

Proposed Executive Director Goals for SY25

Goal 1: Ensure that Nova Classical Academy is positioned to begin the 2025/2026 school year fiscally sound, measured by the following:			
a. Nova Classical Academy ends the 2024/2025 school year within 2% of our final revised budget.			
Highly Effective	Effective	Developing	Ineffective
<i>Provides constant flow of budgetary and/or financial information and discussion of ramifications of changes. Gives updates regarding impacts to funding as known.</i>	<i>Regularly reports to the Board concerning budget and financial status. Gives updates regarding impacts to funding when requested.</i>	<i>Reports to the Board when requested.</i>	<i>Does not report financial information other than at the annual audit.</i>
b. Nova Classical Academy ends the year no more than 1% below projected enrollment as documented in the school's final board-approved budget and MARSS reporting system.			
Highly Effective	Effective	Developing	Ineffective
<i>Provides twice-a-year updates regarding enrollment and highlights trends.</i>	<i>Provides an update regarding enrollment along with the final budget for the year.</i>	<i>Mentions enrollment if it begins to have a negative impact on the budget.</i>	<i>Does not report on enrollment.</i>

Goal 2: Complete all requirements necessary to close on facility bond financing. If, during the process, the proposed financing terms are determined not to be financially sustainable or in the long-term interest of the school, provide a timely recommendation to the Board not to proceed.			
Highly Effective	Effective	Developing	Ineffective
<i>Completes all bond requirements early and accurately, proactively communicates, and, if needed, provides a timely, well-supported recommendation not to proceed based on strong</i>	<i>Completes bonding tasks on time with clear communication and sound judgment; recommends not proceeding if terms are unsustainable, supported by</i>	<i>Bonding process is delayed or incomplete; communication is inconsistent; financial concerns, if present, are not timely or well-supported in recommending a change in course.</i>	<i>Bond does not close due to incomplete requirements, missed deadlines, or lack of necessary communication; fails to recognize or act on unsustainable terms, leaving the</i>

<i>financial and strategic analysis.</i>	<i>reasonable financial rationale.</i>		<i>Board without clear direction.</i>
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Goal 3: Continue to lead the facility expansion process by coordinating project partners, ensuring timely completion of required deliverables, and maintaining alignment with the school's strategic plan.			
Highly Effective	Effective	Developing	Ineffective
<i>Effectively anticipates and manages all phases of the expansion process; deliverables are completed ahead of schedule; project partners are aligned; decisions consistently reflect strategic vision and financial stewardship.</i>	<i>Meets expectations by coordinating partners and completing deliverables on time; decisions align with strategic priorities and financial sustainability; communication supports steady project momentum.</i>	<i>Some deliverables are delayed or incomplete; coordination with partners is inconsistent; alignment with strategic or financial goals is unclear or reactive rather than planned.</i>	<i>Fails to maintain project momentum; key deliverables are missed; partner coordination is lacking; decisions disregard long-term strategic or financial considerations, putting the expansion at risk.</i>

Goal 4: Provide effective onboarding and support for the new principal to ensure a smooth leadership transition, clear understanding of school culture, systems, and expectations, and alignment with organizational priorities.			
Highly Effective	Effective	Developing	Ineffective
<i>Onboarding plan is thorough and proactive, ensuring the principal quickly understands culture, systems, and expectations; regular support fosters confidence, strong leadership presence, and alignment with school priorities.</i>	<i>Provides a structured onboarding process with regular support; principal gains sufficient understanding of culture, systems, and expectations; transition is smooth and aligned with school goals.</i>	<i>Onboarding lacks structure or consistency; principal has gaps in understanding systems or expectations; support is provided but does not fully prepare principal for effective transition or alignment.</i>	<i>Fails to provide adequate onboarding or support; principal is unclear on key systems, culture, or expectations, leading to a difficult transition and misalignment with school priorities.</i>

Goal 5: Monitor relevant changes in state and federal education policy and funding, and make timely recommendations to the Board or take appropriate actions to adapt operations, strategy, or communications in response.

Highly Effective	Effective	Developing	Ineffective
<i>Anticipates policy and funding changes early, communicates implications clearly, and proactively recommends or implements thoughtful adaptations that strengthen the school's operations, compliance, and alignment with long-term priorities.</i>	<i>Monitors changes consistently and provides timely recommendations or actions that ensure compliance and operational alignment with evolving policy and funding landscapes.</i>	<i>Responds to changes when prompted or after delays; recommendations or actions are reactive and lack clarity or alignment with long-term planning.</i>	<i>Fails to identify or respond to relevant changes in policy or funding; necessary recommendations or actions are missing or untimely, resulting in compliance or operational risks.</i>

In addition to the above goals, the Executive Director has also completed the general duties of the job as explained in the Executive Director Job Description.

Highly Effective	Effective	Developing	Ineffective