

Prekindergarten Family Engagement Plan



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The Midlothian Independent School District's Prekindergarten/Early Childhood Program will create a partnership between our families, schools, and community for the successful transition of students into kindergarten. We believe "Together is Better" is the most effective way to promote a culture of learning that is child-centered and family-driven.

Family engagement is defined as *"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 responsive to a variety of backgrounds and linguistically appropriate."* Texas Administrative Code §102.1003

It has long been recognized by both researchers and practitioners that family engagement plays a non-negotiable role in education. Rider 78, passed by the 85th Legislature in 2017, requires a school district or charter school to develop and implement a **Family Engagement Plan** to assist the district in achieving and maintaining high levels of family involvement and positive family attitudes toward education. The local **Family Engagement Plan** shall be based on the family engagement strategies established by Texas Education Agency in collaboration with other state agencies.

The Midlothian ISD Prekindergarten program embraces the individuality and uniqueness of families and promotes a culture of learning that is child-centered and age-appropriate. Building partnerships between educators and families, by way of the **Family Engagement Plan**, ensures that every learner is encouraged, supported, and challenged to achieve the highest levels of knowledge, skills, and character.

The six Midlothian ISD **Family Engagement Plan** strategies are based on empirical research and are proven to demonstrate positive short-term and long-term outcomes for early childhood education. This plan expresses what is contained in the Commissioner's Rule (102.1003(f)) in addition to specific examples of how each of the family engagement strategies will be accomplished in our high-quality PK program. The following articulates strategies within each of the six domains.

Six Components of the Pre-K Family Engagement Plan	Evidence of Pre-K Family Engagement in MISD
1. Facilitate Family-to-Family Support	Prekindergarten staff will provide parents with opportunities to participate in district and campus initiatives such as: • Kindergarten Round Up • Pre-kindergarten Parent Camp night • Join the campus MISD Parent Teacher Organization • "Meet the Teacher" night, facilitating family-to-family interactions, networking, and community/school support • Campus Family Nights • Provide parents the opportunity to participate in the Campus Improvement Plan Committee • Classroom volunteering • District Parent Education Nights to assist parents with the understanding of district programs and initiatives • PK/ECSC parent and family training that encourages families to share experiences, community resources, and individual support • District-Wide Education Improvement Committee (DEIC) and campus advisory committees provide opportunities for parents to interact and network with other parents interested in supporting public education in the Midlothian community
2. Establish a Network of Community Resources	MISD establishes and maintains strategic partnerships with businesses and community agencies to connect Prekindergarten families with resources and support as needed. Through these partnerships, MISD identifies available services, translation and interpretation support, and resources that reflect families' home languages and respond to a variety of backgrounds. Some resources include: • Partnership with local Lions Club to provide vision checks for PK learners and other vision resources as needed, with referral from school nurse • Use of translators for families at events, meetings, newsletters, etc. • Access to parent education classes through Navarro College • Adult ESL class at First Baptist Church • Midlothian Book Exchange- mini library at the parks around town

	• Midlothian ISD and Meadows Public Library story time and summer activities • District Health & Wellness Information • Child Nutrition Information • Immunization Information
3. Increase Family Participation in Decision-Making	MISD is committed to creating and maintaining an environment that values and affirms parent leadership. Pre-K families will be invited to participate in: • Campus & District Level Improvement and Parent Advisory Committees • Family visitation and volunteering • Regularly held parent/teacher conferences • Parent Survey
4. Equipping Families with Tools to Enhance and Extend Learning	MISD equips families with tools to enhance and extend learning. Some examples include: • MISD offers a high-quality full-day PK program to eligible learners, enhancing and extending socialization and facilitating parent involvement for Pre-K families • Teacher/parent conferences held throughout the school year and collaborating to set goals for their children while in the PK program • Encouraging family members to volunteer in the classroom, using the time to foster enhanced communication • Sharing technology tips and resources that are family-friendly to enhance parents' knowledge on child development (CLI Engage, Starfall.com, ABC Mouse, Epic Books for Kids, 123 Tracing, ABCYa, Teach Your Monster to Read • PK district webpage that shares information supportive of enhancing and extending learning for children participating in the program • Parents are encouraged to access class/campus/district information from the Parent Portal on the MISD website and social media
5. Develop Staff Skills in evidence-based practices that support families in meeting their children's learning benchmarks.	Midlothian believes in a continuous improvement philosophy. We provide essential professional development for educators in understanding communication and engagement with families, promoting and developing family engagement as a core strategy to improve teaching and

	learning among all those involved in the child's life. Strategies in action include: • All teachers will have at least 30 hours of training in the areas addressed in the Pre-Kindergarten guidelines, achieved through training opportunities from Region 10, Early Childhood Annual Conferences, and ongoing PD offerings. • All teachers are trained in the key principles of Capturing Kids' Hearts to create a welcoming and emotionally safe environment for all students and families. • Teachers will have professional development in understanding communication and engagement with families, including training on communicating with families in crisis • Promote family engagement as a core strategy to improve teaching and learning • Train educators about the resources that are available in the community that support families' interests and needs • Educators will participate in professional learning that focuses on a strength-based approach to family engagement • Continuation of educator awareness of how culture may influence perspective in child-rearing, communication styles, caregiving, discipline, etc. • Implementation of the MISD Classroom Management Plan • Utilization of resources available in CLI Engage and Circle Progress Monitoring platforms • Continuing membership in the Region 10 Early Childhood Coop as a means of professional learning, program effectiveness, and practices associated with HQPK implementation • Child Find training for early childhood educators
6. Evaluate Family Engagement Efforts and Using Results for Continuous Improvement	MISD uses self-assessment to evaluate the effectiveness of its Prekindergarten program and guide ongoing improvements. Following trainings, workshops, meetings, and family engagement activities, families have opportunities to share their perspectives and provide feedback through evaluations. Campus and district staff use this feedback to identify strengths, address needs, and plan future improvements. Campus and district staff use the following

	tools and processes to evaluate program effectiveness and guide improvements: • Family surveys and feedback: Survey families at least annually to gather their perspectives on the Prekindergarten experience, program effectiveness, and preferred activities and supports. Use the results to improve program design, outreach, and family engagement. • Annual program evaluation: Conduct an end-of-year evaluation that includes all areas of the Family Engagement Plan. Use the findings to guide improvements for the following school year. • Collaborative goal setting and progress monitoring: Partner with families at the beginning of the year to establish goals focused on their child's learning and development. Monitor and share student progress at the beginning, middle, and end of the year. • Program self-assessment: Use TEA's High-Quality Prekindergarten Self-Assessment to identify program strengths, areas for growth, and next steps for continuous improvement. • Participation monitoring: Document and review participation in family engagement activities at the campus and district levels. Consider participation data alongside survey feedback to determine whether activities and supports address families' needs.
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