Edina Public Schools
DEFINING EXCELLENCE

Edina Public Schools
2020-2027 Strategic Plan

Overview

The 2020-2027 Edina Public Schools Strategic Plan has been developed through the following participative planning process: *See p.8 for process details*

| **Step I: Assess District STATUS** | August 2018 – December 2018 |

- **Stakeholder Input:** Meetings and surveys were conducted to seek views and advice about the current status and future needs of the district from parents, students, teachers, staff and district community members.

- **Data collection:** Key information from various sources was gathered to inform future directions including a District Overview, Peer District Comparisons, and National Trends and Issues.

| **Step II: Develop District DIRECTIONS** | January 2019 – January 2020 |

- **Draft Directions Development**: Based on the findings and conclusions of the stakeholder input and data collection, the School Board worked with staff input to draft the 2020 – 2027 Edina Public Schools directions, including the mission, vision, values and beliefs, and priority strategies.

- **Stakeholder Review:** District parents, students, teachers, staff and community members were invited to review and evaluate the draft directions and provide feedback in online and on-site forums.

- **Directions Refinement:** The School Board examined the stakeholder input and revised the draft strategic directions based on the feedback and advice to develop the January 2020 draft directions document for discussion.

- **Approval of Strategic Directions:** The Edina Public Schools Draft Strategic Directions were approved at the February School Board meeting including the mission, vision, core values and beliefs, priority strategies and expected outcomes.

| **Step III: Initiate the 2020-2027 STRATEGIC PLAN** | January – Spring 2020 |

- **Implementation Plan Development:** Staff leaders worked with the School Board to develop an action roadmap for achieving the strategic directions including:
  - Actions: Specific short and long-term initiatives and action steps.
  - Resources: Projection of time, human, physical and/or financial resources to support action
  - Process metrics: Benchmarks for measuring implementation progress and success.

- **Approval and launch of the Strategic Plan:** The 2020-2027 EPS Strategic plan will be reviewed and discussed at the May School Board Meeting and approved at the June School Board Meeting to guide EPS district development 2020 – 2027 with procedures for coordinating, steering and monitoring strategic implementation.

Mission Statement

Edina Public Schools is a dynamic learning community delivering educational excellence and preparing all students to realize their full potential.

Through academics, activities and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills. We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.

Core Values and Beliefs

We are guided by our **ICCCAR** values of **Integrity**, **Compassion**, **Courage**, **Commitment**, **Appreciation** and **Responsibility** and commit to the following core beliefs:

Academic Excellence
We believe each student deserves access to academic excellence which includes challenging and rich curricula, high expectations, and inspiring instruction that meets their individual needs.

Equity
We believe it is critical to eliminate barriers to success and provide the supports, opportunities and environment so all students can reach their full potential.

Family, School and Community Collaboration
We believe students learn best when students, families, educators and the community partner to provide dynamic support and share responsibility for learning.

Healthy Learning Environment
We believe students thrive in a balanced, healthy environment that promotes the free exchange of ideas and supports students' physical, social-emotional and intellectual needs.

Inclusion
We believe in the inherent dignity of all people, we celebrate individuality, and we value and appreciate diversity.

Life Skills
We believe that inspiring students to grow as critically-thinking collaborative learners will prepare them to be productive, accountable, self-motivated and responsible citizens.

Operational Excellence
We believe in high performance of governance, administration and partnerships, and effective and efficient use of time, human, financial and physical resources in support of the mission.

Professional Excellence
We believe our educators and staff are essential to student success. We value and support them in advancing strategic and innovative initiatives grounded in best practices.

Vision

For each and every student to discover their possibilities and thrive

Priority Strategies

In 2020-2027, the Mission and Vision will be achieved by taking action on the following priority strategies:

Strategy A: *Advance* **Academic Excellence, Growth and Readiness**
Edina Public Schools provides our students with access to a comprehensive curriculum that develops critical thinking skills and dispositions, and assures students are ready for their next level and the challenges and opportunities in the next phase of life.

See Expected Outcomes, Action Steps, Resource Needs and Action Success metrics p.5

Strategy B: *Ensure* **an Equitable and Inclusive School Culture**
EPS welcomes, respects, supports and values everyone so students can learn effectively, develop a deeper understanding of complex issues and become empowered to contribute to the school community.

See Expected Outcomes, Action Steps, Resource Needs and Action Success metrics p.5

Strategy C: *Foster* **Positive Learning Environments and Whole Student Support**
EPS fosters a caring school environment where students feel safe physically and emotionally, in order to be fully engaged in their academic, personal and social growth.

