How Solid Are Your Systems

Shaping Culture. Building Systems. Driving Improvement.



Presented by:
Dr. Carlita S. King

2026 South Carolina Transfer Excellence Convening
Theme: ***REIGNITE***
Sparking Innovation, Fueling Student Success

Expertise

Organizational Design and Alignment
Cultural Change
Engagement
Continuous Improvement

Industries

K12 Education
HURON/Studer Education

Education

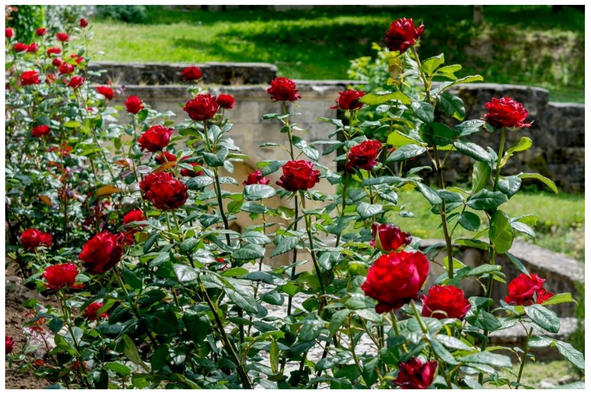
EdS & EdD, Clemson University
MEd, University of South Carolina
BA, South Carolina State University

Certification

English Education
Supervisor Leadership
Organizational Leadership
Improvement Science









Who Is In This Room?

Expertise

Your current position and how long

Industries

Where your work

Education

What school (K-12, post-secondary) did you attend that was most memorable to you in a positive way?

Why

Why did that school have such an impression on you?



Today’s Objectives



- Identify organizational barriers
- Begin to focus on student perspectives to develop practices and processes that build trust and operational excellence
- Determine your organization’s Level of effectiveness
- Begin to develop an action plan for improvement

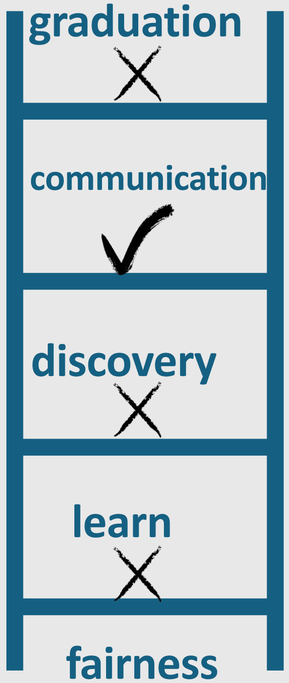


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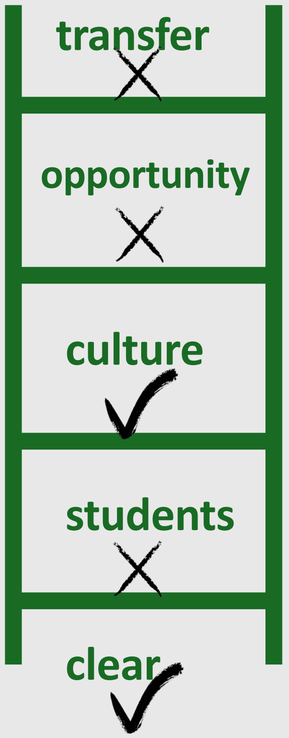
Shaping Culture. Building Systems. Driving Improvement.

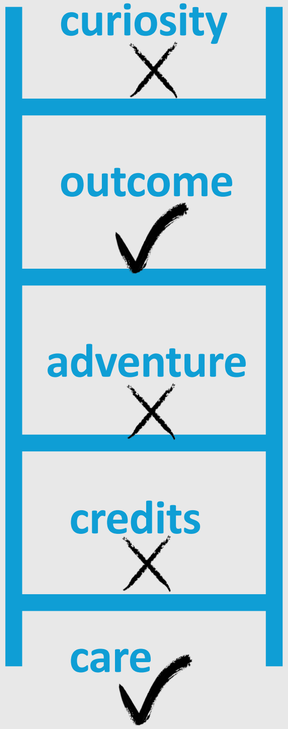
Something to Think About…

Based on the picture, symbols, and words provided, create a rule for your institution.









