

Comprehensive Plan Committee Updates

October 22, 2018

Curriculum & Standards, Assessment, and Materials & Resources Committee

Steering Committee Update

Curriculum & Standards Committee Members

- Shawn McCreary - HS Principal
- Ms Donna Belcastro - Board Member
- Dr. John Hineman
- Miss Beth Rosatone
- Mrs. Leah Kennelly

Curriculum & Standards Meeting Dates

September 19

September 26

October 3

October 17

Curriculum & Standards Tasks

Review the following:

- Core Foundations all four buildings for curriculum and standards
- Needs assessments for all four buildings pertaining to curriculum and standards
- Instructional student needs
- Modification & Accommodations for planned instruction

Review of Methods and Measures:

- Reviewed and updated Core Foundations for all 4 buildings
- Changed many of the past plan statements to “continue” rather than establish

Curriculum & Standards Recommended Action Plans

- Presented to the Board of Education

- Create a system to audit course maps and curriculum of honors and AP courses to ensure higher rigor and expectations compared to traditional offerings. Also review the prerequisites for honors and AP classes
- Continue to align curriculum vertically and horizontally
- Review current course offerings at each building for age/developmental appropriateness (Ex. Software Apps at HS)
- Review current digital content in place for updates and standard alignment
- Review when AP courses are offered in relations to AP Exams

Assessment Committee Members

Brian Dolph - MS Principal

Christina Feragotti - MS Asst. Principal

Dr. Kelly Sherbondy - TL Principal

Debbie Kuntz - HS Guidance Counselor

Stacy Brown - HS Teacher

Virginia Marchionda - TL Teacher

Emma Thompson - HS Student

Assessment Meeting Dates

September 26

October 3

October 17

Assessment Tasks

Review the following:

- CVSD Graduation Requirements
 - Math: 5 credits
 - English: 5 credits (One speech)
 - History: 4 credits
 - Science: 4 credits
 - Electives: 7 credits
- Local Assessments
 - Math and English
 - Added Other
 - Career Education
 - Added Portfolios (339)

Review of Methods and Measures:

- Summative Assessments
 - No changes
- Benchmark Assessments
 - Removal of 4Sights/Scantrons
 - Addition: Dibels Math
- Formative Assessments
 - Progress Monitoring: Dibels Math (K-6)
- Diagnostic Assessments
 - Removal of Orleans
 - Removal of 4Sight/Scantron
 - Removal of ASVAB

Validation of Implemented Assessments

Systems in Place:

- Teacher Peer Review
- External Review 2017 - 2018 Schools to Watch
 - Middle School

Development & Validation of Local Assessment:

- Rigor & Assessment Training
 - 2016 -2017 School Year
 - District-Wide Training

Assessment Recommended Action Plans - Presented to the Board of Education

Through this process, the committee believed the following areas should be evaluated:

- Study high school credits for middle school Algebra and/or Geometry
- Study credit for “Academies” offered by CCBC.
 - Currently the district offers 3 credits for BCCTC (Grades 11 & 12)
- Look at the CVSD Graduation requirements for 5 Math credits and possibly reducing it to 4 credits.

Materials & Resources Committee Members

Mark Vukovcan - HS Asst. Principal (Chair)

Ed Eimiller- Technology Director

Carla Kosanovich- CG Principal

Megan Roperti- CG Teacher

Jaxson White- HS Student

Lew Zellmann- HS Parent

Materials & Resources Meeting Dates

September 26

October 3

October 17

Materials & Resources Tasks

Review the following:

- Reviewed systems currently in place that address Materials and Resources in each building
- Determined status of each characteristic within the Core Foundations (ex. Needs Improvement, Developing, Completed)
- Created a Needs Assessment based off of the Systems in Place/ Survey
- Identified Goals for Improvement along with Action Plans

Materials & Resources Recommended Action Plans - Presented to the Board of Education

- More communication between various levels of courses
 - Continue vertical meetings; Implement vertical meeting rubric to ensure **materials and resources** have been covered or so that any unnecessary overlap is eliminated.

- Parent access to course maps and materials, adjustments to the district website.
 - Create a parent version of the course Google Site
 - Allow parents online access to course syllabus on school website using common template which will include **materials and resources** being used throughout the year.

