



Reflecting on what brought us here, setting our course for the path ahead

Classroom to Boardroom Strategic Planning: Storywall Session Report

June 1, 2023

Facilitated and prepared by:



Introduction

On June 1, 2023, the strategic planning team and invited guests participated in TeamWorks' Classroom to Boardroom Storywall Workshop for Crosslake Community School. The session was facilitated by Julie Baeb, Senior Consultant from TeamWorks. Both summary and detailed information from the session are included in this report. The outcomes of this workshop, an assessment of the district's history, will help the strategic planning team in setting the course for the path ahead.

Storywall Workshop Objectives:

1. Describe the historical events, initiatives and significant moments of the School District's lifecycle, to help assess how and why things may be the way they are today.
2. Define the characteristics of the School District's past and present peak performance - what worked and why? What didn't, why?
3. Identify the adult behaviors and actions that were purposefully (or unintentionally) rewarded.

At the conclusion of our Story Wall Session, we captured these key messages of value and learning:

1. Increased understanding between the two programs
2. Enjoyed learning the schools' history
3. Repeating themes
4. Haven't stopped growing. Collaboration and flexibility is key.
5. Seeing the starting place - founders' desire to address what's missing in other schools.
6. Understanding the phases (Adizes' corporate life cycle) - road to get there - want to be stable, get to prime.
7. Our ups and downs, the phases - totally normal! Schools, like businesses, all go through this (growing pains, etc.) - it's ok and all worth it.
8. Perseverance is a big theme.
9. Grateful for the foundation that's been laid by others.
10. A lot of leadership changes.
11. Amazing community support.
12. Small family feel continues.
13. We've had issues - but we survive, thrive, adapt and have found our groove.

Storywall Building

The step-by-step process for our session:

FIRST STORYWALL SESSION

- Team members were assigned to work in one of four timeframe groups:
 - 2000-2012
 - 2013-2016
 - 2017-Feb. 2020
 - March 2020-Present
- Each team discussed the major events, district initiatives, trends (internal and external) that impacted Crosslake Community School during their assigned timeframe - positive, negative, neutral. This included things like enrollment trends, leadership, facilities, curriculum and external events that impacted the district (the economy, natural disasters, population trends, societal trends....)
- In addition to words, teams captured the feelings and energy of the time using drawings and photos.
- Participants considered the Whole System View FrameWork in telling their story, taking into account each aspect of the system: culture, work, organization (Framework included in appendix).



SECOND STORYWALL SESSION

Participants reviewed Adizes' Corporate Life Cycle (see appendix for handout/description of each phase) and then worked in small groups as follows:

- One person stayed with the timeframe they started at in part 1; everyone else mixed up and joined a new group.
- For the date range, teams discussed and recorded the following:
 - Looking back, what was the most influential event or change of that period?
 - What behaviors were encouraged and rewarded during that time period?
 - Of the successes, what were the characteristics?
 - Of the failures, what were the characteristics?
 - Where was the district on the life cycle at that point?
 - Large group share / discussion

