

Leonard ISD

HQPK Family Engagement Plan

Revised June 2025

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.

Leonard ISD, in accordance with the House Bill 3 High-Quality Prekindergarten guidelines, created a High-Quality Prekindergarten Family Engagement Plan to promote partnership between our school, families, and community to ensure the successful outcomes for our youngest learners in prekindergarten programs. Collaboratively, we all share the responsibility to encourage and support initiatives, activities, and practices that enhance the success of student learning and achievement.

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Family Engagement Plan

| Family Engagement Plan Component | Component Description | Activity/Event/Practice Details and Timing |
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| Facilitate Family-to-Family Support | Inclusive, transparent communications allow school personnel to create a safe and respectful environment to promote supportive interaction between households. | <ul style="list-style-type: none"> ● Host “Meet the Teacher” night to allow families to meet staff and connect. ● PreK/K Round-Up ● Class Dojo ● Remind |
| Establish a network of community resources | Leonard ISD will build strategic partnerships with community organizations to leverage community resources for caregivers through the community resources handbook, and ongoing district-wide events. | <ul style="list-style-type: none"> ● Organize a Title I meeting to inform parents of the resources available through their organization at least every other year. ● Partner with Children’s Health to provide medical and health related services. ● Leonard ISD Community Resource List |

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| <p>Increase family participation in decision making</p> | <p>Throughout the year, participation in district and school-wide decision-making empowers caregivers as their child's first teacher and advocate.</p> | <ul style="list-style-type: none"> ● Continue to offer and expand opportunities for family participation in district decision-making on Campus Improvement Committees, Title 1 Committees, and other campus committees. ● Continue offering and expanding family participation opportunities on district level committees like the District Improvement Committees and School Health Advisory Council. ● Involve parents and community members on special committees such as District of Innovation and other select committees whose role is specific. ● Maintain strong PTLs to provide families with a voice in spending and selecting appropriate resources. |
| <p>Equip families with tools to enhance and extend learning</p> | <p>Caregivers have multiple opportunities to learn about student progress and ways to support success at home. Caregivers also have personal extended learning opportunities.</p> | <ul style="list-style-type: none"> ● Host book fair nights, open house etc. to connect students to their families through education, which has been shown to have a big impact on student performance. ● Create games and other resources specifically designed for families to work with their prekindergarten children on academic skills at home. ● Use the CLI Engage to let parents directly monitor their prekindergarten students' progress and facilitate dialogue between teachers and parents. |
| <p>Provide ongoing professional development opportunities for educators</p> | <p>Prekindergarten teaching staff participate in professional development opportunities to support and use culturally diverse, culturally relevant, and culturally responsive family engagement strategies and enhance instruction.</p> | <ul style="list-style-type: none"> ● Regularly provide training on ESL instruction to staff at all levels to help EB and other students. ● Provide ongoing training on using various technology applications to enhance teacher to family engagement. ● Early childhood professional development to ensure teachers are Highly Qualified. ● PK Guidelines |

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| 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 | <ul style="list-style-type: none"> • District and campus representatives will meet in the spring to evaluate the current school year’s activities and plan for the following school year. • Campus Improvement Plan cycle • Beginning-of-Year student-centered goal setting and family checkpoint conferences. |
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Transition Activities:

- Provide school tours/visits for parents and community to encourage smooth transitions to kindergarten.
- Create a transition plan to support children and families moving from one grade to the next.

Linguistic & Culturally Inclusive Practices:

- Ensure Leonard ISD routinely implements linguistically and culturally inclusive hiring practices.
- Provide ongoing professional development to educators on culturally responsive topics with an early childhood focus.
- Use culturally relevant materials in classrooms and for homework sent to families.
- Provide translators and interpreters during all events/activities for caregivers.

Conclusion:

The Leonard ISD HQPK Family Engagement Plan is one of the strategies our district uses to guide collaborative success. The positive relationships between staff and families that Leonard ISD promotes through the HQPK Family Engagement plan, help build a shared understanding of how we can work together to ensure every child will reach their full potential, from birth to kindergarten and beyond.