



The GLOBE Academy

Board of Directors Meeting

Date and Time

Monday June 3, 2019 at 7:00 PM EDT

Location

4105 Briarcliff Road NE, Atlanta, GA 30345

Notice of this meeting was posted at both campuses and on the GLOBE website in accordance with O.C.G.A. § 50-14-1.

Agenda

	Purpose	Presenter	Time
I. Opening Items			07:00 PM
A. Record Attendance and Guests	Discuss	Sharon Camara	
B. Call the Meeting to Order		Sharon Camara	
C. Vision, Mission and Core Values	Discuss		5 m

Vision: To develop globally minded citizens who have the knowledge, skills, and attitudes to effect positive change in our world.

Mission: The GLOBE Academy fosters Global Learning Opportunities through Balanced Education for children of all backgrounds. With a focus on dual-language immersion, an experiential-learning model, and a constructivist approach, GLOBE inspires students to be high- performing lifelong learners equipped to make a positive impact in the world.

Core Values: The GLOBE Academy's core values are expressed in the acronym, CREST: Community, Respect, Empathy, Sustainability and Trust. These values are expected of the governing board, faculty, staff, parents, and students. They are woven into daily life at GLOBE and incorporated into the curriculum.

- Community: We are inclusive, and we nurture and support one another.
- Respect: We treat ourselves and each other with kindness and dignity.
- Empathy: We strive to understand and share the feelings of others.
- Sustainability: We aim to conserve our resources for optimal use in the present and future.
- Trust: We are committed to honesty, transparency, and respectfully sharing our thoughts and encouraging others to do the same.

II. Public Comment

07:05 PM

A. Public Comment	FYI	Sharon Camara	5 m
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Please note: Each speaker may speak for up to two minutes. Speakers are cautioned from making comments that involve an individual staff member, a personnel action, a student disciplinary matter, a complaint about an individual student or any pending legal matter for which The GLOBE is engaged. Speakers are asked to state their remarks in a courteous manner. As a matter of protocol, Board members will not respond to public comments.

III. Consent Agenda **07:10 PM**

A. Approve Agenda	Vote	Sharon Camara	5 m
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B. Approve Minutes	Approve Minutes	Sharon Camara	5 m
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Approve minutes for Board of Directors Meeting on April 27, 2019

C. Approve Minutes	Approve Minutes	Sharon Camara	5 m
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Approve minutes for Board of Directors Meeting - Special Meeting on April 30, 2019

IV. Executive Session **07:25 PM**

A. To discuss personnel matters	Discuss	Sharon Camara	15 m
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V. PTCC Report **07:40 PM**

A. PTCC Report	FYI		5 m
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VI. Administration and Committee Reports **07:45 PM**

A. Head of School Report	Discuss	Christi Elliott- Earby	5 m
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B. Academic Committee Report	Discuss	Ryan Hudak	5 m
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C. Finance Committee Report	Vote	Chip White	5 m
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Approval of FY 19-20 budget

D. Facilities Committee Report	Discuss	Juan Archila	5 m
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E. Development Committee Report	Discuss	Will Acree	5 m
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F. Communications Committee Report	Discuss	Anita Patel	5 m
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G. Governance Committee Report	Discuss	Stacey Moore	5 m
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H. Strategic Planning Committee Report	Discuss	Katie Monroe	5 m
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I. Diversity Committee Report	Discuss	Monique Hudson	5 m
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J. Head of School Evaluation and Support Committee Report	Vote	Ryan Hudak	5 m
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Vote to rename the HOS Evaluation and Support Committee

VII. Old Business

VIII. New Business

**08:35
PM**

A. Board Roles and Prospective Board Members	Discuss	Sharon Camara	20 m
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IX. Closing Items

**08:55
PM**

A. Adjourn Meeting	Vote	Sharon Camara	
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Cover Sheet

Approve Minutes

Section: III. Consent Agenda
Item: B. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board of Directors Meeting on April 27, 2019



The GLOBE Academy

Minutes

Board of Directors Meeting

Date and Time

Saturday April 27, 2019 at 8:00 AM

Location

4105 Briarcliff Road NE, Atlanta, GA 30345

Notice of this meeting was posted at both campuses and on the GLOBE website in accordance with O.C.G.A. § 50-14-1.

Directors Present

A. Patel, C. White, J. Archila, K. Monroe (remote), M. Hudson, R. Hudak, S. Camara, S. Moore

Directors Absent

W. Acree

Guests Present

A. Fields, C. Elliott-Earby, K. Angel, K. Holder, Phil Andrews, Robyn Brandman

I. Opening Items**A. Record Attendance and Guests****B. Call the Meeting to Order**

S. Camara called a meeting of the board of directors of The GLOBE Academy to order on Saturday Apr 27, 2019 @ 8:05 AM at 4105 Briarcliff Road NE, Atlanta, GA 30345.

C. Vision, Mission and Core Values

Vision, Mission and Core Values were read by board members

II. Public Comment

A. Public Comment

Robyn Brandman commented on the delay in the strategic plan process and the lack of communication on the current status of the process.

III. Consent Agenda

A. Approve Agenda

The agenda and minutes were approved by consent without objection.

B. Approve Minutes

A. Patel made a motion to approve minutes from the Board of Directors Meeting on 03-25-19.

R. Hudak seconded the motion.

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

IV. PTCC Report

A. PTCC Report

A formal report was included in the agenda packet. April mentioned the lack of interest thus far in filling certain PTCC roles.

V. Administration and Committee Reports

A. Head of School Report

A formal report was included in the agenda packet.

B. Academic Committee Report

There was no formal report this month. Due to testing, the committee did not meet this month.

C. Finance Committee Report

There was no formal report this month. The committee met earlier this week. The committee received two proposals from auditing vendors. The current auditor submitted a slightly lower bid than the competing bid. A discussion was held regarding the contract for the auditor and possible policy regarding the length of time upon which The GLOBE would work with the same auditor. Chip stated that he will speak with the auditor to re-work his proposal so it spans only two years and not five years. In addition, Chip said that he will engage with the Finance Committee to discuss the best practice of hiring an auditor, particularly the length of time in which to work with the same auditor.

D. Facilities Committee Report

A formal report was included in the agenda packet.

Monique made a motion to approve the notice to proceed with the UC project. Motion seconded by Chip. Motion approved by all present.

Monique made a motion to approve the execution of the contract for the UC project so long as the contract does not exceed \$1,002,000. Motion seconded by Stacey. Motion approved by all present.

E. Development Committee Report

There was no formal report this month. Meghann was unable to attend the meeting, due to a death in her family.

F. Communications Committee Report

There was no formal report this month. Anita stated that she will reach out to those who have expressed interest in joining the committee.

G. Governance Committee Report

There was no formal report this month. Karen spoke about best practices to be included in the employee handbook in the following areas: background checks, conflict of interest, grievance, sexual discrimination/harassment/misconduct, smoke-free school zone, workplace violence, weapons, professional development, paid time off, benefits, accidents or incidents in the workplace and job descriptions. The draft version of the employee handbook is available for review by the Board on BoardOnTrack. Stacey said that Christi and her team will be able to review the changes to the employee handbook and offer their feedback. Stacey noted that the proposed changes to the bylaws will be put before the Board for consideration at the next regularly scheduled meeting.

H. Strategic Planning Committee Report

A formal report was included in the agenda packet.

I. Diversity Committee Report

There was no formal report this month. The committee is waiting on the strategic plan "regrouping" meeting to proceed forward with their role in the process, particularly as it relates to equity issues.

J. Head of School Evaluation and Support Committee Report

There was no formal report this month. Ryan stated that he met with Christi to discuss work structure.

VI. Closing Items

A. Adjourn Meeting

The next scheduled meeting will be held on Monday, June 3, 2019 at 7 p.m. at Upper Campus.

M. Hudson made a motion to adjourn the meeting.

C. White seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:14 AM.

Respectfully Submitted,

K. Holder

Cover Sheet

Approve Minutes

Section: III. Consent Agenda

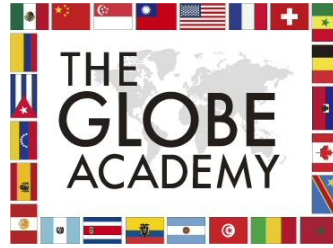
Item: C. Approve Minutes

Purpose: Approve Minutes

Submitted by:

Related Material:

Minutes for Board of Directors Meeting - Special Meeting on April 30, 2019



The GLOBE Academy

Minutes

Board of Directors Meeting - Special Meeting

Date and Time

Tuesday April 30, 2019 at 7:00 PM

Location

4105 Briarcliff Road NE, Atlanta, GA 30345

Notice of this meeting was posted at both campuses and on the GLOBE website in accordance with O.C.G.A. § 50-14-1 and O.C.G.A. § 50-14-1(d)(2).

Directors Present

A. Patel, C. White (remote), K. Monroe, M. Hudson, R. Hudak, S. Camara, S. Moore

Directors Absent

J. Archila, W. Acree

Directors Left Early

C. White

Guests Present

C. Elliott-Earby, J. Limor, K. Holder, Lorca Mout, Marcus Tate-Greene

I. Opening Items**A. Record Attendance and Guests****B. Call the Meeting to Order**

S. Camara called a meeting of the board of directors of The GLOBE Academy to order on Tuesday Apr 30, 2019 @ 7:06 PM at 4105 Briarcliff Road NE, Atlanta, GA 30345.

II. Executive Session

A. To discuss personnel matters

Motion made by Monique to move to executive session to discuss personnel matters. Motion seconded by Katie. Motion approved by all present. Moved to executive session at 7:08 p.m. Motion to leave executive session made by Stacey. Motion seconded by Monique. Motion approved by all present. Returned from executive session and meeting called back to order at 9:11 p.m.

III. Board of Directors Composition

A. Board Roles and Prospective Board Members

C. White left early.

Monique made a motion to modify the agenda by moving the discussion of the composition of the Board of Directors to the next regularly scheduled Board meeting. Motion seconded by Stacey. Motion approved by all present.

IV. Organizational Structure and Executive Director

A. Organizational Structure

A. Patel made a motion to in alignment with preliminary feedback from the strategic plan process to implement an organizational change to reflect the creation of an Executive Director and creation of Head of School (Lower Campus) and Head of School (Upper Campus) positions, effective July 1, 2019.

K. Monroe seconded the motion.

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

B. Executive Director

A. Patel made a motion to promote the existing Head of School to Executive Director upon finalization of job description and employment agreement to be effective July 1, 2019.

S. Moore seconded the motion.

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

V. Closing Items

A. Adjourn Meeting

A. Patel made a motion to adjourn the meeting.

R. Hudak seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:14 PM.

Respectfully Submitted,

K. Holder

Cover Sheet

To discuss personnel matters

Section: IV. Executive Session
Item: A. To discuss personnel matters
Purpose: Discuss
Submitted by:
Related Material: Executive Session Affidavit 06032019.pdf



EXECUTIVE SESSION AFFIDAVIT

(In accordance with O.C.G.A. § 50-14-4(b))

The undersigned presiding Board Officer of the GLOBE Academy Board of Directors, under oath hereby states and certifies that at the Board meeting held on the 3rd day of June, 2019, the following:

1. The Board properly entered executive session as permitted by O.C.G.A. § 50-11-3. The only matters discussed during such executive session of its meeting as allowable under O.C.G.A. § 50-14-2 and 50-14-3 were as follows:
 - () To consult and meet with legal counsel pertaining to pending or potential litigation, settlement, claims, administrative proceedings or other judicial actions;
 - () To discuss tax matters which are confidential by state law;
 - () To authorize negotiations to purchase, dispose of, or lease property;
 - () To authorize the ordering of an appraisal related to the acquisition or disposal of real estate;
 - () To enter into a contract to purchase, dispose of or lease property, subject to approval in a subsequent public vote;
 - () To enter into an option to purchase, dispose of, or lease real estate, subject to approval in a subsequent public vote;
 - To discuss the appointment, employment, compensation, hiring, disciplinary action or dismissal or periodic evaluation or rating of a public officer or employee, but not when receiving evidence or hearing argument on charges filed to determine disciplinary action;
 - () To discuss records (or portions thereof) exempt from public inspection or disclosure pursuant to Article 4 of Chapter 18 of Title 50.
2. To the best knowledge and belief of the undersigned, no other matters than those of a purely personal and/or non-governmental nature were discussed during said executive session.
3. By executing this affidavit, the undersigned does hereby state that he/she in no way waives any rights granted under the Fifth Amendment to the United States Constitution.
4. This affidavit is executed solely for the purpose of compliance with the mandate of O.C.G.A. § 50-14-4(b) and shall serve no other purpose.

This 3rd day of June, 2019.

PRESIDING OFFICER

SUBSCRIBED AND SWORN TO before me this 3 day of June, 2019.

Patricia P. Thornton
Notary Public

My commission expires: 4/18/2020



Cover Sheet

Head of School Report

Section: VI. Administration and Committee Reports
Item: A. Head of School Report
Purpose: Discuss
Submitted by:
Related Material: 2019.06.03 HOS Report.pdf

HOS Report

6/3/19

Updates

Strategic Plan - the overview went out to staff. Staff is signing up for committees within the 4 major buckets.

