

**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:
<p>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>	<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>
	Tactic 4: Instructional staff lead best practices workshops bimonthly	
<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.
<p>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>	<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>
<p>S.4 Maintain satisfactory accumulated rates of attendance conducive to learning and culture at the level GGA expects of all students</p>	<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 	
--	----------------------------------------------------------------------------------------------------------------------	--

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:
<p>GGA will foster relationships with community partners to enhance the curriculum and sisterhood culture of students.</p>	<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.
--	------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------

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.	<p>Tactic 1: Articulate clear vision for instruction</p> <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 	<p>PT1: Teacher retention</p> <p><u>SY23-24:</u> Monitor teacher retention of staff that are proficient and culturally responsive</p> <p><u>SY24-25:</u> 70% of proficient and culturally responsive staff return to GGA</p> <p><u>SY25-26:</u> 85% retention</p> <p>PT2: Danielson ratings</p> <p><u>SY23-24:</u> 65% of staff achieve at least proficiency rating on mid-year observation</p>

	<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>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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:
S1: The board and leadership will take strategic actions as needed to ensure that facilities costs stay within the per-pupil allotment.	T1. The board and leadership chose and execute on those steps needed to ensure that facilities costs stay within the per-pupil allotment.	<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>
S2: The school will continue to exercise	T1. Negotiate with Calvary on current	PT1: Annual budget and annual actual

<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.		