DEVON PREPARATORY SCHOOL STRATEGIC PLAN

2026–2030

SMALL BY DESIGN, BIG IN PURPOSE:
OUR PLAN FOR THE NEXT FIVE YEARS

Published Spring 2026

DEVON PREP



LETTER FROM THE PRESIDENT

Every boy at Devon is becoming a man of purpose. That is why we're sharing this five-year plan: to make clear what we will do—together—to strengthen teaching and learning, form character, and deepen the community that surrounds our students.

Devon is small by design and big in purpose. Our size lets teachers know students well and challenge them with care. It lets older students lead and younger students belong. We're building on those strengths. Over the next five years we will modernize curriculum and assessment, support great teaching, and expand experiences that connect learning with life. We will also invest in the habits that shape young men—faith, brotherhood, responsibility—and the spaces and systems that help a school run well.

You'll see this focus reflected in six areas of work: Intellectual Formation; Hearts & Habits; Stakeholder Engagement; Enrollment Management; Financial Sustainability; and Facilities & Infrastructure. Each area includes short descriptions of the initiatives we will pursue and when. We've kept the language simple and clear so families, alumni, faculty, staff, and friends can easily follow along.

This is a public-facing plan. It names priorities but not every detail. What matters most is the direction and the outcomes our students and Devon Prep family will experience—deeper thinking and communication, steady growth in character, and a community where each young man is known, challenged, and supported.

Progress will be steady and visible. Working groups will meet regularly, with leadership and our board of trustees reviewing progress. We'll share an updated version of this plan annually with notes on what's changed or new. Along the way we will listen—to students, families, faculty, staff, alumni, and friends—and adjust with prudence and purpose.

Thank you for the trust you place in us. The work ahead is hopeful work: teaching with depth, growing in virtue, and strengthening the brotherhood that lasts well beyond graduation. We are grateful to walk this path with you.

With gratitude,

Fr. Nelson Henao, Sch.P.
President

HOW WE BUILT THIS PLAN

INPUTS

Conversations with faculty and staff, students and families, alumni, the Piarist Fathers, and trustees—plus workshops with school leaders and a review of data and previous plans.

PRIORITIZATION PRINCIPLES:

Mission first; student impact; feasibility and capacity; smart sequencing; fiscal stewardship.

LEADERSHIP REVIEW:

Iterative drafts vetted by the Headmaster and senior leadership, with counsel from the Piarist Fathers, input from initiative leads (faculty and staff), and review by the Board of Trustees before publication.

HOW WE'LL USE IT

OWNERSHIP:

Each initiative is owned by a role. As they get established, working groups will meet monthly with the leadership team reviewing progress quarterly.

UPDATES:

We will revisit this plan each fall for sharing updates in the spring, calling attention to changes and additions.

WHERE TO FIND IT:

Scan the QR code on this page or visit the Devon Prep website to locate the latest PDF version.

FEEDBACK:

Questions or ideas? Email Fr. Nelson and the Leadership Team at strategicplan@deveonprep.com.

LEADERSHIP COMMITMENT

We stand behind this plan and will share ongoing reports on progress each quarter. Our role is to clear barriers, align resources, and keep good work moving. We'll hold ourselves and our teams to clear standards; make adjustments when evidence warrants; and communicate consistently with our Devon Prep community. When tradeoffs arise, we will put student impact and mission first, then sequence work prudently and transparently. Thank you for your partnership as we do this work together.

Mark Aquilante PRINCIPAL
Melanie Kingett ASSISTANT PRINCIPAL
Rob Sack CHIEF FINANCIAL OFFICER
Kate Frank DIRECTOR OF TECHNOLOGY
Andrew Pack DIRECTOR OF INSTITUTIONAL ADVANCEMENT

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WHO WE ARE — ANCHORS FOR THE PLAN.

