgroup) | Steps the School will Take to Overcome |
|-------|--|--|
| 1 | Parents working multiple jobs | Hold parent meetings/activities on the same evening |
| 2 | Time and location of meetings and parent/teacher conferences | Schedule meeting at flexible times (before, during, after school). |
| 3 | Parents speak heritage language other than English | Provide interpreters at all parent events and train staff to ensure understanding of other cultures. |
| 4 | Transportation | Community Transportation |
| 5 | Limited Parent Education | Teach parents skills and strategies to support their child at home and with their education. |
| 6 | Limited Income of Parents | Offer school supplies, free lunch, backpack buddies, transportation. |

Reflection of Prior Year's Plan:

Based on the feedback of stakeholders, including parents and families, the effectiveness of activities in last year's PFEP yielded the following results:

- Targeted instruction: using individualized instruction during the day, providing differentiated instruction for all tiers, and extended learning opportunities (after school, Saturdays, etc.)
- Use of the i-Ready diagnostic tool
- Stability in staff

These strategies helped St. Peter's to maintain a high-performing status. These strategies will continue in the 2020-2021 school year.

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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 |
|--------------|------------------------|------------------------------------|
| | | |
