St. Croix Prep's Strategic Plan

5 year tracking sheet

Qtr 1	
Date and Year of Report	**November 2026 (Qtr 1, 2026–27 school year)**
Strategy (Example-1.1.A: Develop a K–12 Academic Excellence Framework)	**1.1.A: Develop a K–12 Academic Excellence Framework**
Action Plan (Example-Develop a written Academic Excellence Framework document)	**Develop a written Academic Excellence Framework document**
Leader Responsible	**Joann Karetov**

Overall Status

- ☑ **On Track** – Progress is occurring as planned
- ☐ **Some Concern** – Progress is occurring, but adjustments are needed
- ☐ **Off Track** – Significant barriers are affecting implementation
- ☐ **Completed** – Quarter or initiative expectations have been met

1. Executive Summary

In 3–5 sentences, summarize what occurred during this quarter. Identify the most important accomplishments, emerging concerns, and whether implementation is proceeding as planned.

Quarter Summary

During Quarter 1, the team met on September 30 and October 29 to define academic rigor and the benchmarks students need at transition grades, the groundwork for the Academic Excellence Framework. Rigor questionnaires for Lower, Middle, and Upper School were finished and sent to principals on October 1 and went to teachers on October 5 (due October 20). At the October 29 meeting, the team reviewed the Lower School summary; the Middle School summary was not completed due to a crisis, and Upper School results were not yet available. The team also began discussing how to define “classical” at St. Croix Prep (the grammar, logic, and rhetoric trivium and the liberal arts). Work is moving forward; synthesis of Middle and Upper School responses will be discussed at the December meeting.

2. Describing Implementation

Briefly describe how the initiative is being implemented. Include relevant grade spans, departments, programs, staff groups, or phases of implementation. For this quarter, focus on what has actually begun or been completed rather than restating the original plan.

Implementation Update
Implementation is in the definition phase that comes before writing the framework. The team developed separate rigor questionnaires for Lower, Middle, and Upper School teachers. The questions ask teachers to define rigor, share classroom examples, describe non-negotiables of instruction, and identify what students need to know to succeed at each transition (4th to 5th grade, 8th to 9th grade, and graduation). Principals are summarizing responses by division. The team has also named the shared-language areas to define, in coordination with the 2.2.A group: Prairie Classical, habits of mind and skills to teach at each level, character, and leadership.

3. Monitoring Progress

Process Benchmarks

Report the quarter actions that were expected to occur. Indicate whether each benchmark was completed as planned.

Status Options: Not Started | In Progress | Met | Delayed | Revised

Process Benchmark	Person Responsible	Target Date	Status	Qtr Update / Evidence

Questionnaire about rigor for teachers to complete	J. Karetov	10/1/26	Met	Lower, Middle, and Upper School questionnaires completed and sent to principals 10/1; sent to teachers 10/5 (due 10/20).
Synthesis of questionnaire answers regarding rigor	Principals	10/29/26	Delayed	Lower School summary reviewed 10/29. Middle School summary not completed due to a crisis; Upper School results not yet available.
Identify transition benchmarks (included in questionnaire)	Principals	10/29/26	In Progress	Transition questions were included in the questionnaire. Review of LS/MS and MS/US transitions will follow the division summaries.

Progress Summary	
What has gone well?	Questionnaires for all three divisions were ready before the October 5 send date. Principals emailed divisions about completing the survey. The Lower School summary was ready for review on October 29.
What has been challenging?	Summarizing the 3 division survey results into a “one school” framework. The team still needs to settle how to define “classical” , along with 2.2.A, and the shared vocabulary.
Describe any benchmarks that needed revising.	No benchmarks were formally revised this quarter. Synthesis of Middle and Upper School responses will be discussed at the December meeting, and a synthesis of the 3 division survey results will occur in the new year.

4. Measuring Impact

Early Evidence of Change

Report any early evidence showing that implementation is beginning to affect practice, behavior, attitudes, systems, or student outcomes. Quarter evidence may be preliminary.