OUR MISSION:

Inspired by the life of Saint Joseph Calasanz and the Piarist tradition, Devon Preparatory School is a Catholic college preparatory institution dedicated to the holistic education of young men for life. Through creating experiences that encourage reflection, personal growth, and a lifelong dedication to serving others with integrity and compassion, Devon Preparatory School is committed to fostering the virtues of charity, humility, patience, community and honesty in its students.

OUR VISION:

To serve society by inspiring young men to grow as compassionate leaders grounded in faith, academic excellence and a commitment to serve society and the world throughout their lives.

OUR BELIEFS:

At Devon Preparatory School, we believe that:

- Every student is a unique gift from God, called to grow intellectually, spiritually, and morally.
- Catholic education grounded in the Gospel and the Piarist tradition nurtures faith, character, and a lifelong commitment to service.Faith and knowledge are inseparable; true learning happens when academic excellence is pursued alongside spiritual formation.Education must develop the whole person — mind, body, and soul — through rigorous academics, athletics, the arts, and community life.
- Cultivating values such as charity, humility, patience, honesty, and community prepares students to be responsible leaders and compassionate members of society.
- Students flourish best in a supportive and inclusive environment that respects their dignity and encourages personal vocation.Partnership with families and the wider community is essential for the holistic growth and success of our students, and our success as a school.
- Continuous reflection, growth, and adaptation ensure that our educational ministry remains relevant and faithful to our mission.

MISSION · VISION · BELIEFS · GOALS

SCHOOL GOALS:

Devon Preparatory School, inspired by the spirit of the Piarist Fathers and the legacy of St. Joseph Calasanz, is committed to providing its students with:

- A strong religious formation centered on Jesus Christ, where faith and knowledge grow together in the tradition of Pietas et Litterae — Piety and Learning.
- A rigorous academic foundation that prepares students to succeed in a future marked by global engagement, intellectual inquiry, and adaptability.
- A meaningful athletic program rooted in personal growth, sustained effort, teamwork, and respectful competition.
- A value-driven environment in which students develop as virtuous individuals, honoring their religious dignity while preparing to serve the common good.
- A vibrant ministry and pastoral care program that inspires students to serve others —especially the vulnerable—and provides compassionate guidance and support throughout their personal and spiritual growth.
- A comprehensive curriculum whose graduation requirements foster leadership, discernment of personal vocation, and lifelong growth.

Together, these convictions—our mission, vision, beliefs, and goals—shape the six focus areas that follow and guide our priorities for the next five years.



SIX PRIORITIES. FOURTEEN INITIATIVES. FIVE YEARS.



FOCUS AREA OVERVIEW

HOW TO READ THESE PAGES

Each initiative follows the same simple pattern so it's easy to scan:

- WHY IT MATTERS - Intent
- WHAT WE'LL DO - Actions
- OWNER & TIMING - Who leads and what's the window
- HOW WE'LL KNOW - Directional progress indicators

WHERE WE'RE FOCUSED AND HOW THE WORK UNFOLDS

SIX FOCUS AREAS:

- INTELLECTUAL FORMATION — Deep learning and teaching excellence
- HEARTS & HABITS — Faith, brotherhood, responsibility in action
- STAKEHOLDER ENGAGEMENT — Stronger ties with families, alumni, and partners
- ENROLLMENT MANAGEMENT — Right-fit students, right-size pipeline
- FINANCIAL SUSTAINABILITY — Responsible growth and resilience
- FACILITIES & INFRASTRUCTURE — Spaces and systems that enable learning

