

Superintendent Stacie Stanley 2024-2025 Goals

ESTABLISH GOALS AND STANDARDS

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<p>Goal 1: Provide leadership to improve and enhance student learning in Edina Public Schools.</p> <p><u>MSBA/MASA Standards</u></p> <p>Standard 6. Teaching and Learning; benchmarks a-d.</p> <p><u>Strategic Plan Priorities</u></p> <p>(A) Advance Academic Excellence, Growth & Readiness, benchmarks 1-5.</p> <p>(B) Ensure an Equitable and Inclusive School Culture; benchmarks 1 & 3.</p> <p>(D) Develop Leadership throughout the District; benchmarks 1, 2 & 4.</p> <p>(E) Engage Parents, Schools and Communities; benchmark 4</p>	<p><u>Evidence of Performance 1: Superintendent will advise EPS administration to enhance continuous school improvement plan</u></p> <ul style="list-style-type: none"> - Ensure new principals and Assistant Superintendent are trained on the change management protocols including the Lencioni Dignity Model, William Bridges Change & Transition Model, and Dave Webb, IROD model. - Meet with and provide weekly transition coaching for the new Assistant Superintendent to ensure a strong transition into Edina Public Schools. - Weekly check-ins with Assistant Superintendent to monitor implementation of Continuous School Improvement Plans, & meet with lead principals on a quarterly basis. - Ensure the school board receives a Fall and Spring report about the continuous school improvement planning process. - Ensure the board receives an update on English Learner Programming. <p><u>Mid-Year Summary - Key Indicator of Progress (KIP)</u></p> <p>KIP 1: Cynthia Maldonado, Amy Reed, and Nate Swenson successfully completed the intro to IROD training in July 2024. In addition, they participated in training on the change management protocols at the Leadership Advance meetings July 31st - August August 2nd.</p> <p>KIP 2: Superintendent has met with Assistant Superintendent on a weekly basis. In addition, she provides weekly and on demand coaching related to the schools and the overall Edina Public Schools system. She embeds the models outlined into coaching conversations to ensure he is applying the models in the context of the day to day work. Finally, she made certain that the assistant superintendent receives on-demand executive coaching on the application of the IROD model.</p> <p>KIP 3: Superintendent met with Assistant Superintendent and school principals to review their continuous school improvement plans in September and October. Principals received feedback on plans and made modifications accordingly. She garners information about progress with the implementation process of the continuous school improvement plans during regular check-ins with the assistant superintendent. Finally the school board received an update on the CSIP process in October 2024 (see links under artifacts below)</p> <p>KIP 4: School board received an update on the CSIP process in October 2024 (see links under artifacts</p>

below).

KIP 5: The School board received an update on English Learner programming that provided a detailed understanding of the English Language Proficiency levels of EPS English Learners and how we are working to ensure they have access to high quality supports and academic content.

Evidence of Performance 2: Superintendent will ensure benchmarks of the CLP are implemented in alignment with the strategic plan Gantt chart.

- Superintendent will advise the director of teaching and learning to ensure LETRS teacher training and implementation continues the planned implementation pace and aligns with READ Act expectations.
- Superintendent will advise the director of teaching and learning to monitor the implementation of the new ELA courses that were approved by the school board in November of 2023.
- Provide the school board with a detailed report on performance indicators as outlined in the board approved data metrics plan.
- During the spring of 2025, the superintendent will continue to engage a variety of stakeholders to garner feedback about strategic plan implementation efforts.

Mid-Year Summary - Key Indicator of Progress (KIP)

KIP 1: Superintendent meets with the director of teaching and learning for monthly 1:1s. In addition, she meets with the director to go over reports that are being brought to the Teaching and Learning committee. During this time the superintendent receives updates on implementation progress with LETRS training and provides feedback on strategy related to the implementation efforts of the CLP. Superintendent worked with school board to provide clarity on the need for an additional PD day to ensure LETRS training is completed as soon as possible, and within the guidelines of the READ Act.

KIP 2: Superintendent has received updates on the implementation of the new EHS ELA courses. The superintendent also provided feedback on the ELA report provided to the school board on October 7, 2024 (see linked below).