Our Goal:

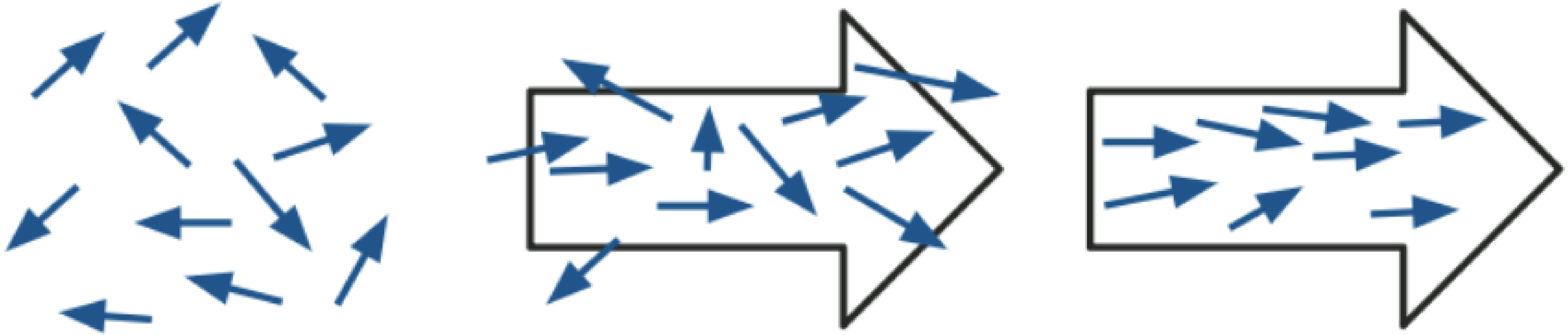
Organizational Excellence = Student Success

People → Culture → Strategy



Studer, Q., & Pilcher, J. (2014). *Maximize Performance*.

SYSTEMS THINKING AND ALIGNMENT



FROM RANDOM ACTS OF IMPROVEMENT

TO ALIGNED IMPACT

Studer, Q., & Pilcher, J. (2014). *Maximize Performance*.

The Iceberg of Ignorance

30,000 Feet

Executives/Leaders see 4% of the problems

20,000 Feet

Institutional Staff see 9% of the problems

10,000 Feet

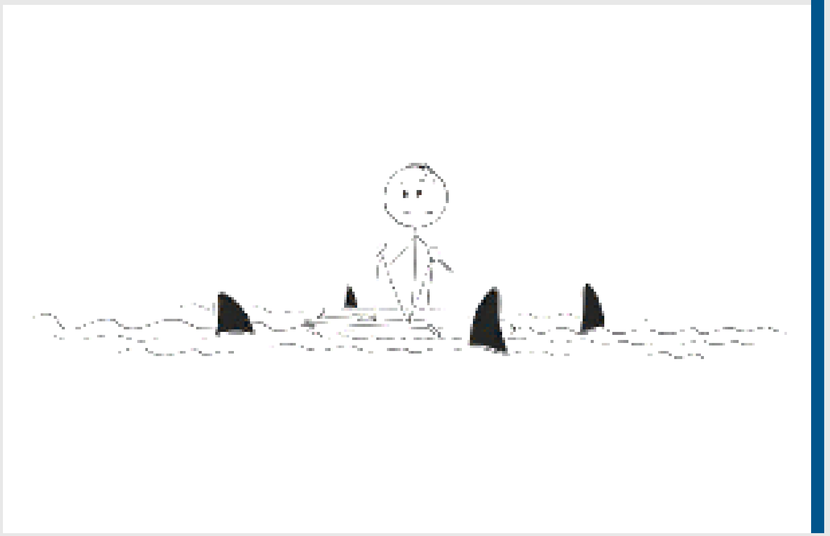
Community/Supporters see 74% of the problems

5,000 Feet

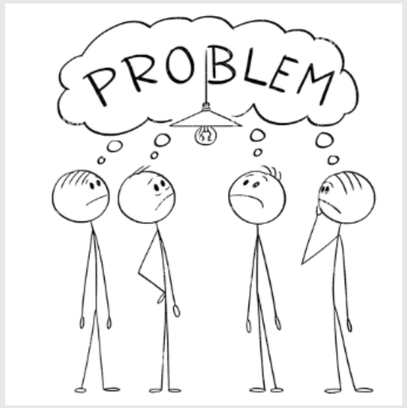
Students/Parents see 100% of the problems

The Iceberg of ignorance. (2024, April 15). The Agile Company. https://theagilecompany.org/the-iceberg-of-ignorance/

At its Core Improvement is:



Roadblocks or hassles are eliminated.



Problems are solved.



Outcomes are improved.

Data are not blunt instruments for imposing sanctions and offering rewards; they are resources used to deepen understanding of current operations and to generate insights about where to focus efforts to improve.

