



DEFINING EXCELLENCE

Strategic Plan

2020-2030



For each and every student to discover their possibilities and thrive.



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“Continuous improvement in areas of literacy, readiness, and rigor is key to maintaining the exceptional academic experience for which Edina Public Schools is known.”

Message from the Superintendent

A strategic plan is a road map to the future, built on a foundation of the past. At Edina Public Schools, our foundation is rooted in a legacy of excellence and achievement, upon which an ambitious direction for the next 10 years has been built.

The Edina Public Schools 2020-30 Strategic Plan lays out areas in academics, school culture, and leadership that will be honed and expanded. But there is a phrase in the Mission Statement that succinctly states the who and the why of this strategic plan, and will drive all of it: “...preparing all students to reach their full potential.”

Continuous improvement in areas of literacy, readiness, and rigor is key to maintaining the exceptional academic experience for which Edina Public Schools is known. But “full potential” is about so much more. Fostering creativity, curiosity, and critical thinking are the “soft” skills that will equip our students with the agility they need to be successful in a world that is in constant change. Renewed efforts in equity and inclusion and increased attention on the social and emotional needs of students will ensure that all students are able to access and fully participate in the academics and opportunities we offer.

Creating an enduring legacy requires innovative imagination that matches the dynamic world in which our students will live and lead. The creative minds and committed hearts of staff and community have set an aspirational direction for Edina Public Schools and we can’t wait to get started!

Dr. Stacie Stanley, Superintendent

Message from the School Board

The Edina Public Schools 2020-30 Strategic Plan is the culmination of 22 months of listening, researching, discussing, and planning. It was challenging work done with creativity and heart by innumerable stakeholders, all of whom are committed to our students. Through this collaboration, we have created an actionable agenda that leverages our strengths and identifies how we plan to grow and improve. We are proud to present this plan to the community.

Yet we know this work is not done. While the Strategic Plan establishes priorities and sets a direction, we continually refer to this as a “living document.” It will be reviewed routinely, and while Mission, Vision and Strategies won’t change, how we bring those to fruition may need to.

As we have learned, our world can change quickly and dramatically. A good Strategic Plan and a nimble organization can adapt quickly to new situations while sustaining forward motion. Likewise, we believe the elements of this plan will encourage the same qualities in our students whose lives will surely shift and change many times. An Edina education provides them with the foundation to move ahead in life, and also the skills to adapt to changes around them and in themselves, and to choose paths that lead them to success and happiness.

The collective imagination of our entire community has helped define our future. This bodes well for the success of Edina Public Schools, and most importantly, for our students.

Edina School Board

“The Edina Public Schools 2020-30 Strategic Plan is the culmination of 22 months of listening, researching, discussing, and planning.”



Our Mission

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.

Vision For each and every student to discover their possibilities and thrive.



Strategic Planning Process

1

ASSESS DISTRICT STATUS

August - 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.

2

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 2020–2030 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.

3

INITIATE THE STRATEGIC PLAN

January 2020 - 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 2020-2030 EPS Strategic plan was reviewed and discussed at the May School Board Meeting and approved at the June School Board Meeting to guide EPS district development 2020–2030 with procedures for coordinating, steering, and monitoring strategic implementation.



Core Values & 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.

Inclusion

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

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.

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.

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.

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.

Priority Strategies



STRATEGY A

Advance Academic Excellence, Growth, and Readiness



STRATEGY B

Ensure an Equitable and Inclusive School Culture



STRATEGY C

Foster Positive Learning Environments and Whole Student and Staff Wellness Support



STRATEGY D

Develop Leadership throughout the District



STRATEGY E

Engage Parents, Schools, and Community





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.

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.

- To prepare all learners for college, career, and civic life, curricula and instruction will be aligned to the Portrait of a Well-Rounded Edina Graduate, and periodically audited as part of a continuous improvement process.
- 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.2 Provide a coherent and differentiated educational experience that effectively engages and appropriately challenges every student academically.

- Articulate a system of flexible pathways, that maximizes learner engagement to grow students' strengths and talents.

