

The SBISD Family
**Education,
Engagement &
Empowerment**
Framework

2017



Spring Branch ISD
Inspiring minds. Shaping lives.

The Family E3 Framework

The SBISD **Family Education, Engagement and Empowerment Framework (Family E3)** affirms the critical role parents, families and our community play as our partners in the education of Every Child we serve. Family E3 asserts SBISD's commitment to and responsibility for a **sustained, strategic emphasis** on serving and supporting every SBISD family.

Family E3 is an aspirational, research-based* framework that aligns with the ***Learner's Journey***, SBISD's strategic plan, SBISD's T-2-4 Goal, and each school's Campus Improvement Plan (CIP).

Family E3 was developed over the 2016-17 school year by a team of more than **40 SBISD parents, community partners and staff** and will be implemented over the next five years, with annual action plans and metrics of success guiding continual improvement efforts and initiatives.

* Dr. Karen Mapp (Harvard) and Dr. Joyce Epstein (Johns Hopkins)



Community Relations Overarching Belief

Spring Branch Independent District's schools, communities and families are **inextricably linked**, with each dependent upon the success of the other.

Family E3 Vision

Shared responsibility and commitment among schools, families, and the community to champion the success of Every Child.

Every SBISD school will be a Partnership School.*

Guiding Principles

These foundational principles frame our work and are fundamental to the success of Every Child.

- Families are our children's first teachers, and all families have the capacity to support their child's learning.
- We must support the development of the whole child.
- We must meet our families where they are, with a more personalized approach based on their unique needs. Our diversity and unique communities are strengths help inform our shared efforts.
- Trusting relationships are vital and must be developed through meaningful two-way communication between schools, families, and communities.
- All SBISD schools must be welcoming environments, with customer service as a priority.
- Family E3 efforts should support current, future and former families.
- SBISD's Core Values must guide our actions, behaviors and decisions.

Beliefs

Because we value and believe in families as Learners, Partners, and Advocates we:

- **Educate:** Sharing knowledge, skills, and resources to equip families to support the development of the whole child.
- **Engage:** Fostering intentional collaborations between schools, families, and communities on behalf of every child.
- **Empower:** Equipping, encouraging, and expecting families to advocate for the success of their children, their schools, and SBISD.

* from *"Beyond the Bake Sale – The Essential Guide to Family-School Partnerships"* (2007) by Henderson, Mapp, Johnson & Davies



Measures & Goal

Every campus will be a Partnership School within three academic years of its campus implementation of the Family E3 Framework.

- Supporting Documentation: SBISD Family Survey, Community and Student Engagement Evaluation, CIP

The Family E3 Framework will be measured using the **Partnership School Assessment** included within the annual SBISD Family Survey. Results will gauge district and campus along the continuum based on four possible categories: Fortress, Come-If-We-Call, Open Door, and Partnership.

Family E3 Expectations

District

- Use qualitative and quantitative research to inform annual district Family E3 strategies
- Provide Family E3 programming guided by available data (District Demographic Profile, Partnership Assessment, T-2-4, identified priorities of the Learner's Journey)
- Provide evidence-based professional development for SBISD staff and community partners based on identified needs
- Create a marketplace of Family E3 aligned programs and partners
- Model timely, strategic two-way communication and information sharing
- Act as a clearinghouse for community Family E3 partner development
- Provide authentic engagement opportunities at the district level, including but not limited to, families of students with disabilities; students who are English Language Learners, Homeless, or Economically Disadvantaged, and families of minority and underrepresented groups.
- Share stories of success and promote best practices across the system
- Implement a standard process for translation and interpretation of district information

Campus

- Identify, define, or develop a Family E3 Team
- Provide a designated space for connecting with families
- Identify one or two CIP goals Family E3 will support
- Develop Family E3 strategies to support goals identified in the CIP
- Implement timely, strategic two-way communication with all families
- Support aligned efforts of campus parent organizations, or assist with the development of parent organizations
- Provide authentic engagement opportunities at the campus level
- Implement a standard process for translation and interpretation of campus information

Classroom

- Build authentic relationships with every family
- Implement timely, strategic two-way communications with every family
- Provide grade-level expectations and classroom resources for every family
- Communicate timely information about student academic performance and behavior to every family

Family

- Foster learning outside of the school environment
- Ensure campus and district has current contact information
- Engage in timely two-way communication with teachers and staff
- Actively participate in Family E3 programming hosted by the district and schools
- Provide meaningful feedback through surveys, evaluations, and focus groups
- Understand grade level measures for success

Community

- Leverage two-way communication with families and schools
- Strategically align programming and customized supports to CIP, and the Learner's Journey
- Foster successful parent organizations across the district



SBISD Family Demographics

Each campus will be guided in development of its Family E3 priorities by its **local Family Demographic Profile** that will include, but may not be limited to, the following metrics:

- Race and Ethnicity
- Socio-economic status
- Home language
- Special populations
- At-risk population
- Type of Home dwelling
- Nearby community support
- Family Perceptions (surveys and targeted focus groups)
- Title I Compact, if applicable