

Snook Independent School District
FAMILY ENGAGEMENT PLAN
2019-2020

MISSION STATEMENT

The mission of Snook Independent School District, in partnership with parents and community, is to serve all students by providing a well-rounded educational experience to maximize each student's individual potential.

STATEMENT OF PURPOSE

Snook ISD is a nurturing environment committed to achieving excellence. All students are challenged to reach their maximum potential by learning at their functional level to provide a solid foundation of skills, knowledge, and values enabling each student to productively impact this community and beyond.

We believe that a vital partnership between home, school, and community is essential for our students to reach their highest potential. Therefore, the purpose of parent engagement is to promote a school-home partnership that will help all students on campus succeed. Everyone gains if school and home work together to promote high achievement for our children.

GENERAL EXPECTATIONS

Snook ISD agrees to implement the following statutory requirements:

1. Ensure that the Family Engagement Plan meets the requirements of the Elementary and Secondary Education Act (ESEA).
2. Work with parents to develop a family engagement plan that describes the implementation and distribute it to all parents of participating children.
 - a. Parents are annually invited to participate in review and revision meetings to examine and discuss the School Improvement Plan, the School-Parent Compact, and the Title I funding allotments. The School will submit any parent comments with the plan when the school submits the plan to Snook ISD.
 - b. Parents with limited English proficiency, disabilities, and migratory children will be provided equal access to participate and provide feedback. All information will be provided in an understandable format and, to the extent practicable, in a language the parents can understand.
3. Convene an annual meeting for all parents in September to explain the requirements of family engagement under the ESEA and to inform parents of their school's Title I participation, test data, accountability status, and facilitate a review of the school's improvement plan.
4. Embrace parents as equal partners and build ties between parents and the school. For this reason, a Parent-Teacher-Student Compact has been developed and is utilized in our school. This document serves as an agreement between all parties that they will adhere to certain duties and responsibilities to ensure the success of the student. It is reviewed and signed by all at the beginning of each school year. The signed compact is kept by the teacher and used in student and parent conferences to remind each participant of their responsibilities.

BUILDING CAPACITY

Snook ISD agrees to implement the following statutory requirements:

1. Provide parents a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 - a. Snook ISD outlines the curriculum requirements, assessment structure and calendar, and screeners used to monitor student growth at Meet-the-Teacher and Parent Orientation in August.
 - b. Teachers meet with parents to discuss academic progress of students as determined by universal screeners and academic performance.
 - c. Snook ISD progress monitors students every three weeks based on the instructional calendar and conducts full benchmarks for all students responsible for taking the State Assessment in the late fall and early spring.
2. Offer a variety of flexible meeting times and for multiple purposes over the course of the school year.
 - a. Parents are invited to attend Meet-the-Teacher and Parent Orientation in August, Open House in the fall.
 - b. Parents are encouraged to participate in a parent-teacher conference at least twice a year. Parents may schedule meetings in the morning, during the school day, and/or after school to accommodate their schedule.
 - c. Parents are welcome to attend and engage in special programs and events offered monthly to celebrate student success, recognize home and community connections, and/or extend learning beyond the classroom.
 - d. Parents are urged to make suggestions and to participate, as appropriate in decisions about the education of their children. The school will respond to any such suggestions as soon as possible.
3. Communicate with parents in a timely manner through a variety of means.
 - a. Due to the volume of paper that is sent home each year from school to home, written information is as compact and concise as possible.
 - b. Snook ISD has made it a practice to send home school correspondences in English and Spanish to ensure all information related to our school is understandable and accessible. Most Spanish correspondence must be translated by local personnel.
 - c. Snook ISD communicates with parents regarding the state's curricular and assessment expectations, school-wide requirements in relation to the delivery of instruction, the techniques utilized to evaluate student work, and individual classroom rituals and routines pertinent to the academic success of our students.
 - d. Snook ISD provides parents an individual student report about the performance of their child on the State Assessment in all tested subjects.
 - e. Parents are encouraged to join and attend Parent Teacher Organization (PTO) meetings and volunteer to support our students through this organization to facilitate two-way communication.

f. Snook I.S.D. uses of a variety of communication techniques such as:

School Handbook	Open House
Homework Folders	Parent-Teacher Conferences
Classroom Newsletters	RtI/504/IEP Meetings
School Newsletters	PTO Meetings
School/Class Websites	Surveys
School Apps (Class Dojo, Remind)	Progress Report
Social Media (Facebook)	Report Card
School-wide Call Out/Messenger	Benchmark/Screeners Results
Meet-the-Teacher/Orientation	Special Programs & Events

4. Educate Snook ISD Staff through annual staff development and monthly faculty meetings regarding the value of parent contributions; methods to reach out to, communicate with, and work with parents as equal partners; and implement parent programs and build ties between parents and the school.
5. Will notify by postal mail to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations.
6. Provide materials and training to help parents work with their children to improve their children's academic achievement.
 - a. Snook ISD provides weekly newsletters outlining academic resources to help students of all ages and across multiple subject areas.
 - b. Snook ISD provides parents assistance in understanding and monitoring the state's academic content standards and state and local academic assessments.
7. Solicit parental input throughout the year in meetings, through surveys, and during one-on-one conferences. Information derived will be utilized by the school's Administrative Team to strengthen the tie between school and home for the purpose of increasing student achievement.
8. Parents are invited to become involved in our school in order to take full advantage of the benefits that come with active family engagement.
 - a. Parents are invited to attend programs and special events.
 - b. Parents are challenged to regularly volunteer at the school.
 - c. Parents are encouraged to communicate faithfully with their child's classroom teacher and the principal.

Snook ISD is committed to the success of all students. We will work together with parents to monitor the effectiveness of our Family Engagement Plan and the Title I Program and to provide excellence in education. This plan will be promoted by the administrators, principals, and other school staff as we seek active participation with our families and students. By working together and making suggestions to improve our schools, we can ensure that all the students in our schools maximize their individual potential.

Date Revised: June 12, 2018