

# 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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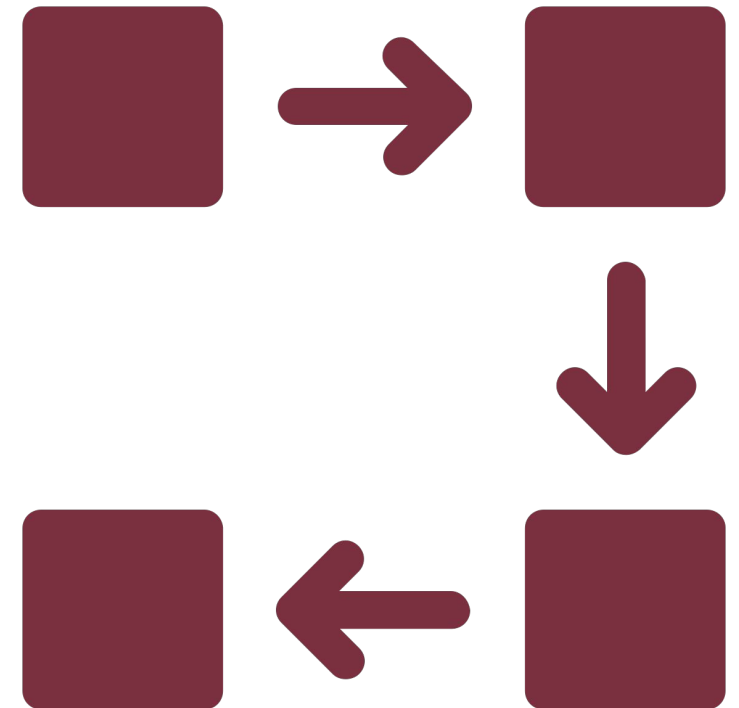
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# History of the Strategic Plan



# 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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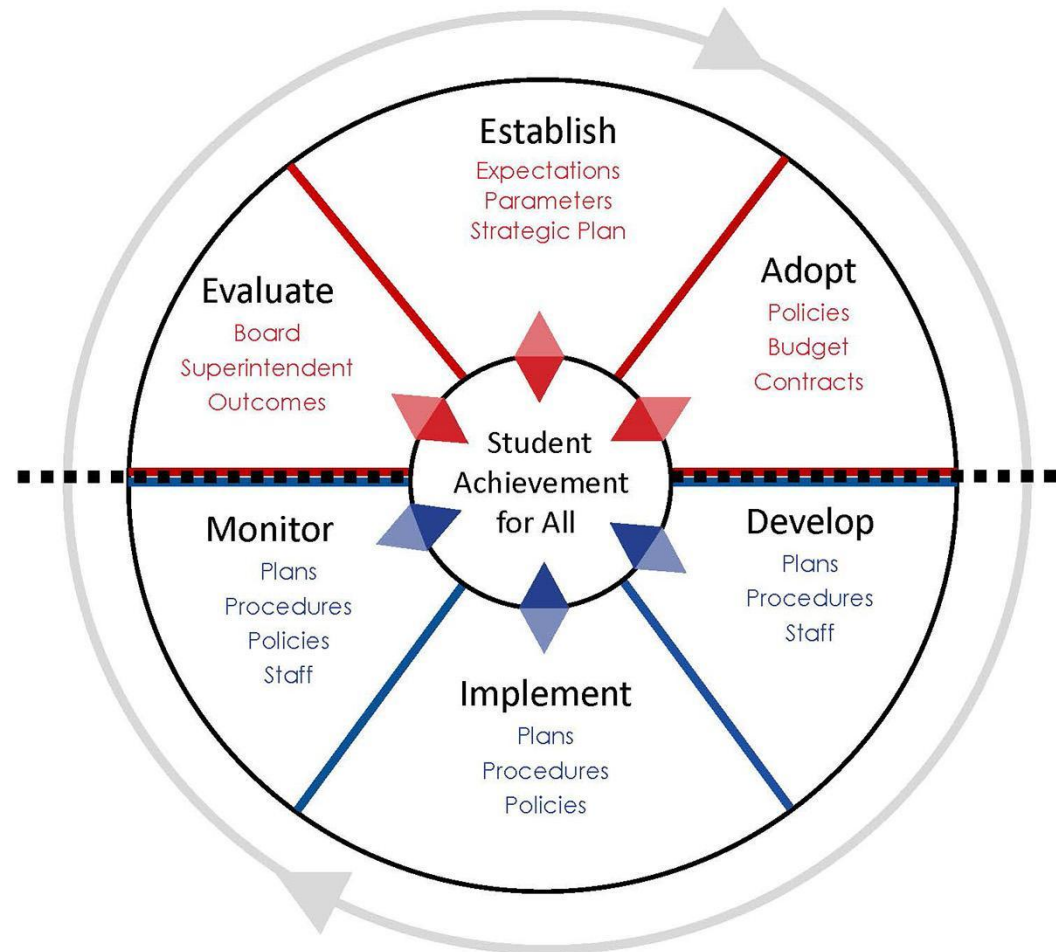
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# Board's Role in Strategic Plan Work