Enrollment

Dec	Out/+	Jan	Feb	March	April
K: 144	-1	143	143	143	-1 142
1: 144	-2	142	142	142	142
2: 132		132	132	132	132
3: 121		121	-1 120	120	120
4: 50		50	50	50	50
5: 72		72	72	72	72
6: 97		97	97	97	97
7: 85	-1	84	-1 83	83	83
8: 55		55	-2 53	53	53
Total: 900		896	892	892	891

Complete numbers will be available at the next board meeting. They will include the ending numbers of 18/19 school year, waitlist numbers, and final numbers to start the new year in each grade including new students in 2nd-5th.

Preliminary Milestones scores: did not pass

	2018	2019	Total 19
3rd	7 ELA. 2 math	6 ELA. 1 math -	3ELA
4th	4 ELA. 3 math	6 ELA. 2 math	
5th	4 ELA. 4 math	1 ELA. 5 math -	4math
6th	19 ELA. 7 math	11 ELA. 7 math	
7th	9 ELA. 7 math	5 ELA. 7 math	
8th	_____	5 ELA. 6 math -	4ELA 5math

Retest:	P	P
3rd ELA	3	_____
5th ELA	0	math 1
8th ELA	1	math 1

Cover Sheet

Finance Committee Report

Section: VI. Administration and Committee Reports
Item: C. Finance Committee Report
Purpose: Vote
Submitted by:
Related Material: FY19-20 Initial Budget_Board_20190603.pdf
Proposed Amended Budget_no comments_20190603.pdf

The GLOBE Academy, Inc.
OPERATIONAL BUDGET FY2019-2020

	FY 2019-20
FTE (BOY)	1010
Income	
10-000 Revenues	
1215 Club Dues	6,000
1220 Donations	1,000
1225 Fund raising/Misc. Sales	250,000
1340 After School Program Revenue	480,000
1701 Field Trip	102,000
3120 Total Quality Basic Education F	11,083,000
Total Income	11,922,000
Expenses	
Total 10-1000 Instruction	6,833,000
Total 10-2100 Pupil Services	444,000
Total 10-2210 Improvement of Instruct Service	9,000
Total 10-2213 Instructional Staff Training	140,000
Total 10-2220 Educational Media Services	83,000
Total 10-2300 General Administration	139,000
Total 10-2400 School Administration	1,473,000
Total 10-2500 Support Services-Business	335,000
Total 10-2600 Maint & Oper-Plant Services	672,000
Total 10-2900 Fundraising Activities-	17,000
Total 10-3100 School Nutrition Program	90,000
Total 10-3300 ASP Operations	426,000
Total 10-5100 Debt Services	256,000
Total Expenses	10,917,000
Net Operating Income	1,005,000
Net Income	1,010,000

The GLOBE Academy

FY2018-19 Annual Budget

Proposed Amendments

	Budget	Proposed Amendment	% Change	Amended Budget
Income				
10-000 Revenues				
10-5510 Grants Other Than State Or Federal	0			0
1215 Club Dues	15,530			15,530
1225 Fund raising/Misc. Sales	213,591			213,591
1340 After School Program Revenue	530,000			530,000
1701 Field Trip	94,047			94,047
1910 Rental Income	11,000			11,000
3120 Total Quality Basic Education F	9,910,799			9,910,799
Total Income	10,774,967			10,774,967
Gross Profit	10,774,967			10,774,967
Expenses				
10-1000 Instruction	5,865,333			5,865,333
10-2100 Pupil Services	331,874			331,874
10-2210 Improvement of Instruct Service	80,000	54,000	-33%	54,000
10-2213 Instructional Staff Training	150,000	27,000	-82%	27,000
10-2220 Educational Media Services	61,049			61,049
10-2300 General Administration	175,000	230,000	31%	230,000
10-2400 School Administration	964,582			964,582
10-2500 Support Services-Business	281,164			281,164
10-2600 Maint & Oper-Plant Services	940,000			940,000
10-2900 Fundraising Activities-	17,100	14,500	-15%	14,500
10-3100 School Nutrition Program	80,000			80,000
10-3300 ASP Operations	530,000			530,000
10-5100 Debt Services	202,366	190,000	-6%	190,000
Total Expenses	9,678,468			9,569,502
Net Income	1,096,499			1,205,465
Net Margin	10%			11%

Cover Sheet

Facilities Committee Report

Section: VI. Administration and Committee Reports
Item: D. Facilities Committee Report
Purpose: Discuss
Submitted by:
Related Material: 2019-05-10 Draft Strategic Plan Facilities Goals.pdf
2019.06.03 Facilities Committee Report.pdf

2.1 - Acquire and improve lower campus facilities

Initiative Overview

Objectives:	<ul style="list-style-type: none"> Acquire lower campus Complete master plan for lower campus and implement prioritized renovations 		
Impact Goals:	<ul style="list-style-type: none"> % staff and parents SA/A GLOBE's lower campus is a good physical space in which to teach and learn Every teacher has their own teaching space; every student has a seat Parking for every staff member 	Key Deliverables:	<ol style="list-style-type: none"> Deed for lower campus and plan for extended lease and payback Completed master plan for lower campus renovations including consideration for interim plans Multi-year implementation plan for lower campus Implementation underway

Key Activities:	Activity	Timing	Owners
	• Negotiate plan to acquire lower campus with DeKalb	5/19	Jerry
	• Secure board approval for extended lease and "payback" plan from DeKalb for any improvements if lower campus is NOT purchased	8/19	Christi
	• Hire architect to design master facilities plan	6/19	Jerry
	• Hold community meetings to get input for master facilities plan	8/19	Jerry
	• Finalize master facilities plan with community input	10/19	Jerry
	• Develop multi-year implementation plan for implementing master facilities plan	11/19	Jerry
	• Develop and execute capital campaign to raise required funding for each phase	1/20	Christi
	• Revisit which grades on which campus, transportation, etc.	3/20	Jerry
	• Develop communication plan to keep stakeholders up to date on facilities improvement plan	4/20	Jerry

Resources:

External Partner

- Y - Master Plan Designer

Planning Team

- Juan, Megan, Jerry

2.2 - Improve upper campus facilities

Initiative Overview

Objectives:

- Complete master plan for upper campus; implement planned renovations to upper campus

Impact Goals:

- % students, staff and parents SA/A GLOBE's upper campus is a good physical space in which to teach and learn
- Every teacher has their own teaching space, every student has a seat (achieve metrics per student:teacher ratio)
- Parking for every staff member

Key Deliverables:

1. Completed master plan for upper campus renovations including consideration for interim plans (based on changing student enrollment)
2. Multi-year implementation plan for upper campus
3. Implementation underway

Key Activities:	Activity	Timing	Owners
	• Finalize master facilities plan with community input (field, security fence, gym, etc.)	10/19	Jerry
	• Develop multi-year implementation plan for implementing master facilities plan	11/19	Jerry
	• Develop and execute capital campaign to raise required funding for each phase	1/20	Christi
	• Develop communication plan to keep stakeholders up to date on facilities improvement plan	4/20	Jerry

Resources:	External Partner	Planning Team
	<ul style="list-style-type: none"> • Y - Master Plan Designer 	<ul style="list-style-type: none"> • Juan, Megan, Jerry

2.3 - Create the conditions for excellent facilities management

Initiative Overview

Objectives:

- Establish regular facility and audit procedures

Impact Goals:

- % staff SA/A at GLOBE day-to-day operations run smoothly

Key Deliverables:

- Job description, goals, and performance management tools for Director of Facilities
- Facility and audit procedures

Key Activities:	Activity	Timing	Owners
	Re-write RFP procurement policy to allow greater staff flexibility	XXX	Denise
	Identify board facilities committee lead and clarify board's role in facilities management	XXX	Sharon
	Hire and effectively on-board (context building, skill building in project mgmt software, etc.) Director of Facilities	XXX	Christi
	Determine reporting relationships and management structure for Director of Operations	XXX	Christi
	Develop performance management system and goals for Director of Operations	XXX	Christi
	Design regular facilities audit, maintenance and improvement procedures	XXX	Jerry

Resources:	External Partner	Planning Team
	<ul style="list-style-type: none"> No 	<ul style="list-style-type: none"> Juan, Megan, Jerry



The GLOBE Academy

Facilities Committee Report

June 3, 2019

Committee Chair: Juan Archila

Report Type: Report. No Board Action Required.

Committee Meeting Date: 5/15/19

Attendees:

Juan Archila, Jason Bitar, Darren Fagan, Johnny Garcia, Brad Jones, Jerry Ross, Chris Stevens, Brian Swenson

I. Call to Order and Roll Call

Mr. Archila called the meeting to order at 6:35pm.

II. Public Comment

No one spoke.

III. Task List Review

A. Upper Campus Interior Renovation and Elevator Retrofit:

1. A construction permit was issued several weeks ago and construction began the day after Memorial Day.
2. A Guaranteed Maximum Price (GMP) contract was signed with Hogan Construction for \$996,753.
3. As of May 30, which was the day of our first construction meeting, demolition is mostly complete. The week of June 3 should see the HVAC shut down, framing, and some MEP rough-in work.
4. The elevator is ahead of schedule and is tracking to arrive on site around July 22, with completion expected around mid-to-late August.

B. Upper Campus Site Master Plan:

1. Meeting occurred on 5/24 with Root Design as well as Moreland Altobelli (traffic study firm). Moreland Altobelli is putting together a letter of recommendations to go to the county. Our next steps depend on their response.
2. Steeple removal should be moving forward again now that we got the interior renovation architect to write a letter and provide details.

C. Strategic Plan Discussion:

1. Juan reviewed the draft strategic plan as related to Facilities goals (attached).
2. We discussed changing the committee name back to Facilities Planning Committee since, as a board committee, we should be focused on strategic initiatives vs. day-to-day operations, especially now that we have a Facilities Director. The next chair of this committee, not identified at the moment, may elect to make this change.

D. Facility Director Update:

1. Lower Campus: The contractor should be coming back in June to finish the original project and do the new work (stairs and retaining wall).
2. Lower Campus: Getting three quotes for replacing blacktop at upper playground.
3. Lower Campus: New playground project is moving forward.
4. Premier Landscaping will begin at Lower Campus this summer and will also work on Upper Campus.
5. Upper Campus: Gym floor is being repaired after moisture from the roof caused damage (about a 5' section). The roof moisture has been addressed previously.

IV. Adjournment

The committee voted to adjourn the meeting at 7:21pm.

Next Meeting: TBD

End of Report

cc: Jason Bitar, Denise Clayton-Purvis, Christi Elliott-Earby, Darren Fagan, Johnny Garcia, Tyler Goforth, Josh Gregory, Ryan Hudak, Brad Jones, James Minderhout, Elizabeth Oliver, Jen Parker, Denise Procida, Jerry Ross, Chris Stevens, Amy Stone, Dana Stone, Brian Swenson, Chip White, Mira Williams, Anna Witte, Delilah Wynn-Brown

Cover Sheet

Strategic Planning Committee Report

Section: VI. Administration and Committee Reports
Item: H. Strategic Planning Committee Report
Purpose: Discuss
Submitted by:
Related Material: 2019.06.03 Strategic Planning Committee Report.pdf
GLOBE 2020-2025 Strategic Plan.pptx



The GLOBE Academy

Strategic Planning Committee Report

3 June 2019

Committee Chair: Katie Monroe

Report Type: Update

Updates:

1. Board members and guiding team members (teachers and administrators) have been assigned to work through the implementation plan of each of the four strategic initiatives
 - a. Organizational development – Ryan
 - b. School facilitates – Juan*
 - c. Core instruction – Katie
 - d. Diversity, equity, & inclusion -- Monique
2. Shayma and Amara of NorthStar Partners met with leadership team and identified Board members on May 10 (12n-3p)
3. Full presentation to the Board planned

*Juan terms out this year.

End of Report



2020-2025 Strategic Plan

June 2020

What will be different for GLOBE students, staff and families if we implement this 5-year plan?

What will the student experience look like in 5 years?

Global Citizenship

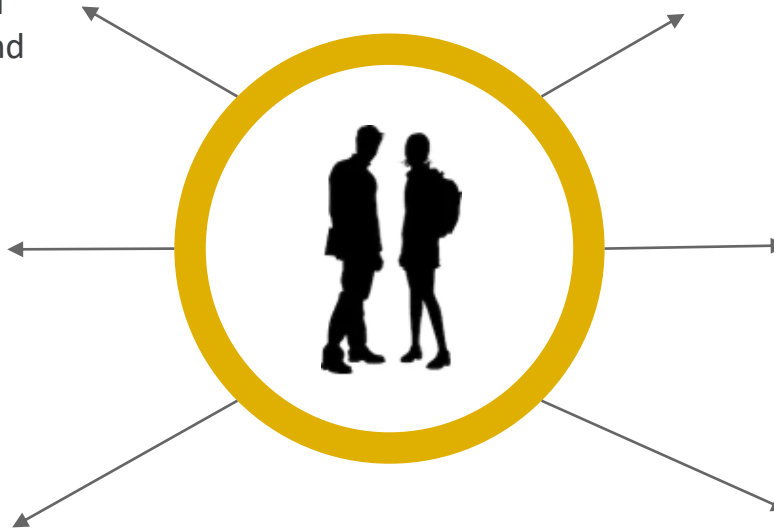
Students learn about global issues, acquire skills to view, analyze, and shape these issues, and develop competencies to navigate and thrive in a quickly changing and increasingly complex world.

