

Parent and Family Engagement Plan 2026-2027

SOUTHTECH SCHOOLS

SouthTech Academy

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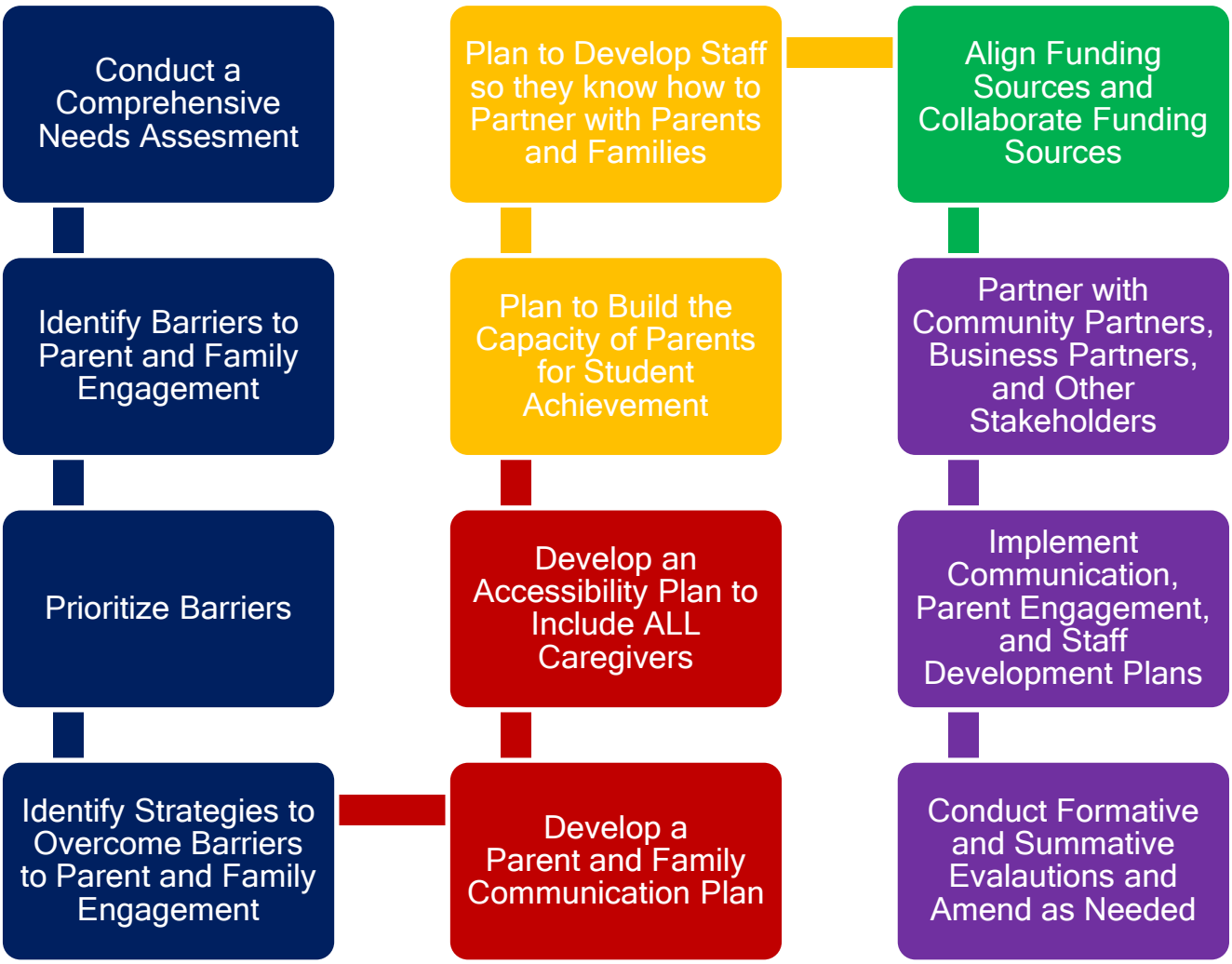
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OVERVIEW

The SouthTech Charter 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 stakeholders such as community partners and faculty.



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



ASSURANCES

I, Joshua Wigelsworth, do hereby certify that all facts, figures, and representations made in this 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)];
☒	Provide to each parent and family an individual student report about the performance of their child on state assessments. [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 Section1112(c)(1)(A)(ii)].

_____ _____

Signature of Principal/School Administrator Date Signed

MISSION STATEMENT

To graduate students prepared for work, higher education and productive citizenship. This cannot be obtained without family engagement; parents, families, and other caring adults must work with SouthTech Academy's faculty, staff, and administration as partners to ensure an environment where each student is a success story.