# Board's Role

- Main responsibilities: evaluate, establish, adopt



# Board's Role

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- 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





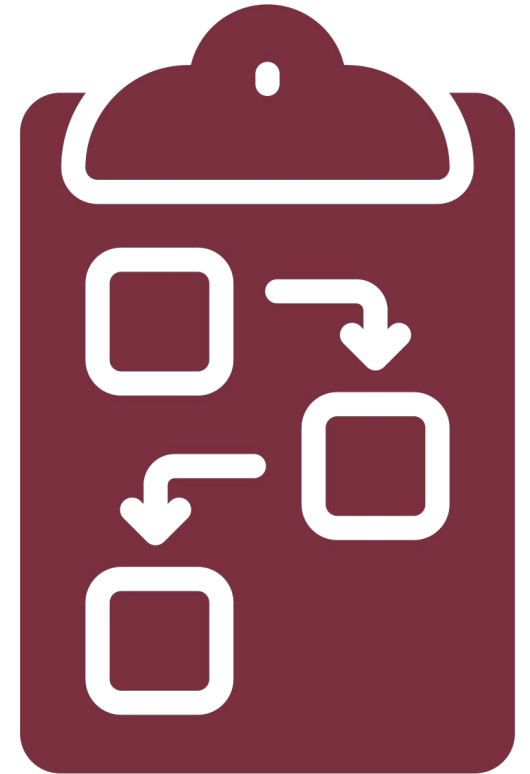
# Strategic Action Plan

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- 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. 43 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 |
|----------|------------|
| 2023     | 12         |
| 2024     | 24         |
| 2025     | 21         |
| 2026     | 6          |
| 2027     | 1          |

| Current Stage            |          |
|--------------------------|----------|
| Not Started              | 15 (-12) |
| Researching/<br>Planning | 1        |
| In Progress              | 10 (-2)  |
| Completed                | 43 (11)  |
| Completed -<br>Annually  | 3 (New)  |

| Responsible Party             |    |
|-------------------------------|----|
| Academic<br>Director          | 24 |
| Executive<br>Director         | 19 |
| Principals                    | 13 |
| Human<br>Resource<br>Director | 12 |
| Activities<br>Director        | 6  |
| Equity Leads                  | 2  |
| Facilities<br>Manager         | 2  |





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# Completed Strategies



# Completed Strategy #1

|           |  |                                 |
|-----------|--|---------------------------------|
| Goal      | 3 – 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. |                                 |
| Objective | 3.3 – Students in all grades will have access to a variety of extracurricular offerings.   |                                 |
| Strategy  | Complete a comparison of the arts, athletic and other extracurricular offerings of the Upper School and Lower School and other similarly sized and structured schools.                                     |                                 |
| Deadline  | Current Stage  | Deadline Completion Probability |
| 1/23/24   | Completed  | N/A                             |

