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—Superintendent

THE JOB TO BE DONE

Established in 1889, this Independent School District is a dynamic urban school district which provides Pre-K through 12th grade education to over 5,000 students across eleven public school campuses.

It is their strong belief that providing an exceptional quality education for all students will shape the future of the community, state, and nation by developing citizens who are responsible, ethical, literate, competent, and productive. The pursuit of excellence in education is the shared mission supported by the seven-member Board of Trustees, the Superintendent of Schools, over 900 dedicated and talented staff members, as well as the community.

In February 1997, a School Performance Review revealed that this district faced challenges in such important areas as board governance, community trust, compensation and benefits, and district management. The newly appointed Superintendent of Schools was employed by the Board of Trustees to reclaim the long heritage of quality public education from the financially, structurally, and emotionally bankrupt environment.

SOLUTION

The district has incorporated several on-going FranklinCovey solutions to support implementation of their mission and the recommendations of the performance review throughout all levels of the organization. In the summer of 2001, the administrative team participated in The 7 Habits of Highly Effective People workshop. The importance of establishing a core value system based on building trust among board members, opening the lines of communication between the board, superintendent, and administration, and improving the board's credibility in the community was deemed as critical as stabilizing the financial environment and maintaining good infrastructure. Community involvement and overwhelming support was initiated through a seminar led by the new Superintendent of Schools.

The School Board and Superintendent began working as a “Tiger Family” to lead the District and guide the district towards excellence by focusing on people, expectations, and performance. The Superintendent became a licensed facilitator for The 7 Habits and initiated training for all administrators and many teachers in The 7 Habits, The 4 Roles of Leadership, and The 4 Disciplines of Execution. He also teaches leadership courses as a part-time professor. The Superintendent has been recognized for his dedication to excellence and achievement in educational leadership by the state school board as a finalist for the 2003 Superintendent of the Year.

RESULTS

There is now an increased awareness and implementation of a principle centered leadership philosophy starting with the Board of Trustees and School Superintendent and cascading down to the administration staff, school officials, teachers, students, and the community. The Superintendent has led the school district to greatness as Superintendent over the past seven years by building leadership in curriculum innovation, a culture of trust, student achievement success, creating a public relations/marketing campaign, community partnership and dynamic professional development. Student achievement scores have significantly increased and the district has become the “school district of choice” in the region. The district has attracted over 600 new middle and upper class students into a culturally and economically diverse public school environment.

“There is a new level of cooperation and vision growing within our community as each new group experiences the richness of The 7 Habits curriculum. The pleasure of living in a community so willing to grow and learn has truly been the capstone of my career,” says the Superintendent.