

Northside Pre-Kindergarten Family Engagement Plan



NORTHSIDE FAMILY ENGAGEMENT **PRE-K FAMILY SUPPORT**

Northside ISD believes that a high-quality early childhood education will help develop children’s learning and communication skills so they can be life long learners. In Northside we focus on meeting the needs of the whole child academically, socially, emotionally, and physically. In support of our vision to build the whole child, Northside ISD has created a Family Engagement Plan to make sure families are empowered to be present in the educational and academic lives of their children. This plan outlines our beliefs, values, and the degree to which our district supports family engagement in our youngest learners by creating necessary relationships that promote the efficacy of families in helping to shape their children’s academic experiences.

Definitions:

Family Engagement:

A full, equal, and equitable partnership among families, educators, and community partners to promote children’s learning and development from birth through college and career.

Family Engagement Plan:

Plan outlining 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.—Texas Administrative Code 102.1003.

The Four Core Beliefs of Northside Family Engagement

Northside ISD believes that family engagement is fully integrated in the child’s experience and is both culturally and linguistically appropriate while providing a learning environment that is playful, planned, and purposeful. Northside Family Engagement believes that:

- 1) All families have dreams for their children and want the best for them.
- 2) All families have the capacity to support their children’s learning.
- 3) The responsibility for building partnerships between school and home rest primarily on the school staff—especially school leaders.
- 4) Families and school staff should be equal partners in their child’s learning.

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TEA has defined six family engagement categories that must be supported within the local family engagement plan. The following goals and strategies explain how Northside ISD is engaging our early childhood learners and their families.

A. Facilitating Family-to-Family Support	Strategies in action at the Campus Level	Strategies in Action at the District Level
AI. Creating a safe and respectful environment where families can learn from each other as individuals and in groups.	<ul style="list-style-type: none"> • Campus family nights/events/festivals provide opportunities for families to learn with and from each other. • Meet the Teacher at the beginning of the year where families meet each other and the teacher. • School platforms such as See-Saw and Dojo where families can connect with the teacher and each other 	<ul style="list-style-type: none"> ◆ District PK Family Liaison family workshops provide opportunities for families to connect with & learn from each other. ◆ District PK Family Liaisons provide family book studies where families can connect, share experiences, and learn from each other. ◆ Annual Title 1 Family Engagement Conference provides breakout sessions, keynote speakers, resources, and opportunities for families to connect.
AII. Inviting former program participants, including families and community volunteers, to share their experiences with current families	<ul style="list-style-type: none"> • Classroom reading guests and career days provide an opportunity to family and community volunteers to be part of the child’s educational experience. • Parent Teacher Association (PTA) provides opportunities for parents to take leadership roles, support the campus, share experiences, and build relationships. 	<ul style="list-style-type: none"> ◆ District PK Liaisons host community events and resource fairs to build relationships with new families in the community. ◆ Even Start Family Literacy provides an ongoing classroom environment where families build relationships and learn from each other. ◆ Recruitment events where families share their PK experience with new/potential families. ◆ District Family Engagement Advisory Committee where families give feedback, share experiences with staff, and help create new learning opportunities for other families. ◆ Northside Educational Improvement Council (NEIC)
AIII. Ensuring opportunities for continuous participation in events designed for families by families such as training on family leadership		
B. Establishing a Network of Community Resources	Strategies in Action at the Campus Level	Strategies in Action at the District Level
BI & II. Building strategic partnerships and leveraging community resources.	<ul style="list-style-type: none"> • School Connect creates partnerships between campuses and local community partners that are mutually beneficial. • Campus resource fairs provide opportunities for fam- 	<ul style="list-style-type: none"> ◆ District creates partnerships with agencies to leverage multiple assets to support families.

