

Millsap ISD

Pre-Kindergarten Family Engagement Plan

The Millsap Independent School District Pre-Kindergarten Family Engagement Plan guides how families and teachers will engage in partnership in the child's education. Millsap ISD's Pre-Kindergarten Family Engagement Plan was developed with the intention of fulfilling the greatest academic success of all students enrolled in the district's Pre-Kindergarten program. This is a living document and will be updated annually.

Guiding Principal:

1. Parent involvement and engagement results in positive effects for students.
2. Parents are partners in the learning process and specific ways should be identified to activate the partnership.
3. Parents who are able to support their children at home help their children succeed in school.

Definitions of Family and Family Engagement

Family includes adults and children significant in the child's life who support the early learning and development of the child.

Family Engagement is the mutual responsibility of families, schools, and communities; which builds relationships to support student learning and achievement and to support family well-being, family-student relationships, and ongoing learning and development of children, families, and educators. Family engagement is fully integrated with the child's educational experience and supports the whole child. It is culturally and linguistically responsive and is continuous throughout a child's life.

Roles of Teachers

- Recognize the parent is the child's first and most significant teacher.
- Hold pre-K meetings with the teacher separate from the whole school to lessen anxiety.
- Continue use of Dojo to inform parents and share student work.
- Collaborate and develop supportive relationships with parents.
- Build trust with parents and students.
- Acquire information about how to help students from the parents' perspective through various methods including paper surveys.
- Inform parents of testing and where their student needs help with resources available to help.
- Provide a variety of opportunities for parents to improve their understanding of how children learn. Information can be shared formally or informally.
- Provide a resource list every 3-6 weeks of ways parents can help.
- Learn strategies that have been effective in the past with children from parents.
- Gain an understanding of the strengths and weaknesses of students by actively listening to parents.

Roles of Parents/Guardians

- Recognize teachers are professionals and play a significant role in their child's development.
- Participate and collaborate in decisions about program planning for their children since they are considered experts regarding their own children.
- View themselves as partners with the school.
- Take the opportunity to ask questions and engage in two-way communication with teachers, such as Dojo.
- Acquire an understanding of the policies and procedures of the school.
- Participate in the school's needs assessment or evaluation of a program, and share their family's needs as well as give opinions about the effectiveness of any program in which their children are participants.

Goal	Strategy
1. Create a foundation for collaboration of mutual partners.	The MISD Pre-K family engagement team will work to recruit a PK family advisory council made up of PK families with the purpose of developing opportunities to collaborate with families to develop strategies to solve problems. Establish a network of community resources: ☐ Leverage community resources ☐ Seek local early childhood providers as partners ☐ Provide “reverse” field trips for Pre-K Additional Strategies: ☐ Develop two-way communication and invite dialogue ☐ Use open-ended questions to learn from each other. ☐ Assume the best of everyone. ☐ Use formal and informal settings. ☐ Welcome students, parents, families, and community. ☐ Assess trust levels in PreK and identify barriers to trust. ☐ Begin with positive interactions. ☐ Feature successes of PreK. ☐ Improve school-home communication. ☐ Provide information online for easier access. ☐ Be open with each other. Build School Capacity through Partnerships ☐ Parents ☐ Community-based organizations.

2. Strategies for Family Engagement	☐ Establish ways to increase relationships, cultivate trust, and build partnerships, such as more online options, Facebook Live, etc. ☐ Have a meeting just for Pre-K parents regularly, maybe via Zoom once a month.. ☐ Eliminate language as a barrier. ☐ Communicate with families in multiple ways. ☐ Build connections between families who speak the same language. ☐ Collaborate with families on involvement. ☐ Provide opportunities that result in meaningful involvement. ☐ Ensure that PreK events are accessible to families and not always at the same time as other activities.
3. Provide professional development and training throughout the year.	☐ Attend the annual Frog Street Conference ☐ Attend all district-offered professional development ☐ Partner with ESC 11 to provide high-quality coaching for each Pre-K teacher.
4. Train parents to support learning at home.	All families will receive access to CLI Engage parent activities. Teachers will orient parents to the platforms and encourage them to sign up for the activities during orientation. Teachers will check in with parents throughout the year and offer support to those not using the programs. The following actions will also occur on an ongoing basis: ☐ Communicate strategies and tips that help parents increase their effectiveness. ☐ Communicate student progress with families. ☐ Stress the importance of developing good work habits.. ☐ Model problem-solving strategies to children. ☐ Guide the development of reading and math fluency through repeated practice.
5. Promote a culture of learning that is child-centered	☐ Promote the value of education as a pathway to success ☐ Create a safe and respectful environment where parents can learn from each other as individuals and in groups and ask for information that they find helpful.

and family-driven.	☐ Create an environment that nurtures an assets-based rather than deficit approach. ☐ Use positive parent practices such as attachment and nurturing that complement the stages of their children's development. ☐ Provide a welcoming environment that reflects on parent experiences, practices, and new strategies. ☐ Share home learning activities with families through newsletters, parent-teacher conferences, and other school-related events. ☐ Equip families with resources and skills to support their children with the transition to school
6. Create a family-driven Pre-K program.	☐ Provide families with training in parent leadership, support, and advocacy. ☐ Provide parents with developmental expectations ☐ Provide information or training on creating a home learning environment connected to formal learning opportunities ☐ Encourage staff to respond to parents in a timely manner
7. Use district and campus social media and website pages for communication.	District and school web pages and Facebook pages provide information for families. https://www.millsapisd.net/ https://me.millsapisd.net/ https://www.facebook.com/millsapisd https://www.facebook.com/MillsapElementary/ Teachers will also use DOJO for communicating.
8. Evaluate family engagement efforts and use evaluations for continuous improvement.	MISD and the campus team will monitor family engagement efforts and evaluate its pre-K program by collecting data from various sources. The data will be used to ensure alignment between family engagement activities and teaching and learning goals. The family engagement team will work together to promote continuous family engagement.