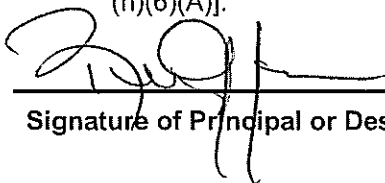


ST. PETERS ACADEMY Title I, Part A Parental Involvement Plan

I, Ruth Jefferson, 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 school wide 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

10-7-14
Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

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. The school believes that positive parent/family involvement 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.

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: 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 School Improvement Plan, Parent Involvement Plan and Title I Plan. For the Parent Involvement 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 PIP and/or SIP are developed, the committee will decide, with the input from parents, how the parental involvement funds will be used. Parent involvement will be documented through sign-in sheets and minutes of meetings. Decisions involving the use of the Title I funds reserved for parental involvement at the school will be made during the development of the School Improvement Plan by the St. Peter's Academy Board. The Board will be monitored to ensure that parents are involved in the process.

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	VPK	St. Peter's Academy 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.
2	Individuals with Disabilities Education Act (IDEA)	Supplemental instructional support provided by Title I will be discussed with parents during the development of the students IEP.
3	Title II	Professional development is provided to support the professional development needs of the staff related to parental involvement. Parent liaisons will be trained, staff will provide support and monitor the implementation to ensure that training is provided as required.

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, 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
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1	Enlist parents for parent involvement at Orientation and throughout the school year	Assistant Principal	August - June	List of parent names
2	Develop and disseminate invitations	Assistant Principal/District Title I Parent Liaison	September	Flyer with date of dissemination sent home and posting on school Web site
3	Advertise/publicize event	Assistant Principal/Parent Liaison	September	Flyers, posting on school website, local radio announcements
4	Develop sign-in sheets	Assistant Principal/Parent Liaison	September	Sign-in sheets for meeting and individual classrooms
5	Maintain documentation	Assistant Principal	September	Title I documentation, crate stored in Assistant Principal's Office.
6	Develop agenda, handouts, and/or presentation materials that address the required components	Assistant Principal/District Title I Resource Teacher	September	Copies of agendas, PowerPoint presentations and handouts

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 leadership and staff of St Peter's Academy has a strong belief in the importance of parental involvement 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 policies 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.

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	District Title I Annual Meeting	Alice Blanco, Karen Malits, Shelly Miedona, Krista Sadlers, Julie Green, School Administrators	Involving parents in planning	October	Open communication with parents
2	School based Title I Annual Meetings	Shelly Miedona, Karen Malits, Ruth Jefferson	Involve parents in planning; discussion of	October	Input from parents

			barriers		
3	Title I Annual family Conference Night Dinner	Assistant Principal	Information for parents on how to help and support the child	August 2014	Increase in student achievement
4	Orientation	Assistant Principal	Provide information about schedules	October 2014	Parents more comfortable in school
5	Back to School open House	Assistant Principal	Provide parents with expectations for parents	September 2014	Parents are prepared to work with their children
6	Board Meetings	Board Members	Information to parents; input from parents	August 2014 - June 2015 every 3rd Tuesday of the month	Parents working together
7	Parent/Teacher Conferences	All Staff	Provide information on child's current level and develop a plan to reach their goals	October 2014, February 2015	Academic Improvement of students
8	Parent Involvement Activities Calendar	Parents and Staff	Involve parents in attending events to help them support the child	September-February 2015	Increase number of parents attending events
9	Awards Ceremonies	Staff, Parents	Encourage and acknowledge achievement success	November, February, April, May	Improved academic success
10	Family Celebrations	Children, Staff, Parents	Parents involved in school activities	October, May	More parents involved in school
11	FAS Night-how and when the students will be assessed; how parents can help prepare the child	Classroom Teachers	Provide information on expectations and how parents can help the child	October 2014	Academic Improvement of students
12	Literacy Night	Classroom teachers	Provide information on expectations	October 2014	Provide information on expectations and how parents can help the child

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	school family partnership	Leadership Team	Assistant Principal / Parent Liaison will be provided with a training module to take back to school in an effort to improve the ability of staff to work effectively with parents.	December 2014	Improved communication and parent involvement
2	Value of Parental	School	Improve the ability of staff	Monthly	Improved

	Involvement Monthly/Quarterly Newsletter	Leadership Team - Principal/ Assist.	to work effectively with parents by providing examples of best practices for parental involvement	through the end of the year	communication and parent involvement
3	Building Ties Between Home and School	Bureau of Professional Development / Leaders. Team	Improve the ability of staff to work effectively with parents	October	Improved communication and parent involvement
4	Cultural sensitivity: Train the Trainer	Bureau of Professional Development / Leadership	Provide information to staff on the various cultures represented in school and increase awareness	November	Improved communication and parent involvement

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:

Family Resource Room

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 school wide 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: St. Peter's Academy uses the following techniques to communicate with parents: phone calls, progress reports, parent compacts, video cassette check-out, completed class projects sent home, parent/teacher conferences, school assemblies and awards, and workshops.

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 PI Plan is discussed and distributed during the Title I Annual meetings to all parents of St. Peter's Academy students. Parents of students who were unable to participate in the meeting receive a PI Plan via backpack upon request. Parents

requesting the Plan in Spanish will receive that support. The Parent Involvement Plans are distributed and made available via hard copy and on the district and school's website.

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. 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. The district's Title I Parent Specialist and Project Specialist are also bilingual and facilitate communication between the home and the school.

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 parent involvement activities and meetings for both the ESOL and Migrant Programs. Both the Title I Coordinator 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.

The district also works collaboratively with the Exceptional Student

Education department to ensure that parents may fully benefit from the parent involvement activities.

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:
X 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	District Title I Annual Meeting	1	12	Open Communication with Parents
2	School Based Annual Title I Meeting	1	42	Input from parents and teach them about Title I
3	Conference Night	2	90	Increased student achievement
4	Board Meetings	8	78	Administration and Parents working together
5	Awards Ceremonies	1	7	Shared success of students
6	Christmas Program	1	23	Family Celebration
7	Veteran's Day Celebration	1	18	Family Celebration
8	FCAT Night-how and when the students will be assessed; how parents can help prepare the child	1	62	Academic Improvement of Students
9	Literacy Nights	2	55	Provide information on expectations and how parents can help the child
10	Charter Meetings	8	58	Parent and Administration working together

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	School Family Partnership	1	10	Meaningful communication and better repoire with parents

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 current 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	Parents working multiple jobs	Hold parent meetings/activities on the same evening.
2	Time and location of meetings and parent/teacher conferences	Schedule meetings 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, back pack buddies, lack of transportation

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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