



Girls Global Academy

GGA October 2023 Board Meeting

Published on October 21, 2023 at 9:05 AM EDT

Date and Time

Monday October 23, 2023 at 6:30 PM EDT

Location

Beth Blaufuss is inviting you to a scheduled Zoom meeting.

Topic: GGA October 2023 Board Meeting

Time: Oct 23, 2023 06:30 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us06web.zoom.us/j/81591945138?pwd=f8TNRdEDnRb4aO0ahTo6RrTjZR19l4B.1>

Meeting ID: 815 9194 5138

Passcode: 230861

One tap mobile

+13017158592,,81591945138#,,,,*230861# US (Washington DC)

+13052241968,,81591945138#,,,,*230861# US

Dial by your location

• +1 301 715 8592 US (Washington DC)

• +1 305 224 1968 US

• +1 309 205 3325 US

• +1 312 626 6799 US (Chicago)

• +1 646 931 3860 US

• +1 929 205 6099 US (New York)

• +1 253 205 0468 US

• +1 253 215 8782 US (Tacoma)

• +1 346 248 7799 US (Houston)

- +1 360 209 5623 US
- +1 386 347 5053 US
- +1 507 473 4847 US
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- +1 719 359 4580 US

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Agenda

	Purpose	Presenter	Time
I. Opening Items			6:30 PM
A. Record Attendance			1 m
B. Call the Meeting to Order			
C. Approve Minutes	Approve Minutes		5 m
Approve minutes for GGA September 2023 Board Meeting on September 27, 2023			
II. Board Elections			6:36 PM
A. Board votes on Rachel Charles and Anita Johnson for membership.	Vote	Beth Blaufuss	10 m
The Board will vote on the nominations of Rachel Charles and Anita Johnson in alphabetical order. In addition to the board candidate forms included in the meeting packet, Rachel's LinkedIn profile can be accessed here , and Anita's profile can be accessed here .			
III. Community Engagement			6:46 PM
A. Update	FYI	Maureen Colburn	

	Purpose	Presenter	Time
Karen and Maureen will update us on enrollment and community partnerships.			
IV. Finance Committee			6:46 PM
A. Finance update	FYI	Laura Bartos	10 m
Laura will provide an update on our financials and the status of lease negotiations.			
V. Strategic Plan			6:56 PM
A. The board will discuss and vote on the three-year strategic plan.	Vote	Beth Blaufuss	45 m
The following committee chairs will provide a brief overview of the changes since the last meeting:			
<ul style="list-style-type: none"> • Goal 1, Academics: Mary Pendleton • Goal 2, Student Sisterhood: Beth Blaufuss • Goal 3, Community Sisterhood: Maureen Colburn • Goal 4, Talent Development: Beth Blaufuss • Goal 5, Finances: Laura Bartos 			
After discussion, the board will vote on whether to adopt the strategic plan and discuss next steps for monitoring.			
VI. Other Business			7:41 PM
A. Executive Director's Highlights	FYI	Karen Venable-Croft	5 m
Karen will share a few highlights of the school year so far.			
B. Look ahead	Discuss	Beth Blaufuss	5 m
Beth will preview two items:			
1. The next board meeting will be November 27 from 6:30 to 8:30 p.m. Thoughts on having it at GGA?			
2. Next steps for board member recruitment and committee assignments.			
VII. Closing Items			7:51 PM
A. Adjourn Meeting	Vote		

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for GGA September 2023 Board Meeting on September 27, 2023
2023_09_27_board_meeting_minutes.pdf

APPROVED



Girls Global Academy

Minutes

GGA September 2023 Board Meeting

Date and Time

Wednesday September 27, 2023 at 6:15 PM

Location

Beth Blaufuss is inviting you to a scheduled Zoom meeting.

Topic: GGA Board Meeting

Time: Sep 27, 2023 09:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us06web.zoom.us/j/86867484098?pwd=UzbfDvIJXC17xoJ6sF8uOnKJcCqIS7.1>

Meeting ID: 868 6748 4098

Passcode: 036857

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Find your local number: <https://us06web.zoom.us/j/keh5sTBy3U>

Trustees Present

A. Wisler (remote), B. Blaufuss (remote), L. Bartos (remote), L. Johannesson-McCoy (remote), M. Colburn (remote), M. Levasseur, M. Miller (remote), M. Pendleton (remote), S. George

Trustees Absent

None

Ex Officio Members Present

K. Venable-Croft (remote)

Non Voting Members Present

K. Venable-Croft (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

B. Blaufuss called a meeting of the board of trustees of Girls Global Academy to order on Wednesday Sep 27, 2023 at 6:23 PM.

C. Approve Minutes

L. Bartos made a motion to approve the minutes from GGA August 2023 Board Meeting on 08-28-23.

M. Colburn seconded the motion.

The board **VOTED** to approve the motion.

II. Board Officers

A.