Professional Education Committee

Steering Committee Update

Committee Members

Keith Bielby - Parent

Nancy Bowman - Community Member

Brian Dolph - Principal

Anne Drake - MS Teacher

Ed Eimiller - Technology Director

Christina Feragotti - Principal

Lindsay Grimm - MS Teacher

Marie King - Elementary Teacher

Nicholas Perry - Superintendent

Cindy Turley - MS teacher

Tracy Whipkey - HS Teacher

Meeting Dates

September 24

October 1

October 3

October 11

Task

Review Professional Development Activities

- District's Professional Education Characteristics
- Educator Discipline Act 126 and Act 71
- Strategies for Ensuring Fidelity

Review New Teacher Induction Plan

- Goals, Objectives, and Competencies Contained in Plan
- Needs of Inductees
- Selection of Mentors
- Induction Program Timeline
- Monitoring and Evaluating the Induction Program
- Recording Process
- Strategies for Ensuring Fidelity

Professional Development

We felt that we do most of the strategies in some form and that some members of the staff receive specialized training not available to the majority of staff. While we selected each area there are some that we felt could be offered to all staff moving forward when relevant.

- Embedding mandated training in district professional development (PD) plan and in the new teacher induction manual (Child Abuse, Suicide Awareness, Child Exploitation)
- PD that targets support and practices for struggling students and gifted students
- Continuation of the district-wide professional development committee

Professional Development

We feel that we do most of the strategies not selected but not to the depth or breadth that we feel would warrant us checking them as being done.

- Develop and implement a professional development evaluation tool
- Develop a systemic vetting process of pre-screening presenters through the PD committee
- We feel that PD is followed up but had trouble checking that "Every" PD opportunity required that level of follow up

New Teacher Induction

We felt that we meet the strategies, but plan to look closer at the building level initiatives, practices, and procedures moving forward.

The committee feels that there are a few areas from our plan that need to be enhanced.

- Update current induction manual and plan annually
- PSSA data shared with non tested teachers with training on their part in implementing standards/strategies in their classrooms
- Research based instructional models embedded in the manual

The group feels that the district needs to do more with regard to training mentor teachers.

- Make mentor training a part of the induction manual and plan.

Recommended Action Plans - Presented to the Board of Education

- Embed mandated training in district professional development (PD) plan and new teacher induction manual (Child Abuse, Suicide Awareness, Child Exploitation)
- Implement PD that targets support and practices for struggling students and gifted students
- Continuation of the district-wide professional development committee
- Develop and implement a professional development evaluation tool
- Develop a systemic vetting process of pre-screening presenters through the PD committee
- Update current induction manual and plan annually. Embed (PSSA data, Research based instructional models, and mentor teacher training)

Central Valley School District Comprehensive Planning

Safe and Supportive Schools Subcommittee

A dark blue diagonal graphic that starts from the bottom left corner and extends towards the top right corner, creating a triangular shape in the bottom right of the page.

Committee Members

Administration:

- Tom Mowad: Board Member
- Dr. Kelly Sherbondy
- Carla Kosanovich
- Erin Park: Chair

Student:

- Brooke O'Neill

Staff:

- Amy Abrams
- Renee Aubele
- Bristol Ellefson
- Maryann Kostelic
- Jennifer Lupinacci
- Catherine Scuilli
- Maryjo Wood

Meeting Dates

- September 20th 2:30pm
- September 25th 2:30pm
- October 1st 8:00am

Assisting Struggling Schools

TASK: Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

Assisting Struggling Schools

- Assessment Data
 - State Assessments
 - PVAAS (growth data)
 - Local Assessments
- Professional Development
 - ALICE
 - Crisis Prevention/De-Escalation
 - Differentiated Instruction
 - Math/Science Collaborative
 - Data Analysis
 - Technology
 - Formative Assessment
- Supports
 - SWPBIS
 - RTII/ASAP (now referred as MTSS)
 - Counseling
 - Transition Coordinator

Updates: Assisting Struggling Schools

- SAP
- SWIS
- Powerschool
- Career Cruising
- 339 plan
- AIS
- ASAP
- Glade Run
- Crisis
- Individual and group counseling
- Behavior charts
- IEP's
- 504
- Tutoring
- Parent meetings

Programs, Strategies and Actions

Which of the following programs, strategies and actions does the LEA apply to provide students safe and supportive schools?

