Long Prairie-Grey Eagle Superintendent Goals

PROPOSED | September 2026 - June 2027

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

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

Goal 1: School District Operations

GOAL: Strengthen the efficiency, service quality, and long-range sustainability of transportation, food service, facilities, and maintenance through structured review of costs, service needs, and improvement opportunities with providers and department leaders.

Focus Standard	Standard 4: School District Operations
Focus Elements	4.a Facilities; 4.b Transportation; 4.c Food Service; 4.e Maintenance

Milestones / Progress Indicators

1. Establish regular review checkpoints with the transportation provider and food service and other department heads to examine costs, service needs, recurring issues, and improvement opportunities.
2. Review transportation routes, service levels, and contract-related costs and document feasible adjustments that balance safety, student ride time, service reliability, and cost.
3. Review food service participation, revenues and expenditures, purchasing, and service needs and identify practical adjustments that support quality meals and fiscal sustainability.
4. Maintain a coordinated maintenance/custodial plan that includes preventive maintenance priorities, work-order tracking, purchasing/vendor review, and major facility needs.
5. By spring, provide the board with recommended 2027-28 operational and facilities priorities, including significant contract, capital, or budget decisions requiring board action.

Sources of Evidence

- Transportation route, service, and cost reviews and provider communications
- Food service participation, revenue/expenditure, and purchasing information
- Maintenance/custodial schedules, work-order information, and vendor/purchasing reviews
- Updated facilities/capital priority plan and project-scoping materials
- Board updates and recommendations on significant operational, contract, or capital decisions

How the Board Can Support the Superintendent

- Clarify priorities and consider significant contract, capital, or budget recommendations when operational or cost tradeoffs require board direction.
- Understand that some expenses can be difficult to manage, services maybe required that limit efficiencies, and that asking questions is the best way to understand those constraits
- Recognize that vendor pricing, regulation, enrollment, weather, and other external conditions can affect cost and service options.
- Support long-range planning that balances service quality, safety, and responsible use of district resources.

Goal 2: School District Finances

GOAL: Strengthen multi-year financial planning by maintaining clear forecasts and using them to assess major recurring commitments - including staffing, compensation and benefits, programs, contracts, and capital obligations - before recommendations are made.

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

Milestones / Progress Indicators

1. Update five-year ADM/enrollment projections and a multi-year General Fund forecast after fall enrollment, audit, levy, and other significant planning data are available.
2. Build major recurring cost drivers into the forecast, including staffing/FTE, compensation and benefits, negotiated obligations, transportation and other significant contracts, capital obligations, and restricted funding.
3. Use a 30% fund balance as a planning benchmark and identify options and timing if projections indicate material movement below the board's desired range.
4. Use a consistent fiscal-impact summary for significant staffing, program, contract, or service changes brought forward for consideration, identifying estimated current-year and ongoing cost, funding source, and effect on the multi-year outlook.
5. Complete the annual audit, budget, and levy cycle and, by spring, provide FY2028 budget recommendations supported by the multi-year outlook.

Sources of Evidence

- Five-year ADM/enrollment projections
- Multi-year financial forecast and fund-balance trend
- Staffing/FTE, compensation/benefit, and major contract assumptions used in budget planning
- Annual audit, budget, and levy documents
- Fiscal-impact summaries, finance committee materials, and board budget recommendations

How the Board Can Support the Superintendent

- Engage with multi-year projections and scenarios, not only the current-year budget.
- Establish and communicate fiscal guardrails and district priorities.
- Consider the ongoing financial effect of new or changed staffing, programs, contracts, and services before commitments are made.
- Recognize projections as planning tools based on assumptions that may change, and raise questions early enough for alternatives to be updated before action is required.

Goal 3: Communication and Community Relationships

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

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

FOCUS ELEMENT: 3.f Visibility and Approachability

Milestones / Progress Indicators

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

Sources of Evidence

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

How the Board Can Support the Superintendent

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

Standards, Professional Growth, and Evaluation Timeline

Standards and Elements Identified for the 2026-27 School Year

STANDARD 4: School District Operations

4.a Facilities; 4.b Transportation; 4.c Food Service; 4.e Maintenance

STANDARD 2: School District Finances

2.a Budget Development and Maintenance; 2.b Financial Statements; 2.e Asset Protection

STANDARD 3: Communication and Community Relationships

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

Professional Growth Goal (Proposed)

Focus Element: Standard 8.c - Professional Practice. Supporting Element: Standard 5.e – Hiring and Staff Development

Deepen professional capacity in supervising personnel processes. Use targeted professional learning and consultation to improve district practices related to hiring, onboarding, offboarding, and staff support, and apply that learning directly to district processes and decision-making.

Evidence

- Participation in relevant human resources professional learning or consultation
- Application of learning to onboarding, offboarding, or supervisor-support materials
- Development or refinement of district processes or tools that clarify responsibilities and improve consistency in personnel-related procedures
- Year-end reflection identifying changes in practice and next areas for professional growth

Timeline for Superintendent Review Process

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

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