

Goal ID	Priority Name	Goal Description	1-Academic Strategy (Click here to learn more)	Owner(s)	Admin Team Members	Staff Team Members	Non-Staff Team members	KPI / Measure Impact	Year 1 Focus	Year 2 Focus	Year 3 Focus	Year 4 Focus	Year 5 Focus	Status/Link to Calendar	Action Plan Template
1.1	Consistent Academic Rigor Across Divisions	Ensure students experience a consistently rigorous, high-quality classical academic program across Lower, Middle, and Upper School, regardless of classroom or division.	1.1.A: Develop a K-12 Academic Excellence Framework	Joann	Joann Deanna Nicole Andrew Amy	Kim Q, Monica D		Student performance data consistency; Classroom observation rubrics	X	X	X	X	X	Not Started	1.1.A
1.2	Integrated Curricular Alignment	Establish sustainable practices for reviewing and improving curriculum, instruction, and assessment across all divisions, ensuring strong vertical alignment from Lower School through Upper School so that students are well-prepared for transitions and responsive to evolving student needs and state standards.	1.2.B — Implement the Curriculum Review Cycle	Deanna	Deanna Joann Andrew Amy				X	X	X	X	X	Not Started	1.2.B
1.1	Consistent Academic Rigor Across Divisions	Ensure students experience a consistently rigorous, high-quality classical academic program across Lower, Middle, and Upper School, regardless of classroom or division.	1.1.B — Articulate Student Work/Grading Expectations		Joann Amy Andrew	Marcus E, Madeline B, Stacy M, Katie B, Nicole C, James D, Alison K, Nicole M, Tim M, Hallie V, Lilly S				X	X			Not Started	1.1.B
1.2	Integrated Curricular Alignment	Establish sustainable practices for reviewing and improving curriculum, instruction, and assessment across all divisions, ensuring strong vertical alignment from Lower School through Upper School so that students are well-prepared for transitions and responsive to evolving student needs and state standards.	1.2.A — Build a Documented K-12 Curriculum Map and Assessments		Deanna Joann	Chad P, Lauren M, Kurt V, Jessica D, Kirsten O, Natalie Y, Emily T		Completion of curriculum maps; Audit of transition points (4th to 5th, 8th to 9th)		X	X	X	X	Not Started	1.2.A
1.2	Integrated Curricular Alignment	Establish sustainable practices for reviewing and improving curriculum, instruction, and assessment across all divisions, ensuring strong vertical alignment from Lower School through Upper School so that students are well-prepared for transitions and responsive to evolving student needs and state standards.	1.2.C — Strengthen Academic Data and Progress Monitoring		Jenn Deanna Peggy Joann	Sara D, Jeanne H, Carmel E				X	X	X	X	Not Started	1.2.C
1.3	Comprehensive Student Support Systems	Strengthen systems for identifying, supporting, and monitoring students with diverse learning needs, including those requiring academic intervention, enrichment opportunities, emotional support, or behavioral guidance, and ensure families and students clearly understand academic expectations, standards, and measures of progress across divisions.	Strategy 1.3.A — Clarify and Standardize Student Support Pathways		Peggy Deanna Joann	Eva G, Melissa S, Jennifer A, Jeffrey L, Mathew W, Olivia W, Katie K		MTSS data; Student retention rates; Parent satisfaction surveys regarding support		X	X	X	X	Not Started	1.3.A

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1.1	Consistent Academic Rigor Across Divisions	Ensure students experience a consistently rigorous, high-quality classical academic program across Lower, Middle, and Upper School, regardless of classroom or division.	<b>1.1.C — Strengthen Instructional Excellence</b>		Joann Deanna Nicole	Chistoph B, Mackenzie B, Joey K, Christine Miller, Sophie A, Patrick K					X	X	X	Not Started	<a href="#">1.1.C</a>
1.3	Comprehensive Student Support Systems	Strengthen systems for identifying, supporting, and monitoring students with diverse learning needs, including those requiring academic intervention, enrichment opportunities, emotional support, or behavioral guidance, and ensure families and students clearly understand academic expectations, standards, and measures of progress across divisions.	<b>1.3.B — Enhance Transparency Around Academic Expectations and Progress</b>		Peggy Amy Patrick Joann						X	X	X	Not Started	<a href="#">1.3.B</a>