Global Experiences

Students grapple with rich global capstone experiences, engage deeply with sister language schools and are consistently exposed to diverse global learning experiences

Facilities

Students learn in modernized, joyful and highly functional schools that reflect GLOBE's values and diversity



Academic Equity

Students are challenged with rigorous and relevant content; academic achievement gaps are consistently tracked and closed

School Culture

Classrooms are consistently joyful, inclusive and well-managed places to learn; students' unique backgrounds, interests and cultures are an integral component of the learning experience

Language Immersion

Students master a second language as a result of GLOBE's implementation of a best-in-class language immersion model; implementation of integrated curriculum and instruction is led by highly-qualified teachers in every classroom

What will the staff experience look like in 5 years?

Staffing

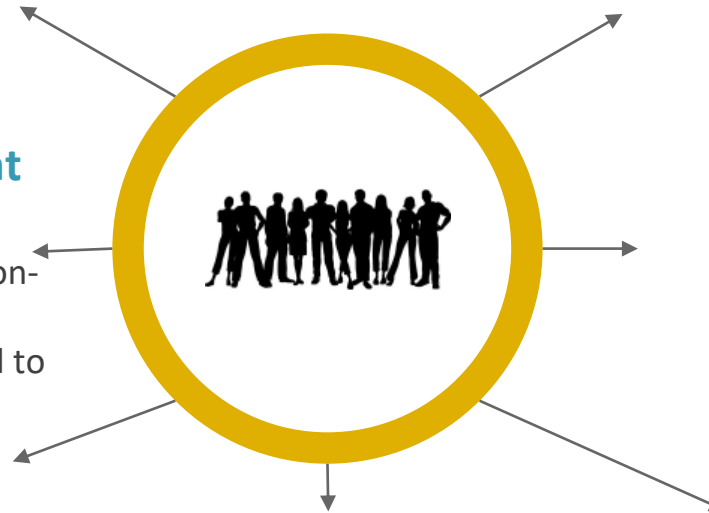
Staff are positioned for success due to optimized staffing models, clear job descriptions and well-articulated responsibilities and goals to clarify the vision for excellent performance

Performance Management

All staff work within clear management lines, receiving the ongoing support, feedback and professional development needed to thrive in their roles

Hiring

New staff are hired from a deep, carefully cultivated hiring pool and participate in a rigorous screening process creating a high bar for joining the GLOBE team; on-boarding helps all staff get off to a “strong start”



Staff Culture

Teachers are at their best at GLOBE as a result of a culture that is distinctly purposeful, joyful and collaborative; the school’s culture promotes teacher-leadership, staff empowerment and ownership over all aspects of the school

Teacher Resources

Teachers have a full-suite of curriculum that are consistently vetted, integrated and refined by teams of GLOBE staff to ensure rigor, relevance and alignment; facilities support student learning

Teacher Development

Teachers receive frequent, content-specific coaching from content experts and participate in structured peer learning communities to unpack curriculum, analyze data and hone their practice

Teacher Support

Teachers feel highly supported to implement the Responsive Classroom model and actualize GLOBE’s Diversity, Equity and Inclusion vision statement; teachers report feeling heard, supported and well informed of school events and progress

What will the family experience look like in 5 years?

Communication

Families receive consistent communication from teachers and leaders on their child's progress, school events and opportunities to engage more deeply; communications meet the needs and communication preferences of all families and have a consistent look and feel



Engagement

Families are on-boarded to GLOBE through a holistic and welcoming process that supports deep understanding of GLOBE's model and shared ownership for GLOBE's success; families and students have multiple shared experiences that support student learning and GLOBE's mission

2020-2025 Strategic Plan

The Globe Academy 2020 – 2025 Strategic Plan

Community, Respect, Empathy, Sustainability, Trust



- 1.1 Implement 5-year staffing plan
- 1.2 Clarify roles and responsibilities
- 1.3 Implement communication strategy
- 1.4 Implement perf. mgmt. system for teachers and staff
- 1.5 Strengthen teacher recruitment, hiring and onboarding
- 1.6 Codify org operations, processes, and procedures
- 1.7 Implement cont. improvement system



- 3.1 Develop best-in-class academic, immersion and global citizenship model and curriculum
- 3.2 Define and align on a common vision for excellent teaching
- 3.3 Implement a comprehensive professional development strategy
- 3.4 Support students to develop into global citizens



- 2.1 Design and implement a master plan for lower campus facilities
- 2.2 Design and implement a master plan for upper campus facilities
- 2.3 Create the conditions for excellent facilities management







- 4.1 Create Diversity, Equity and Inclusion vision and goals
- 4.2 Strengthen and build capacity to execute student behavior plan
- 4.3 Implement “strong start” school culture plan
- 4.4 Develop staff Diversity, Equity and Inclusion competencies



MISSION: The GLOBE Academy fosters Global Learning Opportunities through Balanced Education for children of all backgrounds. With a focus on dual-language immersion, an experiential-learning model and a constructivist approach, GLOBE inspires students to be high-performing lifelong learners equipped to make a positive impact in the world.

Implementation Roadmap

	Year 0 SY2018-19	Year 1 SY2019-20	Year 2* SY2020-21
 <p>1. Organizational Development (Ryan, Christi, Denise, Amy)</p>	<ul style="list-style-type: none"> 1.2- Design clear job descriptions for priority positions 1.3 - Address immediate communication gaps w/staff and parents 1.6 - Design school dashboard of KPIs for all functions & data review process 	<p><i>Semester 1</i></p> <ul style="list-style-type: none"> 1.1 - Create staffing vision, year-by-year org chart and budget implications 1.2 - Design clear job descriptions, management relationships and roles and responsibilities for all positions 1.3 - Expand communication strategy to drive inclusion and consistency <p><i>Semester 2</i></p> <ul style="list-style-type: none"> 1.5 - Design and implement recruitment strategy, hiring process and certification requirements; strengthen onboarding process 1.6 - Streamline and codify organizational processes and procedures (HRIS, hiring, student data, etc.) 1.7 - Design and implement continuous improvement school review cycle 	<p><i>Semester 1</i></p> <ul style="list-style-type: none"> 1.4 - Design performance management system for staff 1.5 - Implement standardized teacher on-boarding process 1.6 - Refine organizational processes and procedures <p><i>Semester 2</i></p> <ul style="list-style-type: none"> 1.4 - Implement performance management system with staff 1.7 - Expand continuous improvement school review cycle to include annual school strategic planning cycle
 <p>2. School Facilities (TBD, Megan, Jerry)</p>	<ul style="list-style-type: none"> 2.1 - Plan for lower campus location 	<ul style="list-style-type: none"> 2.1 - Develop long-term facility plan; complete master plan for lower campus and implement prioritized renovations 2.2 - Complete master plan for upper campus; implement planned renovations to upper campus 2.3 - Establish regular facility and audit procedures 	<ul style="list-style-type: none"> 2.1 - Continue to implement master plan for lower campus 2.2 - Continue to implement master plan for upper campus
 <p>3. Core Instruction (Katie, Judy, Sabrina, LC Leader)</p>	<ul style="list-style-type: none"> 3.1 - Fully adopt phonics program for English in K-2; Common Math curriculum for K-5 and 6-8; Full implementation of Readers and Writers workshop 	<p><i>Semester 1</i></p> <ul style="list-style-type: none"> 3.1 - Define profile of a graduate; Launch taskforce to research global learning curriculum and K-8 immersion model 3.2 - Define vision for excellent teaching with teachers and staff <p><i>Semester 2</i></p> <ul style="list-style-type: none"> 3.1 - Develop implementation plan for global learning curriculum and K-8 immersion model 3.2 -Calibrate on vision for excellent teaching 3.3 -Design comprehensive professional development system aligned to vision for excellent teaching 3.4 - Launch capstone experiences and sister schools 	<ul style="list-style-type: none"> 3.1 - Implement global curriculum and K-8 immersion model (in phases) 3.3 - Launch redesigned PLC model and coaching 3.4 - Align academic systems, learning/enrichment opportunities to graduate profile
 <p>4. Diversity, Equity & Inclusion (Monique, Fatimah, Zakia)</p>	<ul style="list-style-type: none"> 4.2 - Hold responsive classroom trainings and incorporate updating student behavior plan 	<ul style="list-style-type: none"> 4.1 - Design DEI vision statement 4.2 - Implement student behavior vision and plan 4.3 - Design “strong start” school culture plan 4.4 - Develop staff DEI competencies 	<ul style="list-style-type: none"> 4.3 - Implement “strong start” school culture plan 4.4 - Continue to develop staff DEI competencies

* Years 3-5 - Implement Annual Planning Cycle to develop annual goals, priorities and action plans

Implementation Plans

1.1 - Implement a 5-year staffing plan

Initiative Overview

Objectives :	<ul style="list-style-type: none"> Create long-term staffing vision, with aligned year-by-year org chart and budget implications 		
Impact Goals:	<ul style="list-style-type: none"> % of teachers SA/A they are satisfied with the overall quality of their job % staff SA/A they receive coaching that improves teaching/professional practice 	Key Deliverables:	<ol style="list-style-type: none"> Year-by-year organizational charts, denoting current and new roles Budget implications for projected staffing changes Documented rationale to support communicating changes to GLOBE stakeholders

Key Activities:	Activity	Timing	Staff Owners
	<ul style="list-style-type: none"> Identify multi-year goals and strategic initiatives for each functional area (Facilities, Academics, Talent, Administration, Etc.) and develop 5-year staffing vision 	9/19	Christi
	<ul style="list-style-type: none"> Identify prioritized staffing needs by functional area 	9/19	Christi
	<ul style="list-style-type: none"> Collect and analyze org charts and job descriptions from similar schools (ANCS, ICS, etc.) 	10/19	Christi
	<ul style="list-style-type: none"> Design year-by-year org charts 	11/19	Christi
	<ul style="list-style-type: none"> Develop budget implications 	12/19	Denise
	<ul style="list-style-type: none"> Document rationale and communication strategy for org chart changes 	12/19	Comm. Director
	<ul style="list-style-type: none"> Develop strategy for forecasting leadership vacancies and developing leadership pipelines 	12/19	Christi/Amy/Denise

Resources :	External Partner	Planning Team
	<ul style="list-style-type: none"> Yes - Gather comparable org charts, assess current state, propose recommendations to staff and board 	<ul style="list-style-type: none"> Ryan, Christi, Denise, Amy

1.2 - Clarify roles & responsibilities

Initiative Overview

Objectives :

- Design clear job descriptions, management relationships and roles and responsibilities for all positions

Impact Goals:

- % staff SA/A roles and responsibilities are clearly defined at GLOBE
- % parents SA/A decision-making at GLOBE is transparent
- % staff SA/A decision-making at GLOBE is transparent
- **% of teachers SA/A they are satisfied with the overall quality of their job**

Key Deliverables:

1. Updated job descriptions (outlining outcomes, key roles and responsibilities) for all staff members at GLOBE
2. Org chart with clear managerial relationships
3. Pictorial representation of responsibility shifts (e.g., Head of School today vs new, board today vs. new, etc.)
4. Posters, 1-pagers and website updates to help communicate roles and responsibilities to all stakeholders

Key Activities:

Activity	Timing	Owners
• Identify admin roles and new roles to prioritize for increased clarity	7/19	Christi
• Design revised job descriptions outlining job outcomes, key roles and responsibilities for key positions	7/19	Amy/Denise
• Design revised job descriptions outlining job outcomes, key roles and responsibilities for all positions	10/19	Denise/Patti
• Design org chart that shows clear managerial relationships	10/19	Christi/Denise
• Develop pictorial representations of responsibility shifts (including board)	11/19	Christi/Denise
• Share draft job descriptions and shifts with staff and stakeholders for input	11/19	Christi/Amy/Denise
• Design communication materials (posters, 1-pagers and website updates) to drive clarity	12/19	Comm. Director

Resources :

External Partner	Planning Team
<ul style="list-style-type: none"> • Yes- Facilitate summer off-site working session to clarify roles and responsibilities and prepare for communication with staff in August; Facilitate admin and board team to develop clear roles & responsibility matrix, job descriptions, roles/responsibilities, management lines for all positions; Create clear visuals (org chart, pictorial representation of responsibility shifts) 	<ul style="list-style-type: none"> • Ryan, Christi, Denise and Amy

1.3 - Implement communication strategy

Initiative Overview

Objectives :

- Design inclusive and comprehensive communication strategy and plan for all stakeholders
- Ensure teachers, staff, board and families systematically receive relevant, timely, and easily-accessible information

Impact Goals:

- % parents SA/A decision-making at GLOBE is transparent
- **% of teachers SA/A they are satisfied with the overall quality of their job**
- % parents SA/A GLOBE communicates clearly about school's goals and priorities
- % staff SA/A there is efficient, clear communication between administrators and teachers at GLOBE
- % staff SA/A decision-making at GLOBE is transparent

Key Deliverables:

1. Clearly defined communication strategy (methods, frequency, content) for each stakeholder group (teachers, families, board) with implementation outlined over two years
2. Parent orientation/onboarding (DLI model, scheduling, opps/challenges of GLOBE's model, grading system, communication expectations on progress, etc.)
3. Communication brand guidelines establishing consistent look and feel for all GLOBE communications
4. Communication calendar to highlight relevant priorities throughout the year

