

**Rosebud-Lott ISD**  
**Rosebud Primary School**  
**Pre-K FAMILY ENGAGEMENT PLAN**

1. Create a foundation for collaboration of mutual partners.
  - ★ Create **Parent/Guardian Survey** to send home at beginning of school asking to list, describe, elaborate how can they assist/ volunteer time, talent, knowledge, and materials for lessons (ie, a milking cow, ability to sew, etc) and schedule of their availability and phone number and email. Many parents may want to contribute but if we ask the right questions, then they will know they can.
  - ★ Teachers will send home the **Family Connections** letters at the beginning of school. These include:
    - Literacy Letter
    - Conscious Discipline Letter
    - Math Letter
  - ★ All correspondence will be sent home in English and Spanish; bilingual translators will be available if materials need to be interpreted.
  - ★ Each month the teacher will send home a **Theme Letter**. These letters include the theme for each week. For example: Theme 1 *My School and Me* introduces the school routines and adventures that students will encounter; such as:
    - Week 1 - This Way to Pre-K!
    - Week 2 - Physical Me
    - Week 3 - My Senses
    - Week 4 - I Think, I Feel
  - ★ Along with the letters, teachers will send home **PATT Mats**. PATT stands for Parents are Teachers Too. These mats help parents with literacy, outdoor activities, calming strategies, math, and a “theme job” (ie: learn the name of your school and the name of your teacher).

(Create a plan that ensures that all stakeholders, teacher, staff, admin parents/family members build a culture of collaboration and trust in order to create partnerships among groups in school and throughout the community. The LEA will foster these relationships and provide encouragement to all in a sustained effort to promote leadership among stakeholders. The LEA will use a variety of tools in order to solicit feedback)

## 2. Embrace the individuality and uniqueness of families.

- ★ Each week teachers will send home multi-cultural activities that are incorporated in the Family Connections Theme letters and home activities, along with downloadable word building activities and decodable books.
- ★ In addition to Family Connections resources, parents will be provided with face-to-face conferences and home visits. Bilingual paraprofessionals will assist with communication, home visits, conferences, and parent involvement activities.
- ★ Teachers and paraprofessionals will attend job embedded, out of district training, and/or other training that centers around multi-cultural sensitivity training.
- ★ Plan a **monthly Get-Together for families at Primary** based on an awareness day for an event- Use a “National Day of List, 2017” and build an evening get-together Some examples for January:

## JANUARY 2017 NATIONAL DAYS

- ❖ JANUARY 2  
Science Fiction Day
- ❖ JANUARY 4  
National Spaghetti Day  
National Trivia Day
- ❖ JANUARY 5  
National Bird Day
- ❖ JANUARY 6  
National Bean Day
- ❖ JANUARY 8  
National Sunday Supper Day – Second Sunday in January
- ❖ JANUARY 10  
National Cut Your Energy Costs Day
- ❖ JANUARY 11  
National Milk Day  
National Rubber Ducky Day
- ❖ JANUARY 14  
National Vision Board Day – Second Saturday in January
- ❖ JANUARY 15  
National Hat Day  
National Strawberry Ice Cream Day
- ❖ JANUARY 16  
Martin Luther King Jr. Day – Third Monday in January

(Develop a plan that coordinates meetings and home visits that center on families. The program will create opportunities to facilitate events that will foster gatherings that focus on family support and educational needs, provides experiences that promote cultural relevance, and lends a voice to all backgrounds. The plan will provide goal-oriented assessments for

identifying needs and strengthening the partnerships between the school and families. The teacher will provide home/school resources for homework, newsletters, notes, take-home, and books and e-stories, along with homework and parenting assistance. We will provide teachers with cultural sensitivity training in order to build cross-cultural networking among all stakeholders.)

