

**Superintendent Stacie Stanley**  
**2022-2023 Goals**

**FORM ONE (1) : ESTABLISH GOALS AND STANDARDS**

<p><b>Goal 1:</b> Provide leadership to improve and enhance student learning in Edina Public Schools.</p>	<p><b>Evidence of Performance 1: Superintendent will work with cabinet members to enhance continuous school improvement plan</b></p> <ul style="list-style-type: none"> <li>- Establish leadership training in August 2022 on the Plan/Do/ Study/Act framework for continuous school improvement.</li> <li>- Establish leadership training in August 2022 for principal, APs, Deans, and district instructional support staff to develop working knowledge of the new Tableau data warehouse.</li> <li>- By October 1, 2022, will meet with Asst Superintendent and each principal to receive an overview of School Improvement Plans.</li> <li>- Monthly 1:1s with Asst Supt will include a standing agenda item on progress with School Improvement Plans.</li> </ul>
	<p><b>End of Year Update</b></p> <p><i>Each Key Indicator of Progress (KIP) was met for this goal:</i>  <a href="#">Held first annual EPS Leadership Advance August 2-4, 2022.</a>            During this time EPS principals, APs, Deans, and district instructional support staff along with the asst superintendent, directors of community education &amp; strategic partnerships, digital media technology, teaching and learning and student support services engaged in training related to the new continuous school improvement process. Team members learned about the Deming Plan/Do/Study/Act model and how to use it to identify root causes and set SMART goals that are designed to be dynamic vs. static. Leaders were also introduced to the new Tableau data warehouse specifically learning how to easily review standardized test data in aggregate and by student groups. Leaders developed a plan to cascade the information to the staff in their buildings to ensure quality and frequent data review at the team and classroom level.</p> <p>Monthly 1:1s with Asst Supt Smasal included a progress check in on progress with CSIP for each school.</p> <p>During Sept &amp; early October, each principal met with me and asst supt Smasal to share their continuous school improvement plans which include academic and culture &amp; climate goals, along with key indicators of progress. Asst Supt Smasal has met with principals monthly to discuss progress with their continuous school improvement plans and provides updates to me at our monthly 1:1 check ins.</p> <p>Held mid-year and end-of-year continuous school improvement</p>

plan checkins with each principal to discuss progress toward meeting student KIPs and SMART Goals.

Presentation was provided to school board on 6.12.23, which outlined very strong literacy performance as evidenced by Spring FastBridge data.

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

- Initial report on screening data provided in September 2022.
- CLP implementation progress report provided in October and April 2022.
- During the month of October 2022, the 2021-2022 data metric report will be presented.
- Schedule and hold DILT monthly meetings with every other month agendas that focus on & monitor K-12 literacy & math instruction.
- Reconvene Core Planning Team in January (virtually) and the Spring of 2023 (in person) to share progress and garner feedback.

**End of Year Update**

*Key Indicator of Progress (KIP) and timelines were met:*

The Teaching and learning team provided an update to the school board on screening data in September 2022

A CLP implementation progress report along with a detail overview of the newly developed district data metrics plan were provided to the school board at board committees, work sessions and regular board meetings in October 2022. An update on Elementary CLP was provided to board in May 2023. Celebration of student performance update as evidenced by FastBridge data was presented to the school board on 6.12.23.

The District Instructional Leadership Team has met monthly to analyze data to develop district wide goals for each data metrics area. [Calendar of Meetings](#)

[The Core Planning team was engaged in a ThoughtExchange that was launched on January 2023.](#)

Core Planning was [convened in March](#) and a [report was given to the board at the regular board session on June 12, 2023.](#)

**Evidence of Performance 3: Superintendent will monitor the launch of DLI pathway and STEAM programming**

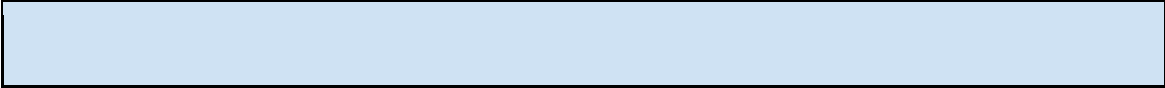
- Monitor implementation during monthly 1:1's and cabinet meetings.
- Conduct frequent school visits to observe implementation.
- Progress report for DLI launch including enrollment, report on first quarter of learning (October) & 2nd semester update in April 2022.