See Expected Outcomes, Action Steps, Resource Needs and Action Success metrics p.5

Strategy D: *Develop* **Leadership Throughout the District**
Edina Public School Schools continuously develops innovative, committed, and exemplary leadership at all levels and from all constituencies, student and adult.

See Expected Outcomes, Action Steps, Resource Needs and Action Success metrics p.5

Strategy E: *Engage* **Parents, Schools and Community**
Edina Public Schools works in partnership with parents, students, staff, alumni and community to serve as a reflection of Edina's strong commitment to education.

See Expected Outcomes, Action Steps, Resource Needs and Action Success metrics p.5

Strategic Implementation Plan

Strategy A: *Advance* **Academic Excellence, Growth and Readiness**
Edina Public Schools provides our students with access to a comprehensive curriculum that develops critical thinking skills and dispositions, and assures students are ready for their next level and the challenges and opportunities in the next phase of life.

OUTCOMES / IMPLEMENTATION What are expected outcomes and key action steps for implementing the strategy?	RESOURCE NEEDS What added staff, funds, etc. are required?	Action SUCCESS: Process Metrics How do we evaluate success in action implementation?
A.1 Design and deliver curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement and continuous improvement to assure academic achievement and student growth.		
1. To prepare all learners for college, career and civic life, curricula and instruction will be aligned to future ready competencies, and periodically audited as part of a continuous improvement process.	• Funds ($$) to update the Profile of an Edina Graduate with Future Ready competencies and to unpack them into developmentally appropriate competencies • Funds ($$) to review the scope and sequence of standards alignment, survey design and data collection needed to monitor and evaluate key grade level transitions • Funds ($$) to adapt the curriculum review process to embed Future Ready competencies and implementation metrics • Funds ($$) to ensure a robust continuous improvement process focused on improving academic achievement	Future Ready competencies embedded in curriculum as indicated by curriculum implementation metrics and learner experience data collected from learners and teachers including key transition points (Future Ready competencies include: • academic content knowledge and skills in core content areas • interpersonal skills like communication, collaboration, creative problem solving and critical thinking)
2. Explore and create additional PreK-12 programming (e.g. STEAM, STEM, Immersion, Biomedical) that promotes authentic and engaging learning experiences to meet the needs of future ready learners and provide attractive educational options for families.	• A district design team to review programs, develop recommendations and set timelines for implementation • Funds allocated for site visits, curriculum development, staff training and implementation	Parent satisfaction survey in programming choices and retention of resident students to be monitored
A.2 Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.		
1. Articulate a system of flexible pathways, that maximizes learner engagement to grow students' strengths and talents.	• Board approved policy 601 incorporating Talent Development Framework • Flexibility in course pathways to meet Graduation Credits where possible • Funds to train teachers on pathways for lesson, course design and delivery to include face to face, online and hybrid options.	• Audit of implementation of the Talent Development Framework in lessons, unit, grade levels/courses.

Strategy A: *Advance* Academic Excellence, Growth and Readiness   Continued

OUTCOMES / IMPLEMENTATION What are expected outcomes and key action steps for implementing the strategy?	RESOURCE NEEDS What added staff, funds, etc. are required?	Action SUCCESS: Process Metrics How do we evaluate success in action implementation?
A.3 Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases, Pre-K- 12 and throughout the school year.		
1. Audit, advance and then monitor for effectiveness PreK-12 intervention programming to continuously improve the ability to meet the learning needs of all.	• Funds needed for language support, literacy, numeracy, family engagement, mental health, executive function, assistive technology. • Funds for training teachers in classroom-based intervention and support for capturing and organization of monitoring data • Funds to review and advance the use before/after school, summer and distance learning interventions • Provide regular, ongoing flexible time for students at all levels	• Monitor implementation progress of programming changes: i.e. BAS, FAST, Sonday, Hillrap, Pearson, Read Naturally, Grade checks (D's and F's lists) • Survey students and staff on intervention effectiveness • Monitor gap closing metrics, by race, poverty, academics, behavior, attendance including reasonable timelines;, participation in fine arts, sports, clubs and academic teams
A.4 Review, develop, and implement an improved literacy program at EPS PK-12.		
1. Review and develop a preK-12 comprehensive literacy plan that is supported by current research to ensure that all students are College, Career, and Civic ready.	• Literacy TOSA to provide development, coordination and oversight of Comprehensive Literacy Plan • Funds to clarify map of comprehensive literacy interventions	• Implementation metrics for development and monitoring of comprehensive literacy plan including literacy interventions
2. Embed targeted reading instruction and support it across content areas, so that learners are maximizing opportunities to strengthen their skills.	• Funds for Literacy training for teachers so they are best prepared to know and recognize reading deficits as they appear. • Funds for training teachers to support reading instruction across content areas.	• % of staff trained in district identified literacy strategies • % of staff trained in support for reading instruction across content areas.
A.5 Provide robust early childhood education.		
1. Increase participation in district Early Learning programming to ensure alignment with Kindergarten readiness skills.	• Space needed in Elementary schools to support increased access • Affordable classes and scholarship dollars needed to support increased access • Funds for targeted outreach to Edina early learners can contribute to a decrease in the opportunity gap • Attract and retain quality ELC teachers and support staff.	• Early Childhood programming grows enrollment.

