



School Parent and Family  
Engagement Plan 2025-2026

**School Name: Siatech MYcroSchool School #: 0991**

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Principal Name: Emma Lewis

School Website: <https://siatechmycroschool.org>

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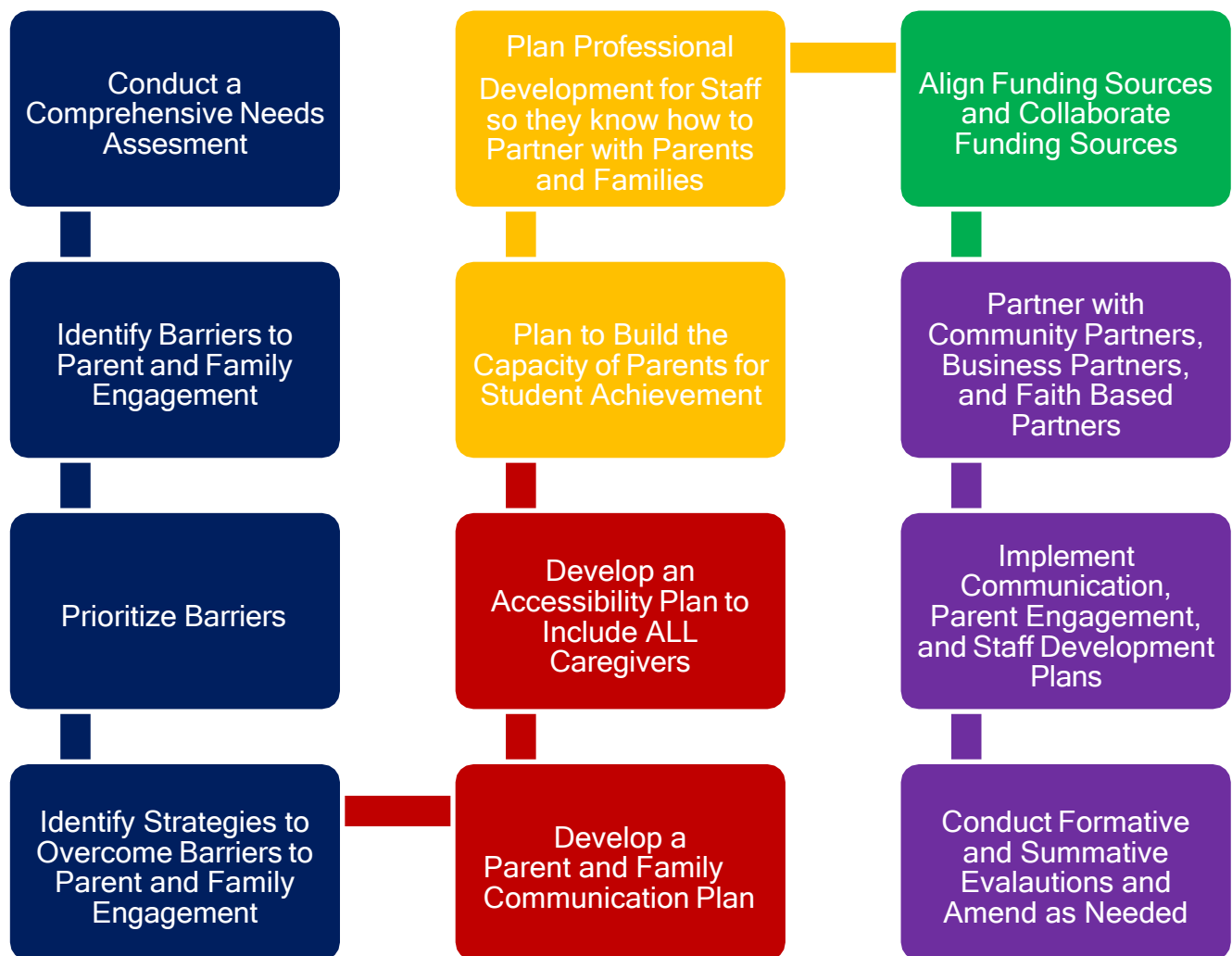
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# OVERVIEW

The Alachua County 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.



