

Awesome Public Schools

but

How do We Tell the Story so that
They Care!



Who we are

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The RACE Formula

R: Research

A: Analysis and Action Plan

C: Communication/implementation

E: Evaluate



R: Research

SAMPLES of Research

1. [Phi Delta Kappa Annual Gallup Poll](#)
2. The Information Pyramid
3. [NSPRA – 2011 CAPP Study](#)
4. Sources of local information



Information Pyramid

A: Analysis/Action Planning

Message: What should we be communicating – what's important?

Media: How should we be communicating to different audiences?

Frequency: How often?



Who is Your Audience?

- Parents
- Staff
- Community/Media



Message:

What Does it Mean for My Child?

Parents expect:

1. My child is safe.
2. My child is receiving a good education.
3. My child has high-quality teachers.
4. My child will be prepared for his/her future choices (college, career, life).



And they want to know more about . . .

- Child's progress
- Rational for changes
- How changes impact my child
- Logistics
- Opportunities for my child



“Parents very rarely ask for data. They might have a sense of it already, but it’s usually just not what they want to know. Other factors – perceptions of discipline and safety, a warm atmosphere, religious or moral climate, class size or school size, convenience related to school location or schedules, even lunch menus – can be deal makers or breakers.”

– Alan J. Borsuk, *“With wide-open school choice, marketing becomes name of the game,” Milwaukee Journal Sentinel, Aug. 3, 2013*



What Does it Mean for Me?

Staff want to know:

1. My job is safe.
2. My job is safe.
3. My job is safe.
4. Do I have to change?



What Does it Mean for the Community/ Taxpayers?

Community members want to know:

1. Schools are preparing students for jobs.
2. Students are prepared to be contributors to community.
3. Taxpayer dollars are being used appropriately.
4. Students are achieving at same or higher levels than neighboring districts.





Who Should Tell the Story

The closest person to the recipient / the most trustworthy source

- Teachers are most important storytellers
- Principals
- Administrators must train staff, but are last in line to communicate to stakeholders



Septiembre

Common Core State Standards & Learning Targets

This month we will aim for the following:

Reading & Language Arts

- Recognize and name all upper- and lowercase letters of the alphabet, isolate and pronounce the initial, medial vowel, and final sounds. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

Math

- Count 100 by ones and by tens.
- Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- Understand the relationship between numbers and quantities; connect counting to cardinality.
 - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - Understand that each successive number name refers to a quantity that is one larger.
- Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Science

- Discover that science is an activity that children and adults do to find out about the world around them.

How You Tell the Story

- Make it personal
- Make it simple
- Make it believable
- Make it compelling
- Make it meaningful



How You Tell the Story

- Face-to-face (conferences, meetings, in the community, etc.)
- E-newsletters
- School newsletters, backpack mail
- School/District website
- Social media
- Videos



Examples of Talking Points

SAMPLE - Community

State School Report Cards are new and raise the bar for achievement.

They are State-wide and intended to help paint a picture of how well schools are doing. They take into account many different factors.

School District X continues to perform well, however we have the need to improve math achievement, and are targeting efforts to do so.



SAMPLE Talking Points – Consider Your Audience

What is the change?

Standards are a set of age appropriate skills and knowledge.

Wisconsin has adopted math and English, Language Arts standards.

Standards are set for each grade level.

How does it affect my child?

Parents will see math concepts taught in a different way.

We are implementing time in the daily schedule to help all kids succeed.

How is my school doing compared to others?

The elementary school is exceeding expectations.

We have met expectations at the middle and high school.

Math scores need improvement.

We will be focused on improvement in math at all grades.



Your Turn

- Talking Point: Educator Effectiveness
- For Parents from Principal
- For Non-certified Staff who are not in the system currently from HR department
- For Community from Superintendent



References

- RACE - <http://www.nspra.org/node/49>
- PDK Gallup Poll –
http://pdkintl.org/noindex/2013_PDKGallup_HL.pdf
- NSPRA.org
- The Information Pyramid, from the book, *Think Like A Patron, Without Losing your Mind*, by Ken DeSieghardt, used with permission