



In accordance with TEC 29.168 and 19 TAC 102.1003, a school district shall develop, implement, and make available on the district, charter, or campus website a family engagement plan to assist the district in achieving and maintaining high levels of family involvement and positive family attitudes toward education. An effective family engagement plan creates a foundation for the collaboration of mutual partners, embraces the individuality and uniqueness of families, and promotes a culture of learning that is child-centered, age-appropriate, and family-driven.

Family engagement, as defined by TEA, is the mutual responsibility of families, schools, and communities to build relationships that support student learning, achievement, family well-being, and the continuous learning and development of children, families, and educators. Family engagement is fully integrated into the child's educational experience, supports the whole child, and is both culturally responsive and linguistically appropriate.

TEA has defined six family engagement categories that must be supported within the local family engagement plan. The following pages outline the six areas and list district activities to support each family engagement category.

1. Facilitate family-to-family support. <i>Create a safe and respectful environment where families can learn from each other as individuals and in groups;</i> <i>Invite former program participants, including families and community volunteers, to share their education and career experiences with current families; and</i> <i>Ensure opportunities for continuous participation in events designed for families by families such as training on family leadership.</i>
• Parent Teacher Associations/Parent Teacher Organizations
• District Community Meetings held throughout the District
• Title I Campus Meetings
• Volunteer opportunities
• PK Round-Up Activities
• Uprising Head Start Community Partners events
2. Establish a network of community resources. <i>Build strategic partnerships;</i> <i>Leverage community resources.</i> <i>Monitor and evaluate policies and practices to stimulate innovation and create learning pathways;</i> <i>Establish and maintain partnerships with businesses, faith-based organizations, and community agencies;</i> <i>Identify support from various agencies, including mental and physical health providers.</i> <i>Partner with local community-based organizations to create a family-friendly transition plan for students arriving from early childhood settings;</i> <i>Provide and facilitate referrals to family support or educational groups based on family interests and needs;</i> <i>Communicate short- and long-term program goals to all stakeholders; and</i> <i>Identify partners to provide translators and culturally relevant resources reflective of the home language</i>
• Collaboration with Uprising Head Start
• Children's Learning Institute
• Boys and Girls Club
• Summer Meals programs
• Summer School and Campus Enrichment Programs
• Brazosport Cares Food Pantry – Student Backpack Program
• Brazoria County Dream Center – Backpack Buddies
• ASCEND Program – for McKinney Vento Students
• Bay Area Council on Drugs and Alcohol (BACODA) – providing counseling, mentoring, parent information sessions on drug, alcohol, and tobacco use and abuse
• Licensed Professional Counselor at Sweeny High School and Sweeny Junior High
• Texas Child Health Access Through Telemedicine (TCHAT) – partnership with UTMB (psychiatry and psychological services)
• Houston Food bank truck at Sweeny High School

3. Increase Family participation in decision making.

*Develop and support a family advisory council;
Develop, adopt, and implement identified goals with the annual campus/school improvement plan targeting family engagement;
Develop and support leadership skills for family members and provide opportunities for families to advocate for their children/families;
Collaborate with families to develop strategies to solve problems and serve as problem solvers.
Engage families in shaping program activities and cultivating the expectation that information must flow in both directions to reflect two-way communication.
Develop, in collaboration with families, clearly defined goals, outcomes, timelines, and strategies for assessing progress;
Provide each family with an opportunity to review and provide input on program practices, policies, communications, and events in order to ensure the program is responsive to the needs of families; and
Use appropriate tools, such as surveys or focus groups, to gather family feedback on the family engagement plan*

- Title I Parent Advisory Committee and Campus Parent Compacts
- PTA/PTO Participation
- District Social Media Opportunities
- District Surveys
- School Health Advisory Council
- ASCEND Program Newsletter

4. Equip families with tools to enhance and extend learning.

*Design or implement existing home educational resources to support learning at home while strengthening the family/school partnership;
Provide families with information and/or training on creating a home learning environment
environment connected to formal learning opportunities;
Equip families with resources and skills to support their children through the transition to school, and offer opportunities for families and children to visit the school in advance of the prekindergarten school year;
Provide complementary home learning activities for families to engage in at home with children through information presented in newsletters, online technology, social media, parent/family-teacher conferences, or other school- or center-related events;
Provide families with information, best practices, and training related to age-appropriate developmental expectations;
Emphasize the benefits of positive family practices such as attachment and nurturing that complement the stages of children's development;
Collaborate with families to appropriately respond to children's behavior in a non-punitive, positive, and supportive way;
Encourage families to reflect on family experiences and practices in helping children; and
Assist families in implementing best practices that will help achieve the goal and objectives identified to meet the needs of the child and family*

- Full-day Pre-K at Sweeny Elementary School

• Parent Online Access to Grade Level Curriculum and Resources
• Campus Registration
• Campus Early Literacy and Math Family Nights
• Parent Notification of Performance – mCLASS, MAP, STAAR
• Report Cards and Progress Report
• Teacher Conference and Open House
• Social Media/Technology – District and Campus websites, Facebook app–Remind 101, Class Dojo, Skyward Family Access, one-to-one devices
• Pre-K Round-Up Activities
• Campus-Based After-School Programs and Tutorials
• Parent Communication in English/Spanish
• District automated phone calls regarding district/campus events
• Recommendation of free apps that students can access at home to continue to skill build and practice
• Campus Activities – Thanksgiving Feast, Donuts & Hot Cocoa, Canvas Arts Creation, etc.
• Nutritional Education and Resources
• College / Career Awareness
• Boys and Girls Club
5. Develop staff skills in evidence-based practices that support families in meeting their children’s learning benchmarks. <i>Provide essential professional development for educators in understanding communication and engagement with families, including training on communicating with families in crisis;</i> <i>Promote and develop family engagement as a core strategy to improve teaching and learning among all educators and staff; and</i> <i>Develop staff to support and use culturally diverse, culturally relevant, and culturally responsive family engagement strategies</i>
• Title I, Part A Parent Engagement Activities
• Counseling and Guidance Support
• Training in grief and trauma-informed care
• Training in schoolwide and classroom-wide behavior management
• Training in individualized behavioral interventions and support strategies
6. Evaluate family engagement efforts and use evaluations for continuous improvement. <i>Conduct goal-oriented home visits to identify strengths, interests, and needs;</i> <i>Develop data collection systems to monitor family engagement and focus on engagement of families from specific populations to narrow the achievement gap.</i> <i>Use data to ensure alignment between family engagement activities and district/school teaching and to promote continuous family engagement;</i> <i>Ensure that an evaluation plan is an initial component that guides action.</i> <i>Use a cyclical process to ensure evaluation results are used for continuous improvement and adjustment; and</i> <i>Ensure that teachers play a role in the family engagement evaluation process</i>

• Student Performance Data
• Annual Title I, Part A Parent Engagement Survey/Log/Documentation
• Pre-K Parent Engagement Feedback
• TEA Evaluation Support