

Strategic Action Plan Review



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NON SCHOLAE SED VITAE DISCIMUS
WE LEARN NOT FOR SCHOOL BUT FOR LIFE



- | **History of the Strategic Plan**
- | **Board's Role in Strategic Plan Work**
- | **Review of Strategic Plan Work**



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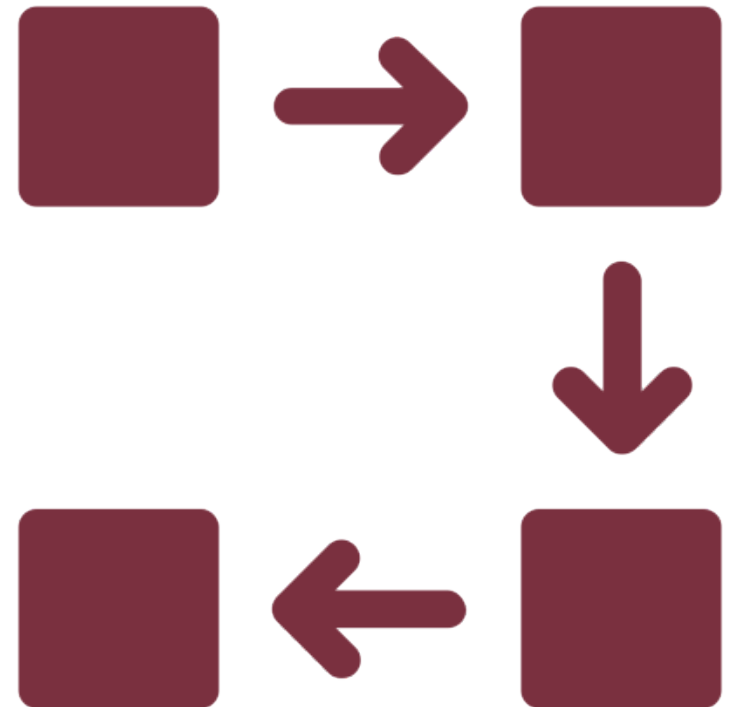
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History of the Strategic Plan



Reviewing the Process

- Contracted with MN School Board Association
- Work completed between October and December of 2022
- Over 600 individuals provided feedback and input
- 35-person committee created the structure and content of the strategic plan
- The Board of Directors approved the plan in January 2023





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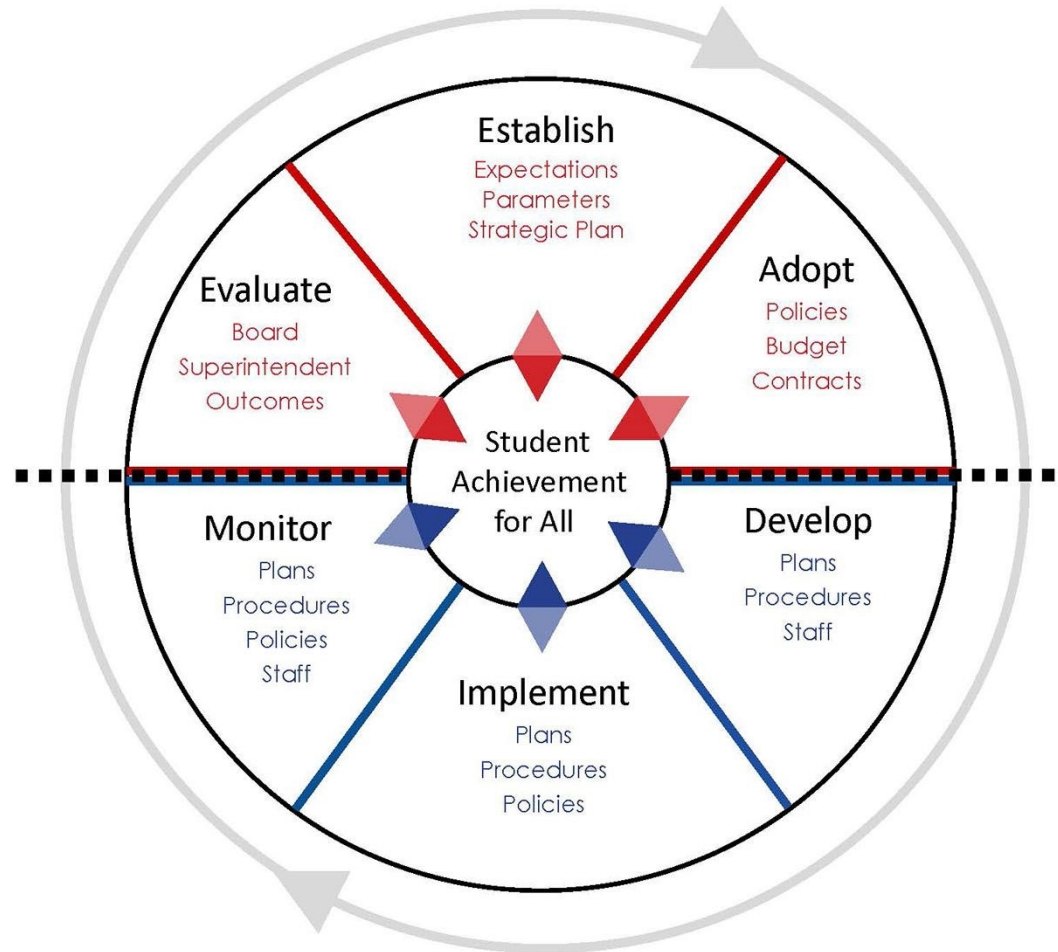
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Board's Role in Strategic Plan Work