3. Promote a culture of learning that is child-centered and family driven.
  - ★ Along with the letters, teachers will send home **PATT Mats**. PATT stands for Parents are Teachers Too. These mats help parents with literacy, outdoor activities, calming strategies, math, and a “theme job” (ie: learn the name of your school and the name of your teacher).
  - ★ In addition to the PATT Mats, there are Calming Activities, breathing strategies, and “Safe Place” resources to send home to parents.
  - ★ The Conscious Discipline Letter that goes home with parents at the beginning of the school year, outlines how:
    - Uniting activities are designed;
    - Disengaging stress activities teach children how to self calm;
    - Connecting activities provide opportunities for interaction;
    - Commitments activities teach children to make and through on pledges;
    - To become a **S.T.A.R:** Smile, Take (a deep breath), And, Relax;
  - ★ Teachers will create opportunities for parents/families to participate in at school.
    - ★ Family Game Board Night
    - ★ BINGO Game Night with Prizes
    - ★ “Cook out” Hot Dogs and Roast Marshmallows
    - ★ Popcorn and Movie Night
    - ★ Cinco de Mayo with pinata
    - ★ Huge Advertising of “Book Mobile” coming to the school for a family night event. Each event parent/child/family attends listed above, they get to register for free book giveaway for this event

(Create and foster a safe and nurturing environment for parents, families, and children to support social and emotional learning. The plan will enable parents to understand the behavioral challenges in the classroom, and at home and help parents/families interpret, respond to, and overcome them by engaging students at home in complementary activities. The teacher will provide and promote age appropriate strategies to show value in parent/child

relationships. Strategies will be shared that equip families with reducing anxiety among their children with transitioning to school and in other social situations; provide training and support in parenting, parent leadership, by teaching parents how to know about developmental expectations for children, what societal expectations look like, and how to provide necessary assistance in attaining their educational goals for themselves and their children.)

4. Establish and articulate expectations.

- ★ Beginning of school year send home Parent/ Student Questionnaire to complete together. Ask various questions: how does child best learn? Active participation? Visual? Alone or with others? Time of day best attentive? Direct the questionnaire that it asks for partnered effort. List activity that child likes the most, X-Box, tablet, trampoline, cell phone, t.v. time, etc. Conclude the form with the signature for each to agree to collaborate with the school and that expectations at school are not met, then “reward activity” at home will be restricted until homework is completed; behavior at school improves, etc.
- ★ Parent Connections letters and Theme Letters provide parents with the expectations for the home/school connection each month. The PATT Mats and printable resources explain what the student expectations are from the beginning of school throughout each week of school. Activities include phonics, word work, and decodable books.
- ★ Teachers will set goals for each student based on the beginning of the year ISIP and Circle data and will benchmark students throughout the school year, providing parents/families with easy to understand progress reports in English/Spanish that can be easily translated by the bilingual paraprofessional at conferences, over the phone, or at a home visit.
- ★ Teachers and paraprofessionals will use conferences and home visits to provide culturally sensitive training to the parents on how to provide the necessary support for the home/school resources.

(Create, support, and monitor systems that will eliminate barriers that might keep parents and families away from participating in school activities, not feeling comfortable participating in groups, and not wanting to come to parenting sessions or sessions designed to teach families to support students with homework expectations. Teachers will set goals and use student data to promote ongoing family engagement, solicit collaboration in setting goals and in creating benchmarks to evaluate attainment of the goals. Teachers will encourage participation of all stakeholders in shaping of the goals and expectations while ensuring that parent training is culturally responsive, sensitive to diversity, and addresses a variety of needs of the families)

5. Evaluate and improve family engagement efforts.
- ★ To Coordinate Pre-K with the ACE (the After School Program) for monthly, evening events planned for Parents and Children at the school (i.e. story reading time)
  - ★ Pre-K Newsletter weekly update of what is going on in the classroom (letter of the week, numbers, themes and or lessons that have a focused learning)
  - ★ Teachers and paraprofessionals will attend conferences and other staff development to improve their communication skills as needed. Teachers and paraprofessionals will be provided with job-embedded professional development to ensure that Rosebud Primary Pre-K teachers and paraprofessionals are aligning the goals of this plan with the practice of communicating and assisting in the home/school partnership.

(Ensure that teachers and staff will be provided with professional development in communicating and engaging families; ensure that families are provided with opportunities for parent training and utilize parents as trainers on leadership and multiculturalism; create an evaluation plan that guides action, instills a belief that family engagement is a core strategy and ensures that family engagement goals and teaching and learning goals of the school are aligned. The LEA will ensure that a process of continuous improvement and adjustment is ongoing and is cyclical. The curriculum department and campus leadership will create and monitor the plan to ensure compliance.)