

Introduction:

“The mutual responsibility of families, schools and communities to build relationships to support student learning and achievement, 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 is both culturally and linguistically appropriate.” Texas Administrative Code §102.1003.

Sudan ISD, in accordance with the House Bill 3 High-Quality Prekindergarten guidelines, created a High-Quality Prekindergarten Family Engagement Plan to promote partnership between our school, families, and community to ensure the successful outcomes for our youngest learners in our prekindergarten program. Collaboratively, we all share the responsibility to encourage and support initiatives, activities, and practices that enhance the success of student learning and achievement.

Family Engagement Goal Strategies	Strategies
<p>Component 1: Facilitate Family-to-Family Support Inclusive, transparent communications allow school personnel to create a safe and respectful environment to promote supportive interaction between households.</p>	
<p>Facilitate family-to-family support</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Social events for families to connect with one another. <input type="checkbox"/> Meet the teacher <input type="checkbox"/> SPIN Meetings <input type="checkbox"/> Parent Teacher Organization (PTO) <input type="checkbox"/> Head Start Newsletters <input type="checkbox"/> Scholastic Book Fair <input type="checkbox"/> Field Trips where parents are invited to attend <input type="checkbox"/> Halloween, Valentine and/or Christmas classroom parties <input type="checkbox"/> Community Thanksgiving meal <input type="checkbox"/> Christmas Spring Sting/Concert <input type="checkbox"/> End of Year Awards Assembly <input type="checkbox"/> End of Year PK Moving Up Ceremony
<p>Component 2: Establish a Network of Community Resources Sudan ISD will build strategic partnerships with community organizations to leverage community resources for caregivers through the community resources handbook, and ongoing district-wide events.</p>	

<p>Establish a network of community resources</p>	<p>Build Strategic partnerships by:</p> <ul style="list-style-type: none"><input type="checkbox"/> Partnership with Head Start to provide vision & dental resources as needed for PK learners<input type="checkbox"/> Toys for Tots partnerships with local churches for families in need<input type="checkbox"/> Campus counselor assistance for short term family guidance and needs<input type="checkbox"/> Sudan Fire/Police Department visits and speakers that share resources with families and the school promoting safety and overall well-being<input type="checkbox"/> Community partnership with local churches to provide food and back to school supplies for learners in need<input type="checkbox"/> Translation provided for families at all meetings and with all communication<input type="checkbox"/> Child Find – Early identification of students with special needs
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Component 3: Increase Family Participation in Decision-Making

Throughout the year, participation in district and school-wide decision-making empowers caregivers as their child's first teacher and advocate.

Increase family participation in decision making	<p>Provide opportunities for parent to be involved and have a voice: Campus and District site – based committees, SHAC committee and etc. Foster comfortable open dialog between families and school by utilizing all available resources and means of communication:</p> <ul style="list-style-type: none"><input type="checkbox"/> Student Communication Folders<input type="checkbox"/> Social Media<input type="checkbox"/> Home Visits<input type="checkbox"/> Parent/Teacher Conferences<input type="checkbox"/> Report cards/Progress Monitoring is shared with parents<input type="checkbox"/> Progress monitoring information is shared with parents encouraging their feedback, questions, and ideas regarding future learning experiences.<input type="checkbox"/> Educate families regarding their rights under State and Federal law regarding the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act and the Americans with Disabilities Act<input type="checkbox"/> Educate families regarding being a Title I school<input type="checkbox"/> Phone calls<input type="checkbox"/> Email
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Component 4: Equipping Families with Tools to Enhance and Extend Learning

Caregivers have multiple opportunities to learn about student progress and ways to support success at home. Caregivers also have personal extended learning opportunities.

