



SCUCISD

Schertz-Cibolo-Universal City Independent School District

SCUC ISD

Excellence in Action

Presented by

Dr. Greg Gibson, Wayne Pruski and Linda Cannon

The Sea Otter Story

A Metaphor for Understanding Systems Perspective

"How it is that you view the system can significantly impact your behavior, and your view can cause you to look at the system very differently. For example, if I want sustainable fishing, I need to interact with system differently." -W. Edwards Deming

There once was a small, successful salmon fishing boat in a harbor in Alaska. One day, the fishermen noticed several sea otters near the boat eating salmon. They decided to post a sharp shooter on the tower in order to eliminate the sea otters. After a few months, sea otters in the harbor were generally eliminated and salmon production increased slightly. However, another story was unfolding under the surface of the water.

It turns out that salmon are fast and difficult to catch. Sea otters primarily survive on a diet of (much slower) sea urchins. Now, with sea otters eliminated, sea urchins thrived. The primary source of food for sea urchins is the mass quantities of kelp growing on the ocean floor. Within a few months, the over abundant sea urchins had eaten all of the kelp within the harbor. It turns out that salmon lay their eggs in kelp and the young salmon survive for their first few months on kelp. Now, with no kelp, salmon were unable to reproduce, and the fishing industry collapsed in the harbor.

Moral- Often times, we only look at small, short-term gains and do not consider the long-term implications. Taking time to understand the larger systems in play and potential impacts on those larger systems helps us make better decisions.

*Similar to Peter Serge's Iceberg Model.



Categories 1-3-5...

“The People Categories”

