ESSA Schoolwide Program Template

Overview:

A Title I schoolwide program is a comprehensive reform strategy, or set of strategies, designed to upgrade the entire educational program in a Title I school. Its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on the District's academic standards. Title I schools implementing schoolwide programs are required to develop schoolwide program plans in accordance with ESSA Section 1114(b). The fillable template attached may be used to guide the development or revision of a schoolwide plan to ensure that all required components are included.

Pre-planning the Development of a Schoolwide Plan:

There are **three steps** in the development and implementation of a schoolwide program:

Step 1: Conduct a comprehensive needs assessment of the school

- The findings of the comprehensive needs assessment identify the needs of students in the school to meet academic standards, prioritize the goals of the schoolwide program, and inform the strategies of the program plan
- Schoolwide programs are usually developed over one year of data collection, unless the needs assessment can be performed in a shorter time period
- Needs assessment data and analysis is often provided by the LEA to schools
- The conclusions of the needs assessment must include input from the school's stakeholders
- The comprehensive needs assessment should be documented in preparation for monitoring
- If the academic results of the students have not improved under a schoolwide program over multiple years, a comprehensive needs assessment may be conducted to identify new student needs
- An expanding LEA should conduct a comprehensive needs assessment to determine the needs of a new campus and new students

Step 2: Develop the schoolwide program and implement the plan

- The schoolwide program prioritizes and responds to the identified needs of students, particularly those who are low-achieving, to demonstrate proficient and advanced levels of achievement on the District's academic standards
- The strategies chosen to accomplish the goals of the program comprise the schoolwide program plan, and have expected outcomes
- Each Title I school in an LEA must have a schoolwide program plan

- The strategies may be the same across an LEA, but the activities to perform the strategies may be different between schools
- The strategies and/or activities to address the needs identified in the school must be chosen at the school level by the program development team
- If appropriate and applicable, the plan should be developed in coordination with other federal and District services, resources, and programs (i.e. Head Start programs, housing programs, career and technical education programs)
- The schoolwide program plan of any schools in the LEA identified for comprehensive or targeted support and improvement activities should be developed in coordination with those plans, and may be the same plan (inclusive of all required components)
- The plan must be available to parents and the public in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand

Step 3: Review and revise the schoolwide plan

- The schoolwide program may remain in effect every school year, but it must be reviewed periodically (at least annually)
- The review process ensures the efficacy of the schoolwide program plan for the school in achieving the goals
- The review should evaluate achievement of the goals, and may also analyze implementation of the strategies and if the activities are producing the expected outcomes
- The data sources used in the needs assessment are often used in the review of the program, and must also include input from stakeholders
- The evaluation of the program and any revisions to the plan should be documented in preparation for monitoring

School Name: Girls Global Academy Public Charter School

School Year: 2021 - 2022

Date: September 30, 2021

Select One: Initial Plan   X Updated Plan

Component 1 – Results of the Comprehensive Needs Assessment *(ESSA Section 1114(b)(6)*

- **What conclusions were drawn from the comprehensive needs assessment?**

Girls Global Academy stakeholders used SY 20-21 Attendance data, ACT Aspire Reading results, ACT Aspire Math results, Reading Plus data, and social emotional Panorama survey responses to determine the needs of the students, staff, and families. Observation data includes:
- Based on the baseline data report from the ACT Aspire Reading assessment, 80% of students demonstrated need in the skills of identifying key ideas and details, and text craft and structure.
- Based on the baseline data report from the ACT Aspire Math assessment, 79-83% of students demonstrated need in Functions, Geometry, and Modeling
- Based on the data more than 63% of students demonstrated need in reading comprehension, vocabulary development, reading fluency, and efficiency development.
- Based on the data report from Panorama, social emotional supports needs include 52% daily habits and 49% distance learning environment
- There are 5- 10 students each week that are below 90% weekly attendance
- After reviewing the math data, we see that the majority of the students are below the benchmark for most of the categories, except for the category Number and Quantity that has a 50 - 50 split. There are gaps in student understanding and knowledge of prerequisite skills.
- For the reading baseline, 83% of the students are below the benchmark in the category of key ideas and details. This indicates that students have difficulty comprehending what they read, which also affects their understanding in math class as they have to interpret the context of math problems
- Our students generally score the highest under the "Kind & Helpful" category
- Students report that they do have trouble paying attention in class
- Students report low scores on "Emotional Distress," the data does tell us that they are resilient to surrounding circumstances
- Data pillars of grit, emotional self-management, and social awareness—the three highest scoring pillars at GGA.
- Of the students whose assessment was complete at the time of data publishing, 50% scored in the low comprehension/fluency/vocabulary sector or were termed borderline/not-ready.
- In math, ~20% of students exhibit grade level progress, and in literacy 13-17% of students demonstrated grade level progress.
- Our students place a high value on grit, and the importance of achieving their goals