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B. Establishing a Network of Community Resources	Strategies in action at the Campus Level	Strategies in Action at the District Level
BIII. Monitoring and evaluating policies and practices to stimulate innovation and create learning pathways.	<ul style="list-style-type: none"> • Campus Improvement Plans evaluate progress towards campus specific goals and outlines new goals for the year based on students data. • Professional Learning Communities for staff that is relevant, research based, exploring best practices. • Principal classroom observations and feedback sessions help encourage teacher 	<ul style="list-style-type: none"> ◆ District Improvement Plan updated annually based off district data. ◆ Professional development aligned to goals, data, and educational needs. ◆ PK Liaisons provide resources for families in the monthly newsletter. ◆ PK Liaisons create community events and resource fairs around the district to connect families to create awareness and connect families to services. District creates partnerships with agencies to leverage multiple assets to support families.
BIV. Establishing and maintaining partnerships with businesses, faith-based organizations, and community agencies.	<ul style="list-style-type: none"> • Campuses have partnerships with programs and businesses that are within their attendance zones to support students and families. • Counselors provide resources to families that need support. • Counselors and PK Liaisons utilize https://www.findhelp.org/ to provide current, researched, accurate resources. 	<ul style="list-style-type: none"> ◆ District has Memorandums of Understanding in place with many agencies to support students and families such as but not limited to: <ul style="list-style-type: none"> ◇ Catholic Charities ◇ Communities in Schools ◇ Miles of Smiles ◇ Family Service Association ◇ Easter Seals ◇ Head Start and Early Head Start ◇ Texas Food Bank
BV. Identifying support from various agencies including mental and physical health providers.	<ul style="list-style-type: none"> • Campus based events for students with younger siblings to get them connected to the campus. 	
BVI. Partnering with local community-based organizations to create a family-friendly transition plan for students arriving from early childhood settings.		
BVII. Providing and facilitating referrals to family support or educational groups based on family interests and needs.		<ul style="list-style-type: none"> ◆ Northside ISD has Head Start and Early Head Start housed on school campuses so students and families become accustomed to being on campus. ◆ Even Start Family Literacy Program supports families with children 0-8 years transition to school requirements and expectations.

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B. Establishing a Network of Community Resources	Strategies in action at the Campus Level	Strategies in Action at the District Level
BVIII. Communicating short- and long-term program goals to all stakeholders.	<ul style="list-style-type: none"> • Northside ISD have campus improvement plans have short term and long term goals for the school. • T1 campuses have parent compacts with goals for 	<ul style="list-style-type: none"> ◆ The district has the District Improvement Plan with goals for the district. ◆ The Superintendent of NISD has goals that are voted on every year.
BIX. Identifying partners to provide translators and culturally relevant resources reflective of home language.	<ul style="list-style-type: none"> • Campuses have access to live interpreters for families utilizing a phone line service and in-person interpreters for meetings and events. • Campuses have access to the written translation service to get documents translated into the families native languages. 	<ul style="list-style-type: none"> ◆ District procures a live phone interpreter service that families/schools can access to day to day conversations. ◆ District procures live in-person interpreters for meetings with families and events. ◆ District procures a written translation service to assist with written
C. Increase Family Participation in Decision Making	Strategies at the Campus Level	Strategies at the District Level
CI. Developing and supporting a family advisory council	<ul style="list-style-type: none"> ◆ Campuses have School Advisory Teams (SAT) committees where families can participate at the campus level and give input on campus goals, needs, and support. ◆ Title 1 campuses have a Parent & Family Engagement Committee at the campus level where families can provide input on what kind of events they want and how to engage families. 	<ul style="list-style-type: none"> ◆ Northside has a Family Engagement Advisory Committee that meets monthly to explore district family engagement, gather input, and create goals/strategies to meet goals set forth by the committee as well as plan parent/family district events. ◆ District has monthly Board meetings where parents can participate and bring their concerns or requests to the board for consideration.
CII. Developing, adopting, and implementing identified goals within the annual campus/school improvement plan targeting family engagement.	<ul style="list-style-type: none"> ◆ Title 1 campuses gather parent/family input to create school compacts where families state the goals they are working towards, school has goals, and students have goals and each commits to how they will work together to accomplish each goal. 	<ul style="list-style-type: none"> ◆ Families participate on the Northside Education Improvement Council meets to discuss goals and opportunities for the whole district.
CIII. Developing and supporting leadership skills for family members and providing opportunities for families to advocate for their children/families.	<ul style="list-style-type: none"> ◆ Parents/families are invited to participate in these committees and take a leadership role at the campus. 	