Key Activities:	Activity	Timing	Owners
	• Audit current communications to each stakeholder group	7/19	Christi/Comms
	• Address immediate/prioritized communication gaps	7/19	Christi/Comms
	• Identify best-in-class communication methods, frequency and content to each stakeholder group	9/19	Christi/Comms
	• Design branding and templates for each communication method (e.g., staff newsletter, board presentations, etc.) and establish communication calendar	10/19	Christi/Comms
	• Collect feedback from stakeholders on updated communications and revise as needed	10/19	Christi/Comms
	• Train staff on communication best practices (e.g., simple, jargon-free, etc.)	11/19	Christi/Comms
	• Ensure systems and staff capacity are in place to ensure strong on-going communication	12/19	Christi/Comms

Resources :

External Partner	Planning Team
<ul style="list-style-type: none"> • Yes- Facilitate summer off-site working session to address immediate communication gaps; facilitate admin team to 	Ryan, Christi, Amy and Communications Manager

1.4 - Implement performance management system for teachers and staff

Initiative Overview

Objectives :	<ul style="list-style-type: none"> Design a performance management system aligned to GLOBE's unique values and academic model that supports teacher and staff growth and accountability 		
Impact Goals:	<ul style="list-style-type: none"> % of teachers SA/A they are satisfied with the overall quality of their job % staff SA/A they are given the tools they need to perform according to the performance management system. % staff SA/A that their evaluation is fair and informative for future development. 	Key Deliverables:	<ol style="list-style-type: none"> Performance management system and tools aligned to GLOBE's unique values, academic model (3.1), vision for excellent teaching (3.2) and staff expectations (1.2) with implementation outlined in two phases Annual performance management calendar establishing cycle of expectation setting/calibration for all teachers, goal setting, mid-year and end of year evaluations (aligned to TKES cycle)

Key Activities:	Activity	Timing	Owners
	<ul style="list-style-type: none"> Refine administrative staff performance management cycle, aligned to staff expectations (1.2) 	9/20	Christi
	<ul style="list-style-type: none"> Complete defining vision for excellent teaching (3.2) 	1/20	HoS
	<ul style="list-style-type: none"> Review examples of teacher and leader performance management systems and select design that aligns with GLOBE's goals 	10/20	Christi
	<ul style="list-style-type: none"> Design performance management system in partnership with teachers, staff and community 	11/20	Christi
	<ul style="list-style-type: none"> Design annual performance management calendar 	11/20	Christi
	<ul style="list-style-type: none"> Train leaders and teachers in performance management system goals and processes 	12/20	Christi & HoS
	<ul style="list-style-type: none"> Launch teacher and leader performance management system 	1/21	Christi & HoS

Resources :	External Partner	Planning Team
	<ul style="list-style-type: none"> Yes- Facilitate design and implementation of performance management system 	<ul style="list-style-type: none"> Ryan, Christi, Denise and Amy

1.5 - Strengthen teacher recruitment, hiring, and onboarding

Initiative Overview

Objectives :

- Design and implement recruitment strategy, hiring process and certification requirements that attracts high-quality, diverse staff members
- Design onboarding process for key staff roles

Impact Goals:	<ul style="list-style-type: none"> ● % staff SA/A at GLOBE we hire and retain a highly qualified staff • % of staff that SA/A that we recruit teachers/staff of diverse backgrounds • % staff SA/A that we hire teachers/staff of diverse backgrounds 	Key Deliverables:	<ol style="list-style-type: none"> 1. Recruitment strategy aligned to GLOBE's diversity vision (4.1) and charter renewal goals 2. Hiring process aligned to GLOBE's diversity vision (4.1), charter goals, and vision for excellent teaching (3.2) 3. Onboarding toolkit aligned to staff expectations (1.2), academic model (3.1), and vision for excellent teaching (3.2)
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Key Activities:	Activity	Timing	Owners
	• Research DLI teacher recruitment best practices by reaching out to HR leaders in DLI districts and schools; develop beliefs and policies for teacher certification	10/19	Christi & Sandra
	• Create recruitment strategy with clear timelines and owners	10/19	Christi, L'ship Team
	• Implement recruitment strategy	1/20	Patti
	• Research best practices in teacher hiring (identifying key competencies, mitigating bias)	1/20	Christi, L'ship Team
	• Design a hiring process including owners and participants for each step of the process (resume review, initial interview, candidate communication, etc.)	2/20	Christi, Denise
	• Identify knowledge, skills, and experiences all teachers should have within their first week, month, and semester at GLOBE	4/20	HoS, Coaches
	• Design an onboarding process/toolkit aligned to knowledge, skills, and experiences teachers need to be successful at GLOBE	4/20	HoS, Coaches

Resources :	External Partner	Planning Team
	<ul style="list-style-type: none"> • Yes - Bring forth recruitment best practices and facilitate design of recruitment and hiring system 	<ul style="list-style-type: none"> • Ryan, Christi, Denise and Amy

1.6 - Codify organizational operations, processes, and procedures

Initiative Overview

Objectives :

- Streamline and codify organizational processes and procedures
- Develop SOPs (standard operating procedures) outlining all major operations, processes, and procedures

Impact Goals:

- **% staff SA/A that the day to day processes are clear to staff**
- % staff SA/A that systems are in place that adequately track data necessary based on key performance indicators (KPIs)

Key Deliverables:

1. SOPs for all major operations, processes, and procedures

Key Activities:

Activity	Timing	Owners
• Identify most impactful/most often repeated operations, processes, and procedures	1/20	Christi, Denise
• Gather existing documentation/codification of operations, processes, and procedures	2/20	Christi, Denise
• Design document management system for organizing SOPs	3/20	Christi, Denise
• Communicate to all stakeholders: how to access SOPs, timeline on which they'll be developed	4/20	Christi, Denise

Resources :

External Partner

- No (NorthStar to share best practices for GLOBE staff to use as a guide)

Planning Team

- Ryan, Christi, Denise and Amy

1.7 - Implement continuous improvement system

Initiative Overview

Objectives :

- Design and implement continuous improvement school review cycle and annual planning cycle
- Establish the data systems and review process to regularly track and respond to key performance indicators

Impact Goals:

- **% staff SA/A leaders at GLOBE seek out teacher feedback and use it to drive improvement**

Key Deliverables:

1. School dashboard of key performance indicators aligned to essential questions (e.g., are our students learning and progressing academically? Who are our students? Are we on track to implement our 5-year strategic initiatives? etc.) and strategic goals
2. Data collection processes to ensure timely data available for all key stakeholders (teachers, staff, board, families)
3. Implement data collection and review process

Key Activities:

Activity	Timing	Owners
• Design school data dashboard that comprehensively tracks key performance indicators	1/20	Christi, Zakia
• Implement data dashboard (embed into recurring staff meetings, board meetings, staff check-ins, performance management systems, coaching cycles, etc.)	2/20	Christi, Zakia
• Audit existing data systems and identify gaps in systems and processes to populate dashboard	2/20	Christi, Zakia
• Develop multi-year plan to improve underlying data systems to ensure easy and accurate availability of data	3/20	Christi, Zakia
• Design annual school cycle for reflecting on progress against strategic plan, action planning for the upcoming quarter/year	4/20	Christi

Resources :

External Partner

- Yes- Facilitate a team of admin and teachers to design a school data dashboard and develop data systems required to populate the dashboard: Develop an annual cycle to review.

Planning Team

- Ryan, Christi, Amy

2.1 - Design and implement a plan for lower campus facilities

Initiative Overview

Objective s:	<ul style="list-style-type: none"> Develop long-term plan for lower campus Complete master plan for lower campus and implement prioritized renovations 		
Impact Goals:	<ul style="list-style-type: none"> % staff and parents SA/A GLOBE's lower campus is a good physical space in which to teach and learn Every teacher has their own teaching space; every student has a seat Parking for every staff member 	Key Deliverables:	<ol style="list-style-type: none"> Deed for lower campus and plan for extended lease and payback Completed master plan for lower campus renovations including consideration for interim plans Multi-year implementation plan for lower campus Implementation underway

Key Activities:	Activity	Timing	Owners
	• Negotiate plan to acquire lower campus with DeKalb	5/19	Jerry
	• Secure board approval for extended lease and “payback” plan from DeKalb for any improvements if lower campus is NOT purchased	8/19	Christi
	• Hire architect to design master facilities plan	6/19	Jerry
	• Hold community meetings to get input for master facilities plan	8/19	Jerry
	• Finalize master facilities plan with community input	10/19	Jerry
	• Develop multi-year implementation plan for implementing master facilities plan	11/19	Jerry
	• Develop and execute capital campaign to raise required funding for each phase	1/20	Christi
	• Revisit which grades on which campus, transportation, etc.	3/20	Jerry
	• Develop communication plan to keep stakeholders up to date on facilities improvement plan	4/20	Jerry

Resource s:	External Partner	Planning Team
	<ul style="list-style-type: none"> Yes - Master Plan Designer 	<ul style="list-style-type: none"> Juan, Megan, Jerry

2.2 - Improve upper campus facilities

Initiative Overview

Objectives :

- Complete master plan for upper campus; implement planned renovations to upper campus

Impact Goals:

- % students, staff and parents SA/A GLOBE's upper campus is a good physical space in which to teach and learn
- Every teacher has their own teaching space, every student has a seat (achieve metrics per student:teacher ratio)
- Parking for every staff member

Key Deliverables:

1. Completed master plan for upper campus renovations including consideration for interim plans (based on changing student enrollment)
2. Multi-year implementation plan for upper campus
3. Implementation underway

Key Activities:

Activity

Timing

Owners

- | Activity | Timing | Owners |
|---|--------|---------|
| • Finalize master facilities plan with community input (field, security fence, gym, etc.) | 10/19 | Jerry |
| • Develop multi-year implementation plan for implementing master facilities plan | 11/19 | Jerry |
| • Develop and execute capital campaign to raise required funding for each phase | 1/20 | Christi |
| • Develop communication plan to keep stakeholders up to date on facilities improvement plan | 4/20 | Jerry |

Resources :

External Partner

- Yes - Master Plan Designer

Planning Team

- Juan, Megan, Jerry

2.3 - Create the conditions for excellent facilities management

Initiative Overview

Objectives :

- Establish regular facility and audit procedures

Impact Goals:

- % staff SA/A at GLOBE day-to-day operations run smoothly

Key Deliverables:

- Job description, goals, and performance management tools for Director of Facilities
- Facility and audit procedures

Key Activities:	Activity	Timing	Owners
	• Re-write RFP procurement policy to allow greater staff flexibility	9/19	Denise
	• Identify board facilities committee lead and clarify board's role in facilities management	10/19	Sharon
	• Hire and effectively on-board (context building, skill building in project mgmt software, etc.) Director of Operations	11/19	Christi
	• Determine reporting relationships and management structure for Director of Operations	12/19	Christi
	• Develop performance management system and goals for Director of Operations	12/19	Christi
	• Design regular facilities audit, maintenance and improvement procedures	12/19	Jerry

Resources :

External Partner

- No

Planning Team

- Juan, Megan, Jerry

3.1 - Develop best-in-class academic, immersion and global citizenship model and curriculum

Initiative Overview

Objectives :	<ul style="list-style-type: none"> Define profile of a graduate Launch task force to develop global learning curriculum and K-8 immersion model to match profile 		
Impact Goals:	<ul style="list-style-type: none"> CCRPI scores “beat the odds” CCRPI scores higher than the district and state CCRPI-ELA & Math (% proficient + distinguished) % parents satisfied with child’s education STAMPS % staff SA/A have access to resources and time to deliver excellent instruction 	Key Deliverables:	<ol style="list-style-type: none"> Profile of a GLOBE graduate outlining knowledge, skills and habits developed through their K-8 learning experience Best-in-class academic model for K-8 DLI immersion and Global Learning (clarifying goals, assessments, master schedule, curriculum, instructional methods, etc.) Curriculum map, unit plans and lesson plans that integrate all components of GLOBE’s academic model (includes recommended texts, curricular resources, pacing guides, etc.)