- There are significant disparities in students' skill levels – some are struggling with more basic technology use and academic content, while some are at/above grade level and are excited to take their learning to the next level.
- The majority of GGA students are not meeting grade-level benchmarks in reading, science, and math.
- Some students are reading below first-grade level, and will therefore need support in understanding assignments and basic texts.
- Students' ability to learn effectively in school and navigate their transition into high school may be impacted by mental health and reporting lack of optimism/hopefulness
- From informal observations/conversations: Distance learning makes it additionally difficult to catch and support students that are struggling with attendance and motivation, and therefore exasperates some of the gaps in students' skills. Students that are attending class, understanding material, keeping up with assignments, and navigating technology platforms are likely to continue to move ahead in their learning while those that are not attending class, and struggling with comprehension and/or submitting work via tech platforms will fall further behind.
- There are 21 students that require specialized support

- **What are the identified needs of the students most at risk of failure and the school as a whole?**

  Based on the triangulation of the data from the baseline attendance, ACT Aspire (Math and Reading), and Reading Plus the common needs for students at most risk of reduced improvement the themes of need include:
  - Support in literacy
  - Support in mathematics
  - Support in instruction to differentiate for learning levels
  - Intervention for students that need extra support
  - Engagement of students and families

Observations of stakeholders
- Teachers need support in English 9
- Remediation is needed; maybe we can reimagine Wednesdays for the students who are struggling the most. That is, students who are far below grade level in their reading and math can be given remediation activities either on khan academy or another online resource to develop their skills, while other students work independently offline to complete missing assignments and/ or enrichment activities.
- Push-in assistance
- Setting uniform expectations and building consensus on these expectations for both students and faculty- late work policy, camera-supported presence, and proactive communication between students and faculty.
- Contact at least 2 parents, providing positive feedback for students
- Minimizing the pull-out sessions with counselors and wellness specialists

- More special educators to assist with high-need students
- Model what professional collaboration looks like, not just for the sake of group projects, but for creating productive atmospheres within the classroom.
- Support structures for ALL students, regardless of assessment performance. Balance of re-teaching and introduction of new materials.
- Deeper dive into targeted instruction, especially in writing (craft and structure.)
- Development of student's academic confidence, scaffolding of information.
- Vocabulary/Comprehension supports (visual tools and organizational planners)
- Math/Reading/Science rich environment in all classrooms to build key competencies.
- Targeted small group instruction or development of small groups.
- Utilization of tech strategies (ie text read and write) to support all students.
- Students report a high level of engagement in following instructions, staying engaged in independent work… how do we make this correlate to % of assignments submitted.
- Support structures for ALL students, regardless of assessment performance. Balance of re-teaching and introduction of new materials.
- Deeper dive into targeted instruction, especially in writing (craft and structure.)
- Development of student's academic confidence, scaffolding of information.
- School-wide time for re-teaching or additional challenges/enrichment depending on student needs?
- Individualized, periodic updates for parents from various classes?
- Consistent PD sessions related to UDL/differentiated instruction?
- School-wide emphasis on creating specific structures for students to be successful during virtual learning?
- Create additional practices/policies that are uniform across classes and focused on student support/success?1.   Offer learner choice and lesson options depending on different levels; share choice boards for submitting assignments via voice/video/writing or choice boards tailored to different learning styles
- Structure time for student-teacher meetings/conferences to support students needing extra assistance or those that are moving ahead quickly/independently
- Major emphasis on "growing the green" so students feel motivated to come to school – and feel that they are able to be successful
- Incorporate informal assessments throughout class to check on students' learning and emphasize accountability
- Create tiered exit slips to check student understanding and offer appropriate challenges
- Build trusting relationships that encourage students to ask for/receive assistance, be clear about their needs, etc.
- Be willing to adjust/change activities or assessments if/when they aren't working for students so that all can be successful

- Include a variety of activities that focus on student-centered learning; active engagement will help keep students accountable
- Share objectives and structure ways for all students to share their learning related to these objectives at the end of a lesson
- Intentionally group students in class based on learners' needs
- Tutoring buddy session
- Building relationships and student work together
- appointment time for student help sessions
- Learn to ask for help/reach out for help/ask can you help me/ask questions
- Guest speakers overcoming confidence and fears

● How should the identified needs be prioritized to ensure that all students will achieve academic success?