Vice-chair vote

B. Blaufuss made a motion to nomination of Andria Wisler as board vice-chair.

M. Miller seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

M. Levasseur	Absent
L. Johannesson-McCoy	Aye
M. Colburn	Aye
L. Bartos	Aye
B. Blaufuss	Aye
M. Miller	Aye
A. Wisler	Aye

III. Community Engagement

A. Update

1. Update Karen and Maureen will update us on enrollment and community engagement planning, including fundraising. The pre-reading is linked here.
 1. Enrollments:
 1. 208 scholars, 211 goal, still have until Oct 1st
 2. Starting recruiting early and sticking with it, lots of follow-up with families
 3. Important to see 456 applications for 208 enrolled; important to note how many applications we need to get to this # enrolled
 2. Partnerships:
 1. Maria is working with Shayne on a matrix for partners; so not too much time is spent engaging with partners that end up not being a good fit
 3. Development:
 1. FundEd – and annual development goals
 2. Starting corporate stewardship for the first time this year
2. Comments: Call on social media (Instagram) for partners but matrix is not yet set. Karen isn't aware of this post.

IV. Finance Committee

A. Finance update

1. Finance update FYI Laura Bartos 15 m Laura will provide an update on our financials. The pre-reading narrative is linked here, and the financials are attached as well.
2. Laura:

1. excited about where we are financially; feeling confident and comfortable with where we are and cash position
2. looking toward long-term goals à the lease! The strong financial position this year gives us more time to solve the lease issue
3. Convo with landlord in October
3. Karen: 4th quarter rent from resident partner is on track; will reduce amount of rent that we need to pay from our account.
4. Beth: echo Laura's praise; 78 days of cash on hand – phenomenal! Strange question: is that actually too much? Where is the line between prudence and stinginess?
5. Karen: Want to bring to the Finance Committee, areas in which we can increase spending. Be strategic about cash on hand and support critical programming.
6. Laura: may need to go to rent depending on conversation with landlord
7. Maureen: How much of the funding, if any, coming out of pandemic-related funding? Because we may not have that funding moving forward.
8. Karen: We are receiving significantly less pandemic funding already, but good reminder to consider this closely
9. Laura: Karen already does this
10. Beth: Let's hope negotiations on Capitol Hill do not result in 80% funding cut to Title 1. What's the timeline on the lease negotiations?
11. Laura:
 1. Scenario 1: Count day then Karen talks to Calvary and they say Yes! We are open to negotiating what makes more sense and this will result in a lease amendment. Done by end of the year

Scenario 2: they aren't willing to negotiate, then it would turn into a legal action. Are we willing to go that long, costly path?

V. Academic Excellence 6:37 PM A. PARCC Test Results Discussion Discuss Mary Pendleton 20 m Mary and Karen will discuss key takeaways and next steps based on spring PARCC results. Pre-reading is linked here.

VI. Strategic Plan 6:57 PM A. Strategic plan feedback time and next steps Discuss Beth Blaufuss 40 m Beth will facilitate the board's feedback on the latest draft of the strategic plan

V. Academic Excellence

A. PARCC Test Results Discussion

A. PARCC Test Results Discussion - will discuss key takeaways and next steps based on spring PARCC results. Pre-reading is linked here

1. PARCC reminders (see slides for details)

1. Next slide, students earning 3 or higher. Strength ELA is performing close to the charter sector in English I and slightly higher in English II
2. Next slide, 4+ only (meeting or performing above grade-level expectations); GGA is performing lower than other groups measured and shown on bar graphs
3. Next slide, percentage for each course and overall for ELA and Math; ELA is higher than math overall; not a surprise
4. Next slide, comparing data from 2 years ago, 2021-22 year first year back from pandemic at-home learning
5. Next slide, 3s 4s and 5s (earning 3+ by grade, year over year); small increase in geometry and small increase in algebra

2. Take 4 minutes to digest the data, review slides 1 – 8 on your own then put 1 noticing/wondering in the chat. From the chat:

- 18:57:01 From Laura Bartos To Everyone:

I'm wondering how we think through goal setting each year with PARCC for the school by subject (ie - do we target specific percentage of students achieving 3+) and how do we make sure those goals are realistic and put us on a long-term, achievable path to improvement? I'm also wondering the year over year growth (which I know is another metric) for each grade in ELA and math, as I think that is helpful to view in combination with the absolute PARCC scores.

- 18:57:12 From Beth Blaufuss To Everyone:

I'm noticing the comparatively low performance of ELL's, and I wonder about supports for core subject teachers to instruct this subgroup well.

- 18:57:56 From Lauren Johannesson-McCoy To Everyone:

I'm wondering (can't remember?) how these scores impact GGA's overall rating. Is it exponential or step increases with the increasing scores?

- 18:59:36 From Maria Miller To Everyone:

notice that the 4+scores for English II have dropped nearly by half. Assuming that this represents the body of students that we've had from the school's beginning, do we have a sense of what the issue is and how are we addressing it?