KIP 3: The board received a detailed report on progress toward 2-year district performance goals. The report included an overview of progress at all levels (pre-k-12).

KIP 4: Dates have been set for core planning and invitations will go out to the Core Planning team in January. Superintendent begins working with the cabinet to develop information about strategic plan foci for the meetings and set project leads.

Evidence of Performance 3: Superintendent will monitor the STEAM program development and launch

- Monitor implementation during monthly 1:1's and DILT meetings.
- Ongoing meetings with the director of teaching and learning to receive updates on implementation efforts.

	<ul style="list-style-type: none"> - Provide the school board with a detailed report about the elementary STEAM program implementation. <p>Mid-Year Summary - Key Indicator of Progress (KIP) KIPs 1 & 2: Superintendent monitors STEAM program development and implementation efforts during 1:1 check-ins with the director of teaching and learning. In addition, the superintendent advises the director of teaching and learning as key questions arise about programming elements. For instance, the SSEP program is going through some organizational changes and the superintendent has advised the director of teaching and learning and the assistant superintendent on possible next steps. KIP 3: The school board received an update on the development of the STEAM program at their 11.19.24 work session (see links in artifacts below).</p>
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Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Artifact/Metric
<p>Ensures school improvement plans are in place at all buildings and align with school district-wide goals; assures plans and strategies are in place and used for implementing improvement efforts and monitoring progress; demonstrates knowledge and comfort with current instructional programs and seeks to communicate how the school district is implementing best practices and new initiatives; prioritizes and focuses on increasing student achievement, including reporting on student</p>	<p>Ensures school improvement plans are in place at all buildings and align with school district-wide goals; demonstrates knowledge with current instructional programs and is able to discuss them; student achievement metrics are reported.</p>	<p>School improvement plans are in place at building level, but lack district-wide coordination; is somewhat knowledgeable of current instructional practices; relies on others for information/data.</p>	<p>School improvement efforts are limited; no comprehensive plan in place; is uninvolved in current instructional programs; is unaware of current instructional issues.</p>	<p>Slide-decks - Workshops and Training (provided at mid-year evaluation) July/August Leadership Advance October Defining Excellence Ldrship Training Instructional Leadership Series</p> <p>Administrative calendar (provided mid-year & end-of-year evaluation)</p> <p>C-SIP school board presentations (Oct. 2024 Oct. 2024 slide deck & Feb. 2025)</p> <p>EL Program Report (October 7, 2024 report &</p>

achievement metrics.				slidedeck Data metrics plan report (October 2024) Early Learning Center Elementary Middle School High School Elementary STEAM implementation progress report (November 2024) ELA Implementation report (February 2025) Additional PD day for LETRS training Spring 2025 Core Planning Team reports on progress toward each priority and June 2025 executive report to the school board.
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Goal 2: Provides oversight of leadership for student and staff support to improve and enhance

Evidence of Performance 1: Superintendent will advise all levels of administration and partner with community agencies to review, update and enhance school safety and security efforts.

- Reorganize department and employee structure to hire a new coordinator of emergency

district culture and climate

MSBA/MASA Standards

Standard 6: Teaching & Learning; benchmark e.

Standard 7: Student Support; benchmarks f & g

Strategic Plan Priorities

(C) Foster Positive Learning Environments and Whole Student and Staff Wellness; benchmarks 1, 2, 4 & 5

(E) Engage Parents, Schools and Communities; benchmark 4

management and safety position to ensure there is direct oversight of our safety and security methods.

- Provide direction in the review, update and enhancement of board policy 806 and ensure all levels of administration are well versed in policy and apply its principles.
- Provide all levels of administration with an annual refresher training on the I Love U Guys crisis management model.
- Provide direction for a plan to conduct a reunification exercise in 2025.
- Continue to build strong partnerships with EPD and EFD through partnership meetings and exercises.
- August 2024 report to School board of comprehensive overview of safety and security efforts of both public and confidential elements of plan.

KIP 1: Through attrition the superintendent was able to restructure staffing to hire a new coordinator of emergency. This individual started in EPS in July 2024.

