



EVERY STUDENT EVERY DAY

Superintendent's Board Report | October 2019

Ninety-three years ago, in 1926, the Smyser one-room schoolhouse was razed to make way for a new, three-room schoolhouse to accommodate the growing population of what is now known as West York Area School District. The Smyser three-room schoolhouse served the students of West York until 1965 when the building was converted into what is now the West York Administration Building, located at 2605 West Market Street.

Over the past 54 years, the building has been home to the Superintendent, School Board, and other Administrative Staff of the District. This includes the Assistant Superintendent's Office, the Business Office, Human Resources, and Special Education.

In 2013, before I came to West York, it was clear to the Board and Administration that we had outgrown the space that we currently occupy. The Board and Administration began the process of identifying different options to rectify the situation of too many bodies in such a small and outdated space.



Dr. Todd Davies,
Superintendent

Numerous options were vetted; other existing locations and new construction were considered, building an addition on one of the schools in the District was considered, and while we also considered doing something with the current building, in the long-run, it wasn't feasible. In light of all this, we decided to concentrate our efforts on finding something within the boundaries of the District that was either move-in ready or could be ready with a few structural updates. I am pleased to announce that we have found a suitable building, and the School Board signed a 10-year lease for the premises at the Tuesday, October 15, 2019, meeting.

Beginning December 1, 2019, the West York Administration offices will be located at 1891 Loucks Road. Many of you will be familiar with this site as the former York Newspaper Company building. We will be occupying approximately one-third of the building, which is owned by Principio Health Center I, LLC. This will allow us to bring staff from four different locations across the District to create a true central office location that will be more conducive to conducting the administrative business of the District. The building offers offices to accommodate all administrative and administrative support staff for several departments, a Boardroom, and space for staff development. Beginning in January 2020, all Work Session, Board Meetings, and most Board Committee Meetings will be held at this location.

The new location will be home to:

- The Superintendent and Assistant Superintendent's Offices and Staff
- The Director of K-12 Education and Assessment's Office

(Dr. Davies, continued on page 2)

ACADEMICS, STUDENT GROWTH, AND ACHIEVEMENT

Foster a school culture conducive to teaching and learning, and design and/or support systemic measures which help students meet academic growth targets, evaluate instructional programs, and efficiently utilize technology as part of the curriculum.

COMMUNICATION AND ENGAGEMENT

Design and/or support systemic measures which enable effective, clear and consistent communication channels to internal and external stakeholders.

SAFE AND CARING ENVIRONMENT, CULTURE, AND CLIMATE

Design and/or support systemic measures which create a culture that is physically and emotionally safe, and equally accessible to all students, staff, and community members.

BUDGET, FINANCE, AND OPERATIONS

Design and/or support systemic measures to ensure the ethical, efficient, and strategic use of fiscal, operational, human, and capital resources to ensure long-term financial health and stability.



Erin Holman,
Assistant Superintendent

This month, students in grades 6, 8, 10, and 12 will be participating in the Pennsylvania Youth Survey (PAYS). This survey is sponsored by the Pennsylvania Commission on Crime and Delinquency, the Pennsylvania Department of Education, and the Pennsylvania Department of Drug and Alcohol Programs. The results of this survey are used in the selection of programs to increase protective factors and reduce risk factors. The survey will ask questions about the behaviors of students and include questions about school

climate, violence, depression, bullying, and substance abuse.

Parents can opt their child out of the survey, as participation in this survey is completely voluntary. Students will be instructed by their teacher that they can skip any questions they do not understand or choose not to answer. The survey is designed to protect each student's privacy because it is anonymous and confidential. This is a well-tested survey, having been administered to over 1,000,000 Pennsylvania students since the 1990s. The West York Area School District has been participating in the PAYS survey for many years and has used this data when applying for grants and selecting programming to promote healthy youth development.

For more information about the survey, including a list of Frequently Asked Questions, please visit www.pays.pa.gov, then click on "2019."

(Dr. Davies, continued from page 1)

- The Title1/Language Arts Coordinator's Office
- The Business Manager and Business Office Staff
- The Director of Human Resources and Staff
- The Director of Special Education/ Pupil Services and Staff
- The Food Services Director
- The District Safety and Security Coordinator
- The Coordinator of School and Community Communications
- Central Registration (beginning in the 2020-21 school year)

investigating different options, 4.1 million dollars from a bond was earmarked as funds for a possible building project. By leasing, instead of buying or building, we are able to use those funds to improve the current infrastructure of our schools.

The Board will soon have to discuss the fate of the current Administration Building as well as the other buildings that will no longer be needed to support the administrative functions of the District. I anticipate a proposal for those buildings by the end of this school year.

Leasing the building for a period of 10 years makes sound financial sense for the District. When the District began in-

As always, the public is invited to attend all public meetings in the new location beginning in January 2020.

