



Cottonwood Creek Family Engagement Playbook

[CCES Campus & Family Community Engagement Calendar](#)

1. What is a family engagement playbook?
 - a. A family engagement playbook is a collection of all your organization's policies, processes, standard operating procedures and a library of research-based strategies to improve partnerships with families.
2. What will guide the development of this playbook?
 - a. District Equity Statement Including Family & Community Engagement
3. Who should use this playbook?
 - a. This playbook is for district leaders who oversee the system-level strategy for effective family and educator partnerships
4. How should this playbook be designed?
 - a. The playbook should be co-designed with representatives from all stakeholder groups in a district.
5. When should this playbook be updated?

- a. The playbook is a living document that should be updated on a regular basis. It is up to the system-level leaders to set a consistent schedule to update.
- 6. What areas will this playbook focus on?
 - a. The playbook will eventually have 7 focus areas:
 - i. Culture
 - ii. Capacity
 - iii. Curriculum
 - iv. Communication
 - v. Connections
 - vi. Compliance
 - vii. Counts (Measurement and Evaluation)
- 7. What is included in each of the focus areas?
 - a. Each focus area should:
 - i. Vision
 - ii. Roles and responsibilities
 - iii. Policies & Standard operating procedures
 - iv. Strategies (Research-based & Innovative)
- 8. Does this playbook include a calendar?
 - a. Yes, a calendar summary will be shared on our website and will be updated continuously.
- 9. Are all the elementary campuses using the same playbook?
 - a. No. The playbook is specific to our school and to arrive at our playbook we had to engage stakeholders to co-develop. Every community, district, school, classroom is different and thus will need their own playbook.
- 10. Do I need to know all the family engagement research to design a playbook?
 - a. No. Our consultants guided our group through the research as well as the process to develop a custom playbook.

Family Engagement Vision Statement

Cottonwood Creek aspires to be a safe, positive, and innovative learning environment in which each unique individual is accepted, respected, encouraged, challenged and supported.

CCES Family Engagement Traditions

Cottonwood Creek Elementary has always been proud to serve the community! Historically, our family and community partners have always rallied to support school and campus initiatives. We are a community school and all of our families are reflected

and embedded in our daily work, culture, and climate. Traditionally our campus is known as “The Legendary Cottonwood Creek Elementary”. Our students are collectively known as the Hutto Hippos!

This playbook will be reviewed 4 times during the school year by our campus events committee and campus improvement planning committee. If you are interested in being part of the process for reviewing these strategies please contact aliza.rivera@huttoisd.net. We would be happy to have you part of this process to continue to support our school!

Cottonwood Creek Elementary will be focusing on the following 3 plays this school year. Each focus area is explained in this document along with the goals and strategies for each area that our campus will use to strengthen each of the areas.

Priority Focus Areas		
Culture	Communication	Connections

Focus Area 1: Culture

Family engagement is the process we use to build genuine relationships with families. Positive relationships with families promote strong parent-child relationships, family well-being, and better outcomes for children and families. Understanding the cultural beliefs, values, and priorities of families is key to the family engagement process.¹

“The collective beliefs, attitudes, norms, values, actions, and assumptions of the school organization explicitly embrace and are committed to the notion of families as a foundational core component to improvement.”²

Growth area	<ul style="list-style-type: none"> ● Inclusive to all cultures and abilities ● Designated committees to spearhead initiatives
S.M.A.R.T. Goal	By April 2025, CCES common areas will promote a welcoming environment that projects, reflects, and recognizes the diversity of the students, staff, and communities in order to foster a sense of belonging, cultural value, and positive community identity.
Roles & Responsibilities	<u>Data Collection</u> - Counselor, PEIMS, Teachers, TEAMS Committees <u>Planning</u> - PTA, Campus Committees, Admin <u>Calendar & Communication</u> - PTA, Campus Committees, Counselor, HippoWay Committee, Teachers, Campus Secretary, Admin <u>Funding Source</u> - Principal Activity Account, Title I Funds
Policies & standard operating procedures	Visitor, Volunteer, Mentoring Policies
Strategies to be used:	<input type="checkbox"/> District/Campus Back-to-School Events ie. school supply give away, Popsicles for PK, Meet the Teacher Night, Open House

¹

https://childcareta.acf.hhs.gov/sites/default/files/public/family_engagement_and_cultural-perspectives-508_2-20-18.pdf

² Steve Constantino

	<ul style="list-style-type: none"> <input type="checkbox"/> Open Door Policy- Parents are welcome to visit the campus during designated times i.e. lunches, special events <input type="checkbox"/> Volunteer Policy-Raptor background checks will open to allow approved volunteers opportunities to volunteer. <input type="checkbox"/> Mentoring Policy-Raptor background checks will open to allow approved mentors to start mentoring <input type="checkbox"/> Visitor Policy- Parents will be able to visit CCE during lunch. <input type="checkbox"/> Campus-Sponsored Family Events i.e. culturally relevant performances, events, recognitions, fundraisers <input type="checkbox"/> PTA Events/Fundraisers <input type="checkbox"/> Community Out-Reach Events i.e. Kona Ice, Home Visits, Partnering with community organizations
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Focus Area 2: Communication

