Long Prairie-Grey Eagle Superintendent Goals

PROPOSED | September 2026 - June 2027

Aligned to the MSBA/MASA Goals- and Standards-Based Superintendent Evaluation Resource Guide (Revised July 2022)

2026-27 Focus: Build on completed major projects and established community relationships by strengthening long-range stewardship, improving multi-year financial decision-making, and sustaining visible, approachable leadership.

Goal 1: Long-Range Facilities and Asset Stewardship

GOAL: Establish the district's next long-range facilities and asset stewardship framework by transitioning from completion of the 2022 building-analysis projects to a prioritized, financially sustainable multi-year capital and maintenance plan.

Focus Standards	Standard 4: School District Operations; supporting Standard 2: School District Finances
Focus Elements	4.a Facilities; 4.e Maintenance; 2.e Asset Protection

Milestones / Progress Indicators

1. Update the multi-year capital plan and annual facilities priority matrix, include current condition information, and available project cost data.
2. Advance building assessments and develop planning-level scope and cost information for projects as information becomes available.
3. Apply consistent project-prioritization criteria, including health and safety, asset preservation, instructional impact, life-cycle cost, urgency, and funding eligibility.
4. Present a long-range funding framework that coordinates LTFM, Health & Safety, Operating Capital, grants, and other available resources while minimizing General Fund impact and preserving flexibility through the current bond-retirement period.
5. By spring, provide the board with recommended 2027-28 facilities priorities and a proposed scope and timeline for the next district-wide facilities assessment before FY2032.

Sources of Evidence

- Updated multi-year capital plan and project priority matrix
- Facilities assessment and project-scoping materials
- LTFM and Operating Capital budgets / board presentations
- Funding and financing analyses, bids/quotes, and grant information as applicable
- Spring recommendation for 2027-28 priorities and longer-range facilities planning

How the Board Can Support the Superintendent

- Review and affirm project-prioritization criteria and the multi-year sequence of work.
- Maintain long-range discipline by avoiding unplanned capital additions unless an urgent need is identified.
- Recognize that project costs and timelines may change as assessments, bids, state approvals, and funding information become available.
- Support funding strategies that preserve the General Fund while protecting district assets.

Goal 2: Integrated Fiscal and Decision Planning

GOAL: Strengthen long-range decision-making by integrating enrollment, fiscal, capital, and program information into clear projections and board-facing decision tools.

Focus Standards	Standard 2: School District Finances; supporting Standard 1: Governance Team
Focus Elements	2.a Budget Development and Maintenance; 2.b Financial Statements; 2.e Asset Protection; 1.d Information for Decision-Making

Milestones / Progress Indicators

1. Update five-year ADM/enrollment projections and a multi-year General Fund forecast after fall enrollment, audit, levy, and other significant planning data are available.
2. Integrate capital obligations, expected LTFM capacity, and other restricted funding sources into the forecast so operating and capital decisions can be considered together.
3. Use a 30% fund balance as a planning benchmark and identify options and timing if projections indicate material movement below the board's desired range.
4. At agreed-upon checkpoints, present major assumptions, risks, decision points, and reasonable scenarios so the board can consider tradeoffs before final action is required.
5. Complete the annual audit, budget, and levy cycle and, by spring, provide FY2028 budget recommendations supported by the multi-year outlook.

Sources of Evidence

- Five-year ADM/enrollment projections
- Multi-year financial forecast and fund-balance trend
- Annual audit, budget, and levy documents
- Finance committee materials and board decision briefs
- Capital funding projections and relevant grant/investment analyses

How the Board Can Support the Superintendent

- Engage with multi-year projections and scenarios, not only the current-year budget.
- Establish and communicate fiscal guardrails and strategic priorities.
- Treat major budget decisions as governance-team decisions and communicate them consistently.
- Recognize projections as planning tools and raise questions early enough for assumptions and alternatives to be updated before action is required.

Goal 3: Communication and Community Relationships

GOAL: Build upon the progress made in 2025-26 by sustaining visible, approachable superintendent leadership and using regular community presence and communication to strengthen relationships and understanding of district priorities.

Focus Standard	Standard 3: Communication and Community Relationships
Focus Elements	3.a Relationships with the Community; 3.b Engagement; 3.c Informs the Community as a Whole; 3.d Advocacy; 3.e Visibility and Approachability

FOCUS ELEMENT: 3.e Visibility and Approachability

Milestones / Progress Indicators

1. Maintain a consistent and purposeful presence at a representative range of school and community events throughout the year.
2. Continue regular public communication through established channels such as newspaper articles, radio, district communications, and direct outreach, with emphasis on district priorities, accomplishments, and needs.
3. Maintain and strengthen relationships with community organizations, families, and public officials through accessible, two-way communication.
4. Provide a concise mid-year and year-end summary of engagement and communication efforts, including selected examples of how feedback or relationships informed district communication or decision-making.

Sources of Evidence

- Representative/sample engagement/event summary
- Selected newspaper articles, radio spots, district communications, or presentations
- Relevant correspondence and partnership examples
- Board and community feedback

How the Board Can Support the Superintendent

- Suggest key community events and engagement opportunities and participate when appropriate.
- Encourage direct, respectful communication between community members and the superintendent.
- Share feedback on communication needs, gaps, and district messages.
- Support consistent district messaging and positive community representation.

Standards, Professional Growth, and Evaluation Timeline

Standards and Elements Identified for the 2026-27 School Year

STANDARD 4: School District Operations
4.a Facilities; 4.e Maintenance

STANDARD 2: School District Finances
2.a Budget Development and Maintenance; 2.b Financial Statements; 2.e Asset Protection

STANDARD 1: Governance Team
1.d Information for Decision-Making

STANDARD 3: Communication and Community Relationships
3.a Relationships with the Community; 3.b Engagement; 3.c Informs the Community as a Whole; 3.d Advocacy; 3.e Visibility and Approachability (Primary Focus)

Professional Growth Goal (Proposed)

Focus Element: Standard 8.c - Professional Practice. Deepen professional capacity in long-range facilities finance, life-cycle asset planning, and capital prioritization through targeted consultation and professional learning, and apply that learning directly to district recommendations and the next facilities planning cycle.

Evidence

- Participation in relevant facilities/finance learning or consultation
- Application of learning to LTFM, capital, or board decision materials
- Year-end reflection identifying changes in practice and next areas for growth

Timeline for Superintendent Review Process

09/2026	Board and superintendent approve goals, standards, evidence, and review process.
01/2027	Superintendent provides mid-year progress report; board conducts formative review and feedback.
06/2027	Board conducts year-end summative evaluation and establishes next-cycle priorities.

Proposed framework: three district-focused goals plus one professional growth goal. Progress should be evaluated through agreed-upon milestones and representative evidence rather than activity counts alone. Milestones may be adjusted by mutual agreement when material assumptions, project conditions, or board priorities change during the year.