<i>Programs, Strategies and Actions</i>	<i>EEP</i>	<i>EEI</i>	<i>ML</i>	<i>HS</i>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	✓	✓	✓	✓
School-wide Positive Behavioral Programs	✓	✓	✓	
Conflict Resolution or Dispute Management	✓	✓	✓	✓
Peer Helper Programs	✓	✓	✓	✓
Safety and Violence Prevention Curricula	✓	✓	✓	✓
Student Codes of Conduct	✓	✓	✓	✓
Comprehensive School Safety and Violence Prevention Plans	✓	✓	✓	✓
Purchase of Security-related Technology	✓	✓	✓	✓
Student, Staff and Visitor Identification Systems	✓	✓	✓	✓
Placement of School Resource Officers	✓	✓		✓
Student Assistance Program Teams and Training	✓	✓	✓	✓
Counseling Services Available for all Students	✓	✓	✓	✓
Internet Web-based System for the Management of Student Discipline	✓	✓	✓	✓

Programs, Strategies and Actions

TASK: Explanation of strategies not selected and how the LEA plans to address their incorporation:

- Committee will explore feasibility and need for SWPBIS at the HS Level.
- The District has applied for a grant to assist in obtaining a Resource Officer at the Middle School.

*Screening,
Evaluating and
Programming
for Gifted
Students*

TASK: Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

- Identification of Gifted Students
- Educational Programming Available to Students

Developmental Services

Which of the following developmental services are integrated into all levels of your educational program?

<i>Developmental Services</i>	<i>EEP</i>	<i>EEI</i>	<i>ML</i>	<i>HS</i>
Academic Counseling	✓	✓	✓	✓
Attendance Monitoring	✓	✓	✓	✓
Behavior Management Programs	✓	✓	✓	✓
Bullying Prevention	✓	✓	✓	✓
Career Awareness	✓	✓	✓	✓
Career Development/Planning	✓	✓	✓	✓
Coaching/Mentoring	✓	✓	✓	
Compliance with Health Requirements –i.e., Immunization	✓	✓	✓	✓
Emergency and Disaster Preparedness	✓	✓	✓	✓
Guidance Curriculum	✓	✓	✓	
Health and Wellness Curriculum	✓	✓	✓	✓
Health Screenings	✓	✓	✓	✓
Individual Student Planning	✓	✓	✓	✓
Nutrition	✓	✓	✓	✓
Orientation/Transition	✓	✓	✓	✓
RTII/MTSS	✓	✓	✓	✓
Wellness/Health Appraisal	✓	✓	✓	✓

Diagnostic, Intervention and Referral

Which of the following diagnostic, intervention and referral services are integrated into all levels of your educational program?

<i>Diagnostic, Intervention and Referral Services</i>	<i>EEP</i>	<i>EEI</i>	<i>ML</i>	<i>HS</i>
Accommodations and Modifications	✓	✓	✓	✓
Administration of Medication	✓	✓	✓	✓
Assessment of Academic Skills/Aptitude for Learning	✓	✓	✓	✓
Assessment/Progress Monitoring	✓	✓	✓	✓
Casework	✓	✓	✓	✓
Crisis Response/Management/Intervention	✓	✓	✓	✓
Individual Counseling	✓	✓	✓	✓
Intervention for Actual or Potential Health Problems	✓	✓	✓	✓
Placement into Appropriate Programs	✓	✓	✓	✓
Small Group Counseling-Coping with life situations	✓	✓	✓	✓
Small Group Counseling-Educational planning	✓	✓	✓	✓
Small Group Counseling-Personal and Social Development	✓	✓	✓	✓
Special Education Evaluation	✓	✓	✓	✓
Student Assistance Program	✓	✓	✓	✓
<i>Other Diagnostic, Intervention and Referral Services</i>				
RtII	✓	✓	✓	

Diagnostic, Intervention and Referral

Explanation of diagnostic, intervention and referral services:

- ASAP (K-5)
- SWPBIS Behavior Data (K-8)
- Universal Screening for Internalizing and Externalizing Behavior (K-8)
- Speech and Language 5 Minute Articulation Program (K-8)

Consultation and Coordination Services

Which of the following consultation and coordination services are integrated into all levels of your educational program?

