Understanding Organizational Culture

Survey Approach and Response Profile

Ratings

Key Insights

Overview | Theme Details | Rating Definitions | Pillar 1: Leadership | Pillar 2: People & Practices | Pillar 3: Community & Governance | Pillar 4: Teaching & Learning

Recommended Next Steps

Shaping a Culture of Excellence at SEISD

Insights from the 2025 Organizational Culture Survey: Celebrating strengths, addressing gaps, and building a shared path forward

Last updated: September 2025

At SEISD, your pursuit of a culture of excellence is more than a goal, it's a commitment.

Every effort made, **from the classroom to the community**, reflects your belief that when you elevate culture, you empower teachers, inspire students, and strengthen the foundation for lasting success.

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Recommended Next Steps

San Elizario ISD's Organizational Culture Study provides a clear window into **how your teachers and staff experience leadership, collaboration, and support in their daily work.**

The results highlight strong foundations of pride, academic emphasis, and efficacy, while also pointing to **opportunities to strengthen** recognition practices, transparency, and resilience against external pressures.

This is an important step toward continue building a culture that **empowers** educators and staff, while **accelerating student success.**

The Power of Assessing Organizational Culture

Understanding Organizational Culture	Survey Approach and Response Profile	Ratings	Key Insights						
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Recommended Next Steps

Definition – What does it mean?

- A foundational set of beliefs shaped by members through **external adaptation** and **internal integration** (Schein, 1992).

- It is a set of shared of **values, behaviors, norms, assumptions, agreements, and shared beliefs** among organizational members.

- In every organization, culture influences how people **collaborate, adapt to challenges, and pursue goals**.

Impact - Why it matters?

- Organizational culture drives **how people think, act, and work together**; shaping performance, engagement, and outcomes.

- Culture is **invisible and assumed**, meaning misalignments, inconsistent behaviors, or cultural gaps can silently erode trust, reduce productivity, and stall change.

Benefits of Assessing Culture

- Culture can **enable or hinder strategy, performance, and employee success**.

By assessing OC, leaders gain:

- **Visibility** into strengths, risks, and alignment gaps.

- Ability to **reinforce** what works and address weaknesses.

- A pathway to **intentionally shape culture** that supports strategy, change, and long-term success.

OC has significant implications for:

- Organizational success and performance

- Employee job satisfaction

- Change readiness and adaptability

- Productivity and turnover

- Student learning and success

Key Takeaway

Assessing organizational culture reveals whether it is enabling or hindering success and equips leaders to intentionally **shape it for long-term performance and impact.**

Organizational Culture: The Hidden Engine of Excellence

Understanding Organizational Culture

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Recommended Next Steps

Survey results give an opportunity to advance SEISD's vision and mission by:

Turning staff input into comparable indicators.

Building accountability, creating a common language for leaders, staff, and the board to track progress over time.

Revealing root causes, linking strengths and gaps (e.g., recognition, openness, alignment) to **clear risks and outcomes.**

Connecting culture to results, aligning people practices and leadership behaviors with instructional effectiveness and student achievement.

Focus decisions, using pulse ratings and gap criticality to **prioritize** high-impact actions.

Mission Statement
The mission of the San Elizario Independent School District is to **graduate students with innovative skills** for 21st-century careers by focusing on academic and social skills, fostering **transformative practices, and building community** support through positive relationships between home and school.

Vision Statement
A Proud Community of Champions – **Soaring to Excellence**

SEISD is A Proud Community of Champions – Soaring to Excellence

The Purpose of this Study

Understanding Organizational Culture	Survey Approach and Response Profile	Ratings	Key Insights							Recommended Next Steps
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The purpose of this summary is **to share key insights from the 2025 Organizational Culture Study**, highlight areas of strength, and identify priority opportunities for growth. By **translating data into actionable focus areas,** you can align leaders, teachers, and the broader community around practical steps that reinforce what's working and address the gaps that have the potential to yield positive outcomes for SEISD.

Survey Response Profile

Table 1. Response Rates by Level

Level	Sent	Returned	Response Rate
Elementary Teachers	100	53	53%
Middle School Teachers	33	0	0%
High School Teachers	63	11	17%
Central Office/School Staff	542	65	13%
Total	738	133	18%
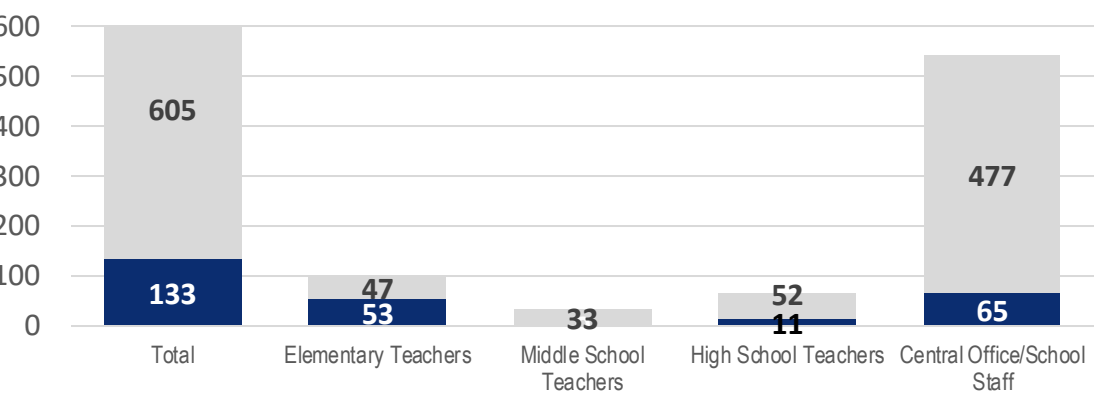
Survey Activity	Elementary Teachers	High School Teachers	Campus/School Staff
Viewed	258	70	329
Accessed	89	18	119
Completed	53	11	65
Dropped	36	7	54
Total	436	106	567

Response Count

Response Count[1]
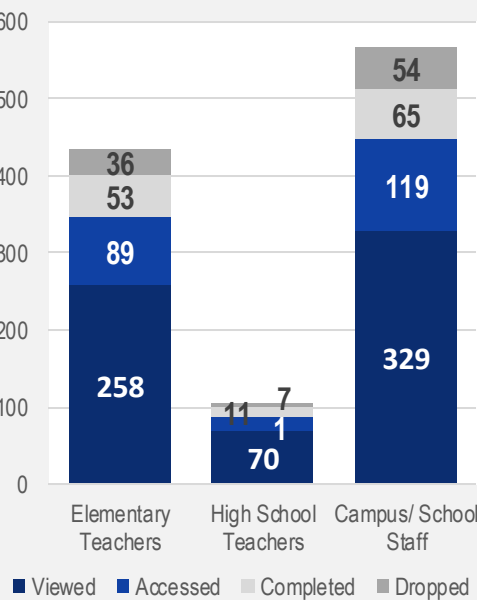
Response Rate

Response Rate[1]
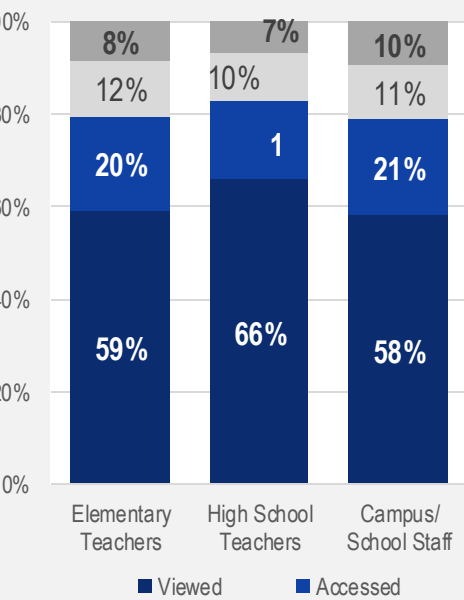
Notes: (1) Only 4 middle school teachers viewed the survey.

