DIY SCHOOL COMMUNICATION AUDITS

Phases I and II: Impacting the School and Classroom Levels

Category:
Comprehensive, Strategic, Year-Round Communication Program

Prepared for:
National School Public Relations Association (NSPRA) Gold Medallion Award Submission

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Other:
Total Communications Staff: 1
Total Pre-K through 12th Grade Students: 8,434
Total Full-Time Staff: 1,048
After hiring the first-ever Director of Communications in Oconee County Schools in 2017, district-level communications priorities were firmly in place and regularly evaluated. School-level communications, though, were highly varied - and at the classroom level, there was even more variation.

The purpose of Phase I of the school communication audits project was to help identify communication strengths, challenges and growth areas for each of the 11 schools in Oconee County Schools. In addition, this process was designed to identify best practices already occurring in schools to then be shared amongst principals. Phase II - the monitoring visits phase - addressed the classroom, club and athletics level.

During the strategic planning process, the accreditation process and the school district's parent academy meetings, the system received verbal feedback on the need to strengthen school-level communications. These conversations highlighted the need to bring standards of consistency built on excellence among all schools.

That being said, every school is different and that is to be celebrated; however, best practices needed to be identified and pervasive throughout the system.

Phase I - the 2019-20 nationally-innovative school communication audit process - evaluated schools in 15 different categories and through the RPIE framework. That process is re-capped on the following three pages.

Phase II - the 2021-22 monitoring process - revisited the school communication audits and also involved discussions with parents, community members and teachers about classroom-level communications and has already resulted in continued tremendous impact. Phase II is featured on pages 6-25.
Problem
There are no stated expectations or quality control in place regarding school-level communications.

Goal
Provide best practices and guidelines to principals for the purpose of improving school-level communications within one year from audit delivery.

Sample Objective
Within one year of audit delivery, all recommendations - or alternate recommendations as established in partnership between the director of communications and principal - will be implemented for the purpose of making research-based best communications practices more pervasive. Did this happen? COVID-19 slowed it down, but YES! All recommendations - or alternate recommendations - are in place now or the few that have not been implemented are launching in the 2022-23 school year.
Research

Research on Communication Audits
- NSPRA school district audits
- Other organization’s audits
- Academic literature on communication audits

Research on School PR Best Practices
- Academic literature on best practices
- Trade literature on school public relations and public relations in general

Research Specific to Oconee County Schools
- Direct individual and group feedback
- Social media
- Website
- Research databases
- Existing surveys

Details on research can be found at bit.ly/commauditresearch.

Planning

Presenting to Principals
- Presented at Leadership Team meeting to explain purpose and timeline of audits; key was having the superintendent’s support

Principal Survey
- Administered survey to principals that was validated by a psychometrician at Kennesaw State University

Artifacts and Evidence
- Requested samples of flyers, programs, emails to staff, e-newsletters and recognition information

Budget
$4/printed bound audit report
Time of Director of Communications

Details on planning can be found at bit.ly/commauditplanning.
PHASE I RECAP

Implementation

Creation of Audits
- Audits were approximately 20 pages each and included the following components:
  - Introduction
  - Overview of Process
  - Data
  - Areas of Strength and Improvement
  - Findings and Recommendations
  - Summary
  - Web Links
  - References
  - Appendix

Pre-Call to Discuss Audits
- Based on principal feedback, audits 4-11 included a pre-call to discuss preliminary findings and answer any questions

Audit Meeting
- Met in-person with each principal and their assistant principal(s)

To view a school communication audit sample, please visit bit.ly/CFEScommaudit.

Evaluation

Informal
- Continuous adjustment based on verbal and non-verbal cues
  - Flexibility is key

Formal
- Survey administered to principals following audit process with zero negative responses

Creation of Best Practices
- Best Practices on all areas assessed in the audits were presented at a Leadership Team meeting and met with very positive verbal and non-verbal feedback. Today, these practices are pervasive throughout the system.

To view evaluation information including a sample recap from a principal meeting and the survey results, please visit bit.ly/commauditevaluate.