“We create futures for "At-Promise" youth!” - Siatech  
MYcroschool

# ASSURANCES

I, Emma Lewis, 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.

- 
- 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;
- 
- 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)];
- 
- 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)];
- 
- 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)];
- 
- 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)];
- 
- 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)];
- 
- 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 certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(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 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
\$449.35	\$449.35
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	

## Capacity Build Activities -Programmatic Overview from the Previous Fiscal Year

Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants -Number of students represented	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide?)
Annual Meeting (September 2024)	9 students and parents	Feedback from surveys and questions asked after the meeting.
Importance of Attendance (August 2024- June 2025)	15 students and parents	Feedback from surveys and questions asked after the meeting.
College and Career (August 2024- June 2025)	15 students and parents	Feedback from surveys and questions asked after the meeting.

## Barriers

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)).		
1.	Families with limited English proficiency	A bi-lingual staff member will be present at all parent and family engagement events.
2.	Parents and families with disabilities	Provide ADA accommodations such as information printed in large print. Our facility is already wheelchair accessible (ramp and railings).
3.	Parents and families who are migrants	Ensure students and families feel welcomed and included. Also, thoroughly explain how Title I can benefit and support their children.

# 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 our 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?

Siatech MYcroSchool surveys the parents as to what day and time is most convenient for events to occur. Parent and family activities are offered based on these responses.

Siatech MYcroSchool staff will provide full opportunities for participation in parental involvement activities using the following methods to communicate with families: email, school mobile app, school website, school social media (Instagram and Facebook), flyers, Spanish translation of some documents, phone calls, and ensuring that ADA accommodations are provided for parents with disabilities that are attending parental involvement activities.

Parents can bring their children to most events and workshops, eliminating the need for childcare.

Siatech MycroSchool can also provide access to workshops using virtual platforms so all parents can receive the information and attend.

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?

Communication is constant and relevant to each student specifically through daily and weekly communication with parents about their child's progress through the following: Edmentum Sensei, Skyward parent portal, parent conferences, electronic communication (Siatech MYcroSchool mobile- app), and direct parent contact through phone, text, or email .

Title I program information is provided to parents at the Title I annual meeting, sent home to parents who were not able to attend, posted on the school's website, and at new student orientation.

Spanish translation is provided for the Title I compact and the Parent and Family Engagement Plan. Translation for other documents is provided upon request.

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

The following languages are spoken by our parents and students at our school: Spanish and English. Spanish translation is provided for the Title I compact and the Parent and Family Engagement Plan. Translation for other documents is provided upon request. For the 2025-2026 school year, the Title I facilitator will coordinate with the Title III ESOL lead coach to identify other languages of families served at STMY .

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.

The school staff will communicate in a timely manner about the different Title I activities throughout the year in the following ways:

Flyers are sent home two weeks before events occur followed up with reminders via:(all-calls, school mobile app, email reminders, and/or social media). Events are also advertised on the school's website under the announcements section.

- 1) Title I program information is provided at the Title I annual meeting and an electronic version of the "Sorry We Missed YOU packet" is available to families not able to attend under the Title I section of the school's website.
- 2) The following are the tools and resources that are used to communicate with parents and guardians:
  - Parent conferences and compact meetings
  - Siatech student app
  - School wide all- calls
  - School social media (Facebook and Instagram)
  - Flyers
  - School wide announcements on school website

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 at the school is presented, described and explained in many ways: Title I annual meeting presentation, parent-teacher conferences, Siatech MYcroschool's website, governing board/Title I advisory meetings, state assessments , F.A.S.T(Florida Assessment of Student Thinking), EOC (End of Course exams), WIDA (World-class Instructor National Design & Assessment) for ESOL students (English for Speakers of Other Languages), standardized tests, Renaissance Learning Assessments (math & Reading), IXL, teacher and curriculum created formatives based on standards, grade level benchmark tests for core subjects, and student grades.
- (2) The expected achievement levels for students are presented in various ways: Title I annual meeting/open house, parent- teacher conferences, and the school's website. The explanation of the assessments will include the content, format, and proficiency levels used to evaluate student progress.
- (3) Spanish is the only noted home language other than English for STMY students at this time. Translation to Spanish is available for general meetings, if requested, and for standardized documents such as the District Parent Involvement Plan, the School Parent Involvement Plan, and the school- parent Compact. STMY has multiple bilingual staff and one part-time staff member can provide translations to parents. Print notification is provided in other languages when requested.