NOVEMBER AT-A-GLANCE

Mon. 11/04

- Two Hour Delay

Tues. 11/05

- Football Booster Club Meeting
- Wrestling Booster Club Meeting

Wed., 11/6

- Middle School Spelling Bee

Thurs., 11/7

- Fall Play

Fri., 11/8

- Early Dismissal

Sat. 11/9

- Fall Play

Tues., 11/12

- Elementary Picture Re-Take Day
- Model UN Conference
- Board Work Session

Mon., 11/18

- NHS Medicare Event
- All-School Musical Informational Meeting
- Cross Country Booster Club Meeting

Tues., 11/19

- Board Meeting

Sat., 11/ 23

- Girls V Basketball Home vs S. West

Mon., 11/25

- Boys Basketball Booster Club Meeting

Tues., 11/26

- Girls Fr. Basketball at Cedar Crest
- Boys Fr. Basketball, Scrimmage, Home vs Cedar Crest

Wed., 11/27

- In-Service Day, Elementary Conferences

Thurs., 11/28

Thanksgiving Holiday, through Dec. 2

Sat., 11/30

- Girls V Basketball at Garden Spot
- Boys V Basketball, Scrimmage, Home vs S. West.

SNAPSHOT:

ACADEMICS, STUDENT GROWTH, AND ACHIEVEMENT

Professional Development & Training

FOCUS ON TARGET 1.

Professional development and training remains a high priority as we examine our resources and guarantee research-based practices and instruction. While several professional development activities occurred this month, we will highlight training days in the Middle School during the first week of October. Middle School math teachers attended training supporting best instructional practices while implementing the CPM Mathematics Program. The district is emphasizing the importance of the quality of instruction in the classroom and this example of professional development is integral in supporting our teachers to best support our students. These training activities centered around concepts from Principles to Actions, Ensuring Mathematical Success for All. During one of the activities, participants were asked to prioritize the most productive and most unproductive beliefs when considering how to teach mathematics. Last year, the teachers focused on learning the program and implementing the program. This year, the teachers will dig deeper into mathematical practices, specifically focusing on questioning strategies and facilitating lessons.

LINK: [Beliefs about Teaching and Learning Mathematics](#)



TARGET

1. Support building leaders and teachers in developing metrics for achievement and instruction.

A. Program Indicators using collaboratively designed/research based measures

B. Outcome Indicators using collaboratively designed/research based measures

2. Support building leadership in communicating new and existing programs to all stakeholders.



WHY?

“School transformation requires significant changes in the culture of schooling, which, in turn, requires educators to engage in meaningful and informed dialogue about the assumptions, beliefs, and expectations that should drive their work.”

Leading a High Reliability School

Did you know?

C - Collaborative - Students learn through language rich lessons and conversation

P - Productive Struggle and Problem Solving - learning through errors and reflection over high level questions

M - Mixed Space Practice - recurring concepts over time, not a 2-week cram session of a concept before moving on to never revisit again

We teach Readers, not Levels

To learn more about how complex the process of reading truly is, follow the link to read more about the System of Strategic Actions and how providing reading levels to students and families is not productive to growing a reader and thinker.

LINK: [Systems of Strategic Actions; A Level is a Teacher's Tool, NOT a Child's Label](#)

The West York Area School District will continue to emphasize our curriculum review process to support best practices for learning, assessment, and supporting students becoming World Class Citizens and Creating Opportunities for Students to Thrive.

High School

Carrie Jones, Principal
Wayne Dull, Assistant Principal
Kelly Mefford, Assistant Principal

SNAPSHOT:

ACADEMICS, STUDENT GROWTH, AND ACHIEVEMENT

Ninth Grade Academy

FOCUS ON TARGET 2.

On October 1st and 2nd, the cross-disciplinary Ninth Grade Academy (NGA) Team attended two full days of training at the Pennsylvania Training and Technical Assistance Network (PaTTAN). The training was focused on providing a comprehensive understanding of the NGA theory of action. Research shows the transition to high school and specifically, performance during the ninth grade year, sets the stage for graduation and future post-secondary success more than any other variable including 8th-grade test scores, gender, race, and/or economic status. The primary purpose of establishing an NGA is to improve student outcomes by addressing the academic, behavioral, and social-emotional needs of 9th-grade students.

The 9th-grade outcomes include on-time graduation rate, post-secondary outcomes, reduction/elimination of credit recovery, improved attendance and tardy rates, and improved student engagement and ownership of learning. Ultimately, the establishment of an NGA will help increase graduation rates and reduce the risk of dropout. Since our high school has identified a large number of at-risk students, we need to determine how we can begin to mobilize and implement a number of powerful practices that have shown to be effective in addressing student needs. These practices can also help navigate the challenges that 9th-grade students face, such as:

- Transitioning away from smaller learning environments to larger settings with greater numbers of teachers.
- More demanding courses and expectations for self-governed behavior.
- Developing a personal identity in the wake of more distance from family and increased peer pressure.
- Fewer opportunities to build strong relationships with teaching staff.

While the team now has a better understanding of the core and structural components of NGAs, the next steps include de-

TARGET

1. Lead the implementation of a new schedule according to the timeline established by the scheduling committee.

2. Reduce the number of discipline referrals and improve attendance rates throughout the 2019-20 school year.



WHY?