Board's Role

- Main responsibilities: evaluate, establish, adopt



Board's Role

- What this includes
 - Decision-making for the whole
 - Keeping an eye on the big picture

- What this does not include
 - Decision-making for the pieces
 - Getting involved in the details



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Review of Strategic Action Plan

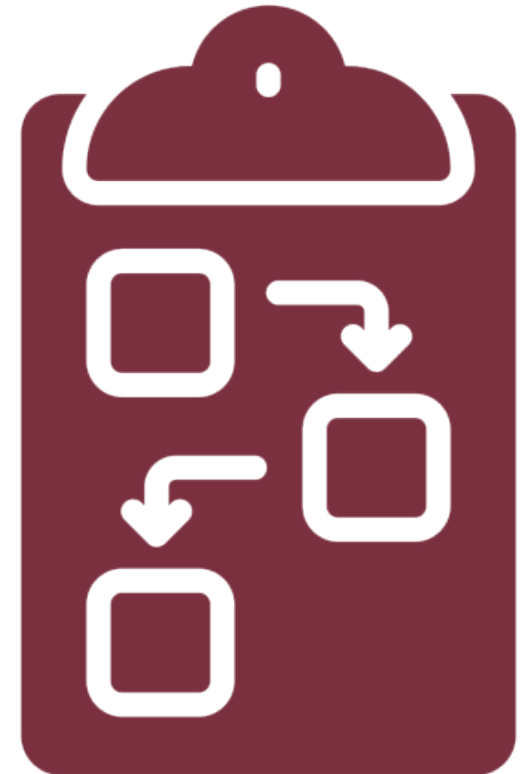


Strategic Action Plan

- The Board gave us a destination, not a bucket list
- The plan is designed to be achieved by the 2027-2028 school year
- To operationalize this vision a Strategic **Action** Plan has been created
- The action plan identifies strategies, accountable parties, deliverables, and deadlines for each objective

Strategic Action Plan

- The action plan currently contains 74 strategies that will be completed over 5 years. 25 have been completed to date
- Each strategy:
 - Aligns to one goal and one objective
 - Has a deadline
 - Identifies who is responsible for leading the work and others involved
 - Identifies a deliverable



Overview of Progress

| Deadline | Objectives | Current Stage | |
|--------------------|------------|-------------------------|---------|
| 2023 | 12 | Not Started | 27 (-6) |
| 2024 | 24 | Researching/Planning | 1 (-1) |
| 2025 | 21 | In Progress | 12 (-1) |
| 2026 | 6 | Completed | 32 (6) |
| 2027 | 1 | | |
| | | | |
| | | | |
| | | | |
| Approver | | Responsible Party | |
| Executive Director | 49 | Academic Director | 24 |
| Board | 12 | Executive Director | 19 |
| Academic Director | 13 | Principals | 13 |
| | | Human Resource Director | 12 |
| | | Activities Director | 6 |
| | | Equity Leads | 2 |
| | | Facilities Manager | 2 |



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Completed Strategies



Completed Strategy #1

| | | |
|-------------------------|--|---|
| <p>Goal</p> | <p>Provide all Nova Classical students guaranteed access to Minnesota’s leading classical education.</p> | |
| <p>Objective</p> | <p>Nova Classical staff will receive regular training on the core components of our classical education model.</p> | |
| <p>Strategy</p> | <p>Create a long term training calendar identifying when PD on each of the core components of classical education will be delivered.</p> | |
| <p>Deadline</p> | <p>Current Stage</p> | <p>Deadline Completion Probability</p> |
| <p>7/1/24</p> | <p>Completed</p> | <p>N/A</p> |