<i>Consultation and Coordination Services</i>	<i>EEP</i>	<i>EEI</i>	<i>ML</i>	<i>HS</i>
Alternative Education	✓	✓	✓	✓
Case and Care Management	✓	✓	✓	✓
Community Liaison	✓	✓	✓	✓
Community Services Coordination (Internal or External)	✓	✓	✓	✓
Coordinate Plans	✓	✓	✓	✓
Coordination with Families (Learning or Behavioral)	✓	✓	✓	✓
Home/Family Communication	✓	✓	✓	✓
Managing Chronic Health Problems	✓	✓	✓	✓
Managing IEP and 504 Plans	✓	✓	✓	✓
Referral to Community Agencies	✓	✓	✓	✓
Staff Development	✓	✓	✓	✓
Strengthening Relationships Between School Personnel, Parents and Communities	✓	✓	✓	✓
System Support	✓	✓	✓	✓
Truancy Coordination	✓	✓	✓	✓

Communication of Educational Opportunities

By which means do you use to communicate educational opportunities (and how to access them) to parents and students?

<i>Communication of Educational Opportunities</i>	<i>EEP</i>	<i>EEI</i>	<i>ML</i>	<i>HS</i>
Course Planning Guides	✓	✓	✓	✓
Directing Public to the PDE & Test-related Websites	✓	✓	✓	✓
Individual Meetings	✓	✓	✓	✓
Letters to Parents/Guardians	✓	✓	✓	✓
Local Media Reports	✓	✓	✓	✓
Website	✓	✓	✓	✓
Meetings with Community, Families and Board of Directors	✓	✓	✓	✓
Mass Phone Calls/Emails/Letters	✓	✓	✓	✓
Newsletters	✓	✓		
Press Releases				
School Calendar	✓	✓	✓	✓
Student Handbook	✓	✓	✓	✓

Communication of Student Health Needs

Which means do you use to provide information to parents or guardians about the health needs of their children? (Check all that apply)

<i>Communication of Student Health Needs</i>	<i>EEP</i>	<i>EEI</i>	<i>ML</i>	<i>HS</i>
Individual Meetings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Individual Screening Results	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Letters to Parents/Guardians	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Website	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Meetings with Community, Families and Board of Directors	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Newsletters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Calendar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student Handbook	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<i>Other Communication of Student Health Needs</i>	<i>EEP</i>	<i>EEI</i>	<i>ML</i>	<i>HS</i>
Automated Phone Calls	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Individual Parent Phone Calls	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Frequency of Communication

TASK: How often do you communicate with parents about how to access educational opportunities and how to address health needs of students?

	<i>Frequency</i>
Elementary Education-Primary Level	Monthly
Elementary Education-Intermediate Level	Monthly
Middle Level	Monthly
High School Level	Monthly

Collaboration for Interventions

TASK: Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

- Grade Level Meetings
- ASAP
- SWPBIS
- EI Transition Meetings
- Extended Day Kindergarten
- Keystone Remediation

Community Coordination

TASK: Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Community Coordination

1. Child Care

The district communicates throughout the year with our pre-school early intervention programs and local child care facilities to provide information regarding district services, community needs, health care concerns, and transition services available at the elementary buildings. The Central Valley School District provided transportation for students to child care facilities located within the District.

2. After School Programs:

- LatchKey
- Bowling
- Intramurals
- Community led Sports and Activities
- STEM Night
- Family Math and Reading Nights

Before school programs such as:

- Elementary Clubs
- Latchkey

Community Coordination

3. Youth workforce development programs

The district employs a full time transition coordinator that coordinates the following:

- School to work training programs at the high school
- Job shadowing
- Job coaching
- School to Work opportunities
- Co-op through the Beaver County Career & Technology Center
- Partnerships with agencies such as the Office of Vocational Rehabilitation (OVR), Job Training of Beaver County and Lawrence County Community Action Partnership (LCCAP)

4. Tutoring is available district wide

- Teachers volunteer after school hours for tutoring at Middle School & High School
- Saturday mornings are available for tutoring 2 times per month at the middle school
- Tutoring is available during Academic Study Hall and/or Activity Period at the Middle School and High School on a regular basis
- The Central Valley Middle School has a partnership with local universities for an after school tutoring/homework center
- Guidance counselors facilitate parent requests for tutoring

Preschool Agency Coordination

TASK: Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

Preschool Agency Coordination

- Transition Meetings
- Kindergarten Registration Meeting
- Kindergarten Orientation
- Continuum of Special Education Services

Action Plans

- Partnership with the Caring Place
- Universal Screening for internalizing and externalizing behavior for Elementary and Middle School Students
- Create and Implement Tier 2 and Tier 3 Interventions in order to gain state recognition for SWPBIS Teams at those levels
- HS SWPBIS Committee
- Teacher Survey to Identify Supports needed for Student Mental Health
- De-escalation training for teachers
- Quarterly Nurses' Newsletter to communicate healthy lifestyle tips

