



THE SAINT CONSTANTINE
SCHOOL



STRATEGIC PLAN

The Vision for
Our Next Chapter

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LETTER FROM THE BOARD CHAIRMAN



Steven J. Kean, JD
Board Chairman

After ten years of remarkable growth, The Saint Constantine School is deepening its roots—building the systems, structures, and foundations that will allow this community to flourish for every generation of students.

This Strategic Plan is the fruit of more than 200 conversations with the people who know this school best—faculty, staff, families, students, alumni, and Board members—who shared with generosity and honesty their highest hopes for what TSCS can become. What emerged was a vision of a school that takes its mission as seriously in its governance, its finances, and its physical environment as it does in its book lists and classroom conversations—a school where virtue, wisdom, and joy are felt in every part of the community's life together.

Order, Stewardship, Community, and Formation: these are the four tenets around which this Strategic Plan is organized. Each is a promise—to our faculty, to our donors, to our families, and above all, to our students. The first three tenets are often unseen in the day-to-day work of educating students, yet they are vital in achieving our Mission. The fourth tenet, Formation, is the end towards which our community is oriented.

I am personally encouraged by how the members of this community have wholeheartedly engaged with this process, and the deep passion that they have for this institution. These characteristics within a community are priceless, and I know they will carry the initiatives that make up this plan to completion.

May 2026

MISSION STATEMENT

The Saint Constantine School cultivates virtue, wisdom, and joy through Orthodox Christian, classical preK–12 education. Grounded in the Christian tradition, practical formation, and dialectical education, we develop the whole child for their own salvation and the benefit of the world to the glory of God.



FOUR TENETS, ONE STRATEGIC PLAN



ORDER



1

ORDER

The clarity and discipline that set every teacher
and student free to do their best work

THE BIG PICTURE

When a school runs with clarity—when every person knows their role, trusts the process, and is supported to grow—the energy that might otherwise be consumed by uncertainty is freed for teaching and learning. A well-ordered institution is not a rigid one. It is one where accountability is consistent, where decisions are made by the right people, and where every resource finds its way to the student. The ultimate beneficiaries of Order are students. When the adults around them share a clear sense of purpose and mutual trust, students learn in an environment of steadiness and possibility—the kind of environment where genuine Formation can take place.

GOAL 1

Clarify How the School Governs Itself

- Establish clear roles and decision-making authority for every position at the School, so that no important responsibility goes unclaimed and no decision is made by the wrong person.
- Publish a transparent organizational structure that reflects how academic, administrative, and operational leadership work together, and commit to updating it as the School grows.
- Define which decisions belong to faculty, to staff, to administration, and to the Board, and communicate those structures clearly to the full community.
- Build shared governance structures that ensure faculty and staff have a meaningful voice in major institutional decisions, particularly those that affect teaching, compensation, and academic policy.

ORDER (CONT.)

The clarity and discipline that set every teacher
and student free to do their best work

GOAL 2

Build a Culture of Honest Performance and Mutual Accountability

- Develop a consistent, mission-aligned annual review process for all faculty and staff that creates clear expectations and provides genuine, constructive feedback, so that every person at TSCS knows what excellent work looks like and is equipped to do it.
- Create regular leadership forums in which progress on the School's goals is measured, reported, and acted upon, not deferred.
- Establish shared expectations for professional excellence that apply consistently and fairly across every part of the School.

GOAL 3

Establish the Financial Discipline that Protects Student Experience

- Provide every department leader with timely, accurate spending information and hold them to clear standards of fiscal responsibility, embedded in the annual review process, so that budget discipline is a shared institutional value, not an afterthought.
- Enforce contract approval, vendor commitment, and purchasing policies consistently across the School, ensuring that no financial obligation is incurred without proper authorization.
- Build a culture in which every program and activity is expected to recover its costs, so that the Eagle Fund and family tuition are preserved for their primary and most important purpose: the Formation of our students.

STEWARDSHIP



2

STEWARDSHIP

Honoring the trust of every family, every donor,
and every generation of students yet to come

THE BIG PICTURE

TSCS families entrust our staff with the education of their children, their time, and a significant financial sacrifice. Tuition-paying parents and donors gladly part with their dollars because they believe in what TSCS is building. The Board governs because they are committed to ensuring that this school endures. Stewardship is the School's answer to all of these stakeholders: a clear account of its financial life, a disciplined strategy for long-term fiscal health, and an unwavering commitment to building the institutional strength that serves not only the students who are here today, but every family who will choose TSCS in the decades ahead. The goal is not simply to balance a budget; it is to build a school so financially strong and so transparently run that our community's trust deepens with every passing year.

GOAL 1

Communicate Clearly About the School's Financial Life

- Publish an annual financial report for all stakeholders that explains the School's revenues, expenses, and reliance upon charitable giving.
- Develop financial communications tailored to parents, faculty, and Board members, giving each audience the information most relevant to them.
- Report transparently on the outcomes of every capital campaign.
- Communicate the purpose of the Eagle Fund with clarity and consistency: what it is, what it funds, and why the School's ability to serve its students depends on the generosity of its community year after year.