HISTORY & VISION

SouthTech Academy has a legacy of service and a history of success. As an Area Vocational/Technical Center a reputation was established within the community. The local economy was strengthened as adults and high school students cycled through programs and entered the workforce. Local politics diverted those programs away from SouthTech in 1998, and the school began a three-year transformation into a Career Academy Center that provided academics and career training for high school students during the day and career enhancement training for adults after the high school day ended. During FY03 the District decided to close SouthTech at the end of FY04.

In late FY03, the School Advisory Council, principal, staff, students, parents, and other stakeholders decided that the school's value to students and the community at large more than justified whatever investment was needed for redemption. Florida Statutes provide a process for converting a District school to a charter school. The process required several months of time and a great deal of work, but allows a conversion charter school to operate under a local governing board under the control of State statutes, but free of District policy. A Founding Board of dedicated individuals was formed, community and business support was recruited, and South Technical Community High School was effectively converted to SouthTech Charter High School on July 1st 2004. SouthTech Academy became our new name effective July 1, 2005.

As a charter school, SouthTech is unique in several ways. The Career Academy concept has been retained and will be expanded into additional high wage/high demand areas in the future. Continual emphasis will be placed on increasing academic excellence while providing state-of-the-art career education. Adult programs have also been retained and will be expanded into additional community services, distance learning, and other creative methodology directed toward enhancing services while supporting the workforce and, in turn, the economy.

SouthTech is postured to become a national model. A part of this posturing can be attributed to the unique nature of programs, but the level of dedication that exists among members of the Board and staff, the level of support from parents, students, and the community, and the huge demand for SouthTech's product assures the organization that significance as a national model is both realistic and attainable. The goal of SouthTech Academy is to convert the possibility of national educational significance into reality. The key to achievement of the goal is excellence. The vision focuses on production of educational excellence that justifies and deserves national acclaim. Leadership seeks to enable the existing dedication and high levels of available support to attain optimum results. At the high school level, optimum results develop students prepared for work, higher education, and productive citizenship.

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 Programmatic Outcomes

Programmatic Overview from the Previous Year

Summary of Parent Engagement Survey from the Previous Year		
Name of Activity	**Participation Rate SY26**	**Goal Participation Rate SY27**
Received a Copy of the PFEP	64%	**70%**
Discussed PFEP with School Staff Members	15%	**20%**
Promotes & Encourages Parental Involvement	87%	**90%**
Have you been kept informed about the various activities & programs at your school	86%	**90%**
Attended any parent meetings/parent training sessions	59%	**65%**
Parents will report that the information provided in the training will increase their ability to support their student		**85%**

Parent Feedback for 2026-2027

Parent "Wants" for SY26

1) College and Career Planning Resources/Trainings
2) Information session on curriculum, testing program and standards students are required to meet
3) Time Management & Coping Strategies

Goals for SY27:

- More targeted parent information sessions
- Greater participation

How Should Supplemental Funds be used?

Name of Activity	Rate of Parental Request
After Hours Programs	58%
Technology/Software	47%
Teacher Trainings	19%
Textbooks	18%

Barriers

	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Work Schedules (Economically Disadvantaged)	Videos and informative information presented at the meetings will be posted online, along with recordings of the training (whether virtual or in person). Parent scheduled conferences, with flexible meeting times/formats, are encouraged.
2)	Language Barrier (limited English proficiency)	All important documents will be provided in 3 languages (English, Spanish,and Creole). In addition, language facilitators will be available at meetings/informational sessions for translation purposes.
3)	Transportation Issues (Economically Disadvantgaged)	Bus passes and other transportation (such as ride-share companies) will be provided to parents unable to obtain transportation to parent nights and/or conferences.

Needs Assessment

SY26 parent engagement data indicate that families generally feel informed about school programs and believe the school promotes parental involvement; however, opportunities remain to strengthen meaningful participation in the PFEP process and increase attendance at parent engagement activities. Only 15% of respondents reported discussing the PFEP with a school staff member, while 59% reported attending a parent meeting or training session. Parent feedback identified college and career planning, curriculum and assessment information, and time-management/coping strategies as priority areas for SY27. Work schedules, language differences, transportation, and limited availability remain barriers to participation.

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?
Spanish, Portuguese, and Creole language facilitators are available for all conferences, phone calls, and other communications. Parent's Right to Know Letters are distributed in the language spoken at home, as indicated by a survey given to every student. In addition, Parent-School Compacts, Parental Involvement Training Invitations, School-wide Improvement Plans, Student Handbooks and other important information are translated into the parent's native language. Information is delivered to parents via the school website, social media, automated telephone calls, newsletters, and email blasts. When requested, every effort will be made to accommodate the needs of parents with disabilities so they will receive all of the necessary information with regards to school and their child's progress in school. Advocacy and family support for all programs are offered through South Tech's School Counseling Department.

