

London Elementary School Family Engagement Plan

Family engagement is defined by TEA 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 culturally responsive and linguistically appropriate.

For 2019-20, each school district or open-enrollment charter school 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.

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

1. Facilitate family to family support

London ISD's Junior Kindergarten program:

- I. creates a safe and respectful environment where families can learn from each other as individuals and in groups;
- II. invites former program participants, including families and community volunteers, to share their educational and career experiences with current families;
- III. and ensures opportunities for continuous participation in events designed for families.

Strategies in action:

- "Meet the Teacher Night" held before school starts where families have the opportunity to get to know each other on an informal basis.
- Families are encouraged to join PTO to get to know other parents and families and take part in their meetings and family activities.
- Parents are encouraged to be Room mom or volunteer in the classroom to support parents and classroom activities.
- Class DoJo is used by teachers to inform parents of activities in the classroom and around the school.
- School Health Advisory Committee and Site Based Decision Making Committee provide opportunities for parents to interact and network with other parents interested in supporting public education in the London ISD community.
- Parents have the opportunity to volunteer on campus through WatchDOGS and MOMS.

2. Establish as network of community resources

London ISD's Junior Kindergarten program:

- I. Builds strategic partnerships;
- II. Leverages community resources;
- III. Monitors and evaluates policies and practices to stimulate innovation and create learning pathways;
- IV. Establishes and maintains partnerships with businesses, faith-based organization, and community agencies;
- V. Identifies support from various agencies, including mental and physical health providers;
- VI. Partners with local community-based organizations to create a family-friendly transition plan for students arriving from early childhood settings;
- VII. Provide and facilitate referrals to family support or educational groups based on family interests and needs;
- VIII. Communicate short- and long-term program goals to all stakeholders; and
- IX. Identify partners to provide translators and culturally relevant resources reflective of home language.

Strategies in action:

- Collaboration with the Early Scholars Academy
- Community and online resources located on school website
- Local Area Fire/Police/Military Personnel visits and speakers to share resources with students and families
- London ISD bilingual employees provide (as needed) translation services for families for events, meetings, newsletters, etc
- SPED students are given local resources contacts at ARD meetings
- Parent trainings are advertised to parents

3. Increase family participation in decision making

London ISD's Junior Kindergarten program:

- I. Develops and supports a family advisory council;
- II. Develops, adopts and implements identified goals within the annual campus/school improvement plan targeting family engagement;
- III. Develops and supports leadership skills for family members and providing opportunities for family to advocate for their children/families;
- IV. Collaborate with families to develop strategies to solve problems and serve as problem solvers;
- V. Engage families in shaping program activities and cultivating the expectation that information must flow in both directions to reflect two-way communication;
- VI. Develop, in collaboration with families, clearly defined goals, outcomes, timelines, and strategies for assessing progress;

- VII. 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
- VIII. Use appropriate tools such as surveys or focus groups to gather family feedback on the family engagement plan.

Strategies in action:

- Site-Based Decision Making Committee
- PTO Participation
- Weekly communication emails and folders
- District surveys
- School Health Advisory Committee
- Educating Families about their rights under State and Federal law regarding the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act
- Campus visitation and volunteer opportunities
- LPAC parent representation
- Regularly held parent/teacher conferences

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

London ISD's Junior Kindergarten program:

- I. Designs or implements existing home educational resources to support learning at home while strengthening the family/school partnership;
- II. Provides families with information and/or training on creating a home learning environment connected to formal learning opportunities;
- III. Equips 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. Provides 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. Provides families with information, best practices, and training related to age-appropriate developmental expectations;
- VI. Emphasize benefits of positive family practices such as attachment and nurturing that complement the stages of children's development;
- VII. Collaborate with families to appropriately respond to children's behavior in a non-punitive, positive and supportive way;
- VIII. Encourage families to reflect on family experiences and practices in helping children; and
- IX. Assists families to implement best practices that will help achieve the goals and objectives identified to meet the needs of the child and family.

Strategies in action:

- Full day JrK program
- Parent notification of performance - CIRCLE results
- Meet the Teacher Night and Parent/Teacher Conferences
- Social Media/Technology - District and Campus websites, Facebook, Twitter, Dojo app
- Recommendation of apps that students can access at home to continue to skill build and practice
- Campus activities - Donuts with Dad/Muffins with Mom
- Student Homework and Reading Logs
- Character Education and Counselor Home Connection
- Volunteer opportunities - WatchDOGS, MOMS program, Mystery Reader

5. Develop staff skills in evidence-based practices that support families in meeting their children's learning benchmarks.

London ISD's Junior Kindergarten program:

- I. Provides essential professional development for educators in understanding communication and engagement with families, including training on communicating with families in crisis;
- II. Promotes and develops family engagement as a core strategy to improve teaching and learning among all educators and staff; and
- III. Develops staff skills to support and use culturally diverse, culturally relevant, and culturally responsive family engagement strategies.

Strategies in action:

- JrK Section Leader part of Leadership Team
- Counseling and Guidance Support
- CIRCLE Assessment training
- Culturally relevant classroom libraries
- Using developmentally appropriate activities to help children understand differences in families, cultures and traditions;
- Providing access to professional development
- Train educators about the resources available in the community that support families' interests and needs

6. Evaluate family engagement efforts and use evaluation for continuous improvement.

London ISD's Junior Kindergarten program:

- I. Conducts goal-oriented home visits to identify strengths, interests and needs;
- II. Develops data collection systems to monitor family engagement and focusing on engagement of families from specific population to narrow the achievement gap;

- III. Uses data to ensure alignment between family engagement activities and district/school teaching and learning goals and to promote continuous family engagement;
- IV. Ensure and evaluation plan is an initial component that guides action;
- V. Uses a cyclical process to ensure evaluation results are used for continuous improvement and adjustment; and
- VI. Ensures teachers play a role in the family engagement evaluation process.

Strategies in action:

- Parent Participation Data
- Student Performance Data
- TEA Evaluation Support Tool