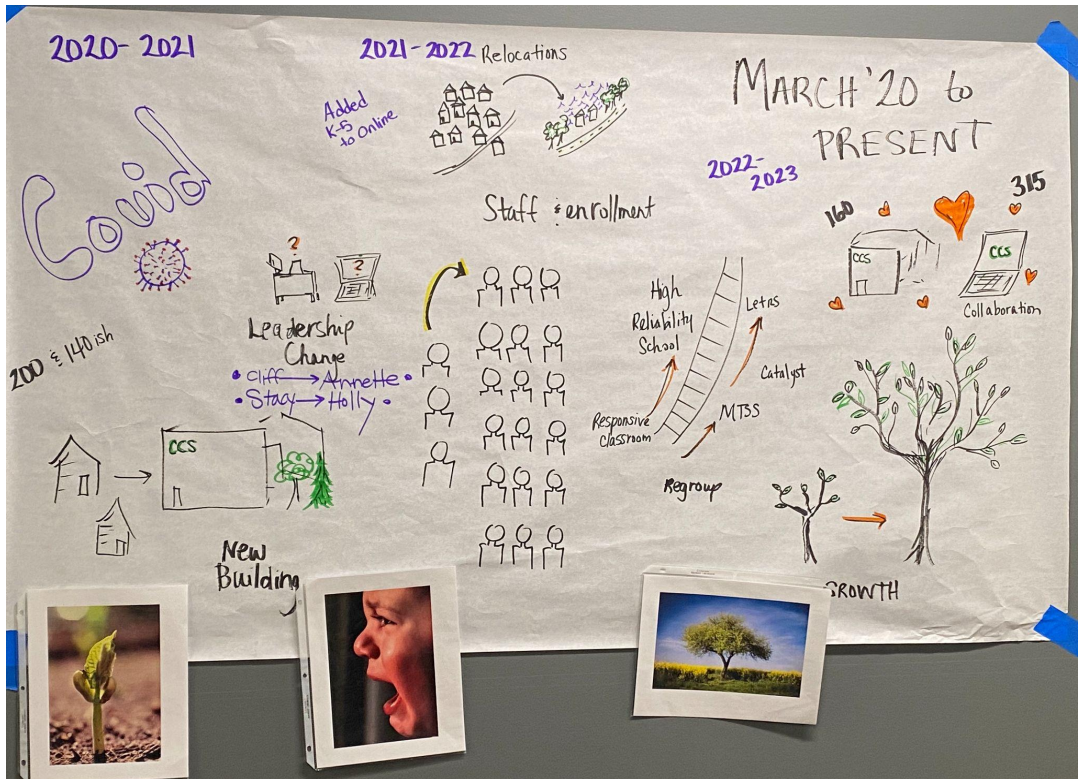
Period	Major Events/Actions of Crosslake Community School	Observations/ Characteristics + Lifecycle
2000 to 2012		<p>Most influential events:</p> <ul style="list-style-type: none"> • <u>Founding</u>: consistency • Director - systems established • Building • Authorizer EE • <u>Legit</u> school :) <p>Behaviors encouraged:</p> <ul style="list-style-type: none"> • Volunteer Hours - teachers, parents. • Reward=having this school. <p>Characteristics of success: Collaboration, volunteerism, loyalty, stepping up, staff longevity, growth.</p> <p>Characteristics of failure: <u>Burn out</u> - leadership turn over, lack of systems.</p> <hr/> <p>Life Cycle: During this time period, CCS moved through 4 phases: Courtship - Infancy - Go-Go - Adolescence</p>

Period	Major Events/Actions of Crosslake Community School	
2000 to 2012	<p>2000</p> <ul style="list-style-type: none"> • Parent-founded • Started at Camp Knudson as a K-5 school • 2 bldgs, 3 teachers, about 5 students/grade • No director - Teacher/parent-led • Volunteer bussing • MDE sponsored • Min. funding - Founders wrote grants • No curriculum/resources, all hands-on <p>2001</p> <ul style="list-style-type: none"> • Fire hall shared with log church • Karen Schott (director) <p>2003</p> <ul style="list-style-type: none"> • Lance hired • Between 2003-04, no director - teachers led • Eagle View built elementary in Pequot Lakes, K5 • Expanded K-8 (6, 7, 8) • Parent volunteers (lunch, recess) • Thematic teaching/learning • LOTS of grant writing • 5 teachers, 81 students <p>2004</p> <ul style="list-style-type: none"> • Director turnover • Dave - Director for about 1-½ yrs (let go, \$ mishandled) • School Board Chair - Joan • Amy Labor (sp?) - 2 yrs • Teacher/parent involvement - <u>led</u> • Parent volunteer requirements in handbook 	<p>2004-07</p> <ul style="list-style-type: none"> • Big enrollment increases! • Spirit/climate of collaboration <p>2006-08</p> <ul style="list-style-type: none"> • Tami Martin • Increased Compliance (MDE) • Initiatives/systems • Vision and planning - BIG <p>2008</p> <ul style="list-style-type: none"> • Economy/housing crash <p>2009-10</p> <ul style="list-style-type: none"> • EE! Environmental Education • Audubon authorizer • Program full • Adding classrooms • 140 students • RTI (Response to Interventions) • Evening for Education (curriculum) →tech - <u>growing</u> <p>2012</p> <ul style="list-style-type: none"> • Odysseyware? → • Idea of online to expand grade levels beyond 8th • ~125 students. Parents moving back to cities. • Todd L. hired 2013