To view the Best Practices developed as a result of the Phase I process, please visit bit.ly/commauditbestprac.
PHASE II RECAP

"The single biggest problem in communication is the illusion that it has taken place."
- George Bernard Shaw

**Problem**
Increased two-way communication involving principals, assistant principals, teachers, parents and community members is needed in order for the communication audit process to be a sustainable, ongoing process of continuous improvement.

**Goal**
The goal of this project is to have a positive impact on culture and climate for all stakeholders - students, parents, staff members and all members of the school system community - through improved communication.

**Sample Objective**
Provide monitoring visit reports to principals within the 2021-22 school year after meeting with all 11 school councils during the 2021-22 school year, for the purpose of ensuring teacher and parent feedback is used to create school-specific communication goals with extensive principal input.
PHASE II RECAP

Research

Review each school's Communication Audit
- Grounded in research from Phase I
- Audits have information on each school's Findings and Recommendations, so that provided the basis for Phase II

School Council Feedback
First, principals were made aware of Phase II of the audit process at a Leadership Team meeting so they were aware of the request for school council meeting feedback and the monitoring reports process. They were also able to ask questions.
- Focus group scenario in place via school council meetings comprised of each school's principal, assistant principal(s), parents, teachers and business partner
- Director of Communications provided school-specific presentations
- Q&A followed with pre-determined questions plus time for organic conversation

Details on pages that follow.

Planning

Presenting to Principals
- Ongoing presentations at Leadership Team to keep principals informed and offer opportunities for feedback

Principal Survey
- Administered survey to principals that was validated and included questions formulated as a result of school council feedback

Follow-Up Emails
- Samples requested as needed to determine Results portion of monitoring visit report

Addressing School Council Feedback
- Determined plan to address major findings and other requests brought forth at school council meetings

Formatting Monitoring Visit Reports
- Determined length and format of monitoring visit reports

Budget
- Time of Director of Communications

Details on pages that follow.
Implementation

Creation of Audits

- Audits were approximately seven pages each and included the following components:
  - Overview of Each School (Flyer)
  - Findings and Recommendations from Original School Communications Audit + Results
  - Recap of School Council Meeting Feedback
  - Data
  - Suggested Goal Areas

Audit Meeting

- Met in-person with each principal and their assistant principal(s)

Details on pages that follow.

Evaluation

Informal

- Continuous adjustment based on verbal and non-verbal cues
  - Flexibility is key, as it is vital that good working relationships are intact throughout this process
- Email sent to principals after monitoring visit meeting with the following:
  - Digital version of their monitoring visit report,
  - Recap of agreed-upon goals
  - Opportunity to provide open-ended feedback on the meeting and monitoring visit process

Formal

- Survey administered to principals following monitoring visit process with zero negative responses

Details on pages that follow.
Communication Audits
Review original school communication audits for a recap of findings and recommendations for each school.

Through the initial audit process, the following were determined to be research-based areas that were evaluated at each school:

- Customer Service
- E-Newsletters
- Emails
- Events
- Formatting
- Outreach
- Parent Support in Learning at Home
- Partnerships
- PTO
- Recognitions
- Social Media
- Staff-Specific Communication
- Student Work
- Unique to Each School
- Website

School Council Feedback
Visit school council meetings at all 11 schools for the purpose of discussing school-level communications in a ready-made focus group setting with administrators, teachers, parents and business partners.

TWO-WAY PROCESS

DID TEACHERS AND PARENTS SEE AN IMPACT?
Step 1 - School-specific presentation at all a school council meeting at all 11 schools (Sample Presentation below)

Included:

- Overview of District Communications
- Overview of School Communication Audit Process
  - Top Three Areas of Strength for Each School
  - Top Three Areas of Improvement for Each School
    - Demonstration that improvement areas were addressed
  - Overview of District-Wide Best Practices in School Communications
Step 2 - School Council Input

Sample Questions Asked:

- What do you think your school does really well with communication?
- What is your preferred method of communication?
- How do you receive most of your school-level information - from your child, their teacher or the principal?
- Have you ever logged into our learning management system?
- Are there ways I can better support your school?

