

Flour Bluff Early Childhood Center Parental Involvement Plan

2019-2020

In collaboration with parents and the campus SBDM committee, *Flour Bluff Early Childhood Center* has created a Parent Involvement Plan. The purpose of plan is to provide activities and services which support students in meeting the state’s academic standards. In order to build a dynamic home-school partnership, *Flour Bluff Early Childhood Center* will implement the following parental involvement activities:

<i>Parental Involvement Plan Requirements</i>	
Purpose:	Activities/Strategies:

The school will involve parents in the joint development and joint agreement of its School Parental Involvement Plan and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 118(b) of the ESEA.	Open House Meet the Teacher Parental Involvement Activities SBDM Meetings
The school will distribute to parents of participating children and the local community, the School Parental Involvement Plan.	Title 1 Parent Meeting Posted on the school website Parent/Teacher Conferences
The school will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.	Calling parents RtI Meetings Daily Folders from teachers Faculty and Staff emailing parents Curriculum Page on website Parent Conferences Title 1 Parent Meeting

<i>Shared Responsibilities for High Student Academic Achievement</i>	
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The school will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.	PTO Meetings/Events Parent Involvement Activities Familiar Reads/Camp Read-A-Lot Campus Newsletter (Monthly) Daily behavior folder sent home
The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.	Regional Parent Conference Family Reading Night RtI Mtgs. Harvest of Learning Night Math and Science Night
The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.	Biweekly PLC’s allow collaboration to help address student needs. Encourage teachers to attend PTO meetings and events. Professional Development/Trainings
The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in language the parents can understand.	Newsletter Notes home Reminder Stickers School website School Messenger/Call-Outs Daily behavior folders sent home.

Building Capacity for Involvement

Purpose:

Activities/Strategies:

The School Parental Involvement Plan may include additional discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement.

PK & Kinder Sneak Peek
Family Picnic Awards Ceremony
Holiday Programs Trunk or Treat
Thanksgiving Luncheon
Family Movie Night WATCH Dogs

Early Childhood Center Family Engagement Plan 2019-2020

The Flour Bluff Early Childhood Center recognizes that effective school-family partnerships are critical to student learning and success in school.

Research shows that students receive the following benefits from a collaborative partnership with the school, the family and the community: higher grades and test scores, better attendance and homework completion, fewer placements in special programs, more positive attitudes and behavior, higher graduation rates and greater enrollment in post-secondary education. The gain for families includes: improved understanding of their child's development, improved ability to parent, improved ability to assist their children with school and learning, and improved relationships among all stakeholders

Definitions of Family and Family Engagement

- i) Family- adults responsible for the child's care and children in the child's life who support early learning and development of the child.
- ii) 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.

1. (A) facilitate family-to-family support using strategies such as:

- (i) creating a safe and respectful environment where families can learn from each other in focus groups and family trainings on desired topics;
- (ii) inviting community members to participate in career days, school athlete role models, College and Military t-Shirt day; and
- (iii) opportunities for participation in events designed for families by families such as Parent Teacher Organization events, regional and state parent involvement conferences.

(B) establish a network of community resources using strategies such as:

- (i) partnering with local police and fire department and Timmon's Ministry;
- (ii) working with United Way, Workforce Solutions, Driscoll Children's Hospital, Texas A&M Agrilife extension, and South Texas Children's Home;
- (iii) establishing and maintaining partnerships with local restaurants and businesses;
- (iv) conduct a beginning of the year survey to gather input from parents.

(v) providing and facilitating referrals to family support or educational groups based on family interests and needs; and

(vi) identifying partners to provide translators and culturally relevant resources reflective of home language;

(C) increase family participation in decision making using strategies such as:

(i) developing and supporting our Parent Teacher Organization;

(ii) developing, and implementing goals within the annual campus improvement plan targeting family engagement;

(iii) cultivating the expectation that information flows in both directions by using campus newsletter, campus webpages, cell phone text reminders, school webpage;

(iv) developing, in collaboration with families ways to assess progress in their child's learning;

(v) families will have an opportunity to provide information about their child's interest through surveys/conversations and staff will provide timely information about the schools programs and services; and

(vi) using appropriate tools such as surveys or focus groups to gather family feedback on the family engagement plan;

(D) equip families with tools to enhance and extend learning using strategies such as:

(i) inviting families to participate in family math and reading nights, ESL parent classes, resource fair, Sneak Peek, Harte Library activities, presentations by personnel related to age appropriate developmental expectations;

(ii) providing families with information through literature and online technology, parent/family-teacher conferences about creating a home learning environment;

(iii) 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; and

(ix) assisting families to implement best practices that will help achieve the goals and objectives identified to meet the needs of the child and family;

(E) develop staff skills in evidence-based practices that support families in meeting their children's learning benchmarks using strategies such as:

(i) providing essential professional development for educators in understanding communication and engagement with families, through attending conferences, in-services, online webinar's and trainings;

(ii) assisting staff to develop skills in analyzing assessment data to promote student achievement;

(iii) developing staff skills to support and use culturally diverse, culturally relevant, and culturally responsive family engagement strategies; and

(F) evaluate family engagement efforts and use evaluations for continuous improvement using strategies such as:

(i) conducting goal-oriented home visits as needed to identify strengths, interests, and needs;

(ii) developing data collection systems to monitor family engagement and focusing on engagement of families from specific populations to narrow the achievement gap;

(iii) using surveys, technology applications and focus groups to ensure and promote continuous family engagement;

(iv) ensuring teachers play a role in the family engagement evaluation process.