



# **Strategic Planning: Environmental Scan and Leadership Choices Report**

June 1, 2023

*Facilitated and prepared by*



## Introduction

On June 7, 2023, the strategic planning team participated in an Environmental Scan workshop for Crosslake Community School. The team also participated in TeamWorks' Leadership Choices exercise to identify opportunities for increased partnership and decreased isolation. The session was facilitated by Julie Baeb, Senior Consultant from TeamWorks.

## Agenda

- Welcome Activity: Assumptions & Filling in Gaps
- Environmental Scan Part 1
- Environmental Scan Part 2
- *Break*
- Leadership Choices
- Shared Messages

## Environmental Scan

The environmental scan session consisted of two phases. Phase 1 included assessment and evaluation of initiatives, systems, activities and events that are Established, Ebbing, Edge and Emerging in the school district. The arenas of work, culture and organization (Whole System View Framework) were considered. Four teams compiled this assessment (outcomes detailed on pages 4-5).

**Definitions of the four phases are described below:**

<b>Edge</b> <ul style="list-style-type: none"> <li>● New to education</li> <li>● Established elsewhere/other districts, but new here</li> <li>● Examples: Standards-based grading</li> </ul>	<b>Established</b> <ul style="list-style-type: none"> <li>● Tested, agreement (sometimes), accepted</li> <li>● Examples: PLCs</li> </ul>
<b>Emerging</b> <ul style="list-style-type: none"> <li>● What is being tested now in district, or implemented in other districts</li> <li>● Example: Mental Health Supports for Staff and Students</li> </ul>	<b>Ebbing</b> <ul style="list-style-type: none"> <li>● Decrease in acceptance, decrease in energy, decrease in influence among students, staff, families</li> <li>● Examples: Prom, paper textbooks</li> </ul>

For the second phase of the environmental scan, the four teams were merged into two teams and identified Key Trends and Influences for Edge and Emerging, and for Established and Ebbing (outcomes detailed on page 6). The Key Trends and Influences identified during this session will be brought forward when the operational plan is being developed.

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## Leadership Choices

During the second half of this workshop, the group reviewed the TeamWorks Leadership Choices framework and met in small groups to discuss the actions, events and decisions that have led to increased partnership and increased isolation. The items identified as “3 actions you could take in the next 90 days” (page 8-10) should be evaluated for viable options that could be implemented as soon as possible.

**At the conclusion of our Environmental Scan / Leadership Choices Session, we captured these key messages of value and learning:**

1. We shared and heard multiple perspectives.
2. Helpful to know others have the same worries/concerns/ideas.
3. Interesting to think about where things are headed in the future.
4. Everyone had something valuable to contribute.
5. We focused on the positive, growth and change.
6. Helpful to have a real conversation about isolation, understanding where each of us is coming from.