THREE MAJOR FINDINGS:

1. More translation support is needed.

2. As students become more independent learners, parents receive more communication from their child(ren) and less from their teacher(s).

3. Direct communication is best - for example, text or email is preferred to visiting the website or logging onto the learning management system.
Presentations at Leadership Team Meetings
The Director of Communications presented monthly during the 2021-22 school year at Leadership Team meetings on the monitoring visit process.

Principal Surveys
Surveys were administered to principals using a condensed version of the original school communication audit surveys - plus additional questions as a result of school council feedback. Those additional questions were about classroom-level communications. The survey is on pages 14-16.

Follow-Up Emails
After reviewing principal survey results, school council feedback and the initial school communication audit, principals were asked to provide specific artifacts and evidence as needed. This was to assist in the "Results" portion of each school's monitoring report. In addition, they were asked to choose a date and time for their monitoring visit.

Addressing School Council Feedback
After receiving three major findings after 11 school council meetings, a plan for how to address those areas had to be formed in cooperation with cabinet members, directors and principals.

Formatting Monitoring Visit Reports
Using the original audit formatting, a condensed version of the school communication audit report was planned for each school.
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCS Communication Audit - Monitoring Visit Survey</td>
<td></td>
</tr>
<tr>
<td>Principal feedback for communication audit monitoring visits</td>
<td></td>
</tr>
<tr>
<td>□ Oconee County Primary</td>
<td></td>
</tr>
<tr>
<td>□ Colham Ferry Elementary</td>
<td></td>
</tr>
<tr>
<td>□ Dove Creek Elementary</td>
<td></td>
</tr>
<tr>
<td>□ High Shoals Elementary</td>
<td></td>
</tr>
<tr>
<td>□ Malcom Bridge Elementary</td>
<td></td>
</tr>
<tr>
<td>□ Oconee County Elementary</td>
<td></td>
</tr>
<tr>
<td>□ Rocky Branch Elementary</td>
<td></td>
</tr>
<tr>
<td>□ Malcom Bridge Middle</td>
<td></td>
</tr>
<tr>
<td>□ Oconee County Middle</td>
<td></td>
</tr>
<tr>
<td>□ North Oconee High</td>
<td></td>
</tr>
<tr>
<td>□ Oconee County High</td>
<td></td>
</tr>
<tr>
<td>At which school are you the principal? *</td>
<td></td>
</tr>
<tr>
<td>Do you send out a school e-newsletter? *</td>
<td>□ Yes</td>
</tr>
<tr>
<td>□ No</td>
<td></td>
</tr>
<tr>
<td>If yes, how often do you send out an e-newsletter?</td>
<td>Your answer</td>
</tr>
<tr>
<td>If there is an important announcement, in which order do you inform everyone? *</td>
<td>□ Staff first</td>
</tr>
<tr>
<td>□ Parents first</td>
<td></td>
</tr>
<tr>
<td>□ Both at the same time with the same email</td>
<td></td>
</tr>
<tr>
<td>Overall, how approachable would you describe building administrators (including yourself) to all stakeholders? *</td>
<td>□ Very approachable</td>
</tr>
<tr>
<td>□ Approachable</td>
<td></td>
</tr>
<tr>
<td>□ Mostly approachable</td>
<td></td>
</tr>
<tr>
<td>□ Somewhat approachable</td>
<td></td>
</tr>
<tr>
<td>□ Not approachable at all</td>
<td></td>
</tr>
<tr>
<td>Overall, how approachable would you describe front office staff to visitors? *</td>
<td>□ Very approachable</td>
</tr>
<tr>
<td>□ Approachable</td>
<td></td>
</tr>
<tr>
<td>□ Mostly approachable</td>
<td></td>
</tr>
<tr>
<td>□ Somewhat approachable</td>
<td></td>
</tr>
<tr>
<td>□ Not approachable at all</td>
<td></td>
</tr>
<tr>
<td>Overall, how approachable would you describe teachers to parents? *</td>
<td>□ Very approachable</td>
</tr>
<tr>
<td>□ Approachable</td>
<td></td>
</tr>
<tr>
<td>□ Mostly approachable</td>
<td></td>
</tr>
<tr>
<td>□ Somewhat approachable</td>
<td></td>
</tr>
<tr>
<td>□ Not approachable at all</td>
<td></td>
</tr>
</tbody>
</table>
Overall, how professional would you describe building administrators in their interactions with others, both written and verbal? *
- Very professional
- Professional
- Mostly professional
- Somewhat professional
- Unprofessional