KIP 2: Board Policy 806 was reviewed and updated in June and July 2024. The school board reviewed in July and August during worksessions and regular session discussions. Policy 806 was approved by the school board in August 2024 (see link to policy listed below). All informal and formal EPS leaders were trained on the implementation of the policy during leadership advance (see linked slide deck).

KIP 3: Entry, middle, and senior level leaders completed a refresher training during the July/August Leadership Advance seminar.

KIP 4: Our coordinator of emergency management has offered tabletops as we prepare for a formal reunification. (see linked slide deck below).

KIP 5: Our Emergency Management Coordinator meets with EFD/EPD on a regular basis. This year he has worked with both entities to brainstorm locations for reunification. The SROs are now under his supervision, which allows for a direct and quality relationship with EPD as well.

KIP 6: School board received a comprehensive overview of the district's emergency management status in a closed meeting. Due to vulnerabilities, the slidedeck is not linked under artifacts. The school board also received a public report, which is linked in the artifacts section below.

Evidence of Performance 2: Superintendent will provide direction, coaching and consultation to administrator project managers in the execution and monitoring of social emotional support for students and staff.

- Belonging indicator will increase by at least 3% as evidenced by spring 2025 district-wide Panorama adult climate survey.
- Staff culture & climate goals outlined in continuous school improvement plans are established and monitored throughout the school year.
- Collect additional information to better understand teacher engagement and voice in decision making. Use the information as we continue to use IROD to garner staff input.
- Advise the assistant superintendent to frequently monitor cell phone protocol implementation

and ensure the school board receives a detailed report on implementation efforts.
 KIP 1 & KIP 2: Each school has culture and climate goals embedded in their C-SIPs. Schools are locally monitoring their goals. The Panorama survey is administered in the spring and the data overview is presented in June. The staff engagement survey was administered in the fall of 2024. Teachers reported increased satisfaction in response to nearly every question, and report the greatest satisfaction amongst all employees in the following areas:

- At least one person seems to care about me at work.
- There is someone at work who supports my professional growth.
- At work, my ideas are appreciated.
- My colleagues are committed to doing excellent work.
- I have a good friend at work.
- Edina employees have shared their expertise and experiences with me during the past year.
- I feel like I belong here.

KIP 3: The Information - Reactions - Options - Decisions (IROD) model for team decision making is designed to ensure leaders garner multiple perspectives during the decision making process. Each new leader engages in entry level IROD training and all leaders have had extended training as it related to conflict management and using the IROD app to effectively and efficiently garner feedback from staff. Please see links below for a few examples of IROD overviews with staff feedback that has been captured during the 2024-2025 school.

KIP 4: Bi-weekly updates on cell phone implementation. Advised assistant superintendent on the survey that was used to capture initial reactions to new cell phone protocols from staff, students and families. Comprehensive report was provided to the school board, see links below in artifacts.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Artifact/Metric
Ensures system-wide plan has been developed and implemented to assure healthy school and/or work environment; collaborates with local health and social service agencies, to provide supports for students and/or staff;	Ensures system-wide plan has been developed and implemented to assure healthy school and/or work environment; collaborates with local health and social service agencies, to provide supports for	Ensures system-wide plan has been developed and implemented to assure healthy school and/or work environment; collaborates with local health and social service agencies, to provide supports for	No plan has been developed and implemented to assure healthy school and/or work environment; no plan has been developed for social emotional supports or options for students; policies	Wellness Committee Meeting Minutes (Mid-year evaluation & End-of-year evaluation): 10.2.24 Wellness Committee Agenda 12.4.24 Wellness Committee Agenda Business agreements with

