

**Superintendent Stacie Stanley**  
**2023-2024 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>Overview:</b> Continued growth, application and deeper implementation of the Webb IROD framework, Lencioni Dignity Model, and Bridges Change and Transition model has supported the success of the overall implementation of the Comprehensive K-12 literacy plan. The implementation of and targeted use of FASTBridge data to hone in on individual student learning needs has had a positive impact on literacy development, moving us closer to our goal of serving each and every student. Teacher and student Panorama data indicate continued growth with positive culture and climate.</p>	<p><b>Evidence of Performance 1: Superintendent will work with EPS administration to enhance continuous school improvement plan</b></p> <ul style="list-style-type: none"><li>- August 2023, continue with leadership efforts to ensure strong inculcation of change management models throughout the EPS organization. <a href="#">Led efforts for the 3 day leadership advance training in August 2023. All school and department leaders along with T &amp; L TOSAs and EME president participated in the training.</a></li><li>- By mid-September, establish a plan for executive coaching on I-R-O-D for Cabinet and the new secondary principal team to support successful transition at the 6-12 level. <a href="#">Several executive coaching sessions were provided throughout the fall. Coaching sessions will continue in the winter and spring.</a></li><li>- Frequent 1:1's with each secondary school principal and school visits to provide coaching support and ensure a strong onboarding into the EPS system. <a href="#">Frequently meet with secondary principals to provide coaching support on various aspects of their work. Provided lead consult during situations around safety and security. Met with each principal about continuous school improvement (C-SIP) planning efforts.</a></li><li>- Frequent check-ins with Assistant Superintendent to monitor implementation of Continuous School Improvement Plans, &amp; meet with lead principals on a quarterly basis. <a href="#">Conducted ongoing check-ins with the assistant superintendent to ensure principals received the coaching and support needed to ensure their continuous school improvement plans were deeply implemented. Conducted quarterly C-SIP check-ins and provided consultation and support on progress. During this time we analyzed data points status updates from his monthly check-ins with principals.</a></li><li>- October 2023 &amp; February 2024, updates to the board on Continuous School Improvement processes. <a href="#">On 10.16.23, Principal Paul Domer and Assistant Superintendent Randy Smasal provided an update on C-SIP efforts. See link to presentation here.</a> <a href="#">On 2.20.24, principals Chris Holden and Patrick Bass, and members of their building leadership teams joined Assistant Superintendent Randy Smasal to provide an update on C-SIP efforts. See link to presentation here.</a></li><li>- January 2024, provide the school board with an update on ML program delivery and student learning. <a href="#">Working in partnership with the ESL teacher team, Dr. Becquer conducted a comprehensive audit of our ML program. Key learnings were presented to the school board on 1.16.24 See link to presentation here</a> <a href="#">Based on the information garnered a set of recommendations were proposed and implementation has started.</a></li></ul>

Overview: The Data Metrics Plan is used by T & L, Asst Supt and DILT to monitor student performance at a high level. Vertical alignment with departments and schools has been a crucial part of the work and brings overall clarity for EPS leaders. For instance, based on the fall Data Metrics Plan report, the need for greater clarity regarding our EL program model surfaced. An audit was conducted that demonstrated our strengths and areas of growth. In addition, a deeper examination was conducted as part of the report leading to greater clarity on the level of academic skills that our English Learners already possess. Finally, continued progress toward deep implementation of the CLP is aligned with the implementation GANTT chart. EPS is now prepared to launch a set of updated ELA courses that support critical thought and literacy development for each and every secondary student.

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

- August 2023 recommendation provided to the school board for strategic plan updates. [Framework for CLP Secondary programming presented to and approved by the board on 8.14.23. See link to presentation here.](#)
- In September 2023, the school board will receive a recommendation for Data Metrics Plan Two Year Goals, which were developed from baseline performance data collected during the 222-2023 school year. [Report to the school board provided on 9.11.23. See link to data metrics plan 2 year goals.](#) DILT and T & L leaders use this data as the foundation of monitoring at the district level.
- In October 2023, the data metrics performance report will be presented to the school board. [Performance report presented to school board. See link to the data metrics plan report here.](#)