How are parents informed about curriculum and what their child is learning? *
- Your answer

How do teachers communicate with parents (select all that apply)? *
- Email
- Phone
- Newsletter
- Class Dojo
- Remind
- ItsLearning
- Other:

Which of the teacher-to-parent communication tools is most used by your teachers (select one)? *
- Email
- Phone
- Newsletter
- Class Dojo
- Remind
- ItsLearning
- Other:

How do you celebrate diversity at your school? *
- Your answer

How do you recognize/community partners? *
- Your answer

Does your school hold a New Parent Orientation? *
- Yes
- No

How do you celebrate/recognize staff members at your school? *
- Your answer

How do you celebrate/recognize students at your school? *
- Your answer
**PLANNING - PRINCIPAL SURVEYS**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>How effective do you feel your Communication Ambassador has been? 1 = Hasn’t done their job 5 = Great job!</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>How effective do you feel your Web Coordinator has been? 1 = Hasn’t done their job 5 = Great job!</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>What is your school’s motto/slogan?</td>
<td>Your answer</td>
</tr>
<tr>
<td>What do you think is unique about your school?</td>
<td>Your answer</td>
</tr>
<tr>
<td>What do you want parents to know about your school that you feel they don’t know?</td>
<td>Your answer</td>
</tr>
<tr>
<td>What do you feel are challenges to getting school communication to the level you would like to see reached?</td>
<td>Your answer</td>
</tr>
<tr>
<td>How do you think faculty and staff would assess the school’s communication with them?</td>
<td>Excellent, Very good, Good, Fair, Poor</td>
</tr>
<tr>
<td>How do you think parents would assess the school’s communication with them?</td>
<td>Excellent, Very good, Good, Fair, Poor</td>
</tr>
<tr>
<td>Do you have any comments regarding school communication that you would like to share?</td>
<td>Your answer</td>
</tr>
</tbody>
</table>

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**Sample Follow-Up Email**

Anisa Sullivan Jimenez <ajimenez@oconeschools.org>  

to Tony  

Thank you, Tony!  

Just (nearly) finished the report and have a few final questions.  

1. If parents cannot attend Curriculum Night, are they provided with materials afterwards?  
2. Have social media guidelines ever been reviewed with faculty?  
3. Do you have any partners not listed on the website (for the partnership count)?  

That should do it. Thanks so much!  

Best,  
Anisa
More translation support is needed.

**Plan**
- Meet with the Director of ESOL to share this had been brought up at multiple school council meetings. *Key: Strong collaborative relationship in place. Do not work in a silo!*
- She shared she was meeting with all the ESOL teachers the following week and would work to compile all available resources.

**Implement**
- Robust list of district translation and ESOL resources compiled and shared with all 11 schools
- Graphic created by Director of Communications and shared with principals for staff e-newsletters on a highly requested translation text tool
- Customer service trainings delivered by Director of Communications to teachers about parent communication included a section about ESOL parents

As students become more independent learners, parents receive more communication from their child(ren) and less from their teacher(s).

**Plan**
- School council members shared information about teachers and coaches who demonstrate best practices in school communication.

**Implement**
- The Director of Communications is working with all 11 principals to identify 3-4 teachers and coaches to offer by teachers/for teachers sessions during pre-planning and/or faculty meetings on best practices in school communications. The Director will pilot the program at one elementary, one middle and one high school to then be able to refine this process.
- Principals will share standards of classroom communication during pre-planning - for example, email is our official tool. Class Dojo is a PBIS tool, not a text tool.