<p>Equipping families with tools to enhance and extend learning</p>	<ul style="list-style-type: none"><input type="checkbox"/> Sudan ISD offers a high-quality full day PK program to eligible learners, enhancing and extending socialization and facilitating parent involvement for PK families<input type="checkbox"/> Provide monthly calendars that outline what is being taught that month so parents can supplement their child's learning<input type="checkbox"/> Provide a newsletter each 6 weeks<input type="checkbox"/> Parent/Teacher conferences are held throughout the school year in order to collaborate with them in setting goals for their children.<input type="checkbox"/> Parents are encouraged to access class/campus/district information from the Parent Portal on the Sudan ISD website<input type="checkbox"/> Parents are provided with learner progress by way of regular report cards, daily teacher communication, etc.<input type="checkbox"/> PK registration and throughout the summer and school year<input type="checkbox"/> Teachers and staff share ideas for supporting learning at home – provide any necessary materials (flash cards, crayons/pencils, counters, etc.)
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Component 5: Provide ongoing professional development opportunities for educators

Prekindergarten teaching staff participate in professional development opportunities to support and use culturally diverse, culturally relevant, and culturally responsive family engagement strategies and enhance instruction.

<p>Provide ongoing professional development opportunities for educators</p>	<ul style="list-style-type: none"><input type="checkbox"/> Utilization of resources and ideas provided by adopted curriculum<input type="checkbox"/> Continuing membership in the Region 17 Co-op as a means of professional learning, program effectiveness, and practices associated with HQPK implementation<input type="checkbox"/> Provide teachers with training on research-based strategies parents can use with students to provide support at home. • Develop educator skills to support and use culturally diverse, culturally relevant, and culturally responsive family engagement strategies<input type="checkbox"/> Develop educator skills to support and use culturally diverse, culturally relevant, and culturally responsive family engagement strategies • Promoting and developing family engagement as a core strategy to improve teaching and learning among all educators and staff.<input type="checkbox"/> Appropriate PD<input type="checkbox"/> Parent – Teacher Conferences<input type="checkbox"/> PK teachers will attend a minimum of 30 hours of professional development during the school year and summer<input type="checkbox"/> Yearly Child-Find training for educators
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Component 6: Evaluate Family Engagement Efforts and Use Evaluation for Continuous Improvement

Ongoing campus/district needs assessment cycle will seek input to improve the quality of instruction, climate, and family engagement evaluation results are used for continuous improvement and adjustment; ensure teachers play a role in the family engagement evaluation process.

<p>Evaluate family engagement efforts and use evaluations for continuous improvement</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Parent surveys will gain information on preferences of program components and parents' perception of program effectiveness. Survey results serve to improve program design and to increase parent outreach and involvement. <input type="checkbox"/> Conduct an annual evaluation and review the content and effectiveness of the Title I, Part A program and the Parent and Family Engagement Policy • Ensure each campus completes the Comprehensive Needs Assessment to determine their individual needs <input type="checkbox"/> Keep record of family participations/attendance at school events <input type="checkbox"/> Log communications with families
<p>Transition Activities:</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Engage with local child care providers to share and align best practices for family engagement, setting and communicating learning goals, and student progress monitoring ● Provide school tours/visits with local child care providers and community to encourage smooth transitions ● Provide an information sheet to all parents at PK Round-up on how to best prepare their child for prekindergarten ● Prekindergarten and Kindergarten teachers meet at the end of each school year to go over data of students leaving prekindergarten and transitioning to kindergarten ● Introduce prekindergarten students to kindergarten classrooms and teachers at the end of the school year 	
<p>Linguistic & Culturally Inclusive Practices:</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Ensure Human Resources Department. routinely implements linguistically and culturally inclusive hiring practices ● Attend a professional development for educators on culturally responsive topics with an early childhood focus ● Use culturally relevant materials in classrooms ● Use home languages for all communications sent to families ● Provide translators and interpreters during all events/activities for caregivers 	
<p>Conclusion:</p>	

The Sudan ISD HQPK Family Engagement Plan is one of the strategies our district uses to guide collaborative success. The positive relationships between staff and families that Sudan ISD promotes through the HQPK Family Engagement plan help build a shared understanding of how we can work together to ensure every child will reach their full potential, from birth to kindergarten and beyond.