Strategy B: *Ensure* **an Equitable and Inclusive School Culture**
EPS welcomes, respects, supports and values everyone so students can learn effectively, develop a deeper understanding of complex issues and become empowered to contribute to the school community.

OUTCOMES / IMPLEMENTATION What are expected outcomes and key action steps for implementing the strategy?	RESOURCE NEEDS: What added staff, funds, etc. are required?	Action SUCCESS: Process Metrics How do we evaluate success in action implementation?
B.1 Create learning environments and curricula that enable staff and students to learn from and reflect on their own and others' experiences; explore multiple perspectives; practice civil discourse; encourage empathy; create interpersonal connections and embrace diverse identities.		

1. Students will be instructed using critical thinking models so that they can engage in civil discourse appropriate to their developmental level. Staff will use resources that reflect the diversity of our world.
   a. Provide a district roadmap/framework to guide teaching and dialogue that is always age-appropriate and equity-based, with a willingness to experience discomfort at times to help students navigate within a community of diverse backgrounds, perspectives and beliefs.
   b. Develop a critical thinking/civil discourse goal and implement district-wide guidance for teaching tolerance curricula.
	Professional development time, funds and resources
	
	Invest time and money in curriculum development. materials and teacher training
	
	Resources for developing district selected critical thinking framework with resource selections that involve rigorous selection rubrics aligned with our goals for diverse resources
		District-level framework and curriculum guidance developed and implemented with teacher and staff training and support materials

B.2 Create a school culture that enhances learning and fosters a sense of belonging for all students through our values of Integrity, Compassion, Courage, Commitment, Appreciation and Responsibility.		

1. Conduct root cause analysis to identify what factors are preventing the participation of all families in all school events, activities, services and operations and develop a plan for expanding participation that addresses the gaps related to influence and engagement of all families.
   a. Conduct an audit of how existing site/district-level practices are working and not working for all families. Currently the participation is not representative of the student population
   b. Analyze the issues, causes and needs for expanding family participation and develop effective strategies for sites and the district
   c. Assess, analyze and adopt communication methods that work best for sharing information, collecting input, reaching out to communities, inviting participation and conducting site and district conversations that are meaningful and productive for all.
	Funding and staff/consultant time to conduct the analysis and identification of strategies for family participation at the district and site level	Audit of existing site/district-level practices conducted to identify what needs to continue and change in fostering a sense of belonging for all students and families.
		
		Root causes of family participation inequities conducted and recommendations used to develop effective strategies
		
		Meaningful and productive communication methods identified and recommendations made and adopted to substantively increase effective outreach and expanded family engagement

2. Survey students to understand belonging, create a plan to address disparities with a commitment to respond with strategies and resources based on what we learn from the survey	Time to develop and conduct a survey that can be used both as a baselining instrument and a progress monitoring tool. Time and resources for creating and responding to the belonging disparities	Proactive strategies identified and implemented to increase a sense of belonging for all students
3. Expand Peer Insights/inclusion programs across schools and grades. This should not be limited to expansion of programs to only Peer Insights. a. Develop programs to support all groups: b. Expand and encourage student participation in interest-based activities and leadership opportunities such as Student Council (This could be added to or included in Strategy E)	Funding needed to expand gifted programming at all levels	Peer Insight and other gifted programs added to all grade levels Increased participation of un- and underrepresented student groups in advanced academics. Teachers, counselors and staff trained and equipped to proactively and equitably encourage all students to gifted opportunities Increased participation of students in under and unrepresented groups in school activities and leadership opportunities
B.3 Support equity by identifying and eliminating structural barriers to success.		
1. Critically review and refine all policies, procedures and practices in the district and each site using an equity lens to assure that all students' needs are met:	Time and resources to develop a "tool" that critically reviews policies and practices at each site through an "equity perspective" Time and resources needed to administer the tool to a diverse panel of parents, teachers and community members Time and resources to analyze the findings and submit a report	All district and site policies reviewed and refined using the equity lens
2. Identify and develop community partnerships based on the results of reviews/audits/analyses in B.3.1 and B2.1.	Staff position/time to develop and sustain partnership operations	Partnerships with community organizations and providers develop to address structural gaps in serving all students equitably