Period	Major Events/Actions of Crosslake Community School	
2013 to 2017 <i>(The Todd Years)</i>	<p>2013</p> <ul style="list-style-type: none"> • SB has only 3 middle school teachers (2013-14) • Director: Todd Lyscio (2013-19) <p>2014-2015</p> <ul style="list-style-type: none"> • Online Director: Stacy Bender 2013-2021 • Online in the old Fire Hall building 14-15 • Building planning for new school 2015-17 <p>2016</p> <ul style="list-style-type: none"> • CFP Grant for furniture for learning lab • Online lab moved to Riverwood office space • 1st online graduation • SB had multi-grade classrooms <ul style="list-style-type: none"> ○ K-Steffen ○ 1-2 Annette/Patty ○ 3-4 Washeck/Loeffler ○ 5-8 Schultz/Swanson/G • Explosive seat-based growth 🌟 • Land donated by Christine and Woods donated by Catholic Church • 2016 Town Square being built 	<p>2017</p> <ul style="list-style-type: none"> • Online hired their own teachers 2017-18 • Online growth • Original Online Staff: <ul style="list-style-type: none"> ○ John Richards ○ Stacy Bender ○ Callista Klaus ○ Holly Amaya ○ Gena Jacobson ○ Amy Scheuman • Social movements in the nation - same-sex marriage, gun laws, schools shootings, etc. • Stress, overwhelm, a lot of work • <u>Growth</u> • Excitement about new building

Period	Major Events/Actions of Crosslake Community School	Observations/ Characteristics + Lifecycle
2017 to Feb. 2020		<p>Most influential events: New building Leadership change</p> <p>Behaviors encouraged: Teamwork - new staff - collaboration More community awareness</p> <p>Characteristics of success: Growth requires flexibility New leadership requires flexibility and collaboration</p> <p>Characteristics of failure:</p> <ul style="list-style-type: none"> • Confusion over expectations with new leadership • Lack of communication over changes • Lack of communication and understanding of the two programs <hr/> <p>Life Cycle: Adolescence</p>

Period	Major Events/Actions of Crosslake Community School	
2017 to Feb. 2020	<p>2017</p> <ul style="list-style-type: none"> • Graduation grows yearly - 54 online graduates • Old firehall <ul style="list-style-type: none"> ○ Todd director for seat-based ○ Stacy director for online • Talk about, money raised for new building <ul style="list-style-type: none"> ○ Community came together to make this happen ○ Lakes Foundation created to help fund <p>2018</p> <ul style="list-style-type: none"> • New Building: August 2018 <ul style="list-style-type: none"> ○ Todd - director for seat-based ○ Jill - dean for seat-based ○ Stacy - director for online • Solarium: growing our EE community • Learning lab: online students had a choice • Lots of growth - staff and students • Pre-K is started 	<p>2019</p> <ul style="list-style-type: none"> • 📍 Open House for New Building • Online enrollment broke 100 • Fall: Todd announces retirement. Stays until replacement found. • Stressful time for all. • Star testing begins to be incorporated into growth goals • HRS: High Reliability Schools begins • 2018-19 (?) MN Design Team - city planning - Loon Center in conjunction with UofM • Envoy turns to catalyst (classroom management system) <p>2020</p> <ul style="list-style-type: none"> • Cliff started Director Seat Based Jan 2020 (1 year, hands-off) • Learning Lab still active 15-20 kids per day • Settling in...positivity returns • Covid is a new vocabulary word

Period	Major Events/Actions of Crosslake Community School	Observations/ Characteristics + Lifecycle
Feb. 2020 to Present		<p>Most influential events:</p> <ul style="list-style-type: none"> • Covid (Duh!) • Leadership <p>Behaviors encouraged:</p> <ul style="list-style-type: none"> • Innovation • Collaboration • Flexibility <p>Characteristics of success:</p> <ul style="list-style-type: none"> • Communication & buy in • Consistency <p>Characteristics of failure:</p> <ul style="list-style-type: none"> • Uncertainty • Stress • Fear and lack of trust <hr/> <p>Life Cycle: Transitioning from Adolescence and Prime</p>