Completed Strategy #1 - Deliverable

| Master 18: Nova Classical staff will ensure equity among all its core components of our school district. | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 |
|--|---|--|--|--|--|
| Classical Education Components | Classical Education Components Pedagogy Leads Present Definition, Simplified Version, and Soccer Analogy to All Staff | Classical Education Components Pedagogy Leads Present Definition, Simplified Version, and Soccer Analogy to New Teachers | Classical Education Components Pedagogy Leads Present Definition, Simplified Version, and Soccer Analogy to New Teachers | Classical Education Components Pedagogy Leads Present Definition, Simplified Version, and Soccer Analogy to New Teachers | Classical Education Components Pedagogy Leads Present Definition, Simplified Version, and Soccer Analogy to New Teachers |
| Grammar Stage: | Pedagogy Leads Present "Is it Classical?" and scenarios with Teachers | Pedagogy Leads Deepen Work with Definition and Soccer Analogy with All Staff | Continuing work in grade-levels/departments with definition and connection to curriculum | Continuing work in grade-levels/departments with definition and connection to curriculum | Continuing work in grade-levels/departments with definition and connection to curriculum |
| Logic Stage: | | All Staff work with "Is it Classical?" and how to apply to their roles | All Staff work with "Is it Classical?" and how to apply to their roles | All Staff work with "Is it Classical?" and how to apply to their roles | All Staff work with "Is it Classical?" and how to apply to their roles |
| Rhetoric Stage: CEC 101/202/302/402 | | | | | |
| Required Relicensure Components | Required Relicensure Components | Required Relicensure Components | Required Relicensure Components | Required Relicensure Components | Required Relicensure Components |
| Positive Behavior Intervention Strategies | LETRS training with K-5 | LETRS training with K-5 | Remaining LETRS training with new hires LETRS training with 6-12 | Remaining LETRS training with new hires | Remaining LETRS training with new hires |
| Reading Preparation | | Vector Accommodations and Modifications | | | |
| Accommodations, modification, and adoption of curriculum | | | | | |
| Key Warning Signs Mental Illness | | | Key Warning Signs Mental Illness | | |
| Suicide Prevention Training | | | | Suicide Prevention Training | |
| English Language Learners | Vector English Language Learners Case Studies: Immigrant Status | Case Studies: Race | Case Studies: Sex, Gender Identity, Gender Expression | Case Studies: Ethnicity and Culture | Vector English Language Learners Case Studies: Religion |
| Cultural Competency | | | | | |
| American Indian History and Culture | | | | | |
| MTSS Components | MTSS Components With Instructional Leadership, Math/Reading Interventionists, and Rtl | MTSS Components With Instructional Leadership, Math/Reading Interventionists, and Rtl | MTSS Components With Instructional Leadership, Math/Reading Interventionists, and Rtl | MTSS Components With Instructional Leadership, Math/Reading Interventionists, and Rtl | MTSS Components With Instructional Leadership, Math/Reading Interventionists, and Rtl |
| Data: Screening and Analysis, Decision-Making | | | | | |
| Tier 1 Instructional Focus Areas | Tier 1 Instructional Focus Areas | Tier 1 Instructional and MTSS Focus Areas | Tier 1 Instructional and MTSS Focus Areas | Tier 1 Instructional and MTSS Focus Areas | Tier 1 Instructional and MTSS Focus Areas |
| Tier 1 Instruction and Supports | | Tier 2 Interventions- connection to NCA's Mission and MTSS System | Tier 2 Interventions- connection to NCA's Mission and MTSS System | Tier 2 Interventions- connection to NCA's Mission and MTSS System | Tier 2 Interventions- connection to NCA's Mission and MTSS System |
| Tier 2 Intervention | | Tier 3 Interventions- connection to NCA's Mission and MTSS System | Tier 3 Interventions- connection to NCA's Mission and MTSS System | Tier 3 Interventions- connection to NCA's Mission and MTSS System | Tier 3 Interventions- connection to NCA's Mission and MTSS System |
| Tier 3 Intervention | | | | | |
| District Components | District Components SpEd Practices at NCA- August PD week and throughout yearly PD days | District Components SpEd Practices at NCA- August PD week and throughout yearly PD days | District Components SpEd Practices at NCA- August PD week and throughout yearly PD days | District Components SpEd Practices at NCA- August PD week and throughout yearly PD days | District Components SpEd Practices at NCA- August PD week and throughout yearly PD days |
| Special Education | 504 Process- August PD | 504 Process- August PD | 504 Process- August PD | 504 Process- August PD | 504 Process- August PD |
| 504 | EL Programming Best Practices- Mid Year PD | EL Programming Best Practices- August PD | EL Programming Best Practices- August PD | EL Programming Best Practices- August PD | EL Programming Best Practices- August PD |
| English Language Programming | | | | | |
| Counseling Services | Counseling Process- August PD with overview of MTSS focus areas FY25 | Counseling Process- August PD | Counseling Process- August PD | Counseling Process- August PD | Counseling Process- August PD |
| | HR, Business Office, Facilities, Sub Processes, technology, TRAPERA, Evaluation and Relicensure | HR, Business Office, Facilities, Sub Processes, technology, TRAPERA, Evaluation and Relicensure | HR, Business Office, Facilities, Sub Processes, technology, TRAPERA, Evaluation and Relicensure | HR, Business Office, Facilities, Sub Processes, technology, TRAPERA, Evaluation and Relicensure | HR, Business Office, Facilities, Sub Processes, technology, TRAPERA, Evaluation and Relicensure |
| Operations (need-to-know) | Mandated Reporting, MCA training, Bloodborne Pathogens | Mandated Reporting, MCA training, Bloodborne Pathogens | Mandated Reporting, MCA training, Bloodborne Pathogens | Mandated Reporting, MCA training, Bloodborne Pathogens | Mandated Reporting, MCA training, Bloodborne Pathogens |
| Other Legal Requirements | | | | | |

