



Family Engagement Plan

OVERVIEW

Family engagement is defined as 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 responsive and linguistically appropriate.

The Texas Education Agency has identified six family engagement components that must be supported within a district family engagement plan. This plan identifies ways in which Spring ISD addresses each component.

Component 1: Facilitate Family-to-Family Support

Create a safe and respectful environment where families can learn from each other as individuals and in groups; invite former program participants, including families and community volunteers, to share their education and career experiences with current families; and ensure opportunities for continuous participation in events designed for families by families such as training on family leadership.

Spring ISD will:

- Encourage each campus to have an active parent organization (PTA, PTO, PAC, booster club)
- Facilitate four district Parent Advisory Council meetings
- Invite parents and community members to serve as speakers during college events and career events
- Support the WatchDOGS program at the elementary schools that is designed to offer unique opportunities for fathers and father figures to interact with and support their children
- Facilitate Love and Logic parent trainings
- Host various family engagement events at a time when families are available and provide child care and translation services
- Support the efforts and activities of the Family Leadership Institute through the Multilingual Department

Component 2: Establish a Network of Community Resources

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Build strategic partnerships; leverage community resources; monitor and evaluate policies and practices to stimulate innovation and create learning pathways; establish and maintain partnerships with businesses, faith-based organizations, and community agencies; identify support from various agencies, including mental and physical health providers; partner with local community-based organizations to create a family-friendly transition plan for students arriving from early childhood settings; provide and facilitate referrals to family support or educational groups based on family interests and needs; communicate short- and long-term program goals to all stakeholders; and identify partners to provide translators and culturally relevant resources reflective of home language.

Spring ISD will:

- Host two community resource fairs for families to expose them to resources available in the local community
- Partner with faith-based organizations that are members of the district's Ministerial Alliance to provide mentoring and other support to students and families
- Collaborate with the district's Under One Roof Apartment Community Coalition to provide support to families
- Work closely with the Career and Technical Education Advisory Committee to provide career exploration opportunities for students and families
- Partner with Northwest Assistance Ministries and other community agencies to support families
- Partner with the Houston Public Library to ensure students and families receive library cards
- Work closely with Community Youth Services to make necessary referrals with families
- Assist schools in building partnerships with local businesses and faith-based organizations
- Partner with Guidance and Counseling to provide mental health trainings for staff and community members

Component 3: Increase Family Participation in Decision-Making

Develop and support a family advisory council; develop, adopt, and implement identified goals within the annual campus/school improvement plan targeting family engagement; develop and support leadership skills for family members and provide opportunities for families to advocate for their children/families; collaborate with families to develop strategies to solve problems and serve as problem solvers; engage families in shaping program activities and cultivate the expectation that information must flow in both directions to reflect two-way communication; develop, in collaboration with families,

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clearly defined goals, outcomes, timelines, and strategies for assessing progress; provide 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; and use appropriate tools such as surveys or focus groups to gather family feedback on the family engagement plan.

Spring ISD will:

- Encourage parents to participate in the district Parent Advisory Council, a group composed of parents from each campus who meets with the superintendent four times a year to discuss pertinent topics in the district
- Ensure parents participate on the Campus Improvement Plan Committee so that parents assist in writing the Campus Improvement Plan
- Develop jointly with parents the district Parent and Family Engagement Policy, campus Parent and Family Engagement Policy, and the School-Parent Compact
- Gather feedback from family members utilizing annual surveys
- Host focus groups such as the Dual Language Focus Group to gather feedback and input from families
- Ensure parents participate on the School Health Advisory Council
- Encourage parents to participate in the parent organization at their child's school

Component 4: Equip Families with Tools to Enhance and Extend Learning

Design home educational resources to support learning at home while strengthening the family/school partnership; provide families with information and/or training on creating a home learning environment connected to formal learning opportunities; equip families with resources and skills to support their children through the transition to school and offer opportunities for families and children to visit the school in advance of the prekindergarten school year; provide complementary home learning activities for families to engage in at home; provide families with information, best practices, and training related to age-appropriate developmental expectations; emphasize benefits of positive family practices that complement the stages of children's development; collaborate with families to appropriately respond to children's behavior in a non-punitive, positive, and supportive way; encourage families to reflect on family experiences and practices in helping children; and assist families to implement best practices that will help achieve the goals and objectives identified to meet the needs of the child and family.

Spring ISD will:

- Partner with AVANCE to provide early childhood learning opportunities to children and families



- Utilize the Smart Start program to equip parents with the skills needed to ensure their children's success in preschool
- Utilize Ready Rosie to provide early childhood learning opportunities for families
- Offer full-day prekindergarten at seven elementary schools
- Encourage parents to participate in Pre-K Round Up activities
- Provide workshops for parents that focus on common child development topics
- Facilitate Love and Logic parenting workshops
- Encourage parents to utilize the district's Home Access Center/Parent Portal and visit the family engagement website called Parent Central

Component 5: Develop Soft Skills in Evidence-Based Practices that Support Families in Meeting their Children's Learning Benchmarks

Provide essential professional development for educators in understanding communication and engagement with families, including training on communicating with families in crisis; promote and develop family engagement as a core strategy to improve teaching and learning among all educators and staff; and develop staff skills to support and use culturally diverse, culturally relevant, and culturally responsive family engagement strategies.

Spring ISD will:

- Facilitate a training to all staff members on the value and utility of the contributions of parents and ways to increase family engagement at the campus and district level
- Provide professional development to staff regarding cultural proficiency and sensitivity
- Provide training to principals and other administrators regarding effective communication strategies

Component 6: Evaluate Family Engagement Efforts and Use Evaluation for Continuous Improvement

Conduct goal-oriented home visits to identify strengths, interests, and needs; develop data-collection systems to monitor family engagement and focus on engagement of families from specific populations to narrow the achievement gap; use data to ensure alignment between family engagement activities and district/school teaching and learning goals and to promote continuous family engagement; ensure an evaluation plan is an initial component that guides action; use a cyclical process to ensure evaluation results are used for continuous improvement and adjustment; ensure teachers play a role in the family engagement evaluation process.

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- Conduct an annual evaluation and review the content and effectiveness of the Title I, Part A program and the Parent and Family Engagement Policy
- Ensure each campus completes the Comprehensive Needs Assessment to determine their individual needs
- Utilize participation data collected from Ready Rosie
- Monitor the effectiveness of the Smart Start program's home visits to ensure its success