B.4 Support and retain quality, culturally competent staff with increasingly diverse backgrounds, experiences and perspectives.		

1. Set retention goals, strategies and supports for retaining staff of color
   a. Assess the present support for staff of color currently in place and develop support strategies based on the data.
   b. Embed deeper, ongoing training in cultural competency embedded as part of professional development with staff. IDI could be a tool for this.
   c. Implement ways to recognize and reward staff who speak a second language fluently and are able to assist with translation and other language-needs at sites (consider hourly compensation paid to official interpreters).
	Minimal needs. Requires development of survey to adequately assess teacher beliefs and attitudes
	
	Time to develop recommendations, gain stakeholder reactions and make final recommendations to the board
	
	Cost of training more administrators and paying for inventories.
	Money for existing bi-lingual and hiring new bi-lingual staff
		Proactive plan developed and steady progress made to increase the number of culturally diverse staff/ bi-lingual staff in the next 5 years at EPS
		
		Training, evaluation and support in place to build the cultural competency and IDI scoring for all staff

2. Each site reviews with HR diversity of staff in each bargaining unit in relation to student population and given a 5-year goal for creating a staff that is more reflective of the students they serve.	More resources to advertise positions for culturally diverse positions, review of application processes; hiring criteria: e.g. bi-lingual or multi-lingual requirement	Diversity hiring goals and 5-year plans created in each bargaining unit
3. Formalize partnership with St Thomas to "Grow Your Own" diverse workforce	Apply for funding for teacher prep programs	"Grow Your Own" strategy developed and implemented as a key part of diversifying the EPS staffing
4. Expand the number of cultural liaisons to serve essential student and family needs while EPS builds a more diverse and culturally competent staff	Add access to and/or number of cultural liaisons to serve essential student and family needs while EPS builds a more diverse and culturally competent staff.	Cultural liaison service capacity increased to fulfill the family and student needs as identified in all Strategy B audits, surveys and evaluations

Strategy C: *Foster* Positive Learning Environments and Whole Student Support

EPS fosters a caring school environment where students feel safe physically and emotionally, in order to be fully engaged in their academic, personal and social growth.

OUTCOMES / IMPLEMENTATION What are expected outcomes and key action steps for implementing the strategy?	RESOURCE NEEDS What added staff, funds, etc. are required?	Action SUCCESS: Process Metrics How do we evaluate success in action implementation?
C.1 Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness.		
1. Survey staff to determine teacher's understanding and beliefs around social emotional learning (SEL) to move forward with tier needs assessment process	Minimal needs. Requires development of survey to adequately assess teacher beliefs and attitudes	Survey completed to clarify teachers' current understanding of SEL
2. Conduct focus groups with secondary students as stakeholders in the development of tier 1 SEL services	Time and space with 90 Secondary students.	Student perspectives incorporate to develop Tier 1 SEL services
3. Identify universal screening and progress monitoring tools to baseline and monitor student growth in response to training	Time to research and $$ to purchase a baseline and monitoring tool.	Screening and progress monitoring to monitor student growth is set up and operating
C.2 Assure students have the opportunity to participate in robust extracurricular and co-curricular opportunities.		
1. Action steps TBD		
C.3 Provide students with skills for healthy lifestyles including living effectively with technology and ensure access to participate in K -12 wellness programs.		
1. An identified wellness team will develop a common definition of wellness to include: medical, mental health, physical and chemical health.	Identification of appropriate stakeholders and facilitator time.	Common definition of wellness developed to include medical, mental, physical and chemical health
2. An identified wellness team, in collaboration with DMTS, will complete a review of research to determine healthy habits around technology use and recommend standards of practice for E-12.	Review time and writing time for the wellness team.	Research-based healthy standards and practices for technology use developed
3. The identified wellness team will create a skill assessment to identify specialists to deliver topical trainings on: healthy lifestyles, nutrition, the effects of technology, etc...	Development time for wellness team.	Specialists identified to deliver training on healthy lifestyles, nutrition, effects of technology etc. based on skills assessment

