



*Strategic Planning - Step 1*

# Winona Area Public Schools Storywall Report

April 7, 2018

*In partnership with*



***Leading through Partnership:  
Reflecting on What Brought Us Here and Setting the Course for the Path Ahead***  
*Presented by TeamWorks International*

April 7, 2018  
9 to 11:30 a.m.

Objectives:

1. To identify the current and historical stages of the District's lifecycle and the balance of Prime
2. To define the multiple characteristics of the District's past and present peak performance and what is purposefully rewarded (or possibly abandoned) in the future.
3. To discuss next steps and choices for *Partnership Leadership* with the team as Strategic Planning begins

Introduction and Overview of the Day

Adizes' Corporate Lifecycle – how does it work with schools?

Storywalls Phase One – design and discussion about the span of time in which you were hired

Storywalls Phase One - report out

BREAK

Storywalls Phase Two – analysis in mixed groups

Storywalls Phase Two - report out

## STORYWALL SESSION

Just as humans experience the various stages of life from birth to maturity to death, organizations experience the various stage of a lifecycle from birth to maturity to death. For organizations, however, death can be – if not prevented outright – pushed in the far distant future through intentional development of excellence in governance, management and partnership designed to help the organization withstand events that may adversely affect its lifecycle.

In his book, *Corporate lifecycles: How and why corporations grow and die and what to do about it*, Adizes (1988) described the phases of corporations from their formulation to their potential death. The structure described for-profit organizations, but there are characteristics of the growth cycle evident in school systems and non-profit organizations as well.

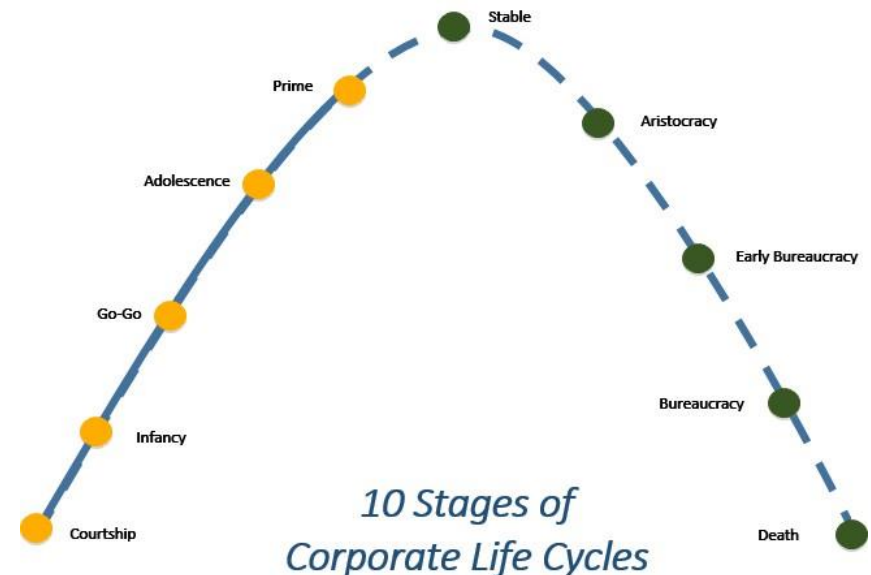
*Courtship.* Would-be founders focus on ideas and future possibilities, making and talking about ambitious plans. Courtship ends and infancy begins when the founders assume risk.

*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. 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.

*Recrimination/Early Bureaucracy.* 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.

## Characteristics of Prime

### **The school district is guided by vision – clear purpose – peace of mind when making tough decisions**

- *The school district 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"*

### **Focused, energized and predictable**

- *The school district operates in a focused, energized and predictable manner*

### **Stretch goals set, aligned, consistently achieved**

### **Student/family focus and their long-term satisfaction**

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

### **High degree of loyalty to the school district**

- *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.*

### **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.*

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

### **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.*

### **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.*

### **Embrace change**

- *They embrace change. Prime schools 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.*