Bryk, Gomez, Grunow, LeMahieu in
Learning To Improve:
How America's Schools Can Get Better at Getting Better

The Transfer Student Experience

- Identify organizational barriers
- Begin to focus on student perspectives to develop practices and processes that build trust and operational excellence

1. Initial Inquiry/Admission

2. Transcript Receipt and Credit Evaluation

3. Financial Aid and Enrollment

4. Academic Advising And Course Registration

5. Academic Progress and Degree Completion



Discussion Points

- What does the student need at this stage?
- Which departments or institutions must collaborate?
- Where might communication, policies, or processes create barriers?
- Who is responsible for ensuring that the student successfully moves to the next stage?

How Solid Are Your Systems

Institutional Systems Self-Assessment

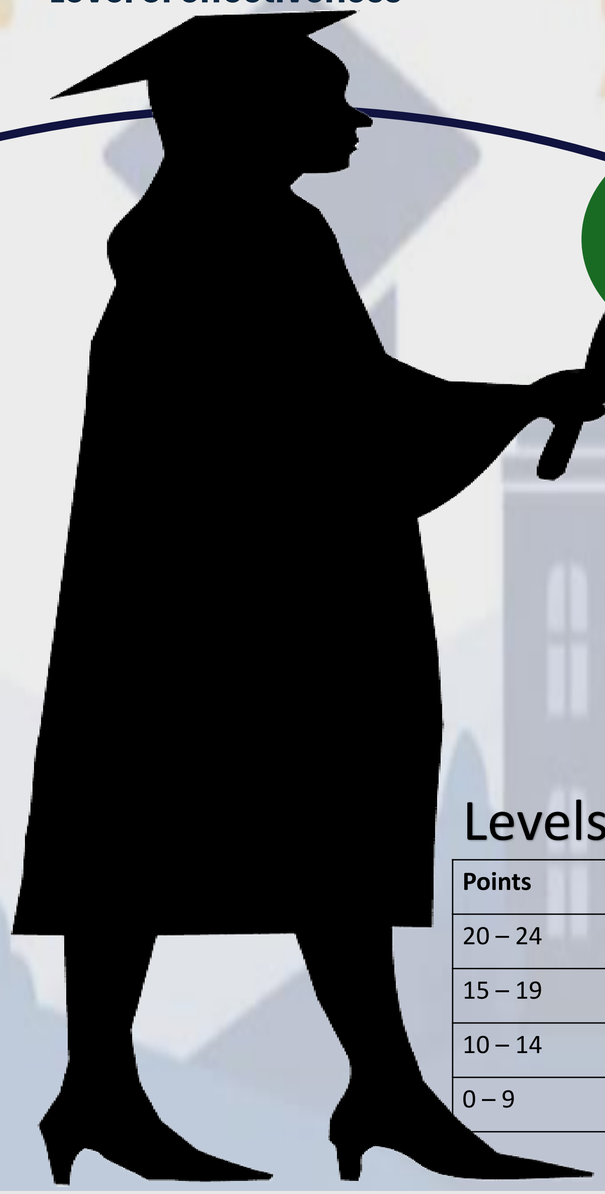
- **Determine your organization's Level of effectiveness**