4.	An identified wellness team will study current wellness practices, research and current programming within EPS in order to develop a comprehensive E-12 wellness program	Time and instructional materials once identified by the wellness team.	Comprehensive E-12 wellness training developed after a study of current practices, research and EPS programming.
5.	Programming and scheduling will be designed to consider and minimize student stress. a. Collect stakeholder input to identify concerns around the current scheduling practices b. Identify and pilot different models of scheduling to reduce system and student stress c. Recommend modifications to the school calendar to decrease staff burnout and student self-reports of stress.	Time to design and pilot scheduling models. May require supplemental staffing.	School programming and scheduling studied and improved to minimize student stress

C.4 Create environments that are conducive to learning and facilitate constructive student interaction.

1.	Survey staff and students to assess current educational environments and how they support learning and constructive student interactions.	Time to develop survey that can be used both as a baselining instrument and a progress monitoring tool	Educational environments assessed to identify how they currently support/don't support learning and constructive interactions
2.	Considering results from the C4.1 survey, the SEL taskforce will recommend reallocation, renovation, or building of space to meet identified needs.	Reallocation would be cost neutral. Renovation and building will require substantial funds.	Learning spaces reallocated, renovated or built based on educational environment assessment
3.	Identify, train and implement restorative practices to improve student and staff ratings of positive school climate.	Trainer costs and professional development time which will either be scheduled into existing building time or paid out in staff development funds.	Training to implement restorative practices completed and monitored by assessing student and staff ratings of school climate

C.5 Increase the mental health support provided by caring adults

1.	Decrease the current high school counselor ratio of 350 students to 1 counselor to 250:1, going from 8 to 11, to 12 counselors.	Average cost of staff $91,000 per FTE; Total projected cost $364,000.	Counselor to student ration reduced from 350/1 to 250/1
2.	Every student is assigned a staff member (i.e. advisor, teacher or case manager) as an advocate to create a Learner Profile and ensure consistent contact and communication.	Cost neutral other than planning and training time with	Each student is partnered with an EPS staff to create a Learner Profile and ensure consistent contact and communication

C.6 Review and develop a technology plan for students and staff.		
1. Partner with DMTS to inventory of technology currently in use by students and staff.	Time and personnel to collect and organize data.	Inventory of staff and student technology use completed
2. Identify the benefits and drawbacks of each category of technology utilized.	Time to convene wellness team and DMTS leadership to analyze, review and rate collected information.	Benefits and drawbacks identified for each technology-use category
3. Make recommendations around continued use of each category of technology used.	Time to develop recommendations, gain stakeholder reactions and make final recommendations to the board.	Recommendations made for each category of technology use

Strategy D: *Develop* **Leadership Throughout the District**

Edina Public School Schools continuously develops innovative, committed, and exemplary leadership at all levels and from all constituencies, student and adult.

OUTCOMES / IMPLEMENTATION What are expected outcomes and key action steps for implementing the strategy?	**RESOURCE NEEDS** What added staff, funds, etc. are required?	**Action SUCCESS: Process Metrics** How do we evaluate success in action implementation?
D.1 Identify, develop and recognize adult leaders throughout the district.		

1. Identify the collaborative team as a foundational structure for innovative leadership
  a. Site Leadership Teams
  b. Professional Learning Communities
  c. Intervention Teams
  d. Social & Emotional Learning (SEL) Teams
  e. Talent Development Teams
	• Future-Ready Learner Profile
	• Professional Development Plan (deliberately scaffolding to all levels)
	• Norms for Collaboration (district-wide)
	• Survey Instrument to assess preparedness
	• Collaborative for Academic Social & Emotional Learning (CASEL) Curriculum & Survey Tool (Second-Step)
	• Consultant Services (field experts)
		• Data from a Collaborative Teams Diagnostic (measuring fidelity)
		• Board approved Future-Ready Learner Profile
		• Board approved Future-Ready Leadership Framework
		• CASEL Assessment & Engagement Survey to Establish a baseline to compare longitudinally (allows for monitoring impact of strategies)

2. Identify & design targeted professional development to ensure each member of the EPS community has the capacity to perform the leadership skills necessary for academic excellence
  a. Engage the Future-Ready Learner Profile to create & implement an EPS Leadership Framework
  b. Identify the essential skills necessary to meet the Future-Ready Learner Profile
  c. Assess the capacity of our district's preparedness to lead and deliver on the Future-Ready Learner Profile
  d. Celebrate and actively recognize leadership in action (lift up the future ready leadership work throughout each school's community)		