"Children who fall behind academically will be more likely to find academic work aversive and also find escape-maintained problem behaviors reinforcing."

McIntosh 2008; McIntosh, Sadler, and Brown, 2010

termining our starting point and the level of impact we want to achieve during the implementation process. First and foremost, we must begin with the development of the NGA foundation, a robust early warning system that will be used to collect, analyze, and monitor data on incoming 9th-graders prior to and after entering that grade. Focusing on key indicators of Attendance, Behavior, and Course Performance (the ABCs) will enable us to provide the right intervention to the right student at the right time. An important part of the process will be a necessary collaboration with the Core School Improvement/MTSS Team as they continue to learn about the MTSS framework and integrating evidence-based practices at the tier one level. Working together, we need to self-evaluate our readiness to implement the components of an NGA, identify barriers, and determine the resources we have to ensure a successful implementation. Priorities and action plans to remove or reduce barriers will also be identified. PaTTAN and Lincoln Intermediate Unit (LIU) staff will visit the High School in December for our first on-site support and to evaluate the early warning system we will have in place by that time. Overall, we are working hard to better meet student needs in ways that are thoughtful and proactive, rather than reactive. If we are more efficient in meeting student needs, we can spend more time engaging in innovation and improvement.

Middle School

Anthony Campbell, Principal
Matthew Minacci, Assistant Principal

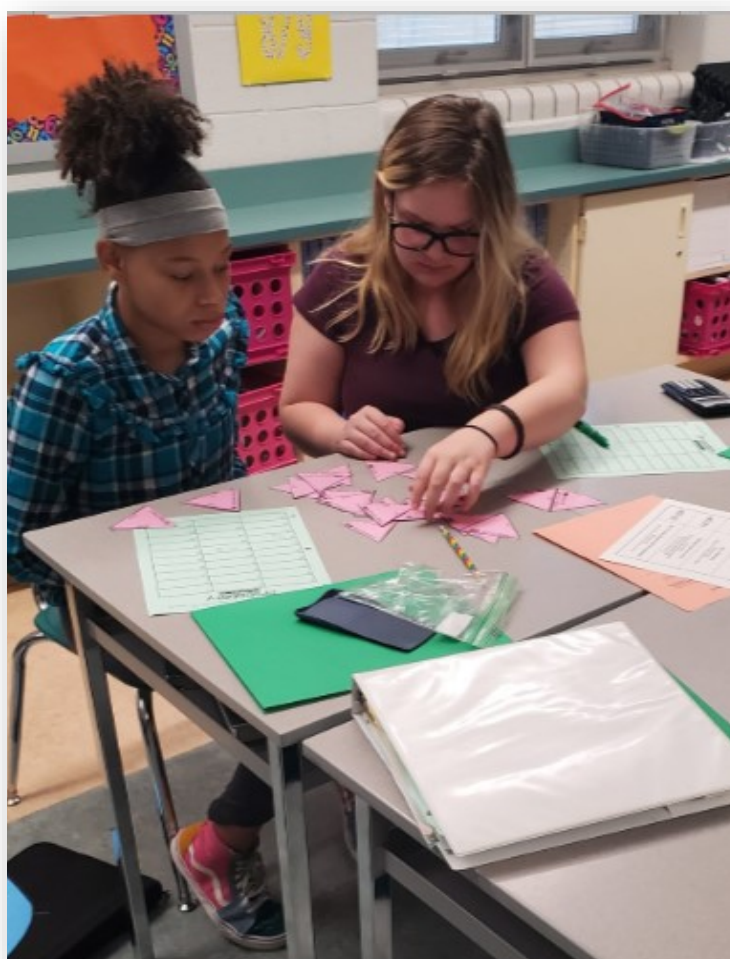
SNAPSHOT:

ACADEMICS, STUDENT GROWTH, AND ACHIEVEMENT

College Preparatory Math

FOCUS ON TARGET 2.

The Middle School math teachers continued professional development in the use of best practices for mathematical instruction. Our teachers participated in the first of three days for the Phase 2 training through College Preparatory Math (CPM). The focus of the Phase 2 training is to reinforce the effective mathematical teaching practices. Included in these practices are areas focused on the importance of questioning and discussion techniques. During the workshop, teachers had the opportunity to work as grade-level teams to review their current practices. They also worked as a 6-8 team to review the sequencing of skills and practices. These strategies and skills will be helpful as teams continue to review questioning and discussion techniques across disciplines.



TARGET

1. Implement and support an interdisciplinary teaming environment in all grade levels to support the academic, behavioral, and social/emotional needs for all Middle School students.