Communication Committee Update

October 2018

Committee Members

- Ed Eimiller (Committee Chair) - Director of Technology, Alumni
- Mario Leone - Monaca Borough Manager
- Joe Minnitte - Community Business Representative
- Shawn McCreary - School Principal, Parent, Community Business Representative
- Mark Vukovcan - School Principal
- Dr. Nick Unis - School Board Member, Parent
- Ray Antonelli - Teacher
- Lindsey McCracken - Teacher
- Maureen Hulme - Building Secretary, Parent
- Jill DeWeese - Building Secretary, Parent
- Beth Thompson - Parent
- Ned Mitrovich - Student

Process

- Held 2 work meetings on 9/25 and 10/9.
 - Reviewed staff and parent survey feedback regarding communication.
 - Reviewed communications plan draft developed by previous comprehensive plan committee.
 - Reviewed identified audiences
 - Reviewed recommended goals
 - Reviewed related recommended strategies and action items
 - Discussed each recommended goal, strategy, and action item and adjusted accordingly
 - Verified that staff and parent survey feedback were addressed in the recommended goals.
 - Made sure that any recommendations were fair and reasonable taking into account district staffing, time, and finances.
 - Made sure that the recommended goals, strategies, and action items adhered to common and current communications practices in both education and business.

Identified Audiences

Internal Audiences

- Students
- Professional Staff
- Support Staff
- Administration and Management
- Board of Education

External Audiences

- Students
- Parents
- Taxpayers of the District
- Education Foundation
- Senior citizens
- Business leaders
- Media
- Parent-Teacher Organizations
- Civic leaders/organizations
- Legislators
- Religious leaders
- Social workers/fire/police/first responders
- New residents of the District
- Neighboring School Districts
- Residents without children in District schools
- Prospective residents of the District
- Realtors

Recommended Communications Goal #1

Develop and maintain positive, collaborative relationships with all stakeholders to strengthen support for the Central Valley School District.

Recommended Strategy 1A: Engage the community in two-way communication.

Recommended Action items:

- Develop a plan to facilitate connections among community stakeholder groups, district administrators, business groups, and area legislators.
- Participate in community forums.
- Develop key communication initiatives and share information to promote education and the district.

Recommended Communications Goal #1

Develop and maintain positive, collaborative relationships with all stakeholders to strengthen support for the Central Valley School District.

Recommended Strategy 1B: Continue with electronic communication tools to provide information for all stakeholders.

Recommended Action items:

- Continue to work with Central Valley Technology Department to increase parent usage of PowerSchool and the online teacher grade book.
- Continue to maintain active email staff distribution lists and key communicator groups.
- Continue to promote Board of Education meetings through Website (news story showcase bi-annually featuring the school board of education).
- Implement and maintain social media tools.
- Continue the use of SchoolMessenger
- Implement online report cards, letters, and other appropriate materials online.

Recommended Communications Goal #1

Develop and maintain positive, collaborative relationships with all stakeholders to strengthen support for the Central Valley School District.

Recommended Strategy 1C: Build and maintain partnerships with business and community leaders.

Recommended Action Items:

- Provide district representation for community-led meetings: Chambers of Commerce, business partnerships, and senior citizen groups.
- Continue to partner with businesses for the Career Day event(s) and senior projects.
- Provide strategic marketing counsel to the Central Valley Education Foundation to promote growth in the organization and in fundraising efforts.

Recommended Communications Goal #2

Utilize a variety of media to maximize awareness and support of the District's goals, objectives, and programs.

Recommended Strategy 2A: Use electronic, print and mass media tools to promote awareness and interest in the district.

Web

- Implement and maintain social media tools.
- Manage one centralized public district calendar on the external site.
- Produce a 'State of the District' online and coordinate distribution through electronic channels.
- Develop and implement a process to collect/communicate the results of survey data.
- Train key personnel for effective use of district website using content management strategies.
- Require building administrators to provide quarterly updates on district website and coordinate distribution through electronic channels.
- Require district administration to provide bi-annual updates on district website and coordinate distribution through electronic channels.
- Redesign and modernize the district website.
- Develop a companion app to be used with the new a new district website.

Recommended Communications Goal #2

Utilize a variety of media to maximize awareness and support of the District's goals, objectives, and programs.