Completed Strategy #2

| | | |
|-------------------------|--|---|
| <p>Goal</p> | <p>Provide all Nova Classical students guaranteed access to Minnesota’s leading classical education.</p> | |
| <p>Objective</p> | <p>Nova Classical staff will receive regular training on the core components of our classical education model.</p> | |
| <p>Strategy</p> | <p>Nova Classical will provide staff with professional development training aligned with classical education PD Calendar</p> | |
| <p>Deadline</p> | <p>Current Stage</p> | <p>Deadline Completion Probability</p> |
| <p>8/1/24</p> | <p>Completed</p> | <p>N/A</p> |

Completed Strategy #2 - Deliverable

| | |
|-----------|---|
| 1-1:30 pm | Opening - Pedagogy Leads, Brett Wedlund, Introduction to 24-25 School Year in the Great Room |
| 1:30-2 pm | |
| 2-2:30 pm | |
| 2:30-3 pm | |
| 3-3:30 pm | |
| 3:30-4 pm | |

| Time | October 4th, PD DAY |
|------------|--|
| 8-8:30 am | |
| 8:30-9 am | SpEd mini training (8:30-9) |
| 9-9:30 am | 9:15-9:45 Pedagogy Leads- Is It Classical? |
| 9:30-10 am | |

| Time | November 26th, PD DAY |
|------------|---|
| 8-8:30 am | ALL STAFF VECTOR: English Language Learners (assigned 11.12, due 12.2) |
| 8:30-9 am | ALL STAFF in Great Room SpEd mini training (8:30-9) |
| 9-9:30 am | ALL STAFF in Great Room 9:15-9:45 Pedagogy Leads- Soccer Analogy: Grammar Stage |
| 9:30-10 am | |

Completed Strategy #3

| | | |
|-------------------------|--|---|
| <p>Goal</p> | <p>Foster an environment that values structures and classical culture in the classroom as well as joy and connections between members of Nova Classical’s learning community in and outside the classroom.</p> | |
| <p>Objective</p> | <p>Nova Classical will recognize students regularly for their achievements.</p> | |
| <p>Strategy</p> | <p>Streamline and communicate submissions process from the community to recognize students regularly for their achievements.</p> | |
| <p>Deadline</p> | <p>Current Stage</p> | <p>Deadline Completion Probability</p> |
| <p>9.1.24</p> | <p>Completed</p> | <p>N/A</p> |

Completed Strategy #3 - Deliverable

Did You Know You Can Contribute to Nova News & Social Media?

We invite our community members and students to share their stories, achievements, and upcoming events for a chance to be featured in Nova News and/or Social Media! Whether it's highlighting a student group, activity, or special event, we welcome your submissions.

To ensure a smooth process, we've developed some [guidelines for coaches, advisors, teachers, staff, students, and parent volunteers](#). These guidelines are designed to help streamline submissions and ensure we capture the best of what Nova Classical has to offer.

Please see the attached guidelines for more details on how to submit your items. Remember, you can also have your events or activities considered for our social media channels by emailing them to socialmedia@novaclassical.org and contact@novaclassical.org.

We look forward to showcasing the amazing things happening in our community!

News Submissions

We have learned a few things over the years as to what works well for Nova News and what doesn't, and we would like to share our submissions guidelines with you.

