THE ICEBERG MODEL

Use this tool to help you think more systemically!

EVENTS

What is happening?

PATTERNS OF BEHAVIOR

What trends are there over time?

SYSTEMS STRUCTURE

How are the parts related?

What influences the patterns?

MENTAL MODELS

What values, assumptions, + beliefs shape the system?

Increasing Leverage

GOOD GOVERNANCE FRAMEWORK

1. Board has formally adopted Belief Statements, Mission, Vision
2. Board has formally adopted desired outcomes aligned to the Strategic Plan and has a systematic process for review
3. Board understands the difference between "management" and "oversight of management" and operates in a data-driven manner
4. Board systematically advocates for students, staff and parents on a local, state (and national, if appropriate) level
5. Board operates as a unified Team of Eight and has clear operating procedures
6. Board is committed to resource allocation linked to Strategic Plan and has a strong commitment to financial stewardship

BOARD SELF-ASSESSMENT QUESTIONS (RESPONSES: YES, NO, I DON'T KNOW)

Yes	No	I Don't Know	
			1.1 We have formally adopted Belief, Mission and Vision Statements.
			1.2 Our B-M-V Statements are regularly reviewed as part of our Board meeting process.
			1.3 Our actions are consistent with our B-M-V.
			2.1 We have formally adopted a 3-5 year Strategic Plan, with clear Outcomes.
			2.2 We regularly review and discuss our Strategic Plan Outcomes.
			2.3 Board members can state, in general terms, our most important goals/perspectives.
			3.1 We have a clear model, formally adopted and part of Board operating guidelines, that describes our governance structure based on the Three Essential Roles in an Aligned School System.
			3.2 We regularly assess our progress in good governance expectations.
			3.3 We are data-driven and use data to hold ourselves and senior leaders accountable to our stated goals/outcomes.
			4.1 We have an active plan for advocacy in the district, community and state.
			4.2 The advocacy plan lists both individual and "Board as a Whole" activities and is regularly reviewed.
			4.3 The advocacy plan expectations are imbedded in the Board annual activity plan and Board operating procedures.
			5.1 The Board and Superintendent participate in at least one team-building activity each year.
			5.2 A written annual calendar of Board events and Board operating guidelines are in place and regularly reviewed.
			5.3 We regularly discuss the Board Code of Ethics and ensure that new trustees are made aware of the Code of Ethics, annual calendar and operating procedures within 60 days of successful election.
			6.1 We review how our Strategic Goals are addressed in the annual budget review process.
			6.2 We have incorporated an efficiency review as part of our annual budget review process.
			6.3 We have clear district-wide goals related to financial stewardship.

A-Ability Questions:	1 Strongly Disagree	2 Disagree	3 No Opinion	4 Agree	5 Strongly Agree
A1-We get quality results					
A2-We solve problems					
A3-We are highly skilled					
A4-We are good at what we do					
A5-We have relevant experience					
A6-We use our skills to help others					
A7-We strive to be the best at what we do					
B-Believability Questions:	1 Strongly Disagree	2 Disagree	3 No Opinion	4 Agree	5 Strongly Agree
B1-We keep things confidential that need to be kept confidential					
B2-We admit when we are wrong					
B3-We are honest					
B4-We avoid talking behind each other's backs					
B5-We are sincere					
B6-We are nonjudgmental					
B7-We show respect for others					
C-Connectedness Questions:	1 Strongly Disagree	2 Disagree	3 No Opinion	4 Agree	5 Strongly Agree
C1-We listen well					
C2-We praise other's efforts					

	1 Strongly Disagree	2 Disagree	3 No Opinion	4 Agree	5 Strongly Agree
C3-We show interest in others					
C4-We share information about ourselves with team members					
C5-We work well with others					
C6-We show empathy for others					
C7-We ask each other for input					
D-Dependability Questions:	1 Strongly Disagree	2 Disagree	3 No Opinion	4 Agree	5 Strongly Agree
D1-We do what we say we will do					
D2-We are timely					
D3-We respond to each other's requests					
D4-We are organized					
D5-We are accountable for our actions					
D6-We follow up when needed					
D7-We are consistent					

MOAK, CASEY & ASSOCIATES
Strategic Planning Primer Step 1:
SUPERINTENDENT LISTENING & LEARNING TOUR

WHY: Building support and shared ownership is critical. This step starts the process as a collaborative/shared endeavor and ensures staff/community input into the Strategic Plan Development Process.

Overview of Process:

- Superintendent and Board members (less than a quorum) visit with each campus, department and community groups
- Describe the strategic planning process
- Conduct a SWOT with each group (Strength-Weakness-Opportunity-Threat)

Product – Summarize SWOT themes into one document

WHAT: This step in the strategic planning process is relatively straight forward, but it will have a big impact on setting the tone for remaining steps. The key is to be strategic in setting meeting to be sure that it is a blend of staff, students, parents, and community members. You may want to meet with each campus separately and combine department leaders. If time allows, you may want to meet with departments individually. Make sure that you have at least one group of students, parents and community members. As you meet with each group, use a brainstorming technique initially (no wrong responses) for the SWOT analysis, and then use a nominal group technique to power rate responses. The power rated list becomes the foundation of your themes.