Period	Major Events/Actions of Crosslake Community School	
Feb. 2020 to Present	2020-21 <ul style="list-style-type: none"> • Enrollment: 200 & 140-ish • New building • Added K-5 to Online • Relocations • Staff & enrollment • Leadership changes: <ul style="list-style-type: none"> • Cliff → Annette • Stacy → Holly 	2022-23 <ul style="list-style-type: none"> • Regroup • Responsive Classroom → High Reliability School • → MTSS → LETRS (Catalyst) • Growth: <ul style="list-style-type: none"> • Seat-based: 160 • Online: 315 • Collaboration

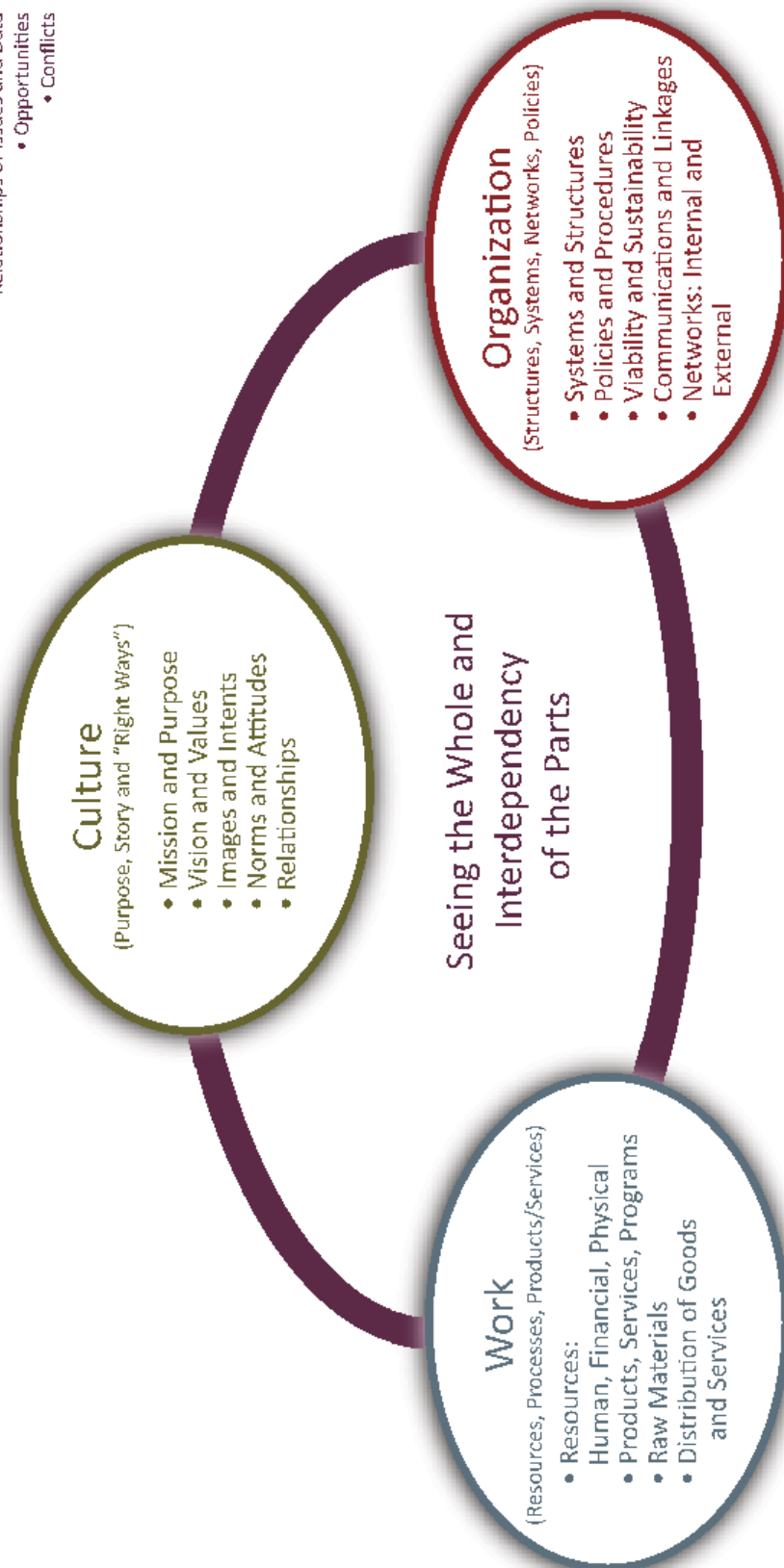
Appendix

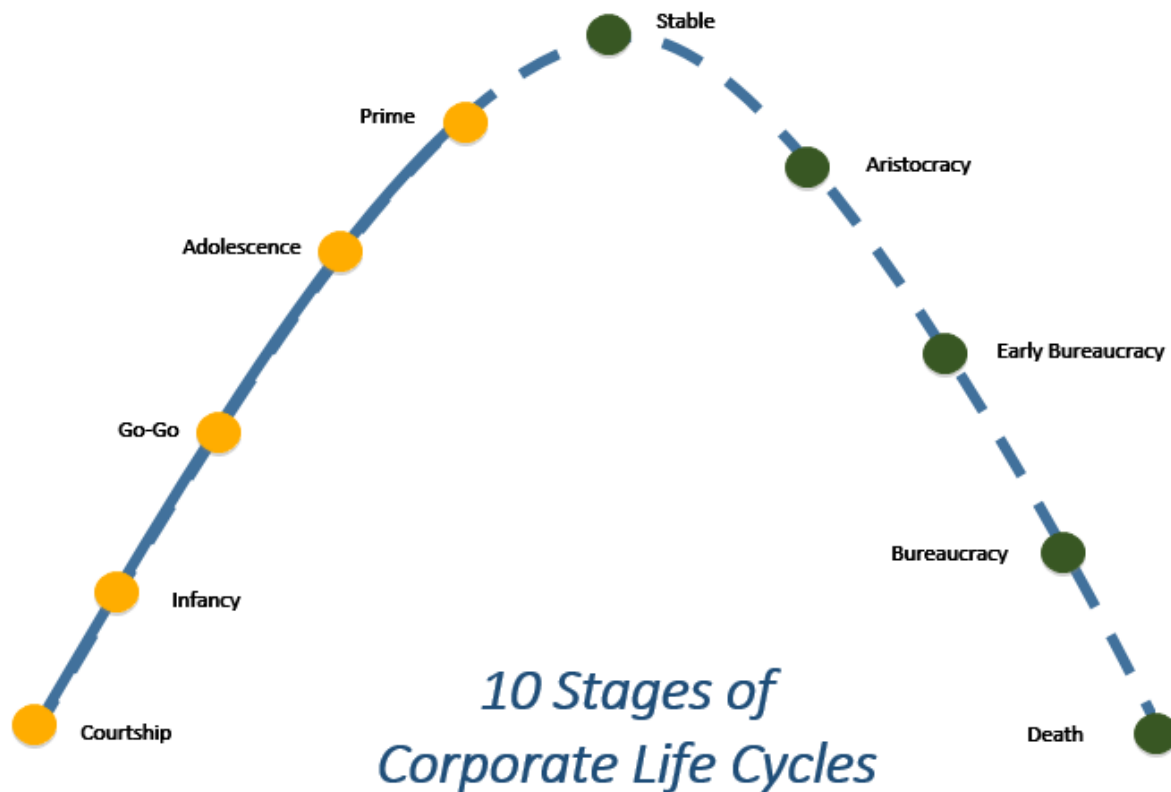
Whole System View

Part of the FrameWorks Series

Used For Assessment of:

- Situations "In the Moment"
- Relationships of Issues and Data
- Opportunities
- Conflicts





The 10 Stages of Corporate Life Cycles

Courtship. Would-be founders focus on ideas and future possibilities, making and talking about ambitious plans. Courtship ends and infancy begins when the founders assume risk.

Infancy. The founders' attention shifts from ideas and possibilities to results. The need to make sales drives this action-oriented, opportunity-driven stage. Nobody pays much attention to paperwork, controls, systems, or procedures. Founders work 16-hour days, six to seven days a week, trying to do everything by themselves.

Go-Go. This is a rapid-growth stage. Sales are still king. The founders believe they can do no wrong. Because they see everything as an opportunity, their arrogance leaves their businesses vulnerable to flagrant mistakes. They organize their companies around people rather than functions; capable employees can--and do--wear many hats, but to their staff's consternation, the founders continue to make every decision.