- Monitor mystery science of reading implementation efforts during monthly DILT meetings. [Monthly DILT meetings were held throughout the school year. Mystery Science lessons have been received by staff in a positive manner. I have personally observed lessons in several classrooms. The overall conceptual framework is being used as the EPS Marquee STEAM program model is developed.](#)
- Secondary ELA Course recommendations finalized [Secondary course recommendations were presented to the school board on 11.28.23. Please see the link to recommendations here.](#) Curriculum material adoption was approved on 05.13.2024 [Please see link to materials purchase overview here.](#) Materials expenditure was within spending parameters.
- During the spring of 2024, the superintendent will continue to engage a variety of stakeholders to garner feedback about strategic plan implementation efforts [T & L conducted a survey in February 2024. Teachers listed LETRS, the use of FASTBridge data and aligned interventions in the top 4 components that have impacted their literacy instruction. 85% of 4th-8th grade teachers indicated that the ASPIRE learning platform has been valuable to support literacy learning and 92% reported that the ASPIRE PD has had a positive impact on student learning.](#)

**Evidence of Performance 3: Superintendent will monitor the launch of SDL pathway & STEAM program development**

Monitor implementation during monthly 1:1's and cabinet meetings.

- Frequent 1:1's with the Director of Achievement Equity & MLL programming to monitor development of SDL program model. [Met with the director of achievement equity & MLL programming monthly to garner status updates on progress with the SDL program. Update on SDL program provided on 11.13.23. See the link to update here.](#)
- October 2023 Business Partnership Update Update provided to the school board on 10.24.23. Dr. Anne Marie Leland along with student, teacher and business leaders from the CTE advisory program provided an update on our partnership efforts. [See the link to the board report here.](#) The CTE business partnership team continues to meet regularly. Their partnership allowed EHS student leaders to expand their career fair this past fall. Many of our partners have served as guest speakers in classes and supported students with internship interest. Many partners continue to support our Student Spaceflight Experiments Program (SSEP) as coaches and experiment reviewers, and will play a crucial role as we advance our Marquee STEAM efforts.
- November 2023 - school board will receive SDL program report. Update on SDL program provided on 11.13.23. [See the link to update here.](#) SDL program formally transitioned to their new home at Countryside Elementary in January 2024. Students and staff have acclimated well. Ms. Cynthia Maldonado was hired as the new principal. She is fluent in Spanish, has served as a teacher and principal in the Spanish immersion environment. Dr. Becquer will continue program development in partnership with Principal Maldonado.
- November 2023 - Implementation progress report on STEAM programming Update provided to the school board on 11.13.23. Jody De St Hubert, Dr. Randy Smasal and a set of teacher leaders provide a report to the school board on STEAM program development. [See the link to the board report here.](#) On 4.8.24, Jody De St Hubert, Dr. Randy Smasal and the design team provide a comprehensive overview of the STEAM model, which included a timeline for implementation [See the link to report here.](#) Program development has continued with the Marquee STEAM plan including a pilot partnership with the Edina Fire Department at the MS level May 2024.

**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)

<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 achievement metrics.</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>
--	--	---	---

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

<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>Overview:</b> Our increased understanding of safety and security models were put into action several times this year. Transition to the use of the Raptor system has been seamless. Positive feedback was received from families, staff, and volunteers.</p> <p>Onboarding of the I Love U Guys crisis management plan has proven beneficial and been deeply embedded throughout the school district. This provided common language to ensure coherence and clarity during critical incidents. The use of the Incident Command System (ICS) has been prudent as we navigated several protests at school board meetings, and the use of the IROD model was beneficial as we worked to identify an alternative model for the remainder of 2023-2024 school board meetings. Policies that include the new safety and security protocols have been updated and board approved, again allowing for greater organizational coherence and clarity.</p>	<p><b>Evidence of Performance 1: Superintendent will work with cabinet and community partners to review, update and enhance school safety and security efforts.</b></p> <ul style="list-style-type: none"><li>- Provide direction for the development of a comprehensive project plan that includes a timeline for the review, update and enhancement of school safety and security efforts. <a href="#">Assigned to director of district media and technology services as the project lead and oversight of the safety and security plan. Comprehensive plan report was provided by Natasha Monsaas-Daly on 8.14.23 during a regular and closed session. See public report linked here.</a> In addition, EPS community meeting was facilitated with a panel that included the superintendent, the mayor, city manager, EPD chief, EFD chief, director of district media and technology services, director of marketing and communication, and director of student support services. <a href="#">See the presentation linked here.</a></li><li>- Provide direction for training using a common well vetted program that will include all executive, senior, middle management and those who report directly to each of them. <a href="#">On August 3, 2023, all executive, senior, and middle management employees were trained in the I Love U Guys crisis management plan.</a></li><li>- Provide direction for a plan to conduct a reunification exercise in 2024. <a href="#">Consulting with the director of district media and technology services as she develops the plan for reunification exercise. New coordinator of emergency management will work with the superintendent to establish a plan for reunification exercise.</a></li><li>- Provide direction in the review, update and enhancement of board policy. <a href="#">Board Policy 806 was updated in June/July reviewed by policy committee members in June/July and approved in August 2023. See link to approved policy here.</a></li><li>- Continue to build strong partnerships with EPD and EFD through partnership meetings and exercises. <a href="#">EPD and EFD chiefs and staff attended the I Love U Guys training in August with EPS district leaders. In addition, the superintendent partnered with EPD on critical situations that have arisen this fall. EPD chief and superintendent held a joint press conference for one of those critical incidents. We have continued to work closely with Edina Police and Fire as other critical incidents have arisen to ensure that situations are investigated and joint communications are provided to the community.</a></li><li>- <a href="#">August 2023 report to School board of comprehensive overview of safety and security efforts of both public and confidential elements of plan. Comprehensive plan report was provided by Natasha Monsaas-Daly on 8.14.23 during a regular and closed session. See public report linked here.</a></li><li>- <a href="#">Monitor change management efforts as the Raptor system is onboarded in school buildings. Held several meetings with the director of district media and technology services to receive updates on the implementation process. Transition to the use of the Raptor system has been seamless. Very appreciative of the efforts of school principals and front office staff.</a></li></ul>
--	--