2. Incorporate various questioning and discussion techniques to promote student learning.



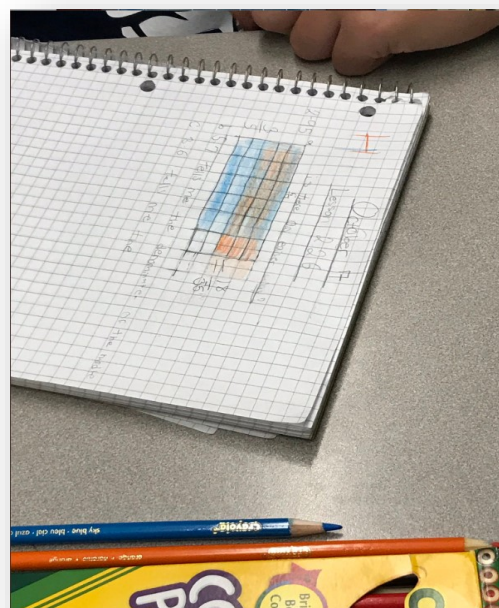
WHY?

Facilitate meaningful mathematical discourse. *“Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.”*

Pose purposeful questions. *“Effective teaching of mathematics uses purposeful questions to assess and advance students’ reasoning and sense making about important mathematical ideas and relationships.”*

National Council of Teachers of Mathematics. (2014)

*Principles to actions:
Ensuring mathematical success for all.*



SNAPSHOT:

ACADEMICS, STUDENT GROWTH, AND ACHIEVEMENT

Student Expectations

FOCUS ON TARGET 1.

To successfully implement our Positive Behavioral Interventions and Supports (PBIS) plan at Trimmer, we spent the first few weeks of school teaching Tier 1 expectations to students. Our entire faculty and staff were involved in this process as students engaged in classroom lessons about Perseverance, Respect, Integrity, Discipline, and Engagement (P.R.I.D.E.), and travelled around the building to be taught explicit lessons for the playground, cafeteria, hallway, bathroom, and even a bus lesson on the actual bus! It was a true team effort to kick off the year on the right note with consistent expectations. In September, our P.R.I.D.E. committee teachers and staff completed the Benchmarks of Quality assessment and identified areas for our committee to emphasize in October, the results were analyzed during the Data Delay on October 7, 2019.

Additionally, the teachers completed Tier 2 referrals to the counselor and dean, requesting additional behavioral instruction. An opportunity for Tier 2 instruction will take place during Unleashed, an intervention period that will begin on October 15th. The committee plans to continue to respond to building data, assessing student needs, teacher needs for support, re-teaching opportunities, and ways to strengthen the Tier 1 plan.

TARGET

1. To successfully implement an updated Positive Behavioral Interventions and Supports (PBIS) plan through the Multi-Tiered Systems of Support (MTSS) framework.
2. Support math teachers in delivering high quality math instruction using the Everyday Math resource and best practices.



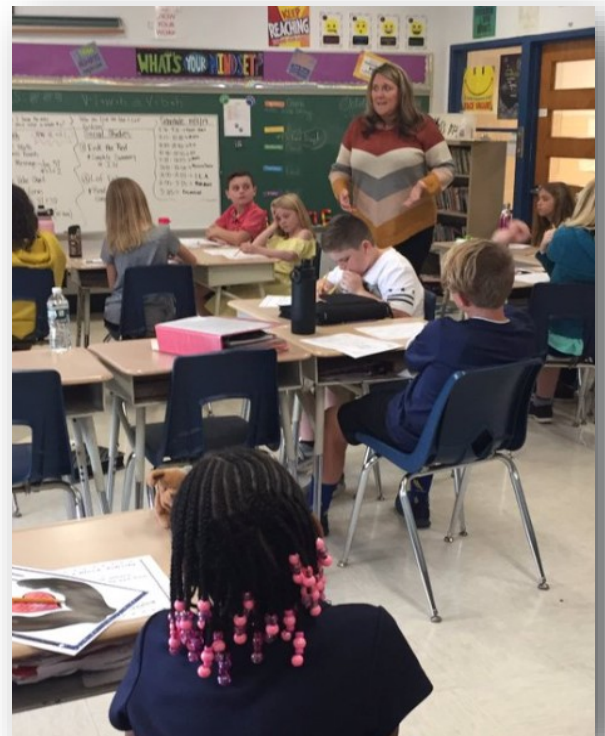
WHY

Tier I: “Universal supports for all students within a school or district. This is the primary level, and its essential features include positively stated expectations, strategies to teach expectations, high rates of reinforcement for complying with expectations, and clear routines to increase the likelihood of success.”

Tier II: “Secondary or small group/targeted level of supports focusing on students who require additional intervention to achieve outcomes. This level uses strategies such as small group instruction in self-management and social skill development as well as academic support in groups.”

IMPLEMENTING BEHAVIORAL MULTI-TIERED SYSTEMS OF SUPPORT

Hanover Research Digital Library, June 2018



SNAPSHOT:

ACADEMICS, STUDENT GROWTH, AND ACHIEVEMENT

F & P Classroom Shared Reading

FOCUS ON TARGET 1.