Adolescence. During this stage, companies take a new form. The founders hire chief operating officers but find it difficult to hand over the reins. An attitude of us (the old-timers) versus them (the COO and his or her supporters) hampers operations. There are so many internal conflicts, people have little time left to serve customers. Companies suffer a temporary loss of vision.

Prime. With a renewed clarity of vision, companies establish an even balance between control and flexibility. Everything comes together. Disciplined yet innovative, companies consistently meet their customers' needs. New businesses sprout up within the organization, and they are decentralized to provide new life-cycle opportunities.

Stability. Companies are still strong, but without the eagerness of their earlier stages. They welcome new ideas but with less excitement than they did during the growing stages. The financial people begin to impose controls for short-term results in ways that curtail long-term innovation. The emphasis on marketing and research and development wanes.

Aristocracy. Not making waves becomes a way of life. Outward signs of respectability--dress, office decor, and titles--take on enormous importance. Companies acquire businesses rather than incubate start-ups. Their culture emphasizes how things are done over what's being done and why people are doing it. Company leaders rely on the past to carry them into the future.

Early Bureaucracy/Recrimination. In this stage of decay, companies conduct witch-hunts to find out who did wrong rather than try to discover what went wrong and how to fix it. Cost reductions take precedence over efforts that could increase revenues. Backstabbing and corporate infighting rule. Executives fight to protect their turf, isolating themselves from their fellow executives. Petty jealousies reign supreme.

Bureaucracy. If companies do not die in the previous stage--maybe they're in a regulated environment where the critical factor for success is not how they satisfy customers but whether they are politically an asset or a liability--they become bureaucratic. Procedure manuals thicken, paperwork abounds, and rules and policies choke innovation and creativity. Even customers--forsaken and forgotten--find they need to devise elaborate strategies to get anybody's attention.

Death. This final stage may creep up over several years, or it may arrive suddenly, with one massive blow. Companies crumble when they cannot generate the cash they need; the outflow finally exhausts any inflow.

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Characteristics of Prime

- 1. The school/organization is guided by vision – clear purpose – peace of mind when making tough decisions**

The organization is guided by the vision of its reason for being. There is a clear purpose and people know what they will do, and will not do, "they walk their talk"

- 2. Focused, energized and predictable**

The organization operates in a focused, energized and predictable manner

- 3. Stretch goals set, aligned, consistently achieved**

- 4. Student/family focus and their long-term satisfaction**

There is a shared school-wide focus on customers and earning their long-term satisfaction.

- 5. High degree of loyalty to the school**

There is a high degree of "customer" loyalty. At the same time, the organization knows when and how to say "no" to the market. It is disciplined enough to protect itself.

- 6. Organizational fertility - controlled, accountable innovation**

Priorities are clear. The organization knows what to do, and what not to do. It enjoys a certain composure and peace of mind when making tough decisions.

The entrepreneurial spirit is fully institutionalized. Evidence of organizational fertility abound. This creativity repeatedly produces controlled, accountable innovation.

- 7. Structures works well – infrastructure provides reliable support - Continuously realigning vision,**

- 8. Strategy, structure, information, resource allocation and rewards.**

Organizational structures work well. Opposing forces are balanced. There is alignment between vision, strategy, structure, information, resource allocation and rewards. An organization in Prime is continuously realigning these subsystems.

- 9. Decision making and governance are clear – there is healthy, constructive conflict**

The governance process is institutionalized. People know and understand where and how decisions are made.

Decision-making is done in an environment of healthy, constructive conflict. Points of view are considered, but there are no hard feelings if one's recommendations are not heeded.

- 10. Differences of opinion rarely deteriorate into personality clashes or turf wars - Internal cohesion – retain staff and leaders**

Differences of opinion rarely deteriorate into personality clashes or turf wars.

There is intra- and inter-organizational integration and cohesion with clients, suppliers, investors, and the community. This internal cohesion enables the Prime organization to devote much of its energy externally.

People enjoy working at the company. Few willingly leave and there is a backlog of people applying for positions at all levels.

- 11. Embrace change**

They embrace change. Prime organizations work hard to adapt to changes in markets and technology so that they can gain a larger share of their resident students and open enrolled.

- 12. Consistent, above average performance**