	- Implementation progress reports on STEAM programming in October 2022 and April 2023.
	<p><b>End of Year Update</b>  <i>Key Indicator of Progress (KIP) and timelines were met:</i></p> <p><a href="#">Frequent school visits embedded into schedule and conducted.</a></p> <p>Viewed the SSEP in action throughout the fall. Monthly drop in visits in DLI classrooms.</p> <p>Progress report on DLI, STEAM &amp; EVP programming provided in Fall of 2022 and again in Spring of 2023 at board committees, work session and regular board meetings.</p> <p>**Addition: Overview of Pathways development was provided at 6.12.23 board work session.</p>

**Standard 6.a-e and Strategic Priorities A.1-5; D.1, D.2, D.4**

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
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 achievement metrics.	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.	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.	School improvement efforts are limited; no comprehensive plan in place; is uninvolved in current instructional programs; is unaware of current instructional issues.

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**Goal 2:** Provides oversight of ethical and inclusive leadership

**Evidence of Performance 1: Superintendent will work with community partners to develop & execute the plan for inclusive communities.**

- Continue to engage with the city, community foundation and chamber to host One Town, One Family meetings in September, November and January/February.
- Ensure action plan and strategy work groups are developed in the fall of 2022.
- During the 2022-2023 school year, engage with non-dominant community groups to ensure multiple perspectives are heard and strong relationships are established and maintained.
- Schedule and hold quarterly student superintendent leadership team meetings (EHS, SVMS, VV) to ensure engagement of student voice.
- Continue to engage Key Communicators stakeholder group to keep the general community informed.

**End of Year Update**

*Key Indicator of Progress (KIP) and timelines were met*

Led efforts for successful One Town One Family meetings in September 2022 & November 2022, which established community champions (strategy work groups) and prototype (action plan) deliverables.

Presented update to Edina HRCC

Organized and facilitated December follow-up partnership meeting with city, foundation, YMCA & school district to determine next steps to implement prototypes. Follow up outreach to attendees to recruit planning and executive team members.

Presented to Somali and Latino parent affinity groups in September and October 2022. Met with EAAA in September 2022, December, 2022 and April 2023. Meetings are scheduled.

Developed process to hold Somali parent and student focus groups, and remained engaged with Director of Marketing & Communications as she implemented the plan. April/May 2023.

Worked with PLC to expand membership to include SEAC, DEAC and TDAC representation.

Met with EHS, SVMS & VVMS supt student leadership team to identify their areas of focus in October. Connected EHS team with DMTS director to run new ThoughtExchange, SVMS team with principal to develop outreach to students for feedback and VVMS principal to focus on KIP identified in the spring of 2021. Met with teams in Fall, Winter and Spring. Supt Leadership [Teams presented to the school board at a work session on May 15, 2023. Link to meeting calendar schedule](#)

**Key Communicators**

- Held in person key communicators reception in

	<p>September 2022 to provide overview of key happenings in EPS and garner community feedback.</p> <ul style="list-style-type: none"> <li>- Sent mailer with updated marketing materials and information about key happenings at end of December 2022.</li> <li>- <a href="#">Provided email updates throughout the school year.</a></li> </ul> <p><b>**Addition:</b> Reviewed, analyzed, and implemented program restructure that allowed for the addition licensed Director of Achievement Equity &amp; Multilingual Learner Programming. The new director will advance the One Town – One Family efforts including prototypes that were generated in November 2022.</p> <hr/> <p><b>Evidence of Performance 2: Superintendent will provide direction, coaching and consult to administrator project managers in the execution of DEI plan.</b></p> <ul style="list-style-type: none"> <li>- DEI implementation report provided February 2023</li> <li>- Monitor implementation during 1:1's and cabinet meetings.</li> <li>- Beginning in September, 2022, schedule and hold monthly meetings with job embedded CP training for cabinet members.</li> <li>- Attend CP training(s) for staff to demonstrate commitment to our DEI plan.</li> </ul>
	<p><b>End of Year Update</b></p> <p><i>Key Indicator of Progress (KIP) and timelines were met</i></p> <p>Attend CPSS cohort trainings and provide short introduction kickoff as needed to demonstrate district level commitment to DEI plan.</p> <p>Established key contact connection between industry DEI experts and school board for consultation and training, who presented to the board in the fall of 2022.</p> <p>On-going direction, coaching &amp; consultation with cabinet project managers on Culturally Proficient School Systems (CPSS) implementation within district during 1:1s and cabinet meetings.</p> <p>Established calendar for CPSS consultant to provide bi-monthly virtual training on Tools of Cultural Proficiency for cabinet members. <a href="#">Calendar of Trainings</a></p> <p>4 cohorts of staff trained in CPSS Model.</p> <p>Symposium held on April 21<sup>st</sup> where first cohort members presented their action research and impact at the school and department levels.</p> <p><b>**Addition:</b> Secure and schedule CPSS professional development to deepen school board and superintendent understanding and application of the Tools of Cultural Proficiency in respective leadership roles.</p>