# Completed Strategy #1 - Deliverable

| Nova Classical Academy 2023-2024 Comparison of Athletic Offerings |                        |                             |                        |                     |                       |                             |
|---|------------------------|-----------------------------|------------------------|---------------------|-----------------------|-----------------------------|
| Activities for Schools  | Nova Classical Academy | Hmong College Prep Academy  | St. Croix Prep Academy | Eagle Ridge Academy | PACT Charter School   | Mounds Park Academy         |
| Total Enrollment 9-12 Enrollment                                  | 1,018<br>276           | 2,508<br>811                | 1,202<br>375           | 1,540<br>239        | 1,081<br>206          | 520<br>238                  |
| Girls Soccer  | ✓ - 2 Levels           | ✓                           | ✓ - 3 Levels           | ✓ - 1 Level         | ✓ - 3 Levels          | ✓ - 1 Level                 |
| Girls Cross Country   | ✓ - 2 Levels           | ✓ Will be dropping in 24-25 | ✓ - 2 Levels           | ✓ - 2 Levels        | ✓ - Coop              | ✓ - 2 Levels                |
| Girls Volleyball  | ✓ - 4 Levels           | ✓                           | ✓ - 3 Levels           | ✓ - 3 Levels        | ✓ - 5 Levels          | ✓ - 3 Levels                |
| Boys Soccer   | ✓ - 2 Levels           | ✓                           | ✓ - 2 Levels           | ✓ - 2 Levels        | ✓ - 4 Levels          | ✓ - 2 Levels                |
| Boys Cross Country  | ✓ - 2 Levels           | ✓ Will be dropping in 24-25 | ✓ - 2 Levels           | ✓ - 2 Levels        | ✓ - Coop              | ✓ - 2 Levels                |
| Football (Coop or Host)   | ✓ - Coop               | ✓ Coop                      | ✓ - Coop in 2025       | ✓ - Coop            | ✓ - JV-V 2025         | ✓ - Coop                    |
| Boys Basketball   | ✓ - 3 Levels           | ✓                           | ✓ - 3 Levels           | ✓ - 3 Levels        | ✓ - 11 Teams HS Youth | ✓ - 2 Levels                |
| Girls Basketball  | ✓ - 3 Levels           | ✓                           | ✓ - 3 Levels           | ✓ - 2 Levels        | ✓ - 9 Teams HS Youth  | ✓ - 2 Levels                |
| Girls Hockey (Coop or Host)                                       | -                      | -                           | ✓ - Coop               | -                   | -                     | ✓ - Coop                    |
| Boys Hockey (Coop or Host)  | ✓ - Coop               | -                           | ✓ - Coop               | ✓ - Coop            | ✓ - Coop              | ✓ - Coop                    |
| Nordic Skiing   | -                      | -                           | -                      | -                   | -                     | ✓ - Boys and Girls 2 Levels |
| Alpine Skiing   | -                      | -                           | ✓                      | -                   | -                     | ✓ - Boys and Girls 2 Levels |
| Baseball  | ✓ - 2 Levels           | -                           | ✓ - 3 Levels           | ✓ - 2 Levels        | ✓ - 3 Levels          | ✓ - 1 Level                 |
| Softball  | -                      | -                           | ✓ - 2 Levels           | ✓ - Coop            | ✓ - 3 Levels          | ✓ - 1 Level                 |
| Girls Track   | ✓ - 2 Levels           | ✓                           | ✓ - 3 Levels           | ✓ - 2 Levels        | ✓ - Coop              | ✓ - 2 Levels                |
| Boys Track  | ✓ - 2 Levels           | ✓                           | ✓ - 3 Levels           | ✓ - 2 Levels        | ✓ - Coop              | ✓ - 2 Levels                |
| Girls Tennis  | ✓ - Coop               | -                           | ✓                      | -                   | -                     | ✓ - 2 Levels                |
| Boys Tennis   | ✓ - Coop               | -                           | -                      | -                   | -                     | ✓                           |
| Boys Lacrosse   | ✓ - Coop               | -                           | ✓                      | -                   | ✓ - Coop              | -                           |
| Girls Lacrosse  | ✓ - Coop               | -                           | ✓ - 2 Levels           | -                   | Starting in 2025      | ✓ - 2 Levels                |

