# MARFA ISD
# High Quality Pre-Kindergarten
# Family Engagement Plan
# 2025-2026

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.

Marfa ISD is dedicated to delivering high quality Pre-Kindergarten education for every student within the district. To achieve this objective, we seek to develop collaborative partnerships with both parents and the community. The responsibilities of nurturing and educating our children cannot rest solely on the shoulders of either home or school. Parents serve as the primary educators in their children's lives, and their involvement and support are vital to ensuring their children's success at every stage of development. The goal of parent involvement is to foster a strong school-home partnership that will facilitate the success of all students across our campuses.

Family Engagement Plan Development Committee Members: Admin staff, teachers, families/caregivers, childcare support staff, family staff support.

Contact Person For Families: Rosie Martinez, Marfa ISD Principal 432-729-5500 opt. 2

# 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. | -PK Round-Up<br>-Meet the Teacher Night<br>-PK Orientation<br>-Fall Festival<br>-Health Fair<br>-Employees Designated for Translation Services<br>-Christmas Program<br>-Field Day<br>-Home Visits with Student as needed |
| Establish a Network of Community Resources | Marfa ISD will build strategic partnerships with community organizations to leverage community resources for caregivers through the community resources handbook, and ongoing district wide events | -Souls for Shoes Lions Club<br>-Backpack Program<br>-Promotion of Community Events<br>-Book Fairs<br>-Health Fair<br>-Open House<br>-Resources for Social, Emotional, & Health Services |
| 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. | -District Educational Improvement Committee<br>-Parent Surveys<br>-School Health Advisory Committee (SHAC)<br>-Safety Committee |
| 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 extended learning opportunities. | -PK Orientation<br>-Parent Teacher Conferences<br>-District Social Media Platform<br>-Monthly Calendars in Folders<br>-Newletter |
| Provide Ongoing Professional Development Opportunities for Educators | Prekindergarten teaching staff participate in professional development opportunities to support and use culturally diverse, culturally relevant, and culturally responsive family | -ESC 18 Training<br>-Webinars and PD Opportunities<br>-Conference Room designated for private Parent/Teacher Meetings-Staff Hired to Represent the Diversity of the |

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| | engagement strategies and enhance instruction. | Surrounding Community |
| Evaluate Family Engagement Efforts and Use for Continuous Improvement | Ongoing campus/district needs assessment cycle will seek input to improve the quality of instruction, climate, and family engagement | -End of Year Parent Surveys<br>-Early Childhood Pre-K Program Self Assessment at BOY, EOY Assessments |

## Transition Activities:

- Communicate with local childcare providers/centers to share and align best practices (Head Start/Daycare)

- Use ASCENDER and shared data sheets to share data with Pre-Kindergarten students

## Linguistic and Culturally Inclusive Practices:

- Offer continuous professional training for educators centered on culturally relevant themes with an emphasis on early childhood education.

- Incorporate materials that reflect diverse cultures in classroom instruction and assign them as homework for families.

- Utilize the preferred languages of families for all communications.

- Ensure that translators and interpreters are available at all events and activities for caregivers.

## Conclusion:

The Marfa ISD High Quality Pre-Kindergarten (HQPK) Family Engagement Plan is one of the strategies utilized to promote the success of all prekindergarten students. By working together and making suggestions to improve our schools, we can make all students in our schools successful learners

## HQPK Family Engagement Plan URL for ECDS submission:

https://www.marfaisd.com/