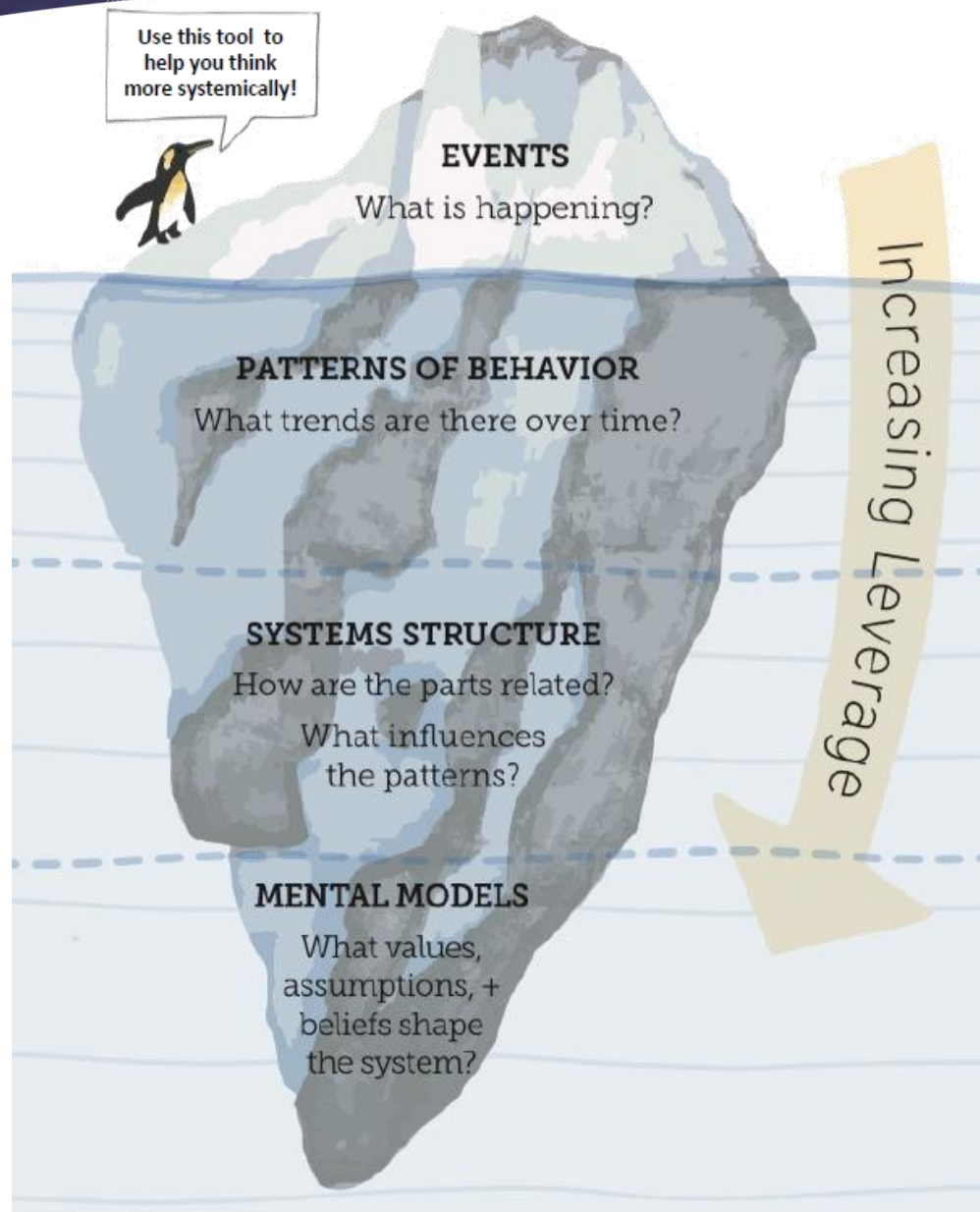
1.1 Senior Leadership

- 1.How do senior leaders set your organization's vision and values?**
- 2.How do senior leaders' actions demonstrate their commitment to legal and ethical behavior?**
- 3.How do senior communicate with and engage the entire workforce and key customers?**
- 4.How do senior leaders' actions create an environment for success now and in the future?**
- 5.How do senior leaders create a focus on action that will achieve the organization's mission?**

1.2 Governance

- 1. How does your organization ensure responsible governance?**
- 2. How do you evaluate the performance of your senior leaders and your governance board?**
- 3. How do you address and anticipate legal, regulatory, and community concerns with your products and operations?**
- 4. How do you promote and ensure ethical behavior in all interactions?**
- 5. How do you consider societal well-being and benefit as part of your strategy and daily operations?**
- 6. How do you actively support and strengthen your key communities?**