\*Extracurricular comparison study presented to Board February 2024



# Completed Strategy #2

|           |  |                                 |
|-----------|--|---------------------------------|
| Goal      | 3 – 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. |                                 |
| Objective | 3.4 – Nova Classical will recognize students regularly for their achievements.   |                                 |
| Strategy  | Create a “spotlight” component of Board meetings to highlight the outstanding outcomes of an individual student or student group.  |                                 |
| Deadline  | Current Stage  | Deadline Completion Probability |
| 12/1/24   | Completed  | N/A                             |

# Completed Strategy #2 - Deliverable



\*1<sup>st</sup> Student Spotlight Recognition February 2024

# Completed Strategy #3

|           |   |                                 |
|-----------|---|---------------------------------|
| Goal      | 9 – Recruit, develop and retain a diverse highly skilled staff who exemplify the virtues of Nova Classical.   |                                 |
| Objective | 9.2 – Staff will be recognized by the school community for their commitment, achievements, and actions that encourage and inspire the school to thrive the students to succeed. |                                 |
| Strategy  | Create a “spotlight” component of Board meetings to highlight the outstanding outcomes or actions of of an individual employee or employee group.                               |                                 |
| Deadline  | Current Stage   | Deadline Completion Probability |
| 12/1/24   | Completed   | N/A                             |



# Completed Strategy #3 - Deliverable



# Completed Strategy #4

| Goal      | 3 – 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. |                                 |
|-----------|--|---------------------------------|
| Objective | 3.3 – Students in all grades will have access to a variety of extracurricular offerings.   |                                 |
| Strategy  | Use the extracurricular comparison and stakeholder feedback to determine if there are specific ages where an increase in arts, academic, or athletic extracurricular offerings are needed.                 |                                 |
| Deadline  | Current Stage  | Deadline Completion Probability |
| 7/1/24    | Completed  | N/A                             |

# Completed Strategy #4 - Deliverable

## **C. Analysis of Extracurricular Offerings and Proposed Next Steps**

Dr. Wedlund gave background information and highlighted some trends: we're comparable to other similar schools based on number of offerings; we do have some gaps such as offerings for students in K-2 and families would love an offering for instrumental music. He shared the recommendations from the administrative team including providing more offerings for the youngest students and expand current high-demand offerings.

There was discussion regarding the costs of starting an instrumental music program as well as general logistics to incorporate a program within the school day versus as an extra-curricular. There was also discussion regarding prioritization; is adding extracurricular activities and/or a music program more important than other items in the strategic plan? There was further discussion regarding potential extracurricular offerings and the processes to add clubs. There was discussion regarding next steps. The Board would like to have further exploration into offering more programs to K-2 and offering instrumental music as an extracurricular.

# Completed Strategy #5

| Goal      | 3 – 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. |                                 |
|-----------|--|---------------------------------|
| Objective | 3.2 – Nova Classical will draw on student voices to influence improvements to the school.  |                                 |
| Strategy  | Research best practice on engaging student voice including exemplar schools which can be used as a model.  |                                 |
| Deadline  | Current Stage  | Deadline Completion Probability |
| 6/1/24    | Completed  | N/A                             |



# Completed Strategy #5 - Deliverable

## Objective 3.2: Engaging Student Voice

### Defining Student Voice

Student voice is defined by the Search Institute as “the opportunities students have to participate in and influence the educational decisions that shape their lives and the lives of their peers” (2022). A 2019 report by the Center for American Progress defines student voice as “student input in their education ranging from input into the instructional topics, the way students learn, the way schools are designed, and more”. The authors of this report define student voice as “authentic student input or leadership in instruction, school structures, or education policies that can promote meaningful change in education systems, practice, and/or policy by empowering students as change agents, often working in partnership with adult educators” (2019). More generally, SoundOut.org defines student voice as “any expression of any learner about anything, anywhere, anytime related to learning, schools or education” (2015).

