

# ***2025 – 2026 Parent and Family Engagement Plan***

Astoria Park Elementary School

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*School*

Meeting Date:	Approval Date:	Mid-Year Review:	End-of Year Review:
January 16,2025	February 12,2025		

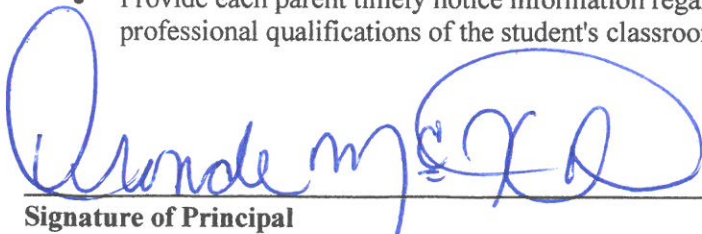
## 2025 – 2026 Parent and Family Engagement Plan

School Name	Astoria Park Elementary School
LEA	Leon County Schools

I, Mr. Oronde McKhan, 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 parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101, ESEA; as amended by ESSA.
- Involve parents/families of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent.
- Jointly develop/revise with parents the school parent and family engagement plan, distribute it to parents of participating children, and make available the parent involvement plan to the local community.
- Involve parents and family members in an organized, ongoing, and timely way, in the planning and review, of the school parent and family engagement plan.
- Use the findings of the parent and family engagement policy to review and design strategies for more effective family engagement, and to revise, if necessary, the school's parent and family engagement plan.
- If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan to the local educational agency.
- Provide to each parent an individualized student report about the performance of their child (ren) on the state assessment in ELA, Math and Science.
- Provide each parent timely notice when their child has been assigned or been taught for (4) four or more consecutive weeks by a teacher who has not completed the criteria for state certification.
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

  
Signature of Principal

3/19/25  
Date Signed

## Mission Statement

Parent and Family Engagement: Mission Statement (Optional)

### Response:

Astoria Park Elementary School in cooperation with family and community, is committed to preparing each child for the future by meeting, not only their educational needs with a focus on proficiency in literacy and math, but also social needs. This will occur in a student friendly, nurturing, high quality learning environment dedicated to the success of each child.

## Engagement 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 parent and family engagement will be used [Sections 1116].

### Response:

Astoria Park will involve parents in an organized and ongoing planning, review, and improvement of the Title I programs. This should include the planning, review, and improvement of the school parent involvement policy, as well as the joint development of school wide program plan under section 116(b)(2). A school/ parent/ teacher/ principal contract, which outlines how the school, parents, students, and administration will share responsibilities for ensuring student achievement will be implemented.

The School Advisory Committee (SAC) will meet bi-monthly to plan, review, and provide input into school's Parent Involvement Committee Policy Plan and parent activities and school improvement Budget, and will review the school grade and other measurable school related data.

The Title I Parent Survey results will measure effectiveness. Feedback from discussions in PTO meetings, SAC meetings, and parent and teacher conferences will be collected and used to develop the next year's School Compact, Parent and Family Engagement, School Improvement and Title I Plans.

## Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement 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 V [Section 1116].

Count	Program	Coordination
1	Title I	Funds will be used to hold parent workshops and to train teachers on strategies that will support student achievement.
2	Title II	Funds will be used for staff development where staff members will discuss expectations and plan strategies to share with parents.



3	Title IV, Part B 21 <sup>st</sup> Century Afterschool Program	Funds will be used to support academic achievement and enrichment activities.
4	Title IX	District provides funds to provide resources for students identified as homeless under McKinney Vento to eliminate barriers for free and appropriate education.

### 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), Adequate 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 1116]. **\*Include translated version of all documents. \***

Steps	Annual Title I Meeting(s) Activities/Tasks	Person(s) Responsible	Timeline	Evidence of Effectiveness
A	Determine date for Annual Title I Meeting	Principal	August/ September 2025	
B	Prepare presentation, handouts, and agenda	Principal or Designee	August/ September 2025	Copy of: presentation, handout, agenda
C	Create notification informing families of the meeting (include translated versions)	Principal or Designee	August/ September 2025	Copy of: notification
D	Create sign-in sheet "Annual Title I Meeting" (include school name; date; location; time; parent/guardian's name; student name(s); phone number; email address; and role) and create evaluation	Principal or designee	August/ September 2025	Copy of: sign in sheets, survey results
E	Distribute initial meeting notifications at least three (3) weeks prior to the meeting date	Principal or Designee	At least three (3) weeks prior to the meeting	Copy of: notification, survey results
F	Distribute notices via various platform i.e., website; social media; marquee; Parent Portal; Remind, student agenda book	Principal or Designee	One (1) week prior to the meeting	Copy of: notification, survey results
G	Conduct meeting and record minutes	Principal or Designee	August/ September 2025	Copy of: sign in sheets, agenda, minutes, survey results
H	Provide opportunities for feedback	Principal or Designee	August/ September 2025	Copy of: Parent Feedback forms, survey results
I	Complete and upload required documentation for compliance to SharePoint folder	Parent Liaison Compliance Contact	By September 30, 2025	Copy of: notification, agenda, minutes, sign in sheets, presentation,