	<p><b>**Addition:</b> Reviewed, analyzed, and implemented program restructure that allowed for the addition licensed Director of Achievement Equity &amp; Multilingual Learner Programming. The new director will advance the One Town – One Family efforts including prototypes that were generated in November 2022.</p>		
<p><b>Standard 3a.-f &amp; 8.b-f and Strategic Plan Priorities B.2, B.3 &amp; E.4</b></p>			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
<p>Ensures a coordinated, systemwide plan to achieve equity for all students and staff has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, strategies for recruiting diverse staff, closing the achievement gap, and providing staff development; monitors plan is on ongoing manner; builds and sustains productive relationships with public and private sectors</p>	<p>Ensures a system-wide plan to achieve equity has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, targeted efforts to close achievement gap, and providing professional development; creates relationships with public and private sectors</p>	<p>A plan to achieve equity has been developed, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds; reluctantly seeks some relationships with public or private sectors</p>	<p>No plan to achieve equity has been developed; has no relationships with public and private sectors and shows no interest in pursuing partnerships</p>

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<p><b>Goal 3:</b> Provide leadership to improve and enhance district culture and climate</p>	<p><b>Evidence of Performance 1: Superintendent will oversee and monitor efforts to support the emotional health and social needs of students and staff.</b></p> <ul style="list-style-type: none"> <li>- In the Summer of 2022, each school will set SMART goals to increase culture &amp; climate.</li> <li>- In August 2022, all district administrators and administrative assistants will participate in an <i>effective communication seminar</i> that will focus on quality communication techniques to support strong staff engagement and trust.</li> </ul>

- By 9.30.22 the superintendent will develop a process for providing summary updates for staff on school board meetings to support strong staff engagement and trust.
- By 10.1.22 the superintendent will work with cabinet members to develop plans to increase cabinet level presence in the buildings.
- Superintendent will schedule and hold monthly DILT meetings with every other month agendas that focus & monitor culture & climate
- By February 2023, the administrative team will present a draft of a staff satisfaction survey that will be administered and used yearly in conjunction with the Panorama survey and other data impact points; allowing for triangulated data.
- By the spring of 2023 district administrative leadership will engage in 5 training sessions (10 hours) designed to increase organization health.

**End of Year Update**

*Key Indicator of Progress (KIP) and timelines were met*

Held first annual EPS Leadership Advance August 2-4, 2022. During this time EPS principals, APs, Deans, and district instructional support staff along with the asst superintendent, directors of community education & strategic partnerships, digital media technology, teaching and learning and student support services engaged in training related to the new continuous school improvement process. Team members (this session included front office EPASS & confidential staff as well) participated in an *effective communication seminar* that focused on quality communication techniques to support strong staff engagement and trust.

The Lencioni Humanity + Performance = Dignity model was introduced to team members, along with a deeper focus on William Bridges model for change and transitions. Follow up sessions were held with leaders in October, December, February, April, and June. Leaders were surveyed throughout the school year to monitor implementation efforts focused on increasing organizational health.

[Calendar of Meetings](#)

[Example of Training](#)

Team members learned about the Deming Plan/Do/Study/Act model and how to use it to identify root causes and set SMART goals to support quality culture & climate that are designed to be dynamic vs. static. DILT team has met to discuss & monitor progress towards increasing culture and climate throughout the school districts.

Plan for cabinet members to provide greater presence buildings was established in mid-September. I check in with cabinet members to hear what they are learning as they are out in buildings. [Schedule created by a team member to monitor cabinet visits.](#)

Bimonthly updates sent to all district staff that highlight important updates from school board work sessions and regular meetings. Updates include links to board meeting agendas and materials.