<p><b>Overview:</b> The synthesized use of change management models, C-SIP planning and implementation, along with ongoing data analysis has made a difference as evidenced by the end of the year Panorama survey data. Teacher reported sense of belonging increased by 7 points and assessment of school climate increased by 11 points; placing EPS in the 70th percentile nationally.</p>	<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 are established and monitored throughout the school year. Reviewed all continuous school improvement plans, and met with all lead principals and assistant superintendent in Sept/Oct to go over goals, key indicators of progress (KIPs) and metrics. Assistant superintendent monitored culture and climate goals monthly and the superintendent met with principals on a quarterly basis to garner information on implementation efforts and provide consultation as needed.</li> <li>- Secure keynote speaker - Ross Wehner to provide a keynote address on purpose and launch an understanding of purpose as it relates to staff wellness. Worked with the director of community education and strategic partnerships who also oversees the district employee wellness committee to secure Ross Wehner as a keynote. Keynote was delivered at kickoff and key elements of the purpose model are being used as part of the wellness committee efforts.</li> <li>- Monitor Employee Wellness Committee efforts as they work to extend understanding and study of purpose to support staff wellness. Monthly meetings with the director of community education and strategic partnerships to receive status updates and monitor work of the wellness committee. The wellness committee negotiated to provide EPS employees with free access to the CALM app during the winter &amp; spring of 2024.</li> <li>- Monitor Secondary advisory efforts to ensure we are learning environments that foster a sense of belonging. Attended advisory sessions at each middle and high school. Facilitated a legislative tour that included observing the advisory program at South View Middle School. Principal Paetzel has started an IROD process for advisory efforts at EHS and Principals Pettis and Bass are collaborating to bring consistency across middle schools.</li> <li>- Recommendation to school board to add focus on staff to strategy priority C to support staff wellness efforts that foster a sense of belonging. The School Board approved updated language to the strategic plan on 10.16.23. <a href="#">See updated language here</a></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; monitors implementation of policies prohibiting bullying and harassment to ensure they are used as intended.</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>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>has been developed for social emotional supports or options for students; policies prohibiting bullying and harassment do not exist.</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>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>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>No plan has been developed to ensure school district building and grounds are safe and secure.</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>Encourages open, productive, caring &amp; trusting environment among staff.</p>	<p>Haphazardly supports open, productive, caring &amp; trusting environment among staff.</p>	<p>Culture of trust does not exist</p>

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

<b>Goal 3:</b> Provide	<b>Evidence of Performance 1:</b> Superintendent will provide