Faculty at Lincolnway Elementary School have been working hard to implement responsive literacy practices in their classrooms through the use of the Fountas and Pinnell Classroom (F & P). We are using Shared Reading, Interactive Read Aloud, and Reading Mini-Lesson opportunities to increase our student's reading fluency, comprehension, and joy of reading. Additionally, all students at Lincolnway have completed the F & P Benchmark Assessment System which allows teachers to have baseline data on students to measure growth throughout the year and determine students' literacy needs. During literacy instruction, teachers use the responsive literacy model to individualize instruction and help each child grow as a reader. In September, all Lincolnway teachers received specialized training in the components of F & P Classroom with a primary focus on Interactive Read Aloud and how to use that instructional time to increase students' critical thinking skills as well as keep students highly engaged in authentic and meaningful texts. Throughout the year, teachers will receive several coaching opportunities to grow their skills in teaching through the responsive literacy model using the F & P Classroom components. Feedback from teachers and students has been positive, and many students have reported how much they love reading!

TARGET

1. Successfully lead the implementation of Fountas and Pinnell Classroom (F & P), a Responsive Literacy Program, as the District's early childhood literacy framework, to achieve instructional coherence resulting in student achievement and growth at Lincolnway.

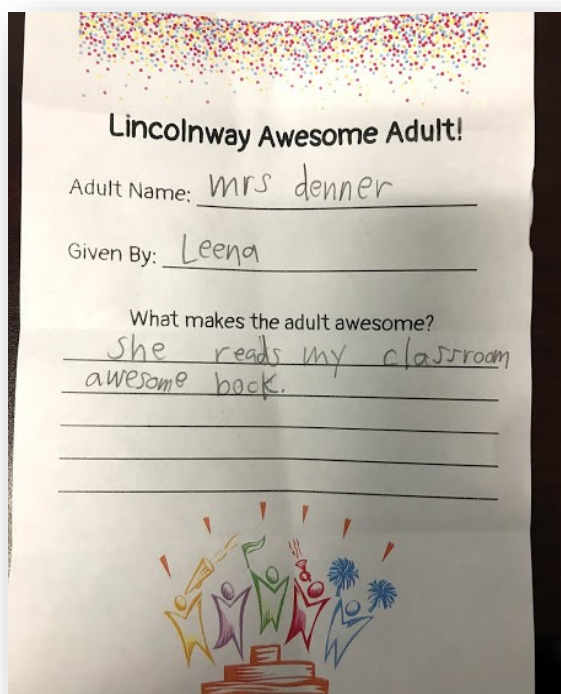
2. Successfully lead the implementation of an updated Positive Behavioral Interventions and Supports (PBIS) plan through the Multi-Tiered Systems of Support (MTSS) framework.



WHY?

"All children deserve access to a massive amount of books for different purposes - books that provide extensive and intensive opportunities to support efficient processing and successful comprehension and that nurture the ability to think, talk, and write about texts that fully engage students' interests. High-quality books are at the heart of the whole-group, small-group, and independent learning opportunities - books that stir the imagination, reflect the diversity of our world, spark discussion, and motivate children to want to read more."

Irene Fountas and Gay Su Pinnell, 2018



Wallace Elementary

Jonathan Hoffman, Principal

SNAPSHOT:

ACADEMICS, STUDENT GROWTH, AND ACHIEVEMENT

Three Components of F & P

FOCUS ON TARGET 1.

Teachers at Wallace are implementing three main components of Fountas and Pinnell Classroom. As I have been going around to the different rooms, I am seeing the consistent nature of F & P Classroom being implemented through Shared Reading, Interactive Read Alouds, and Reading Mini Lessons. The teachers are asking higher-level questions to engage the students in a more meaningful conversation centered around literature. After our F & P Trainer was with us a few weeks ago, teachers have arranged their schedules based on her recommendation, to maximize students learning. Our next steps in this process are to continue meeting as grade-level facilitators of this reading framework to continue to analyze its impact on student learning and to work with teachers during collaboration and in-service time to discuss how we can best meet student needs while implementing our three components of F & P Classroom.

TARGET

1. Successfully lead the implementation of Fountas and Pinnell Classroom (F & P), a Responsive Literacy Program, as the District's early childhood literacy framework, to achieve instructional coherence resulting in student achievement and growth at Wallace.

2. To lead the implementation of a positive behavior intervention program through a Multi-Tiered System of Support framework, which will improve student behavior throughout the building.



WHY?

"Reading is a highly complex process that requires students to bring together their own knowledge with the print on the page. When students read, they use in-the-head systems of strategic actions to process texts, flexibly integrating many different kinds of information in order to construct meaning"

Irene Fountas and Gay Su Pinnell, 2015

Human Resources

Beth Thieret, Director

SNAPSHOT:

SAFE AND CARING ENVIRONMENT, CULTURE, AND CLIMATE

Employee Assistance Program

FOCUS ON TARGET 1.

Soon, all District employees and their household members will be able to take advantage of an Employee Assistance Program (EAP) through UPMC's WorkPartners/Life Solutions program.

This program is being offered free of charge to employees and will include coaching and counseling, wellness training and education, and legal and financial services. We believe that providing services for employees facing some of life's challenges will improve attendance, retention rates, and employee satisfaction.

