



Millsap ISD

Pre-kindergarten Family Engagement Plan

The Millsap Independent School District Pre-kindergarten Family Engagement Plan guides how families and teachers will engage in partnership in the child's education. Millsap ISD's Pre-kindergarten Family Engagement Plan was developed with the intention of fulfilling the greatest academic success of all students enrolled in the district's Pre-kindergarten program. This is an living document and will be updated annually.

Guiding Principal:

1. Parent involvement and engagement results in positive effects for students.
2. Parents are partners in the learning process and specific ways should be identified to activate the partnership.
3. Parents that are able to support their children at home help their children succeed in school.

Benefits of High-Quality PreK

- 85% increase in print awareness.
- 19% decrease need for special education services.
- 24% less likely to be convicted of juvenile crime.
- 20% more likely to graduate on time from high school.
- 19% more likely to attend college.
- Earn >\$150,000 more over the adulthood.
(from TEA Writing a Family Engagement Plan for Prekindergarten)

Definitions of Family and Family Engagement

Proposed definition of *family*:

Family includes adults and children significant in the child's life who support the early learning and development of the child.

Proposed definition of *family engagement*:

Family engagement is the mutual responsibility of families, schools, and communities; which builds relationships to support student learning and achievement and to support family well-being, family-student relationships and on-going learning and development of children, families, and educators. Family engagement is fully integrated in the child's educational experience and supports the whole child. It is culturally and linguistically responsive and is continuous through a child's life.

Roles of Teachers

- Recognize the parent is the child's first and most significant teacher.
- Collaborate and develop supportive relationships with parents.
- Build trust with parents and students.
- Acquire information about how to help students' from the parents' perspective.
- Learn strategies that have been effective in the past with children from parents.
- Gain an understanding of strengths and weaknesses of students by actively listening to parents.

- Share strategies that have been effective with parents.
- Offer suggestions to parents for supporting their children at home.
- Provide learning activities or specific training for parents to enable parents to support their students learning and other activities that are completed in the home setting. Such activities can occur in the classroom, community, and home.
- Provide a variety of opportunities to parents to improve their understanding of how children learn. Information can be shared formally or informally.

Roles of Parents/Guardians

- Recognize teachers are professionals and play a significant role in their child’s development.
- Participate and collaborate in decisions about program planning for their children since they are considered experts regarding their own children.
- Observe how the school and teacher are concerned about their children.
- View themselves as partners with the school.
- Take opportunity to ask questions and engage in two-way communication with teachers.
- Acquire an understanding of the policies and procedures of the school.
- Participate in school’s needs assessment or evaluation of a program, and share their family’s needs as well as give opinions about the effectiveness of any program in which their children are participants.

| Goal | Strategy |
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| <p>1. Create a foundation for collaboration of mutual partners.</p> | <p>The MISD Pre-k family engagement team will work to recruit a PK Family Advisory Council made up of PK families for the purpose of developing opportunities to collaborate with families to develop strategies to solve problems and serve as problem solvers.</p> <p>Establish a network of community resources:</p> <ul style="list-style-type: none"> • Leverage community resources • Seek local early childhood providers as partners • Hold a summit on November 18th, 2019 for potential partners. <p>Additional strategies:</p> <ul style="list-style-type: none"> • Develop Two-Way Communication • Invite dialogue. • Use open-ended questions to learn from each other. • Assume the best of everyone. • Use formal and informal settings. • Build Trust • Welcome students, parents, families, and community. • Assess trust levels in PreK and identify barriers to trust. • Begin with positive interactions. • Feature successes of the PreK. • Improve school-home communication. |