	students and/or staff; ensures policies prohibiting bullying and harassment are developed.	students and/or staff; but plan is not followed completely; ensures policies prohibiting bullying and harassment are developed.	prohibiting bullying and harassment do not exist.	student & adult mental health supports (Mid-year evaluation): SandCreek Employee Assistance Program Fraser Site Based Health Clinics
Ensures systems wide school safety & security plan is developed & implemented to assure all school district buildings and grounds are safe and secure; collaborates with local enforcement and fire prevention agencies; ensures effective crisis management and techniques; monitors for effectiveness; ensures drills are conducted to ensure parties know roles and responsibilities.	Ensures systems wide school safety & security plan is developed & implemented to assure all school district buildings and grounds are safe and secure; collaborates with local enforcement and practices safety drills.	Ensures plan has been developed to assure school district building and grounds are safe and secure, including some of the required safety drills.	No plan has been developed to ensure school district buildings and grounds are safe and secure. Culture of trust does not exist.	Emergency Management Job Description , Emergency Mgmt Job Posting and community announcement for coordinator of emergency management and safety position (mid-year evaluation) Workshops and Training presentations (mid-year evaluation): Safety & Security Leadership Training Safety & Security board report (public August 2024) Policy 806 updates and approval (July 2024, August 2024) Reunification exercise plan outline (May 2025) Table Top Training: Preparation for a Reunification Drill Logs (End of Year evaluation)
Consults with and guides the leadership team to develop and support open, productive, caring	Encourages open, productive caring & trusting environment	Haphazardly supports open, productive, caring & trusting environment	Culture of trust does not exist.	Executive summary of data collected about teacher voice. (April 2025) IROD documentation forms of

<p>& trusting relationships among and between staff.</p>	<p>among staff.</p>	<p>among staff.</p>		<p>garnering teacher/staff input (Mid-year & End-of-year evaluations):</p> <p>IROD Example 1</p> <p>IROD Example 2</p> <p>IROD Example 3</p> <p>IROD Example 4</p> <p>IROD Example 5</p> <p>2024-2025 C-SIP Culture & Climate Goals. (October 2024, October slidedeck June 2025)</p> <p>2025 Panorama Adult Climate Survey & Staff Engagement Survey Findings (June 2025)</p> <p>Cell phone protocol implementation progress report slidedeck (November 2024)</p>
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<p>Goal 3: Support the effectiveness of the Governance team</p> <p>MSBA/MASA Standards</p> <p>Standard 1: Governance Team; benchmarks d;</p> <p>Standard 2: School District Finances; benchmark e</p> <p>Standard 3: Communication & Community Relations; benchmark d</p>	<p>Evidence of Performance 1: Superintendent will provide direction, coaching and consultation to administrator project managers to build greater community understanding for what enrollment means to the district’s fiscal budget and its impact on district revenue.</p> <ul style="list-style-type: none"> - Provide the school board with integrated marketing and finance reports designed to build greater understanding on the direct connection between enrollment, district budget and budgetary recommendations. - Engage community in understanding the direct connections between enrollment, district budget and budgetary decisions. <p>Mid-Year Summary - Key Indicator of Progress (KIP)</p> <p>KIP 1: The superintendent modified the approach with which the marketing and communications reports have been viewed and delivered. Under the direction of the superintendent, assistant superintendent, director of marketing and communications and director finance and operations collaborated to develop an integrated enrollment, marketing, and finance report that helps the school board and Edina Public</p>
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Standard 5: Human Resources; benchmark f

Strategic Plan Priorities

(D) Develop Leadership throughout the District; benchmark 5

(E) Engage Parents, Schools and Communities; benchmarks 4 & 5

Schools/Edina Community better understand the direct correlations between student enrollment and school finance. The school board received its first report in this integrated manner in October 2024. See link to report in the artifacts section.

KIP 2: In an effort to increase strong understanding of school finance, the superintendent has focused on school finance for her PTO presentations this year. Links to CS and Concord are in artifacts below. Superintendent coordinated with the Parent Leadership Council executive board to bring in the director of finance to present an overview of school finance to the Parent Leadership Council in October 2024 see link to presentation in artifacts below. Finally, the superintendent developed an enhanced BRRRG model, garnered feedback on the model from stakeholders and presented it to the school board on 12.2.24 see artifact below.

Evidence of Performance 2: Superintendent will provide direction, coaching and consultation to administrator project managers who oversee contract negotiations.

- Ensures the governance committee and school board receive timely updates on negotiations.
- Ongoing guidance and direction for administrator project managers.