Key Activities:	Activity	Timing	Owners
	<ul style="list-style-type: none"> Fully adopt phonics program for English in K-2; Common Math curriculum for K-5 and 6-8; Full implementation of Readers and Writers workshop 	8/19	HoS
	<ul style="list-style-type: none"> Lead a team of teachers, staff and stakeholders through a process to define the profile (knowledge, skill and habits) of a GLOBE graduate 	10/19	HoS
	<ul style="list-style-type: none"> Convene academic guiding team to research and assess multiple Academic, DLI immersion and Global Citizenship models; develop multi-year implementation plan 	11/19	HoS
	<ul style="list-style-type: none"> Develop an integrated Academic model for stakeholder review and input 	3/20	HoS
	<ul style="list-style-type: none"> Launch UbD curriculum design process to develop integrated curriculum, assessments, pacing guides and curricular resources (Phase 1 for Q1 of SY20-21, Phase 2 for Q2 of SY20-21, etc.) 	4/20	HoS
	<ul style="list-style-type: none"> Implement revised model and curricular resources in phases 	8/20	HoS

Resources :	External Partner	Planning Team
	<ul style="list-style-type: none"> Yes - Support guiding team through defining graduate profile, researching school immersion/Global Learning models and facilitating UbD curriculum design process 	<ul style="list-style-type: none"> Judy, Sabrina, Sharon, Katie

3.2 - Define and calibrate on excellent teaching

Initiative Overview

Objectives :

- Define and calibrate on vision for excellent teaching with teachers and staff

Impact Goals:

- **CCRPI scores “beat the odds”**
- **CCRPI scores higher than the district and state**
- CCRPI-ELA & Math (% proficient + distinguished)
- **% parents satisfied with child’s education**
- STAMPS
- % staff SA/A teachers operate with shared vision for what excellent instruction looks like

Key Deliverables:

1. Observation and self-reflection framework that casts a vision for excellent teaching at GLOBE (What should the workshop model at its best look like? What does excellent DLI and Global Learning look like at its best when it is integrated into the curriculum?)
2. Process and tools (video footage, calibration protocols) for calibrating staff on vision of excellence

Key Activities:

Activity

Timing

Owners

- | Activity | Timing | Owners |
|---|-----------|--------|
| ● Review examples of observation frameworks and select design that aligns with GLOBE’s goals | 9/19 | HoS |
| ● Design observation framework in partnership with teachers, staff and community | 10/19 | HoS |
| ● Collect footage of GLOBE teachers demonstrating behaviors in framework | 11/19 | HoS |
| ● Schedule and hold calibration exercises with teachers (train on vision of excellence, watch footage, discuss alignment with vision of excellence) via staff meetings and PLCs | 1/20-4/20 | HoS |

Resources :

External Partner

Planning Team

- | | |
|---|--|
| <ul style="list-style-type: none"> ● Yes - Facilitate design of Vision for Excellence and create calibration process | <ul style="list-style-type: none"> ● Judy, Sabrina, Sharon, Katie |
|---|--|

3.3 - Implement a comprehensive professional development strategy

Initiative Overview

Objectives : • Design comprehensive professional development system aligned to vision for excellent teaching; launch coaching model

Impact Goals:

- **CCRPI scores “beat the odds”**
- **CCRPI scores higher than the district and state**
- CCRPI-ELA & Math (% proficient + distinguished)
- **% parents satisfied with child’s education**
- STAMPS
- % of staff SA/A receive coaching that improves teaching practice
- % of staff SA/A PD is relevant, well-facilitated, actionable

Key Deliverables:

1. Create a holistic, ongoing teacher professional development system that integrates unit/lesson planning, teacher coaching, data-reviews, PLCs and school-wide professional development
2. Develop training, tools and resources to support each component of the professional development system (e.g., instructional coaching tools, PLC protocols for data analysis, lesson planning/practice, etc.)
3. Launch Instructional Coaching Model (2nd semester SY19-20) and PLC model (1st semester SY20-21)

Key Activities:	Activity	Timing	Owners
	• Review examples of professional development systems and select system that aligns with GLOBE’s goals (Responsive Classroom, Engage NY, Vision for Excellent Teaching, DEI, Readers and Writers Workshop, etc.)	1/20	HoS, Coaches
	• Design professional development system in partnership with teachers and staff that results in deepening teacher content knowledge, strengthens instructional practices, supports curricular implementation and ensures teachers receive consistent feedback from content experts	2/20	HoS, Coaches
	• Create PD calendar for weekly staff meetings, PLC meetings and coaching	3/20	HoS, Coaches
	• Develop implementation plans and orientation materials to launch PD cycle in SY20-21	4/20	HoS, Coaches
	• Launch comprehensive PD model (coaching + PLCs + data-driven instruction)	8/20	HoS, Coaches

Resources :	External Partner	Planning Team
	<ul style="list-style-type: none"> • Yes - Design a comprehensive professional development system; 	<ul style="list-style-type: none"> • Judy, Sabrina, Sharon, Katie

3.4 - Support students to develop into Global Citizens

Initiative Overview

Objectives :	<ul style="list-style-type: none"> • Launch capstone experiences and sister schools • Integrate Global Learning and experiences throughout K-8 experience, supporting students to understand the wider world and their place in it • Support students to take an active role in their community and work with others to make our planet more equal, fair and sustainable
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Impact Goals:	<ul style="list-style-type: none"> • STAMPS • % parents SA/A student is becoming more globally minded • % staff SA/A teachers at GLOBE cultivate a global view 	Key Deliverables:	<ol style="list-style-type: none"> 1. Launch of capstone experiences and sister schools 2. Profile of a GLOBE student 3. Set of K-8 Global learning experiences to cultivate development of global citizenship 4. Integration of Global Citizenship into K-8 curriculum
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Key Activities:	Activity	Timing	Owners
	• Launch capstone experiences for GLOBE students	8/19	Sandra
	• Identify and launch sister-schools program	12/19	Sandra
	• Convene taskforce to study Global Learning school concepts, curriculum and learning experiences (see 3.1)	11/19	Leadership Team
	• Launch expanded sequence of Global Learning experiences and integrated K-8 curriculum	8/20	Leadership Team

Resources :	External Partner	Planning Team
	<ul style="list-style-type: none"> • Yes - Support guiding team through researching school immersion/Global Learning models and facilitating UbD curriculum design process 	<ul style="list-style-type: none"> • Judy, Sabrina, Sharon, Katie

4.1 - Create DEI vision and goals

Initiative Overview

Objectives :

- Develop shared vision and goals to advance Diversity, Equity and Inclusion at GLOBE

Impact Goals:

- **>20% GLOBE students qualify for FRL**
- % staff SA/A all students regardless of background receive instruction and support to meet potential
- % of total attrition made up of students who qualify for FRL

Key Deliverables:

1. School-wide DEI vision
2. DEI goals (behavior, academics, access, hiring, etc.) over 5 years
3. DEI data collection and reflection plan (aligned to 1.6)

Key Activities:

Activity	Timing	Owners
• Identify external facilitator to lead DEI vision and 3-year plan development process	9/19	Christi
• Identify data-systems required to monitor progress towards DEI goals	12/19	Christi
• Develop annual process for gathering, analyzing and reflecting on DEI vision and goals (1.6)	12/19	Christi
• Create action plans to support progress towards DEI goals	3/20	Christi

Resources :

External Partner

- Yes - DEI Facilitator to create DEI vision and 3-year plan

Planning Team

- Monique, Fatimah, Zakia

4.2 - Strengthen and build capacity to implement student behavior plan

Initiative Overview

Objectives :

- Hold Responsive Classroom trainings and incorporate updating student behavior plan
- Address and close gaps in current student behavior plan
- Build teacher and administrator capacity to effectively and equitably implement behavior plan

Impact Goals:

- % parents and staff SA/A school rules are consistently and fairly enforced

Key Deliverables:

1. Updated student behavior plan
2. Staff PD scope and sequence to on-board and continuously build capacity to implement student behavior plan

Key Activities:

Activity	Timing	Owners
• Hold Responsive Classroom trainings for teachers and leaders (summer + November + March)	Jul 29/30th	Christi
• Convene teachers and staff to review and identify gaps/challenges with current student behavior plan	August 30th	HoS
• Revise student behavior plan as needed	August 30th	HoS
• Integrate behavior plan expectations into vision for teaching excellence (3.2)	11/19	Assistant HoS
• Design admin and teacher PD scope and sequence to build capacity to implement plan	12/19	Leadership Team
• Ensure clarity of roles and responsibilities for implementing plan (aligned to 1.2)	12/19	Fatimah
• Execute teacher and admin on-boarding training for updated plan	2/20	Christi
• Execute on-going teacher coaching and PD on behavior plan (aligned to 3.3)	4/20	HoS
• Collect feedback from teachers to iterate on behavior plan	4/20	Assistant HoS

Resources :

External Partner

- Yes - Responsive Classroom Trainer

Planning Team

- Monique, Fatimah, Zakia

4.3 - Implement “strong start” school culture process

Initiative Overview			
Objectives :	<ul style="list-style-type: none"> Implement “strong start” school culture plan Ensure GLOBE Academy establishes a strong and positive school and classroom culture within the first 6 weeks 		
Impact Goals:	<ul style="list-style-type: none"> GA DoE climate rating of 4+ stars 	Key Deliverables:	<ol style="list-style-type: none"> Strong start observation and coaching plan Strong start data collection and reflection plan
Key Activities:	Activity	Timing	Owners
	<ul style="list-style-type: none"> Identify 3-5 observable indicators for strong classroom culture (aligned to 3.2) 	2/20	HoS & Coaches
	<ul style="list-style-type: none"> Develop “strong start” observation rubric and coaching plan aligned to 3-5 indicators 	3/20	HoS & Coaches
	<ul style="list-style-type: none"> Develop plan to consistently observe and provide teachers with feedback and support over the first 6-weeks to ensure all classrooms progress towards demonstrating indicators 	4/20	HoS & Coaches
	<ul style="list-style-type: none"> Develop a weekly data-collection and reflection process to analyze strong start data and refine coaching/support strategies as needed 	4/20	HoS & Coaches
	<ul style="list-style-type: none"> Identify teacher training needs aligned to classroom culture indicators and arrange for teachers to participate in needed PD 	4/20	HoS & Coaches
	<ul style="list-style-type: none"> Train teachers and leaders in strong start plan 	6/20	HoS & Coaches
	<ul style="list-style-type: none"> Launch strong start school culture plan 	8/20	HoS & Coaches
Resources :	External Partner	Planning Team	
	<ul style="list-style-type: none"> Yes - Facilitate a team of admin and teachers to design a “strong start” school culture plan and monitoring systems aligned to GLOBE’s vision of excellence; Design tools (monitoring tools, rubrics, coaching plans, etc.) to track and coach teachers towards school culture plan 	<ul style="list-style-type: none"> Monique, Fatimah, Zakia 	

4.4 - Develop staff DEI competencies

Initiative Overview			
Objectives :	<ul style="list-style-type: none"> Identify and cultivate the staff DEI competencies and mindsets required to effectively realize GLOBE's DEI vision 		
Impact Goals:	<ul style="list-style-type: none"> % staff SA/A all students regardless of background receive instruction and support to meet potential % parents and staff SA/A GLOBE provides resources, support, and training needed to work with students with special needs. 	Key Deliverables:	<ol style="list-style-type: none"> DEI competencies (aligned/integrated into 3.2) DEI development plan (aligned to 3.3) Implementation of DEI development plan
Key Activities:	Activity	Timing	Owners
	<ul style="list-style-type: none"> Identify external facilitator to support identifying staff DEI mindsets and competencies required to realize GLOBE's DEI vision 	9/19	Christi
	<ul style="list-style-type: none"> Integrate competencies and mindsets into GLOBE's vision for teacher excellence (3.2) 	11/19	Christi
	<ul style="list-style-type: none"> Design a development plan to develop competencies and mindsets (aligned to 3.3) 	12/19	Christi
	<ul style="list-style-type: none"> Implement development plan 	1/20	Leadership Team
Resources :	External Partner		Planning Team
	<ul style="list-style-type: none"> Yes - DEI facilitator/trainer 		<ul style="list-style-type: none"> Monique, Fatimah, Zakia

Budget Implications

Organizational Development: Budget Implications

Initiative Name	Budget Line Item	Estimated Cost
1.1 - Implement 5-year staffing plan	Consulting Support - Gather comparable org charts, assess current state, propose recommendations to staff and board	\$1,400
1.2 - Clarify roles & responsibilities	Consulting Support - Facilitate summer off-site to clarify roles and responsibilities for prioritized roles; Facilitate admin and board team to develop clear roles & responsibility matrix, job descriptions, roles/responsibilities, management lines; Create clear visuals (door signs, 1-pagers, infographics, etc.) to communicate roles & responsibilities to staff, parents and stakeholders	\$3,300
1.3 - Implement communication strategy	Consulting Support - Facilitate summer off-site working session to address immediate communication gaps; Facilitate admin team to develop clear long-term communication strategy and implementation plan	\$1,500
1.4 - Design and implement performance management system	Consulting Support - Facilitate design and implementation of performance management system	\$12,500
1.5 - Strengthen teacher recruitment, hiring & onboarding	Consulting Support - Bring forth recruitment best practices and facilitate design of recruitment and hiring system	\$8,500
1.6 - Codify org operations, processes and procedures	None <NorthStar to share best practices for org operations>	\$0
1.7 - Implement continuous improvement system	Consulting Support - Facilitate a team of admin and teachers to design a school data dashboard and develop data systems required to regularly populate the dashboard; Develop an annual cycle to review, analyze and respond to data	\$3,500

School Facilities: Budget Implications

Initiative Name	Budget Line Item	Estimated Cost
2.1 - Acquire and implement a master plan for lower campus facilities	Master Plan Designer	<i>In SY19-20 Budget</i>
2.2 - Implement a master plan for upper campus facilities	Master Plan Designer	<i>In SY19-20 Budget</i>
2.3 - Create the conditions for excellent facilities management	None	\$0

Core Instruction: Budget Implications

Initiative Name	Budget Line Item	Estimated Cost
3.1 - Develop best-in-class academic, immersion and global citizenship model and curriculum	<ul style="list-style-type: none"> ● Consulting Support - UbD Curriculum Facilitator - \$20,000 ● Travel costs to visit best-in-class K-8 Immersion Schools - \$3,500 ● Teacher stipends to support design of curriculum - \$18,000 (18 teachers x \$1,000) 	\$41,500
3.2 - Define and align on a common vision for excellent teaching	Consultant Support - facilitate design of Vision for Excellence and create calibration process	\$16,500
3.3 - Implement a comprehensive professional development strategy	Consultant Support - design a comprehensive professional development system; Design tools (PLC protocols, coaching protocols, etc.) to support the professional development system	\$14,500
3.4 - Support students to develop into global citizens	None	\$0