These guidelines are for coaches, advisors, teachers, staff, students and parent volunteers who would like to have their submissions considered for Nova News. The guidelines are designed to streamline the process for everyone. Coaches and advisors please forward them to your parent PR and photo volunteers.

New News Submission Guidelines

PREVIEW

DOWNLOAD

Completed Strategy #4

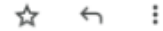
| | | |
|------------------|--|--|
| <p>Goal</p> | <p>Identify and transform systems that contribute to inequities.</p> | |
| <p>Objective</p> | <p>Nova Classical will take research-based action to create a more inclusive school community.</p> | |
| <p>Strategy</p> | <p>Form and advisory group to make recommendations based on the findings of the equity audit</p> | |
| <p>Deadline</p> | <p>Current Stage</p> | <p>Deadline Completion Probability</p> |
| <p>9/1/24</p> | <p>Completed</p> | <p>N/A</p> |

Completed Strategy #4 - Deliverable



Missy Johnson <mjohnson@novaclassical.org>

Fri, Sep 27, 8:20 AM



to Brendan, me, celeste.bosn, Eli, Elizabeth, Jacob, Jennifer, Katie, Laura, michounadiawomsifotso, Ran

Dear all,

If you have not yet responded to the calendar invite, would you please do so today so that I know you will attend our working session next Thursday?

Thank you so much,

Dr Johnson

Equity Audit Working Group

Thursday Oct 3, 2024 · 9am – 11am (Central Time - Chicago)

[Join with Google Meet](#)

Guests

Missy Johnson - organizer
Brendan O'Hara
celeste.bosn@gmail.com
Eli Andre
Elizabeth Irish
Jacob Larson
Jennifer West
Katie Her
Laura Buri
michounadiawomsifotso@yahoo.com
Ramona Fleischhacker
tmnelson2@hotmail.com
Virginia Gabor
Waverly Lawrence
Brett Wedlund

Meeting link

meet.google.com/kip-zdvo-csv

Join by phone

(US) [+1 302-314-6740](tel:+13023146740)
PIN: 689995413

[More phone numbers](#)

Completed Strategy #5

| | | |
|------------------|--|--|
| <p>Goal</p> | <p>Identify and transform systems that contribute to inequities.</p> | |
| <p>Objective</p> | <p>Nova Classical will take research-based action to create a more inclusive school community.</p> | |
| <p>Strategy</p> | <p>Create a prioritized list of areas to address based on the findings of the Equity Audit.</p> | |
| <p>Deadline</p> | <p>Current Stage</p> | <p>Deadline Completion Probability</p> |
| <p>6.1.25</p> | <p>Completed</p> | <p>N/A</p> |

Completed Strategy #5 - Deliverable

Equity Recommendations

Board Agendas/12.16.24 x



Missy Johnson

Tue, Nov 12, 11:04 AM



to me ▾

Hi!

Here is the [final recommendation list](#) from the working group. I've also attached the Equity Audit so that you have a reference.

Let me know if you have any questions, and/or if you want to connect this week since I had to cancel today's meeting. :)

Have a great day!

Missy

[Equity Audit](#)

Completed Strategy #6

| | | |
|------------------|---|--|
| <p>Goal</p> | <p>Provide classroom and extracurricular facilities which support our mission.</p> | |
| <p>Objective</p> | <p>Nova Classical will leverage the findings of the facilities review to identify the scope and model for financing a potential facilities expansion.</p> | |
| <p>Strategy</p> | <p>Define scope and design of an expansion project.</p> | |
| <p>Deadline</p> | <p>Current Stage</p> | <p>Deadline Completion Probability</p> |
| <p>6.1.25</p> | <p>Completed</p> | <p>N/A</p> |

Completed Strategy #6 - Deliverable



ILLUSTRATIVE VIEW OF NEW SHELTER BUILDING



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Saint Paul, MN 55114
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Nova Classical Academy Expansion and Renovation Schematic Design Narrative

DRAFT REPORT, OCTOBER 15, 2024



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In Progress Strategies



In Progress Strategy #1

| | | |
|------------------|---|--|
| <p>Goal</p> | <p>Foster an environment that values structure and classical culture in the classroom as well as joy and connections between members of Nova Classical’s learning community in and outside the classroom.</p> | |
| <p>Objective</p> | <p>Nova Classical will draw on student voices to influence improvements to the school.</p> | |
| <p>Strategy</p> | <p>Assemble groups of Lower and Upper School students to provide feedback and make recommendations for engaging student voice.</p> | |
| <p>Deadline</p> | <p>Current Stage</p> | <p>Deadline Completion Probability</p> |
| <p>3/1/2025</p> | <p>In Progress</p> | <p>87% (75-100)</p> |