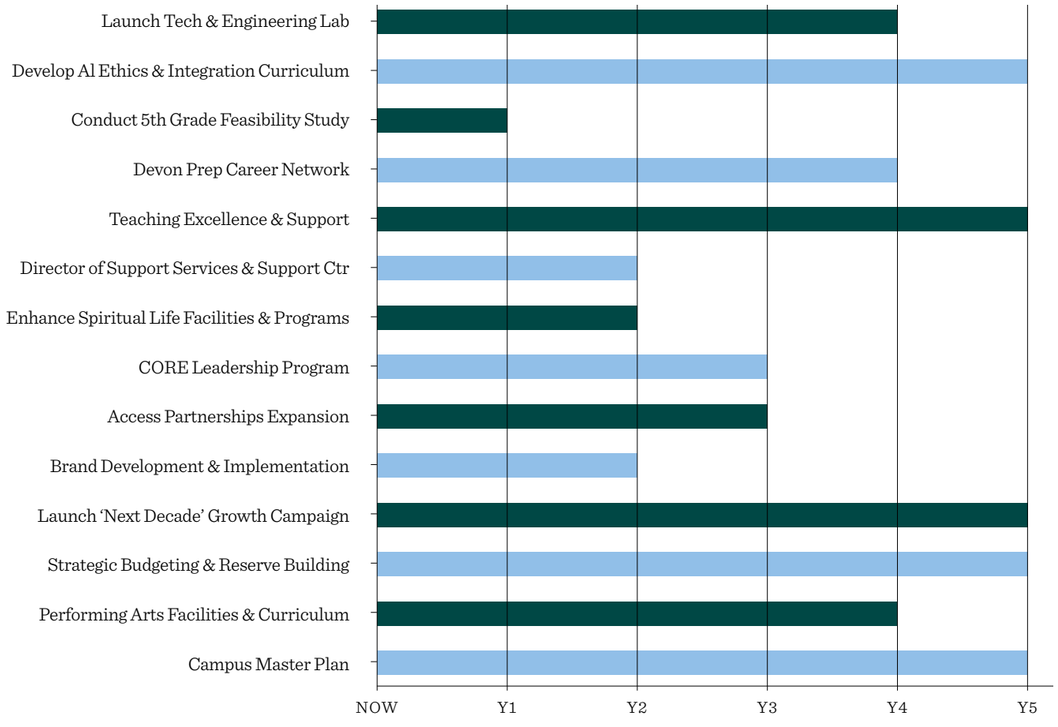
Initiatives at a glance: See every initiative grouped under its focus area. Use this snapshot to jump to the details that follow.

Now–Y1–Y2–Y3–Y4–Y5 ribbon: Our five-year view shows when work generally begins and phases in over time.

What each section includes: A brief overview for context, followed by concise initiative descriptions that outline what we'll do and when.

Next, explore each focus area—what it means at Devon and the initiatives we'll pursue.

DEVON PREP STRATEGIC PLAN - FIVE-YEAR INITIATIVE VIEW



INTELLECTUAL FORMATION

OVERVIEW

Intellectual Formation is about strong thinking, solid habits, and excellent teaching. Over the next five years we will add hands-on STEM opportunities, bring AI ethics and literacy into everyday learning, examine a 5th-grade entry point, help students connect studies to real pathways after Devon, and give teachers practical support that shows up in the classroom. Success looks like clearer expectations for instruction, more chances to apply learning across subjects, visible growth in student work, and every boy seeing a next step—from middle school through college and career.

LAUNCH TECH & ENGINEERING LAB & CROSS-CURRICULAR STEM COURSES

INTENT

Design a modern STEM pathway that combines robotics, engineering, technology, and design—delivered through a new Tech & Engineering Lab and cross-curricular coursework tied to core classes. This includes planning the lab space, upgrading the current robotics equipment, refreshing science offerings, and aligning new courses with recognized standards so students regularly apply problem-solving across subjects and are prepared for advanced science/engineering work.

WHAT WE'LL DO

- Plan and spec a Tech & Engineering Lab, including safety/usage protocols and a phased upgrade of the current robotics equipment.
- Draft and sequence cross-curricular STEM courses/projects (e.g., Engineering & Creative Design) aligned to ISTE and other relevant standards; prepare materials for academic approval.
- Establish coordination for curriculum/approvals so the expanded STEM pathway is reflected in the program of studies.

OWNER & TIMING

Owned by Teacher Growth & Development. Y1–Y2 focus on research, design, standards alignment, and approvals (no student-facing implementation in this window). Initial instructional rollout targeted for Y3, subject to approvals and resourcing.