A.3 Provide expanded, timely, and effective interventions for students based on data and individual needs, through all school phases, PreK-12 and throughout the school year.

- Audit, advance, and then monitor for effectiveness PreK-12 intervention programming to continuously improve the ability to meet the learning needs of all.

A.4 Review, develop, and implement an improved literacy program at EPS PreK-12.

- 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.
- Embed targeted reading instruction and support it across content areas, so that learners are maximizing opportunities to strengthen their skills.

A.5 Provide robust early childhood education.

- Increase participation in district Early Learning programming to ensure alignment with Kindergarten readiness skills.





STRATEGY B

Ensure an Equitable and Inclusive School Culture

Edina Public Schools 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.

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.

- 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.

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.

- 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.
- 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.
- Expand Peer Insights/inclusion programs across schools and grades. Expansion of programs should not be limited to Peer Insights.

B.3 Support equity by identifying and eliminating structural barriers to success.

- 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.
- Identify and develop community partnerships based on the results of reviews/audits/analyses.

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



- Design and apply strategies and supports to retain diverse talent.
- Develop and monitor hiring protocols and practices to ensure staff are hired that mirror the life experiences of the students that attend Edina Public Schools.
- Establish and nurture partnerships with colleges, universities, and other educational programs working to diversify the licensed educator workforce.
- Analyze systems and provide consistent training to ensure Cultural Liaisons serve essential student and family needs.



STRATEGY C

Foster Positive Learning Environments and Whole Student and Staff Wellness Support

Edina Public Schools fosters a caring school environment where students and staff *feel safe physically and emotionally*, in order to *be fully engaged* in their academic/professional, personal, and social growth.

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.

- Survey teachers to determine their understanding and beliefs around social emotional learning (SEL) to move forward with tier needs assessment process.
- Conduct focus groups with secondary students as stakeholders in the development of Tier 1 SEL services.
- Identify universal screening and progress monitoring tools to baseline and monitor student growth in response to training.

C.2 Ensure staff are equipped with long term wellness strategies leading to a strong sense of belonging and positive climate and culture.

- Inventory and monitor educators and staff about wellness indicators.
- Develop, implement, and monitor action plans to support employee wellness.

C.3 Assure students have the opportunity to participate in robust extra-curricular and co-curricular opportunities.

C.4 Provide students with skills for healthy lifestyles, including living effectively with technology, and ensure access to participate in K-12 wellness programs.

- An identified wellness team will develop a common definition of wellness to include: medical, mental health, physical, and chemical health.
- 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.
- 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.
- 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.
- Programming and scheduling will be designed to consider and minimize student stress.

C.5 Create environments that are conducive to learning and facilitate constructive student interaction.

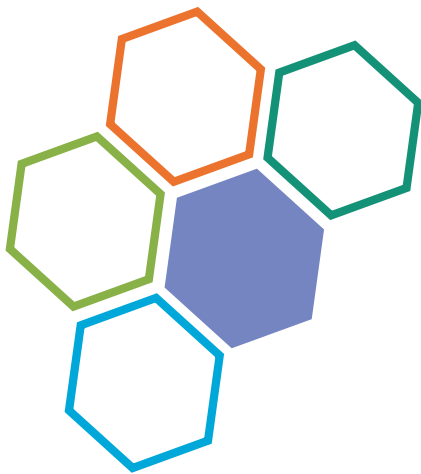
- Survey staff and students to assess current educational environments and how they support learning and constructive student interactions.
- Considering results from the survey, the SEL taskforce will recommend reallocation, renovation, or building of space to meet identified needs.
- Identify, train, and implement restorative practices to improve student and staff ratings of positive school climate.

C.6 Increase the mental health support provided by caring adults.

- Decrease the current high school counselor ratio of 350 students to 1 counselor to 250:1, going from 8 to 11, to 12 counselors.
- 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.

C.7 Review and develop a technology plan for students and staff.

- Partner with DMTS to inventory technology currently in use by students and staff.
- Identify the benefits and drawbacks of each category of technology utilized.
- Make recommendations around continued use of each category of technology used.



