



Brownsville Independent School District

Family Engagement Plan

The Brownsville Independent School District's goal is to develop, instill and maintain high levels of family/parental engagement throughout the formative years until college. BISD will: 1) Proceed with supporting and informing the district parent advisory council (DPAC) to increase family participation in the decision-making process and continue to facilitate the family-to-family connection; 2) Provide professional development for all stakeholders that enhances and extends learning at the school, home and community level; 3) Provide parents with resources to strengthen learning at home; and, 4) Provide on-going evaluation of the plan's effectiveness and impact on student achievement.

Parent Advisory Council representatives will be recruited by every elementary campus Principal and Parent Liaison. Parents recruited will be contacted for Fall and Spring meetings to define and support their role and responsibilities. Possible community stakeholders will include the Brownsville Community Health Clinic (BCHC), NIÑOS Head Start, HEB Read 3, a local pediatrician, Texas Workforce Solutions and United Way-Success by Six. Additionally, BISD Administrators from various Title Programs and the Curriculum & Instruction, and Special Education departments will be part of the agenda at these meetings.

Various outreach methods will be utilized to facilitate family-to-family support: 1) a list available via hard copy form and online via the Parental Involvement Department and BISD campus websites; 2) Use of email accounts for DPAC Team representatives; and, 3) Use of the BISD School Messaging system, BISD KBSD TV Channel 13, and local media outlets.

Purpose

The DPAC will be representative of community, campus and district stakeholders actively participating in the decision-making process on matters regarding prekindergarten instruction, achieving and maintaining high levels of family involvement, improving attitudes toward education and the quality of BISD services being provided. Participants will provide a community, campus, district and self-perspective that collaboratively represent the district's cultural diversity. The representatives will also serve as community, campus and district's contacts that will be available for other parents and families of prekindergarten students who need support.

Meetings

After the initial DPAC Team meeting, dates, time and location for quarterly meetings at the campus level will be established. Members will be asked to commit to attending the meetings. Training topics will be presented, prioritized and discussed. The DPAC will receive information of meetings via email to facilitate the family-to-family support. The DPAC Team directory will be posted on the Family Engagement link in the C & I and the representative's campus websites. The Family Engagement link, on the BISD's main webpage, will further serve a means of advertising prekindergarten activities along with BISD's KBSD TV station, School Messaging system and local media outlets.

Training for Parents

The DPAC Team members will receive the most current information on research-based instruction to facilitate making informed decisions. Key trainings to be provided include: 1) Motivational Leaders; 2) Reading programs, Processes and Assessments; 3) Behavior and Discipline; 4) Community Resources; 5) Building School/Home/Community Connections; 6) Nutrition; 7) Use of online/print resources; and, 7) PK Guidelines. Training will be incorporated into regularly scheduled Campus Parent Center meetings. Information will be shared at the campus and community level by the members.

The BISD takes pride in its established working relationships with several community stakeholders who also share the District's passion for early literacy. Community stakeholders provide our parents with different insight on the importance of reading and the development of early literacy.

The Brownsville Community Health Clinic (BCHC), HEB Read 3, Head Start, Texas Workforce and United Way-Success by Six have historically collaborated early literacy efforts with BISD. The DPAC Team will participate in trainings scheduled by the BISD and/or previously mentioned community stakeholders. In addition, campus business partners will be contacted during District sponsored Family Engagement activities for increased community engagement.

Collaborative training with parents will occur during Fall and Spring Open House, early dismissal days, afternoon and evening literacy events, and monthly in conjunction with the Parental Involvement and/or the Curriculum and Instruction Departments. Strategies and/or resources for parents and teachers will be provided. Campuses will further incorporate the assistance of the Librarian and Cafeteria Manager. Strategies and/or resources for parents and teachers will be provided. A Family Literacy Bag, containing readers in English and Spanish, will continue to be available for checkout at each campus. Children in attendance at literacy night events will receive books to keep.

The Curriculum and Instruction Department in conjunction with the Parent and Community Engagement Program will be coordinating training for PK parents at the campus level. One of the campus weekly meetings will be designated specifically for PK parents. Campus Parent Liaisons will be trained on the School and Home Connections. The Parent Liaisons will then conduct the training on the topics covered in School and Home Connections along with other pertinent topics. Parents will be provided with their campus DPAC Team member's name and contact information and location of the Family Engagement website.

Professional Development for Teachers

Professional development for teachers will include; 1) Culturally Responsive, evidence-based strategies in Sheltered Instruction Observation Protocol (SIOP); 2) Reading Programs, Processes and Assessments; 3) Improving Parent/Home/School/Community Connection; 4) Classroom Management; 5) Nutrition; and 6) Implementation of the PK Guidelines will be scheduled during district and campus staff development days.

Collaborative participation in professional development will strengthen the parent/teacher connections. Light refreshments will be served at each evening function.

Evaluation

Participating teachers and parents will provide formative feedback through Session Evaluation Forms to serve as improvement for the next session. The DPAC Team members will share constructive feedback from sessions attended and collected from presentations at their campuses.

Campus administrators, teachers and prekindergarten parents will be surveyed to evaluate the impact of the trainings on parent participation and student performance. Comparative data gathered from the CIRCLE Progress Monitoring System assessment for children whose parents participated will be used to measure improvement in student performance.

Deans of Instruction will receive an overview of the High-Quality Prekindergarten Programs through Region One. They will then meet with Prekinder 3 and Prekinder 4 teachers and complete a self-assessment with feedback survey. The results will be compiled at the district.

Family Engagement Plan



Six Components of a Family Engagement Plan

- Facilitate a family-to-family support
- Establish a network of community resources
- Increase family participation in decision-making
- Equip families with tools to enhance and extend learning
- Develop staff skills in evidence-based practices that support families in meeting their children's learning benchmarks
- Evaluate family engagement efforts and use evaluations for continuous improvement

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

Quality Family Engagement Evaluation Tool 2021-2022

CAMPUS: _____ Principal: _____ Dean: _____ Date: _____

Number: PK Teachers: _____ Kinder Teachers: _____ Parent(s): _____ Other: _____

Guiding Principles for Quality Family Engagement	Emerging	Proficient	Advanced
Fosters Reciprocal Relationships			
Child Outcome Oriented			
Connected to Family, Community, and School Needs			
Planned with Family Input and Involvement			
Culturally and Linguistically Responsive			

Please note the evidence from your campus activities or CIP.

Emerging: minimal efforts are made to ensure this principle is guiding family engagement policies and practices.

Proficient: multiple efforts are made to ensure this principle is guiding family engagement policies and practices.

Advanced: multiple efforts are made to ensure this principle is guiding family engagement policies and practices and is used consistently in the planning, implementation, and evaluation of family engagement policies and practices.