STEWARDSHIP (CONT.)

Honoring the trust of every family, every donor,
and every generation of students yet to come

GOAL 2

Build Lasting Fiscal Strength

- Establish and track metrics for the School's fiscal sustainability, measuring earned revenue against operating expenses and benchmarking annually against industry standards and accreditor standards.
- Build a meaningful operating reserve that reduces the School's vulnerability to unexpected revenue shortfalls and protecting the continuity of the student experience.
- Focus resources on appropriately filling under-enrolled programs.
- Track student retention throughout the PK–12 experience and set goals for appropriate retention expectations.
- Develop a Board-adopted philosophy for managing institutional debt, establish clear financial guardrails, and explore the long-term possibility of a school endowment.

GOAL 3

Understand and Manage the True Cost of Every Program

- Conduct a rigorous analysis of cost across every major program of the School and use the findings to make better decisions about staffing, program design, and tuition.
- Produce financial reporting by operating division so that leadership and the Board have the information they need to invest wisely and steward well.
- Update and communicate our financial philosophy of core program and co-curricular activities so that it is sustainable for the long term.

COMMUNITY



3

COMMUNITY

A community where every member—new and established—is genuinely known, warmly welcomed, and well-informed

THE BIG PICTURE

Community is the quality of belonging. It is felt by the new teacher on their first day when someone is expecting them, knows their name, and has already made space for them. It is felt by the new family at orientation when the School's story—its mission, its faith, its particular way of forming students—is explained with warmth and clarity, and they realize they have found what they were looking for. And it is felt by every established family when the School communicates with them honestly and consistently about what it is doing, why it is doing it, and how they are part of it. TSCS has always had a warm community. This tenet is about building the practices and systems that make that warmth consistent, so that no new member of this community has to find their way alone, and no established member ever wonders what the School is up to or why.

GOAL 1

Create a Consistent Onboarding Experience for Faculty, Staff, and Families

- Design and implement a structured onboarding experience for all new faculty and staff that introduces them to the School's mission, culture, community, and expectations from their very first day.
- Establish a mentorship program that connects every new faculty and staff member with an experienced, mission-aligned colleague throughout their first year at TSCS.

COMMUNITY (CONT.)

A community where every member—new and established—is genuinely known, warmly welcomed, and well-informed

- Create structured check-ins between new faculty and staff and their supervisors so that concerns are surfaced early and growth is actively, consistently supported.
- Develop a ‘Welcome to TSCS’ experience for new families that begins before enrollment and extends through the end of their first year: family ambassadors, a clear and welcoming introduction to the School’s classical, Orthodox educational philosophy, and a resource library that answers the questions every new family may have.

GOAL 2

Equip Every Team Member to Do Their Best Work

- Build a comprehensive technology onboarding curriculum so that every faculty and staff member begins work with access to and fluency in the systems they need to be effective.
- Create accessible, searchable training resources that any faculty and staff member can draw on throughout their career at TSCS, not just in their first week.
- Ensure mission alignment between each department’s daily work and the School’s mission, so that every team member at TSCS understands, in concrete terms, how their work cultivates virtue, wisdom, and joy.

GOAL 3

Speak with a Clear, Consistent, Joyful Voice

- Define and document the School’s core messaging—what TSCS is, what it believes, and what makes it genuinely distinctive among Houston-area schools—and ensure that every member of the faculty and staff can articulate it with confidence.

COMMUNITY (CONT.)

A community where every member—new and established—is genuinely known, warmly welcomed, and well-informed

- Establish authoritative communication platforms and clear standards for their uses across every department, so that families know exactly where to look for reliable information about their child's school.
- Develop a school-wide communication calendar so that families receive information in a consistent, predictable, and manageable cadence—organized and thoughtful, not reactive.
- Build an ongoing, living story of what TSCS means for students, giving the community the narrative they need to understand, love, and advocate for this school.



FORMATION

4



FORMATION

The practices and places that
cultivate virtue, wisdom, and joy

THE BIG PICTURE

Formation is the patient, whole-child work of helping a student to grow in virtue, wisdom, and joy; it is the end toward which our whole Community is oriented. This work takes time, the right environment, and intentional practices. This tenet is the culmination of everything which Order, Stewardship, and Community make possible.

GOAL 1

Give Every Student a Campus Designed for Their Formation

- Engage professional architectural and construction partners to develop a comprehensive, phased Campus Master Plan—rooted in the School’s mission and learning outcomes, and designed for the School’s long-term growth rather than reactive to any single year’s needs.
- Present the completed Master Plan to the TSCS Board for formal approval, ensuring that every major campus investment carries institutional consensus and a clear connection to the School’s mission before it begins.
- Implement the plan with Order and transparency so that the School’s Community can trust that capital investments deliver what they promise.

FORMATION (CONT.)