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.
At the Annual Meeting, within the first 3 weeks of school, parents are informed of school-wide programs to aid students. In addition, parents are informed of state-wide assessments that must be passed in order to graduate and to prove proficiency in a subject matter. Before these assessments occur, teachers conduct mini-assessments, which show where the students are and where they students need to grow. These results are communicated to students and parents via data chats. If requested, parents can hold a conference with teachers and administrators at their convenience to develop an educational plan to best fit their student's needs, ensuring their success in the course and the mastery of necessary content. Grades are updated weekly (at a minimum), and report cards are issued 8 times a year to ensure parents are aware of their student's standing. Information is also communicated on an on-going basis through the school website, Twitter, Instagram, Facebook, newsletters, email blasts, PTO Meetings and Governing Board Meetings. Comments from the discussion of the school-wide plan and parent family engagement plan will be documented in the meeting minutes throughout the school year. Unsatisfactory comments can be submitted to the Title I Coordinator via email or phone.

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 and encouraged to attend monthly PTO meetings, where both the academic and technical sides of students' education is discussed. Through these meetings, we create a strong, healthy partnership that develops high-impact policies and practices for student success presently and in their future endeavors. These policies and future goals of the school are highlighted in the School Improvement Plan and Parent/School compact. Parents are invited to attend these meetings via an email blast, advertisement through the school website, newsletters, and through posts on Twitter, Instagram, and Facebook. Although we reach out to all families, underrepresented families are strategically targeted to bridge the parental involvement gap and to obtain their feedback. Open Houses throughout the school year (approximately quarterly), informational parent meetings (approximately semi-annually), along with personalized teacher conferences upon request are also utilized to address the programs the school offers under Title I that meet the needs of students. These conferences allow the students' families to discuss academic progress at the school level in relation to school goals.

FLEXIBLE FAMILY MEETINGS

How will the school offer a flexible number of meetings, such as meetings in the morning and evening, and may provide with Title I funds, transportation, child care, or home visits, as such services relate to parent and family engagement [ESEA Section 1116 (c)(2)]
SouthTech Academy's website has published a year-long calendar noting the different parent meetings and events the school will plan and design to meet the needs of the parents, students, and staff. These various meetings will enable parents to provide input on the development of parent and family engagement programs and participate in activities directly related to their child's achievement. Many meetings, particularly the academy meetings, will showcase effective partnerships between the school, community and Parent Workshops will be scheduled. If parents are unable to attend the meetings, the agenda, powerpoint, and a video of the meeting is available via the school website. In addition, the Title I contact's information (phone and email) is given to all

parents, and contact regarding any questions and/or concerns is encouraged. Parents are able to request a personalized conference regarding their student at any time/date that is convenient for them. Home visits are made by student services when there are severe concerns regarding a student. Additional meeting times, topics and discussion items will be determined based on suggestions from the PTO Meetings where revisions to this engagement plan will be made based upon input from parents and school leaders.

REQUIRED ANNUAL MEETING

Activity/Tasks	Person Responsible	Evidence of Effectiveness
Distribute Parent's Right to Know Letter	Title I Coordinator	Letters are distributed to students in second period classes. Teachers return a signed form indicating that the letters were distributed, and requesting letters in other languages as needed.
Distribute Invitation to Annual Title I Meeting/Meet the Teacher Night	Principal	An email, including a brief agenda, will be sent to all teachers reminding them of the Annual Title I Parent Meeting/Meet the Teacher night. A sign-in sheet shows the percentage of faculty/staff in attendance.
Parent Link	Principal	A parent-link phone call will be made to all parents informing/reminding them of the upcoming annual Title I Parent Meeting. A parent-link report will show the number of parents reached.
Social Media Posts	Marketing Team	Posts on Instagram, Facebook, and Twitter remind parents of the upcoming parent meeting.
Website Notice	Website Master	The website hosts an active calendar describing the different parent meetings and events the school has planned.
Conduct Annual Parent Meeting	Title I Coordinator & Principal	The set agenda ensures all necessary points are covered, and parent sign-in sheets show participation. These sign-in sheets also provide a list of parents to follow-up with to encourage further parental involvement. In addition, key staff members, including the Principal and Title I Contact, give the presentation. This allows for the introduction of those staff members, and a chance for them to encourage parental involvement and contact.