TARGET

1. Improve customer service pertaining to human resources for employees .

2. Develop a tool to evaluate the cause(s) for turnover



WHY?

"More than one-in-four employees at organizations not perceived to support work/life balance plan to leave their employers within the next two years, compared to 17 percent of employees who feel supported."

Hay Group study,

Philadelphia-based global management consulting firm

Special Education/Pupil Services

Traci Stauffer, Director

Heather Hossler, Assistant Director

SNAPSHOT:

COMMUNICATION AND ENGAGEMENT

Reaching out to the Community

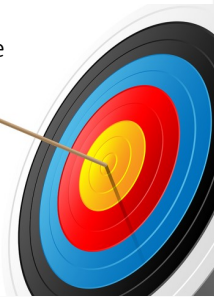
FOCUS ON TARGET 2.

The National Alliance on Mental Illness (NAMI) Basics courses are up and running with approximately 11 District parents/caregivers meeting each Thursday night to share, learn, and support each other as we strive to break the silence and eradicate the stigma associated with mental illness. The courses are led by NAMI instructors Rich Robinson and Susan Hein and are provided free of charge to our local families.

Additionally, on October 12, 2019, WYASD hosted a NAMI Walk with participation from District staff, students, and families as we walked together to raise awareness and build hope for all those in need. We are thankful for our partnership with the NAMI and we look forward to future collaborative events to support our students, families, and staff.

TARGET

1. Implementing and evaluating alternate pathways and supports for students to achieve academic success.
2. Building connections between school, home, and community.



WHY?

"Because knowledge is powerful, we believe that by helping you understand as much as possible about these conditions and their treatment, you'll be able to find the solutions that will work best for you and your family."

NAMI Basics, Participant Manual, 2016



SNAPSHOT:

ACADEMICS, STUDENT GROWTH, AND ACHIEVEMENT

Professional Development and “Systems of Strategic Actions”

FOCUS ON TARGET 1.

The District’s kindergarten through third-grade teachers and administrators participated in professional development focused on the implementation of the Interactive Read Aloud component of Fountas and Pinnell Classroom (F & P) during September. Mrs. Karen Kautz, the District consultant from Heinemann, facilitated three days of informative and collaborative professional development with small groups of teachers and administrators. District staff learned about the F & P “Systems of Strategic Actions” which highlights the ways the brain thinks as readers engage with text.

The “Systems of Strategic Actions” include 12 systems that readers use as they decode, read fluently, and comprehend text. These systems are grouped into three categories: within the text, beyond the text, and about the text thinking, and are integral to the components of F & P Classroom. During the workshops, our trainer modeled an interactive read-aloud that required participants to engage in higher-order thinking as they examined the author’s craft.

Teachers viewed a video of an Interactive Read Aloud lesson that was conducted within a classroom to see a model of how a teacher combined classroom management skills with high-quality literacy instruction. As part of the District’s training, teachers had time to explore an Interactive Read Aloud text set that they will be teaching later this year as well as learn about other upcoming text sets from their colleagues. As we continue our implementation of F & P Classroom, Mrs. Kautz will return to the District for in-classroom coaching sessions.

The first F & P Classroom coaching sessions are scheduled for the end of October. During this coaching session, kindergarten through third-grade teachers and administrators will watch a demonstration lesson by Mrs. Kautz in a Wallace or Lincolnway classroom. Time will be allotted to debrief the lesson with her, and she will be available to answer implementation questions from teachers and administrators.

TARGET

1. Successfully lead the implementation of Fountas and Pinnell Classroom (F & P), a Responsive Literacy Program, as the District’s early childhood literacy framework, to achieve instructional coherence resulting in student achievement and growth.

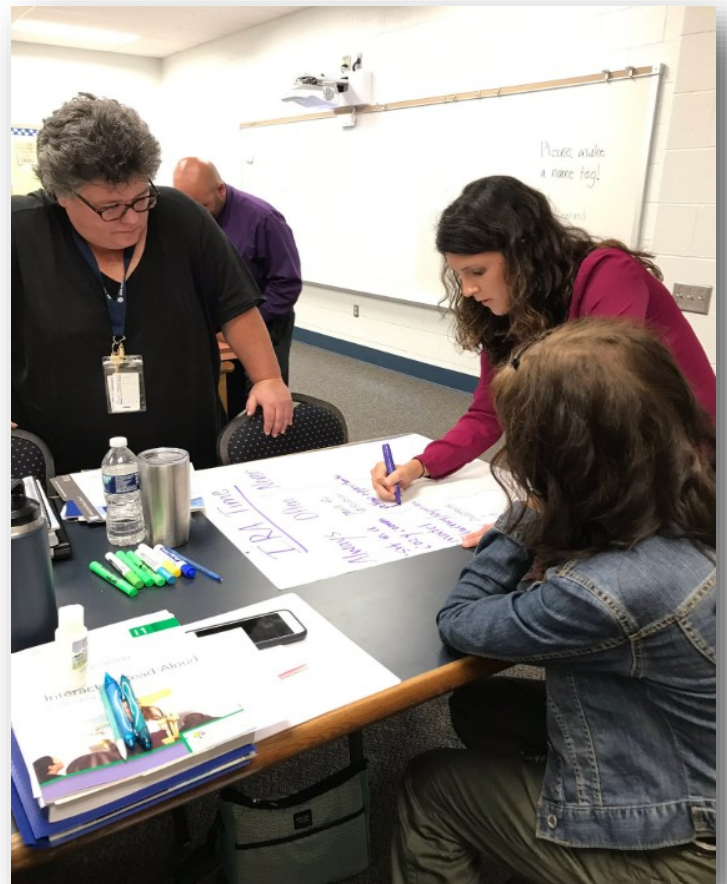
2. To implement a pilot of “Into Reading” (Grades 4 & 5) and “Into Literature” (Grades 6-8) for the purpose of determining each program’s viability as the District’s Core English/Language Arts Program at Trimmer Elementary and the West York Area Middle School.