HOW WE'LL KNOW

- Courses built and approved, expanding the curriculum to include Engineering & Creative Design aligned with appropriate standards.
- STEM readiness indicators improve, as reflected in science placement results and the Dunleavy Scholars STEM assessment.

DEVELOP AI ETHICS & INTEGRATION CURRICULUM

INTENT

Develop, pilot, and implement instruction that teaches students—and equips teachers—to use AI productively and responsibly, grounded in Catholic teaching. In tandem, establish foundational policies and expectations for safe, appropriate use and keep them current over time. Develop, pilot, and implement instruction that teaches students—and equips teachers—to use AI productively and responsibly, grounded in Catholic teaching. In tandem, establish foundational policies and expectations for safe, appropriate use and keep them current over time.

WHAT WE'LL DO

- Draft and adopt a school-wide acceptable-use policy for students, faculty, and staff, aligned with Catholic teaching and applicable privacy/safety laws; communicate expectations to families.
- Create a living AI Ethics & Integration Guide that covers ethical use, instructional integration, assessment, and operations; run faculty professional development and classroom pilots before broader embed.
- Charter a cross-functional AI Council to steward the guide and policy, with a quarterly review and update cadence.

OWNER & TIMING

Owned by the Technology team. Y1: form AI Council; draft policy and align with Archdiocesan/Catholic guidance. Y1–Y2: develop the Guide and run pilots/professional development. Y3: publish initial version of the Guide and embed in course planning and staff practices; maintain quarterly review thereafter.

HOW WE'LL KNOW

- Acceptable-use policy approved and in effect school-wide.
- AI Ethics & Integration Guide published as a versioned, regularly updated resource.
- Governance cadence in place: AI Council operating with a documented quarterly review/update process.

CONDUCT 5TH GRADE FEASIBILITY STUDY

INTENT

Assess the fit and viability of adding Grade 5 at Devon Prep through an independent study that examines mission fit, market demand and enrollment objectives, financial outlook, facilities and staffing implications, curriculum progression, and risk—culminating in a clear, unbiased recommendation and roadmap.

WHAT WE'LL DO

- Commission an independent feasibility study with a scoped brief covering demand analysis, enrollment projections, financial modeling, program options, facilities/staffing needs, and curricular progression.
- Review space utilization options (with a preference for using the existing physical footprint and flexible spaces) and alignment of grade-level offerings with local public middle schools.
- Engage families/trustees with findings and deliver a go/no-go recommendation with sequenced next steps and key decision points.

OWNER & TIMING

Owned by Middle School Leadership. Y1: define scope and select external consultant. Y2: conduct the study and deliver findings; decision planning follows.

HOW WE'LL KNOW

- Feasibility report delivered with clear recommendations, including enrollment projections, program model options, facilities/staffing needs, and financial outlook.
- Leadership decision recorded (go/no-go). If "go," a phased implementation plan is approved; if "no-go," rationale and alternate actions are documented.



DEVON PREP CAREER NETWORK

INTENT

Build a career-readiness arc that supports students from junior/senior years through college and into early career—powered by a "give-back" loop where young alumni mentor those coming behind them. The program blends alumni mentor matching with practical exposure (panels, shadow days, externships) and college-to-career touchpoints so students can make informed choices and act on them.

WHAT WE'LL DO

- Stand up a mentor network and matching process (interest survey, onboarding, match support, calendar of touchpoints).
- Offer career exposure opportunities—panels, externships, and job-shadow days—with simple pre/post reflection.
- Create college-to-career support for recent grads and an annual alumni "give-back" cycle that feeds new mentors into the program.

OWNER & TIMING

Owned by the Technology team. Y1: form AI Council; draft policy and align with Archdiocesan/Catholic guidance. Y1–Y2: develop the Guide and run pilots/professional development. Y3: publish initial version of the Guide and embed in course planning and staff practices; maintain quarterly review thereafter.

