

## Introduction

*“The mutual responsibility of families, schools and communities to build relationships to support student learning and achievement, support family well-being and the continuous learning and development of children, families, and educators. Family engagement is fully integrated in the child’s educational experience and is both culturally and linguistically appropriate.” Texas Administrative Code §102.1003.*

WELLMAN UNION CISD, Texas Administrative Code §102.1003, High-Quality Prekindergarten guidelines created a High-Quality Prekindergarten Family Engagement Plan to promote partnership between our school, families, and community to ensure the successful outcomes for our youngest learners in prekindergarten programs.

Collaboratively, we all share the responsibility to encourage and support initiatives, activities, and practices that enhance the success of student learning and achievement.

<b>Family Engagement Plan Development Committee Members: Brown, Shero, Becker, Wheeler</b>
<b>Contact Person for Families: Principal, Bridget Brown</b>

## Family Engagement Plan

Plan Component	Component Description	Activity/Event/Practice Details and Timing
Facilitate Family-to-Family Support	Inclusive, transparent communications allow school personnel to create a safe and respectful environment to promote supportive interaction between households.	<ul style="list-style-type: none"> <li>• Weekly/Monthly Caregiver newsletter</li> <li>• Annual Caregiver Skills/Needs Survey</li> <li>• Meet the Teacher event</li> <li>• Pre-K Roundup</li> </ul>
Establish a network of community resources	WELLMAN UNION CISD will build strategic partnerships with community organizations to leverage community resources and ongoing district-wide events.	<ul style="list-style-type: none"> <li>• Jump Rope for Heart event</li> <li>• STAAR/Literacy Night event</li> <li>• Career Day event</li> <li>• First Responders Day</li> <li>• Fall Festival</li> <li>• ACES program</li> </ul>
Increase family participation in decision making	Throughout the year, participation in district and school-wide decision-making empowers caregivers as their child’s first teacher and advocate.	<ul style="list-style-type: none"> <li>• Campus Improvement Plan Committee</li> <li>• Superintendent Advisory Committee</li> <li>• LPAC Committee Parent Group</li> <li>• Homeroom Parent</li> </ul>
Equip families with tools to enhance and extend learning	Caregivers have multiple opportunities to learn about student progress and ways to support success at home. Caregivers also have personal extended learning opportunities.	<ul style="list-style-type: none"> <li>• Parent conferences required each year</li> <li>• ESL Classes</li> <li>• Annual Caregiver Skills/Needs survey</li> <li>• Weekly/Monthly Caregiver newsletter</li> <li>• Fall and Spring ESC/District Curriculum event</li> <li>• Class Dojo</li> </ul>

Plan Component	Component Description	Activity/Event/Practice Details and Timing
Provide ongoing professional development opportunities for educators	Prekindergarten teaching staff participate in professional development opportunities to support and use culturally diverse, culturally relevant, and culturally responsive family engagement strategies and enhance instruction.	<ul style="list-style-type: none"> <li>• PK Guidelines</li> <li>• Technology for young children</li> <li>• ESC training, coaching, mentoring</li> <li>• District-wide PD</li> <li>• PD – Trauma care training</li> </ul>
Evaluate family engagement efforts and use results for continuous improvement	Ongoing campus/district needs assessment cycle will seek input to improve the quality of instruction, climate, and family engagement	<ul style="list-style-type: none"> <li>• Campus Improvement Plan cycle</li> <li>• District/Campus Climate Surveys</li> <li>• Title I Parent Survey</li> <li>• District Performance Report</li> <li>• Beginning-of-Year student-centered goal setting and family checkpoint conferences/sessions</li> </ul>

**Transition Activities:**

- Engage with local child care providers to share and align best practices for family engagement, setting and communicating learning goals, and student progress monitoring
- Provide school tours/visits with new and incoming Pre-Kindergarten students to encourage smooth transitions
- Create a transition plan to support children and families moving from one grade to the next

**Linguistic & Culturally Inclusive Practices:**

- Ensure Human Resources Dept. routinely implements linguistically and culturally inclusive hiring practices
- Provide ongoing professional development to educators on culturally responsive topics with an early childhood focus
- Use culturally relevant materials in classrooms and for homework sent to families
- Use home languages for all communications sent to families
- Provide translators and interpreters during all events/activities for caregivers

**Conclusion:**

The WELLMAN UNIOIN CISD HQPK Family Engagement Plan is one of the strategies our district uses to guide collaborative success. The positive relationships between staff and families that WELLMAN UION CISD promotes through the HQPK Family Engagement plan, help build a shared understanding of how we can work together to ensure every child will reach their full potential, from birth to kindergarten and beyond.