Diversity, Equity & Inclusion: Budget Implications

Initiative Name	Budget Line Item	Estimated Cost
4.1 - Create DEI vision and goals	Consultant Support - DEI Facilitator to create DEI vision and 3-year plan	\$15,000
4.2 - Strengthen and build capacity to execute student behavior plan	Consultant Support - Responsive Classroom Trainer	<i>In SY19-20 Budget</i>
4.3 - Implement “strong start” school culture plan	Consultant Support - Facilitate a team of admin and teachers to design a “strong start” school culture plan and monitoring systems aligned to GLOBE’s vision of excellence; Design tools (monitoring tools, rubrics, coaching plans, etc.) to track and coach teachers towards school culture plan	\$14,500
4.4 - Develop staff DEI competencies	Consultant Support - DEI facilitator/trainer	\$22,000

Overall Project Management: Budget Implications

Initiative Name	Budget Line Item	Estimated Cost
SY19-20 Strategic Plan Project Management Support	<ul style="list-style-type: none">• Develop strategic initiatives dashboard and process to monitor all strategic initiatives• Facilitate monthly 90-minute meeting of initiative leaders to ensure initiatives are “on track”• 30-minute 1x1 check-in calls with initiative leaders prior to each meeting• Develop strategic initiative update materials (PowerPoint slides) for board, parents, and staff	\$7,200

Monitoring Dashboards

Organizational Development: Monitoring Dashboard

Last updated: 7/1/2019

Initiative Name	Status	Owner	Progress Update	Open questions/Next steps
1.1 - Implement 5-year staffing plan				Questions: Next Step:
1.2 - Clarify roles & responsibilities				Questions: Next Step:
1.3 - Implement communication strategy				Questions: Next Step:
1.4 - Implement perf. Mgmt. system				Questions: Next Step:
1.5 - Strengthen teacher recruitment, hiring & onboarding				Questions: Next Step:
1.6 - Codify org operations, processes and procedures				Questions: Next Step:
1.7 - Implement continuous improvement system				Questions: Next Step:

School Facilities: Monitoring Dashboard

Last updated: 7/1/2019

Initiative Name	Status	Owner	Progress Update	Open questions/Next steps
2.1 - Acquire and implement a master plan for lower campus facilities				Questions: Next Step:
2.2 - Implement a master plan for upper campus facilities				Questions: Next Step:
2.3 - Create the conditions for excellent facilities management				Questions: Next Step:

Core Instruction: Monitoring Dashboard

Last updated: 7/1/2019

Initiative Name	Status	Owner	Progress Update	Open questions/Next steps
3.1 - Develop best-in-class academic, immersion and global citizenship model and curriculum				Questions: Next Step:
3.2 - Define and align on a common vision for excellent teaching				Questions: Next Step:
3.3 - Implement a comprehensive professional development strategy				Questions: Next Step:
3.4 - Support students to develop into global citizens				Questions: Next Step:

Last updated: 7/1/2019

Initiative Name	Status	Owner	Progress Update	Open questions/Next steps
4.1 - Create DEI vision and goals				Questions: Next Step:
4.2 - Strengthen and build capacity to execute student behavior plan				Questions: Next Step:
4.3 - Implement “strong start” school culture plan				Questions: Next Step:
4.4 - Develop staff DEI competencies				Questions: Next Step:

Recommended best practices for strategic initiatives

Proposed theory of action for developing a shared vision for excellent instruction

If

*GLOBE's Teachers, Leaders
and staff...*

...collaboratively develop a definition for instructional excellence that **UNIQUELY DESCRIBES** what excellent teaching looks like in GLOBE classrooms

Then

*Teachers, Leaders
and GLOBE staff...*

...will have a **COMMON BAR** for excellence to inform teacher coaching and development

...will have a **COMMON LANGUAGE** to facilitate stronger collaboration within schools

...will have **SHARED EXPECTATIONS** to drive continued student growth

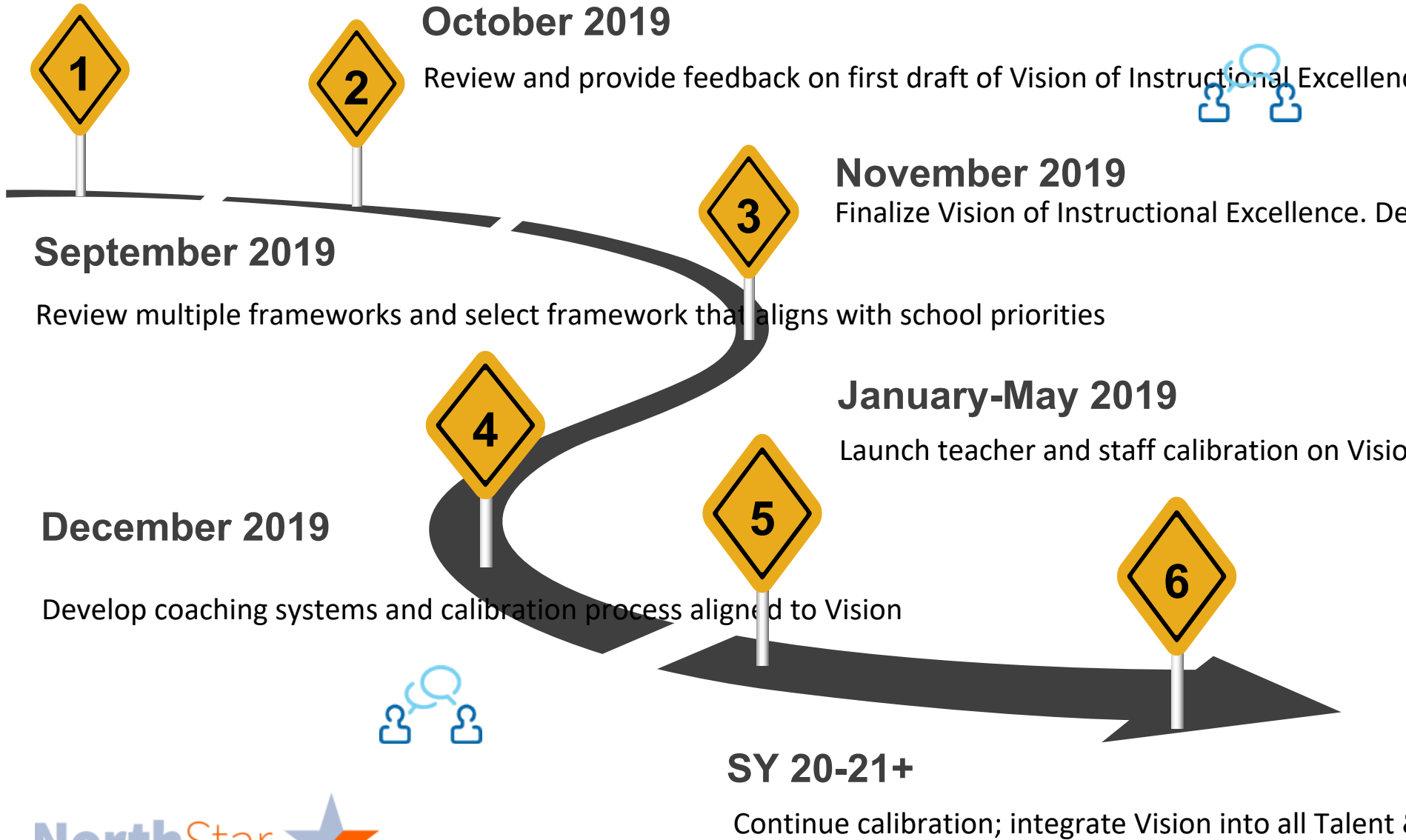
And then

Our students...



Will grow

There are 6 key stages for creating a shared vision for excellent instruction



Examples of Instructional Excellence Frameworks

Freire Instructional Principles

Deeper Learning

TNTP Core Rubric

Freire Charter School: Instructional Principles Framework (IPF) 2017-2018

Instructional Practice	Indicator (1)	Indicator (2)	Indicator (3)	Highly Effective (3)
Instructional Practice Lesson begins with clear learning targets. (Component 1: Planning and Assessment)	Lesson begins with a clearly stated or an inferred learning target that no one knows about other than the teacher or what they should be able to do by the end of the lesson.	The targets are not based in learning standards or are missing significant pieces that will have a negative impact on student learning.	Lesson clear and organized. Based, clear and organized.	Lesson begins with standards-based, clear and organized.
	• If, as students can explain what they are learning and why it matters. • There is little to no alignment between instruction and assessment. • There are no clear examples of work to represent for students work.	• Only several students can speak to what they are learning and why, and when they answer this, they are not why they do. • Instruction and assessment overlap less than 50%.	• Most students can speak to what they are learning and why. • Instruction is aligned with assessment.	• All students can speak to what they are learning and why. • Instruction is aligned with assessment.
	• Teacher can recall daily learning targets from memory easily. • Teacher lists backwards plan.	• Teacher can recall daily learning targets from memory easily. • Backwards planning is part of parts of the lesson.	• Teacher can recall all daily learning targets from memory. • Lessons demonstrate that backwards planning is a piece, as learning targets connect directly to assessment targets.	• Teacher can recall all daily learning targets from memory. • Lessons demonstrate that backwards planning is a piece, as learning targets connect directly to assessment targets.
	• Curricular objectives are too general and do not specify what the learning targets to capture the learning targets in depth. • Lesson is not designed to support different learning needs, just one size fits all, so only some students are learning deeply.	• Curricular objectives cover general areas of learning targets and being able to answer questions in class, as learning targets in depth. • Lesson takes into consideration all of the different learning needs, so most of the students are learning deeply.	• Curricular objectives are specific and the learning targets is adapted to allow students to receive learning targets in depth. • Lesson takes into consideration all of the different learning needs, so all of the students are learning deeply.	• Curricular objectives are specific and the learning targets is adapted to allow students to receive learning targets in depth. • Lesson takes into consideration all of the different learning needs, so all of the students are learning deeply.

Freire Charter School - Instructional Principles Framework, page 1

APPLYING CONTENT KNOWLEDGE

How do you know if you have content knowledge? How do you know if you have the skills to apply it? How do you know if you have the ability to transfer it to new situations?

WHAT YOU'LL SEE IN A CLASSROOM

How do you know if you have content knowledge? How do you know if you have the skills to apply it? How do you know if you have the ability to transfer it to new situations?

QUESTIONS TO ASK

• Do you know the content? (Content Knowledge)
• Do you know the skills to apply it? (Skills)
• Do you know how to transfer it to new situations? (Transfer)

CULTURE OF LEARNING - All of our students engaged in the work of the lesson from start to finish!

Indicator (1)	Indicator (2)	Indicator (3)	Highly Effective (3)
• All students are engaged in the work of the lesson from start to finish. • All students are engaged in the work of the lesson from start to finish. • All students are engaged in the work of the lesson from start to finish.	• All students are engaged in the work of the lesson from start to finish. • All students are engaged in the work of the lesson from start to finish. • All students are engaged in the work of the lesson from start to finish.	• All students are engaged in the work of the lesson from start to finish. • All students are engaged in the work of the lesson from start to finish. • All students are engaged in the work of the lesson from start to finish.	• All students are engaged in the work of the lesson from start to finish. • All students are engaged in the work of the lesson from start to finish. • All students are engaged in the work of the lesson from start to finish.

Teacher Skills

- Making specific, explicit, and immediate student feedback responses.
- Monitoring and adjusting instruction based on student work and engagement.
- Using a variety of assessment strategies to monitor student learning.
- Maintaining a positive classroom culture and using positive reinforcement to support student learning.

KIPP Bay Area

Atlanta Public Schools

Achievement First

KIPP Bay Area Schools
KIPP Bay Area Schools
KIPP Bay Area Schools

2016-17 Teaching Excellence Rubric
A tool to support teacher coaching and development

Why was the Teaching Excellence Rubric created?
The rubric was created to support teacher coaching and self-development. We believe establishing a rigorous and shared "north star" for what excellence looks like will help us accelerate teacher growth and collaboration across the region.

What are the components of the rubric?
There are 5 components of the rubric:

1. **Performance Area** - The 5 performance areas are Individualized Learning, Culture of Learning, Essential Content, Academic Ownership and Demonstration of Learning.
2. **Essential Question** - The essential question is the key question to answer about the particular performance area. In an effective teacher's classroom, the answer to each Essential Question is "yes".
3. **Descriptor Language** - Descriptors of each performance area are used to differentiate four levels of performance: Distinguished, Proficient, Approaching and Emerging. The KIPP Teaching Excellence Rubric also describes what focus primarily on observable student actions and responses.
4. **Core Teacher Skills** - A non-exhaustive list of teacher skills and behaviors that contribute to the student outcomes in each performance area. These behaviors have been drawn from a variety of sources - including KIPP, the APF and rubric, Student Achievement System, KIPP Social-Emotional Learning Observation rubric and others. After observing and rating a lesson, we recommend that teachers and coaches identify any or two Core Teacher Skills for clarity or a goal to build to practice for the next coaching cycle.

How will the rubric be used in the 2016-17 school year?

- The rubric will be used for regional, quarterly classroom observations. Data collected from the quarterly observations will be provided to schools to inform teacher coaching and development. In addition, we will use quarterly observations as a way to gather feedback on rubric and identify ways to improve it.
- When using the rubric, teachers and coaches should avoid the rating when the combination of descriptors in each performance area does not clearly describe the observed performance, using all available evidence to justify observation notes. Coaches will not rate teachers on Core Teacher Skills, these are included only for coaching and development purposes. The Core Teacher Skills can help coaches and teachers review or on development areas based on ratings to perform or assess and guide conversations about specific strategies teachers can use to develop and improve coaching.
- A small number of schools will use the rubric to pilot instructional coaching.