Direct communication is best - for example, text or email is preferred to visiting the website or logging onto the learning management system.

**Plan**
- Review solutions to provide opt-in text notifications to parents.

**Implement**
- An opt-in system is in the budget for the 2022-23 school year that was requested by name at several school council meetings. This tool requires little-to-no training.
IMPLEMENTATION

School Communication Audit Monitoring Visit Report (2021-22 School Year)

1. Draft each monitoring visit report in the following format (First one took four hours; after that, they took two hours to draft):
   a. Cover
   b. School Flyer/Poster
   c. Recap of School Communication Audit Findings and Recommendations - with Results
   d. School Council Meeting Feedback
   e. Data
   f. Suggested Goal Areas

2. Designate a proofreader at Central Office for the reports (Provide three days' notice).

3. Conduct the monitoring visit meeting at each school (One-hour time slots).
   a. Meetings were scheduled at a convenient time for the principal.
   b. It was their discretion to invite assistant principals.

4. Follow up with each principal (Day after monitoring visit).
   o An electronic version of the monitoring report was provided to each principal.
   o A re-cap email was sent with the report, the agreed-upon goals and an open-ended question asking if they had any feedback.

To see all the completed monitoring visit reports, please visit bit.ly/commauditmonitoring.
Colham Ferry Elementary School

We are the Motivated Mustangs!

Unique Programs
- Science, Technology, Engineering, Arts, and Mathematics (STEAM) exemplified across all grade levels
- Positive Behavior Interventions and Supports (PBIS) School
- Multiple afterschool club offerings
- Partnership with Oconee Cultural Arts Foundation
- Variety of support and involvement from the University of Georgia

Academic Achievement
- 90.7 College and Career Ready Performance Index (CCRPI) Overall Score - an "A"
  As designated by the Georgia Department of Education
- 96.5 Content Mastery (CCRPI)
- 95.3 Progress (CCRPI)
- 90.2 Readiness (CCRPI)

Points of Pride
- Georgia Department of Education STEM Certified School
  Excellence in an integrated curriculum driven by problem-solving, discovery, project-based learning, and student-centered development of ideas and solutions
- 5/5 for Positive School Climate
  Highest possible designation from the Georgia Department of Education for having a positive, safe school environment
- Over $5,000 awarded in Walton EMC EmPOWERment Grants
  Funding for STEM and literacy

oconeesschools.org/CFES
Twitter and Instagram: @CFESMustangs
Recap of November 2019 Audit Findings, Recommendations, and Results

Customer Service
- Finding(s): Survey results illustrated a high level of satisfaction regarding the positive environment at CFES.
- Recommendation(s): Re-record school greeting with principal’s voice and shorten it to 10 seconds to know to press 0 for main office. Front office staff will be provided customer service training.
- Result(s): Phone greeting re-recorded. Front office customer training delivered to front office staff.

E-Newsletter
- Finding(s): School was utilizing Smore and was embedding it in the body of an email.
- Recommendation(s): N/A
- Result(s): N/A

Emails
- Finding(s): Staff are informed with an email prior to parents and are reminded about school community events.
- Recommendation(s): N/A
- Result(s): N/A

Events
- Finding(s): CFES holds a variety of special events and the events are well-staggered. Individuals are informed via e-newsletter, email, flyer, and school marquee.
- Recommendation(s): Hold a New Parent Orientation and Principal Coffee.
- Result(s): CFES holds a New Parent Coffee and plans to launch a New Parent Orientation in the 2022-23 school year. Exemplar events: Bingo Night, Movie Night, Careers on Wheels, Literature Day, PTO First Friday Coffee

Formatting
- Finding(s): The school does an excellent job with branded and properly formatted materials.
- Recommendation(s): N/A
- Result(s): N/A

Outreach
- Finding(s): In regards to families that are not as engaged as the school would like, a variety of interventions are made including home visits if needed. The school does an excellent job celebrating diversity. National months and holidays are recognized – i.e. Black History Month, National Hispanic Heritage Month,
MLK Day. Through PBIS and school counselors, there are various activities and lessons to embrace and celebrate differences.