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C. Increase family participation in decision-making using strategies	Strategies in action at the Campus Level	Strategies in Action at the District Level
CIV. Collaborating with families to develop strategies to solve problems and serve as problem solvers.	<ul style="list-style-type: none"> ◆ Campuses have School Advisory Teams (SAT) committees where families can participate at the campus level and give input on campus goals, needs, and support. ◆ Title 1 campuses have a Parent & Family Engagement Committee at the campus level where families can provide input on what kind of events they want and how to engage families. 	<ul style="list-style-type: none"> ◆ Northside has a Family Engagement Advisory Committee that meets monthly to explore district family engagement, gather input, and create goals/strategies to meet goals set forth by the committee as well as plan parent/family district events. ◆ District has monthly Board meetings where parents can participate and bring their concerns or requests to the board for consideration.
CV. Engaging families in shaping program activities and cultivating the expectation that information must flow in both directions to reflect two-way communication.	<ul style="list-style-type: none"> ◆ Title 1 campuses gather parent/family input to create school compacts where families state the goals they are working towards, school has goals, and students have goals and each commits to how they will work together to accomplish each goal. 	<ul style="list-style-type: none"> ◆ Families participate on the Northside Education Improvement Council meets to discuss goals and opportunities for the whole district. ◆ The school district provides surveys through Panorama to get information back from families, students, and staff and incorporate information into the family engagement plan.
CVI. Developing, in collaboration with families, clearly defined goals, outcomes, timelines, and strategies for assessing progress.	<ul style="list-style-type: none"> ◆ Parents/families are invited to participate in these committees and take a leadership role at the campus. 	<ul style="list-style-type: none"> ◆ Title 1 campuses survey families to better understand their needs and provide services/resources to reduce barriers and improve student academic achievement.
CVII. 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.	<ul style="list-style-type: none"> ◆ Parent/Teacher conferences allow for back and forth conversations where families and school staff can collaborate to support student progress and success. ◆ Campuses survey parents to get information back regarding family ideas, requests, and needs and utilize the results to drive family programming. 	
CVIII. Using appropriate tools such as surveys or focus groups to gather family feedback on the family engagement plan.	<ul style="list-style-type: none"> ◆ Counselors provide “Cafecitos” on numerous topics and host conversations with families around issues that are relevant to school and home. 	

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D. Equip families with tools to enhance and extend learning using strategies	Strategies in action at the Campus Level	Strategies in Action at the District Level
DI. Designing and implementing existing home educational resources to support learning at home while strengthening the family/school partnership.	<ul style="list-style-type: none"> • Parent/Teacher conferences allow for back and forth conversations where families and school staff can collaborate to support student progress and success. • Counselors provide “Cafecitos” on numerous topics and host conversations with families around issues that are relevant to school and home. 	<ul style="list-style-type: none"> ◆ PK Liaisons provide supportive Home Visits to families who are wanting extra support in the home to build systems, extend learning, and acquire new skills.
DII. Providing families with information and/or training on creating a home learning environment connected to formal learning opportunities.	<ul style="list-style-type: none"> • Campuses provide Meet the Teacher and Open House nights in addition to other campus activities to inform families about student learning outcomes and how parents can support in the home. 	<ul style="list-style-type: none"> ◆ PK Liaison Community events for future PK students are provided around the community at schools, in parks, HOA’s and other places where families meet/gather and NISD PK Liaisons support families with activities to engage their children in the home and help them grow and develop before they enroll in school.
DIII. 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 year.	<ul style="list-style-type: none"> • Campuses and teachers provide information for families through newsletters, progress reports, flyers for events, and in-person conversations. • Campuses provide Fall and Spring PK Family Learning events that are co-taught between the PK teachers and PK Liaisons where families learn hands-on activities that they learn and take home to support their students development. 	<ul style="list-style-type: none"> ◆ Even Start Early Literacy is hosted on different NISD campuses to support families with children 0-8 years who are of Limited English Proficiency with information on child growth, development, and how to extend learning in the home.
DIV. 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 related events.	<ul style="list-style-type: none"> • Teachers send information out using online platforms such as Class Dojo, Remind, and SeeSaw to help families stay informed on student learning, progress, and how to support at home. • Campuses plan and host PK round up activities to get young students on campus before school starts and give them information on PK. 	<ul style="list-style-type: none"> ◆ Ready Rosie is an online learning platform that is purchased by the district and sent to families in their email with a quick video modeling how to build learning at home between the child and caregiver. ◆ PK Liaisons provide monthly newsletters to campuses that are then sent to families with all kinds of information on how to extend learning in the home, get support, attend workshops, or access resources.