				handout, survey results
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### Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how will the school provide with Title I funds, transportation, childcare, or home visits, as such services related to parent and family engagement [Section 1116].

#### Response:

Astoria Park will offer a flexible number of meeting times and may use Title I funds to provide childcare, or home visits, and such services related to parental involvement. Meeting dates and times may be advertised and posted on the school's marquee, webpage, Focus Portal, and Social Media in advance to encourage parent involvement. Flyers will also be sent home to parents. SAC meetings, PTO meetings, programs, assemblies, school celebrations, and parent workshops are used to encourage parent involvement.

Flexible meetings will provide parents the opportunity to participate in PFE-activities, (i.e., morning, evening, weekend). Childcare is provided as needed.

### Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent/family involvement, in order to ensure effective involvement of parents and to support a partnership among the school, and the community to improve student academic achievement. 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. Include information on how the school will provide other reasonable support for parent/family engagement activities under [ESEA Section 1116].

<b>Family Capacity Building: Content and Type of Activity</b>	<b>Person(s) Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Orientation	Principal/APC	Positive Communication among parents and teachers	August 2025	<ul style="list-style-type: none"> <li>• Sign In Sheets</li> <li>• Parents Feedback</li> </ul>
Annual Title I Meeting	Principal/APC	To inform and to help families understand school procedures, the purpose of Title I programs, how Title I funds support the school, and ways to support academic achievement	By September 30, 2025	<ul style="list-style-type: none"> <li>• Survey results</li> <li>• Attendance log</li> <li>• Agenda</li> <li>• Notification of Meeting</li> </ul>
Grade Level Conference Night	Grade Level Teachers Team Leaders	Parents will be able to communicate with teachers on grade level expectations	On- going	<ul style="list-style-type: none"> <li>• Sign In Sheets</li> <li>• Agendas</li> <li>• Parent Feedback Forms</li> </ul>



		and reinforcing lessons at home		
Donuts for Dads Muffins for Mom	Principal or designee	Positive correlation between school and families	On- going	<ul style="list-style-type: none"> <li>• Flyers</li> <li>• Sign In Sheets</li> <li>• Parent Feedback Forms</li> </ul>
Math Night	Math Coach	Families come together to engage in hands -on math activities that reinforce math concepts being taught in the classroom. Also, helping parents understand how to assist their child at home.	Fall 2025& Spring 2026	<ul style="list-style-type: none"> <li>• Flyers</li> <li>• Sign In Sheets</li> <li>• Parent Feedback Forms</li> </ul>
Literacy Night	Literacy Coach	To promote reading and writing skills among students by actively engaging families in literacy activities and providing parents with tools and strategies to support literacy development.	Fall 2025& Spring 2026	<ul style="list-style-type: none"> <li>• Flyers</li> <li>• Sign In Sheets</li> <li>• Parent Feedback Forms</li> </ul>
Curriculum Night	Math Coach & Reading Coach	Parents are invited to learn about the school's curriculum and how they can best support their child's learning,	Fall 2025	<ul style="list-style-type: none"> <li>• Flyers</li> <li>• Sign In sheets</li> <li>• Parent Feedback Form</li> </ul>
Resiliency: Family Game Night	Principal or designee	Families come together to engage in hands -on activities that reinforce sportsmanship and resiliency.	Fall 2025/ Spring 2026	<ul style="list-style-type: none"> <li>• Flyers</li> <li>• Sign In Sheets</li> <li>• Parent Feedback Forms</li> </ul>

## Staff Training

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 parent/families, in the value and utility of contribution of parents/families. Describe how the school will reach out, communicate with and work with parents/families as equal partners. As well as implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116].