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2.3	Operational Excellence and Service	Improve the effectiveness, consistency, and responsiveness of administrative and operational functions so that families, students, and staff experience seamless, mission-aligned support across all touchpoints with the school.	2.3.A — Clarify Operational Roles and Service Standards	Marianne	Susan Terri Marianne Peggy	Christine Miller		Response to Intervention (RTI) data; Student retention rates; Parent satisfaction surveys regarding support	X	X	X	X	X	Not Started	2.3.A
2.1	A Cohesive "One School" Culture	Strengthen a shared sense of identity, purpose, expectations, accountability, and norms so students, families, and staff experience St. Croix Preparatory Academy as one connected institution where all feel safe, respected, and supported.	2.1.A — Clarify and Align Schoolwide Expectations	Amy	Amy Rita Patrick Peggy Joann	Madeline B, Chad P, Sarah J, Kelly V, Medora B, Mackenzie B, Nicole C, Angela G, Kim Q, James D, Alison K, Monica D, Joey K, Anna T, Olivia W, Patrick R, Sophie A, Alexander B, Terri S		Student performance data consistency; Classroom observation rubrics	X	X				Not Started	2.1.A
2.2	Living Our Commitment to Classical Education	Clarify, define, and align around the school's commitment to classical education, and ensure students, staff, and teachers consistently understand and live out the character traits and principles central to classical education in daily practice.	2.2.A — Articulate St. Croix Prep's Definition of Classical Education	Andrew	Nicole Deanna Andrew Joann	Mathew W		Completion of curriculum maps; Audit of transition points (4th to 5th, 8th to 9th)	X					Not Started	2.2.A
2.2	Living Our Commitment to Classical Education	Clarify, define, and align around the school's commitment to classical education, and ensure students, staff, and teachers consistently understand and live out the character traits and principles central to classical education in daily practice.	2.2.B — Align Character Development Across Divisions		Rita Patrick Andrew Joann	Matthew K				X	X			Not Started	2.2.B
2.1	A Cohesive "One School" Culture	Strengthen a shared sense of identity, purpose, expectations, accountability, and norms so students, families, and staff experience St. Croix Preparatory Academy as one connected institution where all feel safe, respected, and supported.	2.1.B — Strengthen Cross-Division Collaboration and Visibility		Bill Patrick Joann	Eva G, Sara D, Christoph B, Katie B, Jeffrey L, Lauren M, Jenna V, Katie K, Natalie Y, Emily T, Angie Griffin					X	X		Not Started	2.1.B
2.2	Living Our Commitment to Classical Education	Clarify, define, and align around the school's commitment to classical education, and ensure students, staff, and teachers consistently understand and live out the character traits and principles central to classical education in daily practice.	2.2.C — Strengthen Faculty Formation in Classical Practice		Nicole Andrew Joann			Completion of curriculum maps; Audit of transition points (4th to 5th, 8th to 9th)			X			Not Started	2.2.C
2.3	Operational Excellence and Service		2.3.C — Strengthen Family Experience and Responsiveness		Susan Peggy	Nichole Dockham					X	X	X	Not Started	2.3.C

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2.1	A Cohesive "One School" Culture	Strengthen a shared sense of identity, purpose, expectations, accountability, and norms so students, families, and staff experience St. Croix Preparatory Academy as one connected institution where all feel safe, respected, and supported.	<b>2.1.C — Reinforce Clear Accountability and Feedback Practices</b>		Rita Patrick Keven	Stacy M, Theresa S, Elizabeth S						X	X	Not Started	<a href="#">2.1.C</a>
2.3	Operational Excellence and Service	Improve the effectiveness, consistency, and responsiveness of administrative and operational functions so that families, students, and staff experience seamless, mission-aligned support across all touchpoints with the school.	<b>2.3.B — Improve Cross-Division Operational Coordination</b>		Chad Joann	Shannon O, Gretchen T, Jeanne H, Katie R, Lilly S						X	X	Not Started	<a href="#">2.3.B</a>