## Key Outcomes: Environmental Scan Phase 1

Key Strategies	Edge (Group 1)	Emerging (Group 2)	Established (Group 3)	Ebbing (Group 4)
<b>Culture</b>	<ul style="list-style-type: none"> <li>Equity in education gender inclusive</li> <li>Student Data Privacy (parent losing their rights)</li> <li>Safety training</li> <li>Online everything</li> <li>Instant gratification</li> <li>CRT (critical race theory)</li> <li>Home schooling</li> <li>Focus on mental health (especially since Covid)</li> <li>Be kind - suicide prevention</li> <li>CTE coming back woodshop/metal/mechanic)</li> <li>(Social and political climate affects this)</li> <li>School for students are pregnant</li> </ul>	<ul style="list-style-type: none"> <li>Responsive classroom</li> <li>Collaboration between online students (peers)</li> <li>Online Seminar Course</li> <li>MTSS (online program)</li> <li>Gold Coins (seat-based behavior)</li> <li>Regroup</li> <li>Field Trips (online program)</li> <li>Committee Task Stipend Process</li> <li>Earth Week (both programs)</li> <li>May the 4th (Be with You)</li> </ul>	<ul style="list-style-type: none"> <li>Responsive Classroom/Catalyst - School Wide Classroom Management Approach (SB)</li> <li>Environmental Education (District)</li> <li>HRS Level One Certified (SB)</li> <li>Strong relationship with the community</li> <li>Strong relationships with our students</li> <li>Standards and Curriculum Reviews (SB)</li> <li>Professional Development/Lifelong learning (District)</li> <li>Stick close to our mission and vision statements</li> <li>Relationship with our authorizer</li> </ul>	<ul style="list-style-type: none"> <li>MCA testing and standardized testing in general. (More are opting out).</li> <li>Tangible items for school. (yearbook).</li> <li>"Traditional" school</li> <li>Base knowledge (you can look up anything) and more interest based motivation.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Deep fakes Web- artificial intelligence for teaching/learning (aka Alexa/CHATGPT)</li> <li>Can be a positive and negative</li> <li>It will happen and we should plan for it proactively.</li> </ul>	<ul style="list-style-type: none"> <li>Clever</li> <li>Asset Management Software</li> <li>Online K-5 program</li> <li>Seat-based and online programs relationships</li> <li>Graduation traditions seat based (gd. 8) and online (gd. 12)</li> <li>New logo/website</li> </ul>	<ul style="list-style-type: none"> <li>HRS - School Wide Continuous Improvement Model (SB)</li> <li>PLCs (SB)</li> <li>Data Teams</li> <li>MTSS (District, Online=emerging)</li> <li>Quality Matters - Online Teaching and Curriculum Standards; iNACOL (Online)</li> </ul>	<ul style="list-style-type: none"> <li>Student Groups (and leading them).</li> <li>Cursive handwriting.</li> <li>Whole school activities</li> </ul>

## Environmental Scan & Leadership Choices Report

Key Strategies	Edge (Group 1)	Emerging (Group 2)	Established (Group 3)	Ebbing (Group 4)
	<ul style="list-style-type: none"> <li>Gamification - curriculum into games. (ex. Using game type activities to teach a lesson / MSHSL integrated gaming as a high school sport)</li> </ul>	<ul style="list-style-type: none"> <li>Return of Evening for Ed</li> <li>Creative ways to compensate staff</li> </ul>	<ul style="list-style-type: none"> <li>Peer Coaching and Instructional Model (SB)</li> <li>Q-Comp</li> <li>STAR Testing/Focusing on measuring and celebrating growth</li> <li>Committees/Regular Meetings (routine)</li> <li>Decision Making Matrix (SB)</li> </ul>	
<b>Work</b>	<ul style="list-style-type: none"> <li>Proactively plan for the future of education.</li> <li>Go back to the basics (cursive)</li> <li>Science of reading</li> <li>Computer programming at every level.</li> </ul>	<ul style="list-style-type: none"> <li>Amplify Science</li> <li>Open Sci Ed</li> <li>Art and STEM for seat based</li> <li>Hatching chicks/ducks</li> <li>Fast Bridge testing</li> <li>MESS-E</li> <li>Project Wet</li> <li>Egg in the Classroom program</li> <li>Work-Based Learning program (online)</li> <li>College prep focus</li> </ul>	<ul style="list-style-type: none"> <li>Before and After School Programs/Pre-K (SB)</li> <li>Financial Advisor</li> <li>Benefit Advisor</li> <li>Edgenuity (Online)</li> <li>JMC (District)</li> <li>SMARTer/Financial tracking</li> <li>Staffing</li> <li>Core Curriculum (SB)</li> <li>Building</li> <li>Transportation</li> <li>Maintenance</li> <li>Food Service</li> <li>Technology (District)</li> </ul>	<ul style="list-style-type: none"> <li>Hardcover textbooks</li> </ul>