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)]

PARENT AND FAMILY ENGAGEMENT EVENTS

Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Evidence of Effectiveness
Parent Night/Meet the Teachers	Administration, Teachers	Parents are provided the opportunity to meet their student's teachers. This establishes a partnership and communication between teachers and parents, and also makes parents aware of what is expected from their student(s).	Parents and teachers will sign-in, providing contact information to be used throughout the school year to keep parties abreast of any concerns.
College & Career Fair	Assistant Principal & School Counseling	Local colleges, universities, vocational schools, and companies will be showcased, showing parents and students different paths after high school. The ability to speak with these organizations in a small-group or individualized environment, along with training provided by SouthTech's school counselors, will increase awareness on where the student needs to go to reach their ultimate career goals.	There will be a sign-in sheet for parents, along with a brief evaluation survey to determine the effectiveness of the event. These surveys will be used for improvement in the future.
Parent Training	Academic Coaches, School counselors	Acting as a mid-year check, parents will be trained on strategies to help their student's continued success and/or strategies to increase achievement. Different academic assessments are discussed (SAT, ACT, EOCs, FAST Assessments) and the achievement levels that all students.	There will be a sign-in sheet for parents, along with a brief evaluation survey to determine the effectiveness of the event. These surveys will be used for improvement in the future.

PTO	PTO Chair/Assistant Principal	PTO meets monthly to discuss strategies to empower parents. These meetings allow administrators, parents, teachers, and other stakeholders to continually question, reevaluate, refine, and improve family engagement strategies and knowledge. This team will develop high impact strategies to be implemented throughout the school year to increase student achievement and accountability. In addition, these meetings allow relationships to be built and to examine student achievement in relationship to parent involvement.	Sign-in sheets are provided every meeting. In addition, parental input is used to drive trainings, events, and other practices geared at helping parents help their child succeed. The end of year achievement summary determines what was done well, and what could be improved upon the following school year.

STAFF TRAINING

Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Evidence of Effectiveness
Title I Annual Faculty Meeting	Title I Contact	As teachers are educated about Title I and what is required under Title I, they can investigate their own practices. This investigation will lead to increased parental contact/involvement and student achievement. Knowing what the standards are and reiterating that we need to meet the needs of all students, especially our most at-risk students, will start a dialogue on how to best help the students not meeting state-level standards.	Teachers sign-in to the meeting, are provided an agenda, and have an opportunity to ask questions/raise concerns to the Title I coordinator. This ensures all teachers are trained on Title I before school begins.
Subject Area Training	Department Heads	Teachers and department heads work as a team to analyze data to determine where students are, where they need to go, and how to get them there. This will provide a path towards success on standardized tests given at the end of the course, and develop a plan of effective instruction.	Sign-in sheets, agendas, records of data chats, and other data collection tools will be used to aid staff in helping those at-risk students move towards meeting state standards.

Updates to Employee Handbook	Principal/HR Manager	Ensuring a knowledge of school policies will increase effectiveness of teachers and staff, therefore increasing the effectiveness of the student's time at school	Employees will return a signed sheet acknowledging their receipt and understanding of the handbook.
Updates to Student Handbook	Assistant Principal/ Dean of Student Services/ SwPBS Team	Promoting a positive school climate will translate into a positive experience for all students while at SouthTech Academy.	Parents and students received a letter informing them that the student handbook is available online via the school website. Additionally, parents could request a hardcopy of the handbook in 4 different languages.
Teacher Induction Program	Assistant Principal/ BTAP Coordinator/ Teacher Mentors	To ensure quality instruction and teacher retention, all teachers new to SouthTech go through a teacher training program their first year. This provides a supportive community where teachers learn, develop, and discuss strategies to make their classrooms effective learning environments.	Classroom walkthroughs & visits provide valuable feedback on policies and instructional techniques. Mentor observations and meetings allow teachers to ask questions to an experienced teacher to gain their insight and grow in their profession. Competenc y verification forms monitor the progress and growth of teachers.

OTHER ACTIVITIES

Describe how other activities, such as the parent resource center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren) (ESEA Section 1116).

Monthly calendars sent-out via an email blast highlight the goings-on of SouthTech Academy so students stay informed. In addition, Parent-Link phone calls inform parents of upcoming trainings and parent nights. Teachers use Remind and Google Classroom to keep parents up to date on their classroom, and SIS is used for parents to easily track their student's grades/assignments in a particular course along with performance on state and national assessments. These tools allow parents to be accountable for the achievement of their student(s), and engage in appropriate activities to help their student(s) be successful.

DISCRETIONARY ACTIVITIES

Describe any activities that are not required, but will be paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.).

Home visits by the dean of student services are conducted when there are issues of attendance. In addition, home visits are used to interview the families of migrant students if they are unable or unwilling to come into the school. These interviews ensure that migrant students receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. In addition, these interviews help the dean and the parent liaison to design programs to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such students to succeed in school. Parents/Guardians unable to attend meetings due to transportation issues are provided with a bus pass or, if their home is not accessible by bus, will be provided a ride through a rideshare company such as Uber.