**DRAFT Executive Director Goals for SY25**

**Goal 1:** (Finances)

**Ensure that Nova Classical is positioned to begin the 2025/2026 school year fiscally sound, measured by the following:**

A. **Nova Classical ends the 2024/2025 school year within 2% of our final revised budget.**

| Highly Effective | Effective | Developing | Ineffective |
|---|---|---|---|
| *Provides constant flow of budgetary and/or financial information and discussion of ramifications of changes. Gives updates regarding impacts to funding as known.* | *Regularly reports to the Board concerning budget and financial status. Gives updates regarding impacts to funding when requested.* | *Reports to the Board when requested.* | *Does not report financial information other than at the annual audit.* |

B. **Nova Classical 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 |
|---|---|---|---|
| *Provides twice-a-year updates regarding enrollment and highlights trends.* | *Provides an update regarding enrollment along with the final budget for the year.* | *Mentions enrollment if it begins to have a negative impact on the budget.* | *Does not report on enrollment.* |

**Goal 2:** (Classical Education: Strategic Plan Objectives 1.2 and 1.3, leading to Objective 1.5)

**Continue the work started with the approval of the core components of classical education by:**

| A. Ensuring that Nova Classical's staff receives training in the core components of classical education. | | | |
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| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| *The staff have ongoing training in the core components of classical education.* | *Ensures that all staff have training in the core components of classical education.* | *Ensures that some staff, but not all, have training in the core components of classical education.* | *Does not ensure staff have training in the core components of classical education.* |

| B. Developing systems to support and evaluate teachers in ensuring that all students receive consistent and explicit education utilizing these components. | | | |
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| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| *Sustainable systems are developed for both supporting teachers and for evaluating them. Additionally, teachers are encouraged to continue to develop their classical education practices through these systems. The systems will clearly show that most, if not all, students are receiving consistent and explicit education and include next steps to address areas where any* | *Systems are developed for both supporting teachers and for evaluating them. The systems will clearly show that students are receiving consistent and explicit education and may contain next steps to address areas where any students are not doing so.* | *Incomplete systems are developed; there are some pieces that can be implemented, but they may not reach all teachers or are not clear at times. It is not possible to ensure that all students are receiving consistent and explicit education.* | *No systems are developed to support or evaluate teachers nor to ensure that all students are receiving consistent and explicit education.* |

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| *students may not be doing so.* | | | |
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**Goal 3:** (Equity: Strategic Plan Objectives 6.2 and 6.3)

**Create a prioritized list of areas to address based on the findings of the Equity Audit.**

| Highly Effective | Effective | Developing | Ineffective |
|---|---|---|---|
| *Prioritizes areas from the Equity Audit working with members of the Nova Classical community including minorities and other under-represented groups. Rationale is given to explain the prioritization including how it furthers the work of the school and/or our Strategic Plan.* | *Prioritizes areas from the Equity Audit working with members of the Nova Classical community. Rationale is given to explain the prioritization.* | *Prioritizes areas from the Equity Audit, but does not utilize any feedback from the Nova Classical community to do so. Little rationale is given to explain the prioritization.* | *Partially or ineffectively prioritizes a few areas from the Equity Audit. Does not utilize any feedback from members of the Nova Classical community. Little rationale is given to explain the prioritization.* |

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**Goal 4:** (Facilities: Strategic Plan Objective 8.2)

**Present the Board with a concept plan for facility expansion for them to take action on it.**

| Highly Effective | Effective | Developing | Ineffective |
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|---|---|---|---|
| Completes a detailed concept plan including relevant information that was considered. Pertinent updates were given to the Board along the way including opportunities for questions and feedback during the development of the plan. | Completes a detailed concept plan including relevant information that was considered. Pertinent updates were given to the Board along the way. | Completes a concept plan, but it contains pieces that still need to be fleshed out before the Board can take action on it. Little or no updates were given to the Board while the plan was being made. | Does not create a concept plan or does it too vaguely for the Board to take action on it. |

**Goal 5:** (Facility/Finances: Strategic Plan Objective 8.2)

**Present the Board with a plan to finance a facilities expansion with an estimated cost that is similar to the concept plan for them to take action on it.**

| Highly Effective | Effective | Developing | Ineffective |
|---|---|---|---|
| Completes a detailed financing plan including relevant information that was considered and how it closely fits with the concept plan. Pertinent updates were given to the Board along the way including opportunities for questions and feedback during the development of the plan. | Completes a detailed financing plan including relevant information that was considered and how it fits with the concept plan. Pertinent updates were given to the Board along the way. | Completes a financing plan, but it contains pieces that still need to be fleshed out before the Board can take action on it or is not connected to the concept plan. Little or no updates were given to the Board while the plan was being made. | Does not create a financing plan or does it too vaguely for the Board to take action on it. |

**Goal 6:** (Communications: Objectives 3.4 and 9.2)

**Create structures and systems to regularly highlight the outstanding outcomes and actions of individuals and groups of staff and students.**

| Highly Effective | Effective | Developing | Ineffective |
|---|---|---|---|
| *Easy-to-sustain systems are developed and achievements are regularly shared. Additionally, the systems are equitable in recognizing outstanding achievements to ensure all parts of our community have recognition.* | *Systems are developed, though they may need some fine-tuning in the future. Achievements are regularly shared in a manner that is sustainable.* | *Some systems are developed, though they may be unsustainable. Achievements are inconsistently shared.* | *Little to no systems are developed and little to no achievements are shared.* |

| In addition to the above goals, the Executive Director has also completed the general duties of the job as explained in the Executive Director <u>Job Description</u>. | | | |
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| **Highly Effective** | **Effective** | **Developing** | **Ineffective** |
| *The duties were fully completed on time; updates were given to the Board as needed including if there were any issues with meeting the components.* | *The duties were mostly completed on time; updates were given to the Board if requested.* | *Most duties were completed, but not necessarily on time; little information was given to the Board.* | *Duties were not completed or not completed in a timely manner; the Board was not informed of issues.* |