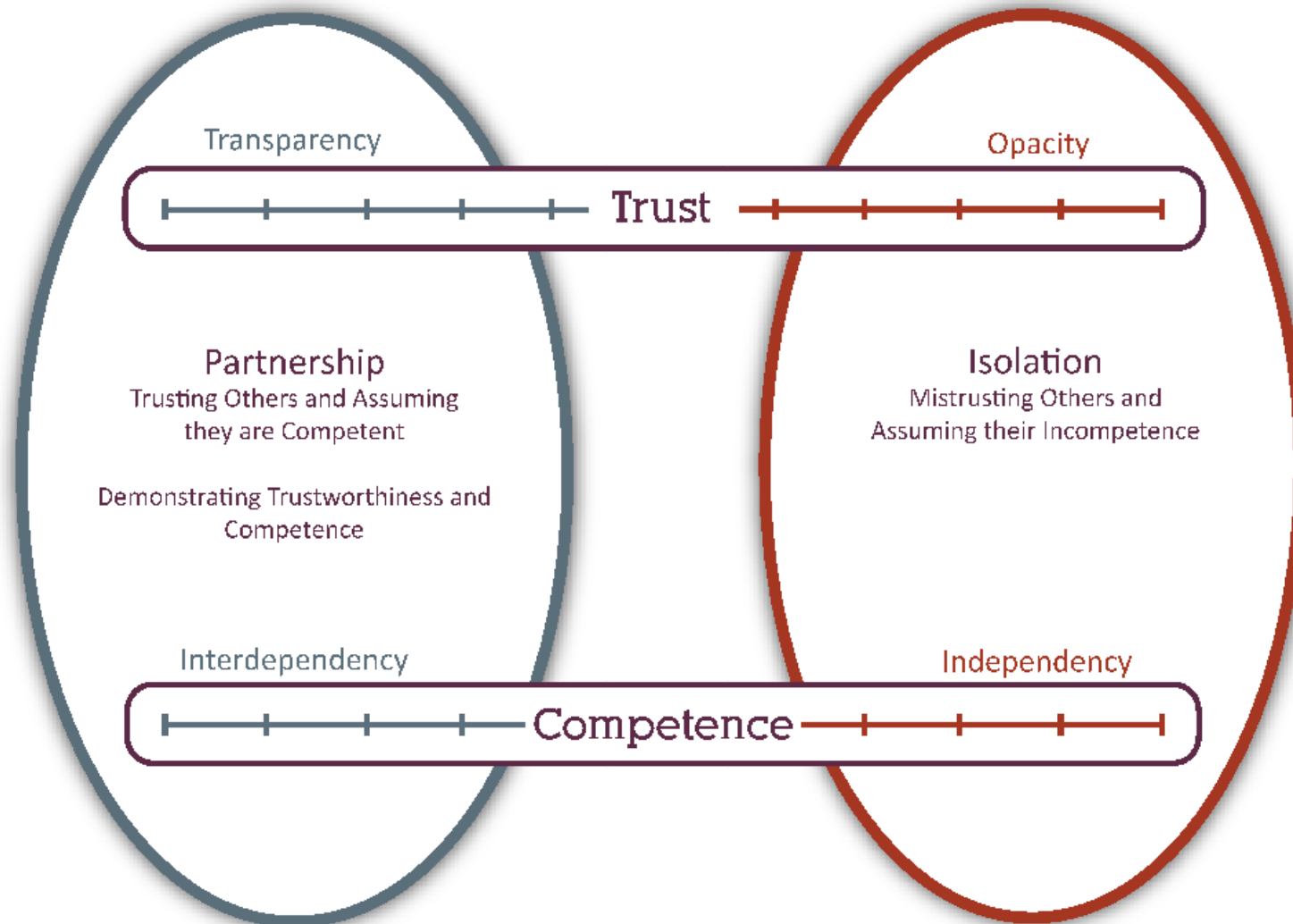
## Key Outcomes: Environmental Scan Phase 2