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3.1	Competitive and Sustainable Total Compensation	Articulate and implement a transparent, competitive, and financially sustainable approach to compensation, benefits, and workload that supports recruitment and retention.	<b>3.1.A — Conduct and Communicate a Total Compensation Benchmarking Review</b>	Terri	Terri Deanna Andrew	Sarah J, Kelly V, Alison K, Joey K, Anna T		Salary benchmarking vs. local districts; Staff retention rate; Budget sustainability	X	X	X	X	X	Not Started	3.1.A
3.2	Organizational Effectiveness and Shared Ownership	Enhance organizational effectiveness by clarifying roles, aligning external compliance with internal systems, strengthening collaboration and leadership practices, and establishing processes that ensure faculty and staff expertise meaningfully informs how work is structured and accomplished.	<b>3.2.A — Clarify Leadership and Academic Oversight Structures</b>	Keven	Bill Keven	Stacy M, Lilly S, Christine Miller		Role clarity survey scores; Compliance audit results	X	X	X	X	X	Not Started	3.2.A
3.1	Competitive and Sustainable Total Compensation	Articulate and implement a transparent, competitive, and financially sustainable approach to compensation, benefits, and workload that supports recruitment and retention.	<b>3.1.B — Develop a Multi-Year Total Compensation Improvement Plan</b>		Terri Deanna Andrew	Chad P, Ava G, Christoph B, Nicole D, Joel G, Kim Q, Katie R, Sophie A, Patrick K				X	X	X	X	Not Started	3.1.B
3.1	Competitive and Sustainable Total Compensation	Articulate and implement a transparent, competitive, and financially sustainable approach to compensation, benefits, and workload that supports recruitment and retention.	<b>3.1.C — Clearly Articulate the Professional Value of Teaching at St. Croix Prep</b>		Jenn Rita Andrew	Stacy M, Amanda P, Jeanne H, Lauren M			X	X	X	X	X	Not Started	3.1.C
3.2	Organizational Effectiveness and Shared Ownership	Enhance organizational effectiveness by clarifying roles, aligning external compliance with internal systems, strengthening collaboration and leadership practices, and establishing processes that ensure faculty and staff expertise meaningfully informs how work is structured and accomplished.	<b>3.2.C — Strengthen Performance Management and Feedback Systems</b>		Terri Bill Susan	Angie Griffin, Marianne T			X	X	X	X	X	Not Started	3.2.C
3.2	Organizational Effectiveness and Shared Ownership	Enhance organizational effectiveness by clarifying roles, aligning external compliance with internal systems, strengthening collaboration and leadership practices, and establishing processes that ensure faculty and staff expertise meaningfully informs how work is structured and accomplished.	<b>3.2.B — Align Professional Development with Strategic Priorities</b>		Nicole Deanna	Marcus E, James D, Gretchen T, Hallie V		Role clarity survey scores; Compliance audit results			X	X	X	Not Started	3.2.B
3.3	Strategic Recruiting and Selection	Develop and implement a comprehensive recruitment process that attracts, identifies, and selects prospective faculty who demonstrate both pedagogical excellence and strong alignment with the school's mission and culture.	<b>3.3.A — Define the St. Croix Prep Employee Profile</b>		Nicole Amy	Matthew K, Jennifer A, Jenna V		PD participation rates; Teacher satisfaction with feedback (survey)				X	X	Not Started	3.3.A
3.3	Strategic Recruiting and Selection	Develop and implement a comprehensive recruitment process that attracts, identifies, and selects prospective faculty who demonstrate both pedagogical excellence and strong alignment with the school's mission and culture.	<b>3.3.B — Strengthen Recruitment Messaging</b>		Rita Amy	Jeffrey L, Mathew W						X	X	Not Started	3.3.B

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3.3	Strategic Recruiting and Selection	Develop and implement a comprehensive recruitment process that attracts, identifies, and selects prospective faculty who demonstrate both pedagogical excellence and strong alignment with the school's mission and culture.	<b>3.3.C — Enhance Onboarding and Early Career Support</b>		Terri Nicole Amy	Madeline B, Shannon O, Katie B, Matt E, Corrinne C, Jessica D, Amy S, Katie K, Natalie Y, Emily T						X	X	Not Started	<a href="#">3.3.C</a>