3.	Normalize the space for human connection (relational--home to school) to fuel our professional collaboration and impact on whole child development recognizing that students' social-emotional learning work requires adults to adopt/learn first and that the district needs strong skills in this area a. Each person has intrinsic value b. Every child feels seen, nurtured, and valued c. Every EPS family feels a sense of connection and belonging		To be developed: • Add specific data points for participation in professional development & ongoing implementation stages

D.2 Provide robust and balanced professional development

1.	Refine, prioritize, and expand pathways for successful professional development so that relevance can be maximized for all staff.	• Funds to develop partnerships with other districts and/or universities to offer adult learning pathways • Funds to develop and implement robust learning pathways for staff	• # of partnerships created • Adult pathway participation and satisfaction ratings
2.	Audit current personalized learning practices for effectiveness & provide training for the 3Ps (Profiles, Pathways, and Proficiency) of the Edina Learning Framework to ensure continuity of the student experience across sites and levels.	• Funds to advance systemic training of the Edina Learning Framework • Funds to create, administer and analyze data from staff, student and family surveys to monitor the learner experience.	• % of staff trained in the 3P's. • Artifacts of implementation of the 3Ps demonstrated through the teacher evaluation process • Student learning experience outcomes assessed through learner, teacher and parent surveys.
3.	Provide professional learning on the science of how the brain learns in order to deepen staff' understanding of effective lesson designs.	• Funds for professional training on the science of how the brain learns	• % of staff trained in the neuroscience of learning. • Teacher Evaluation and Staff Development survey on teacher application of training.
4.	Continue professional learning on cultural competence so that staff are best positioned to make school relevant for all learners.	• Funds to train staff in Culturally Responsive Teaching practices	• Track participation in professional learning offerings for culturally responsive teaching including required and optional sessions. • Teacher Evaluation and Staff Development survey on teacher application of training.
5.	Identify and clarify literacy training for staff (dyslexia, phonics, reading, intervention) to deepen skills of educators to meet the needs of learners.	• Timeline to facilitate the process • Funds for literacy training including dyslexia, reading, intervention	• Track participation in literacy training • Teacher Evaluation and Staff Development survey on teacher application of training.
6.	Ensure staff has a deep understanding in the instruction of social emotional skills and characteristics and embeds the development of those skills throughout the school environment to address the whole child.	• Funds for professional learning in social emotional development	• Track participation in Social Emotional training • Teacher Evaluation and Staff Development survey on teacher application of training.

7. Provide professional learning on parent communication strategies in order to elevate clarity in meeting the needs of families.	• Funds for professional learning in parent communication strategies	• Track participation in parent communication strategies training • Teacher Evaluation and Staff Development survey on teacher application of training.

D.3 Develop students as leaders, encourage student voice, and promote civic engagement.

1. Use the Future-Ready Learner Profile to design or inform the appropriate selection of a student leadership curriculum	• Future-Ready Learner Profile • Create Task Force to determine what success looks like (must include students) • Research & Identify a model for Student Leadership Curriculum • Establish conditions for creating a master schedule • School board discussion & action around student inclusivity	• School board policy approved that outlines commitment to student inclusivity • Decision-making at the site or district level is informed by student input • Increased participation in student leadership experiences in and outside of the school

2. Implement multiple pathways for students to access and engage in student leadership learning experiences
   a. Explore implications for master scheduling and modify to include universal access to student leadership experiences
   b. Ensure that a student's academic readiness does not prevent access from student leadership experiences		

3. Implement student advisory boards (elementary, middle, and high school)
   a. Center their efforts around civic engagement
   b. Frame communication as reciprocal--cascading up and down
   c. Representative of the entire population		

4. Include student representation on the school board
   a. Create a formal student liaison seat on the board
   b. Ensure deliberate inclusion of EPS student voice and representation at board meetings (celebrate successes and intentionally include student perspectives in decision-making)		

D.4 Develop and maintain a culture of continuous improvement based on evidence,

1. Continue to advance the development of collaborative teams (PLCs) that use data to inform instruction (including pathways)
   a. Create an EPS collaborative teams playbook
   b. Implement ongoing professional development for principals, site-leadership teams, and learning specialists on the use of data to inform instruction and respond to student evidence of learning
   c. Cultivate a core belief in the power and influence of collaborative teams at all levels of the organization
	• Professional Development Framework for *Data Literacy and Collaborative Analysis of Student Learning*
	• EPS Collaborative Teams Playbook & Aligned Professional Development
	• Designation of GO Team Members
	• Data Days, Early Release Days
		• Established framework for data literacy and collaborative analysis of student learning
		• Refined data dashboard to support educator's use of data
		• Professional Development Calendar for tiered learning
		• Each site has a robust Multi-Tiered System of