Cross Functional Collaboration

Communication and Responsiveness

Clear Expectations

Ownership and Accountability

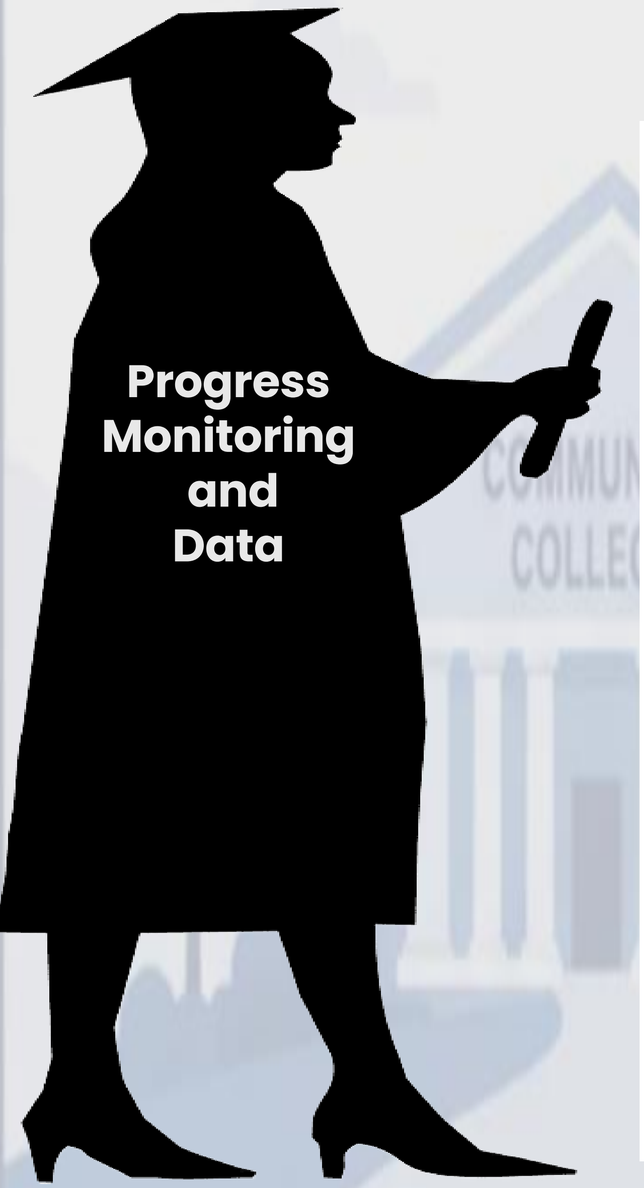


Levels of Effectiveness

Points	Rating	Level of Support
20 – 24	Solid Systems	Tier 1
15 – 19	Effective	Tier 2
10 – 14	Developing	Tier 3
0 – 9	Needs Improvement	Tier 3

What's Next?

- **Begin to develop an action plan for improvement**



[redacted] Goals 2024-2025

	Teacher Development	Student Academic Performance	Student Behavior	Communication	Allocation of Resources	Facilities
Goals	By June 2025, explore, develop and implement K-8 ELA, K-8 Math and 6-8 Science curriculum that aligns with state standards and ensures consistency across grade levels and subject areas.	By June 2025, increase student academic growth and performance by 3 percentile points in the areas of reading and math.	By June 2025, reduce student suspension rates by 20% and increase positive student behavior referrals by 15%.	By June 2025, receive positive feedback from key stakeholders indicating that they are satisfied with communication effectiveness at a rate of at least 90%.	By June 2025, the district will identify projects and initiatives eligible for special funding sources.	By June 2025, the district will ensure critical infrastructure needs are identified.
Measures	K-8 ELA meets or exceeds criteria for Year 1 Implementation. K-8 math - pilot and adopt a new resource. 6-8 Science pilot and adopt a new resource	Increase at least 3 percentile points on benchmark assessments against national norms.	Data incident reports School climate survey data	Stakeholder Survey Results January and May surveys	Facilities projects will be identified in a 10-year financial plan.	Completion of a 10-Year plan for facilities and infrastructure needs.
Progress Indicators	Improved academic performance and consistency with learning experiences for all students.	Students will demonstrate noted growth (via local assessments, teacher observation, benchmarks) as shown in Achievement Team data.	Students will demonstrate improved behavior patterns, receive fewer suspensions that would contribute to a more positive school climate.	Reports for communication platforms (email, website, social media, etc.) will illustrate increased usage.	Annually, create budget/facilities forecasts.	Facilities plan completed and communicated with stakeholders.
Strategies	❑ All leaders and teachers trained to used to district curriculum. ❑ Explore/provide resources for leaders and teachers. ❑ Learning Walks to review implementation or pilot processes.	❑ Schools will form achievement teams. ❑ Schools will provide ongoing professional development ❑ Use data to drive decisions through collaborative conversations for choosing instructional strategies.	❑ Design/Develop a district-wide system of student behavioral expectations. ❑ Provide training in Restorative Practices ❑ Ensure consistent implementation across the district. ❑ Track impact of Restorative Practices	❑ Develop a cadence for communicating information to stakeholder groups. ❑ Implement semi-annual town hall meetings. ❑ Implement strategies that foster transparency and build trust.	❑ Work with financial experts and stakeholders to identify needs. ❑ Identify available funding sources. ❑ Secure funding from outside sources to maintain key projects	❑ Develop a 10-year facilities plan that includes maintenance schedules, building upgrades, capital improvements. ❑ Annually collaborate to assess current needs. ❑ Develop an annual execution timeline.