The Iceberg Model



Category 1: Current Work

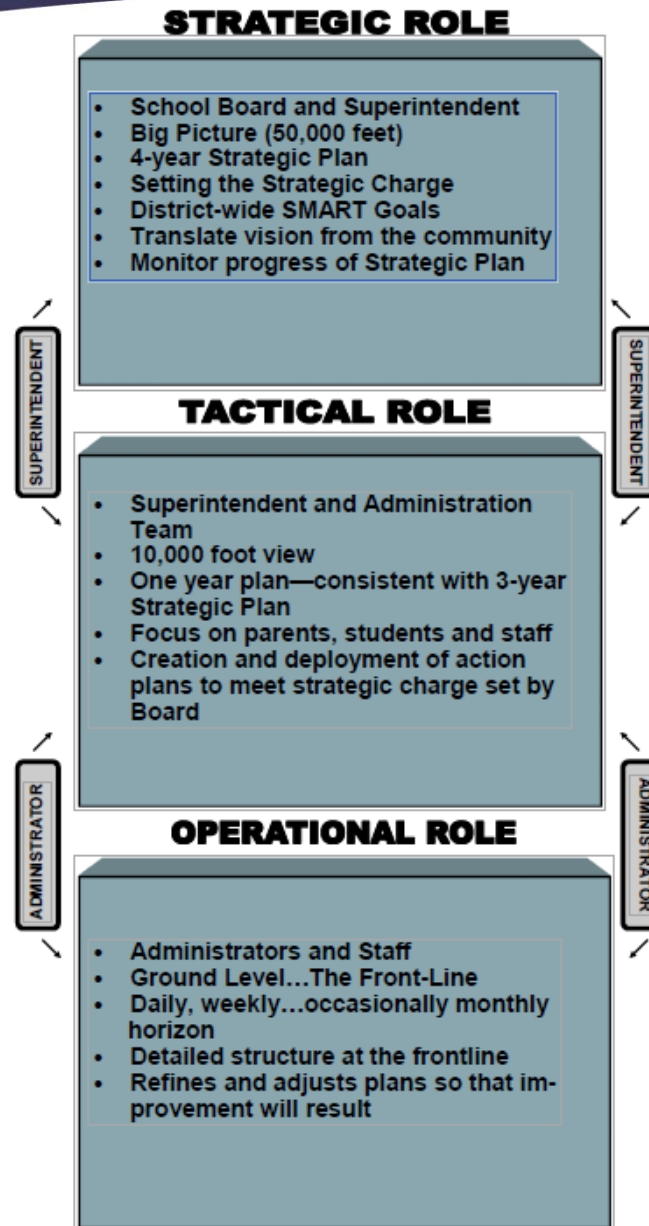
- Strengths

- Strong alignment to 4 priorities
- Multiple advisory committees (staff, students, parents and community)
- Focus on action-cascading scorecards
- Strong Governance team

- Opportunities for Improvement

- Aligning operational outcomes to job quality indicators (DSS)
- “Full Throttle” leadership development at all levels
- Integrating scorecard outcomes into at least 75% of appraisal outcome

Governance System: Three Essential Roles to Every School System



District Scorecard...How Senior Leaders and Board Of Trustees Monitor Progress

Schertz-Cibolo-Universal City ISD 2018-19 DISTRICT SCORECARD

| PRIORITY 1 All Graduates will be College and/or Career and/or Military Ready | PRIORITY 2 High-performing and Engaged Workforce | PRIORITY 3 Highly Satisfied Students, Parents and Community | PRIORITY 4 Efficient District and Campus Operations |
|--|---|---|--|
| Purpose Statement: SCUC strives to prepare every graduate for post high school success in a way that embraces critical attributes outlined in our traits of a graduate. | Purpose Statement: SCUC strives to engage and develop its staff in order to ensure a high-performing, top workplace environment. | Purpose Statement: SCUC strives to listen and learn from key customers to provide service excellence in order to build strong relationships and exceed customer expectations. | Purpose Statement: SCUC strives to embrace and enhance financial accountability and good stewardship of community resources in order to provide maximum allocation for direct instruction purposes. |
| PRIORITY 1: 2018-22 Strategic Goals <input type="checkbox"/> 1.1 Annually increase the percentage of all students demonstrating college, career, and/or military readiness <input type="checkbox"/> 1.2 Annually increase the percentage of students reading on or above level in all grades <input type="checkbox"/> 1.3 Annually increase the percentage of students who understand and exemplify the SCUC Traits of a Graduate PRIORITY 1: Key Annual Results <input type="checkbox"/> 1.1 80% of graduating seniors will demonstrate college, career, and/or military readiness <input type="checkbox"/> 1.2 Increase the percentage of students in grades PK-2 reading on grade level (specific number will be added based on new measure instrument) 85% of students in grades 3-10 will demonstrate reading grade level based on STAAR assessment <input type="checkbox"/> 1.3 100% of respondents on student engagement survey will indicate awareness of Traits of a Graduate | | PRIORITY 1 PRIORITY 1: Key Annual Strategic Actions <input type="checkbox"/> • Quarterly Data Reviews <input type="checkbox"/> • Develop Focused Planning Guides in other content areas <input type="checkbox"/> • Continue to refine and deploy RTI process <input type="checkbox"/> • Teach all students Traits of a Graduate (Year One) <input type="checkbox"/> • Research and identify Social Emotional Learning (SEL) positive behavior program PRIORITY 1: Key Annual Progress Monitoring Measures <input type="checkbox"/> • District Common Unit Assessment (DCUA) <input type="checkbox"/> • Universal Screener <input type="checkbox"/> • Score reports (TSI, ACT, SAT, PSAT/NMSQT, ASVAB) <input type="checkbox"/> • Student Attendance <input type="checkbox"/> • Student Surveys <input type="checkbox"/> • Career and Technology Education (CTE) Certifications earned | |
| PRIORITY 2: 2018-22 Strategic Goals <input type="checkbox"/> 2.1 Annually Increase the percentage of participants who respond in the top 3 (of 7) scoring bands in workforce satisfaction on SCUC annual survey. PRIORITY 2: Key Annual Results (2.1) <input type="checkbox"/> A. Increase the percentage of participants will respond in top 3 (of 7) scoring bands in workforce satisfaction on SCUC annual survey from 69% to 70% <input type="checkbox"/> B. Increase staff attendance rates from ____ to ____ <input type="checkbox"/> C. Increase employee retention from ____ to ____ <input type="checkbox"/> D. Increase satisfaction with departmental service to schools from ____ to ____ | | PRIORITY 2 PRIORITY 2: Key Annual Strategic Actions <input type="checkbox"/> • Complete a Professional Development needs assessment for instructional and operational staff (CO) <input type="checkbox"/> • Engage leaders to learn about and implement effective meetings, aligned communication to avoid we/they, leader rounding, and professional performance conversations (CO/Campus/Dept) <input type="checkbox"/> • Develop and implement a process for driving improvement in staff attendance (CO) PRIORITY 2: Key Annual Progress Monitoring Measures <input type="checkbox"/> • Quick Questionnaire/SWOT with DIC and Staff Advisory <input type="checkbox"/> • Online Professional Development Survey after each PD offering <input type="checkbox"/> • Number of staff participation in Professional Development | |