3. What do you want to add to the group to consider when talking about the Strategic Plan?

1. Highlights what we have to focus on: learning environment, learning experiences, and learning for all
2. If we really pay attention to the learning environment, students will see the classroom is where they can build relationships and build confidence. Adults matter!

3. English II, 10th grade students; ELA is different from Math because...English II from English I text complexity, planning has to align to the rigor and complexity of what will be tested. How can we (the Board) support this development of teachers? Thinking critically and complex texts; the importance of on-grade-level work

VI. Other Business

A. Look ahead

Beth will preview two items:

1. The next board meeting, October 23, from 6:30 to 8:30 p.m.
 1. Committee chairs: email Beth by October 19th with pre-reading for next board meeting
2. Work on board evaluation and new board member additions
 1. Parent board members!
 2. Will receive email from consulting firm (Bell Weather) to recruit new board members. We've also engaged with Compass to support on board wellness check-up. LOOK OUT for these in your email inbox.
3. Other announcements?
4. Karen and Shayne: end our meeting with 1 or 2 things that you've seen in the past week that's given you joy at GGA
 1. Karen:
 1. we have Seniors! They went to their college fair!
 2. Community meeting affirmations
 2. Shayne:
 1. I'll add that we have an enrichment partner in the building who was our IB student and graduated in 2013; she teaches vinyl DJing on Wednesdays
5. Graduation date??? Graduation committee met on Monday. June 7th, 2024 or June 6th depending on venue
6. Yes, we are thinking about a student rep to the Board

VII. Closing Items

A. Adjourn Meeting

1. Adjourn Meeting Vote @ 7:54
2. Moved by Beth
3. No objections!

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:54 PM.

Respectfully Submitted,

B. Blaufuss

DRAFT



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M. Miller seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

M. Colburn	Aye
L. Johannesson-McCoy	Aye
B. Blaufuss	Aye
A. Wisler	Aye
L. Bartos	Aye
M. Miller	Aye
M. Levasseur	Absent

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Respectfully Submitted,

B. Blaufuss

Coversheet

Board votes on Rachel Charles and Anita Johnson for membership.

Section: II. Board Elections
Item: A. Board votes on Rachel Charles and Anita Johnson for membership.
Purpose: Vote
Submitted by:
Related Material: GGA Board Candidate Form Responses Rachel Charles.pdf
Board Candidate Form Responses Anita Johnson.pdf

Girls Global Academy Board Candidate Form Responses

Candidate Name: Rachel Charles

Preferred Pronouns: she/her

State/Territory of Residence: DC

Nominating Member: Karen Venable-Croft

In 500 words or less please tell us a little bit about yourself. Respond in any way you choose, including some professional history, general biography, or even just personal reflections.

Originally from California, I've lived several places around the Southwest, including the Navajo Nation, of which my husband and 3 children are tribal members. I've lived in Washington DC since 2015 and have navigated numerous DC charter schools experiencing the pros and cons of each one. I've seen one child through high school and college, and my current GGA student will be my second. Both of these students are high achieving and have been on some non-traditional paths in terms of their course credits, and we've had to proactively seek out creative solutions to keep them engaged in their schooling when the traditional pathways did not engage them. I've appreciated GGA's partnership in understanding the needs of our student and finding creative solutions to meet both her graduation requirements and engaging courses. Professionally, I am currently a Business Analyst for a local financial advisory firm. I am skilled in strategizing business objectives in finding practical solutions and efficient processes. I participate and guide many operational initiatives. I am skilled in systems administration and data analysis.

In 500 words or less please tell us why you would like to join the governing board of Girls Global Academy. Please also tell us what you think you will contribute and/or any particular things you would like to do as a trustee of the school.

I would like to join the Governing Board at GGA because I have a current GGA student in the 11th grade. I have wanted to find a way to be involved in the school, and this opportunity to participate on the board seems like a good fit with the skills that I have. I'm happy to contribute my business skills of strategy, problem solving, operations, finance, and data analysis wherever it's most needed. Because of my experience and perspective navigating 2 students to remain engaged in high school, the academics committee could be an intriguing place to participate.

Girls Global Academy Board Candidate Form Responses

Candidate Name: Anita Johnson

State/Territory of Residence: DC

Nominating Member: Karen Venable-Croft

In 500 words or less please tell us a little bit about yourself. Respond in any way you choose, including some professional history, general biography, or even just personal reflections.

My name is Anita Johnson. I am originally from the Washington DC Metro Area. I have a strong passion for cultural connectivity. As a lifelong learner, I completed my undergraduate studies at Howard University majoring in Anthropology. My need and desire for more education led me to complete a Master's Degree in Public Administration with a concentration in Nonprofit Management from The University of the District of Columbia. I have experience in local, state, and national government industries with a strong focus in Human Resources. I have a passion for people and a strong commitment to public service.