Goal ID	Priority Name	Goal Description	<a href="#">4-Finance Strategy (Click here to learn more)</a>	Owner(s)	Admin Team Members	Staff Team Members	Non-Staff Team members	KPI / Measure Impact	Year 1 Focus	Year 2 Focus	Year 3 Focus	Year 4 Focus	Year 5 Focus	Status/Link to Calendar	Action Plan Template
4.1	Financial Health and Planning	Build long-term financial strength to support academic excellence by partnering effectively with the Foundation, expanding internal and external revenue sources, and establishing rigorous financial planning, forecasting, stewardship, and resource alignment practices that inform strategic decisions and ensure sustainability.	<b>4.1.E — Evaluate expansion opportunities and risks</b>	Bill	Bill, Beth, Chad, Jenn, Andrew, Keven	Sarah J, Kelly V, Joel G, Hallie V, Sophie A			X	X	X	X	X	Not Started	<a href="#">4.1.E</a>
4.2	Transparency and Shared Understanding of Financial Realities	Improve financial transparency with the school community and shared understanding among key stakeholders about the school's financial realities, constraints, and tradeoffs.	<b>4.2.A — Establish Clear Financial Communication Practices</b>	Beth	Susan, Beth, Chad	Marcus E		Budget audit vs. Strategic Plan; ROI analysis on major expenditures	X	X	X	X	X	Not Started	<a href="#">4.2.A</a>
4.1	Financial Health and Planning	Build long-term financial strength to support academic excellence by partnering effectively with the Foundation, expanding internal and external revenue sources, and establishing rigorous financial planning, forecasting, stewardship, and resource alignment practices that inform strategic decisions and ensure sustainability.	<b>4.1.A — Develop a Multi-Year Financial Sustainability Model</b>		Beth, Jenn, Andrew	Nicole C		Days Cash on Hand; Foundation contribution growth; Revenue diversification %		X	X	X	X	Not Started	<a href="#">4.1.A</a>
4.1	Financial Health and Planning	Build long-term financial strength to support academic excellence by partnering effectively with the Foundation, expanding internal and external revenue sources, and establishing rigorous financial planning, forecasting, stewardship, and resource alignment practices that inform strategic decisions and ensure sustainability.	<b>4.1.D — Align Budgeting and Resource Allocation to Strategic Priorities</b>		Bill, Beth, Chad, Andrew	Stacy M, Eva G, Kim Q, Marianne T				X	X	X	X	Not Started	<a href="#">4.1.D</a>
4.1	Financial Health and Planning	Build long-term financial strength to support academic excellence by partnering effectively with the Foundation, expanding internal and external revenue sources, and establishing rigorous financial planning, forecasting, stewardship, and resource alignment practices that inform strategic decisions and ensure sustainability.	<b>4.1.C — Strengthen Foundation Infrastructure and Alignment</b>		Beth, Chad, Andrew, Susan	Christoph B, Lauran M, Jessica D					X	X	X	Not Started	<a href="#">4.1.C</a>
4.1	Financial Health and Planning	Build long-term financial strength to support academic excellence by partnering effectively with the Foundation, expanding internal and external revenue sources, and establishing rigorous financial planning, forecasting, stewardship, and resource alignment practices that inform strategic decisions and ensure sustainability.	<b>4.1.B — Diversify Revenue Through Mission-Aligned Opportunities</b>		Beth, Nicole, Andrew	Joey K						X	X	Not Started	<a href="#">4.1.B</a>

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5.1	Clear CommsClear, Consistent, and Timely Communication	Improve the clarity, consistency, and timeliness of communication systems and processes with all stakeholders so information is shared effectively, predictably, and responsively across the school community.	<b>5.1.A — Establish a Coordinated Communication Framework</b>	Susan	Susan, Marianne, Andrew, Keven	Chad P, Stacy M, Nicole C, Kim Q, Mathew W, Jessica D, Sophie A		Open rates on emails; Staff survey on "Informedness"; Reduction in clarifying questions	X	X	X	X	X	Not Started	5.1.A
5.1	Clear CommsClear, Consistent, and Timely Communication	Improve the clarity, consistency, and timeliness of communication systems and processes with all stakeholders so information is shared effectively, predictably, and responsively across the school community.	<b>5.1.C — Improve Crisis and Change Communication Practices</b>	Jenn	Jenn, Andrew, Susan	Nichole Dockham, Amy S			X	X	X	X	X	Not Started	5.1.C
5.2	Strengthen and Amplify Our Story	Strengthen how the school tells its story to current and prospective families and external stakeholders to increase understanding, recognition, confidence, and credibility in St. Croix Preparatory Academy.	<b>5.2.B — Align External Communications with Strategic Priorities</b>		Susan, Chad						X	X	X	Not Started	5.2.B
5.2	Strengthen and Amplify Our Story	Strengthen how the school tells its story to current and prospective families and external stakeholders to increase understanding, recognition, confidence, and credibility in St. Croix Preparatory Academy.	<b>5.2.C — Strengthen Storytelling and Community Engagement</b>		Susan, Marianne, Chad	Christoph B, Matthew K, Melissa S					X	X	X	Not Started	5.2.C
5.1	Clear CommsClear, Consistent, and Timely Communication	Improve the clarity, consistency, and timeliness of communication systems and processes with all stakeholders so information is shared effectively, predictably, and responsively across the school community.	<b>5.1.B — Strengthen Internal Communication Alignment</b>		Susan, Marianne, Andrew, Keven	Kelly V, Shannon V, Therese S, Madeline B, Heidi G, Joey K, Lauran M, Laura W						X	X	Not Started	5.1.B

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5.2	Strengthen and Amplify Our Story	Strengthen how the school tells its story to current and prospective families and external stakeholders to increase understanding, recognition, confidence, and credibility in St. Croix Preparatory Academy.	5.2.A — Clarify and Align the St. Croix Prep Narrative		Marianne Chad	Eva G, Medora B, Cristina T		Net Promoter Score (NPS); Feedback response time; Parent trust metrics				X	X	Not Started	5.2.A