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| PRIORITY 3 | | | |
| PRIORITY 3: 2018-22 Strategic Goals STUDENT <input type="checkbox"/> 3.1 Annually increase the percentage of student participants in will respond in top 2 (of 5) scoring bands in Annual Student Satisfaction Survey PARENTS <input type="checkbox"/> 3.2 Annually increase the percentage of student (parent) retention year-to-year attending SCUCISD schools in grades K-12. COMMUNITY <input type="checkbox"/> 3.3 Annually increase the percentage of community respondents who respond in top 2 (of 5) scoring band in the SCUCISD Annual Community Survey | | PRIORITY 3: Key Annual Strategic Actions <input type="checkbox"/> • Provide feedback on campus extra-curricular, club/organization through walkthroughs and observations <input type="checkbox"/> • Promote/market district using formalized plan <input type="checkbox"/> • Deploy SCUCISD Community Survey | |
| PRIORITY 3: Key Annual Results STUDENTS <input type="checkbox"/> 3.1 80% of respondents will respond in top 2 (of 5) scoring bands on SCUCISD Student Satisfaction Survey by June 2022 PARENTS <input type="checkbox"/> 3.2 80% of respondents will respond in top 2 (of 5) scoring bands on SCUCISD Parent Satisfaction Survey by June 2022 COMMUNITY <input type="checkbox"/> 3.3 80% of respondents will respond in top 2 (of 5) scoring bands on SCUCISD Community Survey | | PRIORITY 3: Key Annual Progress Monitoring Measures <input type="checkbox"/> • Quarterly/semester survey of sample students in grades 4, 6, 7, 10, and 12 regarding student engagement (C.O.) <input type="checkbox"/> • Weekly monitoring of student attendance (C.O. and Campus) <input type="checkbox"/> • Survey of extra-curricular students at end of fall and/or spring semesters (C.O.) <input type="checkbox"/> • Mid-year survey of community members, quarterly check-in survey at CAC/DIC (C.O.) <input type="checkbox"/> • Monthly reporting of advisory committee attendance at each CAC/DIC meeting (C.O.) | |
| PRIORITY 4 | | | |
| PRIORITY 4: 2018-22 Strategic Goals <input type="checkbox"/> 4.1 District will score 90 or above on SCHOOLS FIRST INDICATOR – 100 point scale. | | PRIORITY 4: Key Annual Strategic Actions <input type="checkbox"/> • Implement working structure for board budget committee and quarterly budget workshops. <input type="checkbox"/> • Campuses and departments will utilize a financial forecasting tool to adjust budgets to needs each quarter. | |
| PRIORITY 4: Key Annual Results <input type="checkbox"/> 4.1 District will score 90 or above on SCHOOLS FIRST INDICATOR – 100 point scale. | | PRIORITY 4: Key Annual Progress Monitoring Measures <input type="checkbox"/> • Quarterly updates on District Financial Forecasting for campuses/department Financial Forecasting – Campus Benchmarks: Oct., Dec., Feb., April District Benchmarks: Nov., Feb., May, August. <input type="checkbox"/> • Quarterly updates on district budget, financial forecasting, long range fiscal planning, staffing ratios and compensation through budget board workshops. | |