In 500 words or less please tell us why you would like to join the governing board of Girls Global Academy. Please also tell us what you think you will contribute and/or any particular things you would like to do as a trustee of the school.

I would like to join the governing board of Girls Global Academy (GGA) for several reasons. I was first introduced to GGA in 2019 at a PTA meeting when my then eighth grade daughter was a student at Howard University Middle School of Mathematics and Science (MS2) Public Charter School. Co-Founders Shayne and Karen had an information table set up immediately in the entry way of the school. My curious nature led me to the table and we instantly sparked up a conversation. As a strong supporter of school choice much to my surprise I had never heard of GGA, this was because it was a new school planning to open in the Fall of 2020. We discussed the mission and vision and I was sold. I wanted my daughter to have a spot. I was impressed with the four pillars of sisterhood, scholarship, service, and safety. GGA is force that is here to stay in DC. GGA gives our girls an opportunity to be visible in the community. Having an opportunity to join the board and contribute to the continual success of the future of GGA is an opportunity for greatness. Joining the governing board will allow me to utilize my knowledge and skills in the public sector. I would like to contribute in anyway possible, but specifically in the community outreach committee. I believe that through high visibility community engagement GGA can gain more visibility giving more girls in all eight wards an opportunity to attend DC's premier first and only all girls public charter high school.

Coversheet

The board will discuss and vote on the three-year strategic plan.

Section: V. Strategic Plan
Item: A. The board will discuss and vote on the three-year strategic plan.
Purpose: Vote
Submitted by:
Related Material: Girls Global Academy Strategic Plan DRAFT, Oct. 2023.pdf

Girls Global Academy Strategic Plan 2023-26

DRAFT 2

Mission:

Girls Global Academy (GGA) is an all-girls public charter high school in Washington, DC. We are dedicated to the liberating and empowering mission of fostering pathways to lead and learn by educating our students to be globally minded and confident leaders equipped to graduate prepared for a dynamic post secondary landscape.

Vision:

Leaders influencing change for global benefit.

Introduction:

In Girls' Global Academy's first three years, the school has successfully navigated the challenges of starting a new high school and navigating it through the pandemic and its initial impact on students. In our next three years, GGA will build on this foundation to ensure that DC girls and the school itself have the strengths, resilience, and vision needed to truly thrive for years to come in an ever-changing world.

Context:

The shift in the context in which GGA is educating students has been nothing short of seismic in the last three years. Pandemic learning and socialization delays threaten to define an entire generation of American children, and those gaps have disproportionately impacted at-risk students, many of whom we are proud to serve. The cost of living and shifts in the nature of work are changing the

population of our city, the landscape of the neighborhood in which our school is located, and the availability of high-quality instructional staff.

Amid such challenges, Girls Global remains the only all-girls high school available to *all* DC students, regardless of income. The appeal of a strong culture of sisterhood and belonging that has been a central pillar for the school since its founding is even more powerful now, when more of us are aware of the alienation that threatens to undermine the full flourishing of so many young people. And the value of high academic expectations, embodied in career-relevant coursework and upheld by a powerful educational team led by women of color, remains high.

The school's enrollment has grown steadily, although not at the pace anticipated when the school was in its planning phases. Thanks to strong fiscal stewardship in its first three years and nimble adjustments by the school's leadership, a smaller GGA than was anticipated in 2019 remains not only viable but potentially advantageous in the coming years. Provided that we can do so with continuing fiscal health, a smaller GGA than originally planned means that the leadership can continue the work of rooting the practices that will uphold a strong sense of sisterhood at a scale that is strongly conducive to that culture-building work. The steady growth we seek will be strongly impacted by the growth of the school's culture and programming and the progress in those areas as reflected in the school's first tier ranking by the D.C. Public Charter School board. Thus the DCPCSB's Performance Management Framework, by which that tier ranking will be determined, informs the metrics by which we will evaluate progress in key strategic areas.

Goals:

With these challenges and opportunities for our students and our school in mind, we prioritize progress in the following five areas:

1. Academics: Every student will graduate from Girls Global Academy college, career and life skills ready.
2. Culture: Students will create and experience a positive sisterhood in the school.
3. Community: GGA students will create and experience a positive sisterhood in the wider community, by building relationships with "sisters" and other allies in contexts such as workplaces, colleges, and networking events.
4. Talent Development: GGA will recruit, retain, and develop highly impactful, mission-aligned educators.

5. Finances: GGA will achieve break-even operations as a smaller school than originally planned, without relying on philanthropic support for targeted operations and without sacrificing program goals and needs.