Survey Response Profile

Understanding Organizational Culture	Survey Approach and Response Profile	Ratings	Key Insights						Recommended Next Steps
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Figure 1. Role of survey participants from Central and School Staff

Role	%
Campus Administrator	11.8%
Aide - Campus	10.5%
District - Other	9.2%
Special Education - District Staff Member	7.9%
Other	7.9%
Campus Other	6.6%
Campus Instructional Specialist	6.6%
Food Service Staff Member	5.3%
Secretary - Campus	5.3%
Substitute	4.0%
Librarian	2.6%
Nurse - Campus	2.6%
Planning & Instruction District Staff Member	2.6%
Counselor - Campus	2.6%
Clerk - Campus	2.6%
Superintendent Division Staff Member	2.6%
Support Services District Staff Member	2.6%
Maintenance District Staff Member	1.3%
Parent Liaison - Campus	1.3%
Security District Staff Member	1.3%
Technology District Staff Member	1.3%
Transportation District Staff Member	1.3%

Survey Distribution
- Initial Survey: 4/29/25
- Reminders: 5/6/25; 5/19/25; 5/25/25

Survey Overview
- Completed Cultural Health Framework
- Assessing 14 components across 4 pillars

Survey Audience
- Elementary Teachers
- Middle School Teachers
- High School Teachers
- Central Office/School Staff

Key Takeaway

Campus staff were the largest pool of survey participants with **62% of responses** (across 12 roles), while district staff represents **28% of responses** (across 8 roles). Other account for 9% of responses.

Key Insights Overview

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Recommended Next Steps

Recent survey results provide a clear picture of how San Elizario Independent School District is performing across four critical pillars of culture: **Leadership, People & Practices, Community & Governance, and Teaching & Learning.**

The results highlight areas of real **strength to celebrate**, along with **opportunities for growth** that, if addressed, will strengthen trust, alignment, and overall effectiveness.

These insights are not just observations, they are **actionable signals** to help the organization build on what's working, close priority gaps, and create the conditions for long-term success.

This section provides a summary that captures the **key findings and recommendations** that will guide SEISD forward on its journey toward excellence.

Assessment Theme Findings

Four major themes emerged from the assessment, highlighting both the organization's strengths and the critical areas that require focused attention. Each theme aligns directly with one of the four pillars of organizational culture:

PILLAR 1 - LEADERSHIP & DIRECTION
Theme: Values Strong, Alignment & Efficiency Uneven

PILLAR 3 - COMMUNITY & GOVERNANCE
Theme: Community First, Integrity Under Pressure

PILLAR 2 - PEOPLE & PRACTICES
Theme: Respect Strong, Recognition Uneven

PILLAR 4 - TEACHING & LEARNING
Theme: Confident Teaching, Uneven Learning Conditions

The following slides in this section highlight supporting details for each theme along with high-level recommendations.

Separately, each pillar section provides additional detail and the full survey results.

Theme Details

PILLAR 1 - LEADERSHIP & DIRECTION

Theme: Values Strong, Alignment & Efficiency Uneven

Strong cultural foundation in leadership, focus, and values, *yet inconsistent follow-through* creates misalignment, slows innovation, and risks trust unless leaders double down on clarity, alignment, and modeling values in action

PILLAR 2 - PEOPLE & PRACTICES

Theme: Respect Strong, Recognition Uneven

Culture shows *pride and positive* intent, but *inconsistency* in values, communication, and support is eroding trust, morale, and engagement

PILLAR 3 - COMMUNITY & GOVERNANCE

Theme: Community First, Integrity Under Pressure

High *expectations, resources, and teacher capability* exist, but *inconsistency in follow-through* limits equity, engagement, and student achievement

PILLAR 4 - TEACHING & LEARNING

Theme: Confident Teaching, Uneven Learning Conditions

Stronger alignment in expectations, support, and governance will drive higher performance, teacher confidence, and community trust

Rating Definitions

Understanding Organizational Culture	Survey Approach and Response Profile	Ratings	Key Insights							Recommended Next Steps
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Pulse Check Rating Definitions

This table defines the three **pulse check ratings** used in the analysis. Each rating reflects the overall strength or challenge of a component; ranging from **Acknowledged** (well-established strengths) to **Needs Work** (urgent challenges).

It provides a quick reference to interpret survey results and understand where reinforcement or intervention is needed.

Rating		Definition
	Acknowledged	Consistently positive results; only minor reinforcement needed.
	Opportunity	Some strengths but also gaps; targeted improvements required.
	Needs Work	Significant challenges; immediate action needed to prevent negative impact.

Overall Ratings

Acknowledged

Responses from study participants rated **10 or more** organizational culture components as acknowledged

Opportunity

Responses from study participants rated **between 7 to 9** organizational culture components as opportunity

Needs Work

Responses from study participants **rated 6 or less** organizational culture components as needs work

Cultural Health Framework Overview:
Four Pillars, Fourteen Components

Understanding Organizational Culture

Survey Approach and Response Profile

Ratings

Key Insights

Overview | Theme Details | Rating Definitions | Pillar 1: Leadership | Pillar 2: People & Practices | Pillar 3: Community & Governance | Pillar 4: Teaching & Learning

