

Miami ISD Early Childhood Family Engagement Plan

Family engagement is 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 and supports the whole child and is both culturally responsible and linguistically appropriate.

The family engagement plan shall:	Campus, District, and Community Actions	Measures
<p>A. <u>facilitate family-to-family support</u> using strategies such as:</p> <ol style="list-style-type: none"> i. creating a safe and respectful environment where families can learn from each other as individuals and in groups. ii. inviting former program participants, including families and community volunteers to share their education and career experiences with current families. iii. ensuring opportunities for continuous participation in events designed for families by families such as training on family leadership. 	<ol style="list-style-type: none"> 1. The District Improvement Committee (DIC) includes members from the community, past and current family members working together with teachers and other campus staff to discuss progress and make recommendations for improvements. 2. Schools host social events for families to connect with each other and staff on and off-campus. 3. Parents volunteer as "Key Communicators", who are in charge of attending district meetings and sharing information with other families. 	<ol style="list-style-type: none"> 1. Parent attendance at school functions 2. Programming and attendance per school. 3. Approximate numbers of families that participate at campus and off-campus social events (fundraiser night, family picnic night, etc.)

<p>B. <u>establish a network of community resources</u> using strategies such as:</p> <ul style="list-style-type: none"> i. building strategic partnerships. ii. leveraging community resources. 	<ul style="list-style-type: none"> 1. Schools host social events for families to connect with each other and staff on and off-campus. 2. Parents volunteers 	<ul style="list-style-type: none"> 1. Data on number of users enrolled and ratings of activity three times a year.
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<ul style="list-style-type: none"> iii. monitoring and evaluating policies and practices to stimulate innovation and create learning pathways. iv. establishing and maintaining partnerships with businesses, faith-based organizations, and community agencies. v. identifying support from various agencies, including mental and physical health providers. vi. partnering with local community-based organizations to create a family-friendly transition plan for students arriving from early childhood settings. vii. providing and facilitating referrals to family support or educational groups based on family interests and needs. viii. communicating short and long term program goals to all stakeholders. ix. identifying partners to provide translators and culturally relevant resources reflective of home language. 	<ul style="list-style-type: none"> 1. Social services and community partners are connected to meet the needs of all families by the Parent Liaison and the counselor. 2. MISD builds community partnerships via DIC, as well as local churches and local businesses. Parents volunteer as “Key Communicators”, who are in charge of attending district meetings and sharing information with other families. 	<ul style="list-style-type: none"> 2. Programming and attendance per school. 3. Parent attendance at DIC meetings. Ask the parents how we can better support them.
<p>C. <u>increase family participation in decision making</u> using strategies such as:</p> <ul style="list-style-type: none"> i. developing and supporting a family advisory council. ii. developing, adopting, and implementing identified goals within the annual campus/school improvement plan targeting family engagement. iii. 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"> 1. District Improvement Committee (DIC) meets three times a year to communicate and discuss program goals and progress. 2. ARD Parent Education – Preparing for Participation Meetings to educate families on the process and their role 3. Prepare parents prior to Parent Teacher conferences by sharing a video document that addresses their role in the meeting (advocate for their student, come prepared with questions, ask if you don’t understand something, etc.) 	<ul style="list-style-type: none"> 1. Parent attendance at DIC meetings. Ask the parents how we can better support them. 2. Documentation and attendance from schools on when it was offered.

<ul style="list-style-type: none"> iv. collaborating with families to develop strategies to solve problems and serve as problem solvers. v. engaging families in shaping program activities and cultivating the expectation that information must flow in both directions to reflect two-way communication. vi. developing, in collaboration with families, clearly defined goals, outcomes, timelines, and strategies for assessing progress. vii. 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. viii. using appropriate tools such as surveys or focus groups to gather family feedback on the family engagement plan. 		
<p>D. <u>equip families with tools to enhance and extend learning</u> using strategies such as:</p> <ul style="list-style-type: none"> i. designing or implementing existing home educational resources to support learning at home while strengthening the family/school partnership. ii. providing families with information and/or training on creating a home learning environment connected to formal learning opportunities. iii. equipping families with resources and skills to support their children through the transition to school and offering opportunities for families and children to 	<ul style="list-style-type: none"> 1. Resources for families to use at home to help support student learning. <ul style="list-style-type: none"> • Make and Take learning materials for home use • Newsletters to communicate what students are learning • Ready Rosie Parent Information 2. Curriculum Family Nights to showcase teaching strategies and materials 3. Prekindergarten Guidelines from the state are made accessible to parents along with materials and programs to support parents in working with children to achieve these learning goals. 4. Social Skills Lessons 	<ul style="list-style-type: none"> 1. Parent attendance at school functions 2. Programming and attendance per school. 3. Approximate numbers of families that participate at campus and off-campus social events (fundraiser night, family picnic night, etc.)

<ul style="list-style-type: none"> visit the school in advance of the prekindergarten school year. iv. 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 or center related events. v. providing families with information, best practices, and training related to age appropriate developmental expectations. vi. emphasizing benefits of positive family practices such as attachment and nurturing that complement the stages of children's development. vii. collaborating with families to appropriately respond to children's behavior in a non-punitive, positive, and supportive way. viii. encouraging families to reflect on family experiences and practices in helping children. 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. 	<p>5. Family programs for behavior management</p>	
<p>E. <u>develop staff skills in evidence-based practices that support families in meeting their children's learning benchmarks</u> using strategies such as:</p> <ul style="list-style-type: none"> i. providing essential professional development for educators in understanding communication and engagement with families, including 	<p>1. District provided professional development on culturally responsive family engagement.</p>	<ul style="list-style-type: none"> 1. Staff Lists 2. Enter any staff professional development that is done on parent engagement, working

<ul style="list-style-type: none"> training on communicating with families in crisis. ii. promoting and developing family engagement as a core strategy to improve teaching and learning among all educators and staff. iii. developing staff skills to support and use culturally diverse, culturally relevant, and culturally responsive family engagement strategies. 		<p>with families, or understanding families.</p>
<p>F. <u>evaluate family engagement efforts and use evaluations for continuous improvement</u> using strategies such as:</p> <ul style="list-style-type: none"> i. conducting goal-oriented home visits 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 data to ensure alignment between family engagement activities and district/school teaching and learning goals and to promote continuous family engagement. iv. ensuring an evaluation plan is an initial component that guides action. v. using a cyclical process to ensure evaluation results are used for continuous improvement and adjustment. vi. ensuring teachers play a role in the family engagement evaluation process. 	<ul style="list-style-type: none"> 1. Campus data examining subpopulation scores on district assessments three times a year 2. Attendance taken for all family events to determine interest in future events 	<ul style="list-style-type: none"> 1. CIRCLE assessment data. 2. Programming and attendance per school. 3. Data on users enrolled and ratings of activity three times a year.