In Progress Strategy #1 - Update

| | |
|----------------------------|---|
| Work Completed | <ul style="list-style-type: none">• SoL Knights of the Roundtable group is formed and meeting• SoR Knights of the Roundtable group is formed and meeting |
| Remaining Work | <ul style="list-style-type: none">• Develop and implement a group in the Lower School |
| Potential Obstacles | <ul style="list-style-type: none">• Determining whether to meet the goal this year or wait to implement a structure chosen by the next LS Principal |

In Progress Strategy #2

| | | |
|-------------------------|---|---|
| <p>Goal</p> | <p>Foster an environment that values structure and classical culture in the classroom as well as joy and connections between members of Nova Classical’s learning community in and outside the classroom.</p> | |
| <p>Objective</p> | <p>Nova Classical will recognize students regularly for their achievements.</p> | |
| <p>Strategy</p> | <p>Create a “spotlight” component of Board meetings to highlight the outstanding outcome or actions of an individual student or student group.</p> | |
| <p>Deadline</p> | <p>Current Stage</p> | <p>Deadline Completion Probability</p> |
| <p>12/1/2025</p> | <p>In Progress</p> | <p>92% (80-100)</p> |

In Progress Strategy #2 - Update

| | |
|----------------------------|---|
| Work Completed | <ul style="list-style-type: none">• Communications team has identified a method for recognizing student(s). |
| Remaining Work | <ul style="list-style-type: none">• We need to determine selection criteria and implement. |
| Potential Obstacles | <ul style="list-style-type: none">• There is not a regular Board meeting remaining before the deadline.• We want to complete this in a way that is meaningful to those receiving recognition and not just check an item as done. |

In Progress Strategy #3

| | | |
|------------------|--|--|
| <p>Goal</p> | <p>Support students in all areas of their education and well-being.</p> | |
| <p>Objective</p> | <p>Nova Classical will position Multiple-Tiered Systems of Support (MTSS) in Place to meet students’ academic, behavioral, and social-emotional needs.</p> | |
| <p>Strategy</p> | <p>Implement framework including providing clear expectations and training for each role involved in MTSS framework.</p> | |
| <p>Deadline</p> | <p>Current Stage</p> | <p>Deadline Completion Probability</p> |
| <p>9/1/2024</p> | <p>In Progress</p> | <p>88% (50-100)</p> |

In Progress Strategy #3 - Update

| | |
|----------------------------|--|
| Work Completed | <ul style="list-style-type: none">• The model and timeline for implementation of each stage has been developed, shared with the Board, and rolled out to staff.• Implementation of the system as a whole has begun. |
| Remaining Work | <ul style="list-style-type: none">• Implementation of updated system of Tier 2 and Tier 3 interventions• We need to provide further clarity for expectations of roles in the system. |
| Potential Obstacles | <ul style="list-style-type: none">• Combatting the perception that MTSS is a new initiative and instead is the umbrella which houses many supports already in place.• Evaluation and implementation of the framework has to be sequential and requires a lot of foundational work which has extended our timeline for implementation. |

In Progress Strategy #4

| | | |
|------------------|---|--|
| <p>Goal</p> | <p>Provide clear, consistent and accessible communications to members of the school community.</p> | |
| <p>Objective</p> | <p>Nova Classical will fully implement the Communications Plan adopted by the Board of Directors in 2022.</p> | |
| <p>Strategy</p> | <p>Review the communications action plan for implementation quarterly to ensure implementation of tasks in accordance with the Communications Plan.</p> | |
| <p>Deadline</p> | <p>Current Stage</p> | <p>Deadline Completion Probability</p> |
| <p>Quarterly</p> | <p>In Progress</p> | <p>84% (70-100)</p> |

In Progress Strategy #4 - Update

| | |
|---------------------|--|
| Work Completed | <ul style="list-style-type: none">• Reviews are completed quarterly by the communications team. |
| Remaining Work | |
| Potential Obstacles | <ul style="list-style-type: none">• We believe we are fully meeting this strategy now, however, because this is a quarterly deadline, we feel like it is something we are unable to check off until the end of the strategic plan cycle. |

In Progress Strategy #5

| | | |
|------------------|---|--|
| <p>Goal</p> | <p>Provide classroom and extracurricular facilities which support our mission.</p> | |
| <p>Objective</p> | <p>Nova Classical will leverage the findings of the facilities review to identify the scope and model for financial a potential facilities expansion.</p> | |
| <p>Strategy</p> | <p>Analyze methods for financing a project of the designed scope and design and make a recommendation on the best financial options</p> | |
| <p>Deadline</p> | <p>Current Stage</p> | <p>Deadline Completion Probability</p> |
| <p>9/1/2026</p> | <p>In Progress</p> | <p>88% (75-100)</p> |