### Impact of Student Voice

Research conducted by the Center for American Progress states that:


According to a 2016 Gallup poll that measured student engagement, about three-quarters of fifth graders—an age at which students are full of joy and enthusiasm for school—report high engagement in school. By middle school, slightly more than one-half of students report being engaged. In high school, however, there is a precipitous drop in engagement, with just about one-third of students reporting being engaged. Similar to the drop in engagement, a recent poll from The New Teacher Project (TNTP) found that students see less value in their work and assignments with each subsequent year of school. (2019, p.1)

# Completed Strategy #6

|           |   |                                 |
|-----------|---|---------------------------------|
| Goal      | 1 – Provide all Nova Classical students guaranteed access to Minnesota’s leading classical curriculum.  |                                 |
| Objective | 1.4 – Nova classical will provide exposure to the core components of the classical education model to all students who are new to Nova Classical. |                                 |
| Strategy  | Nova Classical will identify core components that are included in our existing new student orientation.   |                                 |
| Deadline  | Current Stage   | Deadline Completion Probability |
| 6/1/25    | Completed   | N/A                             |

# Completed Strategy #6 - Deliverable

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**Strategic Plan Onboarding Description**

Objective 1.4: Nova Classical will provide exposure to the core components of the classical education model to all students who are new to Nova Classical.

- Strategy: Nova Classical will identify core components that are included in our existing new student orientation.
- Deliverable: Written description of our existing onboarding for new students
- Due June 1, 2025

**Overview of Current Student Onboarding**

**Lower School:**

- For incoming Kindergarten onboarding, Nova Classical offers a scaffolded onboarding experience. Kindergarten students and their parents/guardians are invited to the Kindergarten Round-Up in March of the year they will begin in August. During the Round-Up, the incoming Kindergarten families are given an overview of Nova Classical and the Kindergarten curriculum, some pointers for Kindergarten readiness, what to expect at home from a Nova Classical Kindergarten student, and an invitation for the summer KinderAcademy.
- KinderAcademy takes place in July, where incoming Kindergarten students are introduced to skills needed for school readiness, social and emotional development, fine and gross motor movements, language and literacy, reading, and math. These eight sessions are half days and take place over two weeks.
- Finally, Incoming Kindergarteners and their parents/guardians attend the Kindergarten picnic the week before school begins where they meet their teachers while visiting their classrooms, meet other students and families during the picnic, and tour a school bus.
- For incoming 1-5 grade Nova Classical students, they attend the Orientation for New to Nova Students in mid-August where they receive a building tour, an introduction to the food service and transportation programs, opportunities to participate in ScholarZone, Nova's Child Care, information on Virtue Assemblies and special Spirit Wear days, and important events during the school year.

**Upper School:**

- Onboarding for Nova Classical's Upper School takes place in three sessions two weeks before school begins. The first half-day session is for New to Nova students in grades 6-12, during which students rotate through five short

# Completed Strategy #7

| Goal      | 1 - Provide all Nova Classical students guaranteed access to Minnesota's leading classical curriculum.               |                                 |
|-----------|--|---------------------------------|
| Objective | 1.3 – Nova Classical will implement core components of our classical education model with fidelity in the classroom. |                                 |
| Strategy  | Nova Classical administration will evaluate teachers using the revised rubric.                                       |                                 |
| Deadline  | Current Stage  | Deadline Completion Probability |
| 7/1/25    | Completed  | N/A                             |



# Completed Strategy #7 - Deliverable

## Strategic Plan Updates

**Goal 1:** Provide all Nova Classical students guaranteed access to Minnesota's leading classical education.

**Objective 1.1:** Nova Classical staff will implement core components of our classical education model with fidelity in the classroom.

**Strategy:** Nova Classical administration will evaluate teachers using the revised rubric.

**Stage:** Complete

**Update:** This fall administrators have been completing observations of instruction utilizing the 2 of the domains from the revised rubric.