HOW WE'LL KNOW

- Student participation: rising % of juniors/seniors engaging in at least one touchpoint.
- Alumni mentor engagement: number of active mentors and match completion rate.
- Experiential outcomes: counts of internships/externships/shadow days delivered; brief post-event satisfaction/impact ratings.
- Placement impact (longer-term): graduates self-attribute an internship or job to the program within 6–12 months of graduation.

TEACHING EXCELLENCE & SUPPORT

INTENT

Equip teachers to do their best work through purposeful professional learning and mentoring, clear expectations for great instruction, and reliable access to time, tools, and space—reinforced by a culture that recognizes growth and excellence.

WHAT WE'LL DO

- Define Devon Teaching Essentials and a simple observation/feedback tool; set individualized professional development goals.
- Run professional development and mentoring pilots; streamline classroom-resource access (supplies/tech/space) with a transparent request process and annual plan.
- Establish recognition and growth pathways (e.g., lead teacher/coach roles; practice showcases) and prepare for scale based on pilot results.

OWNER & TIMING

Owned by Academic Leadership. Y1: listening tour and needs assessment; define Essentials and priority supports. Y2: run professional development/mentoring pilots; improve resource access; set budget for scale. Y3: evaluate, refine, and implement school-wide—functional by September 2027.

HOW WE'LL KNOW

- Professional development participation & completion increase; more teachers meet individualized goals.
- Practice impact: higher share of teachers show growth on instructional observations.
- Retention & recruitment: year-over-year faculty retention improves; time-to-fill priority roles shortens.
- Resource utilization: greater use of professional development/supplies/space; higher % of qualifying requests fulfilled.
- Faculty experience & student climate: improvement on faculty surveys and a positive link between professional development participation and student/parent indicators (instructional quality, engagement, classroom climate).

HEARTS & HABITS

OVERVIEW

Hearts & Habits is where a Devon education is lived in everyday school life—faith practiced, brotherhood supported, and responsibility learned. Over the next five years we will unify student services so boys receive coordinated, timely help; renew our spiritual life and spaces so worship and service are easy to join; and build a leadership pathway that gives students meaningful roles on campus and in the community. The aim: clear care systems, regular prayer and service, and young men who lead with character.

ESTABLISH DIRECTOR OF SUPPORT SERVICES AND UNIFIED STUDENT SUPPORT CENTER

INTENT

Bring Counseling and Learning Support under one Student Support Center, led by a Director who coordinates learning plans, counseling, and math support; standardizes communication with teachers and families; and makes services clear for prospective and incoming students.

WHAT WE'LL DO

- Hire a Director of Support Services to oversee counseling/learning support and set procedures for plans, caseloads, referrals, and progress checks.
- Adopt a unified framework for intake, student plans, and documentation; publish simple steps for families and staff to request help.
- Co-locate services in a single Student Support Center to streamline access and case coordination.

OWNER & TIMING

Owned by Learning Support. Y1–Y2: hire Director and stand up core processes. Y2–Y3: adopt the unified framework. Y3–Y4: complete co-location of services.

HOW WE'LL KNOW

- Parent/student survey items on clarity and support experience improve.
- More applicants who need support choose Devon.
- Fewer one-off workarounds; roles and procedures are understood.
- Service utilization is tracked (intakes, referrals, plan reviews) with documented progress updates.

ENHANCE SPIRITUAL LIFE FACILITIES & PROGRAMS

INTENT

Deepen Catholic identity by upgrading worship spaces and expanding formation so Mass, prayer, theology, and service are easy to join and well supported.

WHAT WE'LL DO

- Complete worship-space improvements (chapel/gym readiness and related upgrades) to make communal worship more welcoming.
- Expand program participation: additional Middle School theology opportunities and more off-campus service through partner organizations.
- Publish an annual calendar of worship and service for students and families.

OWNER & TIMING

Owned by Mission & Ministry. Y1: worship-space updates; expand off-campus service options. Y2: add staff capacity and Middle School theology offerings; continue program build-out.

