St. Croix Prep's Strategic Plan

5 year tracking sheet

Qtr 1	
Date and Year of Report	November 12, 2026
Strategy (Example-1.1.A: Develop a K–12 Academic Excellence Framework)	2.2.A: Articulate St. Croix Prep's Definition of Classical Education
Action Plan (Example-Develop a written Academic Excellence Framework document)	Adopt "What Classical Education Means at St. Croix Prep" document
Leader Responsible	Andrew Sachariason

Overall Status

On Track – Progress is occurring as planned ✔ **Selected**
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

The team began this work with an initial meeting in April 2026 to rethink efforts tied to the term “Prairie Classical.” It is building a working definition of classical education for each division, using the Upper School definition as the model. A September 16, 2026 meeting addressed Upper School course balance, required texts, and documenting a common language as staff change. Each division opened the year with classical-education activities for teachers and students. Implementation is on track so far.

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
The approach is to define classical education in each division, using the Upper School definition (“Upper School at St. Croix Prep”) as the model. **Lower School, teachers:** Teach Like a Champion training for new teachers and EAs; revisit classical education at Prep (chanting, repetition, singing, direct instruction, RIGGS, homework, limited tech); behavior expectation review; character education review (student leadership, Walk the Talk). **Lower School, students:** Morning meeting discussions about behaviors; homework responsibilities; character assembly (character and leadership); leadership job openings for students; 3rd/4th grade assembly handbook and character expectations. **Middle School:** Welcome Back discussion on mission and characteristics. **Upper School:** Welcome Back Advisory, where Andrew discussed the Trivium and what it means for students; College Fair (per Mr. Williams): Colleges That Change Lives; seminar as a vehicle for academics, character, and leadership. Framing: classical pedagogy, classical content, and classical learning behaviors (the Trivium); content knowledge plus learning behaviors and habits; “Culture of Character”; how Truth, Beauty, and Goodness work at St. Croix Prep. Classical education at Prep is not classical Christian education, and it is not exactly the medieval seven liberal arts. **September 16, 2026 meeting (Upper School):** Fewer electives, more core science and math; discussed adding a required humanities, great books, or Latin class; maintain the foundation of background knowledge and explain why it is valuable; teach a novel in every class and read complete texts. **Questions the team is working through:** Who is the audience (parents or teachers)? How do we focus on skills? How do we maintain and strengthen seminar K–12? Is classical teaching the Trivium, and how do we apply it? What curriculum surrounds classical education, and what are the audits of transition points? What is classical education in the Upper, Middle, and Lower School?

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
Initial meeting on re-imagining “Prairie Classical”		April 2026	Met	Meeting held
Upper School definition of classical education			In Progress	Draft exists: “Upper School at St. Croix Prep”
Upper School curriculum discussion		September 16, 2026	Met	Meeting held
Middle School definition			Not Started	Next step
Lower School definition			Not Started	Next step

Progress Summary	
What has gone well?	All three divisions opened the year with classical-education discussions, and the Upper School definition is available as a model for the other divisions.

What has been challenging?	Settling foundational questions: who the audience is, how the Trivium applies, and how to sustain seminar K–12.
Describe any benchmarks that needed revising.	The work was reframed from the term “Prairie Classical” toward a working definition of classical education for each division.

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

What are we learning?	
What does the Qtr evidence suggest about whether the initiative is having its intended impact?	Too early to judge impact. This quarter focused on defining classical education, which comes before measurable change.

Data not yet available	
Identify important outcome measures that will not be available until later in the year.	Adoption of the “What Classical Education Means at St. Croix Prep” document; completed Lower and Middle School 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
Teach Like a Champion training (new teachers and EAs, Lower School)				
Upper School definition document (model for other divisions)				

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
Welcome Back discussion on mission and characteristics / Middle School				
Welcome Back Advisory on the Trivium / Upper School students	Andrew			
Educating parents about classical education / Parents				Open question; approach to be determined
Training new teachers on seminar / New teachers				Open question; approach to be determined

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

Keeping a shared understanding as staff change	Shared understanding could fade with staff turnover.	Document the common language in writing (next-quarter priority 2).

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. Work on the definition in each division, using the Upper School as a model		
2. Document the common language so understanding continues as staff change		
3.		
4.		
5.		

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9. Board-Level Summary

Overall Quarter Assessment:

On Track ✔ **Selected**
Some Concern
Off Track
Completed

One key accomplishment the Board should know	An Upper School definition of classical education is drafted and will serve as the model for the Lower and Middle Schools.
One issue or decision the Board should be aware of	The Upper School is discussing fewer electives, more core science and math, and a possible required humanities, great books, or Latin class.

Board action needed at this time:

None
Information/Discussion ✔ **Selected**
Policy Direction
Budget/Resource Approval