3.1 Voice of Customer

- 1.How do you listen to, interact with, and observe customers* to obtain actionable information?**
- 2.How do you listen to potential customers to obtain actionable information?**
- 3.How do you determine customer satisfaction, dissatisfaction, and engagement?**
- 4.How do you obtain information on customers' satisfaction with your organization relative to other organizations?**

3.2 Customer Engagement

- 1.How do you determine product offerings?**
- 2.How do you enable customers to seek information and support?**
- 3.How do you determine your customer groups and market segments?**
- 4.How do you build and manage customer relationships?**
- 5.How do you manage customer complaints?**

Habits of a Systems Thinker



Category 3: Current Work

- Strengths

- Focus on service throughout SCUC
- Use of DSS with internal customers
- Obtaining actionable information through advisory groups , “Ask SCUC” and social media (emerging)
- VOC was major component of current strategic plan and “Portrait of a Graduate”

- Opportunities for Improvement

- More systematic with leader rounding protocol
- Hardwiring social media protocols
- Deploying community survey
- Developing and deploying marketing strategy
- Complaint management not fully deployed

CAT 3 - Where This Work is Imbedded In Our Strategic Plan

PRIORITY 3

Highly Satisfied Students, Parents and Community

Purpose Statement: SCUC strives to listen and learn from key customers to provide service excellence in order to build strong relationships and exceed customer expectations.

| PRIORITY 3 | |
|---|---|
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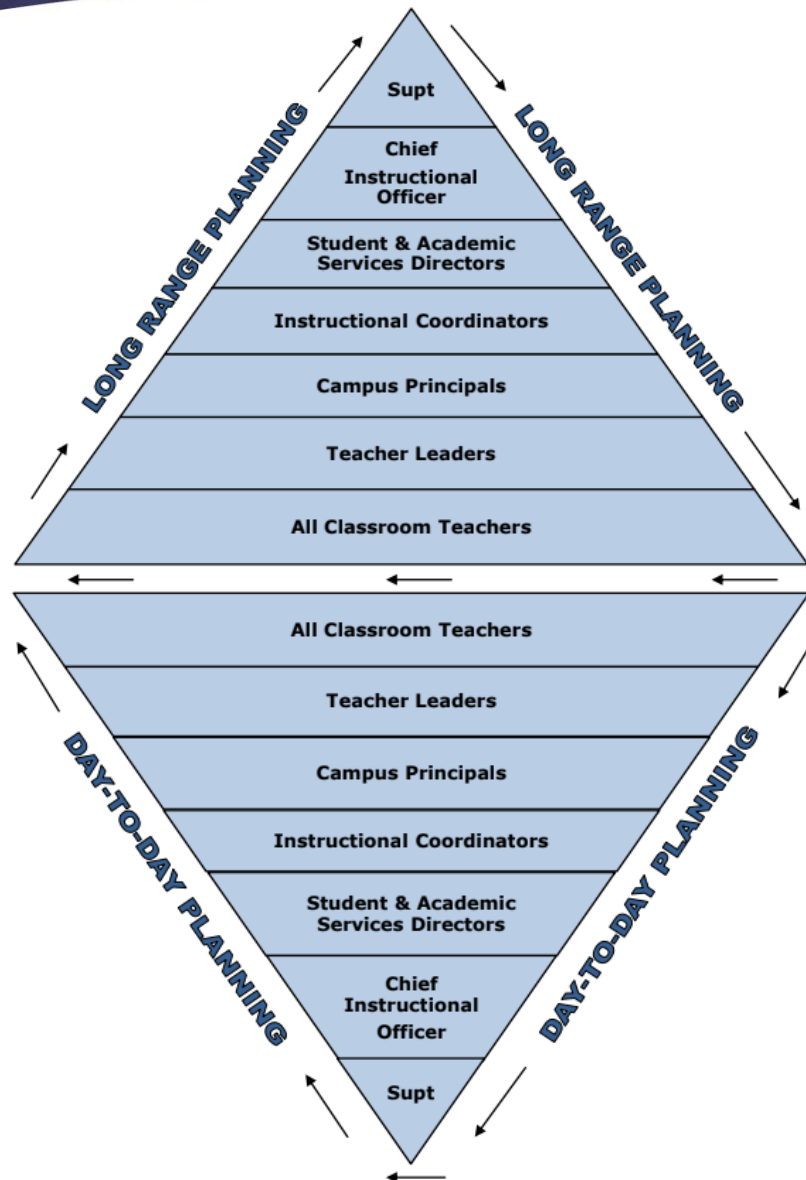
5.1 Workforce Environment