HOW WE'LL KNOW

- Facility upgrades completed and in regular use for worship.
- Higher participation in spiritual life (e.g., more meetings per cycle; stronger Mass attendance, including families).
- Growth on student/parent survey items about mission and Catholic identity.



CORE LEADERSHIP (CREATING OPPORTUNITIES, RELATIONSHIPS, & EXPERIENCES)

INTENT

Evolve CORE into a practical leadership pathway that builds character, confidence, and service—and equips students to lead clubs, manage projects, and mentor younger students.

WHAT WE'LL DO

- Seat a steering committee; confirm scope and governance; create a concise leadership rubric and reflection tools.
- Pilot with targeted grades (starting with seniors): retreat/capstone cycle, service projects, advisor coaching; collect baseline data.
- Expand an alumni/community mentor network; publish a year-one summary and set year-two targets.
- Publish an annual calendar of worship and service for students and families.

OWNER & TIMING

Owned by Mission & Ministry. Y1: design, rubric, surveys, governance. Y2: pilot and baseline. Y3–Y4: evaluate, refine, and scale participation.

HOW WE'LL KNOW

- Participation increases by grade.
- Access is broad: representation across student groups.
- Competency growth on rubric/self-assessment (pre / post).
- More student-led initiatives and service projects delivered.
- Active mentors and scheduled touchpoints completed.
- Positive pulse feedback from students, parents, and mentors.

STAKEHOLDER ENGAGEMENT

OVERVIEW

Stakeholder Engagement focuses on two-way relationships with families, alumni, and mission-aligned partners. Over the next five years we will formalize external partnerships that expand opportunity for students, expand awareness and outreach, and add concrete supports—scholarships, tutoring, transportation, and advising. Each partnership will use shared selection criteria, a simple agreement, and common measures so both sides know what success looks like. The result: more mission-fit families can enroll, and the school builds trusted routes into additional neighborhoods and community networks.

ACCESS PARTNERSHIPS EXPANSION

INTENT

Create and grow formal access partnerships with feeder schools, foundations, and community organizations to reduce financial, academic, and logistical barriers—establishing clear pathways to Devon Prep for mission-fit students who might not otherwise attend.

WHAT WE'LL DO

- Seat a governance team; set partner selection criteria and a support model; complete due diligence; draft a standard MOU.
- Pilot 1–2 partners: recruit a small inaugural cohort through partner channels; align supports (scholarships/aid, tutoring, transportation, advising).
- Review and scale: assess pilot outcomes against KPIs; refine the model; add partners and/or grow the cohort.

OWNER & TIMING

Owned by the Principal's Office. Y1: design, criteria, due diligence, standard MOU. Y2: launch 1–2 pilots and onboard inaugural cohort. Y3: evaluate, refine, and scale.

HOW WE'LL KNOW

- Partner MOUs: number of formal agreements and their duration/renewals.
- Students served & retained: students entering via partner pathways each year and first-to-second-year retention.
- Access resources secured: dollars and in-kind services committed (e.g., scholarships, transportation, tutoring).
- Fit & outcomes: academic/behavioral indicators and student/family satisfaction relative to school averages.
- Community reach: additional neighborhoods and feeder networks reached through partner channels.



ENROLLMENT MANAGEMENT

OVERVIEW

Enrollment Management focuses on enrolling right-fit students and maintaining a healthy, right-sized pipeline. Over the next five years, the priority is to sharpen and codify the Devon Prep brand so families quickly understand who we are, what we offer, and why we're a good match for their son. A shared brand language and toolset—used consistently by admissions, advancement, and school communicators—will make outreach clearer, materials more consistent, and conversations with prospective families more effective.

BRAND DEVELOPMENT

INTENT

Define, codify, and teach the Devon Prep brand so faculty and staff can state the value proposition consistently—and activate it externally to lift awareness, consideration, and result in enrollment and advancement.