# Completed Strategy #8-11

| Goal      | 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.  |                                 |
|-----------|---|---------------------------------|
| Objective | 3.5 – Nova Classical will conduct a review of its class sizes.  |                                 |
| Strategy  | <ul style="list-style-type: none"> <li>• Write a summary of available peer reviewed research related to class size which includes information from peer reviewed sources about class size in the classical education model or identifies if this body of research does not exist (1/1/26)</li> <li>• Compile data on class sizes at schools with similar models (1/1/26)</li> <li>• Compile data on class sizes at Nova Classical disaggregated by school and department (1/1/26)</li> <li>• Compile from three strategies above into a format that allowing for clear communication of findings to the Board (3/1/26)</li> </ul> |                                 |
| Deadline  | Current Stage   | Deadline Completion Probability |
| Various   | Completed   | N/A                             |

# Completed Strategy #8-10 - Deliverable



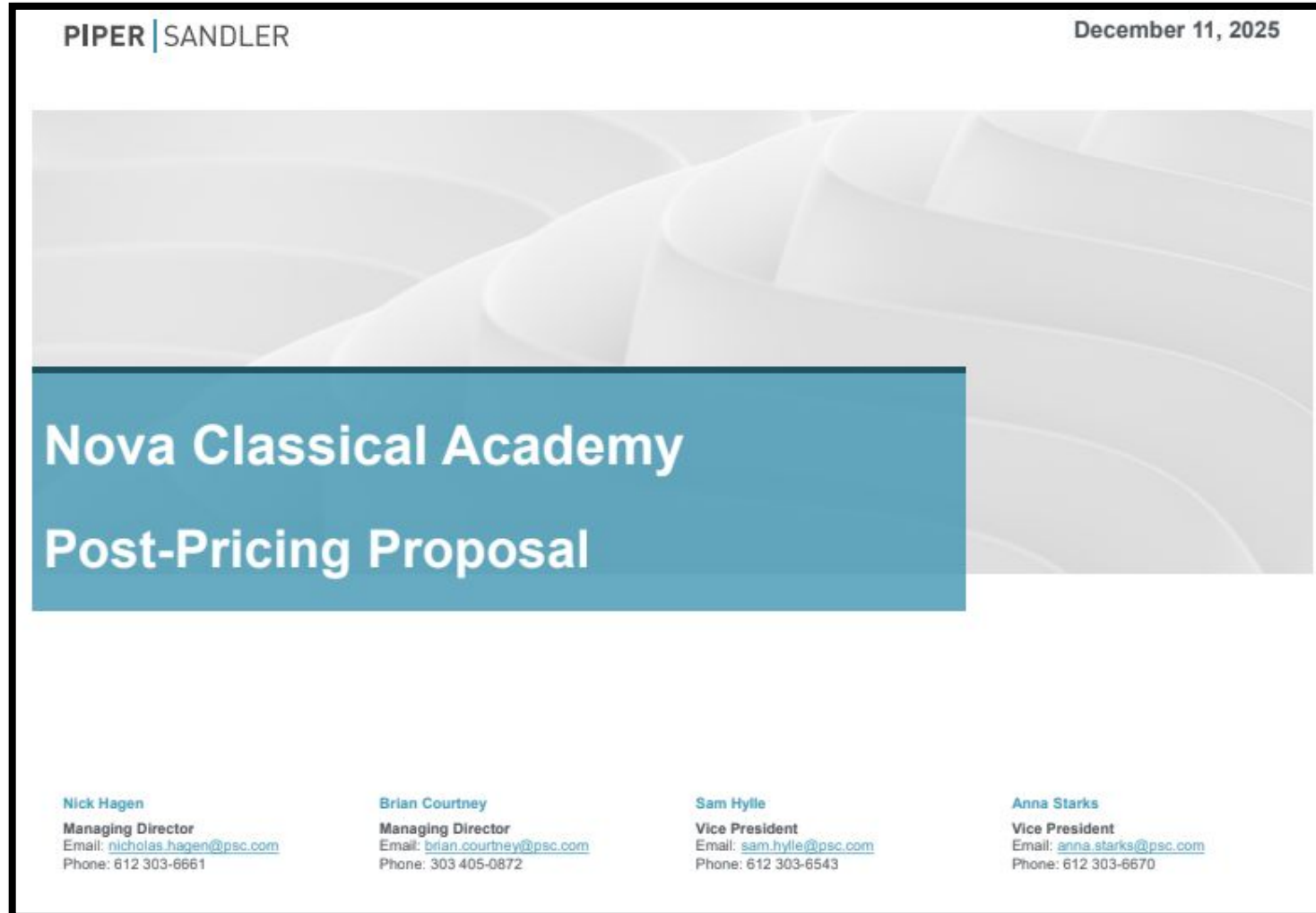
\*Class Size Report presented to the Board June 23, 2025

