

Frankston Elementary Family Engagement Plan

A successful family engagement plan creates a foundation for collaboration of families, children, and educators. The plan will be integrated into the child’s educational experience and is culturally and linguistically appropriate.

Elements	Strategies in Action
<p>A. Facilitate Family-to-Family Support</p> <ul style="list-style-type: none"> a. Creating a safe and respectful environment where families can learn from each other as individuals and in groups b. Inviting former program participants, including families and community volunteers, to share their education and career experiences with current families c. Ensure opportunities for continuous participation in events designed for families by families such as training on family leadership 	<ul style="list-style-type: none"> • meet the teacher • class parties/planning • assemblies/awards • field day • Turkey Trot • Reindeer Run
<p>B. Establishing a Network of Community Resources</p> <ul style="list-style-type: none"> a. Building strategic partnerships b. Leveraging community resources c. Monitoring and evaluating policies and practices to stimulate innovation and create learning pathways d. Establishing and maintaining partnerships with businesses, faith-based organizations to create a family-friendly transition plan for students arriving from early childhood settings e. Identifying support from various agencies, including mental and physical health providers f. Partnering with local community-based organizations to create a family-friendly transition plan for students arriving from early childhood settings g. Providing and facilitating referrals to family support or educational groups based on family interests and needs h. Communicating short-and-long-term program goals to all stakeholders i. Identifying partners to provide translators and culturally relevant resources reflective of home language 	<ul style="list-style-type: none"> • PALS peering • Field trips • Guidance from the counselor
<p>C. Increasing Family Participation in Decision-Making</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • Family surveys • Advisory council: PreK teacher(s), counselor, principal, two PK, parents, a community member • DAC committee

<ul style="list-style-type: none"> c. Developing and supporting leadership skills for family members and providing opportunities for families to advocate for their children/families d. Collaborating with families to develop strategies to solve problems and serve as problem solvers e. Engaging families in shaping program activities and cultivating the expectation that information must flow in both directions to reflect two-way communication f. Developing, in collaboration with families, clearly defined goals, outcomes, timelines, and strategies for assessing progress 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 families h. Using appropriate tools such as surveys or focus on groups to gather family feedback on the family engagement plan 	<ul style="list-style-type: none"> • Communicate using technology (Remind101, emails, phone calls, in-person conferences, meetings)
<p>D. Equipping Families with Tools to Enhance and Extend Learning</p> <ul style="list-style-type: none"> a. Designing or implementing existing home educational resources to support learning at home while strengthening the family/school partnership b. Providing families with information and/or training on creating a home learning environment connected to formal learning opportunities 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 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- or center-related events e. Providing families with information, best practices, and training related to age-appropriate development expectations f. Emphasizing benefits of positive family practices such as attachment and nurturing that complement the stages of children’s development g. Collaborating with families to appropriately respond to children’s behaviors in a nonpunitive, positive, and supportive way h. Encouraging families to reflect on family experiences, practice in helping children 	<ul style="list-style-type: none"> • Weekly newsletter with upcoming teaching topics and activities coming up • Assessment reports sent home with results and resources about best practices for academics and behaviors as well as activities to do at home each six weeks • Parent conferences

<p>i. 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>	
<p>E. Developing Staff Skills in Evidence-Based Practices that Support Families in Meeting their Children’s Learning Benchmarks</p> <p>a. Providing essential professional development for educators in understanding communication and engagement with families, including training on communicating with families in crisis</p> <p>b. Promoting and developing family engagement as a core strategy to improve teaching and learning among all educators and staff</p> <p>c. Developing staff skills to support and use culturally diverse, culturally relevant, and culturally responsive family engagement strategies</p>	<ul style="list-style-type: none"> • Professional development
<p>F. Evaluating Family Engagement Efforts and Using Evaluation for Continuous Improvement</p> <p>a. Conducting goal-oriented home visits to identify strengths, interest, and needs</p> <p>b. Developing data collection systems to monitor family engagement and focusing on engagement of families from specific populations to narrow the achievement gap</p> <p>c. Using data to ensure alignment between family engagement activities and district/school teaching and learning goals and to promote continuous family engagement</p> <p>d. Ensuring an evaluation plan is an initial component that guides action</p> <p>e. Using a cyclical process to ensure evaluation results are used for continuous improvement and adjustment</p> <p>f. Ensuring teacher s play a role in the family engagement evaluation process.</p>	<ul style="list-style-type: none"> • End-of-year survey • Keep records of family participation in school events • Log communications with families