WHY?

“Effective professional development exposes teachers to new research-based instructional strategies and supports teachers in implementing new strategies for their classroom.”

Hanover Research, 2018



Operations

Sheri Schlemmer, Business Manager
Jeffrey Ludwig, Supervisor of Buildings & Grounds
Scott Rutkowski, Food Services Director

SNAPSHOT:

BUDGET, FINANCE, AND OPERATIONS

Operation Safe Stop

FOCUS ON TARGET 1.

On October 23, 2019, Operation Safe Stop was put into action. Operation Safe Stop is an initiative between school districts and local law enforcement in conjunction with PennDot to work together to educate motorists about the importance of stopping for school buses with their red lights on that are loading or unloading students.

Facilities Update:

The summer project list is getting smaller! With the wrap-up of the High School roof project and the lighting finalization at the Middle School, a lot of items are being checked off the to-do list. The new marquee is on order and will be installed once it is received. This digital marquee will be an additional means of communication from the District to the community.

TARGET

1. Allocate Resources to support District initiatives.
2. Establish a Fund Balance Policy to Support the Fiscal direction of the School District.

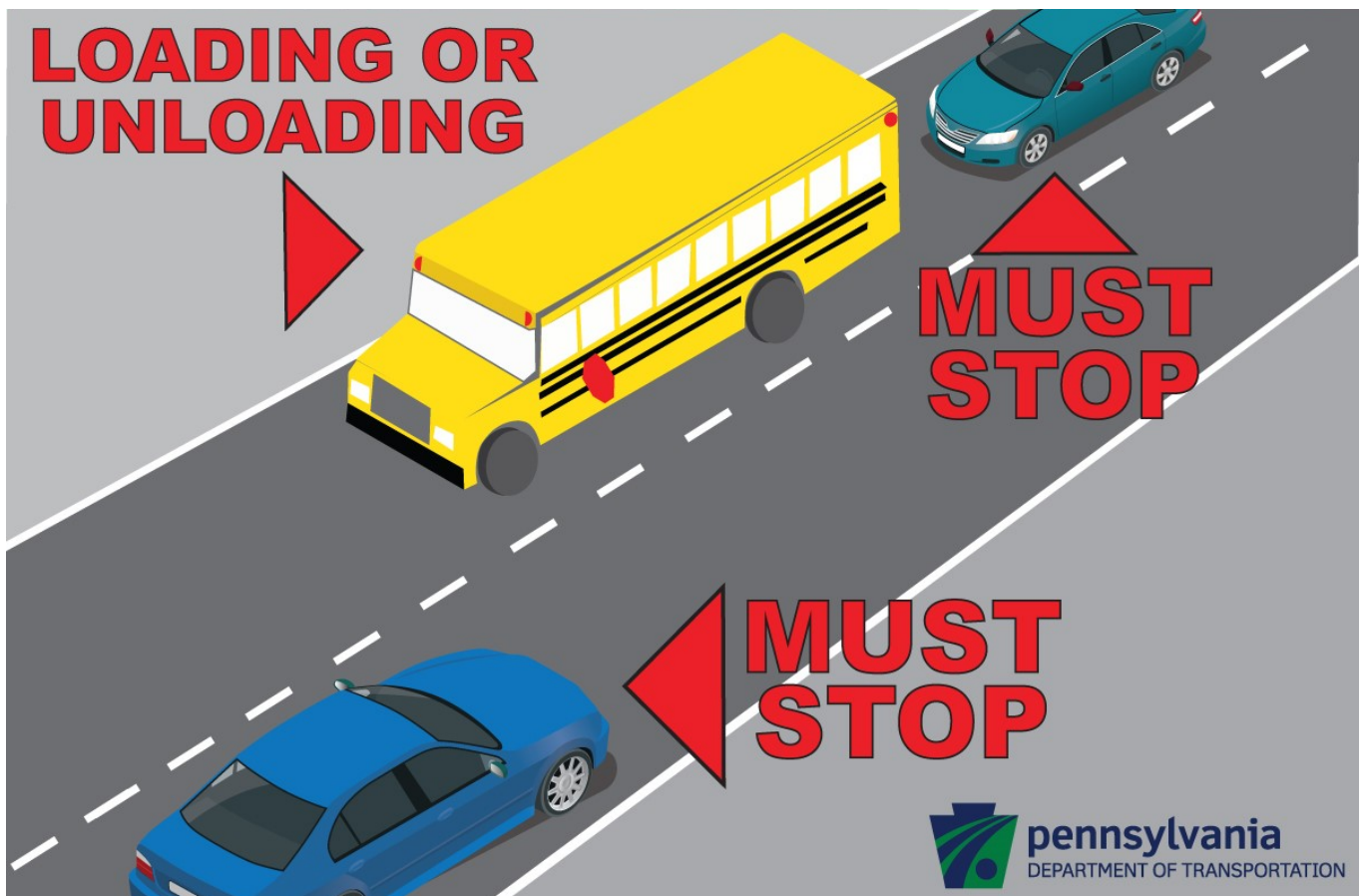


WHY?

West York transports approximately 2849 students per day and we want all of our students to travel to and from school safely. According to the National Highway Travel Safety Administration, *"the school bus is the safest vehicle on the road - your child is much safer taking a bus to and from school than traveling by car."*

School Bus Safety

United States Department of Transportation



Communications

Cynthia Greco, Coordinator

SNAPSHOT:

COMMUNICATION AND ENGAGEMENT

Refreshing the Crest

FOCUS ON TARGET 2

During the 2018-19 school year, the District established a Branding Committee which serves as a sub-committee of Positive Relations In District Education (PRIDE). Branding is made up of alumni, faculty, administrators, and community members.

A project of the Branding Committee has been to facilitate the refresh of the WYASD crest. Committee members met, workshopped, and researched the significance of having a refreshed, inclusive crest for the District. The goal was to ensure the original crest design was represented while creating refreshed components that best reflect the District and community of West York. Local graphic designers donated their time and talent to help narrow down the committee's vision. The process took longer than expected, but it was decided that a professional and accurate brand superseded a deadline.

In early November, the West York community, stakeholders, students, staff, faculty, and alumni will have the opportunity to weigh in on a final design via a comprehensive survey that will allow participants to choose a crest shell as well as the components that will represent the District. The survey will be publicized through social media, the Weekly newsletter, Blackboard email, and local media outlets.

The next steps include an internal and external rollout plan that includes creating a dedicated web page that narrates our journey to the new design.