Recommended Next Steps

Cultural Health Framework
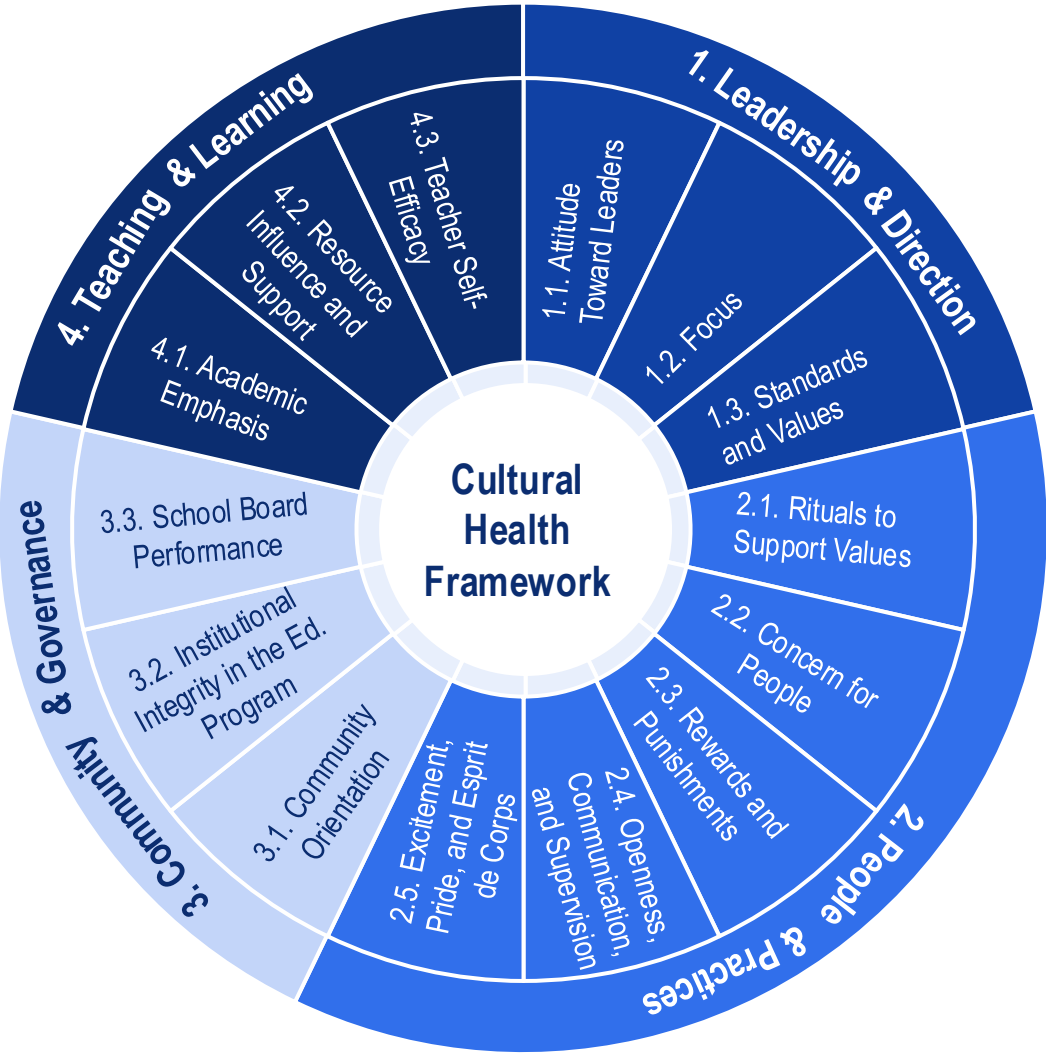
The 4 Pillars of the Framework

1. Leadership & Direction

Reflects how well leaders inspire trust, set clear goals, and model shared values that guide daily work across the organization

2. People & Practices

Captures how the district fosters trust, recognition, and pride through supportive relationships, open communication, and meaningful rituals that reinforce belonging

3. Community & Governance

Reflects how the district balances responsiveness to community needs with strong institutional integrity and effective school board leadership

4. Teaching & Learning

Highlights the district's commitment to high academic expectations, equipping staff with resources, and empowering teachers' confidence to drive student success

Understanding Organizational Culture

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Recommended Next Steps
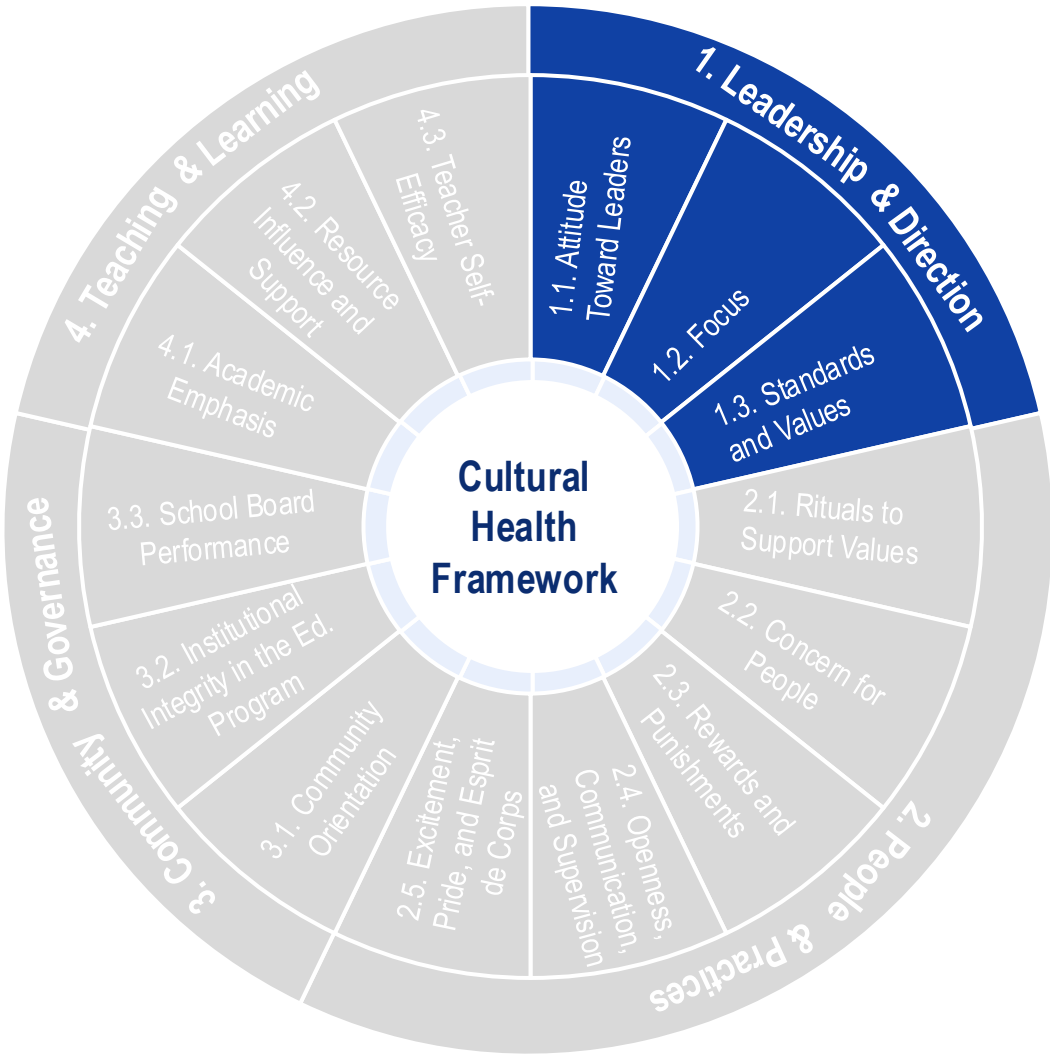
1. Leadership & Direction

Reflects how well leaders inspire trust, set clear goals, and model shared values that guide daily work across the organization

1.1. Attitude Toward Leaders

Leaders are embraced across the organization; leadership actions are at all levels.

1.2. Focus

Clear strategic direction; all levels align with goals. Daily work reflects vision and mission.

1.3. Standards and Values

Shared values guide behavior and decisions; ethical conduct is consistently practiced.

