



**Family Engagement Playbook  
Hutto Middle School**

## Focus Area 1: Culture

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 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 is included and should be updated continuously.
9. Can I share the district playbook with another district?
  - a. No. As you will learn through the process, the playbook is specific to your school district and to arrive at your playbook you 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?

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- a. No. We will guide you through the research as well as the process to develop a custom playbook.

### Family Engagement at Hutto Middle School

HMS is committed to creating an open-door policy that empowers our community members to be engaged, have a voice, and collaborate regularly with school staff to ensure lifelong academic achievement for all students.			
<b>Priority Focus Areas</b>			
Culture	Communication	Capacity	Connections

### Effectiveness of Family Engagement<sup>1</sup>

The evidence is consistent, positive, and convincing: families have a major influence on their children’s achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Many studies found that students with involved parents, no matter what their income or background, were more likely to:

- Earn higher grades and test scores, and enroll in higher-level programs.
- Be promoted, pass their classes, and earn credits.
- Attend school regularly.
- Have better social skills, show improved behavior, and adapt well to school.
- Graduate and go on to postsecondary education.

Additionally, schools that succeed in engaging families from very diverse backgrounds share these key practices. They:

- Focus on building trusting collaborative relationships among teachers, families, and community members.
- Recognize, respect, and address families’ needs as well as class and cultural difference.
- Embrace a philosophy of partnership where power and responsibility are shared.

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<sup>1</sup> Excerpt from [Mapp, K. and Henderson, A. \(2002\). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: SEDL.](#)

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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.<sup>2</sup>

“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.”<sup>3</sup>

Sample research-based strategies:

- Home visits
- Cultural Nights
- Funds of Knowledge Inventory

<b>Growth area</b>	Implementing professional development on culturally relevant curriculum. Establishing and sustaining personal relationships with students and parents.
<b>S.M.A.R.T. Goal as of 2024-25 School Year</b>	During the 2024-25 school year, HMS will continue to grow in their culturally relevant professional development, by attending professional development focused in this area, as measured in walk-throughs.
<b>Roles &amp; Responsibilities</b>	Administration Teachers Counselors Student Body
<b>Policies &amp; standard operating procedures</b>	Events calendar, PFE Playbook, lessons outlined for cultural relevance at Staff meetings

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<sup>2</sup>

[https://childcareta.acf.hhs.gov/sites/default/files/public/family\\_engagement\\_and\\_cultural-perspectives-508\\_2-20-18.pdf](https://childcareta.acf.hhs.gov/sites/default/files/public/family_engagement_and_cultural-perspectives-508_2-20-18.pdf)

<sup>3</sup> “Engage Every Family: Five Simple Principles” Steve Constantino

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<b>Strategies</b>	<p>Utilize faculty meetings to provide the opportunity for professional development on how to provide a culturally relevant curriculum.</p> <p>Defining what it is, including CRP in lesson plans</p> <p>Ex: different learning styles, individualistic vs. collectivism, randomization of calling students, sentence stems, visual aids, word walls, getting to know students and implementing their interests in lessons, real world scenarios, actional steps, pacing of lessons</p> <p>Have an aspect of CRP in your lessons (guide or drop down menu of examples)</p>
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## Focus Area 1: Culture

## 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.”<sup>4</sup>

<b>Growth area</b>	Communicating all campus events, activities and academic progress, regularly.
<b>S.M.A.R.T. Goal as of 2024-2025 School Year</b>	During 2024-2025 school year HMS will create two-way communication and increase parent communication and involvement, by administering a survey after campus events to the families that were able to attend and those that did not.
<b>Roles &amp; Responsibilities</b>	Administration Teachers Counselors Front office staff
<b>Policies &amp; standard operating procedures</b>	Events calendar, who to contact to add or get information regarding an event. RTI progress information
<b>Strategies</b>	Utilize faculty meetings to create positive communication by sending notes to students and families. HMS will also incorporate monthly.  Examples: Send one on every faculty meeting and utilize Google doc to make sure we do not send to the same students.

<sup>4</sup> 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.

