

**St. Louis Park Public Schools
Superintendent Performance Review: 2025-2026**

Standards and Elements identified to guide expectations:

STANDARD 1: Governance Team

- **ELEMENT 1.b. Priorities and/or Strategic Plan**

Element 1.b. Goals and/or Strategic Plan				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Facilitates development of the school district's short- and long-term measurable priorities and aligns available resources with school district's budget to accomplish goals</i>	<i>Facilitates development of the school district's short- and long-term priorities and recommends necessary financial strategies to meet goals</i>	<i>Priorities have been developed but no overall plan or alignment of resources exists</i>	<i>Priorities are not developed.</i>	
<ul style="list-style-type: none">● Conducted superintendent listening sessions with staff, students, and families to inform the district's short- and long-term priorities, ensuring strategic goals reflect community needs.● Facilitated Site Implementations Team and Learning Leaders planning meetings to align school-level initiatives and instructional strategies with district priorities and measurable outcomes.● Organized Superintendent Parent and Community Advisory Committee meetings to review and refine district priorities, translating strategic goals into actionable plans.● Participated in strategic planning calls with ThoughtExchange and other partners to align district initiatives with available resources and collaborative opportunities.● Managed communications on key issues, including air quality, elections, and high-profile visits, ensuring stakeholders awareness and resource alignment to support district goals.				

STANDARD 1: Governance Team

- **ELEMENT 1.d. Information for Decision Making**

Element 1.d. Information for Decision-Making				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>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 comprehensive, with adequate background information and possible action; offers thorough, timely, and prudent recommendations</i>	<i>Assists school board in understanding multiple perspectives surrounding issues as well as possible implications of decisions; provides meeting materials and background and historical perspectives; includes recommendations</i>	<i>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</i>	<i>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</i>	
<ul style="list-style-type: none">● Engaged with AMSD Executive and Legislative Committees to provide guidance on district initiatives.● Participated in Policy Committee meetings, MASA Legislative Committee meetings and Policy Sub-Committee sessions to review district policies, legislative priorities, and implications for board decision-making..● Sent weekly communications to the school board to maintain transparency, provide updates, and highlight key issues impacting district priorities.● Conducted calls with key stakeholders to clarify priorities and next steps.				

<ul style="list-style-type: none"> Met with each school board candidate to ensure they received accurate information about the district and programming. Facilitated a cabinet Q&A panel for school board candidates. Developed the school board handbook ● 	
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STANDARD 2: School District Finances

- **ELEMENT 2.a. Budget Development and Maintenance**

Element 2.a. Budget Development and Maintenance				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<p><i>Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives</i></p>	<p><i>Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives</i></p>	<p><i>Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district</i></p>	<p><i>Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs</i></p>	
<ul style="list-style-type: none"> ● Participated in Finance Advisory Committee meetings to review budget priorities and fiscal strategies. ● Increased the general fund reserve balance from 8.27% to 8.80%. ● Continued monthly budget manager meetings to monitor and guide budget allocations. ● Collaborated in Joint City/School Board planning meetings to align resources with strategic goals. ● Two labor agreements finalized. 				

STANDARD 3: Communication and Community Relationships

- **ELEMENT 3.a. Relationships with the Community**

Element 3.a. Relationships with the Community				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<p><i>Builds and sustains productive relationships with public and private sectors, such as local law enforcement, MSBA, MASA, etc.</i></p>	<p><i>Creates relationships with public and private sectors</i></p>	<p><i>Reluctantly seeks some relationships with public or private sectors</i></p>	<p><i>Has no relationships with public and private sectors and shows no interest in pursuing partnerships</i></p>	
<ul style="list-style-type: none"> ● Built and sustained productive relationships with local law enforcement, city officials, and community partners to support district initiatives and student safety. ● Engaged families from diverse communities including - Latino, Somali, Native American, African American, Asian, and LGBT groups - through listening sessions to ensure diverse perspectives inform district planning. ● Leveraged public-facing engagement platforms such as Tiny Mic interviews and the Park Pride Podcast to increase transparency and strengthen community trust. ● Facilitated collaboration with external organizations, including I Love U Guys Foundations, SPARK, MSBA, MASA, and the city's Racial Equity & Inclusion office, to align district initiatives with best practices and community priorities. ● Participated in community events, panels, and exhibits (e.g., Senior Police Academy graduation, JCRC exhibit, Lenox Turns 100 celebration) to celebrate achievements and deepen partnerships. ● Guided the Emergency Preparedness Committee in developing district-wide safety and crisis response plans, fostering collaboration with external agencies and proactively addressing emerging needs. 				

Timeline for superintendent review process:

June 23, 2025 – approve the performance review plan

November 25, 2025– conduct mid-year (formative) evaluation

June 16, 2026– conduct year-end (summative) evaluation

June 23, 2026–results of the summative evaluation approved by the board