Early Evidence of Change Benchmark	Measure / Evidence Used	Person Responsible	Target Date	Status / Qtr Result
Division discussions/comments re: rigor	Teacher questionnaire responses and division summaries	Principals	12/1/2026	In Progress: Lower School summary reviewed; Middle and Upper School pending.
Synthesis of division comments with staff in divisions	Division summaries shared with staff	Principals	2/15/2026	Not Started
Discuss transitions with 4th/5th and 8th/9th teams	Transition discussions with grade-level teams	Principals	3/15/2026	Not Started
Delivery of Academic Excellence Framework	Framework presented to staff (anticipated August 2027 workshop week)	Principals	8/15/2027	Not Started

What are we learning?	
What does the Qtr evidence suggest about whether the initiative is having its intended impact?	It is too early to judge impact. Teachers have shared their definitions and classroom examples of rigor, and the Lower School responses are summarized. The next step is comparing the division summaries to build a single “one school” definition.

Data not yet available	
Identify important outcome measures that will not be available until later in the year.	Middle and Upper School questionnaire summaries, the combined “one school” definition of rigor, transition benchmarks, and shared-language definitions.

5. Resources Supporting Implementation

Identify significant people, time, materials, technology, professional development, or funding used during the quarter. Note any anticipated resource changes.

Resource	Existing Resource / Expanded Use	Reallocation or Reassignment	New Resource / Cost	Qtr Update / Notes
Strategic plan team meeting time	Existing meeting time			Team met 9/30 and 10/29; next meeting 12/9.
Teacher time to complete rigor questionnaire	Existing staff time			Lower, Middle, and Upper School Google Forms sent 10/5, due 10/20.
Principal time to summarize questionnaire responses	Expanded use of principal time			Lower School complete; Middle and Upper School in progress.

Prior summary created by Elaine last year	Existing document			To be included with the Upper School review.

Resource Concerns

- ☑ No additional resources anticipated at this time
- ☐ Additional resources may be needed
- ☐ Reallocation of existing resources is recommended
- ☐ Budget adjustment may be necessary

Explanation, if applicable:	

6. Communication Plan

Identify significant communication completed during the quarter and upcoming communication related to this initiative.

Communication / Audience	Person Responsible	Date	Status	Qtr Update / Next Step
Email to divisions about completing the rigor survey / Teachers	Principals	MEA week end	Met	Completed.
Rigor questionnaires sent to teachers by division / Teachers	Principals	10/5/26	Met	Responses were due 10/20.
Present Academic Excellence Framework / All staff	Principals	August 2027	Not Started	Anticipated at workshop week.

7. Challenges, Risks, and Adjustments

Identify any barriers or emerging issues that could affect successful implementation. Explain what is being done in response.

Challenge / Risk	Impact on Initiative	Response / Adjustment
Middle School summary postponed due to crisis around delivery and deadline of survey.	Delays the division synthesis and the “one school” definition of rigor	Gather more feedback from Middle School teachers and summarize their responses before the next meeting
Upper School results not available by 10/29	Upper School view is missing from the rigor synthesis	Summarize Upper School responses for review and include Elaine’s summary from last year
Definitions of “classical” and shared vocabulary not yet settled	Shared language is needed for consistency across divisions and with 2.2.A	Clarify how to define shared vocabulary at the next meeting

If no significant concerns exist, state: **No significant barriers have been identified at this time.**

8. Priorities for next quarter

Identify the 3–5 most important actions or outcomes expected during the next reporting period.

Next Quarter Priority	Person Responsible	Target Date
1. Gather more Middle School feedback and summarize Middle School responses	Principals	12/9/2026
2. Summarize and review Upper School responses, including Elaine’s summary from last year	Principals	12/9/2026
3. Clarify how to define shared vocabulary	Team	12/9/2026
4. Complete division discussions and comments on rigor	Principals	12/1/2026
5.		

9. Board-Level Summary

Overall Quarter Assessment:

- ☑ On Track
- ☐ Some Concern
- ☐ Off Track
- ☐ Completed

One key accomplishment the Board should know	Rigor questionnaires were developed for all three divisions and the team is working to synthesize each division before combining it into a framework.
One issue or decision the Board should be aware of	The team still needs to settle how to define “classical” , along with 2.2.A, and the shared vocabulary. There has been a lot of discussion about the definitions and how they fit Prep.

Board action needed at this time:

- ☑ None
- ☐ Information/Discussion
- ☐ Policy Direction
- ☐ Budget/Resource Approval