This is an exciting time for WY - blending history with the present and future, and we are #wyproud that the entire community will be a part of this venture!

TARGET

1. Increase communication to WY families and the community in a transparent, timely, and detailed format. Create a strong collaboration with District principals and other leadership to align and impact communication materials.
2. Maximize participation in District events and meetings from families, stakeholder, and community members.



WHY?

"The purpose of an impactful brand is to connect meaningfully with all the people who matter to your business – inside and out. So if a brand makes sense to your team, but isn't as easily understood by external audiences, your brand loses impact, and as a result, the business eventually stagnates."

Emotive Brand

Is it Time for a Brand Refresh?

WHAT IS A brand?



Brand Management



Functionality



Control



Security



Scalability



Access



Flexibility

Athletics

Frank Hawkins, Athletic Director

SNAPSHOT:

COMMUNICATION AND ENGAGEMENT

AD's Corner

FOCUS ON TARGET 2.

Want to know more about the Athletic Department? Have a topic you want to know more about? Then visit the AD's Corner. See the latest [HERE](#).

The AD's Corner is the Athletic Department's newest form of communication to deliver information and topics of importance to all stakeholders. The AD Corner videos will feature interviews with students, coaches, and special guests.

If there is something you want to know more about, please take the time and fill out our suggestion form for a possible feature on a future AD's Corner segment. Link: [AD CORNER FORM](#)

TARGET

1. Professional development of coaches.
2. Establish monthly communications.



WHY?

"Your ability to communicate is an important tool in the pursuit of your goals."

Les Brown

AD's CORNER!

September 2019



Technology Department

Steve Clutter, Director

SNAPSHOT:

ACADEMICS, STUDENT GROWTH, AND ACHIEVEMENT

More Access to Technology

FOCUS ON TARGET 1.

The Technology Department will provide additional devices to students in the High School and Middle School for the 1:1 pilot in October. This is in addition to existing technology already in use. Chromebooks at the Middle School and Windows-based laptops at the High School are currently being tested by the students. We are creating new policies and procedures for student use of the district devices, along with a timeline and action plan to deploy devices and Professional development.

Observation shows that students are more engaged when using tech devices in the classroom. Additionally, classroom devices also allow students to collaborate on their work, making group projects easier and more accessible. A 1:1 computing program will further improve engagement and collaboration.

TARGET

1. Create the outline, budget, and timeline for one-to-one (1:1) computing for students District-wide.
2. Upgrade the infrastructure of the District network along with a migration to the latest Microsoft network services that will streamline use and provides remote real-time document Access.



WHY?

"We need to embrace technology to make learning more engaging. Because when students are engaged and they are interested, that's where learning takes place."

Unknown