WHAT WE'LL DO

- Partner & platform): select a branding partner; finalize scope and governance; complete discovery/research; approve the brand platform (positioning, messaging architecture, tone/voice, visual system).
- Internal rollout & activation: publish brand guidelines and starter assets; train faculty/staff; embed the brand in core documents and routines; refresh admissions/advancement materials; launch brand governance (review process, template library, intake); pilot targeted placements.
- Campaign versioning: build the campaign expression (case for support narrative, visual extensions, donor language) and toolset (deck, collateral, microsite or site section); align stewardship and public storytelling cadence with the brand.

OWNER & TIMING

Owned by Marketing & Communications with partnership from Leadership, Admissions, and Advancement. Y1: partner + platform. Y1–Y2: internal rollout and activation. Y2+: campaign versioning and ongoing governance.

HOW WE'LL KNOW

- Internal comprehension & adoption: % of faculty/staff who can clearly state "why Devon Prep," and usage of brand guidelines/templates.
- Admissions/advancement usage: correct application in the viewbook, website, inquiry emails, appeal letters, and decks.
- Message clarity/lift: feedback from prospective families, alumni, and donors shows clearer understanding.
- Consistency & quality: fewer off-brand assets; higher use of approved templates.
- Awareness/consideration (optional): change in aided/unaided awareness in key feeder markets.
- Community pride: gains on student/parent/alumni/faculty-staff survey items related to pride and identification in the brand.
- Community reach: additional neighborhoods and feeder networks reached through partner channels.

FINANCIAL SUSTAINABILITY + FACILITIES & INFRASTRUCTURE

OVERVIEW

Financial Sustainability ensures Devon Prep can plan confidently, invest steadily, and weather uncertainty. Over the next five years we will run a comprehensive philanthropic growth campaign to strengthen our financial foundation, expand student access, enhance facilities, and support program improvements, as well as adopt a strategic budgeting and reserve-building approach that grows financial buffers year over year. Together, these two critical efforts will bolster operating stability and fund priorities—people, programs, and places—without over-reliance on tuition.

LAUNCH “NEXT DECADE” GROWTH CAMPAIGN

INTENT

Plan and execute a schoolwide comprehensive campaign that secures major philanthropic commitments for Devon Prep’s priorities—from student access and facilities to program enhancements.

WHAT WE’LL DO

- Readiness & research: engage an external philanthropic advising partner; complete a feasibility study; confirm campaign pillars; recruit volunteer leadership; build the case, narrative and identity, and prospect strategy.
- Silent phase: secure leadership gifts to establish momentum; finalize the public case and launch plan; align milestones with key school moments.
- Public campaign: launch; coordinate outreach, cultivation, and stewardship; report progress against goals on a regular cadence.

OWNER & TIMING

Owned by Advancement with Leadership and the Board. Y1: readiness/feasibility. Y2: silent phase / public launch. Y2–Y5: active campaign.

HOW WE’LL KNOW

- Feasibility confirmed with positive support for the strategic and philanthropic case.
- Volunteer leadership in place: Campaign Cabinet established and active.
- Early momentum: leadership gifts secured before public launch that meet the internal pre-launch threshold.
- Public launch completed with regular published progress updates.

FOCUS AREA - FINANCIAL SUSTAINABILITY & FACILITIES & INFRASTRUCTURE

IMPLEMENT STRATEGIC BUDGETING PROCESS & RESERVE BUILDING

INTENT

Establish a multi-year budgeting discipline that funds near-term modernization while systematically building operating reserves to support agility, stability, and long-term resilience.

WHAT WE’LL DO

- Assess & plan: complete facilities and capital needs assessment; prioritize projects; produce a 3–5-year rolling capital budget with an annual reserve line.
- Adopt policy: approve and communicate a reserve-allocation policy for any operating surplus; embed it in the annual budget cycle and reporting.
- Fund & track: begin annual transfers per policy; publish progress toward reserve targets; adjust the capital plan as needs evolve.