	Edge and Emerging Key Trends and Influences	Established and Ebbing Key Trends and Influences
<b>Key Trends and Influences</b> (what impacted, caused, influenced these events/initiatives you described in part 1)	<ul style="list-style-type: none"> <li>• Pandemic and stay-at-home orders and distance learning</li> <li>• Less interest in college</li> <li>• Politics</li> <li>• Quiet quitting</li> <li>• Changing workforce</li> <li>• Emerging technology</li> <li>• Social media</li> <li>• Young people don't have confidence in the future or world stability, feel less safe</li> <li>• Needs of students/families</li> <li>• SEL needs</li> <li>• Secondary education costs</li> <li>• Authorizer goals</li> </ul>	<ul style="list-style-type: none"> <li>• Need for consistency and routine really determined a lot of the policy work that was done...reason why seat based does Catalyst, so there's consistency in every classroom - established systems for consistency.</li> <li>• Before...evident that there wasn't a lot of clear policy/procedure - need/desire for that...the reason we hired an HR person, establish board policies, etc.</li> <li>• Relationship building is foundational to who we are and where we want to go.</li> </ul>
<b>What Impact might these trends and influences have on Strategic Planning?</b>	<ul style="list-style-type: none"> <li>• Design programs to address the issues</li> <li>• More emphasis on career tech</li> <li>• More project based learning</li> <li>• Emphasis on creative thinking, art, critical thinking, collaboration</li> <li>• Continue to be adaptable, planning for upcoming changes</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• We have many well established systems, processes...let's not make changes for changes sake. Be intentional if we decide to make a change.</li> <li>• Even though we have a lot of great systems - but there's always a current - imp that we are able to adapt and change, it's a good thing.</li> <li>• Continued focus on relationship building - important to include that...</li> </ul>



## Leadership Choices

Part of the FrameWorks<sup>TM</sup> Series



### Leadership Choices: Collective Outcomes From 6 Teams

3-5 key events / actions / decisions that occurred in the past 12-24 months that led to more <b>partnership</b> ?	3-5 key events / actions / decisions that occurred in the past 12-24 months that led to more <b>isolation</b> ?
<ul style="list-style-type: none"> <li>• New technology hire</li> <li>• Shoutout at end of Online staff meetings</li> <li>• Group text to support Online student success</li> <li>• SB Director moving to full Director was VERY helpful</li> <li>• Honest conversations led to feeling needed and can contribute</li> <li>• Adding another K-5 teacher</li> <li>• Adding Amy M and Tory B to the mix (Becky-K-5 teacher)</li> <li>• Holly as director</li> <li>• Policy and procedures that work and that people follow</li> <li>• Goals being met, actually having goals and monitoring data</li> <li>• Success and celebrating success together</li> <li>• Attended trainings as a team or group</li> <li>• Serving as lead teacher</li> <li>• Leadership style at this school compared to former school (recent hire was being micromanaged)</li> <li>• New leadership</li> <li>• Schoolwide Responsive Classroom training</li> <li>• Committee involvement</li> <li>• Participated in field trip opportunities</li> <li>• Today</li> <li>• Involvement</li> <li>• Leadership Team (SB) weekly meetings</li> <li>• More relevant PD trainings</li> <li>• Stronger intervention department (collaboration)</li> <li>• MESS-E Project Planning and Implementation to increase EE Engagement with trust from administration.</li> <li>• Being invited to participate in the interview process</li> <li>• MTSS meetings to discuss students and learn what is already going on in other teachers' classes</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of professional development - no direction</li> <li>• Staff not understanding scope of role - boundaries...</li> <li>• Moving away from leadership positions - out of the loop</li> <li>• COVID</li> <li>• Trying to do too many things at once</li> <li>• Rushing things that were not really ready</li> <li>• Deciding to work from home, by yourself, in a new program</li> <li>• overload</li> <li>• Learning roles in a newly-created position</li> <li>• Changing positions to one with less interaction by nature</li> <li>• Covid masks</li> <li>• Hearing about disagreements, conflict, negativity</li> <li>• COVID teaching - expectations, attitudes, lack of support, direction</li> <li>• Forced collaboration</li> <li>• Requirements of DL and in-person learning simultaneously</li> <li>• Lack of understanding between the two programs</li> <li>• Process being the relative grade as the marker for passing a class and not being able to discuss the reason or process for change</li> <li>• Not being able to verbally discuss items that are discussed via email</li> <li>• Having duties put in place without input on what the program will look like</li> <li>• Doing too many new initiatives all at once (orientation, MESS-E, Seminar, MTSS...)</li> <li>• Assumptions made based on inaccurate information</li> <li>• Not following protocol</li> <li>• Unclear expectations about testing roles and responsibilities</li> </ul>