Pillar 1: Leadership & Direction Findings

| Elementary Teachers |

| Understanding Organizational Culture | Survey Approach and Response Profile | Ratings |

Key Insights

| Overview | Theme Details | Rating Definitions | Pillar 1: Leadership | Pillar 2: People & Practices | Pillar 3: Community & Governance | Pillar 4: Teaching & Learning |

| Recommended Next Steps |

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
1.1. Attitude Toward Leaders	**Table 5.1**		Leaders **respected, but inconsistent openness** risks stalled innovation and engagement.	Build **leadership accountability** to model **openness** and **responsiveness**, supported by a **district-wide innovation framework**, **leadership training in change management**, and **showcasing successful innovations**.	About 9 out of 10 offered favorable opinion about principals
1.2. Focus	**Table 3.1**		District and department goals are mostly **clear**, but **alignment** across levels (district, department, campus) is weaker, creating risk of **siloed efforts**.	Establish a **structured goal-setting process** that **cascades** from district to departments and campuses, ensuring **alignment** and **shared accountability**.	About 8 out of 10 offered favorable opinion about goals alignment
1.3. Standards and Values	**Table 3.2**		Employees see strong emphasis on **ethics**, **efficiency**, and **correct work practices**, with growing support for **career development** and **professional growth**.	Continue reinforcing the culture of **ethics and accountability**, while expanding **growth opportunities** to sustain engagement and long-term **talent development**.	About 7 out of 10 offered favorable opinion about shared values, standards, and ethical values

Pillar 1: Leadership & Direction Findings

High school Teachers

Understanding Organizational Culture

Survey Approach and Response Profile

Ratings

Key Insights

Overview | Theme Details | Rating Definitions | Pillar 1: Leadership | Pillar 2: People & Practices | Pillar 3: Community & Governance | Pillar 4: Teaching & Learning

Recommended Next Steps

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
1.1. Attitude Toward Leaders	Tables: 4.2, 4.3, 4.7		While principals are approachable, supportive, and uphold standards, **faculty voice is not consistently acted upon**, and some **consideration and welfare practices** show weaker follow-through, limiting trust and shared ownership.	Strengthen faculty-principal collaboration by implementing teacher suggestions, ensuring welfare support, embedding staff voice in decisions, and adding **leadership training in change management**.	About 3 out of 10; 8 out of 10; 7 out of 10 offered favorable opinion about principals
1.2. Focus	Table 2.1		Goals are generally **well defined** across district, departments, and campuses, but **alignment across levels is weaker**, creating risk of fragmented execution.	Establish a **clear line of sight** by tightening alignment between district, department, and campus goals through joint planning and consistent progress reviews.	About 8 out of 10 offered favorable opinion about goals
1.3. Standards and Values	Table 2.2		While career growth and correct work practices are encouraged, gaps **in ethical adherence (both in business and personnel transactions)** risk undermining trust and accountability.	Strengthen **ethical standards and transparency** by reinforcing clear guidelines, training, and oversight in business and personnel practices.	About 7 out of 10 offered favorable opinion about shared values, standards, and ethical values

Pillar 1: Leadership & Direction Findings

Staff

| Understanding Organizational Culture | Survey Approach and Response Profile | Ratings |

Key Insights

| Overview | Theme Details | Rating Definitions | Pillar 1: Leadership | Pillar 2: People & Practices | Pillar 3: Community & Governance | Pillar 4: Teaching & Learning |

Recommended Next Steps

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
1.2. Focus	**Table 1.1**		District, department, and campus goals are **clearly defined and mostly aligned**, with no major gaps identified.	Maintain clarity while **strengthening alignment practices** through regular cross-level reviews to ensure continued coherence.	About 8 out 10 offered favorable opinion about goals alignment
1.3. Standards and Values	**Table 1.2**		Employees are **encouraged to grow and uphold ethics**, with strong alignment overall; the main gap is a weaker emphasis on **efficiency in work practices**.	Sustain strengths in growth and ethics while **reinforcing efficiency expectations** through clearer processes, tools, and accountability.	About 8 out of 10 offered favorable opinion about shared values, standards, and ethical values

Pillar 2: People & Practices

Understanding Organizational Culture | Survey Approach and Response Profile | Ratings

Key Insights

Overview | Theme Details | Rating Definitions | Pillar 1: Leadership | Pillar 2: People & Practices | Pillar 3: Community & Governance | Pillar 4: Teaching & Learning

Recommended Next Steps
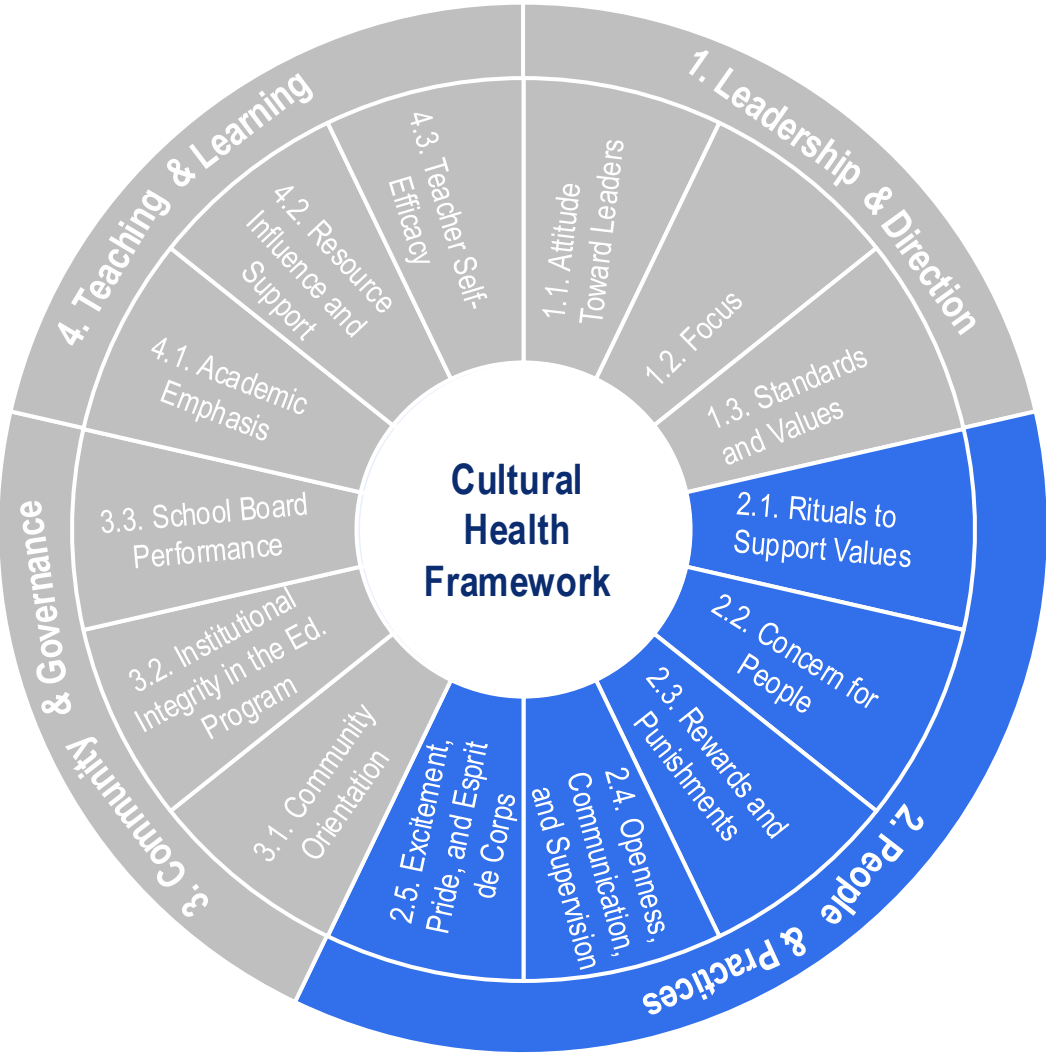
2. People & Practices

Captures how the district fosters trust, recognition, and pride through supportive relationships, open communication, and meaningful rituals that reinforce belonging.

2.1. Rituals to Support Values

Regular and meaningful rituals (e.g., recognition, celebrations, traditions) reinforce core values.

