

Melissa ISD -PreK
Family Engagement Plan

Goal	Activity/Strategy
1.Facilitate family to family support	creating a safe and respectful environment where families can learn from each other as individuals and groups.
	Evidence: Read PreK Math Night, Curriculum Night, Carnival, Family Engagement bags, bilingual books, Interact Packet, Volunteer Opportunities
	inviting former program participants, including families and community volunteers, to share their education and career experiences with current families
	Evidence: PreK Reading Night, PreK Math Night, Curriculum Night, Carnival, Career Day
	c.Ensuring opportunities for continuous participation in events designed for families by families such as training on family leadership.
	Evidence: PreK Family Reading Night and Prek Family Math Night, Curriculum Night, School Reading Initiative Extravaganza, Read Across America Day/City Librarian,
2. Establish a network of community resources	building strategic partnerships;
	Evidence: Partnership with area churches for mentoring, partnership w/ Collin County Early Childhood Coalition, Angel Tree participation, Watch Dogs, Feed the Need, Omega Man, Dental office, Bus/Police officer visit Author Visit
	b.Leveraging community resources
	Evidence: Author Visit Patricia Polacco
	c.Monitoring and evaluating policies and practices to stimulate innovation and create learning pathways
	Evidence: Quartley review of FamilyEngagement Plan with PreK staff
	d.establishing and maintaining partnerships with businesses, faith based organizations, and community agencies
	Evidence: Area Church partnerships for sponsoring special activities, Partnership with area resturants for family dinners
	e. identifying support from various agencies, including mental and physical health providers

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	Evidence: Member of the Collin County Early Childhood Coalition building support for collin County families, member of Region 10
	f. partnering with local community-based organizations to create a family-friendly transition plan for students arriving from early childhood settings
	Evidence: Partnership with area day-care providers, ECI
	h. communicating short and long term program goals to all stakeholders
	Evidence: The Chirper, PreK newsletter, conferences, progress reports, CIRCLE monitoring, CIP, MISD Website,
	i. Identify partners to provide translators and culturally relevant resources reflective of the home language.
	Evidence: LPAC committee, parents and community members, staff members,
3. Increase family participation in decision making strategies	a. Developing and supporting a family advisory council
	b. developing, adopting , and implementing identified goals within the annual campus/school improvement plan targeting family engagement
	Evidence: CIP, Site Base Decision Team, I-station, IXL, small grp observations assessments
	d. collaboration with families to develop strategies to solve problems and serve as problem solvers
	Evidence: Parent Conferences, Family Nights
	e. engaging families in shaping program activities and cultivating the expectation that information must flow in both directions to reflect two-way communication
	Evidence: Daily Communication through Student Binder, parent conferences, report card
	f. developing in collaboration with families clearly defined goals, outcomes, timelines, and strategies for assessing progress
	Evidence: CIRCLE, parent conferences, CLIEngage-CIRCLE assessments sent home three times a year.

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	g. 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 the families
	Evidence: Parent Survey, Campus Needs Assessment, PreK evaluation,
	housing appropriate tools such as surveys or focus groups to gather family feedback on the family engagement plan
	Evidence: Campus Parent Survey, PreK Parent Survey
4. Equip families with tools to enhance and extend learning	Equip families with tools to enhance and extend learning using strategies such as:
	a. designing or implementing existing home educational resources to support learning at home while strengthening the family/school partnership
	Evidence: Book Fair, Title 1 Meetings, PTO meetings, PreK Family Nights, Open House, Monthly Activity Home Sheet, Family Engagement BackPacks
	b. providing families with information and /or training on creating a home learning environment connected to formal learning opportunities
	Evidence: PreK Family Nights, Curriculum Nights, CIRCLE Resources, Family Engagement Packets, High Scope Math parent booklets
	c. 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
	Evidence: Tour of School, Tour of Kindergarten, PreK and Kinder Round-up
	d. 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 events
	Evidence: Istation, PreK Big Day Book Flicks,
	e. providing families with information, best practices, and training related to appropriate developmental expectations

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	Evidence: Family Engagement Backpacks, Big Day PreK Family Site, CIRCLE monitoring reports, Family Academic Nights
	g. collaborating with families to appropriately respond to children's behavior in a non-punitive, positive, and supportive way
	Evidence: Big Day PreK Family Engagement, Family Support Nights, Conferences ,
	h. encouraging families to reflect on family experiences and practices in helping children
	Evidence: Talk time at Parent's Nights
	assisting families to implement best practices that will help achieve the goals and objectives identified to meet the needs of the child and family
5. Develop staff skills in evidence-based practices that support families in meeting their children's learning benchmarks.	Develop staff skills in evidence-based practices that support families in meeting their children's learning benchmarks using strategies such as:
	Evidence: Family Engagement Backpacks, Big Day PreK Family Site, CIRCLE monitoring reports, Family Academic Nights
	a. providing essential professional development for educators in understanding communication and engagement with families, including training on communicating with families in crisis
	Evidence: 15 hour face to face in district training, Region 10 training, Collin County Early Childhood Colalition,
	b. promoting and developing family engagement as a core strategy to improve teaching and learning among all educators and staff
	Evidence: 15 hour face to face in district training, Region 10 training, Collin County Early Childhood Colalition,
	c. developing staff skills to support and use culturally diverse culturally relevant, and culturally responsive strategies
	Evidence: Professional Development
6. Evaluate family engagement efforts and use evaluations for continuous improvement	Evaluate family engagement efforts and use evaluations for continuous improvement using strategies such as:

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	a. conducting goal-oriented home visits to identify strengths, interest, and needs;
	b. developing data collection systems to monitor family engagement and focusing on engagement of families from specific populations to narrow the achievement gap;
	Evidence: HME parent survey, PreK parent survey,
	c. using data to ensure alignment between family engagement activities and district/school teaching and learning goals and to promote continues family engagement;
	Evidence: Parent Survey, CIP,
	d. ensuring an evaluation plan is an initial component that guide action;
	Evidence: Yearly evaluation and review
	e. using a cyclical process to ensure evaluation results are used for continuous improvement and adjustment;
	Evidence: Campus Survey, PreK parent survey, Campus Improvement Plan