Recommended Strategy 2A: Use electronic, print and mass media tools to promote awareness and interest in the district. (Con't)

Video

- Develop a strategy to produce video/media of Central Valley special events to support internal and external communications.
- Develop a strategy to create video/media (informational and educational in format) for release on the website.
- Utilize instructional video/media to build awareness at the school and district levels.

Recommended Communications Goal #2

Utilize a variety of media to maximize awareness and support of the District's goals, objectives, and programs.

Recommended Strategy 2A: Use electronic, print and mass media tools to promote awareness and interest in the district. (Cont'd)

Print

- None

Media

- Conduct media training with new district administrators and managers.
- Maintain updated news releases on the Central Valley website to continuously update the constituents about district initiatives and programs.
- Distribute fact sheets of district goals and objectives to media.
- Research getting more involved in the "Community" section of the Beaver County Times

Recommended Strategy 2B: Develop a process for tracking, monitoring and responding to concerns.

Recommended Communications Goal #3

Establish an effective employee communication plan to improve internal communication and employee engagement.

Recommended Strategy 3A: Provide training for school communication teams to facilitate communication among staff and the community.

Recommended Action items:

- Identify key personnel for web content management.
- Develop group and individual training for Web content management with key personnel.
- Develop group and individual training for Parent Teacher Association volunteers to ensure PTA communication is accurate.
- Develop group and individual training for Education Foundation members to ensure CVEF communication is accurate.

Recommended Communications Goal #3

Establish an effective employee communication plan to improve internal communication and employee engagement.

Recommended Strategy 3B: Provide resources for staff members and parent leaders and encourage their use in order to build connections and partnerships in the community.

Recommended Action items:

- Build and maintain the Web pages on the Central Valley website that will facilitate information and discussion among staff members.
- Develop and implement the mobile app feature for the district and school websites.
- Develop online curriculum webpages for current and prospective parents.

Recommended Communications Goal #3

Establish an effective employee communication plan to improve internal communication and employee engagement.

Recommended Strategy 3C: Increase opportunities for recognition among leaders in the Central Valley community.

Recommended Action items:

- Recognize student and staff achievement during Board of Education meetings.
- Recognize student and staff achievement during Community meetings.

Recommended Strategy 3D: Work with the Central and School Offices to coordinate clear, consistent messages to staff members.

Recommended Action items:

- Create and implement a staff orientation for the communications plan.
- Develop a staff orientation video that welcomes new employees to Central Valley and includes key messages.

Recommended Communications Goal #3

Establish an effective employee communication plan to improve internal communication and employee engagement.

Recommended Strategy 3E: Provide ongoing professional development and training for staff members.

Recommended Action items:

- Offer communication training to Central Valley administration, management, and staff.
- Continue using auto-calling software (currently SchoolMessenger) and train staff on new system features if applicable.

Recommended Communications Goal #4

Achieve coordinated communication, both internally and externally, regarding safety issues and crisis management.

Recommended Strategy 4A: Develop and sustain relationships with local emergency management officials.

Recommended Action items:

- Develop a safety and security feature on the district home page that can be updated by key safety and crisis management personnel.
- Continue to invite first responders to key meetings about district safety and security.
- Maintain first responders access to district safety and security software (currently Navigate Prepared).

Recommended Communications Goal #4

Achieve coordinated communication, both internally and externally, regarding safety issues and crisis management.

Recommended Strategy 4B: Utilize a variety of communication tactics to share information with staff and parents about safety plans and crisis management.

Recommended Action items:

- Work with district nursing staff to coordinate the sharing of information about health issues with parents.
- Work with the administration to provide crisis information to all staff.
- Manage and update crisis information on the district website.
- Develop a communication flipchart to ensure consistent messages and audiences for common situations.

Recommended Communications Goal #5

Maintain a positive media relations program to enhance the District's image on local, state and national levels.

Recommended Strategy 5A: Build relationships with media through one-on-one story development.

Recommended Action items:

- Continue to post school board board meeting minutes to the website once approved.
- Develop a protocol to share information through press releases, briefings and photo opportunities.
- Develop a protocol for inviting the press to campus activities to cover events.
- Encourage staff to submit articles and photos to administration for publication

Remaining Items

- Incorporate communication needs from other comprehensive plan committees into recommended goals and strategies.
- Embed the approved goals and strategies into the presentable plan narrative with any supporting documents.
 - This will happen after the approved comprehensive plan, timeline is TBD.
- Develop a timeline for implementation
- Identifying responsibility for implementation

Questions