<ul style="list-style-type: none"> <li>• Learning coach group chat</li> <li>• “Always assume good intentions” (especially with emails)</li> <li>• Learning Coaches including the Social Worker as part of their team</li> <li>• Include the learning Coaches</li> <li>• Finance Committee retreat</li> <li>• Great, supportive school board</li> <li>• In-person online admin team meeting last year</li> </ul>	
What are 3-4 themes evident from above? (Partnership)	What are 3-4 themes evident from above? (Isolation)
<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Good communication</li> <li>• Relationship building</li> <li>• Having people you can rely on</li> <li>• Intentional goals and follow through</li> <li>• Many leadership roles at this school</li> <li>• Change brings people together</li> <li>• Shared goals and initiatives</li> <li>• Openness</li> <li>• Active Listening</li> <li>• Collaboration</li> <li>• Communication</li> <li>• Inclusion</li> <li>• Collaboration</li> <li>• Open Communication and transparency</li> <li>• Inclusivity and Belonging</li> <li>• Mutual respect and support, compassion and vulnerability</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of communication</li> <li>• Self-isolation</li> <li>• Being reactive</li> <li>• Overload</li> <li>• When we feel fear, we isolate</li> <li>• Avoidance, not actively looking for solutions</li> <li>• Lack of communication</li> <li>• Feelings of hopelessness</li> <li>• COVID</li> <li>• misunderstanding/uninformed (programs)</li> <li>• Isolation</li> <li>• Rumination</li> <li>• Questioning interpretation</li> <li>• Miscommunication</li> <li>• Unmet expectations</li> <li>• Not seeing beyond self - not the big picture</li> </ul>
What are 3 actions you could take in the next 90 days to have more partnership?	What are 3 actions you could take in the next 90 days to have less isolation?
<ul style="list-style-type: none"> <li>• Open to communication</li> <li>• Asking for help</li> <li>• Showing gratitude to someone specifically</li> <li>• Continue to do awesome things</li> <li>• Join more committees ;)</li> </ul>	<ul style="list-style-type: none"> <li>• Be more involved (w/committees, etc.)</li> <li>• Set up automatic responses as communication</li> <li>• Analyze before reacting - be proactive to prevent problems from arising</li> <li>• Know when to say no and to express opinions</li> </ul>

<ul style="list-style-type: none"> <li>• Become actively involved</li> <li>• Communicate more clearly and intentionally</li> <li>• Participate in MN Summit</li> <li>• Staff meetings (more frequent/shorter)</li> <li>• All teacher meeting</li> <li>• PLC/Data meeting plan</li> <li>• Instructional rounds</li> <li>• Continue open communication</li> <li>• Continue staff shares/shoutouts</li> </ul>	<ul style="list-style-type: none"> <li>• DON'T join more committees :)</li> <li>• Self care</li> <li>• Mindfulness</li> <li>• Assume positive intent</li> <li>• <u>Meaningful</u> collaboration</li> <li>• Reaching out</li> <li>• Assume positive intent</li> <li>• Start communication</li> <li>• Never assume, don't take anything personally, be impeccable with your words, always do your best (the Four Agreements)</li> <li>• 4 Gates of Speech - Is it True, is it Necessary, is it Kind, is it Helpful/Timely</li> </ul>
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