Goal 1: Every student will graduate from Girls Global Academy college, career and life skills ready.		
Strategies:	Tactics:	Performance Targets:
S.1: The school leadership team will vertically align instruction, knowledge and skills to ensure appropriate and effectively spiraling rigor at every grade level.	<p>Tactic 1: The principal and instructional staff will use data analysis to identify the problem of practice from the student centered problem.</p> <ul style="list-style-type: none"> • Teacher Bimonthly review of subclaim skill progress • Student goal setting for growth on skill <p>Instructional leadership team review Quarterly MAP data and progress on the identified subclaim</p>	<p>PT 1: MAP GROWTH</p> <p>Baseline: Math—41% met growth in S23 Reading—43% met growth in S23</p> <p>PT 1: At least 50% of students will meet their Math and Reading MAP average growth target from Fall to Winter and Winter to Spring administration by 2025-26.</p> <p>PT 2: PARCC ELA</p>
	<p>Tactic 2: The principal and Academic Instruction Leads will provide growth focused observations and feedback to strengthen instructional practice in alignment with a clear vision for instructional excellence at GGA. That vision will be</p> <ul style="list-style-type: none"> • Clear to all • Aligned with the rigor of the curriculum • Conducive to all teachers evolving 	<p>Baseline for 2022-23: 48% of students scored 3 or higher 20% of students scored 4 or higher</p> <p><u>2023-24:</u> 55% of students score 3 or higher 30% of students score 4 or higher</p> <p><u>2024-25:</u> 60% of students score 3 or higher 36% of students score 4 or higher</p>

	<p>their practice.</p>	<p><u>2025-26:</u> 65% of students score 3 or higher 42% of students score 4 or higher</p> <p>PT3: PARCC Math</p> <p>Baseline 2022-23: 26% of students scored 3 or higher 2% of students scored 4 or higher</p> <p><u>2023-24:</u> 40% of students score 3 or higher 15% of students score 4 or higher</p> <p><u>2024-25:</u> 45% of students score 3 or higher 21% of students score 4 or higher</p> <p><u>2025-26:</u> 50% of students score 3 or higher 27% of students score 4 or higher</p> <p>PT4: <i>(Identical to Goal 4, PT4)</i> A clear vision of instructional excellence exists, and teachers are coached and developed in alignment with it.</p> <p>2023-24: The management team articulates the GGA vision for instructional excellence with the support of the board academic committee.</p>
	<p>Tactic 3: The school will implement effective interventions for special populations at the assessed grade level</p> <ul style="list-style-type: none"> ● English Language teacher monitors reading intervention program October - May each year ● ELA teachers facilitate intervention twice per week ● Student participate in a reading intervention based on reading choice in Dreambox through ELA classes ● Leadership team celebration of growth benchmarks achievement for staff and students ● Students participate in 8 week rotations for math high impact tutoring ● Math and Science teachers use critical thinking intervention curriculum for check for understanding in math and science 	

		<p>2024-25: The management team aligns teacher coaching and development with the vision and sequences it with individual and whole-faculty growth priorities in mind.</p> <p>2025-26 The management team refines teacher coaching and development and reports on adaptations and anticipated impact.</p>
	<p>Tactic 4: Instructional staff lead best practices workshops bimonthly</p>	
<p>S.2</p> <p>100% students have access to IB higher-level or standard-level coursework, as well as college credit- and or credential-worthy career pathway advanced courses.</p>	<p>Tactic 1: Every student has equitable access and participation in the International Baccalaureate Career-related Programme that prepares students for post secondary endeavors.</p> <ul style="list-style-type: none"> ● Counselors create course selection sheets for grade 11 and 12 students ● IB coordinator conduct overview presentations for families ● Documented training certificates from staff 	<p>PT1: IB offerings and participation</p> <p><u>2023-24:</u> 80% of 11th and 12th grade students participate in at least one IB Career Program core course</p> <p><u>2024-25:</u> 80% of 11th and 12th grade students participate in at least one IB Career Program course</p> <p>At least 5% pass rate on IB Career Program course assessments</p> <p><u>2025-26:</u></p>

		<p>80% of 11th and 12th grade students participate in at least one IB Career Program course</p> <p>15% of 11th & 12th graders enroll in 3 IB courses/participate in full IB Career Program</p> <p>At least 15% pass rate on IB Career Program course assessment</p>
	<p>Tactic 2: GGA will provide eligible students access higher to education classes.</p> <ul style="list-style-type: none"> ● College and Career Readiness Counselors holds dual enrollment information meeting ● Students complete entry paperwork before the deadline ● College and Career Readiness Counselor conducts two check in meetings in the summer 	<p>PT2: Dual enrollment participation</p> <p><u>2023-24:</u> 8% of rising 11th and 12th grade students enroll in a summer college class and receive a grade of C or higher</p> <p><u>2024-25:</u> 8% of rising 11th and 12th grade students enroll in a summer college class and receive a grade of C or higher</p> <p><u>2025-26:</u> 10% of rising 11th and 12th grade students enroll in a summer college class and receive a grade of C or higher</p>
	<p>Tactic 3: GGA will provide all students access to Career and Technical education pathways.</p>	<p>PT3: CTE participation</p> <p>100% of students will be enrolled in a CTE course; the board will monitor the</p>