2.2. Concern for People

Employees feel supported and valued; well-being, development, and morale are priorities.

2.3. Rewards and Punishments

Recognition is fair, transparent, and consistent; poor behavior is addressed constructively.

2.4. Openness, Communication, and Supervision

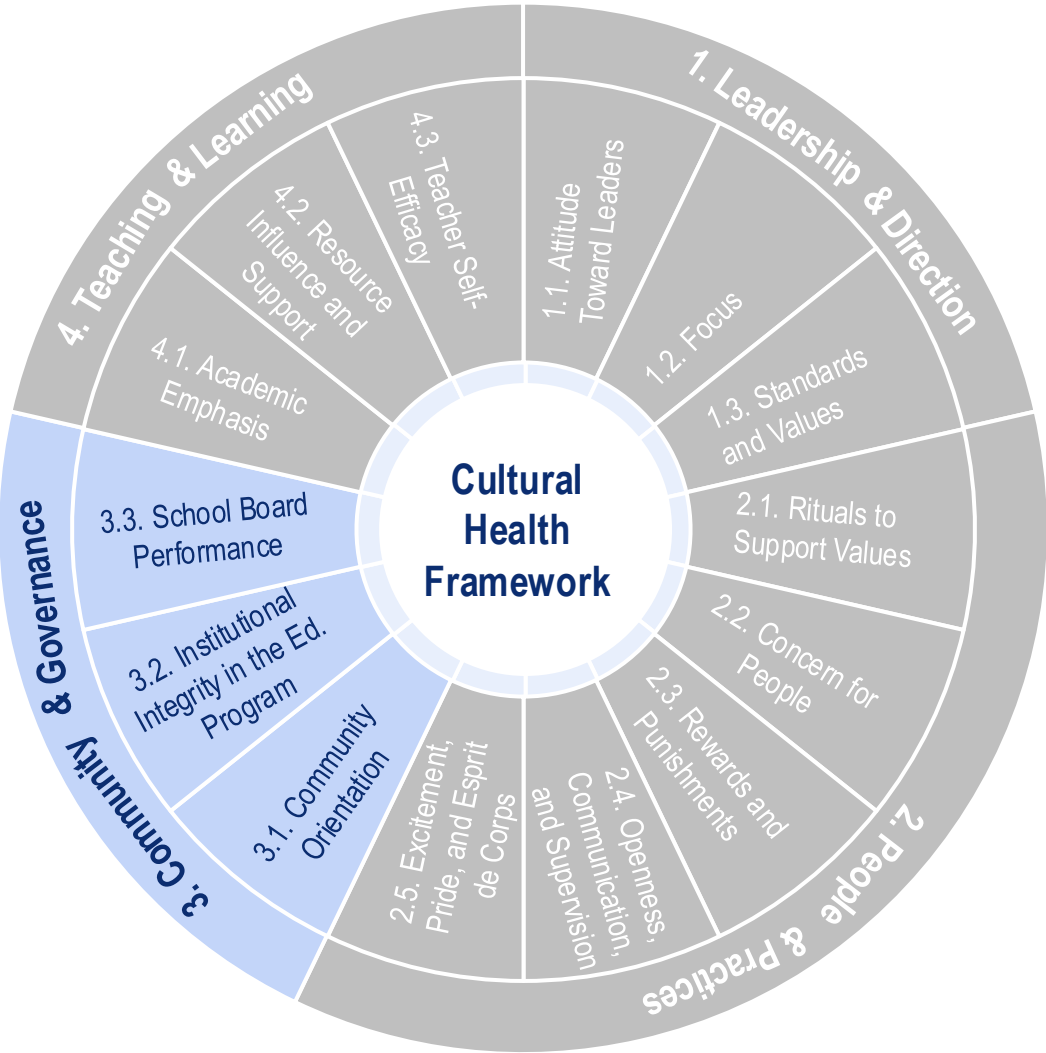Communication is open, transparent, and two-way; supervisors are supportive and approachable.

2.5. Excitement, Pride, and Esprit de Corps

High energy and enthusiasm across teams; strong pride in the organization; positive group identity.

Pillar 2: People & Practices

Elementary Teachers

Understanding Organizational Culture

Survey Approach and Response Profile

Ratings

Key Insights

Overview | Theme Details | Rating Definitions | Pillar 1: Leadership | Pillar 2: People & Practices | Pillar 3: Community & Governance | Pillar 4: Teaching & Learning

Recommended Next Steps

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
2.1. Rituals to Support Values	**Table 3.3**		Employees feel **important**, **respected**, and treated with **fairness**, reinforcing a positive organizational culture.	Continue to **embed rituals and practices** that reinforce respect and fairness as core cultural values.	About 7 out of 10 offered favorable opinion about meaningful recognition, celebrations, traditions
2.2. Concern for People	**Table 3.3**		Perceptions of **equitable treatment** are strong, supporting trust and inclusion across the organization.	Maintain focus on **equity practices** and ensure consistency through leader modeling and communication.	About 7 out of 10 offered favorable opinion about feeling supported and district's priorities about employees' well-being development and morale
2.3. Rewards and Punishments	**Table 3.3**		Gaps exist in **recognition** and **rewarding excellence**, which could reduce **motivation** and **retention** despite overall positive culture.	Strengthen **recognition systems** (peer-to-peer, leader-led) and implement more **visible rewards for excellence** to reinforce desired behaviors.	About 8 out of 10 offered favorable opinion about fair recognition, transparency and constructive approach addressing poor behavior
2.4. Openness, Communication, and Supervision	**Table 3.4**		Employees value **accessible leaders**, can generally **voice opinions**, and enjoy their work, but some feel **communication is censored** and lack consistent **support**.	Reinforce **open communication** and strengthen **leader support** through authentic listening channels, standardized supervision, and supervisor training in coaching and feedback.	About 8 out of 10 offered favorable opinion about communication open and transparent and supportive and approachable supervision
2.5. Excitement, Pride, and Esprit de Corps	**Table 5.5**		Teachers demonstrate strong **friendliness**, **pride**, and **commitment**, with a positive **school climate** and enthusiasm for their work.	Continue nurturing this **positive culture** by celebrating **pride** and **collaboration**, leveraging **teacher commitment**, and strengthening it through **district-wide**	About 7 out of 10 offered favorable opinion about the energy and enthusiasm reflected in schools and pride in the organization

Pillar 2: People & Practices

High school Teachers

| Understanding Organizational Culture | Survey Approach and Response Profile | Ratings |

Key Insights

| Overview | Theme Details | Rating Definitions | Pillar 1: Leadership | Pillar 2: People & Practices | Pillar 3: Community & Governance | Pillar 4: Teaching & Learning |