STRATEGY D *Develop* **Leadership** **Throughout the** **District**

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

D.1 Identify, develop, and recognize adult leaders throughout the district.

- Identify the collaborative team as the foundational structure for innovative leadership.
- Collaborate, design, and implement targeted professional development to ensure each member of the EPS community has the capacity to perform the leadership skills necessary for academic excellence.
- Foster spaces for interpersonal connection to promote a sense of belonging in the workplace and fuel professional collaboration, and maximize whole child development. Student social-emotional learning requires adults to successfully socially interact with one another.

D.2 Provide robust and balanced professional development.

- Refine, prioritize, and expand pathways for successful professional development so that relevance can be maximized for all staff.
- Audit current personalized learning practices for effectiveness and 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.
- Provide professional learning on the science of how the brain learns in order to deepen staff understanding of effective lesson designs.
- Continue professional learning on cultural competence so that staff are best positioned to make school relevant for all learners.
- Identify and clarify literacy training for staff (dyslexia, phonics, reading, intervention) to deepen skills of educators to meet the needs of learners.
- 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.
- Provide professional learning on parent communication strategies in order to elevate clarity in meeting the needs of families.

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

- Use the Future-Ready Learner Profile to design or inform the appropriate selection of a student leadership curriculum.
- Implement multiple pathways for students to access and engage in student leadership learning experiences.
- Implement student advisory boards (elementary, middle, and high school).
- Include student representation on the School Board.

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

- Continue to advance the development of collaborative teams (PLCs) that use data to inform instruction (including Pathways).
- Deepen the use of data & assessment literacy to drive continuous improvement through an inquiry-based cycle.
- Actively interrupt systems and practices that perpetuate the marginalization of underserved student populations within EPS.

D.5 Provide strategy and direction for predicted enrollment and demographic trends while retaining current students.

- Complete an enrollment analysis of EPS which includes housing, demographic, market share, and geographical variables.
- Conduct an audit to determine variables that affect resident enrollment.
- Develop a long-range enrollment model based on variables acting on student enrollment.
- Review and if necessary reform the enrollment reporting process for School Board and community.



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.***

E.1 Provide engagement opportunities and information about EPS to the community so that all community members feel connected and know how to contribute to our collective success.

- Develop and communicate a framework for the role of community in decision making.
- Develop marketing materials to promote the value of an Edina education.
- Create alumni/community opportunities to connect to the district.

E.2 Build upon the robust community education opportunities and offerings for all learners (PreK-Adult).

- Reinvigorate marketing, communications, and engagement strategies to reintroduce our programs to new and evolving audiences and create programs that respond to evolving community needs.
- Deepen partnerships with internal partners to enhance learning beyond the school day and student leadership opportunities.
- Integrate transition programs and materials with communications (Birth, entering K, MS, EHS).

E.3 Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.

- 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.

E.4 Leverage partnerships with community groups, businesses, local and state government agencies, and individuals to strengthen and foster relationships with EPS.

- Ensure community members experience a welcoming environment through customer service.
- Develop a network of influencers to promote and support EPS.
- 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.

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.

- Publish annual financial reports and in user-friendly language.

E.6 Create assessment data dashboard.

- Create and systematize all the processes required to operate and use the dashboard to track strategic progress.



With **GRATITUDE**

We began the planning process with three questions: Where have we been? Where are we now? Where do we want to go? To truly know the answers required self-reflection and the imagination of all of the district's stakeholders.

Through surveys and focus groups, review sessions and work teams, hundreds of staff, parents, students, and community members did that. Your contributions and patience with the process helped plan the direction of our school district. You brought focus to specific areas of academics, school culture, and leadership, and elevated the conversation on topics that really matter to you and to all Edina students.

On behalf of current and future students of Edina Public Schools, thank you to everyone who participated in the strategic planning process in any way. Your time and input were invaluable and demonstrate the commitment that the entire Edina community has to its children and their future.







DEFINING EXCELLENCE

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