OWNER & TIMING

Owned by Finance. Y1: assessment/plan. Y2: policy adoption. Y3+: funding and tracking.

HOW WE’LL KNOW

- Plan in place: completed facility assessment and prioritized capital plan.
- Rolling capital budget approved with an annual reserve allocation line.
- Reserve-allocation policy approved and communicated by Fall 2027.
- Documented annual transfers made per policy.
- Reserve strength: progress toward an operating reserve equal to six months of expenses within five years.

FACILITIES & INFRASTRUCTURE

OVERVIEW

This area focuses on the spaces and systems that make learning possible. Over the next five years we will strengthen the arts by upgrading facilities and widening opportunities for student participation, and we'll set a clear long-term direction for campus investments through a master plan. The goals are practical: classrooms and studios that work well, circulation and utilities that meet day-to-day demands, and a campus roadmap that sequences projects in the right order and at the right time so teaching and student life continue without disruption.

PERFORMING ARTS FACILITIES & CURRICULUM

INTENT

Elevate the role of the arts by improving facilities and widening participation—adding a ceramics studio, advancing a Performing Arts Center, and aligning curriculum and co-curricular offerings so more students create and perform.

WHAT WE'LL DO

- Plan and design the Performing Arts Center; finalize Grade 9 arts enhancements.
- Convert the Devon Creative Suite basement to a ceramics studio and open it for instruction.
- Align schedules, staffing, and academic use so the Center integrates cleanly with courses and activities.

OWNER & TIMING

Owned by Operations/Facilities and Academics (Fine Arts) with Leadership and the Board Facilities Committee. Now–Y2: planning, design, and near-term studio conversion. Y3–Y5: Center approvals, build, and activation.

HOW WE'LL KNOW

- Plans approved for the Performing Arts Center within the planning window.
- Participation growth: greater baseline student participation in curricular or co-curricular arts by Y5; increased enrollment in Grades 10–12 arts electives by Y3.
- Program feedback: ongoing satisfaction checks; adjustments published after each annual review.

FOCUS AREA - FACILITIES & INFRASTRUCTURE

CAMPUS MASTER PLAN

INTENT

Develop an integrated, long-term Campus Master Plan that sequences facility improvements, land use, and capital investments to support academic excellence, student life, and sustainable operations over the next 10–20 years.

WHAT WE'LL DO

- Engage a master-planning consultant and complete a comprehensive campus assessment.
- Produce a draft plan with phased options and cost ranges; gather stakeholder input.
- Secure Board approval; identify the first 3–5 capital priorities; align fundraising readiness to the plan.

OWNER & TIMING

Owned by Operations/Facilities with Leadership and the Board Facilities Committee. Now–Y1: assessment and draft plan. Y2: Board approval and priority list. Y2–Y3: campaign readiness tied to plan priorities; early projects initiated. Y4–Y5: continued sequencing and delivery.

HOW WE'LL KNOW

- Consultant engaged and master-planning process launched on schedule.
- Draft master plan delivered with options and cost ranges by Y1; Board-approved plan by Y2.
- Priority projects identified (3–5) for early delivery and resourcing.
- Capital readiness in place (feasibility and tools) aligned to master-plan priorities, with visible progress on early projects by Y3–Y4.

GOVERNANCE, CADENCE & CHANGE PRINCIPLES

- Ownership & rhythm: initiatives owned by role; monthly working groups; quarterly leadership reviews.
- Updates: monthly work informs quarterly decision; adjustments reflected in annual strategic plan version refreshes.
- Decision principles: mission first; student impact; feasibility & capacity; smart sequencing; fiscal stewardship.
- Change control: minor changes approved in working groups; material changes recommended by working groups, approved by leadership.
- Risk posture: clear scope, phased delivery, prudent resourcing; when capacity/funding tighten, defer, phase, or reduce before adding new work.



LEARN MORE AND GET UPDATES:

SCAN THE QR OR VISIT

DEVONPREP.COM/STRATEGICPLAN

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