	<ul style="list-style-type: none"> ● Counselors prepare the course selection sheets ● Counselors conduct presentations/Overview to families ● CTE teachers documented training certificates ● Dir. Pro. Cmty Eng. monitors pass rate for CTE courses ● Dir. Pro. Cmty Eng. monitors pass rate for CTE courses pass rate for CTE certificate 	percentage of students taking and passing CTE assessments.
S.3 School implements effective routines for monitoring transcripts at every grade level and developing a plan to ensure each student on track with the coursework they need to graduate on time; monitors those plans to ensure students remain on track to graduate	<p>Tactic 1: The principal will coordinate effective transcript audits.</p> <ul style="list-style-type: none"> ● Admissions coordinator monitors transcript requests ● Counselors conduct transcript analysis to enroll in courses ● Students create personal learning plans ● Principal monitors data tracker for grades, transcripts, report cards, on track status 	<p><u>2023-24:</u> 80% of students graduate in 4 years</p> <p><u>2024-25:</u> 90% of students graduate in 4 years</p> <p><u>2025-26:</u> 90% of students graduate in 4 years and 100% of 5th year cohort graduate</p>
S.4 Maintain satisfactory accumulated rates of attendance conducive to learning and culture at the level GGA expects of all students	<p>Tactic 2: Conduct weekly attendance meetings</p> <ul style="list-style-type: none"> ● Maintain an attendance and truancy tracker for every student ● Weekly information 	<p>PT 1: Student attendance</p> <p><u>2023-24:</u> 86% in-seat attendance</p> <p><u>2024-25:</u> 90% in-seat attendance</p>

	<p>communication to student and family using a variety of methods</p> <ul style="list-style-type: none"> ● Personalized intervention plans for moderate and severe absenteeism ● Students improved attendance in each of the OSSE defined absenteeism groups Satisfactory Attendance At-Risk Attendance Moderate Chronic Absence Severe Chronic Absence Profound Chronic Absence 	<p><u>2025-26</u>: 92% in-seat attendance</p>
<p>Tactic 3: Recognize students who maintain satisfactory attendance</p> <ul style="list-style-type: none"> ● Principal hosts 4 attendance celebration assemblies ● Director of Community Engage posts monthly social media spotlights ● Attendance matters team creates monthly school wide attendance challenges ● Principal and Executive Director recognized students in monthly You Go Girl Group ● Student leadership conduct weekly Wednesday morning celebrations 		
<p>Tactic 4: Conduct targeted support attendance groups for moderate</p> <ul style="list-style-type: none"> ● 90% students in at-risk and moderate absenteeism group 		

	<p>participate in Reconnecting Youth Curriculum</p> <ul style="list-style-type: none"> ● Students create weekly monitored progress goals ● Attendance associate hosts weekly mentor groups ● Phased external motivation from the Trailblazer incentives basket 	
	<p>Tactic 5: Communication with families</p> <ul style="list-style-type: none"> ● Attendance associate sends daily robo morning notifications for tardy using positive intervention application ● Attendance associate monitors daily monitoring student attendance submissions by teachers ● Advisory student classes create monthly Visual representations and presentations of data ● Students monitor weekly attendance in advisory class and create goals of improvement or maintenance ● Social Worker lead home visits and CFSA reporting ● Teachers and attendance associate create structured and varied communication sent to family 	
	<p>Tactic 6: Attendance clerk monitors the attendance for the multi-tiered supports</p>	

	process for student attendance <ul style="list-style-type: none"> ● Presents chronic absenteeism data 	
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Goal 2: Students will create and experience a positive sisterhood in the school.		
Strategies:	Tactics:	Performance Targets:
<p>S.1: GGA will create a culture focused on fostering belonging and building relationships that value all learners and members of community</p>	<p>Tactic 1: School leadership and students will collaborate on establishing and refining consistent sisterhood-building experiences and traditions</p> <ul style="list-style-type: none"> ● Students create the GGA feel, sound, visual culture and collective movement ● Restorative practices specialists host monthly Sister to Sister Mentoring Program participation ● Executive Director hosts the Annual Sisterhood Summit ● Student facilitated monthly celebrations and traditions ● Students complete the student feedback survey for instructional 	<p>PT 1: Panorama Survey–Sense of Belonging: Annually beginning with a baseline from 2022-23, progress will occur in:</p> <ul style="list-style-type: none"> ● The percentage of students responding favorably ● GGA’s favorable sense of student belonging relative to other high schools <p>The board will also monitor:</p> <ul style="list-style-type: none"> ● The percentage of total GGA students responding to the survey ● Matched cohort response growth ● Management’s narrative analysis of sisterhood at the school.