Wellness team was established, survey was conducted and staff outreach activities were implemented back on staff voice including you are “souper” day and massage days at sites, Edina spirit wear and bags, treats on PD days.

Provided direction & consult on the development of staff satisfaction survey, which was presented to board at February 28, 2023 meeting, and will be administered to all staff in the spring of 2023.

[Data from staff survey and Panorama was presented at school board committees and work session in May 2023.](#) Data demonstrated an increase in positive climate and culture for most schools as evidenced by Panorama data. Staff engagement survey demonstrated positive areas of culture and climate.

**Evidence of Performance 2: Superintendent will oversee and monitor efforts to ensure job embedded learning opportunities and monitoring of application change management strategies.**

- Establish leadership training in August 2022 on the W. Bridges & Marzano, McNulty & Waters change management models.
- Ensure leaders are provided 3 additional training sessions during the 2022-2023 school year.
- Survey leaders 3x to monitor growth in use of change models to support quality culture and climate.
- In September 2022, the district will launch an EPS smartphone app to increase communication, allowing families to easily access important school information and receive important alerts.

**End of Year Update**

*Key Indicator of Progress (KIP) and timelines were met*

Held first annual EPS Leadership Advance August 2-4, 2022. During this time EPS principals, APs, Deans, and district instructional support staff along with the asst superintendent, directors of community education & strategic partnerships, digital media technology, teaching and learning and student support services engaged in training related to the continuous improvement

The Lencioni Humanity + Performance = Dignity model was introduced to team members, along with a deeper focus on William Bridges model for change and transitions. Follow up sessions have occurred with throughout the school year and leaders were surveyed to monitor implementation efforts focused on increasing organizational health.



	<p>Edina Public Schools SMART Phone was launched allowing families to easily access important school information and receive important alerts.</p> <p><b>**Addition:</b> Identify &amp; secure industry expert to support school board &amp; superintendent leadership efficacy. Board trained in IROD model. All cabinet members, Principals, APs, deans, and department leaders have been trained in IROD model.</p> <p><b><u>Evidence of Performance 3: Superintendent will successfully Onboard new cabinet members and build a highly effective cabinet team.</u></b></p> <ul style="list-style-type: none"> <li>- Hold weekly 1:1's during the first 90 days to support new cabinet members with their 30-60-90 day onboarding plans.</li> <li>- Cabinet will develop working knowledge of Lencioni 4 disciplines through monthly team development experiences.</li> <li>- Establish job embedded training on DiSC styles and organizational effectiveness.</li> <li>- Establish monthly training on Tools of Cultural Proficiency.</li> <li>- Survey cabinet 3x during the 2022-2023 school year to monitor team effectiveness.</li> </ul>
	<p><b>End of Year Update</b></p> <p><i>Key Indicator of Progress (KIP) and timelines were met</i></p> <p>Each new cabinet member submitted a 30-60-90 day onboarding plan. Held pre-scheduled weekly short meetings and monthly deeper overview meetings with all new cabinet member to support successful onboarding</p> <p>The DiSC assessment was administered to all cabinet members and superintendent in the summer of 2022.</p> <p>Introduced all cabinet members to the Lencioni 4 disciplines using podcasts and small group discussion during cabinet meetings.</p> <p>Bimonthly trainings with organizational development expert in DiSC &amp; Lencioni models to develop deep understanding and application of the tools to foster organizational health.  <a href="#">Calendar of Monthly Meetings</a></p> <p>Established a calendar for CPSS consultant to provide bi-monthly virtual training for cabinet members. <a href="#">Calendar of Trainings</a></p> <p>Surveyed cabinet on progress every 6 weeks.</p> <p>Completed mid and year end goals meetings with each cabinet member</p>