Mid-Year Summary - Key Indicator of Progress (KIP)

KIP 1: The superintendent has worked closely with the governance committee to keep them informed of progress with negotiations for several units including principals, bus drivers/transportation, EPASS, paraprofessionals, and SAC. Superintendent called closed sessions for the entire board to receive updates related to union unit negotiations. Contracts for several units have been successfully ratified. In addition, the superintendent consulted with governance related to significant insurance increases and updating guided books. See links in artifacts below.

KIP 2: The superintendent received on-going updates on negotiations status and advised the executive director of human resources and director of finance and operations as deemed necessary. Contracts for several units have been successfully ratified. Superintendent also ensured that the READ Act MOU was finalized and brought the school board for approval. See links in artifacts below.

Evidence of Performance 3: Superintendent will engage in advocacy efforts at the local and state levels.

Mid-Year Summary - Key Indicator of Progress (KIP)

- Partner with Edina LAC, MASA & AMSD to advocate for the financial needs of Edina Public Schools.

KIP 1: Superintendent currently sits on the AMSD executive board and works directly with other members of the board to help analyze data and develop the proposed platform. The superintendent provides organizational updates to the LAC chair and board rep to keep them advised of changes. In addition, the superintendent coordinated the efforts to launch the LAC advocacy season with a successful legislator tour. Finally, the superintendent works closely with legislators to advocate for the needs of Edina Students. These include 1:1 school tours and meetings for coffee. See artifacts below.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Artifact/Metric
Collaborates with the school board to review and improve value of information and guidance provided to the board for effective decision-making; ensures meeting materials are comprehensively provided to the school board, with adequate background information aligned to the decision and if required, necessary action. Offers thorough, timely, and prudent recommendations.	Assists school board in understanding multiple perspectives surrounding issues as well as possible implications of decisions; provides meeting materials and background; includes recommendations.	Shares information with a few school board members for decision making in a timely manner; provides incomplete meeting materials that do not include adequate background information or historical perspective.	Does not provide timely information needed for effective school board decision-making; meeting materials are not readily available; members do not receive enough information regarding agenda or background information.	School board meeting agendas and materials (monthly) School board feedback (monthly) Communication Log (monthly)
Protects school district's fiscal health by continually seeking efficiencies and identifying new sources of funding, such as grants and investment opportunities; follows school district policies and procedures to ensure funds and property are secure; bases recommendations and decisions on school district approved priorities and needs.	Provides some oversight of school district resource allocations and decisions, including fiscal investments, grant funding opportunities, fixed assets, and external resources; usually follows policies; ensures alignment between school district assets and priorities to support improved instructions and other key goals.	Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities.	Does not provide oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; has not developed policies to guide asset-related decisions; makes fiscal decisions that do not align with school district priorities and/or are wasteful.	Integrated marketing and finance report Sliddeck (October 2024) Electric School Bus Grant Awarded to district in summer 2024. Enhanced BRRRG Model
Works with school board & community to build relationships with government officials to promote students interests and influence appropriate responses to	Assumes leadership role through numerous contacts with government officials to protect and promote student's interests.	Engages with government officials to protect student's interests.	Does not engage with government officials to protect student's interests.	AMSD executive board agendas; LAC event agendas (mid-year eval & end-of-year evaluation) AMSD Agendas LAC Communication

<p>government actions.</p>				<p>pertinent email communication (mid-year evaluation & end-of-year evaluation): LAC Communication LAC communication LAC Communication LAC Communication LAC Communication LAC Communication</p> <p>Civic Group and Stakeholder Presentations (mid-year and end-of-year evaluation): PTO Budget Update - Concord PTO Budget Update - CS Parent Leadership Council Budget Update AMSD Advocacy - Portrait highlight</p>
<p>Provides consultation and guidance to district leaders and school board in preparing for and executing negotiations.</p>	<p>Is proactive in preparing for collective bargaining by sharing appropriate information.</p>	<p>Accepts that collective bargaining is necessary and may be challenging.</p>	<p>Does not seek to understand and/or improve collective bargaining.</p>	<p>School Board Meeting Agendas, contracts, governance committee meetings (mid-year evaluation): School Board Meeting Agendas, Contracts. EPASS, Paraprofessionals Transportation Employees MOU: READ Act MOU</p>