[redacted]nsin [redacted] 2025 - 2026

	UNITY	ACCOUNTABILITY	SAFETY (RECOMMENDED DURING COMMITTEE DISCUSSION)
	The state of being harmonious, working together, and feeling like a family so that all members feel connected and supported. This includes the churches, school, school staff, students, parents, and entire community.	Evaluating the performance of individuals or programs based on student outcomes and holding those involved accountable for outcomes and successes.	The protection of students, staff, and the community from harm, and the creation of a supportive and inclusive environment where everyone feels valued and secure.
Goals (Desired Outcome)	• **Increases for favorable approval of the school and its environment using appropriate survey(s).** (Recommended) Studer Education, LLC Surveys Net Promoter	• **Increases in student academic performance (Math & ELA)**: NWEA MAP Results (1 – 5) PALS (4K – K) • **Declines in inappropriate social behaviors and acknowledgements of appropriate and positive social behaviors of students and staff.** (Recommended) Studer Education, LLC Surveys	• Results from practice drills or reports created from minor scenarios
Observable Behaviors	❑ School staff, parents, and congregation members talk freely in daily conversations with friends, community members, and within families about the positives of the school.	❑ Student engagement and active learning in daily learning *Can be observed and documented during classroom observations and school walk-throughs*	❑ Locked doors in the buildings during the school hours ❑ Actively recording cameras throughout the buildings ❑ The presence of SROs ❑ Happy and engaged students ❑ Nurturing and helpful staff members working closely together with students, parents, & each other
Actions/Strategies (How will we get the desired outcomes)	❑ Congregations work closely and intentionally together on initiatives that will impact the school. ❑ The church will be intentionally involved with projects and events in which they can assist in being successful. ❑ Develop a marketing plan that will promote the positives of the school and share with the community. ❑ School board/staff leaders conduct entrance and exit interviews of students and staff members that enter and/or leave the school. ❑ Provide consistent and timely and regularly information to all churches within the community (beyond just the sponsoring churches) so that students and their parents all feel welcomed and included.	❑ Provide appropriate training for the teachers ○ Expectations for professional behaviors ○ How to manage and deal with student behaviors ❑ Consistency with school leaders and teachers acknowledging and rewarding positive behaviors and addressing negative behaviors ❑ Acknowledge students weekly in both chapels of students who are doing well academically, behaviorally, etc. ❑ Parents can positively reinforce school expectations through family/home activities provided by the school.	❑ Provide specific training for teachers ❑ Provide access to mental health and psychological services for students and staff ❑ Develop an Emergency Preparedness Handbook that gives direction and guidance for all possible emergency scenarios ❑ Conduct emergency drills that are documented ❑ Monitor school implementation processes that adhere to compliance regulations

Our Goal:

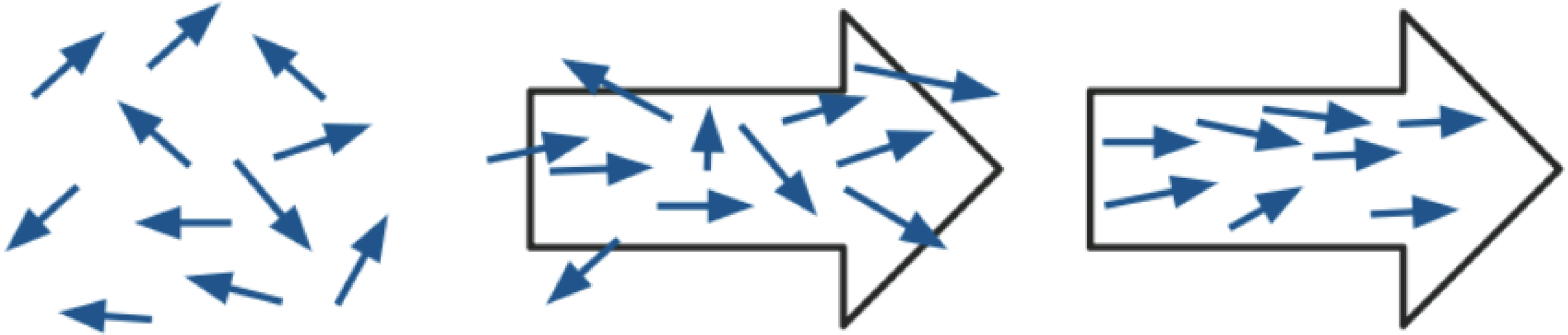
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Organizations work the way they work because of the ways the people think and treat one another. Policies and rules did not create the current challenges, nor will they eliminate them.

The true source of success and barriers are the mental models embraced and relationships developed at every level of the organization.

If you want to improve a system, before you change rules, you must first look at the ways that people think and interact with one another.

Peter Senge

Thank You

And Question?



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