	<p>staff</p> <ul style="list-style-type: none"> ● Experiential learning manager plans quarterly student experiences designed to build rapport and sisterhood 	<p>PT 2: Student re-enrollment</p> <p>Baseline: 83% from 2022 to 2023</p>
	<p>Tactic 2: All staff and students will participate in one activity outside of the classroom</p> <ul style="list-style-type: none"> ● Athletic coordinator provides athletic schedule for staff sign up ● Student leadership facilitate quarterly student created activities 	<p><u>2023-24:</u> Retain 85% of all students</p> <p><u>2024-25:</u> Retain 85% of all students and 90% of rising 11th and 12th graders</p>
	<p>Tactic 3: Conduct building relationship experiences</p> <ul style="list-style-type: none"> ● Teachers and advisor teachers spend 10 minutes with each student on monthly rotations ● Staff will facilitate a community circle with students weekly because it builds understanding, connection and trust 	<p><u>2025-26:</u> Retain 88% of all students and 95% of rising 11th and 12th graders</p> <p><u>2026-27:</u> Retain 93% of all students</p> <p>PT 3: Family engagement: Annual growth in the percentage of families participating in family events will occur.</p>
	<p>Tactic 4: Offer opportunities for families to engage</p> <ul style="list-style-type: none"> ● FED ● Parent Org ● Parent workshop 	<p>PT 4: Family engagement survey</p> <p><u>2023-24:</u> 60% response rate on quarterly family engagement survey</p> <p><u>2024-25:</u> 60% response rate on quarterly family engagement survey</p>

		<p><u>2025-26:</u> 60% response rate on quarterly family engagement survey</p>
<p>S.2: Teachers will foster learning environments that result in invested and attentive students in class.</p>	<p>Tactic 1: Intellectual and personal engagement in experiential learning in classes, enrichment, and athletics, as well as cross-curricular collaboration on experiential learning</p> <ul style="list-style-type: none"> ● Experiential learning coordinator facilitates 1 grade level experiential learning projects ● Teachers co-plan a grade level activity ● Athletics ● Students take one enrichment arts and technical class ● IB students plan a service learning projects ● Students attend 2 field trips each year 	<p>PT 1: Panorama Survey–Engagement</p> <p><u>2023-24:</u> Meet the 40-50th national percentile of responding favorable in Engagement for high school students in an urban setting</p> <p><u>2024-25:</u> Meet the 50 - 70th national percentile of responding favorable in Engagement for high school students in an urban setting</p> <p><u>2025-26:</u> Meet 70- 90th national percentile of responding favorable in Engagement for high school students in an urban setting</p>
	<p>Tactic 2: Use adaptive learning techniques</p> <ul style="list-style-type: none"> ● Instructional team review MAP readiness data and create modifications to learning ● Student complete feedback survey about their learning ● Academic leadership observation 	

	<p>of engaging students in learning</p> <ul style="list-style-type: none">• Teachers provide multiple ways to assess student understanding• Teachers and special education teachers embed students interests in learning	
	<p>Tactic 3: Student purpose in the classroom</p> <ul style="list-style-type: none">• Students complete their career inventory each year• Teachers make relevant connections with class content to real life experiences	

Goal 3: Community: GGA students will develop horizon-opening bonds with “sisters” and other allies in contexts such as workplaces, colleges, and networking events.		
Strategies:	Tactics:	Performance Targets:
GGA will foster relationships with community partners to enhance the curriculum and sisterhood culture of students.	<p>Tactic 1: Develop anchor partners for each of the CTE pathways.</p> <ul style="list-style-type: none"> ● Pathways Steering Committee ● High School of Business ● Project Lead the Way ● OSSE DC-CTE <p>Tactic 2: Students participate in internships in their career pathway.</p> <ul style="list-style-type: none"> ● Experiential learning coordinator and IB Coordinator identify external opportunities ● College and Career Readiness coordinator and Experiential learning coordinator identify non-compensatory work-based learning options GGA ● Transition coordinator identifies job placement for certificate pathway students <p>Tactic 3: GGA Students plan and organize service activities that positively impact the neighborhoods in which they</p>	<p>PT1: By graduation, 85% of GGA students will participate in a learning experience outside of school by 2025-26</p> <p><u>SY23-24:</u> Board monitors participation</p> <p><u>SY24-25:</u> Board monitors participation</p> <p><u>SY25-26:</u> 85% of the class of 2026 has participated in a learning experience outside school.</p> <p>PT2: GGA will have a clear process for connecting with, sustaining, and evaluating the impact of community partnerships.</p> <p><u>SY23-24:</u> The partnership rubric, handbook, and matrix are developed and completed.</p> <p><u>SY24-25:</u> The management team and leadership begin a process for board monitoring of</p>

