



2026-2027 Superintendent Goals

Goal 1: Strategic Plan Review and Refinement

Description: Partner with stakeholders to review the status of the 2020-2030 Strategic Plan, assess progress toward stated outcomes, and refine action steps to ensure a clear path forward for district work.

- **Strategic Plan Alignment:** Strategy D.4: Develop and maintain a culture of continuous improvement based on evidence;
Superintendent Competencies (MSBA/MASA): Standard 1: Governance Team; Standard 3: Communication & Community Relations.

Measurable Action Steps:

- Collaborate with the School Board to design and launch an inclusive process for reviewing the 2020-2030 Strategic Plan by October 2026.
- Facilitate Strategic Plan Assessment sessions in partnership with the School Board to capture feedback on the initial intent when creating the strategic plan, as well as current strengths and opportunities for growth.
- Present a report to the Board by June 2027 that outlines progress, a summary of feedback and suggested refinements to action steps.
- Identify and create a shared understanding of how any refinements will be measured and communicated moving forward.
- In partnership with the Board, align new and/or refined action steps with existing systems and structures including but not limited to the district's data metrics plan, CSIP structures, areas of emphasis, and the district's strategic plan.

Goal 2: Comprehensive Special Education Program Audit

Description: Conduct a thorough review and audit of special education programming, staffing, and supports to ensure the district is identifying and eliminating structural barriers to success for all students.

- **Strategic Plan Alignment:** Strategy A.3: Audit, advance, and monitor intervention programming; Strategy B.3: Critically review practices using an equity lens; D.4 Develop and maintain a culture of continuous improvement based on evidence.
- **Superintendent Competencies (MSBA/MASA):** Standard 6: Teaching and Learning; Standard 7: Student Support.

Measurable Action Steps:

- Initiate an audit of Special Education programming (i.e. continuum of services) by January 1, 2027, focusing on the efficacy of current supports and student outcomes.
- Review staffing levels and caseload ratios against student enrollment data and state/federal guidelines, and present recommendations for adjustment when ratios exceed or fall below established thresholds.
- Identify specific disparities in service delivery and develop a potential multi-year plan in order to address identified gaps.
- Present findings and a prioritized list of actionable improvement steps to the School Board during a mid-year work session to provide feedback and for review and consideration.

Goal 3: Strategic Advancement of the Five Areas of Emphasis

Description: Lead the implementation and continuous improvement of the district's 2025-2026 five areas of emphasis: Early Learning, Elementary Talent Development, High School Experience, Safety and Security, and Spanish Dual Language as appropriate.

- **Strategic Plan Alignment:** This goal advances multiple priority strategies within the Edina Public Schools Strategic Plan, including Strategy A (Academic Excellence), Strategy C (Positive Learning Environments), and Strategy D (Leadership Development), while also supporting equity (Strategy B) and stakeholder engagement (Strategy E) through the implementation of the district's five areas of emphasis.
- **Superintendent Competencies (MSBA/MASA):** Standard 6: Teaching and Learning; Standard 4: Operations.

Measurable Action Steps:

- In partnership with the School Board, review and prioritize next-phase action steps emerging from the 2025–2026 program analyses for each

of the five focus areas, and lead the implementation of those collaboratively determined priorities.

- Monitor the effectiveness of safety enhancements, such as the anonymous reporting system and taskforce recommendations, to ensure a secure learning environment.
- Achieve measurable progress in addressing needs within the Spanish Dual Language and Talent Development programs, as recommended by research, evidenced based practices, and findings highlighted in the taskforce report.
- Provide a minimum of two updates throughout the school year to the School Board on the instructional progress and student achievement data related to these specific pathways.

Goal 4: Fiscal Planning and Community-Supported Funding (Bond Referendum)

Description: In partnership with the School Board, develop and communicate a long-term, comprehensive funding plan—potentially including a bond referendum—through a collaborative process that identifies priorities, aligns resources, and outlines recommended next steps for Board consideration.

Strategic Plan Alignment: This goal most directly advances Strategy D (Leadership) and Strategy E (Engagement) within the Edina Public Schools Strategic Plan by strengthening collaborative governance, long-term planning, and community communication. It also supports Strategies A (Academic Excellence), B (Equity), and C (Learning Environment) by aligning financial resources to district priorities and ensuring sustainable support for programs and facilities.

Superintendent Competencies (MSBA/MASA): Standard 4: Operations; Standard 3: Communication & Community Relations.

Measurable Action Steps:

- Facilitate at least two School Board work sessions focused on long-term funding needs, priorities, and potential funding strategies.
- Provide materials for each session that include data, options, and alignment to district priorities.
- Develop a draft comprehensive funding plan framework that:
 - Identifies priority investments aligned to district strategic plan
 - Includes multiple funding scenarios (minimum of 2–3), which may include a bond referendum
- Present the draft framework to the School Board for feedback and refinement.

- Conduct and present an analysis of current and projected financial resources aligned to district priorities and needs.
- Identify and communicate key gaps or pressures for Board consideration.
- Partner with the School Board to identify and document prioritized next steps, which may include:
 - Advancing a referendum exploration
 - Phasing or sequencing investments
 - Adjusting scope or timing of initiatives
- Develop and implement a communication plan that includes:
 - At least 10 stakeholder engagement opportunities (e.g., community meetings, surveys, etc.)
 - Clear communication of needs, priorities, and potential options
- Provide updates to the Board and community at key milestones.
- Provide at least five updates to the School Board on:
 - Progress toward development of the funding plan
 - Feedback gathered and any proposed adjustments
- Present a finalized long-term funding plan to the School Board by January 1, 2027 including:
 - Priority investments
 - Funding scenarios/options
 - Recommended next steps for Board consideration

Goal 5: Technology and AI Practice Review and Modification

Description: In partnership with district leaders and the School Board, conduct a review of technology use across the district, and a review of Artificial Intelligence (AI). Reviews should include how they both are aligned with research, best practices, and student needs, while collaboratively identifying potential next steps, scope, and priorities for future implementation.

- **Strategic Plan Alignment:** Strategy C.4: Determine healthy habits around technology use; Strategy C.7: Review and develop a technology plan for students and staff.
- **Superintendent Competencies (MSBA/MASA):** Standard 4: Operations; Standard 6: Teaching and Learning.

Measurable Action Steps:

- Facilitate a minimum of two (2) School Board sessions to review current technology use and Artificial Intelligence, examine research and emerging trends, and collaboratively define vision, guiding principles, and desired/undesired outcomes.

- Partner with District Media and Technology Services (DMTS) to conduct a comprehensive review of current technology and AI use (PreK–12), and present a summary of current practices, opportunities, and areas for further exploration.
- Design and implement a stakeholder engagement plan for both technology use and artificial intelligence. Plan should include students, families, staff, and community members.
- Conduct at least two (2) engagement opportunities related to technology use, and Artificial Intelligence (e.g., surveys, focus groups, listening sessions).
- Engage external experts and research resources (e.g., AI in education, screen time, student mental health) and incorporate findings into Board discussions and community engagement to inform shared understanding.
- Review relevant Board policies (including MSBA model policies) related to technology and AI, and facilitate discussion with the School Board regarding potential policy implications, revisions, or next steps.
- Collaborate with the School Board and district leadership to establish clear guiding principles (“guardrails”) and priority areas for technology and AI use, aligned with student learning, wellness, and Strategic Plan priorities.
- Present a multi-year action plan to the School Board that outlines recommended next steps, scope, phased implementation considerations, and future decision points for Board consideration.