How was the rubric created?

- After reviewing several research-based rubrics from high performing OECD, districts and other sources, DTE, Core Teaching Rubric, KIPP SF, KIPP 423 was selected as a foundational rubric based on its focus on observable student outcomes and teacher impact. After reviewing several KIPP rubrics, we selected DTE as the most comprehensive and aligned with KIPP values and instructional practices.
- A guiding team of 100 staff and an advisory team of teachers and leaders provided extensive input to DTE's original rubric to align it with KIPP values and instructional practices.
- Through provided detailed feedback on the rubric to ensure it aligned with KIPP priorities and values.

Last Revised: September 20, 2016

APF's Definition of Teaching Excellence 18-19

What is APF's Definition of Teaching Excellence and why are we updating it for the 2018-19 school year?

Definition of Teaching Excellence (DTE) was created to articulate APF's collective and aspirational vision for excellent teaching and give us shared language to collaboratively work towards achieving this vision. As our vision for excellent teaching evolved, based on observed excellence in APF classrooms and classrooms across the nation, we will ensure our Definition of Excellence evolves with it.

How will DTE be used in the 2018-19 school year?

- Teacher Hiring, Coaching, Development (non-evaluative) and Recognitions
- New Teacher Orientation and Induction
- Professional Learning Community Development
- Talent Review

How should DTE be used?

Teachers, leaders, and instructional coaches should use DTE as one tool to develop Professional Growth Plans and lead regular cycles of helpful feedback. Coaches and leaders are encouraged to observe classrooms using DTE, identify "Core Teacher Behaviors" that are areas of strengths and growth and then identify an aligned "Core Teacher Skill" to focus on for A.S.T. feedback. In addition, leaders are encouraged to use DTE as a foundation for their teacher hiring and onboarding processes, the development of Professional Learning Plans, ongoing teacher professional development and teacher recognitions.

How was DTE created?

This spring, a diverse team of APF teachers, leaders, and district staff met to review and revise DTE to further clarify and expand APF's vision of excellent teaching and leadership. In addition to drawing from the expertise of this diverse team, DTE revisions were based on the following ground-breaking sources and thought-leaders:

- APF Instructional Practices
- Student Achievement Partners
- Teach Like a Champion
- Get Better Faster
- Robert Marzano
- Charlotte Danielson
- CASL (GSL)
- The National Equity Project
- Jon Saphier (The Skillful Teacher)
- Zanetta Harmond
- Martin Seligman and Chris Peterson
- George DC (TKSG)

last updated: June 7, 2018

APF's Essentials of Instruction

Purpose of the Essentials:

- Clearly define great instruction at AP
- Provide a framework - "the 10 key questions" - for observation, PD, discussion of best practices, etc.
- Support teacher growth and effectiveness
- Increase the quality of instruction
- Provide a strong framework for Teacher Career Pathway evaluations

Intentional Design

- Organizing (only) 10!
- Alignment to the Common Core and AP, especially the skills toward increased rigor and deep student thinking
- Include both "foundational" (e.g., rigor/assessment/low task) and "advanced" (e.g., assessment and deep student thinking) items
- Streamlined
- Focus on student actions, we believe that student actions are the ultimate measure of instruction, so we focused less on individual teacher inputs and more on the impact of these inputs

Writing Guidelines

- Determine what writing BEST represents the key question (not each descriptor, unless emergent, well, strong, or exemplary). The administrators need to read every single indicator on the page of course to have an accurate picture of the indicator. If it is not about the writing of the components of evidence.
- Descriptors are based in order of importance, so if someone is especially well on an indicator towards the top of the page, it should influence the overall rating.
- Assume all "10" ratings indicate that the teacher is meeting the bar for effective instruction. Scores will not be out of 20 (2 possible points per descriptor) and may not translate into the previous (Essential) Rubric. We will evaluate observation minimums needed for stage advancements.
- Assume all "1" - "5" ratings mean that all the level 5 indicators are present and the level of instruction matches the description of "1" - "exemplary". To reach a 5, there still needs to be evidence of all of the exemplar items, but there cannot be evidence that goes against them.

The Five Essentials

- **FOCUS** | Are students grappling with content aligned to the College Ready Bar?
- **FOCUS** | Are students focused on the work of the lesson from start to finish?
- **INVESTMENT** | How long do students stay if they had the choice to leave?
- **THINKING** | Are students doing the heavy lifting? Does instruction unleash the intellect of scholars?
- **FEEDBACK** | Are students rapidly improving the quality of their work based on clear, actionable feedback?

page 1/6

A Vision For Interconnected Teacher Professional Development



1

Strong Curricular Resources. Strong starting points for teachers to focus time on internalizing, customizing and mastering vs creating



2

Content-focused teams. Structured teams of teachers in similar content areas, led by a content-expert and guided by clear protocols.



3

Strategic Feedback. Regular cycles of observations and content-specific feedback from teacher-leaders or leaders



4

Aligned school-wide PD. Interactive, strategic school or grade/content specific PDs that address data-driven teacher needs



5

Data-driven instruction. Regularly scheduled times for teachers to reflect on actionable student data, facilitated by content-experts

FOUNDATION: School Leadership Teams (Principals, APs, Coaches, teacher-leaders) that meet regularly to analyze student data and teacher needs and integrate professional learning

Professional development theory of action

If

GLOBE teachers and leaders...

Strategically design and interconnect professional development systems (coaching, PLCs, data-driven instruction, etc.)

Then

Teachers will...

Have well-structured, content-specific collaboration time, coaching and professional development

...systematically improve and increase their impact...

...maximize their impact on student growth and feel successful in their work...

And then

Our students will ...



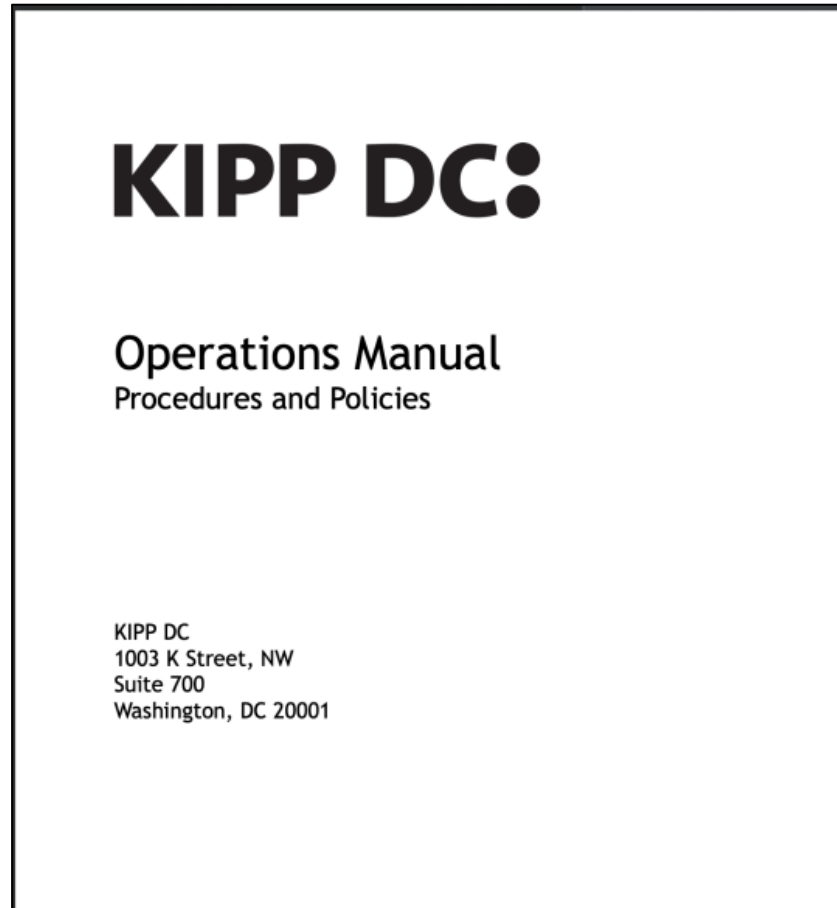
Develop the knowledge, skills and habits they need to be successful.

UbD curriculum design process

UbD Rubric

		Beginning Conversion of Prior Instructional Map to UbD Template	Developing Basic Integration of UbD Concepts	Secure Comprehensive Integration of UbD Concepts and Practices
Stage 1 Desired Outcome	Standards and Essential Learnings	Standards and essential learnings are clearly articulated.	Essential Learnings are compelling and standards-aligned, but do not emphasize transfer to other contexts.	Essential Learnings are enduring and based on transferable big ideas at the heart of the discipline. They are relevant to students and focus on problems or issues that have a direct impact on their lives.
	Essential Questions	In general, there are either no essential questions at all, or they fail to create a spark for students. Typically, they have the appearance of content standards.	Essential Questions reflect the standards. Some spark meaningful connections, provoke genuine inquiry and deep thought, and encourage transfer. <i>Essential questions typically do not have a single correct answer.</i>	Essential Questions spark meaningful connections, provoke genuine inquiry and deep thought, and encourage transfer.
	Knowledge and Skills	Valid unit-relevant knowledge and skills are sometimes missing. There is little or no differentiation between what students should know and be able to do.	Valid unit-relevant knowledge and skills are evident. There is some differentiation between what students should know and be able to do. <i>Knowledge and Understandings are differentiated from Skills (applications).</i>	Valid unit-relevant knowledge and skills are identified and serve as an important resource for learning and instruction.
Stage 2 -	Formative and Summative Assessment	Formative and summative assessments are evident for	Formative and summative assessments are evident for each	Formative and summative assessments are evident for each unit

Organizational processes and procedures



[Link to KIPP DC](#) and [KIPP Atlanta](#)

2020-2025 Strategic Plan



MISSION: The GLOBE Academy fosters Global Learning Opportunities through Balanced Education for children of all backgrounds. W



ORGANIZATIONAL DEVELOPMENT

Create an optimal school staffing and operating model with a pipeline of outstanding, qualified teachers

- 1.1 - Implement 5-year staffing plan
- 1.2 - Clarify roles and responsibilities
- 1.3 - Implement communication strategy
- 1.4 - Implement perf. mgmt. system for teachers and staff
- 1.5 - Strengthen teacher recruitment, hiring and onboarding
- 1.6 Codify org operations, processes, and procedures
- 1.7 - Implement continuous improvement system



SCHOOL FACILITIES

Secure long-term use of K-8 facilities and execute facility improvements to enable deep learning and play

- 2.1 - Design and implement a master plan for lower campus facilities
- 2.2 - Design and implement a master plan for upper campus facilities
- 2.3 - Create the conditions for excellent facilities management



CORE INSTRUCTION

Implement best in-class K-8 global learning curriculum and immersion model to accelerate student learning, advance global citizenship and close achievement gaps

- 3.1 - Develop best-in-class academic, immersion and global citizenship model and curriculum
- 3.2 - Define and align on a common vision for excellent teaching
- 3.3 - Implement a comprehensive professional development strategy
- 3.4 - Support students to develop into global citizens



DIVERSITY, EQUITY, INCLUSION

Develop a school-wide Diversity, Equity and Inclusion vision and align all aspects of the school to this vision

- 4.1 - Create Diversity, Equity and Inclusion vision and goals
- 4.2 - Strengthen and build capacity to execute student behavior plan
- 4.3 - Implement “strong start” school culture plan
- 4.4 - Develop staff Diversity, Equity and Inclusion competencies

Cover Sheet

Head of School Evaluation and Support Committee Report

Section: VI. Administration and Committee Reports
Item: J. Head of School Evaluation and Support Committee Report
Purpose: Vote
Submitted by:
Related Material: The GLOBE Academy Administrator Hiring Process - DRAFT.pdf
The GLOBE Academy Executive Director 19-0529.pdf
The GLOBE Academy Organization Chart FY22 - DRAFT.pdf



The GLOBE Academy Administrator Hiring Process

School administrators are key leaders at The GLOBE Academy who are directly responsible for carrying out the school's mission. It is important to recruit diverse candidates with strong experience and a track record of success. The GLOBE Academy Administrator Hiring Process is rigorous and sometimes lengthy to ensure that we find the best leaders to serve our students, families, and communities. The process is outlined below.

Roles and Responsibilities

Role in Head of School Hiring Process	
Executive Director	Hiring manager
Head of School	None for position being filled. Head of School at sister campus can participate as a member of Panel Interview and/or as an evaluator for Classroom Observations.
Assistant Head of School	Can participate as a member of Panel Interview, as an evaluator for Classroom Observations and/or lead the School Tour and Q&A with candidates.
Curriculum Coordinator	Can participate as a member of Panel Interview, as an evaluator for Classroom Observations and/or lead the School Tour and Q&A with candidates.
Language Coordinator	Can participate as a member of Panel Interview, as an evaluator for Classroom Observations and/or lead the School Tour and Q&A with candidates.
Data Coordinator	Can participate as a member of Panel Interview, as an evaluator for Classroom Observations and/or lead the School Tour and Q&A with candidates.
Teachers	Evaluate candidate presentation to staff. May participate in panel interview.
Board of Directors	Makes joint hiring decision with Executive Director. Must approve of hire. Can veto a recommendation but cannot override hiring manager's decision not to make an offer.