2. Deepen the use of data & assessment literacy to drive continuous improvement through an inquiry-based cycle a. Generate SMART Goals for academic, socio-emotional, and behavioral expectations for student performance		

	b. Develop and use quality assessments/continuums to measure and monitor student performance c. Promote celebration as a core value within EPS		Support (MTSS) established and is aligned with the district MTSS plan.
	3. Actively interrupt systems and practices that perpetuate the marginalization of underserved student populations within EPS a. Provide professional development for EPS leaders to facilitate data discussions and equip staff to leverage Multi-Tiered Systems of Support to ensure each learner's unique needs are met b. Conduct quarterly Growth & Opportunity (GO) meetings to monitor the impact of adult actions on student performance (academic, socio-emotional, and behavioral)		

D.5 Provide strategy and direction for predicted enrollment and demographic trends while retaining current students,			
	1. Complete an enrollment analysis of Edina School District which includes housing, demographic, market share, and geographical variables.	Consultant to conduct study of variables acting on enrollment	Completion of Study and recommendations developed
	2. Survey parents on the variables that enroll their students in Edina Public Schools	Survey of Out bound Families	Presentation of Survey Results
	3. Develop a long-range enrollment model based on variables acting on student enrollment	Staff Time to build model	Enrollment Model Presented and Used
	4. Collect information through focus groups and surveys on neighborhoods that show low or declining enrollment to understand perceptions of parents and students.	Consultant and/or Staff Time	Focus Group Results Presented
	5. Review and if necessary reform the enrollment reporting process for School Board and Community.	Staff Time to design Enrollment Reporting	Enrollment Report presented to Board

Strategy E: *Engage* Parents, Schools and Community
Edina Public Schools works in partnership with parents, students, staff, alumni and community to serve as a reflection of Edina's strong commitment to education.

OUTCOMES / IMPLEMENTATION What are expected outcomes and key action steps for implementing the strategy?	RESOURCE NEEDS What added staff, funds, etc. are required?	Action SUCCESS: Process Metrics How do we evaluate success in action implementation?
E.1 Provide engagement opportunities and information about Edina Public Schools to the community so that all community members feel connected and know how to contribute to our collective success.		
1. Develop and communicate framework for role of community in decision making	Staff time	Framework completed, published and communicated to clarify the community role in district decision-making clarified and communicated in a framework

2. Develop marketing materials to promote the value of an Edina education	Staff time/materials cost	Marketing materials and products developed to promote the value of an Edina education
3. Create alumni/community opportunities to connect to the district	N/R Staffing	Program established between multiple partners
E.2 Build upon the robust community education opportunities and offerings for all learners (Pre-K-Adult).		
1. Reinvigorate marketing, communications and engagement strategies to reintroduce our programs to new and evolving audiences and create programs that respond to evolving community needs	$ for consulting assistance	Marketing and communications materials created
2. Deepen partnerships with internal partners to enhance learning beyond the school day and student leadership opportunities (see also D5)	Staffing	Internal partnerships audited in order to improve/increase ways to expand student leadership opportunities and learning beyond the school day
3. Integrate transition programs and materials with communications (Birth, entering K, MS, EHS)	Staffing collaboration between schools and district for unified message	Products created and survey of families in these transition areas. Communication about transition programs integrated into ongoing communication and marketing efforts
E.3 Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.		
1. Audit current communications and systems to better understand the needs of parents, students, affinity groups, and to ensure equitable access, effective organizations and valuable/right sharing of information. a. Develop new website b. Every district communication is published with the top three most commonly spoken languages at EPS	$$ for staff time to create/sustain partnership with vendors	Audit of current communications and community outreach systems completed and data gathered for improving equitable access and value of information New website developed and published based on audit findings Decision-making framework/protocol established for classifying district communication translation
E.4 Leverage partnerships with community groups, businesses, local and state government agencies and individuals to strengthen and foster relationships with EPS.		
1. Ensure community members experience a welcoming environment through customer service	$$ for training time for staff; signage and space enhancements	Ongoing, real-time process improvements made based on regular customer service surveys
2. Develop a network of influencers to promote and support EPS	Staffing	Program developed: Network of influencers developed and actively building relationships between EPS and community members/organizations

3. Build upon our community partnership/volunteering program to develop a framework that allows for multiple contact/entry points and creates a deeper relationship between partners and the school system.
   a. Evaluate current volunteer program to determine opportunities for growth and opportunities to better meet student/staff/community needs
   b. Framework developed and implemented
	Staffing, collaboration time	Phase 1 and Phase 2 of partnership framework is created providing more real-world opportunities for students, staff and community.