The needs are prioritized based on the largest implication on students that are at risk of failing to meet the academic standards, at risk for not advancing to the next grade, or receiving marks each trimester below a 4. The interdisciplinary need that impacts all students regardless of level, discipline, student, and staff is literacy. Literacy includes reading, writing and data literacy. All stakeholders must be able to make data and evidence based decisions. Data based decisions provide enrichment and modifications for students. Lastly, the availability of resources are prioritized for improved academic success.

● How will the school and LEA know if the identified needs have been met and the program is succeeding?

The indicators of success for the need identified:

Need Identified	Prioritization	Goal to Address the Need	Success Metric
Support in literacy instruction	Reading	Raise reading scores to increase, improve student engagement, improve self-management	Self reported improvement in ability to identify and implement strategy

Students participate in the |

			Reading Plus program
Support in mathematics	**Math**	Raise math scores to increase, improve student engagement, improve self-management	Self reported improvement in ability to identify and implement strategy Students participate in the Khan academy program twice per week
Attendance	**In-seat attendance**	Review and monitor attendance data weekly	More students have 92% in seat attendance Monitor academic progress of students in action support
Interventions supports	**Academic progress**	Intervention program to support academic growth	After School academic support is offered and students attend Enrichment program are offered
Family Engagement	**Strengthen school programs**	Developing school and family partnership programs	Integrate resources from the community Form advisory teams

Component 2 –Comprehensive Schoolwide Program Planning Team *ESEA section 1114(b)(2)*

List the name and title of each stakeholder who participated in developing this plan.

Required Roles	Name	Title
Parents	Janice Parker Shantelle SMith Cheryl Price	Parent/Family
School community members	Pathways Steering Committee	Pathways Steering Committee
LEA Administrators	Karen Venable-Croft	Executive Director
Principal	Shayne Swift	Principal
Teachers	Shaday Edwards	Math teacher
	Lydia Kang	English teacher
	Ashley Olt	Business teacher
	Danika Robison	World History teacher
School leaders	Jason Mellen	Director of Finance and Operations
	Paige Fryer	Student Support Services Coordinator

Additional Roles	Name	Title
Instructional support personnel	Jaymes Shorter	Paraprofessional
Other school staff	Jackie Sylvain	Wellness Specialist
	Cynthia Pope	Operations Associate
Students (Secondary schools)	Nyeema Carter Meron Andargachew Nakita Kenley Taylor Johnson	Student Advisory
Technical Assistance Providers	Laura Lund	Data Manager
	Sam Chawkat	Technology management

- What was the process for involving stakeholders and collecting their input?

  Decisions are made through the collaborative approach based on evidence. The team utilizes a collaborative planning approach to decision making. Teams will use discussion, data collection, and

analysis decisions regarding student achievement and school distance and in person learning environment.

1. Discovery sessions
2. Conducted inquiry surveys
3. Formed FOCUS group
4. Conducted phone and in person Interviews
5. Formed Pathways Steering Committee for two academic programs involving families, community member/industry experts

The school is using the Data Wise improvement process and will go through the prepare, inquire and act phases of an 8 step process. Staff were also provided with data to review and asked three questions: 1) What do you think the data is telling you? 2) What whole school moves do we make; 3) What moves do we make in classrooms?

- How were their contributions used to develop the schoolwide plan?

The Data Wise process is a collaborative process for improving teaching, learning, and accessing actions. The first steps are to organize for collaborative work identifying shared norms, creating a culture around expectations, using data effectively, building assessment literacy, and looking at the student data. The group identifies the needs based on the observations and the focus area through a learner centered problem and a problem in instructional practice.

1. Majority choice focus area
2. Notice and Wonder input
3. Codified the trends from the stakeholder interactions

Component 3 – Comprehensive Schoolwide Plan Strategies *(ESSA Section 1114(b)(7)(A)*

- What are the strategies chosen for the schoolwide program plan?

The comprehensive needs assessment identified five areas of need that are aligned to the four program goals and ten strategies.

The five areas of need include: 1) Supports in literacy instruction, 2) Supports in mathematics, 3) Supports for Attendance, 4) Interventions for students that need extra support, and 5) Engagement of students and families.