### **Consistent, above average performance**

## Storywall Building – 101

*The step-by-step process for our session.*

### FIRST STORYWALL SESSION

1. Proceed to the date range in which you were hired in the district
2. For that date range, discuss and plot out the following :
  - a. Using words/timeline/concept map – to visually plot out the major events (internal and/or external) that impacted the district (positively, neutrally, or negatively is not essential to determine at this step).
  - b. Embellish those major events – consider an artifact you or another may have brought along or choose from the assortment of pictures that characterize the emotion or energy of the time.
  - c. Use the Whole System View FrameWork to make sure that you've covered it with a system view.
  - d. Prepare to report out

### SECOND STORYWALL SESSION

1. Create even mixed hiring time groups at each timeline.
2. For the date range, discuss and record the following :
  - a. Looking back, what was the most influential event or change of that period?
  - b. What behaviors were encouraged and rewarded during that time period?
  - c. Of the successes, what were the characteristics?
  - d. Of the failures, what were the characteristics?
  - e. WHERE WAS THE DISTRICT ON THE LIFECYCLE DURING THAT PERIOD ?
  - f. Prepare to report out

Period	Major Events/Actions of Winona Area Public Schools	Observations/ Characteristics	Lifecycle(s)
1971 - 1990	<ul style="list-style-type: none"> <li>• To provide added context to this time period, TeamWorks Intl, has added this excerpt on the history of the district from <i>The Winona Daily News</i> March 7, 2011 edition: In the 1950s and early 1960s, more than 50 one-room schools dotted rural Winona County. In 1967, legislation was passed requiring (all school districts) to have both an elementary and a secondary program. Districts that did not operate a secondary school were given until 1971 to merge with a district that provided K-12 education. To accommodate consolidation with surrounding rural districts, at 7:12 p.m. July 24, 1967, Special School District 5, City of Winona was dissolved and Independent School District 861 was created. As consolidation proceeded, ISD 861 took over operation of elementary schools in Dakota, Ridgeway, Rollingstone, Stockton, Minnesota City and Goodview. In subsequent years, as finances tightened and enrollments declined, outlying schools were closed, leaving only Rollingstone and Goodview continuing to operate as part of the Winona school district.</li> <li>• 1971 - Open concept plan – Goodview school built</li> <li>• 1972 – WSU World Series Phoenix</li> <li>• Minnesota Miracle School funding shift from property tax to general fund</li> <li>• Blackboards, chalk overheads, filmstrips</li> <li>• Women were expected to wear dresses and men to wear ties</li> <li>• Early Title IX sports</li> <li>• Teacher strike</li> <li>• Bicentennial</li> <li>• Riverhaven</li> <li>• 1979 – VCRs</li> <li>• Teacher salaries published in newspaper</li> <li>• Schools full, portable classrooms</li> <li>• Superintendent Hopf and Assistant Superintendent Mueller</li> <li>• 1982 – school closures: Stockton, MN City, Lincoln</li> <li>• 1985 – computers</li> <li>• Consolidated Winona Area Catholic Schools</li> <li>• Community Education</li> <li>• Computers in elementary</li> <li>• Superintendent Brittenham</li> <li>• 1986-87 – failed referendum</li> <li>• 1988 – Superintendent McIntire</li> </ul>	<ul style="list-style-type: none"> <li>• Most influential event: School funding shift with initial increase (Minnesota Miracle)</li> <li>• Behaviors encouraged: Independence (teacher, student empowerment), innovation, culture change, transition</li> <li>• Characteristics of success: Independence (teacher, student empowerment), innovation, culture change, transition</li> <li>• Characteristics of failure: Long-term negativism, public relations problems, victim mentality</li> </ul>	Between Go-Go and Adolescence