Recommended Next Steps

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
2.1. Rituals to Support Values	Table 2.3		Employees generally feel **valued, respected, and treated fairly**, showing strong alignment with core values.	Continue reinforcing these values through **visible rituals and practices** that celebrate respect, fairness, and inclusion.	About 7 out of 10 offered favorable opinion about meaningful recognition, celebrations, traditions
2.2. Concern for People	Table 4.7		Principals are viewed as **approachable, fair, and open to change.**	Continue building trust by **closing the feedback loop** on teacher suggestions and strengthening visible support for faculty well-being.	About 7 out of 10 offered favorable opinion about feeling supported and district's priorities about employees' well-being development and morale
2.3. Rewards and Punishments	Table 2.3		Recognition and celebration of **effort and excellence** occur but are **less consistent**, which may dampen motivation.	Strengthen a **culture of recognition** by making rewards and celebrations more systematic and equitable across the organization.	About 7 out of 10 offered favorable opinion about fair recognition, transparency and constructive approach addressing poor behavior
2.4. Openness, Communication, and Supervision	Table 2.4		While teachers generally feel they can voice opinions and access leaders, concerns about **censored communication** risk undermining trust and open dialogue.	Build a culture of **transparent communication** by addressing censorship concerns, ensuring teacher feedback is valued and acted upon, and strengthening it through **authentic listening channels**, **standardized supervision**, and **supervisor coaching & feedback training**.	About 6 out of 10 offered favorable opinion about communication open and transparent and supportive and approachable supervision
2.5. Excitement, Pride, and Esprit de Corps	Table 4.5		While most teachers show friendliness and collaboration, some signs of **indifference toward peers** risk weakening staff cohesion and morale.	Foster stronger **peer connection and collaboration** through team-building, shared initiatives, recognition of collective efforts, **peer-to-peer appreciation programs**, Use Climate surveys to track morale.	About 6 out 10 offered favorable opinion about the energy and enthusiasm reflected in schools and pride in the organization

Pillar 2: People & Practices

Staff

| Understanding Organizational Culture | Survey Approach and Response Profile | Ratings |

Key Insights

| Overview | Theme Details | Rating Definitions | Pillar 1: Leadership | Pillar 2: People & Practices | Pillar 3: Community & Governance | Pillar 4: Teaching & Learning |

Recommended Next Steps

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
2.1. Rituals to Support Values	Table 1.3		Employees generally feel **valued, respected, and treated fairly**, showing strong alignment with organizational values.	Continue reinforcing values through **visible practices and rituals** that celebrate inclusion and fairness.	About 8 out of 10 offered favorable opinion about meaningful recognition, celebrations, traditions
2.2. Concern for People	Table 1.3		Staff feel **respected and supported**	Continue building trust by **acting on feedback**	About 8 out of 10 offered favorable opinion about feeling supported and district's priorities about employees' well-being development and morale
2.3. Rewards and Punishments	Table 1.3		While employees are respected, **recognition, rewards, and celebration of success** lag behind, risking reduced motivation.	Establish a stronger **culture of recognition** by making rewards and celebrations more consistent and equitable.	About 8 out of 10 offered favorable opinion about fair recognition, transparency and constructive approach addressing poor behavior
2.4. Openness, Communication, and Supervision	Table 1.4		Employees feel able to share opinions and access leaders, but concerns about **censored communication** create a trust gap.	Build a culture of **open, transparent communication** by addressing **censorship concerns**, valuing feedback, and using **climate surveys**. Strengthen through **authentic listening channels**, **standardized supervision practices**, and **supervisor training in coaching and feedback**.	About 7 out of 10 offered favorable opinion about communication open and transparent and supportive and approachable supervision

Pillar 3: Community & Governance

Understanding Organizational Culture

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Ratings

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Overview | Theme Details | Rating Definitions | Pillar 1: Leadership | Pillar 2: People & Practices | Pillar 3: Community & Governance | Pillar 4: Teaching & Learning

Recommended Next Steps

3. Community & Governance

Reflects how the district balances responsiveness to community needs with strong institutional integrity and effective school board leadership.

3.1. Community Orientation

The district and employees understand and prioritize community needs; proactive response to community tendencies.

3.3. School Board Performance

Teachers' and district staff's perceptions about the school board responsibilities and effectiveness in serving the educational needs of the community.

3.2. Institutional Integrity in the Educational Program

The school is not vulnerable to narrow, vested interests of community groups; teachers are protected from unreasonable community and parental demands; the school is able to cope successfully with outside forces.

Pillar 3: Community & Governance

Elementary Teachers

Understanding Organizational Culture

Survey Approach and Response Profile

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Key Insights

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Recommended Next Steps

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
3.1. Community Orientation	**Table 3.5**		Staff confirm that **community needs are a priority** and there is encouragement of **innovation**, with no significant signs of complacency or **status quo** thinking.	Continue to **champion innovation** and strengthen **community partnerships** to build on this positive foundation and sustain **responsiveness**.	About 8 out of 10 offered favorable opinion about fair recognition, transparency and constructive approach addressing poor behavior
3.2. Institutional Integrity in the Educational Program	**Table 5.2**		The school is seen as **vulnerable to outside pressures**, with **community influence** and **vocal parents** shaping policy, which risks weakening **educational integrity**.	Strengthen **governance boundaries**, reinforce the **educational mission**, and equip leaders through **clear policies on community involvement**, **training on managing pressures**, and **consistent community messaging**.	About 3 out of 10 offered favorable opinion about schools, educators and programs not being vulnerable to outside interests of community groups
3.3. School Board Performance	**Tables: 7.1–7.5**		The board is seen as **competent but not fully trusted,** while half rate performance as **good/excellent**, lingering concerns about **transparency** and **community engagement** suggest stakeholders may feel **decisions are made for them, not with them**, which risks eroding long-term credibility and alignment.	Develop a **structured communication strategy** that makes board decisions more **visible and understandable**, create **regular two-way forums** with the community to strengthen trust, and embed **transparency practices** (clear criteria, published updates) into decision-making processes to sustain credibility.	About 7 out of 10 offered favorable opinion about school board performance

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
3.1. Community Orientation	Table 2.5		Community needs are being **consistently prioritized and addressed**, with practices largely steady and no major gaps identified.	Continue current efforts while **introducing small, innovative practices** to enhance long-term community impact.	About 8 out of 10 offered favorable opinion about fair recognition, transparency and constructive approach addressing poor behavior
3.2. Institutional Integrity in the Educational Program	Table 4.1		The school is **vulnerable to outside pressures**, with **select citizen groups influencing the board**, which risks undermining educational priorities.	Strengthen **governance safeguards** with **clear policies** on community involvement, **leader training** to manage pressures, and **consistent messaging** to reinforce alignment with the educational mission.	About 5 out of 10 offered favorable opinion about schools, educators and programs not being vulnerable to outside interests of community groups

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
3.1. Community Orientation	**Table 1.5**		Community needs are being **prioritized and addressed consistently**, with no major gaps identified.	Sustain current efforts while **encouraging more innovation** to strengthen long-term community impact.	About 8 out of 10 offered favorable opinion about fair recognition, transparency and constructive approach addressing poor behavior