E.5 Ensure strong financial stewardship and provide information that is accessible to all members of our community and demonstrates and promotes the value of an Edina education.

1. Publish annual financial reports and provide plain language	Staffing	Narrative created for reports FAQ is created to provide clarity of school finance Audit is published with a link to state dashboard to do comparisons

E.6 Create assessment data dashboard.

1. Create and systematize all the processes required to operate and use the dashboard to track strategic progress	$$$ for staffing and expertise needed to establish surveys, and all other progress tracking processes	External dashboard metrics created as a part of the strategic plan Dashboard operational and transparent

Step I: Assess District STATUS   **August 2018 – December 2018**

A. STAKEHOLDER Input   September – November 2018

Meetings and surveys were conducted to seek views and advice about the current status and future needs of the district from parents, students, teachers, staff and district community members through the following:

- ❖ 4 Community Meetings
- ❖ 4 Parent Focus Groups at the Elementary, Middle and High Schools
- ❖ On-line Survey with 2000 responses
- ❖ 1 Student Meeting with High School Students
- ❖ 3 Staff Forums involving teachers, administrators and all other staff
- ❖ 40 Stakeholder Interviews

B. DATA Collection   September – December 2018

Key information from various sources was gathered to inform future directions:

❖	District Overview	Community/District Profiles| Governance| Student Achievement statistics
❖	Peer District Comparisons	Eden Prairie, Mahtomedi, Orono, Minnetonka, Wayzata
❖	National Trends and Issues	Career and Technical education| Focus on all grades equally
		Focus on all students' needs|Educational technologies | Meeting special needs

Step II: Develop District DIRECTIONS   **January 2019 – Spring 2020**

A. DRAFT PLAN Development   January 2019 – Spring 2020

Based on the findings and conclusions of the stakeholder input and data collections, the School Board worked with staff input to draft the Edina Public Schools directions, including the mission, vision, core values, priority strategies and goals**.**

- ❖ Draft the MISSION, VISION and CORE VALUES
- ❖ Identify PRIORITY STRATEGIES
- ❖ Seek STAFF REVIEW and input and refine priority strategies
- ❖ Develop DRAFT STRATEGIC DIRECTIONS and Expected OUTCOMES

B. STAKEHOLDER Review   September – October 2019

District parents, students, teachers, staff and community were invited to review and evaluate the strategic directions and provide feedback to assure that they addressed the district needs and provided a useful guide for EPS development

C. REFINEMENT of Directions   December 2019 – February 2020

The School Board examined the stakeholder input, revised the draft strategic directions based on the feedback and advice and developed a draft directions document for School Board discussion and approval at the January and February meetings including the mission, vision, core values and beliefs, priority strategies and expected outcomes.

Step III: Initiate the 2020-2027 STRATEGIC PLAN   **January 2019 – Spring 2020**

A. IMPLEMENTATION PLAN DEVELOPMENT   January – Spring 2020

Staff leaders worked with the School Board to develop an action roadmap for achieving the strategic directions including:

- ❖ <u>Actions:</u> Specific short and long-term initiatives and action steps.
- ❖ <u>Resources:</u> Projection of time, human, physical and/or financial resources to support action
- ❖ <u>Process metrics</u>: Benchmarks for measuring implementation progress and success

B. APPROVAL of the Strategic Plan   Spring 2020

The 2020-2027 EPS Strategic plan will be reviewed and discussed at the May School Board Meeting and approved at the June School Board Meeting to guide EPS district development 2020 – 2027 with procedures for coordinating, steering and monitoring strategic implementation.

Engaging with a "Living" Strategic Plan to Guide EPS Development

Assess Missional
STRENGTHS and NEEDS

Current
SITUATION

Develop/Adjust
STRATEGIES

Progress measured by
DASHBOARD

Measurable
IMPROVEMENTS

Strategic
DIRECTIONS

Implementation
ACTION STEPS

Expected
OUTCOMES

Progress measured by
PROCESS METRICS

Develop/Adjust
OUTCOMES