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	<p>Department chairs: gives a blurb about their department in the bi-weekly newsletter.</p> <p>Update teacher websites at the beginning of the school year</p> <p>Social media posts- at least once a week</p> <p>How do you want to be communicated with? - must call their 3rd period students (make a google form)</p> <ul style="list-style-type: none"> <li>● Parent square</li> <li>● Email</li> <li>● Call (preferred)</li> <li>● In person/virtual conference</li> </ul> <p>Non-negotiable: Send a progress report to all families weekly</p> <p>Give timely feedback to students and families</p>
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## Focus Area 5: 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.”<sup>5</sup>

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.<sup>6</sup>

<b>Growth area</b>	Students and parents feeling a connection to our campus.
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<sup>5</sup> 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.

<sup>6</sup> Mapp, K. and Kuttner, P. (2013). Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships. Austin, TX: SEDL.

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<b>S.M.A.R.T. Goal as of 2024-2025 School Year</b>	<p>During 2024-2025 school year HMS will provide opportunities for families to connect with the staff and other HMS families, through a variety of methods, such as campus student activities and fall/spring family events.</p>
<b>Roles &amp; Responsibilities</b>	<p>PTSA Admin Teachers Counselors Clubs (students and sponsors)</p>
<b>Policies &amp; standard operating procedures</b>	<p>Policies and procedures, including how and who to contact for activities on or around campus. List of clubs and areas they support throughout the community.</p>
<b>Strategies</b>	<p>Utilize PTSA to bring families to campus events. Send student groups (choir, StuCo, Robotics, band) to community events.</p> <p>Foster connections with other schools by attending elementary events.</p> <p>Encourage mentors from high school, and provide mentors to the feeder elementary campuses.</p> <p>Solicit students from HMS to be reading buddies with our FA students.</p> <p>Spark connections with military families -Purple Star Campus</p> <p>Departmentalized Family Nights - hands on activities where families can come and engaged in their student's learning</p> <p>Have familiar staff members to engage families.</p>



## **Focus Area 1: Culture**

### Family Engagement Traditions

**Meet the Teacher Night, Open House, Hispanic Heritage Program, Fall Fest, Student-led Conferences, Black History Month Program, Electives Fair, Spring Carnival**

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## Campus Family Engagement Calendar

<b>Month</b>	<b>Engagement Activities</b>	<b>Desired Outcome</b>
August	Meet the Teacher/Open House (Title 1, Skyward, ParentSquare), Monthly Enrichment Group Calls	Connection, Capabilities, Cognition, Confidence
September	Hispanic Heritage Night (Title 1, MAP Testing), LIM BS: Intro, Monthly Enrichment Group Calls	Connection, Capabilities, Cognition, Confidence
October	Literacy Event, LIM BS: Habit, Breakfast of Leaders, Monthly Enrichment Group Calls	Connection, Capabilities, Cognition, Confidence
November	Student-Led Conferences, LIM BS: Habit 2, Monthly Enrichment Group Calls	Connection, Capabilities, Cognition, Confidence
December	Holidays Around the World, LIM BS: Habit 3, Monthly Enrichment Group Calls	Connection, Capabilities, Cognition, Confidence
January	Electives Fair, LIM BS: Habit 4, Breakfast of Leaders, Monthly Enrichment Group Calls	Connection, Capabilities, Cognition, Confidence
February	Black History Night, LIM BS: Habit 5, Monthly Enrichment Group Calls	Connection, Capabilities, Cognition, Confidence
March	Student-Led Conferences (Spring), LIM BS: Habit 6, Breakfast of Leaders, Monthly Enrichment Group Calls	Connection, Capabilities, Cognition, Confidence
April	Numeracy Night, LIM BS: Habit 7, Monthly Enrichment Group Calls	Connection, Capabilities, Cognition, Confidence
May	Community Fair, LIM BS: Challenge, Breakfast of Leaders, Monthly Enrichment Group Calls	Connection, Capabilities, Cognition, Confidence
June	Family Movie Night (Family Previews)	Connection
July	Hippo Camp w/Parent Session	Connection, Confidence