In Progress Strategy #5 - Update

| | |
|---------------------|---|
| Work Completed | <ul style="list-style-type: none">• Piper Sandler has presented preliminary bonding projections based on the projects projected costs.• Piper Sandler has provided revised projections accounting for any desire to keep additional cash liquid to cover for any potential ERC liabilities |
| Remaining Work | <ul style="list-style-type: none">• Finance committee selecting and making a recommendation of a specific model |
| Potential Obstacles | <ul style="list-style-type: none">• Ability to gain consensus on risk tolerance and preferred model |

In Progress Strategy #6

| | | |
|-------------------------|--|---|
| <p>Goal</p> | <p>Recruit, develop and retain a diverse highly skilled staff who exemplify the virtues of Nova Classical.</p> | |
| <p>Objective</p> | <p>Staff will be recognized by the school community for their commitment, achievements, and actions that encourage and inspire the school to thrive and students to succeed.</p> | |
| <p>Strategy</p> | <p>Create a "spotlight" component of Board meetings to highlight the outstanding outcomes or actions of an individual employee or employee group.</p> | |
| <p>Deadline</p> | <p>Current Stage</p> | <p>Deadline Completion Probability</p> |
| <p>12/1/2024</p> | <p>In Progress</p> | <p>85% (50-100)</p> |

In Progress Strategy #6 - Update

| | |
|----------------------------|---|
| <p>Work Completed</p> | <ul style="list-style-type: none">• Communications team has identified a method for recognizing staff. |
| <p>Remaining Work</p> | <ul style="list-style-type: none">• We need to determine selection criteria and implement. |
| <p>Potential Obstacles</p> | <ul style="list-style-type: none">• There is not a regular Board meeting remaining before the deadline.• We want to complete this in a way that is meaningful to those receiving recognition and not just check an item as done. |

In Progress Strategy #7

| | | |
|------------------|--|--|
| <p>Goal</p> | <p>Recruit, develop and retain a diverse highly skilled staff who exemplify the virtues of Nova Classical.</p> | |
| <p>Objective</p> | <p>Staff will be recognized by the school community for their commitment, achievements, and actions that encourage and inspire the school to thrive and students to succeed.</p> | |
| <p>Strategy</p> | <p>Align supervisors with criteria for the creation of a recognition program to formally acknowledge the demonstrated standards of excellence of Nova Classical staff.</p> | |
| <p>Deadline</p> | <p>Current Stage</p> | <p>Deadline Completion Probability</p> |
| <p>TBD</p> | <p>In Progress</p> | <p>79% (60-90)</p> |

In Progress Strategy #7 - Update

| | |
|---------------------|---|
| Work Completed | <ul style="list-style-type: none">Supervisors have met and solicited feedback to develop a recognition program. |
| Remaining Work | <ul style="list-style-type: none">The final program needs to be approved. |
| Potential Obstacles | |

In Progress Strategy #8

| | | |
|------------------|--|--|
| <p>Goal</p> | <p>Recruit, develop and retain a diverse highly skilled staff who exemplify the virtues of Nova Classical.</p> | |
| <p>Objective</p> | <p>Staff will be recognized by the school community for their commitment, achievements, and actions that encourage and inspire the school to thrive and students to succeed.</p> | |
| <p>Strategy</p> | <p>Implement a formal recognition program that rewards the demonstrated standards of excellence of Nova Classical staff.</p> | |
| <p>Deadline</p> | <p>Current Stage</p> | <p>Deadline Completion Probability</p> |
| <p>TBD</p> | <p>In Progress</p> | <p>82% (70-95)</p> |

In Progress Strategy #8 - Update

| | |
|----------------------------|---|
| Work Completed | <ul style="list-style-type: none">• The program has been designed and developed. |
| Remaining Work | <ul style="list-style-type: none">• It needs to be implemented. |
| Potential Obstacles | <ul style="list-style-type: none">• Much of the recognition in the program occurs in the back half of the year and we need to balance the pull of the expansion, LS Principal transition and this to ensure it is done. |