<b>Staff Capacity Building: Content and Type of Activity</b>	<b>Person(s) Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
<b>Orientation</b>	Parent Liaison, or Principal Designee	Positive Communication among teachers and Administration	August 2025	<ul style="list-style-type: none"> <li>• Sign In Sheets</li> </ul>
<b>Annual Title 1 PFE Training</b>	Administration, Parent liaison	Staff will be equipped with strategies designed to foster, strengthen, and improve communication with families	By September 30, 2025	<ul style="list-style-type: none"> <li>• Survey Results</li> <li>• Sample Communication Documents</li> <li>• School climate survey</li> </ul>
Subject Area Collaborative Planning	Math coach, Literacy Coach	Increase teacher knowledge and positive collaboration amongst grade levels	2025-2026	<ul style="list-style-type: none"> <li>• Sign In Sheets</li> <li>• Agendas</li> <li>• Data Sheets</li> <li>• School climate survey</li> </ul>
iReady Math Training	Math coach	Increase teacher knowledge Increased knowledge of understanding iReady data and resources	2025-2026	<ul style="list-style-type: none"> <li>• Sign In Sheets</li> <li>• Agendas</li> <li>• Data Sheets</li> <li>• School climate survey</li> <li>• Teacher feedback</li> </ul>
Lexia Reading Training	Literacy Coach	Increase teacher knowledge Increased knowledge of understanding Lexia data and resources	2025-2026	<ul style="list-style-type: none"> <li>• Sign In Sheets</li> <li>• Agendas</li> <li>• Data Sheets</li> <li>• School climate survey</li> <li>• Teacher feedback</li> </ul>
Data Chats	Principal Math Coach Literacy Coach	Teachers analyze data to identify areas of strengths and weakness, understand student needs and collaboratively develop targeted instruction to improve student learning growth.	2025-2026	<ul style="list-style-type: none"> <li>• Sign In Sheets</li> <li>• Agendas</li> <li>• Data Sheets</li> <li>• School climate survey</li> </ul>
SAVVAS Training	Literacy Coach	Increased teacher knowledge Better understanding of Curriculum	2025-2026	<ul style="list-style-type: none"> <li>• Sign In Sheets</li> <li>• Agendas</li> <li>• School climate survey</li> <li>• Teacher feedback</li> </ul>
UFLI Training	Literacy Coach	Increased teacher knowledge	2025-2026	<ul style="list-style-type: none"> <li>• Sign In Sheets</li> <li>• Agendas</li> </ul>

		Better understanding of Curriculum		<ul style="list-style-type: none"> <li>• School climate survey</li> <li>• Teacher feedback</li> </ul>
Go Math Training	Math Coach	Increased teacher knowledge Better understanding of Curriculum	2025-2026	<ul style="list-style-type: none"> <li>• Sign In Sheets</li> <li>• Agendas</li> <li>• School climate survey</li> <li>• Teacher feedback</li> </ul>

## 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 [ESEA Section 1116].

### Response:

To increase parental involvement and increase student performance, Astoria Park plans on implementing various activities that include all academic areas. These activities include Donuts for Dads, Muffins for Moms, Common Sense Parenting Classes, Curriculum Nights, and Literacy, Math, Science Nights. The results of these activities are to increase parental involvement and student performance. Sign in sheets for all activities will be provided.

## Communication

Describe how the school will provide the following under [ESEA Section 1116].

- Provide a description of how parents/families will be given timely information about the Title I program.
- Describe and explain the curriculum at the school, the forms of academic assessment used to measure student progress and the achievement level standards the students will obtain.
- If requested by parents, how will the school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- Methods the school will use to submit parents/families' comments if the school-wide program plan is not satisfactory to the parents of participating children, that will be made available to the local education agency [ESEA Section 1116].

### Response:

Astoria Park will provide parents in a timely manner information about Title I programs, a description and explanation of the B.E.S.T Standards for ELA and math, district approved curriculum ( Reading, SAVVAS, Math- Go Math, Science) at the school, the forms of academic assessments ( State/ district progress monitoring ( STAR, IREADY), grade level subject area assessments) used to measure student progress, and grade- level mastery standards students are expected to meet at the annual Title I meeting at the beginning of the year. We will also provide opportunities for all stakeholders to meet regularly to formulate suggestions and to participate, as appropriate, in decisions related to the education of their children. We will provide LCS promotion/ retention requirements that will be shared with parents during Open House. At least one parent- teacher conference will be held with for students in grades K-5, during which assessments and grade level standards will be shared. Student grades, progress reports, and report cards will be available on FOCUS in a timely manner. All grade levels will host a parent Workshop/ Curriculum Night within the first nine weeks. The Fall and Spring Title I Survey will be used to improve and Plan Parent Involvement activities for the following school year.



## Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families and how the school plans to share information related to school and parent/family programs, meetings, school reports and other activities in an understandable, uniform format and in languages that the parents/families can understand.

### Response:

Astoria Park will involve parent during regular School Advisory Council (SAC) meetings. SAC will meet regularly to review, revise the Title I and Parent and Family Engagement Plans and be involved in deciding how funds for parental involvement are used. Specifically, we will convene an annual meeting at the time of convene for parents of participating children. All parents shall be invited and encouraged to attend. The school will provide information and explain the requirements of Title I and rights of parents. We will also hold bi monthly PTO meetings. We will distribute the Parents Right to Know and Parental Information Resource Center (PIRG) letters, and post them in the front office, and inform parents of their rights and Title I requirements via FOCUS Communication System, schoolwide websites, marquee, flyers, in the event parents need special accommodations, we will coordinate with FDLRS/ ESE to ensure their needs are met.

Administrators, School Counselors or Team Leaders will facilitate meetings between bilingual teachers and LEP parents to make sure parents understand written information and are able to ask questions related to their children's academic progress and behavior, school programs, functions, and activities.

Currently, Astoria Park employs two (2) employees who are fluent Spanish speakers.

## Discretionary Activities (Optional)

The Parent and Family Engagement Plan includes the following discretionary activities that the district, in consultation with parents, chose to undertake to build parents' and families' capacity for engagement in the school and school system to support their children's academic achievement.

Count	Content/Type of Activity	Description of Implementation Strategy	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline
1					
2					
3					
4					

## 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 racial or ethnic minority background) [Section 1116].

Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
Language	Translate school communications: flyers, emails, etc.; provide translators during parent and family engagement events, and as requested	School Counselor District ESOL Department	On-going
Communication	Post flyers on school website; share notifications via Parent Portal, Remind, etc.; promote events	Administrators, Tech Cons, Teachers	On-going
Meeting Attendance	Integrate meetings and/or trainings with an event that features student performance or participation	Administration, Teachers, Sports/Club Sponsors	On-going
Transportation	Discuss resources such as public transportation passes	Guidance Counselor Social Worker	On-going

Provide a description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency and parents/families of migratory children)? [Section 1116].

### Response:

All students and parents are given accessibility to all resources no matter race, age, sex, language barriers, disabilities, and home situations. All school related materials are sent home in English and Spanish. Materials can be translated in other languages upon request.

## Evaluation of the Previous School 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 [Section 1116]. **Include participation data on the Title I annual meeting.**

Count	Content and Activity Type	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Annual Title I Meeting	1	600	To build collaborative relationships based on trust among teachers and families
2	Annual Parent Meeting/ Open House	1	400	To build collaborative relationships based on trust among teachers and families
3	Donuts for Dad	1	150	Positive correlation between school and families
4	Muffins with Mom	1	150	Positive correlation between school and families
5	Literacy Night	1	50	To promote reading and writing skills among students by actively engaging families in literacy activities and providing parents with tools and strategies to support literacy development

## 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 1116 (e)(3)].

Count	Content and Activity Type	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Annual Title I PFE Training	1	45	Staff will be equipped with strategies designed to foster, strengthen, and improve communication with families.
2	ELA/Math Collaborative Planning	6	45	Increase teacher knowledge and positive collaboration amongst grade levels
3	UFLI Trainings	4	30	Increased teacher knowledge Better understanding of Curriculum
4	Data Chats	6	45	Teachers analyze data to identify areas of strengths and weakness, understand student needs and collaboratively develop targeted instruction to improve student learning growth
5	Acaletics (MATH)Trainings	4	30	Increased teacher knowledge Better understanding of Curriculum



### **Evidence of Input from Parents/family members**

Evidence of parent input in the development of the plan. (SAC agenda, sign in sheets, minutes and other documents with parent input).

Submit Parent and Family Engagement Plan with principal signature.

### **Parent-School Compact**

Note: As a component of the school-level parent and family engagement 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(d)].

**Submit Parent-School Compact with principal signature.**

### **Evidence of Parents/family members in development of Parent-School Compact**

Note: As a component of the school-level parent and family engagement 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(d)].

**Evidence of parent input in the development of the compact.**