Period	Major Events/Actions of Winona Area Public Schools	Observations/ Characteristics	Lifecycle(s)
	<ul style="list-style-type: none"> <li>• St. Theresa closes</li> <li>• Cotter split</li> <li>• Lots of cuts and financial challenges during this period</li> <li>• Enrollment in steady decline during this period</li> </ul>		
1991 - 2000	<ul style="list-style-type: none"> <li>• Enrollment decline continues during this time period</li> <li>• Very little teacher turnover during this period</li> <li>• Infrastructure changes</li> <li>• Superintendent Ron McIntire</li> <li>• Bluffview Opens – first charter school</li> <li>• Outcome - Based Education</li> <li>• 1993 – 3 young men start in WAPS</li> <li>• 1994 – Glove doesn't fit</li> <li>• 1994 – Strike?</li> <li>• 1995 – Due to special legislation, new Rollingstone opens</li> <li>• HS 4-period day</li> <li>• Expansion of student technology and staff email</li> <li>• 1996 Kelly H needs hard hat – MS chimney falls</li> <li>• Bill Leonard moves on</li> <li>• Patty Blaisdell starts</li> <li>• 1997 – Contentious MS bond passes, chamber supported the bond and lost members as a result (if bond hadn't passed, state would shut down old)</li> <li>• No Child Left Behind</li> <li>• Dick Kolter leaves and Kevin Flies steps in</li> <li>• 1999 – Piloted All Day K at Jefferson</li> <li>• Sharon Ropes joins school board</li> <li>• High school was largest in Big 9</li> <li>• 2000 – New MS opens and old school sold for \$5,000 and repurposed</li> <li>• Eric Bartleson starts</li> <li>• Y2K!</li> <li>• Deferred maintenance begins as district needs to maintain many of buildings</li> </ul>	<ul style="list-style-type: none"> <li>• Most influential event: Mandated testing, new buildings (Rollingstone and Middle), deferred maintenance, enrollment decline, turnover in school board members</li> <li>• Characteristics of success: Stability, innovation, little teacher turnover, pilot of All Day K/recognition of EC</li> <li>• Characteristics of failure: Mistrust, negative press coverage, Us vs Them becoming more prevalent</li> </ul>	Stability



Period	Major Events/Actions of Winona Area Public Schools	Observations/ Characteristics	Lifecycle(s)
2001 - 2010	<ul style="list-style-type: none"> <li>• WSHS Administrative changes during this period</li> <li>• Tension and internal strife during this period</li> <li>• Birth decline</li> <li>• Continued enrollment decline</li> <li>• 2001- Ridgeway School becomes a charter school</li> <li>• NCLB</li> <li>• Capacity Reduction Committee formed (school closing, but not allowed to call it closing)</li> <li>• Elementary SMART Remedial Program</li> <li>• Near Statutory Operating Debt</li> <li>• Elementary breakfast free statewide</li> <li>• 5<sup>th</sup> grade goes to WMS</li> <li>• Greenhouse started – Level IV EBD</li> <li>• Operating referendum</li> <li>• Closure of Dakota school, then becomes charter school</li> <li>• 2003-04 – 2-tier busing (later HS start time)</li> <li>• 2005 – WMS moved block schedule to 7-period</li> <li>• 2006 - Closure of Lincoln school</li> <li>• Durand hired – has business and community support during changes</li> <li>• Admin moved to WSHS</li> <li>• 2007 – Great Flood</li> <li>• 2008 – Recession</li> <li>• New ALC opens</li> <li>• Current district mission statement created</li> <li>• All-day K funded by state</li> <li>• Renovation of Paul Giel</li> <li>• Delay in state funding payments to school districts to balance state budget</li> <li>• 5 X 3 schedule started</li> <li>• Infinite Campus launched</li> <li>• Desktop computers (district has hodgepodge of technology and types of computers)</li> <li>• Some SMART boards in district</li> <li>• Durand left</li> <li>• Hannon appointed interim superintendent</li> <li>• STEM conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Most influential event: Building closures</li> <li>• Behaviors encouraged: Innovation</li> <li>• Characteristics of success: Community building, needs-based instruction</li> <li>• Characteristics of failure: Discombobulation</li> </ul>	Early Bureaucracy