- 1. How do you assess your workforce capability and capacity needs?**
- 2. How do you recruit, hire, place, and retain new workforce members?**
- 3. How do you prepare your workforce for changing capability and capacity needs?**
- 4. How do you organize and manage your workforce?**
- 5. How do you ensure workplace health, security, and accessibility of the workforce?**
- 6. How do you support your workforce via services, benefits, and policies?**

5.2 Workforce Engagement

1. How do you foster an organizational culture that is characterized by open communication, high performance, and an engaged workforce?
2. How do you determine the key drivers of workforce engagement?
3. How do you assess workforce engagement?
4. How does your learning and development system support the organization's needs and the personal development of your workforce members, managers, and leaders?
5. How does your learning and development system support the organizations needs and the personal development of your workforce members, managers, and leaders?
6. How do you evaluate the effectiveness and efficiency of your learning and development system?
7. How do you manage career progression of your workforce and your future leaders?

Inverted Pyramid Model



Category 5: Current Work

- Strengths

- Professional devlp needs assessment to ALL staff
- Policy audit to ensure alignment to beliefs and core values
- Top Workplace culture and award 2013,14,15,16,17
- Strong work recognition culture (WOW cards, value coins, CTE awards)

- Opportunities for Improvement

- Outcome based leader evaluation system
- Hardwiring performance conversation protocol and individual performance plans
- Deploying and Hardwiring 30/90 day conversations with new employees
- Hardwiring behavior-based peer interview protocol

CAT 5 - Where This Work is Imbedded In Our Strategic Plan

PRIORITY 2

High-performing and Engaged Workforce

Purpose Statement: SCUC strives to engage and develop its staff in order to ensure a high-performing, top workplace environment.

PRIORITY 2

PRIORITY 2: 2018-22 Strategic Goals

- ☐ 2.1 Annually Increase the percentage of participants who respond in the top 3 (of 7) scoring bands in workforce satisfaction on SCUC annual survey.

