

CLARENDON CISD

FAMILY ENGAGEMENT PLAN

2018-2019

Presented to CCISD School Board July 2018

OVERVIEW

Family engagement is defined as the mutual responsibility of families, schools, and communities to build relationships to support student learning and achievement. It is also to support family well being, the continuous learning and development of children, families, and educators.

Family engagement is fully integrated in the child's educational experience. Family engagement plays a non-negotiable role in education. It is no longer a suggestion, but rather a mandate. House Bill 4 requires a school district to develop and implement a Family Engagement Plan to assist the district in achieving and maintaining high levels of family involvement and positive family attitudes towards education.

The Family Engagement plan is to be developed based upon strategies developed by TEA in collaboration with other state agencies.

Terms and their definitions used throughout the CCISD Family Engagement Plan are as follows:

Family- These are the adults responsible for the child's care and children in the child's life who support the early learning and development of the child.

Family Engagement- The mutual responsibility of families, schools, and communities is to build relationships that support student learning and achievement, family well-being, and the continuous learning and development of children, family, and educators. Family engagement is fully integrated into the child's educational experience, and supports the whole child.

Family Engagement Plan- An effective Family Engagement Plan creates a foundation for the collaboration of mutual partners, embraces the individuality and uniqueness of families, and promotes a culture of learning.

There are six components of an effective Family Engagement plan. The CCISD plan will address each component and list possible strategies to be used to achieve effective results for each component.

CLARENDON CISD FAMILY ENGAGEMENT STRATEGIES

1. FACILITATE FAMILY-TO-FAMILY SUPPORT

- Create a safe and respectful environment where families can learn from each other as individuals and in groups.
- Invite former family members to share their experiences with current families.
- Ensuring opportunities for participation in events at the campus.
- Have a meet your teacher time prior to the beginning of school for parents and children to meet their teacher.
- Provide a space for parents to be able to gather and talk with one another informally before or after school.
- Create a Family Directory for Pre-Kindergarten parents to encourage outside of school communication.
- Organizing field trips and other activities that include families.
- Invest in the Ready Rosie program which focuses on early literacy for families. This software offers mini lessons in everyday settings for students, and families, grades birth through third grade. The lessons are available at school and at home.

2. ESTABLISH A NETWORK OF FAMILY/COMMUNITY RESOURCES

- Building strategic partnerships with varying city and county departments.
- Establishing and maintaining partnerships with businesses, faith based organizations, and community agencies.
- Create a family friendly transition plan for students arriving from early childhood settings.
- Communicate short and long term goals for the Pre-Kindergarten program to parents and other stakeholders.
- Assist families in getting a library card to be used at our local library.

- Provide staff with time to participate in community events/meetings that enhance the program's ability to meet family needs.
- Parents are provided the opportunity to join our local parent group, Pony Parents.

3. INCREASE FAMILY PARTICIPATION IN DECISION MAKING

- Develop and implement identified goals within the annual campus improvement plan targeting family engagement.
- Engaging families in shaping program activities and cultivating the expectation that information must flow in both directions to reflect two-way communication.
- Providing families with an opportunity to discuss and provide input on program practices, policies, communications and events in order to ensure that the program is responsive to the needs of families.
- Create an environment in the program that affirms parent leadership.
- Provide an intake questionnaire at the beginning of the school year so that the teachers can learn about the children in their classroom from the parent's perspective.
- Parents will again be provided the opportunity to join the Pony Parent group.
- Parents will be represented on the campus improvement committee.
- The elementary campus is a Title I, Part A, Schoolwide campus and has a School-Parent compact that outlines how the parents, the school, and the students share the responsibility for improved student achievement. The School-Parent compact is given to all parents during the registration process.
- Our Title I campus will host, in conjunction with the other campuses, an annual Title I Fall Parent meeting to provide parents with information regarding Federal programs, expenditures, and informing parents of their right to be involved in the school experience of their children.

4. EQUIP FAMILIES WITH TOOLS TO ENHANCE AND EXTEND LEARNING

- Providing families with information, best practices, and training related to age appropriate developmental expectations.

- Emphasize the benefits of family practices such as attachment and nurturing that complement the stages of children's development.
- Conferencing with families at least twice per year and collaborate with them in setting goals while their children are in the Pre-Kindergarten program.
- Encourage families to volunteer in the classroom.
- Continue with the Kindergarten transition program.
- Use the website, families.naeyc.org, as a resource for research based, family friendly, written information on child development topics.
- Continue to offer full day Pre-Kindergarten classes to students.
- Hold parent workshops that could include topics such as... understanding state standards, curriculum, and assessment; how to monitor their child's progress and work with teachers to improve student achievement; parenting classes, behavior management, and/or parent literacy.

5. DEVELOP STAFF SKILLS IN EVIDENCE BASED PRACTICES THAT SUPPORT FAMILIES IN MEETING THEIR CHILD'S LEARNING

- Provide professional development for educators in understanding communication and engagement with families, including families in crisis.
- Developing staff skills to support and use culturally diverse, relevant, and responsive family engagement strategies.
- Use developmentally appropriate activities to help children understand differences in families, cultures and traditions.
- Provide professional development that is effective in developing skills in working with families. Topics could include... engaging fathers, communication styles, parenting practices, responding to your child's behavior.

6. EVALUATE FAMILY ENGAGEMENT EFFORTS AND USE EVALUATIONS FOR CONTINUOUS IMPROVEMENT

- Conduct goal-oriented home visits to identify strengths, interests, and needs of students

- Use a cyclical process to ensure evaluation results are used for continuous improvement and adjustment.
- Ensure that teachers play a role in the family engagement evaluation process.
- Setting goals with parents and meeting with them twice per year to discuss progress towards accomplishing the goals.
- Survey parents at the end of the year on the effectiveness of their child's Pre-Kindergarten experience.