

**Superintendent Stacie Stanley**  
**2024-2025 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><u>Evidence of Performance 1:</u> Superintendent will work with EPS administration to enhance continuous school improvement plan</b></p> <ul style="list-style-type: none"> <li>- Ensure new principals and Assistant Superintendent are trained on the change management protocols including the Lencioni Dignity Model, William Bridges Change &amp; Transition Model, and Dave Webb, IROD model.</li> <li>- Meet with and provide weekly transition coaching for the new Assistant Superintendent to ensure a strong transition into Edina Public Schools.</li> <li>- Weekly check-ins with Assistant Superintendent to monitor implementation of Continuous School Improvement Plans, &amp; meet with lead principals on a quarterly basis.</li> <li>- Ensure the school board receives a Fall and Spring report about the continuous school improvement planning process.</li> <li>- Ensure the board receives an update on English Learner Programming.</li> </ul>
	<p><b><u>Evidence of Performance 2:</u> Superintendent will ensure benchmarks of the CLP are implemented in alignment with the strategic plan Gantt chart.</b></p> <ul style="list-style-type: none"> <li>- Superintendent will work with the director of teaching and learning to ensure LETRS teacher training and implementation continues the planned implementation pace and aligns with READ Act expectations.</li> <li>- Superintendent will work with 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.</li> <li>- Ensure the school board receives a detailed report on performance indicators as outlined in the board approved data metrics plan.</li> </ul>

	<ul style="list-style-type: none"> <li>- During the spring of 2025, the superintendent will continue to engage a variety of stakeholders to garner feedback about strategic plan implementation efforts.</li> </ul>
	<p><b><u>Evidence of Performance 3:</u> Superintendent will monitor the STEAM program development and launch</b></p> <p>Monitor implementation during monthly 1:1's and DILT meetings.</p> <ul style="list-style-type: none"> <li>- Ongoing meetings with the director of teaching and learning to receive updates on implementation efforts.</li> <li>- Ensure the school board receives a detailed report about the elementary STEAM program implementation.</li> </ul>

**Standard 6.a-e and Strategic Priorities A.1-5; D.1, D.2, D.4, E.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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<p><b>Goal 2:</b> Provides oversight of leadership for student and staff support to improve and enhance district culture and climate</p>	<p><b>Evidence of Performance 1: Superintendent will work with all levels of administration and community partners to review, update and enhance school safety and security efforts.</b></p> <ul style="list-style-type: none"> <li>- Reorganize department and human resources to hire a new coordinator of emergency management and safety position to ensure there is direct oversight of our safety and security methods.</li> <li>- 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.</li> <li>- Provide all levels of administration with an annual refresher training on the I Love U Guys crisis management model.</li> <li>- Provide direction for a plan to conduct a reunification exercise in 2025.</li> <li>- Continue to build strong partnerships with EPD and EFD through partnership meetings and exercises.</li> <li>- August 2024 report to School board of comprehensive overview of safety and security efforts of both public and confidential elements of plan.</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>- Staff culture &amp; climate goals outlined in continuous school improvement plans are established and monitored throughout the school year.</li> <li>- 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 voice.</li> <li>- Work with the assistant superintendent to frequently monitor cell phone protocol implementation and ensure the school board receives a detailed report on implementation efforts.</li> </ul>

Standard 6.e, 7.f, 7.g and Strategic Plan Priorities C.1, C.5 & E.4			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Ensures system-wide plan has been developed and implemented to assure healthy school and/or work	Ensures system-wide plan has been developed and implemented to assure healthy school and/or work	Ensures system-wide plan has been developed and implemented to assure healthy school and/or work	No plan has been developed and implemented to assure healthy school and/or work environment; no plan

<p>environment; collaborates with local health and social service agencies, to provide supports for students and/or staff;</p> <p>Ensures systems wide school safety &amp; security plan is developed &amp; 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.</p> <p>Consults with and guides the EPS leadership team to develop and support open, productive, caring &amp; trusting relationships among and between staff.</p>	<p>environment; collaborates with local health and social service agencies, to provide supports for students and/or staff; ensures policies prohibiting bullying and harassment are developed.</p> <p>Ensures systems wide school safety &amp; security plan is developed &amp; implemented to assure all school district buildings and grounds are safe and secure; collaborates with local enforcement and practices safety drills.</p> <p>Encourages open, productive caring &amp; trusting environment among staff.</p>	<p>environment; collaborates with local health and social service agencies, to provide supports for students and/or staff; but plan is not followe completely; ensures policies prohibiting bullying and harassment are developed.</p> <p>Ensures plan has been developed to assure school district building and grounds are safe and secure, including some of the required safety drills.</p> <p>Haphazardly supports open, productive, caring &amp; trusting environment among staff.</p>	<p>has been developed for social emotional supports or options for students; policies prohibiting bullying and harassment do not exist.</p> <p>No plan has been developed to ensure school district buildings and grounds are safe and secure. Culture of trust does not exist.</p> <p>Culture of trust does not exist</p>
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<b>Goal 3:</b> Support the effectiveness of the Governance team	<p><b>Evidence of Performance 1:</b> 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"> <li>- 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.</li> <li>- Engage community in understanding the direct connections between enrollment, district budget and budgetary decisions.</li> </ul>

	<p><b>Evidence of Performance 2:</b> Superintendent will provide direction, coaching and consultation to administrator project managers who oversee contract negotiations.</p> <ul style="list-style-type: none"> <li>- Ensures governance committee and school board receive timely updates on negotiations.</li> <li>- Ongoing guidance and direction for administrator project managers.</li> </ul>
	<p><b>Evidence of Performance 3:</b> Superintendent will engage in advocacy efforts at the local and state levels.</p> <ul style="list-style-type: none"> <li>- Partner with Edina LAC, MASA &amp; AMSD to advocate for the financial needs of Edina Public Schools.</li> </ul>

**Standard 1.d, 2.e, 3.d, 5.f and Strategic Plan Priorities D.5 & E.4, E.5**

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Collaborates with 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 decisionmaking 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
Protects school district's fiscal health by continually seeking efficiencies and identifying new sources	Provides some oversight of school district resource allocations and decisions, including fiscal investments, grant	Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities, and	Does not provide oversight of school district resources, including fiscal investments, grant funding opportunities, and

<p>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>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>fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities</p>	<p>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>
<p>Works with school board &amp; community to build relationships with government officials to promote students interests and influence appropriate responses to government actions</p>	<p>Assumes leadership role through numerous contacts with government officials to protect and promote student's interests.</p>	<p>Engages with government officials to protect student's interests.</p>	<p>Does not engage with government officials to protect student's interests</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>