Pillar 4: Teaching & Learning

Understanding Organizational Culture	Survey Approach and Response Profile	Ratings	Key Insights							Recommended Next Steps
			Overview	Theme Details	Rating Definitions	Pillar 1: Leadership	Pillar 2: People & Practices	Pillar 3: Community & Governance	Pillar 4: Teaching & Learning	
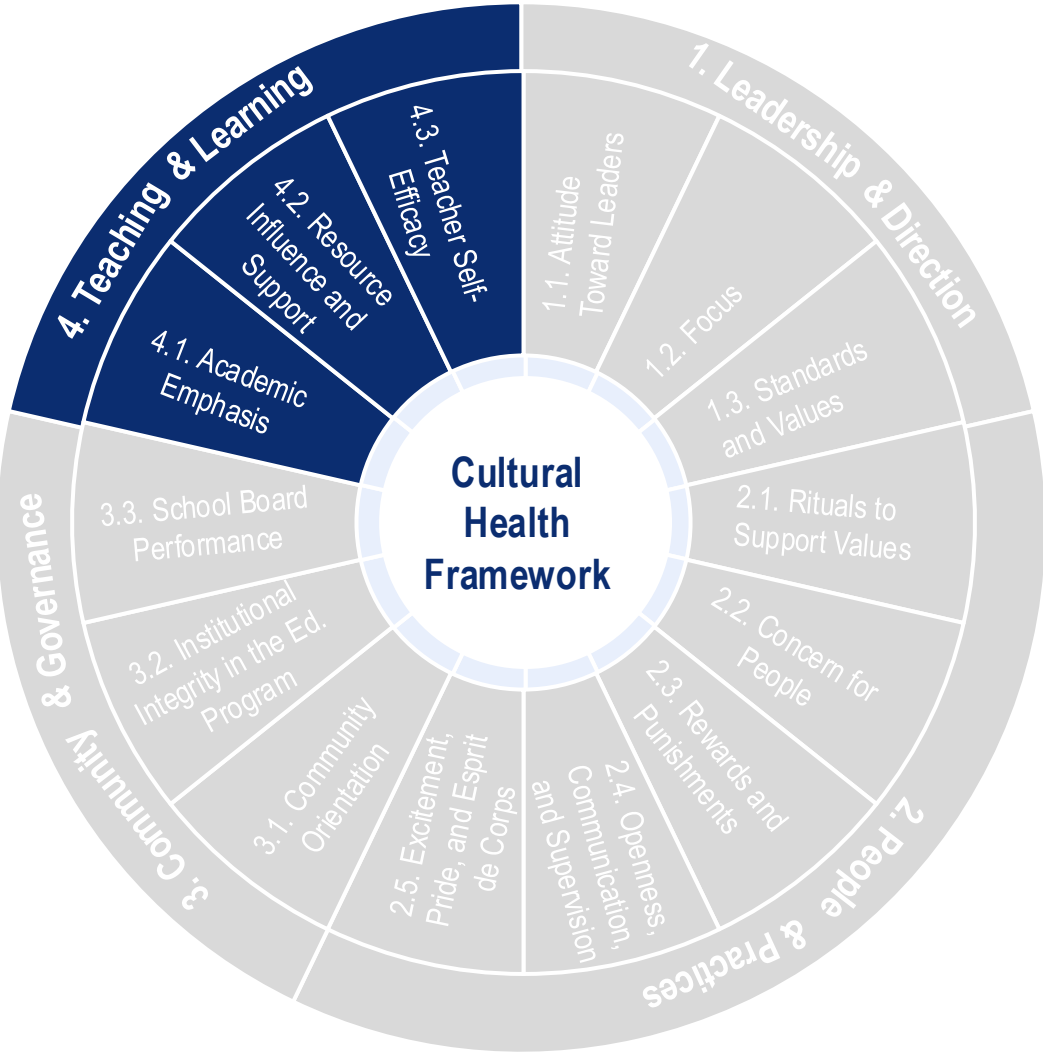
4. Teaching & Learning

Highlights the district's commitment to high academic expectations, equipping staff with resources, and empowering teachers' confidence to drive student success.

4.1. Academic Emphasis

Teachers believe students are capable of high achievement levels and set high expectations for students.

4.2. Resource Influence and Support

Employees are provided the necessary resources to do their jobs; request for additional resources are considered and fulfilled.

4.3. Teacher Self-Efficacy

Teachers' beliefs about self-efficacy in student engagement, instructional strategies, and classroom management.

Elementary Teachers

Understanding Organizational Culture | Survey Approach and Response Profile | Ratings

Key Insights

Overview | Theme Details | Rating Definitions | Pillar 1: Leadership | Pillar 2: People & Practices | Pillar 3: Community & Governance | Pillar 4: Teaching & Learning

Recommended Next Steps

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
4.1. Academic Emphasis	Table 5.4		Teachers confirm that **community needs are a priority** and there is encouragement of **innovation**, with no significant signs of complacency or **status quo** thinking.	Continue to **champion innovation** and strengthen **community partnerships**, while adding **training on high-expectation strategies** and using **data to address uneven outcomes** to sustain responsiveness.	About 9 out of 10 offered favorable opinion about students' capacity for high achievement and setting high expectations for students
4.2. Resource Influence and Support	Table 5.3		The school is seen as **vulnerable to outside pressures**, with **community influence** and **vocal parents** shaping policy, which risks weakening **educational integrity**.	Strengthen **governance boundaries**, reinforce the **educational mission**, and equip leaders to manage pressures while increasing **transparency in funding**, pursuing **grants/partnerships**, dedicating **discretionary funds**, involving **staff in priorities**, and streamlining the **feedback process**.	About 9 out of 10 offered favorable opinion about employees receiving necessary resources to do their jobs
4.3. Teacher Self-Efficacy	Tables: 6.1, 6.2, 6.3		The board is seen as **competent but not fully trusted,** while half rate performance as **good/excellent**, lingering concerns about **transparency** and **community engagement** suggest stakeholders may feel **decisions are made for them, not with them**, which risks eroding long-term credibility and alignment.	Develop a **structured communication strategy** that makes board decisions more **visible and understandable**, create **regular two-way forums** with the community to strengthen trust, and embed **transparency practices** (clear criteria, published updates) into decision-making processes to sustain credibility.	About 8 out of 10 offered favorable opinion about efficacy in student engagement, instructional strategies, and classroom management

Pillar 4: Teaching & Learning

High school Teachers

Understanding Organizational Culture

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Key Insights

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Recommended Next Steps

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
4.1. Academic Emphasis	Table 4.6		The school promotes **high academic standards** and students generally believe they can succeed, but **motivation and recognition of effort** are less consistent, which may limit sustained achievement.	Reinforce a culture of **academic excellence** by celebrating effort, expanding **enrichment**, and strengthening through **training on high-expectation strategies**, added **resources and supports**, **peer collaboration**, and **recognition of classrooms** with consistent high expectations	About 4 out of 10 offered favorable opinion about students' capacity for high achievement and setting high expectations for students
4.2. Resource Influence and Support	Table 4.4		Teachers generally receive the **basic classroom supplies** they need, but **extra and supplementary materials** are less consistently available, which may limit instructional flexibility.	Strengthen **resource support systems** by ensuring timely access to materials, while **sharing funding decisions**, pursuing **grants/partnerships**, dedicating **discretionary funds**, involving **staff in priorities**, and streamlining the **requests/feedback process**.	About 4 out of 10 offered favorable opinion about employees receiving necessary resources to do their jobs

Pillar 4: Teaching & Learning

Staff

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Recommended Next Steps

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
4.2. Resource Influence and Support	**Table 1.4**		Staff generally receive the **resources needed** for their work, with no major gaps noted.	Maintain strong **resource support** while **monitoring consistency** to ensure equitable access across teams by **providing resources & supports** and **using data** to address uneven outcomes.	About 7 out of 10 offered favorable opinion about employees receiving necessary resources to do their jobs

Recommendations

Understanding Organizational Culture

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Recommended Next Steps

Recommended
Priority Actions

The **priority actions** outlined reflect the most important opportunities identified through the survey.

Insights are translated into a **clear, actionable roadmap** that balances quick wins with long-term transformation, ensuring improvements are both impactful and achievable.

Each action was then mapped against **Impact and Effort,** providing clarity on **where to focus first and how to sequence change** for sustained progress.

Some of the recommended priority actions are **currently being implemented** by SEISD. These actions are noted in orange font.