# Completed Strategy #12

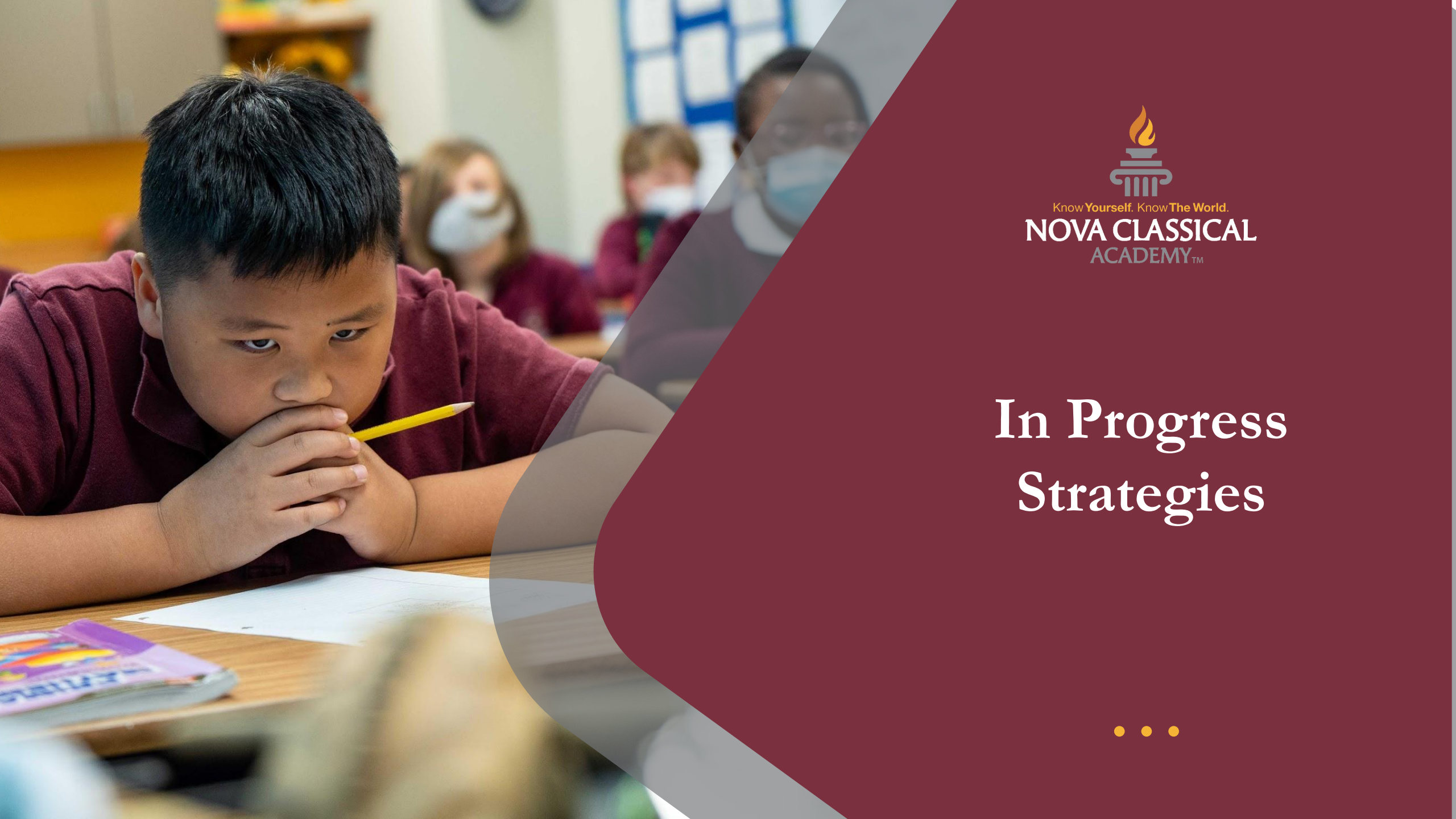
|           |  |                                 |
|-----------|--|---------------------------------|
| Goal      | 8 - Provide classroom and extracurricular facilities which support our mission.  |                                 |
| Objective | 8.2 – Nova Classical will leverage the findings of the facilities review to identify the scope and model for financing a potential facilities expansion. |                                 |
| Strategy  | Analyze methods for financing a project of the defined scope and sequence and make a recommendation on the best financial option.                        |                                 |
| Deadline  | Current Stage  | Deadline Completion Probability |
| 9/1/26    | Completed  | N/A                             |



