

Edmonds School District

3 year Family Engagement Action Plan

The Edmonds School District (ESD) is committed to Family Engagement as a strategy for improving equitable outcomes of students' academic success. Families are the first and most important teachers in our students' lives. As educators we will honor this partnership by bringing the two sides of a student's life together for a successful future full of learning.

To magnify and support the impact of Family Engagement in our system we are developing a district-wide strategy. As a first step, the District created a task force to build on recommendations in the "Racial Equity Environmental Assessment" report. We have collaborated with the community both formally and informally to create this action plan to be sure we are co-creating systemic equity with those we are impacting.

We thank those who participated in our process and helped guide our work.

Names of committee participant and role:

To be added

To create a district-wide strategy we will need to focus on these four essential areas.

1. Systemic Implementation of the Dual Capacity Building Framework

- a. Through research and consultation with other districts locally and around the nation, we know that the Dual Capacity Building Framework, created by Dr. Karen Mapp, is an evidence based, nationally recognized framework to create procedural changes in the district that will lead to

equitable outcomes. This framework must be implemented with fidelity. It supports the ESD's vision of equitable practices that go beyond social climate impact.

- b. Our goal over the next three years is to share the District's understanding of and vision around the Dual Capacity Framework so that each department/building/school program is creating time for authentic collaboration with families. All staff, administration and other community partners should be able to use and understand the process conditions of the Dual Capacity Framework, share common language around Family Engagement, and understand the policy and procedures.
- c. New and existing Family Engagement strategies will be linked to and guided by school and department improvement plans and the strategic direction of the district.
- d. To fully understand and support the needs of families, we recommend establishing a Family Support program within Family Engagement. This strand would encompass the direct services supports being provided by our Family Resource Advocates and Student Support Advocates. We also recommend adding three additional Family Resource Advocate positions at elementary level to allow for more equitable distribution of work due to larger Northwest and Northeast quadrants and non quadrant schools/programs which also need support.

- e. District-wide efforts must be coordinated by someone at the district level that has the ability to supervise and execute the vision and direction of Family Engagement. We recommend the Family and Community Engagement Specialist position be reviewed to allow for this level of coordination.

2. Professional Development plan for staff

- a. In order to fully impact the entire system, everyone in the system needs training on culturally responsive Family Engagement strategies. Over the next three years, ESD will expand this training from central office and building leadership to all staff and teachers in the district. The strategies will include how to better understand and support ethnically and linguistically diverse families and communities.
- b. In order to know what development and content are most needed, we will create assessment tools for teachers and staff, including: self-assessment questionnaires; continuing to implement the culturally responsive data collection process of the Road Map project to get feedback from families and students; and soliciting input from other community members and stakeholders. The data collected will guide school improvement, and differentiate professional development offerings.
- c. We will also continue to implement culturally responsive data collection processes to engage families to collect valid usable data on families surveys. This data will then serve to lead focus for building along with

other data to guide school improvement direction and provide targeted community/building level support.

- d. Our understanding of the “70-20-10” model (which states 70% of learning is self-directed, 20% of learning occurs in small, colleague/peer groups and only 10% in professional development settings) means that we must intentionally link professional development to the individual and collaborative work being done in our system every day.

3. Expand the District’s Family Academy

- a. Our district has invested in curriculum and support to implement a Family Academy. Due to current resource limitations, the work is being led by the Family Engagement team at the district level. The committee recommends that the Family Academy be moved to a building model over the next three years by increasing district-level support and capacity. We encourage hiring one Family Engagement Liaison per building/ or campus model of 30 hours FTE. The expansion of Family Academy will be led by the current Family and Community Engagement Specialist role, providing them with more professional development opportunities and structure.
- b. Building-level Family Academy curriculum will be focused on that campus’ demographics and concerns. All curriculums should create a clear understanding of our Preschool to twelfth grade education system. Curriculum must also continue to include mental health, socio-emotional

learning components of whole student wellbeing, and the impact of whole student wellbeing on student learning outcomes.

4. Family Informed Decision Making

- a. Our goal is a system that uses genuine family informed decision making processes and authentic collaboration both at the building and district level within each department. We encourage the district to seek innovative ideas from educators and to recognize the importance of the classroom and teachers as a throughline to community.
- b. Our three year plan includes system strategies on new ways to execute parent-teacher conferences, open houses, and curriculum nights. The committee recommends these events to be included as paid time for staff to build authentic collaboration with families.
- c. The system must include opportunities for families to ask questions about their student, tell stories and build stronger relationships with students. It should also allow for educators to gather input from families, co-develop goals and strategies to support at home and in the community.

These four areas are key to expanding and creating the work of the family engagement team. These goals will allow for the work to expand to a systemic level.