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D. Equip families with tools to enhance and extend learning using strategies	Strategies in action at the Campus Level	Strategies in Action at the District Level
DV. Providing families with information, best practices, and training related to age appropriate developmental expectations.	<ul style="list-style-type: none"> • Parent/Teacher conferences allow for back and forth conversations where families and school staff can collaborate to support student progress, behavior, and success. • Campuses provide Meet the Teacher and Open House nights in addition to other campus activities to inform families about student learning outcomes, behavior expectations, and how parents can support in the home. • Campuses and teachers provide information for families through newsletters, progress reports, flyers for events, and in-person conversations. • PK classrooms are created with regulation stations to support social/emotional development and strategies are shared with families. • Teachers send information out using online platforms such as Class Dojo, Remind, and SeeSaw to help families stay informed on student learning, progress, and how to support at home. 	<ul style="list-style-type: none"> ◆ PK Liaisons provide supportive Home Visits to families who are wanting extra support in the home to build systems, extend learning, and acquire new skills. ◆ PK Liaison Community events for future PK students are provided around the community at schools, in parks, HOA's and other places where families meet/gather and NISD PK Liaisons support families with activities to empower families with information on child development, positive behavior support, and build on family practices before they enroll in school. ◆ Even Start Early Literacy is hosted on different NISD campuses to support families with children 0-8 years who are of Limited English Proficiency with information on child growth, development, and how to extend learning in the home. ◆ Ready Rosie is an online learning platform that is purchased by the district and sent to families in their email with a quick video modeling how to create positive behavior practices at home between the child and caregiver. ◆ PK Liaisons provide behavior tips and techniques for families that are aligned to the classroom and research based from the Conscious Discipline model.
DVI. Emphasizing benefits of positive family practices such as attachment and nurturing that complement the stages of children's development.		
DVII. Collaborating with families to appropriately respond to children's behavior in a non-punitive, positive, and supportive way.		
DVIII. Encouraging families to reflect on family experiences and practices in helping children.		
DIX. Assisting families to implement best practices that will help achieve the goals and objectives identified to meet the needs of the child and family.		

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E. Develop Staff Skills in Evidence-Based Practices that support Families in Meeting their Children’s Learning benchmarks using Strategies:	Strategies in action at the Campus Level	Strategies in Action at the District Level
<p>EI. Providing essential professional development for educators in understanding communication and engagement with families, including training on communicating with families in crisis.</p>	<ul style="list-style-type: none"> • PK Liaisons meet one on one with PK teacher teams at campuses to develop family engagement strategies that are aligned to the Dual Capacity Framework of Family Engagement. • Title 1 campus staff receive training on Family Engagement, how to communicate with families, and how to use it as a core strategy to elevate practices. • Early Childhood Special Education programs provides a training to staff early childhood staff titled “Everyone Belongs.” • Classrooms are set up around the PK High Quality Checklist that addresses and ensures cultural inclusivity. 	<ul style="list-style-type: none"> ◆ PK Liaisons provide informational sessions on how to engage PK families at the Northside Early Childhood conference. ◆ Northside Family Engagement Program provides after hours training for staff on how to Family Engagement and how to use it as a core strategy to elevate learning. ◆ Newcomer Liaisons provide training for all campus staff at campuses hosting Newcomer/Refugee student shelter classrooms on the Refugee/Newcomer process for coming to the United States and how to support these students and families.
<p>EII. Promoting and developing family engagement as a cores strategy to improve teaching and learning among all educators and staff.</p>		
<p>EIII. Developing staff skills to support and use culturally diverse, culturally relevant, and culturally responsive family engagement strategies.</p>		
F. Evaluate Family Engagement Efforts and use evaluations for continuous improvement using strategies .	Strategies in action at the Campus Level	Strategies in Action at the District Level
<p>FI. Conducting goal-oriented home visits to identify strengths, interests, and needs.</p>	<ul style="list-style-type: none"> • Teachers and campus staff participate in home visits for PK students as needed to discuss student progress and how families can support at home. 	<ul style="list-style-type: none"> ◆ PK Liaisons provide supportive Home Visits to families who are wanting extra support in the home to build systems, extend learning, and acquire new skills.

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F. Evaluate Family Engagement Efforts and use evaluations for continuous improvement using strategies .	Strategies in action at the Campus Level	Strategies in Action at the District Level
<p>FII. Developing data collection systems to monitor family engagement and focusing on engagement of families from specific populations to narrow the achievement gap.</p>	<ul style="list-style-type: none"> • Parent/Teacher conferences allow for back and forth conversations where families and school staff can collaborate to support student progress, behavior, and success. • Progress reports provide updates on how the child is progressing towards the goals that have been set forth • Every campus conducts a campus needs assessment annually to determine campus goals and include them on the campus improvement plan. • Family engagement opportunities at each campus must be aligned to the campus improvement plan and have a link to learning. 	<ul style="list-style-type: none"> ◆ Northside ISD utilizes data from surveys to gather feedback and data on various programs. ◆ PK Liaisons log all family engagement data monthly in the monthly report.
<p>FIII. Using data to ensure alignment between family engagement activities and district/school teaching and learning goals and to promote continuous family engagement.</p>		
<p>FIV. Ensuring an evaluation plan is an initial component that guides action.</p>		
<p>FV. Using a cyclical process to ensure evaluation results are used for continuous improvement and adjustment.</p>		
<p>FVI. Ensure Teachers play a role in the family engagement evaluation process.</p>		
<p>FVII. Developing data collection systems to monitor family engagement and focusing on engagement of families from specific populations to narrow the achievement gap.</p>		