



2024-2025 Academy Early Childhood Center High Quality PreKindergarten Family Engagement Plan

Introduction

"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. Family engagement is fully integrated in the child's educational experience and is both culturally and linguistically appropriate." Texas Administrative Code §102.1003.

At Academy Early Childhood Center, we are committed to promoting a positive learning community through engaging instruction, building relationships, and inspiring all students to meet their highest potential and become lifelong learners.

Family Engagement Plan Development Committee Members: Kelli Schwake-Administrator, Callie Poncik-Director, Amber Pugh-Prek Teacher, Brittany Shiller-Counselor

Contact Person for Families: Brittany Shiller-brittany.shiller@academyisd.net

| Family Engagement Plan Component | Component Description | Activity/Event/Practice Details and Timing | Frequency |
|--|--|---|-----------|
| Facilitate Family-to-Family Support | Inclusive, transparent communication allow school personnel to create a safe and respectful environment to promote supportive interaction between household. | -PK/K Meet the Teacher Events | Yearly |
| | | -PK/K Round Up | Yearly |
| | | -Literacy Night | Yearly |
| | | -Field Day | Yearly |
| | | -Weekly Grade Level Newsletters | Weekly |
| | | -Monthly Campus Newsletter | Monthly |
| | | -Daily Take Home Folders (Bumblebee Buzz Folders) | Daily |
| | | -Campus Flyers | Weekly |
| | | -Campus Marquee | Monthly |
| | | -Social Media Accounts | Weekly |
| | | -Online School Website | Weekly |
| | | -Blackboard Automated phone calls | Monthly |
| Establish a network of community resources | Academy ISD will build strategic partnerships with community organizations to leverage | -Backpack program from local churches | Weekly |

| | | | |
|---|---|---|------------------------|
| | with community organizations to leverage community resources for caregivers through the community resources handbook, and ongoing district-wide events. | -Promotion of Community Events: Literacy Night | Yearly |
| | | -Resources for Social and Emotional development | Monthly |
| | | -Partnering with Helping Hands food bank | Yearly |
| | | | |
| Increase family participation in decision-making | Throughout the year, participation in district and school-wide decision-making empowers caregivers as their child's first teacher and advocate. | -Site Based Decision Committee | Quarterly |
| | | -LPAC Committee Parent Group | Bi-yearly |
| | | -Parent Teacher Conferences | Monthly |
| | | | |
| Equip families with tools to enhance and extend learning | Caregivers have multiple opportunities to learn about student progress and ways to support success at home. Caregivers also have personal extended learning opportunities. | -Parent Teacher Conferences | Monthly |
| | | -Phone calls and emails | Weekly |
| | | -Weekly Grade Level Newsletters | Weekly |
| | | -Monthly Campus Newsletter | Monthly |
| | | -Daily Take Home Folders (Bumblebee Buzz Folders) | Daily |
| | | -Parent and Family Engagement Policy and School-Parent Compact sent home to families during parent teacher conferences at the beginning of the year. Written materials will be sent home in english and spanish and any other language that is requested. | Yearly |
| | | -CLI data for BOY, MOY and EOY sent home | Quarterly |
| | | -Create learning progressions based on Prek Guidelines and align Pre K report cards with the content. | 9 weeks grading period |
| | | -Access their child's curriculum by using the TEKS Resource Parent Portal. | Yearly |
| | | -Annual Title 1 meeting/EL Parent Engagement Night | Yearly |
| | | | |
| Provide ongoing professional development opportunities for educators. | Pre Kindergarten teaching staff participate in professional development opportunities to support and use culturally diverse, culturally relevant, and culturally responsive family engagement strategies and enhance instruction. | -Prek Guidelines | Yearly |
| | | -Prek and ECSE training, coaching and mentoring | Yearly |
| | | -Required Summer PD | Monthly |
| | | -Required weekly PLC's for Prek and ECSE to support Tier 1 instruction and aligned to the Prek Guidelines. | Weekly |
| | | -Campus wide instructional practices and lesson planning | Weekly |

| | | | |
|--|---|----------------------------------|---------------|
| | | | |
| Evaluate family engagement efforts and use results for continuous improvement. | Ongoing campus/district needs assessment cycle will seek input to improve the quality of instruction, climate and family engagement. | -Campus Improvement Plan cycle | Yearly |
| | | -District Improvement Plan cycle | Yearly |
| | | -Parent Safety Survey | Yearly |
| | | -Parent Special Education Survey | Yearly |
| Transition Activities: | | | |
| <div>-Communicate with local childcare providers/centers to share and design best practices.</div> <div>-Use EOY Data tracking tools to share and communicate data information with Kindergarten teachers.</div> <div>-Utilize social media platforms to inform and engage the community about the available programs and resources.</div> <div>-Align vertically with kindergarten grade level to facilitate successful transition.</div> | | | |
| Linguistic & Culturally Inclusive Practices: | | | |
| <div>-Offer regular professional development for teachers on culturally responsive content with emphasis on early childhood education.</div> <div>-Incorporate materials that reflect diverse cultures in the classroom instruction.</div> <div>-Utilize the preferred language of families for communication.</div> <div>that translators are available at events.</div> <div>-Ensure</div> | | | |
| Conclusion: | | | |
| The Academy ISD HQPK Family Engagement Plan is a key strategy our district and campus uses to foster collaborative success. By promoting positive relationships between staff and families, the plan helps build a shared understanding of how we can work together to ensure every child reaches their full potential, from birth to kindergarten and beyond. | | | |