



The Victoria I.S.D. Prekindergarten Family Engagement Plan 2018-2019

...creates a foundation for the collaboration of mutual partners which embraces the individuality and uniqueness of families, and promotes a culture of learning that is child centered, age appropriate, and family driven.

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, supports the whole child, and is both culturally responsive and linguistically appropriate.

The family engagement plan will:

- A. *Facilitate family-to-family support using strategies through:*
 - i. creating a safe and respectable environment where families can learn from each other as individuals and in groups (i.e. Minnow Camp, Spectacular School Race,);
 - ii. inviting former program participants to share their child and family’s Pre-K experiences with current families (Spectacular School Race)

- B. *Establish a network of community resources using strategies through:*
 - i. building strategic partnerships with donors such as H.E.B. Corporation, H.E.B. Read 3, etc.
 - ii. leveraging community resources such as Devereux - STAR Program, VISD Family Connection Center, etc.
 - iii. partnering with BCFS Head Start to create a family-friendly transition plan for students arriving from their 3 and 4-year-old programs
 - iv. identifying translators to support families’ home languages

- C. *Increase family participation in decision making using strategies through:*
 - i. supporting a Pre-K Family Advisory Council to engage families in shaping program activities and cultivating the expectation that information must flow in both directions to reflect two-way communication
 - ii. 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 through end of year surveys

- D. *Equip families with tools to enhance and extend learning using strategies through:*

- i. offering opportunities for families and children to visit the school in advance of the prekindergarten school year during Minnow Camp; and provide complementary home learning activities for families to engage their children
 - ii. providing families with information on creating a home learning environment connected to formal learning opportunities presented in DLM Home Connections newsletters
 - iii. providing families with their child's progress-monitoring information and offer suggested activities related to the age-appropriate developmental expectations during face-to-face parent conferences twice a year and through Center Time volunteer opportunities
 - iv. encouraging families to register for the online resource CLI Engage and to utilize the brief videos and developmental checklists to support their child's development at home
- E. *Develop staff skills in evidence-based practices that support families in meeting their children's learning benchmarks using strategies through:*
- i. promoting and developing family engagement as a core strategy to improve teaching and learning among all educators and staff
 - ii. developing staff skills in understanding communication and engagement with families from all cultures
- F. *Evaluate family engagement efforts and use evaluations for continuous improvement using strategies through:*
- i. utilizing a cyclical process to ensure family survey results are used for continuous improvement and adjustment
 - ii. developing data collection systems for monitoring family engagement participation to gauge and continuously improve the home-school partnership