Standard 5.a, 5.c & 5.e; Standard 7.c & 7.g and Strategic Plan Priorities C.1,4; D.1-4; & E.1			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Ensures system-wide plan has been developed and implemented to assure a healthy school and/or work environment; collaborates with local mental health and social services and agencies, if available, to provide services for students and/or staff; implements policies prohibiting bullying and harassment as intended and evaluates on ongoing basis; follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff while keeping students' interests in mind; foster professional growth, leadership, and decision-making skills;	Ensures system-wide plan has been developed to assure a healthy school and/or work environment; collaborates with local services and agencies to provide social and emotional support options and services for students and/or staff; ensures policies prohibiting bullying and/or harassment have been developed; follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff; delegates responsibility to appropriate staff	Plan has been developed to assure a healthy school learning and work environment; collaborates with local services to provide social and emotional support options and services for students and/or staff, but is not followed completely; policies prohibiting bullying and/or harassment policies have been developed; plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff, but is not used consistently; is reluctant to place much authority or decision-making with key staff	No plan developed to assure a healthy learning and/or work environment; no plan for social and emotional support options and services for students and/or staff exists; policies prohibiting bullying and/or harassment do not exist; no plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff; tightly controls decisions made within administrative team

**FORM ONE (1) : ESTABLISH GOALS AND STANDARDS**

<b>Goal 4:</b> Provide oversight in the development of strategy for enrollment management including resident student retention.	<p><b>Evidence of Performance 1: Superintendent will provide direction, coaching and consultation to administrator project managers who will conduct a longitudinal review of enrollment data and patterns.</b></p> <ul style="list-style-type: none"> <li>- Work with assistant superintendent and director of marketing and communications to review pertinent enrollment data and develop an executive summary of findings by 11.1.22.</li> </ul>

	<p><b>End of Year Update</b> <i>Key Indicator of Progress (KIP) and timelines were met</i></p> <p>Comprehensive enrollment audit was conducted in the fall of 2022 and information was presented to school board at workshop and regular meetings in October 2022. Goal to increase from 78% retention of resident students to 83% of resident students by 2027 was established.</p> <p>Kindergarten marketing plan implemented in November 2023. Initial data demonstrate strong kindergarten resident enrollment. Will continue to monitor enrollment throughout the summer.</p> <p>Director of communications provided an update on communication and marketing efforts. Focus groups with 5<sup>th</sup> grade students were conducted and observations of tour processes were conducted to garner data that will be used to develop and launch marketing plan intended to increase retention of resident students in middle school.</p>
	<p><b>Evidence of Performance 2: Superintendent will provide direction, coaching and consultation to administrator project managers who will establish a marketing plan to support retention of resident students.</b></p> <ul style="list-style-type: none"> <li>- Receive reports and monitor development of marketing plans that will be presented to the school board in December 2022.</li> <li>- Work with assistant superintendent and director of marketing and communications to review current plan for engaging with families who withdraw from EPS, determine if process modifications are needed, and monitor data for patterns and response on bi-monthly basis beginning November 1, 2022.</li> </ul>
	<p><b>End of Year Update</b> <i>Key Indicator of Progress (KIP) and timelines were met</i></p> <p>I met with Director of Marketing &amp; Communications throughout the school year to receive monthly reports, monitor progress of the development of marketing plan and provide direction as needed.</p> <p>Comprehensive audit was conducted in the fall of 2022 that included focus groups, review of several data points, and secret shoppers. A summary of the information was presented to school board at workshop and regular meetings in October 2022. This information was used to provide a marketing plan to school board in October 2022 (60 days ahead of KIP deadline). Board received progress update in Spring of 2023.</p> <p>I met with director of marketing and communication to monitor implementation of 2022-2023 Marketing Plan KIPs. Key aspects that were brought to fruition included: Kindergarten marketing materials and outreach methods were updated, (2) strategy around news media outreach to illuminate</p>

	<p>positive and unique EPS programming executed (3) Intentional and targeted article development for the Edina Experience mailer.</p> <p><b>**Addition:</b> (1) Successful resolution to logo lawsuit. Secure and worked with coverage counsel to ensure best fiscal settlement; (2) Successful oversight of BRRRG process that led to 4MM cost containment with minimal impact on student experience. Provided quality direction in the development FY 24 budget based on state investments in education and planning longitudinally for impact of new unfunded mandates (3) Successfully maintained Moody's Aaa credit rating twice during the 2022-2023 school year. (4) One of two AMSD superintendents selected to co-present the 2023-2025 AMSD legislative platform to member legislators, school board members, superintendents, and other administrators. Work with local legislators to advocate on behalf of Edina Public Schools stakeholders. (5) Support Dr. Anne Marie Leland in grant process that led to the successful procurement of \$100K Youth Skills Training grant.</p>
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**Standard 2.e and Strategic Plan Priorities D.5 & E.5**

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>