(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) Parents have the opportunity to help make decisions for the writing of the Parent and Family Engagement Plan, Home School Compact, spending of the Title I budget, and events for the year by participating in governing board/Title I advisory meetings, or through meetings with the principal.

(2) Siatech MYcroSchool communicates these opportunities through surveys, event response forms, and governing board/Title I advisory meetings. Upcoming opportunities are advertised by flyers, all-calls, school mobile app, announcements on the school's website, and social media. All parents are invited to attend governing board/Title I advisory meetings, and parent membership is recruited at the Title I annual meeting/open house.

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]

STMY administration will forward parent concerns regarding the implementation of the Title I plan to the Director for Federal Programs and the Siatech MYcroSchool governing board. Because the plan is voted on by parents and parents are surveyed prior to the development of the plan, archived documents can be reviewed by district staff.

(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)

- 1) The school publishes and communicates the requirement of Title I, Part A Parent & Family Engagement Plan to parents and families through: A printed copy, which is available at the Title I Annual Meeting/open house event and through the "Sorry We Missed You" section on the school's website.

# 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)].

Parents are invited to participate in planning, reviewing, and revising the Title I plan through participating in the governing board/Title I advisory meetings. These meetings occur quarterly. Parent input is also sought through print surveys that are sent home annually by the school for Title I program planning and through email.

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)]

1. Transportation -Transportation is not provided. Some virtual opportunities will be provided for parents who cannot participate in engagement events.
2. Childcare - Parents are welcome to bring children to all events and parent conferences.
3. Home Visits - Title I funds are not used for home visits. Visits will be provided when necessary.
4. Additional Services to remove barriers to encourage event attendance - Translators will be available at events to help with language barriers when requested.

## 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)]

Parent input for times for meetings and events was collected through our school parent survey and email .

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 at in the evening)
- Other 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)]

- Step 1: Select a date for the Title I lead teacher and principal to send out PowerPoint link to parents. Link will stay open and sign-in sheet will be open to count for attendance of viewing PowerPoint for two weeks.
- Step 2: Print and assemble Title I Annual Meeting packets for distribution for face-to-face students. Scan the same documents for virtual parents. All students will receive Annual meeting handouts either in person or online.
- Step 3: Have PD for teachers on this year's method of Title I Annual Information procedures
- Step 4: Review compact and conference procedures
- Step 5: Develop PowerPoint
- Step 6: Send out link for teachers to post so parents can view PowerPoint.
- Step 7: An all-call will occur prior to the meeting.
- Step 8: PowerPoint link will also be posted on school website
- Step 9: View sign-in sheet and event response form on website for review
- Step 10: Fill out Title I Annual Meeting Report and submit.

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.

The Right to Know information sheet will be presented and passed out at the Title I Annual Meeting and is posted on the school website. Documents provided will include:

1. Title I overview and budget
2. Parents' right to know and teacher qualifications
3. Mental health services provided to students by the school's social worker
4. State assessment overview and handout.
5. Requirements for high school graduation handout.

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?

Siatech MYcroSchool will ensure that parents without technology will receive information through: Flyers, packets sent home with students, parent conferences, and printed progress reports.

## 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

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

Siatech MycroSchool will implement activities that will build relationships with the community to improve student achievement by hosting parent and family engagement events throughout the year that may include community partners' presence at some of the events. Siatech MYcroSchool also collaborates with the community to better the whole child by providing encouraging local speakers, holding career fairs with Job Corps and Santa Fe college, and participating in community events and field trips.

(1) How will the school partner with Alachua County support Parent and Family Engagement?

(2) Explain how the Alachua County resources and trainings will be advertised to parents.

STMY will invite the representatives from SBAC to attend and support parent and family events at Siatech MYcroSchool

STMY will distribute flyers provided by the SBAC advertising events not held on Siatech MYcroSchool's campus.