# Completed Strategy #12 - Deliverable



\*Bond Pricing Proposal Accepted December 11, 2025



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# In Progress Strategies



# In Progress Strategies

|                            |   |
|----------------------------|---|
| Classical Education        | 1.4 – Based on the identification of core components in existing new student orientation, Nova Classical will address missing core components of classical education for its new students including those who come in mid year. |
| Academic & Student Support | 4.1 – Implement framework including providing clear expectations and retraining for each role involved in the MTSS framework.   |
| Academic & Student Support | 3.2 – Assemble groups of Lower and Upper School students to provide feedback and make recommendations for engaging student voice.   |
| Academic & Student Support | 3.2 – Select extracurricular activities in the areas where needs are identified.  |

# In Progress Strategies

|                            |  |
|----------------------------|--|
| Academic & Student Support | 3.1 – Review current behavioral coaching and discipline program to ensure connections to virtues and MTSS structure.   |
| Staff Support              | 9.5 – A thorough review of the current practices in each touchpoint area (employer of choice) will be conducted. This review will assess the existing practices and also identify the desired long-term state for each touchpoint. |
| Staff Support              | 9.5 - Identified the major initiatives required to maximize the positive impact of each touchpoint area (employer of choice) between Nova and its employees.   |
| Staff Support              | 9.5 – Identify and rectify any deviations from our accepted practices in each of the touchpoint areas to ensure that we are effectively implementing the practices we endorse as an employer.                                      |



# In Progress Strategies

|               |   |
|---------------|---|
| Staff Support | 9.2 – Align supervisors with criteria for the creation of a recognition program to formally acknowledge the demonstrated standards of excellence of Nova Classical staff. |
| Staff Support | 9.2 – Implement a formal recognition program that rewards the demonstrated standards of Nova Classical Staff.   |



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# Emerging Priority



# Upper School Virtue Education

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- Feedback from the *Knights Roundtable Advisory Group* indicates virtue instruction is an elevated concern.
- Students report that explicit teaching and discussion of virtues has largely disappeared since School of Logic (SOL).
- School of Rhetoric (SOR) students who have been at Nova view virtues as important to learn but disconnected from real-life application.
- New-to-Nova students recall virtues being emphasized upon entry but not reinforced in classrooms or daily culture.
- We will need to **re-prioritize this area** and **re-evaluate how virtue instruction is reflected in the Strategic Action Plan** moving forward.

# Student Comments

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- A teacher said they don't teach virtue because they think it annoys us.
- "I barely even know what they are because I came in 8<sup>th</sup> grade"  
(Senior)
- "We learned them at such a simple level they don't apply to what we do." (SOR)
- "I know the songs but don't really know how they apply to me." (SOR)
- "We don't really talk about them until the teacher has reached their limit for behavior." (SOR)
- "Virtue shouldn't be about focusing on bad." (SOR)



“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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