Period	Major Events/Actions of Winona Area Public Schools	Observations/ Characteristics	Lifecycle(s)
2011 - 2018	<ul style="list-style-type: none"> <li>• Increasing mental health awareness during this period</li> <li>• Many changes during this period at admin level</li> <li>• Strong activities</li> <li>• Facility closure discussions during this period</li> <li>• 2011 - PLCs start               <ul style="list-style-type: none"> <li>○ Leadership Change in district</li> <li>○ Hannon Superintendent and Halverson HS principal</li> <li>○ STEM</li> <li>○ Central closed</li> <li>○ Major board member change</li> <li>○ Katie Smith Toy MN</li> <li>○ MN Funding – freezes shifts</li> </ul> </li> <li>• 2012 – End of HVED contract               <ul style="list-style-type: none"> <li>○ Facility Realignment closure discussions</li> <li>○ Kolter donation</li> <li>○ STEM</li> <li>○ New mayor (Mark)</li> <li>○ New Governor (Dayton)</li> <li>○ NCLB Race to the Top</li> <li>○ Cotter president - Sister Judy</li> <li>○ WSU Children’s Center and WAPS Partnership at WK</li> </ul> </li> <li>• 2013 – Almost all classrooms have SMART boards               <ul style="list-style-type: none"> <li>○ SLIP</li> <li>○ STEM</li> <li>○ Re-districting</li> <li>○ No MS ALC full-time principal</li> <li>○ Ed Village Announcement</li> <li>○ WSU new president and provost</li> </ul> </li> <li>• 2014 – District leadership changes               <ul style="list-style-type: none"> <li>○ Superintendent West</li> <li>○ Jensen HS Principal</li> <li>○ Halverson Teaching and Learning</li> <li>○ NWEA FAST Assessments</li> <li>○ TL2T 1:1</li> <li>○ New bus company</li> <li>○ Change in HS schedule</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Most influential event: 2014 successful referendum</li> <li>• Behaviors encouraged: Collaboration, technology integration, growth mindset</li> <li>• Characteristics of success: risk taking, agility, innovation, team building, unity “We are one 10”</li> <li>• Characteristics of failure: Courage to try, courage to fail</li> </ul>	Early Bureaucracy

Period	Major Events/Actions of Winona Area Public Schools	Observations/ Characteristics	Lifecycle(s)
	<ul style="list-style-type: none"> <li>○ AVID</li> <li>○ Preschool shift – inclusive</li> <li>○ W-K Blue Ribbon</li> <li>○ Summer meals</li> <li>○ MS principal changes/MS turmoil</li> <li>● 2015 - Dakota charter closes                             <ul style="list-style-type: none"> <li>○ Cotter tuition</li> <li>○ Wisconsin Act 10</li> </ul> </li> <li>● 2016 – Operating Levy                             <ul style="list-style-type: none"> <li>○ Tech referendum</li> <li>○ Elementary principal changes</li> <li>○ Budget reductions begin</li> <li>○ Library meal bus</li> <li>○ Negative tension</li> <li>○ Staff wellness concerns</li> <li>○ Free breakfast</li> <li>○ Rochester DMC starts</li> <li>○ Ed Village Funding Phase II - WSU</li> <li>○ Elementary historic designations</li> <li>○ WSU new Dean of COE</li> </ul> </li> <li>● 2017 – Leadership changes                             <ul style="list-style-type: none"> <li>○ Interim Superintendent Halverson</li> <li>○ New Superintendent Dahman</li> <li>○ Every Student Succeeds Act replaced No Child Left Behind</li> <li>○ Voluntary Pre-K program</li> <li>○ REACH Program preparing students for careers right out of High School</li> <li>○ Transportation of all preschoolers</li> <li>○ Loss of custodial staff since 2000</li> <li>○ ALICE – School Safety Training</li> <li>○ Engage Winona</li> <li>○ Winona Wellness Collaborative</li> <li>○ Construction of new bridge</li> <li>○ Referendum</li> <li>○ Facilities study</li> <li>○ President Trump &amp; US DOE Secretary DeVos</li> </ul> </li> <li>● 2018 – 2 elementary schools close</li> </ul>		

Period	Major Events/Actions of Winona Area Public Schools	Observations/ Characteristics	Lifecycle(s)
	<ul style="list-style-type: none"> <li>○ Elementary ELA Adoption and MS implementation</li> <li>○ Social workers added through ADSIS Grant</li> <li>○ Education Assistants funded by grant</li> <li>○ City of Winona comprehensive planning</li> <li>○ YMCA new building</li> <li>○ WSU Children’s Center Closing at Madison W/K</li> </ul>		