STMY will share resources and events provided by SBAC through the school website and social media outlets.

### 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 School-wide 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
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Title I annual meeting (required)	Title I Facilitator & principal	Parents will learn: What is the Title I program, its requirements, and how these funds support students learning in a supplemental way.	September 2025	Sign-in sheets, agenda, evaluation/ feedback, signed compact, & Sorry We Missed You Receipts.
Governing board/Title I advisory meetings (required)	Title I Facilitator & principal	Advisory meetings will gather input for the Parent and Family Engagement Plan (PFEP), Home School Compact, PFE events, and the school's needs.	At least one per quarter	Sign-in sheets, meeting agendas/notes, Google forms, & virtual parent input reports.
Importance of attendance and your child's education	Title I Facilitator & principal	Parents will receive information on how to keep their child from becoming truant and how it affects their education.	August 2025-ongoing	Sign-in sheets, evaluation/ feedback, & agenda.
College and Career	Title I Facilitator & principal	Parents will receive information on what their child will need to do to go to college, and what route they can take if college isn't for them.	August 2025-ongoing	Sign-in sheets, evaluation/ feedback, agenda, samples of handouts shared with parents, & photos of

				students getting jobs or going to college.
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## 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?

Siatech MYcroSchool Title I Parent & Family Engagement Plan (PFEP) is developed jointly with parents at the Annual Title 1 parent meeting and after review by all stakeholders (LEA, STMY governing board/Title I members). The PFEP is sent to the District Title I Coordinator of Family Engagement for approval before being submitted to FLDOE. The evidence our school will use to show that we have jointly developed a school-parent compact is minutes of the meeting, attendance of participants, surveys, email invite to all members, and the agenda.

How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?

The principal will ensure that required conferences are implemented with ALL parents pertaining to the explanation of the parent compact by: providing compacts at all IEP/504 meetings, parent-teacher conferences, new student orientation, PFE events, and the annual Title I meeting/open house.

# 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.

Parents are informed at the Title I Annual Meeting that they will be notified when a class has been taught for four consecutive weeks by anyone other than a teacher certified to teach that subject area by the state of Florida. This notification is provided in print and explained by the Title I Facilitator at the annual meeting.

When a class has been taught for four consecutive weeks by someone other than a state-certified teacher in that subject area, the Title I Facilitator prepares a notice to each parent of each student assigned to that class. The notice indicates the status of the person teaching the class, and what support school and district staff are providing to ensure the students receive high-quality curriculum. These notices are reserved as part of the school's documentation of compliance with this requirement.

STMY maintains a binder of teacher certifications and keeps this posted in room 119 for parent review. Parents are informed of their right to request this information at the Title I annual meeting.

## 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...				
<ol style="list-style-type: none"> <li>1. The assistance of parents and families and the value of their contributions.</li> <li>2. How to reach out to and communicate with parent and families as equal partners.</li> <li>3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.</li> </ol>				
Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
Yearly McKinney-Vento Training	Coordinator of ESE and student services	Improved ability for staff to work with parents and families.	November	Sign-in sheets, evaluation sheets, & follow up with teachers
Parent Conference Training	School principal	Improved ability for staff to work with parents and families	August	Sign-in sheets, evaluation sheets, & follow up with teachers
Compact/Title I Annual Meeting Training	Title I Facilitator	Improve teacher parent communication	September	Sign-in sheets, evaluation sheets, & follow up with teachers
* Training in FERPA, HIPPA, and Mental Health is also required through Safe Schools Training at your own pace with certificates required and PLC discussion.				

## 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 type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	N/A

☐	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	N/A
☐	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	N/A
X	SAI - Supplemental Academic Instruction- super categorical fund created to assist districts and schools provide supplemental instructional opportunities.	SAI is used to fund additional curriculum needs to meet the needs of all students such as: math workbooks, fund hands on labs for science and math, and fund educational fieldtrips.
x	Title II, Part A - Supporting effective instruction through professional development targeted to administrators and teachers.	Title II funds are used to assist teachers with professional development needs and certification renewals.
☐	Title III, Part A - Helping English Language Learners achieve English proficiency	N/A