“Ensure that communication between schools and families is consistent, proactive, responsive, and inclusive throughout the year. Experts stressed that communication between parents and schools needs to be consistent throughout the year and not occur only during open houses or semi-annual parent-teacher meetings, or when a child is experiencing an academic or behavioral problem. Instead, interactions should be regular and reliable; be responsive and respectful of each other’s questions and concerns; and include data about individual students, as well as information about how to improve student learning that is comprehensible and actionable for parents. Many experts suggested that all materials should be translated for non-English-speaking parents, and a few suggested surveying parents at the beginning of the year to determine their preferred method of communication.”³

Growth area	<ul style="list-style-type: none"> ● Increase verbal communication from staff/teachers to parents to be proactive in academic progress ● Increase verbal communication from
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³ Pineau, M.G., L’Hôte, E., Davis, C., & Volmert, A. (2018). Beyond Caring: Mapping the Gaps between Expert, Public, Practitioner, and Policymaker Understandings of Family, School, and Community Engagement. Washington, DC: FrameWorks Institute.

	<p>staff/teachers to parents to be promote positive and collaborative interactions between teachers/staff and parents</p> <ul style="list-style-type: none"> • Encourage parent participation by incentivizing parent viewership of school-wide communication
S.M.A.R.T. Goal	<p>By June 2025, 100% of campus families will receive communication at least once a week from each classroom teacher and at least weekly from the campus.</p> <p>By June 2025, 75% of teachers will communicate with parents regarding the academic progress of their students using tools such as student data binders and students accessing Skyward.</p>
Roles & Responsibilities	<p><u>Planning/Aligning Communication-</u> Campus Committees, Teachers, Using Student Data Folders</p> <p><u>Communication Distribution/ Campus and Classroom Level-</u> Admin, Secretary, Counselor, Teachers, Students</p>
Policies & standard operating procedures	<p>Campus Weekly Communication</p> <ul style="list-style-type: none"> • Thursday Folders • Grade Level Newsletters • Student Data Folders/ Binders <p>Campus Communication</p> <ul style="list-style-type: none"> • Weekly Newsletters • Periodic Blasts/Social Media <p>Skyward/Family Access/Data</p> <ul style="list-style-type: none"> • Posting Grades • Data Screener Information <p>Positive Phone Calls</p> <ul style="list-style-type: none"> • Fall • Spring
Strategies that will be used:	<ul style="list-style-type: none"> <input type="checkbox"/> Collecting Preferred Communication modes from families/Meet the Teacher Night <input type="checkbox"/> Sharing District/Campus Communication Application & Access (English/Spanish) <ul style="list-style-type: none"> <input type="checkbox"/> Campus weekly newsletter <input type="checkbox"/> Facebook/Instagram/Twitter <input type="checkbox"/> Email/Skyward/ParentSquare <input type="checkbox"/> Student Data Folders

	<input type="checkbox"/> Parent phone calls <input type="checkbox"/> Teachers system: ParentSquare <input type="checkbox"/> Weekly Teacher/Grade Level Newsletters <input type="checkbox"/> Weekly Thursday Folders
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#3 Connections

“Initiate engagement early in the school year. Many experts emphasized the importance of practitioners and parents meeting at the beginning of the school year (or earlier) to discuss children’s strengths and needs, inaugurate teachers’ knowledge of each student and their learning style, and to agree on goals for their children/students. These early interactions establish school-family relationships and collaboratively set expectations for their respective roles in helping children achieve their goals.”⁴

Our goal is to build respectful, trusting relationships. This serves as the foundation for learning, responsibility, and motivation. If families have experienced a history of mistrust with schools, they are unlikely to participate even when incentivised. Meaningful relationships and trust make the difference.⁵

Growth area	Connections with families is a priority; Establishing relationships by planning for high-level engagement activities/connections to occur frequently throughout the school year.
S.M.A.R.T. Goal	By May 2025, Cottonwood Creek Elementary will offer at least 4 high-level engagement and learning opportunities for families with staff participating in at least 2 events.
Roles & Responsibilities	<u>Identifying Opportunities</u> - Admin, PTA, Teachers, Counselor, Campus Committees, Parents <u>Planning</u> - PTA, Campus Committees, Staff <u>Calendar & Communication</u> - PTA, Campus Committees, Counselor, Events Committee, Staff, Campus Secretary, Admin <u>Funding Source</u> - Principal Activity Account, Title I Funds

⁴ Pineau, M.G., L’Hôte, E., Davis, C., & Volmert, A. (2018). Beyond Caring: Mapping the Gaps between Expert, Public, Practitioner, and Policymaker Understandings of Family, School, and Community Engagement. Washington, DC: FrameWorks Institute.

⁵ Mapp, K. and Kuttner, P. (2013). Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships. Austin, TX: SEDL.

Policies & standard operating procedures	PTA ByLaws Title I Parent and Family Engagement Plan District Strategic Plan 2028 Campus Improvement Plan
Strategies	<ul style="list-style-type: none"> <input type="checkbox"/> Community Outreach i.e. Spirit Nights, Kona Ice, Popsicles for PK, Kites at the Creek <input type="checkbox"/> High-Level Engagement Campus Events i.e. Open House, Academic Nights, Kites at the Creek, Fall Fest, CCMR Presentations/Guest Speakers, Cultural Family Events <input type="checkbox"/> Parent/Teacher Conferences/Positive Phone Calls <input type="checkbox"/> PTA Events/Staff Participation/Latino Literacy