The practices and places that
cultivate virtue, wisdom, and joy

GOAL 2

Maintain and Grow the Outdoor Spaces That Define the TSCS Experience

- Create and fund a dedicated Groundskeeper position, a named, accountable steward for all outdoor improvements, large and small, and formally recognize TSCS's green spaces as a strategic expression of the School's mission rather than a maintenance budget line.
- Empower the Groundskeeper to develop and execute a multi-year Grounds Plan with clear priorities, a defined scope of improvements, and a vision for what TSCS's outdoor environment can become for the students who learn and play in it every day.
- Ensure that the School's outdoor green spaces receive genuine, intentional consideration in both the Campus Master Plan and the annual operating budget, because these spaces are central to the TSCS mission.
- Continue the tradition of the Grounds being a co-created space in which students, faculty, and parents all contribute their time and efforts to building, maintaining, and renewing the Grounds with the understanding that this shared work is part of our Formation.

GOAL 3

Retain and Cultivate Mission-Fit Students

- Communicate to all TSCS with a clear, honest portrait of what the Upper School years are designed to do. Host family information events; update marketing materials across academics, student life, and the arts; host structured opportunities to hear from TSCS alumni; and create a systematic program for tracking and communicating graduate outcomes to ensure that the families already on our campus make an informed and confident decision to stay for the full TSCS formation journey.

FORMATION (CONT.)

The practices and places that cultivate virtue, wisdom, and joy

- Rebuild the dedicated student life leadership and daily campus presence that make the Upper School a place where students are genuinely known. Re-establish roles that have clear commitments to student formation and the presence and availability within the Upper School to create an environment ripe for Formation.
- Map the arc of academic expectation across the TSCS student journey, from 3rd grade through graduation, so that every step up in academic requirements is anticipated, supported, and communicated. Establish clear guidelines for how teachers engage parents and students differently as students mature.
- Hold every “space” of student life (retreats, clubs, extracurriculars) to the same standard of intentionality that the School brings to its classrooms. Clear faculty supervisory standards for retreats, proper incentives for club sponsorship, and dedicated funding for student-led activities all expand the surface area of Formation in a student's day.



WHAT COMES NEXT

The release of this document marks the end of Stage 2, the Planning stage of a multi-stage process that began in Spring 2025.

Now, the process moves to Stage 3: Validation. The TSCS Board of Trustees, together with the Chief Financial Officer, and each initiative's designated owners, will review the full set of proposed goals, assess their feasibility and projected cost, and vote on which initiatives to prioritize and when. That vote will serve as the bridge for when the community's vision becomes a sequenced, resourced, and accountable plan.

STAGE	NAME	DESCRIPTION	TIMEFRAME
0	Ideation	Gauging initial level of problems and opportunities	Spring 2025
1	Identification	Pinpoint issues and solutions	Fall 2025
2	Planning	Create goals, action plans, owners, and estimated costs	Spring 2026
3	Validation	TSCS Board, Chief Financial Officer, and Initiative Owners prioritize initiatives	Summer 2026
4	Implementation	Execute approved plans	Fall 2026 & beyond
5	Realization	Quarterly and annual assessments of progress and impact	Spring 2026 & beyond

Highlight indicates where the School stands today.

Stage 4, Implementation, begins in Fall 2026, as Board-approved priorities move from planning to action, led by specific initiative owners. The goals documented in this narrative are mapped into dozens of detailed initiatives: each with a clear owner, measurement of achievement, timeline, and cost. This map will live in the Strategic Plan Tracker, a comprehensive database of all goals and initiatives that will be maintained by the TSCS Chief Operating Officer. The Chief Operating Officer is also tasked with connecting resources to initiatives and making sure that all initiatives stay on track.

Stage 5 ensures that this Plan remains a living document: quarterly and annual assessments will be reported to the Board, shared with the community, and used to refine the plan as the school learns from experience.

WITH GRATITUDE

This Strategic Plan is the product of more than a year of generous, dedicated service by the TSCS community members listed below: parents, faculty, staff, and friends of the school who gave their time, their candor, and their deep love for this community to the work of imagining what TSCS can become.

Their conversations were honest, their commitment was sustained, and their care for every student at this school was present in every meeting. Please join us in thanking these incredible members of our community!

FOCUS AREA	TEAM LEAD	COMMITTEE MEMBERS	
Onboarding	Rachel Lake	Hannah Brown Melissa Duffel	Deacon Timothy Rask Ben Hays
Finance	Kellie Kuykendall	Hanny Shanar Matthew Reed Clayton Sears	Jonathon Lancton Cory Anglin Kaarle Rautio
Communications	Rebecca Rautio	Sarah Stieglitz Lauren Turner Beth Ramos	Molly Hust Audrey Glickert Kristen Lancton
Organizational Clarity & Accountability	Justine Dalbey	Constantina Strickler Andy Clark Emma Marshall	Melanie Augustus Laura Nicol Gigi Shadid
Upper School Formation & Retention	Galen Nicol	Zach Harris Marc Mann Christa Murchison	Jennifer Hong Erin Robleto Holly Palandro
Campus Facilities & Equipment	Ed Taussig	Justin Novotny Jayne Meyncke Nick Massad	



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