In Progress Strategy #9

| | | |
|------------------|---|--|
| <p>Goal</p> | <p>Recruit, develop and retain a diverse highly skilled staff who exemplify the virtues of Nova Classical.</p> | |
| <p>Objective</p> | <p>Nova Classical will implement strategies to maximize employee moral and well being which result in staff retention at or above the national average.</p> | |
| <p>Strategy</p> | <p>Implement a formal recognition program that rewards the demonstrated standards of excellence of Nova Classical staff.</p> | |
| <p>Deadline</p> | <p>Current Stage</p> | <p>Deadline Completion Probability</p> |
| <p>6/1/2024</p> | <p>In Progress</p> | <p>82% (70-95)</p> |

In Progress Strategy #9 - Update

| | |
|----------------------------|---|
| Work Completed | <ul style="list-style-type: none">• The program has been designed and developed. |
| Remaining Work | <ul style="list-style-type: none">• It needs to be implemented. |
| Potential Obstacles | <ul style="list-style-type: none">• Much of the recognition in the program occurs in the back half of the year and we need to balance the pull of the expansion, LS Principal transition and this to ensure it is done. |

In Progress Strategy #10-12

| | | |
|------------------|--|--|
| <p>Goal</p> | <p>Recruit, develop and retain a diverse highly skilled staff who exemplify the virtues of Nova Classical.</p> | |
| <p>Objective</p> | <p>Nova Classical Academy will be an educational employer of choice: a school successful in attracting outstanding and diverse candidates who exemplify the school's values and commitment to the core components of the school's classical mission.</p> | |
| <p>Strategy</p> | <ul style="list-style-type: none"> • A thorough review of the current practices in each touchpoint area will be conducted. This review will assess the existing practices and also identify the long-term state for each touchpoint. • Identify the major initiatives required to maximize the positive impact of each touchpoint areas between Nova and its employees. • Identify and rectify any deviations from our accepted practices in each of these touchpoint areas to ensure that we are effectively implementing the practices we endorse as an employer. | |
| <p>Deadline</p> | <p>Current Stage</p> | <p>Deadline Completion Probability</p> |
| <p>6/30/2025</p> | <p>In Progress</p> | <p>65% (40-90)</p> |

In Progress Strategy #10-12 - Update

| | |
|----------------------------|---|
| Work Completed | <ul style="list-style-type: none">• Work has been done in 6 of the 10 areas. |
| Remaining Work | <ul style="list-style-type: none">• We need to continue the process for 4 of the 10 touchpoints. |
| Potential Obstacles | <ul style="list-style-type: none">• We have found that returning the level of quality in this work is more time consuming than we expected as some areas (such as workforce planning) are taking considerably more time than we expected. |



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Impact of Expansion



Impact of Expansion

- The Strategic Leadership Team has identified 13 strategies we feel will need to have their deadlines bumped back if the Board decides to move forward with the expansion:
 - Review & Revise the teacher evaluation rubric to include the core components of classical education.
 - Nova Classical administration will evaluate teachers using the revised rubric.
 - Design a Classical Education 101 course (or house) that new to Nova Upper School students are enrolled in during their first year at the school.

Impact of Expansion

- The Strategic Leadership Team has identified 13 strategies we feel will need to have their deadlines bumped back if the Board decides to move forward with the expansion:
 - If not including in the strategy above, implement a framework for developing and delivering explicit virtue education for all 6-12 students on a regular basis.
 - Revise the supervisor pop in process to ensure explicit virtue education is occurring during the designated times
 - Based to the methods identified in in the above review (virtue instruction), ensure there is a dedicated time in the school schedule for consistent and explicit virtue instruction

Impact of Expansion

- The Strategic Leadership Team has identified 13 strategies we feel will need to have their deadlines bumped back if the Board decides to move forward with the expansion:
 - Select and implement strategies for engaging student voice.
 - Utilize an event, print collateral, and/or other method(s) to highlight the diversity of the Nova Classical community.
 - Update PDG for licensed teachers with action plans for personalized support.
 - Write a summary of available peer reviewed research related to class sizes which includes information about class sizes in the classical education model or identifies if this body of research does not exist

Impact of Expansion

- The Strategic Leadership Team has identified 13 strategies we feel will need to have their deadlines bumped back if the Board decides to move forward with the expansion:
 - Compile data on class sizes at schools with similar instructional models
 - Compile all information from three strategies above (class size) into a format allowing for clear communication of findings to the Board.
 - Identify and rectify any deviations from our accepted practices in each of these touchpoints (employer of choice) to ensure that we are effectively implementing the practices we endorse as an employer.

“Everything that is great in life is the produce of slow growth; the ever and great and higher, and nobler the work, the slower is its growth, the surer is its lasting success. Mushrooms attain their full power in a night; oaks require decades. A fad lives its life in a few weeks; a philosophy lives through generations and centuries.”

-William George Jordan



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WE LEARN NOT FOR SCHOOL BUT FOR LIFE