- Recommendation(s): Direct text messaging can be effective for parents who do not respond to letters, emails, or phone calls.
- Result(s): Text messages are utilized if all other methods have not reached the parent.

Parent Support in Learning at Home

- Finding(s): Parents receive information regarding upcoming assessments, parent conferences, and notice of events such as Curriculum Night. Teachers provide classroom-specific information as well as MAP and Milestones reports. There are also MAP and Milestones presentations at PTO meetings. Itslearning is the main source of information for content and classroom resources.
- Recommendation(s): Ensure clear expectations for keeping itslearning updated.
- Result(s): Through school council visits, it has been determined that itslearning is not a parent communication tool. However, the school does a great job reaching parents through Curriculum Night, parent conferences, Friday Folders, and teacher social media pages. If parents cannot attend Curriculum Night, they are provided with materials afterwards.

Partnerships

- Finding(s): CFES has 42 business partners and has a formal Partners in Education program. The school holds an annual appreciation event. The school recognizes partners with exterior signage and on the website.
- Recommendation(s): Cultivate increased partners through staff and parent relationships, as well as through increased promotion.
- Result(s): The school has continued fostering its lengthy partnerships.

PTO

- Finding(s): Meetings are regularly held with 5-14 parents attending. There is a PayPal option on the website for parents to join. Agendas are provided in advance of the meeting.
- Recommendation(s): N/A
- Result(s): N/A

Recognitions

- Finding(s): CFES recognizes students in many ways, including the following: “Student of the Month” for each classroom, “Bus Rider of the Month” for each route, end-of-year recognitions, and various recognitions for student and club achievements. Staff members are recognized as “Team Players” at faculty meetings with notes of support from other faculty members. CFES also names an “Employee of the Quarter” and there are a variety of ways to provide positive feedback and appreciation to faculty and staff throughout the year. There is also a sunshine committee to support and celebrate staff members.
• Recommendation(s): N/A
• Result(s): N/A

Social Media
• Finding(s): CFES has a strong presence on Twitter and Instagram.
• Recommendation(s): Review Social Media Guidelines at a faculty meeting.
• Result(s): Social Media Guidelines are reviewed annually during pre-planning with faculty.

Staff-Specific Communication
• Finding(s): There are a variety of effective ways in which administration communicates directly with staff. The newsletter “CFES Coach’s Notes” is a great way to communicate with staff because it is concise and visually appealing. Staff are always notified of any information before parents with their own targeted email.
• Recommendation(s): N/A
• Result(s): N/A

Student Work
• Finding(s): CFES has a set expectation that student exemplars are changed out monthly in the hallways outside each classroom.
• Recommendation(s): N/A
• Result(s): N/A

Unique to CFES
• Finding(s): CFES is an historical school with a small-town feel and innovative teaching and learning strategies. The school does an excellent job fostering community – whether through its events or a community book club. The principal does an excellent job with engaging videos around back-to-school, testing, and more. In addition, there is strong consistency with wording around the logo – Mustang, saddle, etc.
• Recommendation(s): N/A
• Result(s): N/A

Website
• Finding(s): The website stays maintained and updated.
• Recommendation(s): Web coordinator has access to review formatting guidelines as needed.
• Result(s): The website continues to be well-maintained.
Recap of School Council Meeting Feedback

Feedback on Preferred Communication Methods
- Consensus was that direct communication is preferred.
- Itslearning is not a parent communication tool.
- Unanimous that Mustang Minute (e-newsletter) is go-to source for information
  - Parents also like phone reminders for important information
  - Parents appreciate reminder signs in car rider line

Other Comments
- Requested increase in language accessibility for parents
  - As a result of this feedback, the Director of Federal Programs talked with
    ESOL teachers to compile a comprehensive list of resources; Talking
    Points app information shared with all teachers
- Parent with special needs child said she would’ve liked communication prior to
  starting school (needed help navigating the process; didn’t know there would be
  an assigned case manager)
- Principal was complimented for school doing a great job in communication