In summary, you are using three "quality tools" to generate your SWOT themes for Listening and Learning Tour.

1. Brainstorming
2. Nominal Group
3. SWOT Analysis

HOW:

Superintendent Listening & Learning Tour Development Steps:

1. Set up schedule of meetings
2. Conduct meetings. Use them to explain strategic planning process as well as conducting the SWOT analysis. You may want to recruit members for Step 3 (Setting Belief Statements).
3. Make sure summary of SWOT themes is shared with Board, Community and Faculty & Staff.
4. SWOT themes are used in Steps 2, 3, and 4.

What are the strengths in _____ ISD?	What are the weaknesses in _____ ISD?
What are our opportunities? (Areas of possible future success that we have not implemented)	What are our threats? (Things that could have a potentially significant negative impact)

Common SWOT Analysis Mistakes:

1. List Too Long – Be sure to use nominal group to power rate responses and collapse into themes.
2. Vagueness – Try to be as specific as possible.
3. Inability to See/Articulate Weakness – Be frank, honest about improvement opportunities.
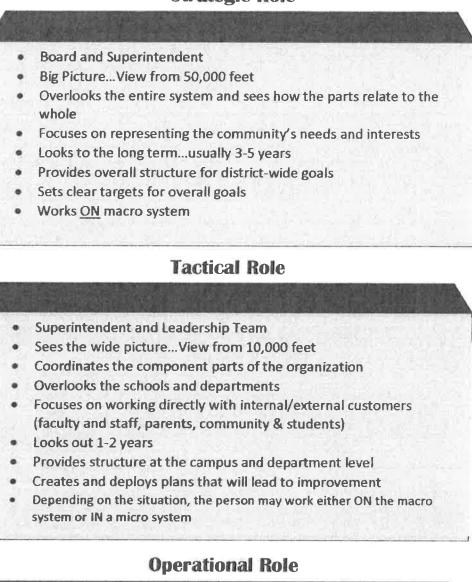
4. <u>Be Realistic About Opportunities</u> – we cannot be all things to all stakeholders all the time...nevertheless, there may be very doable opportunities.

5. <u>Reminder</u> – The SWOT Analysis <u>IS NOT</u> a document that becomes a part of the strategic planning final documents. It is meant to inform the other steps and then be discarded.

THREE ESSENTIAL ROLES IN AN ALIGNED SCHOOL SYSTEM

Strategic Role

- Board and Superintendent
- Big Picture...View from 50,000 feet
- Overlooks the entire system and sees how the parts relate to the whole
- Focuses on representing the community's needs and interests
- Looks to the long term...usually 3-5 years
- Provides overall structure for district-wide goals
- Sets clear targets for overall goals
- Works ON macro system

Superintendent

Tactical Role

- Superintendent and Leadership Team
- Sees the wide picture...View from 10,000 feet
- Coordinates the component parts of the organization
- Overlooks the schools and departments
- Focuses on working directly with internal/external customers (faculty and staff, parents, community & students)
- Looks out 1-2 years
- Provides structure at the campus and department level
- Creates and deploys plans that will lead to improvement
- Depending on the situation, the person may work either ON the macro system or IN a micro system

Superintendent

Administrator

Operational Role

- Instructional & Operational Leaders and Front-Line Staff
- Focuses on the ground level picture...what is happening day to day
- Coordinates a specific part of the organization
- Overlooks a classroom, department or teaching team
- Focuses primarily on the students and parents
- Looks days or weeks out...sometimes looking at the full year during planning sessions
- Provides structure at the classroom level
- Refines and adjusts plans so that improvement will result
- Works IN micro system