Recommendations

Component	Insight	Opportunity	Recommendations
1.1. Attitude Toward Leaders	Leaders are open to **innovation**, but practices are **uneven**.	Build a culture where **innovation** is embraced **consistently**, not just in pockets.	A. District-wide **innovation framework** B. Leadership training in **change management** C. Showcase successful **innovations**
2.4. Openness, Communication, and Supervision	Communication is largely **top-down**; supervision is **inconsistent**.	Foster **two-way dialogue** and ensure supervision is a consistent source of **growth**.	D. Authentic **listening channels** (sessions, surveys, advisory groups) **E. Standardize supervision** practices F. Train supervisors in **coaching & feedback**
2.5. Excitement, Pride, and Esprit de Corps	**Pride** is strong but **uneven**; some groups feel **overlooked**.	Reinforce **recognition** to elevate **morale** across all roles and departments.	G. District-wide **recognition** initiatives H. **Climate surveys** to track morale **I. Peer-to-peer appreciation** programs
3.2. Institutional Integrity in the Educational Program	Teachers sometimes feel **unprotected** from external **pressures**.	Strengthen **systems** that protect teachers and keep focus on **student learning**.	J. Clear **policies** on community involvement K. Leader **training** on managing pressures L. Consistent **messaging** to community on decision-making
4.1. Academic Emphasis	Teachers believe in **student potential**, but **expectations** vary.	Ensure **high expectations** for **all students** to close gaps and raise achievement.	M. Training on **high-expectation strategies** N. Use **data** to address uneven outcomes O. Provide **resources & supports** P. Encourage **peer collaboration** Q. Recognize **classrooms** with consistent high expectations
4.2. Resource Influence and Support	Essentials are provided, but **requests** for enhancements often **unmet**.	Increase **transparency** and **shared ownership** of resource decisions, while expanding **access**.	**R. Share funding** allocation decisions S. Pursue **grants, partnerships, donations** T. Dedicate **discretionary funds** for staff requests **U. Involve staff** in resource priorities **V. Streamline requests** and feedback process

Legend: ■ Actions shown in orange font indicate initiatives currently in progress.

Impact vs Effort Matrix: Aligning Effort with Maximum Impact

Sequencing	ID	Priority Action
1. Quick Wins	Q	Recognize classrooms with consistent high expectations
2. High-Value Enablers	M	Training on high-expectation strategies
	N	Use data to address uneven outcomes
3. Easy Improvements	G	District-wide recognition initiatives
	I	Peer-to-peer appreciation programs
	J	Clear policies on community involvement
	P	Encourage peer collaboration
4. Solid Improvements	B	Leadership training in change management
	D	Authentic listening channels
	F	Train supervisors in coaching & feedback
	H	Climate surveys to track morale
	K	Leader training on managing pressures
	T	Dedicate discretionary funds for staff requests
	U	Involve staff in resource priorities
5. Strategic Bets	A	District-wide innovation framework
	E	Standardize supervision practices
	O	Provide resources & supports
	V	Streamline requests and feedback process
	C	Showcase successful innovations
	L	Consistent messaging to community
	R	Share funding allocation decisions
	S	Pursue grants, partnerships, donations

Legend: ■ Actions shown in orange font indicate initiatives currently in progress.

Matrix plotting:
- **DO FIRST** (Low Effort, High Impact): Q
- **SECOND ACTION SET** (Medium Effort, High Impact): M, N
- **FIFTH ACTION SET** (High Effort, High Impact): A, E, O, V
- **THIRD ACTION SET / EASY IMPROVEMENT** (Low Effort, Medium Impact): G, I, J, P
- **FOURTH ACTION SET / SOLID IMPROVEMENTS** (Medium Effort, Medium Impact): B, D, F, H, K, T, U
- **CONDITIONAL BETS** (High Effort, Medium Impact): S
- **LOW-HANGING FRUIT** (Low Effort, Low Impact): C, L, R
- **MARGINAL MOVES** (Medium Effort, Low Impact)

Axes: Impact (High / Medium / Low) vs Effort (Low / Medium / High)

Impact vs Effort Table with Supporting Details

Sequencing	ID	Priority Action	Impact	Effort	Impact Rationale	Effort Rationale
1. Quick Wins	Q	Recognize classrooms with consistent high expectations	High	Low	Reinforces culture of excellence across schools	Simple recognition program
2. High-Value Enablers	M	Training on high-expectation strategies	High	Medium	Direct impact on teaching practices and equity	Training requires structured program rollout
	N	Use data to address uneven outcomes			Helps close achievement gaps	Needs data analysis and staff support
3. Easy Improvements	G	District-wide recognition initiatives	Medium	Low	Boosts morale across roles	Simple programs, can be launched with existing tools
	I	Peer-to-peer appreciation programs			Strengthens daily morale, moderate scope	Easy to implement within schools
	J	Clear policies on community involvement			Protects teachers and builds trust	Policy drafting and communication only
	P	Encourage peer collaboration			Builds shared practice, moderate effect	Can be done with existing structures
4. Solid Improvements	B	Leadership training in change management	Medium	Medium	Builds leader skills, enabling change	Training program requires design & delivery across leaders
	D	Authentic listening channels			Builds two-way communication across staff	Requires setup, facilitation, and follow-through
	F	Train supervisors in coaching & feedback			Improves leadership quality; moderate scope	Requires program design and rollout
	H	Climate surveys to track morale			Provides broad visibility into culture	Needs survey design, analysis, and communication
	K	Leader training on managing pressures			Strengthens leadership confidence; moderate scope	Requires training design & delivery
	T	Dedicate discretionary funds for staff requests			Boosts morale, provides flexibility	Requires budget adjustments and oversight
	U	Involve staff in resource priorities			Builds ownership in resource decisions	Needs facilitation and process design
5. Strategic Bets	A	District-wide innovation framework	High	High	Sets district-wide culture of innovation (broad scope, transformational)	Requires system-wide design, rollout, and adoption
	E	Standardize supervision practices			Drives consistent staff development district-wide	Major process change across campuses
	O	Provide resources & supports			Enables teachers to meet expectations across classrooms	Requires funding, procurement, distribution
	V	Streamline requests and feedback process			System redesign increases efficiency district-wide	Requires new processes, tech, and training
	C	Showcase successful innovations	Low	Low	Recognition is visible but narrow in scope	Simple to implement with existing structures
	L	Consistent messaging to community			Supports transparency but limited cultural shift	Basic communication process
	R	Share funding allocation decisions			Builds transparency but limited systemic impact	Leverage existing budget communication
	S	Pursue grants, partnerships, donations	Medium	High	Expands resources beyond basics	Requires ongoing fundraising and partnerships

Legend: ■ Actions shown in orange font indicate initiatives currently in progress.

Culture is the **heartbeat** of SEISD, it shapes how teachers show up for students, how leaders support staff, and how the community partners with schools.

The survey results affirm that you are on the right path, with **strong leadership access**, **clear academic expectations**, and **high teacher self-efficacy.**

At the same time, you have a clear mandate: to **elevate recognition**, **strengthen trust**, and **safeguard integrity.** By acting together, you can ensure SEISD continues to be a place where **teachers thrive** and **students achieve** at the highest levels.

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Recommended Next Steps

A Proud Community of Champions – Soaring to Excellence

Your dedication, compassion, and care light the path for your students and strengthen the SEISD community.

Together, you are shaping futures and creating excellence, one day at a time.