Role in Assistant Head of School Hiring Process	
Executive Director	Makes joint hiring decision with Head of School. Must approve of hire. Can veto a recommendation but cannot override hiring manager's decision not to make an offer.
Head of School	Hiring manager
Assistant Head of School	None for position being filled. Assistant Head of School at sister campus can participate as a member of Panel Interview and/or as an evaluator for Classroom Observations.



Role in Assistant Head of School Hiring Process

Curriculum Coordinator	Can participate as a member of Panel Interview, as an evaluator for Classroom Observations and/or lead the School Tour and Q&A with candidates.
Language Coordinator	Can participate as a member of Panel Interview, as an evaluator for Classroom Observations and/or lead the School Tour and Q&A with candidates.
Data Coordinator	Can participate as a member of Panel Interview, as an evaluator for Classroom Observations and/or lead the School Tour and Q&A with candidates.
Teachers	Evaluate candidate presentation to staff. May participate in panel interview.
Board of Directors	May participate in the hiring process at the request of the Executive Director or Head of School. Can offer advice and input but does not have decision rights or veto authority.

Administrator Hiring Process

Action	Owner	Duration	Notes
Review job description to ensure it accurately reflects the current need of the organization. Update job description as necessary.	Hiring Manager	1 week	The Head of School is the hiring manager for the Assistant Head of School. The Executive Director is the hiring manager for the Heads of School. If hiring a Head of School, Board Chair selects 1-2 Board members to participate in selection process.
Develop interview questions for each phase of the interview based on the most important competencies needed to be successful in the role.	Hiring Manager or delegate	1 week	
Post the job description on multiple sites to attract a diverse candidate pool. At a minimum, all administrator job postings will be posted on: <ul style="list-style-type: none"> • The GLOBE Academy website under Career Opportunities • Indeed.com • TopSchoolJobs.org 	Hiring Manager or delegate	Minimum of 2 weeks, job postings will remain active until the position is filled.	



Action	Owner	Duration	Notes
<ul style="list-style-type: none"> • WorkforGood.org • The Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota List serv • Georgia Charter Schools Association • Georgia Department of Education 			
<p>Review applications, including cover letters and resumes. Select candidates to advance to phone interviews.</p>	Hiring manager	Applications will be reviewed weekly until position is filled.	<p>For AHOS candidates, Executive Director will have access to all applications and has the option to review.</p> <p>For HOS candidates, participating Board members will have access to all applications and have the option to review.</p>
<p>Conduct phone interviews. Select candidates to advance to in-person panel interviews.</p>	Hiring manager	Phone interviews will occur on a rolling basis. Each candidate will be notified within two weeks of phone interview whether or not s/he is advancing in the process.	<p>Each candidate will be measured against a pre-determined standard, not normed against other candidates.</p>
<ul style="list-style-type: none"> • Candidates who are advanced from the phone interview will attend an in-person, on-campus interview. The interview will include: <ul style="list-style-type: none"> ○ A 30-minute campus tour and Q&A period for the candidate to learn more about The GLOBE Academy. ○ A 60-minute panel interview focused on leadership. ○ A 60-minute panel interview focused on instruction. 	Hiring manager, support staff will help coordinate	In-person interviews will occur within three weeks of the candidate's phone interview.	<p>Each panel will consist of one board member, one school administrator, one teacher, and one parent, at a minimum. Each panel will have no more than two board members, two administrator, two teachers, and two parents.</p> <p>All evaluations and notes will be collected and included in a file for the candidate.</p>



Action	Owner	Duration	Notes
<ul style="list-style-type: none"> Hiring manager will prepare and disseminate interview questions to interviewers at least 48 hours before interview. All candidates will be asked the same questions, in the same order, by the same panelists. Panelists will convene to determine which candidates to advance to the final interview state. Candidates will be evaluated against a set standard, not normed against each other. 			
<ul style="list-style-type: none"> Finalists will be invited back for a second on-campus interview. The interview will consist of: <ul style="list-style-type: none"> 60-minute meeting with ED and board member 60-minute classroom observation and debrief 60-minute presentation to staff and debrief Classroom observation evaluators will include, at a minimum, one teacher, Language Coordinator, Curriculum Coordinator, and ED, HOS, or AHOS for that campus. Staff will fill out a formal evaluation/feedback form for the candidates presentation. 	Hiring manager, support staff will help coordinate	Finalist interviews will occur within two weeks of first in-person interview.	All evaluations and notes will be collected and included in a file for the candidate.
Conduct reference checks on finalists.	Hiring manager	Can begin once candidate is advanced to final round. Must be completed before hiring manager makes final decision.	All reference checks will be asked the same questions. Follow-up questions may vary. All reference checks will be documented.
<ul style="list-style-type: none"> Make recommendation for hire. For AHOS positions, HOS will make recommendation to the Executive Director. HOS and Executive Director will make joint decision. 	Hiring manager		Whenever possible, Board vote for a Head of School candidate should occur by the April board meeting.



Action	Owner	Duration	Notes
<ul style="list-style-type: none">For HOS positions, Executive Director will make recommendation to the Board of Directors. Board of Directors must approve HOS hires by a majority vote.			

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The GLOBE Academy Executive Director

Vision

To develop globally minded citizens who have the knowledge, skills and attitudes to effect positive change in our world.

Mission

The GLOBE Academy fosters Global Learning Opportunities through Balanced Education for children of all backgrounds. With a focus on dual-language immersion, an experiential-learning model and a constructivist approach, GLOBE inspires students to be high-performing lifelong learners equipped to make a positive impact in the world.

Core Values

The GLOBE Academy's core values are expressed in the acronym, CREST: Community, Respect, Empathy, Sustainability and Trust. These values are expected of the governing board, faculty, staff, parents, and students. They are woven into daily life at GLOBE and incorporated into the curriculum.

Community: We are inclusive, and we nurture and support one another.

Respect: We treat ourselves and each other with kindness and dignity.

Empathy: We strive to understand and share the feelings of others.

Sustainability: We aim to conserve our resources for optimal use in the present and future.

Trust: We are committed to honesty, transparency, and respectfully sharing our thoughts and encouraging others to do the same.

Background

The GLOBE Academy opened in 2013 as a public charter school in DeKalb County, Georgia serving grades K-3. Today, The GLOBE Academy is a K-8 Dual Language Immersion public charter school that operates on two campuses located at 2225 Heritage Drive and 4106 Briarcliff Rd.

Position

The Executive Director is the Chief Executive Officer (CEO) of The GLOBE Academy. He or she is responsible for the effective operation of the school, general administration of all instructional, business, or other operations of the schools. She or he will administer and supervise the school and its



employees, lead development of educational program improvement, foster a culture of positive, engaged learners, and serve as a strong advocate for the school's core values--including developmental philosophy and parental involvement. The GLOBE Academy Executive Director leads 150 teachers and school support staff and more than 1,000 students in grades K-8. S/he directly manages the senior leadership team that includes the Chief Financial Officer, Chief Operating Officer, Head of School - Lower Campus, Head of School - Upper Campus, Curriculum Coordinator(s), Language Coordinator(s), and Data Coordinator(s). The Executive Director reports to and is accountable to the Board of Directors.

Responsibilities:

- Lead the organization to fulfill the mission and vision of The GLOBE Academy.
- Manage, coach, and mentor the senior leadership team. Ensure that the senior leadership team is adequately staffed and trained to support the mission of the school.
- Lead and promote a strong student and staff culture around our core values of community, respect, empathy, sustainability, and trust (CREST).
- Lead the implementation of the organization's strategic plan.
- Implement a research-based Dual Language Immersion (DLI) model, remain current on effective DLI instructional models, and ensure that school model evolves to best serve its students.
- Ensure that organization is financially sustainable.
- Ensure that organization complies with its charter, all applicable Dekalb County Schools regulations, and all State and Federal laws.
- Ex officio member of the Board of Directors. Serve as primary liaison between Board and school. Keep board informed of school matters relating to performance, risk, and governance.
- Ensure timely and relevant communication with families, staff, students, and the board.
- Ensure accreditation and charter renewal
- Promote academic excellence for all students
- Maintain strong relationships with external partners including donors, community partners, authorizer, and GLOBE stakeholders

Skills and Experience:

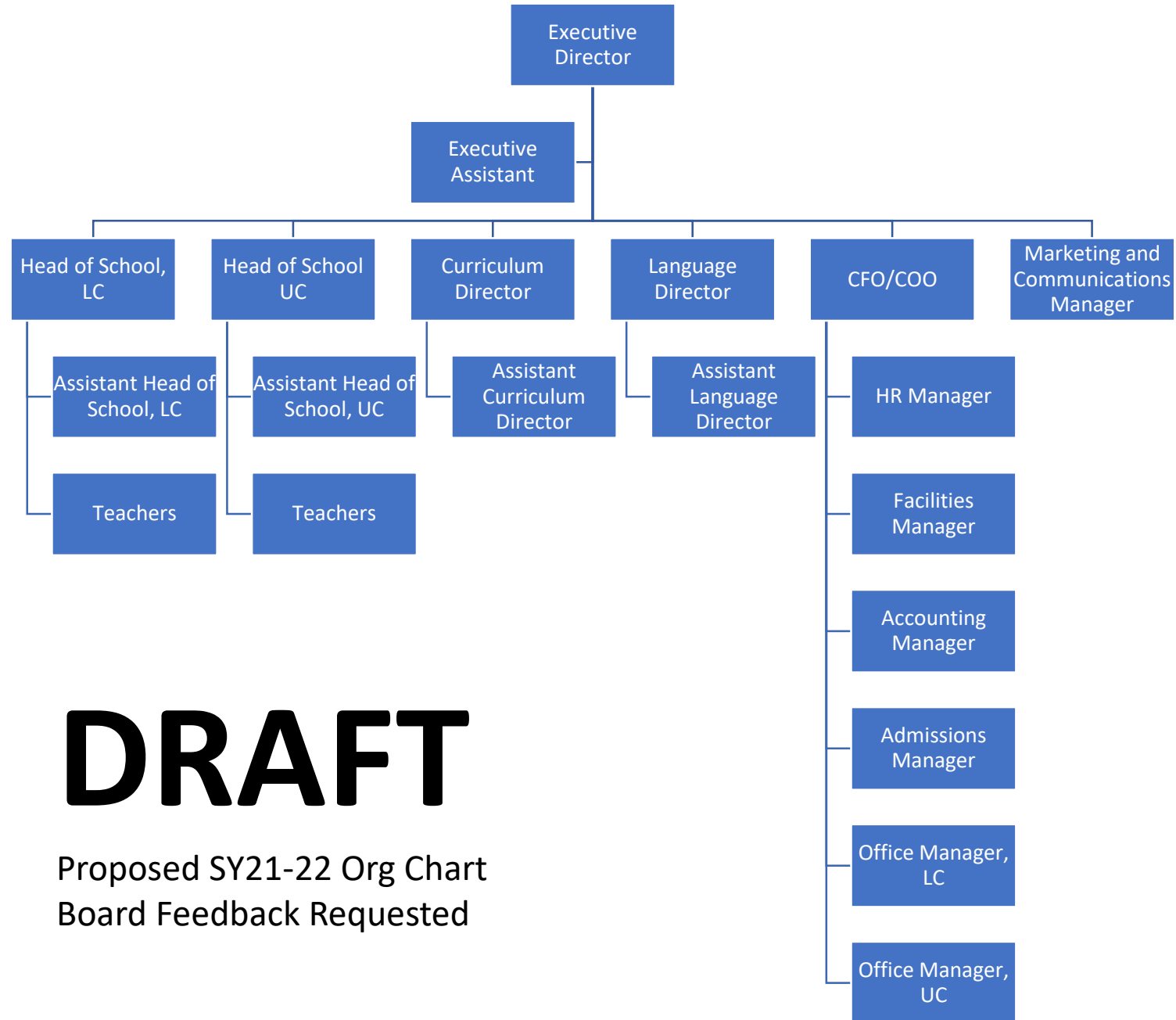
- Unwavering commitment to The GLOBE Academy's mission.
- Excellent written and verbal communication skills. Ability to effectively communicate with diverse stakeholders.
- Track record of success as a classroom teacher within grades K-8 (minimum 5 years).
- Track record of success as a school administrator (minimum 3 years).
- Strong manager and leader.
- Track record of success in change management.
- Excellent listener.
- Deep knowledge of K-8 curriculum and teaching and learning, preferably in DLI.
- Expertise in Social Emotional Learning (SLE).



- Voracious curiosity to learn and a growth mindset.
- Advanced degree or certification in educational leadership.
- Experience with development and fundraising.
- Experience managing a complex budget.
- Be a highly collaborative, results-oriented, adaptable, problem-solving self-starter who seeks feedback to continue professional growth.
- Commitment to and experience working with students from diverse backgrounds with unique academic and personal needs.

Desired Skills:

- Experience with charter schools, either as a teacher or with charter school laws generally.
- Experience using data to inform instructional planning and practice. Comfortable using Microsoft Excel, sharing and analyzing student performance results, and constantly working to improve practices.
- Experience working in an entrepreneurial, dynamic school or similarly demanding environment.
- Be positive, thoughtful, passionate, motivating, and empowering with staff and students.
- Be computer savvy, with proficiency in email, word processing, spreadsheets, Google Docs, etc.
- Have experience using Infinite Campus.
- Language fluency in one or more languages other than English, preferably Spanish, French or Mandarin



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Proposed SY21-22 Org Chart
Board Feedback Requested