EAGLE MOUNTAIN SAGINAW ISD

Fostering a Culture of Excellence

Eagle Mountain-Saginaw ISD Family Engagement Plan 2025-2026

The Family Engagement Plan for EMS ISD Early Childhood Programs outlines the shared commitment between educators and families to create a supportive learning environment. Together we strive to enhance educational experience, fostering a culture of excellence that instills a passion for a lifetime of continuous improvement in every child.

As defined by the state:	**Family- -**Adults responsible for the child's care and children in the child's life who support the early learning and development of the child **Family engagement**--The mutual responsibility of families, schools, and communities to build relationships to support student learning and achievement and to support family well-being and the continuous learning and development of children, families, and educators. Family engagement is fully integrated in the child's educational experience and supports the whole child and is both culturally responsive and linguistically appropriate.	
FEP will:	**using strategies such as:**	**by:**
(A) facilitate family-to-family support:	(i) creating a safe and respectful environment where families can learn from each other as individuals and in groups; (ii) inviting former program participants, including families and community volunteers, to share their education and career experiences with current families; and (iii) ensuring opportunities for continuous participation in events designed for families by families such as training on family leadership;	Parent Resource Room Visits from Community Volunteers PreK Parent Planning Group
(B)establish a network of community resources:	(i) building strategic partnerships; (ii) leveraging community resources; (iii) monitoring and evaluating policies and practices to stimulate innovation and create learning pathways; (iv) establishing and maintaining partnerships with businesses, faith-based organizations, and community agencies; (v) identifying support from various agencies, including mental and physical health providers;	Community Resource Page Family Survey City Community Fair Day Care Tour Community Link Childcare Associates of Tarrant County

	(vi) **partnering with** local community-based organizations to create a family-friendly transition plan for students arriving from early childhood settings; (vii) providing and facilitating referrals to family support or educational groups based on family interests and needs; (viii) communicating short- and long-term program goals to all stakeholders; and (ix) identifying partners to provide translators and culturally relevant resources reflective of home language;	ECI of Tarrant County Fort Worth Library Saginaw Library Adult Ed. Office MHMR of Tarrant County Cooks Children's Childcare Public-Private Partnership
(C) increase family participation in decision making :	(i) developing and supporting a family advisory council; (ii) developing, adopting, and implementing identified goals within the annual campus/school improvement plan targeting family engagement; (iii) developing and supporting leadership skills for family members and providing opportunities for families to advocate for their children/families; (iv) collaborating with families to develop strategies to solve problems and serve as problem solvers; (v) engaging families in shaping program activities and cultivating the expectation that information must flow in both directions to reflect two-way communication; (vi) developing, in collaboration with families, clearly defined goals, outcomes, timelines, and strategies for assessing progress;	Family Advisory Council Campus Improvement Plan Family Needs Survey Parent conferences Home/Family Visits Curriculum Night Campus Advisory Committee Parent Representatives Parent Volunteer Programs • Cub Crew • Watch DOGs

	(vii) providing 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 (viii) using appropriate tools such as surveys or focus groups to gather family feedback on the family engagement plan;	
(D) equip families with tools to enhance and extend learning:	(i) designing or implementing existing home educational resources to support learning at home while strengthening the family/school partnership; (ii) providing families with information and/or training on creating a home learning environment connected to formal learning opportunities; (iii) equipping families with resources and skills to support their children through the transition to school and offering opportunities for families and children to visit the school in advance of the prekindergarten school year; (iv) providing 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; (v) providing families with information, best practices, and training related to age-appropriate developmental expectations; (vi) emphasizing benefits of positive family practices such as attachment and nurturing that complement the stages of children's development; (vii) collaborating with families to appropriately respond to children's behavior in a non-punitive, positive, and supportive way; (viii) encouraging families to reflect on family experiences and practices in helping children; and	Parent Resources Library Coffee and Conversations Parent Engagement Page CLI Engage Parent Resources Meet the Teacher Parent Workshops Parenting Academies: • Love and Logic • 13 Assets RHCK • Book Study: *What young children need Succeed* by Roehlkepartain & Leffert Kindergarten Round Up Newsletters Family Night Brochure

	(ix) assisting families to implement best practices that will help achieve the goals and objectives identified to meet the needs of the child and family;	
(E) develop staff skills in evidence-based practices that support families in meeting their children's learning benchmarks ,	i) providing essential professional development for educators in understanding communication and engagement with families, including training on **communicating with families in crisis**; (ii) promoting and developing family engagement as a core strategy to improve teaching and learning among all educators and staff; and (iii) developing staff skills to support and use culturally diverse, culturally relevant, and culturally responsive family engagement strategies; and	Professional Development Book Studies Love and Logic for Educators CLI Engage TAEYC PreK Teacher Academy CIRCLE Region XI Education Service Center Training Conscious Discipline STAR Autism
(F) evaluate family engagement efforts and use evaluations for continuous improvement:	(i) conducting goal-oriented home visits to identify strengths, interests, and needs; (ii) developing data collection systems to monitor family engagement and focusing on engagement of families from specific populations to narrow the achievement gap; (iii) using data to ensure alignment between family engagement activities and district/school teaching and learning goals and to promote continuous family engagement; (iv) ensuring an evaluation plan is an initial component that guides action; (v) using a cyclical process to ensure evaluation results are used for continuous improvement and adjustment; and	Data of number of participants in FEP programs. Data on the use of Parent Resource Library PreK Program Assessment Campus and District Annual Family Survey Results Data shared with all stakeholders to get feedback and create plans for continuous improvement. Campus Teacher Survey

	(vi) ensuring teachers play a role in the family engagement evaluation process.	Teacher LEAD Program

For additional information:

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