	live and go to school.	partnerships and their impact. <u>SY25-26:</u> The management team develops and the board approves a process for evaluating impact of partnerships.
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Goal 4: Talent Development: GGA will recruit, retain, and develop highly impactful, mission-aligned educators.		
Strategies:	Tactics:	Performance Targets:
S1- GGA will attract and retain highly impactful teachers by establishing a clear vision for effective instruction and developing all educators to continually increasing levels of effectiveness in alignment with that vision.	Tactic 1: Articulate clear vision for instruction <ul style="list-style-type: none"> ● The management team will identify and prioritize characteristics of effective instruction at GGA. ● The management team, in consultation with the Academic Committee of the board, will articulate a clear vision for effective instruction that aligns with student needs, the rigor of the curriculum, and the school’s culture, and establishes a pathway for all teachers to evolve their 	PT1: Teacher retention <u>SY23-24:</u> Monitor teacher retention of staff that are proficient and culturally responsive <u>SY24-25:</u> 70% of proficient and culturally responsive staff return to GGA <u>SY25-26:</u> 85% retention PT2: Danielson ratings <u>SY23-24:</u> 65% of staff achieve at least proficiency rating on mid-year observation

	<p>practice. The vision for instruction should also facilitate prioritization of teacher practices and effective coaching. (SY23-24)</p>	<p><u>SY24-25</u>: 70% of staff achieve at least proficiency rating on mid-year observation</p>
	<p>Tactic 2: Academic leaders refine teacher coaching to align with the school’s vision for effective instruction. (SY24-25)</p>	<p><u>SY25-26</u>: 80% of staff achieve at least proficiency rating on mid-year observation</p>
	<p>Tactic 3: High quality workforce</p> <ul style="list-style-type: none"> ● Leadership Build Effective Leadership Systems & Structure ● Staff participate in a community circle each month because it builds understanding, connection and trust ● Staff take the instructional culture insight survey ● Provide standards-based teaching in every content and classroom 	<p>PT3: Instructional culture feedback survey</p> <p><u>SY23-24</u>: Increase scores by 4 points from 2022-23 on observation, evaluation, and learning environment domains</p> <p><u>SY24-25</u>: Increase scores by 4 points from 2023-24 instructional culture insight survey on observation, evaluation, and learning environment domains</p> <p><u>SY25-26</u>: Increase scores by 2 points from 2024-25 instructional culture insight survey on observation, evaluation, and learning environment domains</p> <p>PT4: <i>(Identical to Goal 1, PT3)</i> A clear vision of instructional excellence exists, and teachers are coached and developed in alignment with it.</p> <p>2023-24: The management team articulates the GGA vision for instructional excellence</p>

		<p>with the support of the board academic committee.</p> <p>2024-25: The management team aligns teacher coaching and development with the vision and sequences it with individual and whole-faculty growth priorities in mind.</p> <p>2025-26 The management team refines teacher coaching and development and reports on adaptations and anticipated impact.</p>
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Goal 5: Operational Finances: GGA will achieve break-even operations as a smaller school than originally planned, without relying on philanthropic support for targeted operations and without sacrificing program goals and needs.

Strategies:	Tactics:	Performance Targets:
<p>S1: The board and leadership will take strategic actions as needed to ensure that facilities costs stay within the per-pupil allotment.</p>	<p>T1. The board and leadership chose and execute on those steps needed to ensure that facilities costs stay within the per-pupil allotment.</p>	<p>PT1: Facilities costs stay within the per-pupil allotment.</p> <p><u>2023-24</u>: Develop long term facility strategy</p> <p><u>2024-25+</u>: Demonstrate that total facility costs stay within per-pupil allotment, consistently</p>
<p>S2: The school will continue to exercise</p>	<p>T1. Negotiate with Calvary on current</p>	<p>PT1: Annual budget and annual actual</p>

<p>effective fiscal controls, as defined both by GAAP and by budgeting and planning for operations within the per pupil allotment, ensuring that funds allotted for program are not used to support rent/facility payments.</p>	<p>lease</p> <p>T2. As the school grows, the Executive Director will create the infrastructure for school operations and finance to delegate responsibilities in this area while exercising effective oversight.</p>	<p>performance will show break-even operational net income, with an allocation of grant dollars needed for operations decreasing each SY.</p> <p>PT2: Annual performance is within 5% of annual budget.</p> <p>PT3: Days of cash on hand</p> <p><u>2023-24</u>: 30</p> <p><u>2024-25</u>: 45</p> <p><u>2025-26</u>: 45</p> <p>PT4: Audit outcome each year shows “effective” ratings in Treasury, Estimation, Financial Reporting, Expenditures, Payroll, Revenue, Fixed Assets, Compliance, and IT. No material weaknesses in controls.</p> <p>PT5: Starting in SY 2025-26, begin developing strategies for greater financial security and access, including bank account/card improvements and research of a line of credit.</p>
<p>S3: Board and management will collaborate on foundation- and corporate-based expansion of</p>	<p>T1. Leadership team budgets for and collaborates with fundraising consultant</p>	<p>PT1: 5% growth year over year in grants awarded to the school.</p>

philanthropic support for GGA.		
S4: The school will reach enrollment targets set by the board and management every year.		