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| | <ul style="list-style-type: none"> • Demonstrate care. • Be open with each other. • Value teachers, staff, parents, families, and community. • Build School Capacity through Partnerships • Parents • Community-based organizations • Businesses/Faith Based Community |
| <p>2. Strategies for Family Engagement</p> | <ul style="list-style-type: none"> • Establish ways to increase relationships, cultivate trust, and build partnerships. • Eliminate language as a barrier. • Communicate with families in multiple ways. • Determine family structure. • Build connections between families who speak the same language. • Collaborate with families on involvement. • Provide opportunities that result in meaningful involvement. • Ensure that PreK events are accessible to families. • Design assignments that integrate the knowledge of parents. • Offer opportunities for families to develop skills. • Support the staff training on how to work with families. |
| <p>3. Provide professional development and training throughout the year to:</p> | <ul style="list-style-type: none"> • Summer 2019 attend Frog Street training • Summer 2019 attend Texas Early Childhood Learning Summit. • Summer 2020 attend Texas Early Childhood Learning Summit • Throughout the 2019-2020 school year collaborate with Region XI consultants to develop strategies and ideas for engaging families and building academic capacity. |
| <p>4. Train parents to support learning at home.</p> | <p>All families will receive access to Vroom and CLI Engage. Teachers will orient parents to the platforms and encourage them to sign up for the activities. Teacher will check-in with parents throughout the year and offer support to those not using the programs.</p> <p>The follow actions will also occur on an ongoing bases:</p> <ul style="list-style-type: none"> • Staff actions: <ul style="list-style-type: none"> ○ Communicate strategies and tips that help parents increase their effectiveness. ○ Offer assistance when parents ask for help. ○ Communicate student progress. ○ • Parents actions: <ul style="list-style-type: none"> ○ Communicate with teachers about what their children are learning in school. |

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| | <ul style="list-style-type: none"> ○ Stress the importance of developing good work habits. ○ Model problem-solving strategies to children. ○ Guide the development of reading and math fluency through repeated practice. ● Child actions: ● Play educational games. ● Paraphrase learning. ● Participate in hands-on learning assignments. ● Participate in vocabulary building games (e.g. charades, I Spy) ● Initiate and explore activities or projects of interest. |
| <p>5. Promote a culture of learning that is child-centered and family driven</p> | <ul style="list-style-type: none"> ● Promote the value of education as a pathway to success ● Create a safe and respectful environment where parents can learn from each other as individuals and in groups and ask for information that they find helpful ● Create an environment that nurtures an assets-based rather than deficit approach ● Use positive parent practices such as attachment and nurturing that complement the stages of their children’s development ● Provide a welcoming environment that reflects on parent experiences, practices, and new strategies ● Support parent-child relationships in a way that values the culture and language of families and recognizes how different cultures may influence family development ● Develop staff skills to support families to meet their learning goals ● Foster a learning environment that supports social-emotional learning ● Talk together with families about children’s signals to help family’s interpretation and response to children’s behavior ● Work together to help children overcome behavioral challenges ● Provide complementary learning activities for families to engage in at home with children ● Share home learning activities with families through newsletters, at parent-teacher conferences, and at other school- or center-related events ● Equip families with resources and skills to support their children through the transition to school. Offer opportunities for early-grade families and children to visit the school in advance of the school year to ease the anxiety of transition to a new place ● Provide training to help families transition to school and provide opportunities to visit school ● Partner with local community-based organizations to create a family-friendly transition plan for students arriving from early childhood settings ● |

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| <p>6. Create a family driven Pre-kindergarten program.</p> | <ul style="list-style-type: none"> • Provide families with training in parent leadership, support, and advocacy • Provide parents with developmental expectations • Provide information or training on creating a home learning environment connected to formal learning opportunities • Encourage staff to respond to family members in a timely, respectful, and culturally appropriate manner • Encourage parents and families to use positive parent practices such as attachment and nurturing relationships that complement the stages of their children’s development • Encourage parents and families to reflect on parent experiences and practices in helping children • Invite past program parents and community volunteers to share their education and career experiences with current families |
| <p>7. Use District and Campus Social Media and Web Pages for Communication</p> | <p>Social media outlets connect us to students, parents, colleagues, our community, and the world. Opportunities exist to share feedback and engage in meaningful exchanges. Millsap ISD and Millsap Elementary have Facebook accounts to offer families with as much information as possible.</p> <p>https://www.facebook.com/Millsap-ISD-298186360227228/ https://www.facebook.com/MillsapElementary/</p> <p>Teachers will also use ClassDojo for communication</p> <p>District and School Web pages will also include important information and communication:</p> <p>https://www.millsapisd.net https://www.millsapisd.net/domain/50</p> |
| <p>8. Evaluate family engagement efforts and use evaluations for continuous improvement</p> | <p>MISD and the campus team will monitor family engagement efforts and evaluate its PK program through collecting and evaluating data from campus family days, parent conferences, use of Vroom and CLI Engage, etc. The data will be used to ensure alignment between family engagement activities and teaching and learning goals. The family engagement team will work together to promote continuous family engagement.</p> |