PRIORITY 2: Key Annual Strategic Actions

- ☐ • Complete a Professional Development needs assessment for instructional and operational staff (CO)
- ☐ • Engage leaders to learn about and implement effective meetings, aligned communication to avoid we/they, leader rounding, and professional performance conversations (CO/Campus/Dept)
- ☐ • Develop and implement a process for driving improvement in staff attendance (CO)

PRIORITY 2: Key Annual Results (2.1)

- ☐ A. Increase the percentage of participants will respond in top 3 (of 7) scoring bands in workforce satisfaction on SCUC annual survey from 69% to 70%
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- ☐ C. Increase employee retention from ____ to ____
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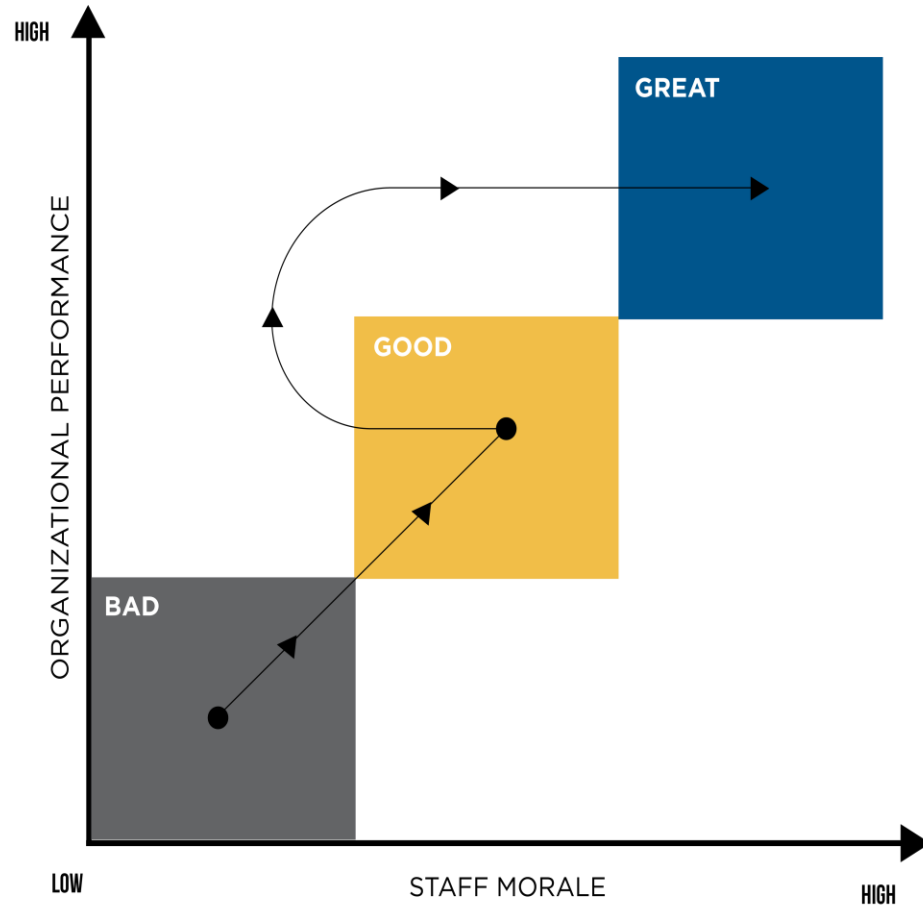
PRIORITY 2: Key Annual Progress Monitoring Measures

- ☐ • Quick Questionnaire/SWOT with DIC and Staff Advisory
- ☐ • Online Professional Development Survey after each PD offering
- ☐ • Number of staff participation in Professional Development

“C” Curve

The Journey From Good to Great

The Journey from
GOOD TO GREAT
and
STAFF MORALE



Lessons Learned on the Journey

1. You can't power your way through the C Curve. You must listen and care
2. Trust is critical
3. Don't be afraid to declare a false start
4. Recognize that some will not want to go along on this journey. Don't get frustrated
5. If you don't "feel" the C curve, you're not really improving
6. Be careful of PR negatively impacting your improvement...be transparent, tell the truth and constantly improve – Embrace Your OFI's!
7. Lots of work below the surface of the iceberg model...
8. Staff satisfaction surveys, rounding – don't start journey without listening to front line staff
9. Coaching helps
10. Leadership is situational. At different times your staff needs different things...avoid "one size fits all" thinking

QUESTIONS?

PLUS/DELTA