Data

School Communication Data
- CFES was recognized 91 times on OCS social media in the 2018-19 school year,
  as compared with the elementary average of 84. For the 2020-21 school year,
  that number was 90 as compared with the elementary average of 79.
- Eleven school visits were made to CFES in the 2018-19 school year, as
  compared to the elementary average of 10. For the 2020-21 school year, that
  number was 7 as compared with the elementary average of 7.
- There were 93,869 visits to the CFES web site in the 2018-19 school year
  (elementary average: 72,272). For the 2020-21 school year, there were a total of
  26,279 visits to the CFES website (elementary average: 23,634).
- There are 582 followers on CFES’ Instagram page in the 2018-19 school year
  (elementary average: 326). As of 2/1/22, there were 522 followers (elementary
  average: 590).
- There were 354 followers on CFES’ Twitter page in the 2018-19 school year
  (elementary average: 341). As of 2/1/22, there were 657 followers (elementary
  average: 407).

Suggested Goal Areas
- Increased parent communication on cultural diversity
- Increased parent communication on SEL
- Providing parent communication to special education parents prior to the start of
  school
OCS Communication Audit Monitoring Evaluation

Thank you for your input!

At which school are you the principal? (Optional)
Your answer

How helpful do you feel the communication audit monitoring process is to aid in school communication efforts? *
1 2 3 4 5 Average: 4.25
Not Helpful Mostly A Little No

How professional do you feel the delivery of monitoring visit findings and recommendations were? *
1 2 3 4 5 Average: 5
Poor Mostly A Little Excellent

How valuable did you feel the discussion was at the school council meeting where the Director of Communications presented on district and school communications? *
1 2 3 4 5 Average: 4.75
Poor Mostly A Little Excellent

Did you feel that your school’s communication was accurately represented in the monitoring visit report? *
Yes Mostly A Little No

Did you feel that this process was two-way in that you had a voice in next steps for school-level and classroom-level communications? *
Yes Mostly A Little No

How supportive do you feel the district Office of Communications is in supporting school-level communications? *
1 2 3 4 5 Average: 5
Unsupportive Mostly A Little Excellent

What was most helpful to you in this process? *
Your answer

Do you have any comments as to how the process can be improved?
Your answer

Do you have any other comments that you would like to share?
Your answer
"Effective communication is an essential part of the educational process. The **communication audit process** conducted by our Director of Communications, Mrs. Anisa Sullivan Jimenez, helps school-level administrators reflect on their current communication practices and gives an opportunity to collaborate on future communication initiatives. The **topics discussed** in the communication audit process often end up as a **part of the overall school improvement plan for the school.**"

-Principal Tony McCullers, Colham Ferry Elementary School

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Keep coming back to our School Council meetings! I received great feedback from my parents about this dialogue.

I think it's great!

I loved having you attend our School Council to gain the perspectives of my parents and teachers. I thought this conversation was enlightening and helpful in determining our next steps to improve communication at my school. I appreciate that I can call you any time and you are there to support me with the right words and steps to maintain a positive working relationship with parents and community partners.

Looking at communications from the big picture perspective.

Hearing from the school council about two way communication.

Always looking for new ways to communicate.

I am grateful for your support!

Thank you for your support!
Sustained Excellence + Continuous Improvement

2021-22: Complete monitoring visits.

2022-23: Analyze Cognia and Georgia Student Health survey data. Send principal survey.

2023-24: Monitoring visit and assessment of new and existing tools (examples: Canva, Remind, Blackboard).

"What I didn't expect is that this process changed me. I became more flexible and refined my role far beyond that of a tactician - and I grew as a strategist.

Now, instead of telling someone their website isn't properly formatted, I make a quick screencast as part of monthly professional development for our web coordinators. Similarly, I share ongoing resources with our communication ambassadors.

Ultimately, relationships are the foundation of my work. I will not argue over a font choice, but I will talk about readability. I will not demand something be done in a certain way, as perhaps someone else's way still meets our overall goals and objectives. I'm never lost in the weeds and I'm more visible than ever in our school system community."

Anisa Sullivan Jimenez, APR
Director of Communications