Administrator

Sample ISD
2020-2023 District Balanced Scorecard

Priority 1: Exceptional Student Performance

Priority	Goal	KPI	Current 2019-2020	3 Year Target	1 Year Target	Actual/Target 2020-2021	Actual/Target 2021-22	Actual/Target 2022-2023	Strategic Action Progression
Priority 1: Exceptional Student Performance	1.1. Annually increase the percentage of students who are college, and/or career, and/or military ready.	1.1.a. Annually increase the percentage of all students reading at or above grade level.	Local: 59% Meets (2018): 66% Masters (2018): 30%	Local/Meets: 81% Masters: 49%	Local: +8% Meets: +5% Masters: +7%	Local: x/67% Meets: x/71% Masters: x/37%	Local: x/75% Meets: x/76% Masters: x/44%	Local: x/83% Meets: x/81% Masters: /51%	
		1.1.b. Annually increase the percentage of all students performing at or above grade level in mathematics.	Local = 51% Meets (2018): 66% Masters (2018): 31%	Local/Meets: 85% Masters: 54%	Local: +12% Meets: +7% Masters: +8%	Local: x/63% Meets: x/73% Masters: x/39%	Local: x/75% Meets: x/80% Masters: x/47%	Local: x/83% Meets: x/87% Masters: x/55%	
		1.1.c. Annually increase the percentage of all students writing at or above grade level.	Local = N/A Meets (2018): 57% Masters (2018): 16%	Local: N/A Meets: 73% Masters: 41%	Local: N/A Meets: +6% Masters: +9%	Local: Baseline Meets: x/63% Masters: x/25%	Local: x/x% Meets: x/69% Masters: x/34%	Local: x/x% Meets: x/74% Masters: x/43%	
		1.1.d. Annually increase student participation and performance on national academic exams.	PSAT Scale: 1008	PSAT Scale:	PSAT Scale:	PSAT Scale:	PSAT Scale:	PSAT Scale:	
			SAT Particip: 60 ('18) SAT Scale: 1200 ('18) ACT Particip: 150 ('18) ACT Scale: 25.00 ('18)	SAT Particip: SAT Scale: 1225 ACT Particip: ACT Scale: 26.00	SAT Particip: SAT Scale: +9 ACT Particip: ACT Scale: +.33	SAT Particip: SAT Scale: 1209 ACT Particip: ACT Scale: 25.33	SAT Particip: SAT Scale: 1218 ACT Particip: ACT Scale: 25.66	SAT Particip: SAT Scale: 1227 ACT Particip: ACT Scale: 26.01	
		1.1.e. Annually increase the percentage of high school students earning +24 college hours or career certifications.	24+ Hours: 36	24+ Hours:	24+ Hours:	24+ Hours:	24+ Hours:	24+ Hours:	
			Certifications: 15%	Certifications:	Certifications:	Certifications:	Certifications:	Certifications:	
	1.2. Annually increase the percentage of students representing Sample ISD in extra-curricular and co-curricular activities.	1.2.a. Annually increase the percentage of students participating in UIL activities	Academics: 23% Athletics: 83% Fine Arts: 37%	Academics: Athletics: Fine Arts:	Academics: Athletics: Fine Arts:	Academics: Athletics: Fine Arts:	Academics: Athletics: Fine Arts:	Academics: Athletics: Fine Arts:	
		1.2.b. Annually increase the percentage of students participating in CTE activities	CTE: 72%	CTE:	CTE:	CTE:	CTE:	CTE:	
		1.2.c. Annually increase the number of students earning ____ community service hours	Not measured			Develop baseline			

Priority 2: High Performing & Engaged Workforce

Goal	KPI	Current 2019-2020	3 Year Target	1 Year Target	Actual/Target 2020-2021	Actual/Target 2021-22	Actual/Target 2022-2023	Strategic Action Progression
2.1 Annually increase the percentage of staff satisfaction as measured on Sample ISD annual survey.	2.1.a. Annually increase the percentage of staff satisfaction.	4.65 or 93%	95%					
	2.1.b. Annually increase staff attendance rate.	91.8%	Tie it to student attendance rate Minus FLMA, etc.					
	2.1.c. Annually decrease staff turnover rate.	Total staff left = Discretionary =	Total staff left = Discretionary =	Total staff left = Discretionary =		Total staff left = Discretionary =	Total staff left = Discretionary =	
2.2. Annually increase the percentage of high performing workforce.	2.2.a. Annually increase the percentage of teachers teaching the verb of the TEKS	Developing baseline			Develop baseline			
	2.2.b. Annually increase the number of Google Certified Employees	Level 1: 19 Level 2: 4 Trainers: 2						

Priority 3: Quality Service

Goal	KPI	Current 2019-2020	3 Year Target	1 Year Target	Actual/Target 2020-2021	Actual/Target 2021-22	Actual/Target 2022-2023	Strategic Action Progression
3.1 Annually increase the percentage stakeholder satisfaction as measured on Sample ISD annual survey	3.1.a. Annually increase the percentage of student satisfaction.	3.99 or 80% Break down by campus	Int: JH: HS: Exit Interview					
	3.1.b. Annually increase the percentage of parent satisfaction.	4.18 or 84%						
	3.1.c Annually increase the percentage of staff community satisfaction.	3.84 or 77%						

Priority	Goal	KPI	Current 2019-2020	3 Year Target	1 Year Target	Actual/Target 2020-2021	Actual/Target 2021-22	Actual/Target 2022-2023	Strategic Action Progression
Priority 4: Efficient District and Campus Operations	3.1 Annually increase the percentage stakeholder satisfaction as measured on Sample ISD annual survey	3.1.a. Annually increase the percentage of student satisfaction.							
		3.1.b. Annually increase the percentage of staff parent satisfaction.	4.18 or 84%						
		3.1.c Annually increase the percentage of staff community satisfaction.							