<p>oversight of long-term district fiscal health position through monitoring of resident enrollment management, advocacy with local and state officials on behalf of students and collective bargaining</p> <p><b>Overview:</b> The reports provided to the school board from Reinhardt and Wold Architects provided greater clarity on impact of birth rates and what we should truly expect with resident enrollment; along with a sense of capacity in our buildings as we continue to plan for excellent programming. The modification of marketing efforts for kindergarten has been noticed by many community members and garnered resident enrollment. In addition the analysis allows us to focus future outreach efforts toward our major competitors, which are not public schools.</p> <p><b>Overview:</b> EPS teacher members successfully ratified and the school board approved the 2023-2025 EME contract in December 2023. This was one of the earlier settlements across the state. The director of HR and Finance &amp; Operations provided timely and skilled updates to the school board for negotiations. Relations between EME and the school district remain amicable.</p> <p><b>Additional work related to standards/goals:</b> In 2022 Dr. Leland was brought on board for reasons including her grant writing prowess. I</p>	<p><b>direction, coaching and consultation to administrator project managers to conduct a longitudinal review of enrollment data and patterns.</b></p> <ul style="list-style-type: none"> <li>- In conjunction with city of Edina partners, coordinated August 2023 report on enrollment trends from local demographer School board received a report from Hazel Reinhardt on local enrollment trends on 8.22.23. <a href="#">See the link to report here.</a></li> <li>- August 2023 capacity study from architects Director Mert Woodard and Wold Architects provided a report on capacity for each Edina Public Schools building. <a href="#">See the link to report here.</a></li> </ul> <p><b>Evidence of Performance 2: Superintendent will provide direction, coaching and consultation to administrator project managers who will implement &amp; monitor marketing efforts to support retention of resident students.</b></p> <ul style="list-style-type: none"> <li>- November marketing plan monitor report from the director of marketing and communication. Board received a report and update from our director of marketing and communication on our current marketing efforts and future plans. <a href="#">See link to update here.</a> Another marketing and communications report was provided that discussed the efforts that provided an overview of implementation efforts. <a href="#">See link to update here</a></li> </ul> <p><b>Evidence of Performance 3: Superintendent will provide direction, coaching and consultation to administrator project managers who oversee contract negotiations.</b></p> <ul style="list-style-type: none"> <li>- Ensures governance committee and school board receive timely updates on negotiations Superintendent has worked closely with the director of human resources to establish the EME district negotiations team that includes two school board members. Superintendent worked closely with the director of human resources to receive immediate updates after each formal negotiations meeting for each unit, and guided conversations regarding proposals. Scheduled closed sessions as needed to ensure the entire school board had an understanding of the status of negotiations.</li> <li>- Ongoing guidance and direction for administrator project managers. Superintendent worked closely with the director of human resources and the director of finance and operations to understand the current status of negotiations; monitored costing of proposals, and coached and consulted on their work as they continued to negotiate contracts.</li> </ul>
--	---



am thrilled to share that she served as project manager for grants leading to the acquisition of \$2.2 MM during the 2023-2024 school year. These grants support several of our strategic priorities including our advancing academic excellence, special education teacher recruitment and retention efforts and ensuring strong fiscal stewardship.

Led efforts with the 2024-2025 BRRRG process related to presentation and organization of reports.

[Link to Listen-Learn-Return FY 25 budget website](#) Nine community feedback sessions were held in the community at schools, the transportation department, with Parent Leadership Council members, Edina Chamber and virtually. Dozens of feedback points were received.

A ThoughtExchange feedback survey was conducted that engaged the voice of 302 employees across all units and yielded 192 feedback thoughts/ideas & 9,767 ratings of the ideas. In addition, a community survey related to revenue generation garnered perspectives from 2,428 parent/ guardian respondents. An initial and follow-up IROD was facilitated with principals. Three meetings with the school board Finance and Facilities committee were held to receive feedback on plans.

**Evidence of Performance 4: Superintendent will engage in advocacy efforts at the local and state levels.**

- Partner with Edina LAC, MASA & AMSD to advocate for the needs of Edina Students

Superintendent is an executive board member of AMSD and is actively engaged in the development of an advocacy platform. Superintendent serves on the executive development committee of MASA, and supports school board members, administration, and LAC members in the development of their platform and advocacy efforts for Edina Public Schools students. Superintendent engages with legislators on behalf of the school district to advocate on the behalf of Edina Public Schools students. Superintendent dedicated significant time to advocate for funding related to the READ Act for curriculum and teacher training funding.

**Standard 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)
Protects school	Provides some	Provides limited	Does not provide

<p>district's fiscal health by continually monitoring student enrollment, seeking efficiencies and identifying new sources of funding such as grants; consistently follows policies, bases recommendations and decisions on school district approved priorities and needs.</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>Provides consultation and guidance to district leaders and school board in preparing for and executing negotiations.</p>	<p>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>Assumes leadership role through numerous contacts with government officials to protect and promote student's interests.</p> <p>Is proactive in preparing for collective bargaining by sharing appropriate information.</p>	<p>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>Engages with government officials to protect student's interests.</p> <p>Accepts that collective bargaining is necessary and may be challenging.</p>	<p>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> <p>Does not engage with government officials to protect student's interests.</p> <p>Does not seek to understand and/or improve collective bargaining.</p>
--	---	--	---