The Girls Global Academy consolidated program plan includes four goals:

Goal 1: Strengthen Instructional Practice

Goal 2: Focused supports for low performing students in reading and math

Goal 3: Comprehensive attendance supports

Goal 4: Quality Family Engagement

- How will these strategies provide opportunities for all children to meet the District's academic standards?

Girls Global Academy is in its inaugural year and has designed a program to meet the District of Columbia's standards. GGA students take eight core classes and electives to include math (Algebra or Geometry), English, social studies (World History), science (Biology), physical education and health, engineering (Engineering Essentials), and Business (Wealth Management), World Language (Spanish, Chinese or French). Students receive on-grade level curriculum. The scheduled length of classes supports our three major methods of instruction through inquiry, discussion, and service learning. The allotted time provides the necessary time to incorporate multiple UDL strategies of engagement, assessment, and presentation to ensure all students can access the curriculum and meet the needs of a variety of learners including special education and English learners. During English and Math, additional intervention support is incorporated into the instruction.

- How do the plan's strategies strengthen the academic program of the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum?

For the first criteria Girls Global Academy will use the specific metrics each strategy provides as an indicator of meeting, not meeting, or exceeding the strategy in terms of implementing the plan with fidelity. For example, each strategy within the plan identifies how that strategy: strengthens the academic program, closes the achievement gap, increases the amount/or quality of the learning time, provides an enriched and/or accelerated curriculum, identifies the evidence base and implementation

activities, and details the expected outcomes. Each strategy will be evaluated on an annual basis for effectiveness and the potential need for revision.

The strategies strengthen the program by 1) providing teachers to engage in accountable talk around strategies to support students' learning, 2) supporting instructional staff in their professional learning through a professional learning community and improving pedagogical capacity to reflect and apply their learning to their work with students and also in their work with each other to personalize learning and meet learner need, 3) Using data to make decisions, norming common language to discuss student data, 4) Personalized Learning Plans with appropriate supports will be included as needed for students that are at risk academically, 5) Personalized Learning Plans with appropriate supports will be included as needed for students that are at risk academically and provide social emotional support, 6) Varied text types for all level of learners that support instructional programs through students centered, 7) supporting students with extra time from content instructional staff and working on remediating or accelerating skills across all content areas, 8) Students that are present do not miss instruction and provides continuity of understanding, 9) Providing support services for students and families, 10) Understand the focus for the year, articulate the four pillars and support and activities that strengthen our values, expand engagement suggestions, 11) Develop an equitable process of partnership of shared views and actions toward shared goals with parent leaders who hear from and communicate with other families.

- What is the evidence of the effectiveness of the chosen strategies?

Improvement on Interim assessments
Growth Metric for Reading Plus and ACT Aspire Math, English,
Use the Performance Descriptors to determine skill mastery
Reflections from stakeholders including success and improvements
Data Wise journey captured

"The PLDs clearly outline the knowledge, skills and practices that a student is demonstrating at any grade level in each content area tested by ACT Aspire in each of the many reporting categories. These PLDs are excellent for differentiating curriculum, identifying curricular gaps, identifying what specific skills are not mastered by individual and small groups of students, and aligning the progression of curricular content to maximize student achievement."

Strategy Name	Professional Development
Strengthens the academic program by:	Teachers engaging in accountable talk around strategies to support students' learning.

Closes the achievement gap by:	Focus on the implications of instruction on student achievement.
Increases the amount and/or quality of learning time by:	Incorporating weekly professional learning sessions for prior preparation and planning. Time spent in the classroom is focused on differentiated lessons.
Provides an enriched and/or accelerated curriculum by:	Using the Universal Design for Learning to using the three guidelines for engagement to provide curriculum access to students of all abilities
Evidence base:	The crosswalk of differentiating instruction and the framework for teaching is based in ensuring opportunities for students engagement and ownership of learning. The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
Implementation activities:	Create and follow monthly calendar of Professional development Teachers attend weekly Professional development Teacher participate in four all day professional development
Expected outcomes:	Close reading, structure, theme, main idea Teacher have increased self-efficacy in differentiated instruction Increase reading comprehension, strategies to analyze text, main idea

Strategy Name	Instructional Coaching
Strengthens the academic program by:	supporting instructional staff in their professional learning through a professional learning community and improving pedagogical capacity to reflect and apply their learning to their work with students and

	also in their work with each other to personalize learning and meet learner need.
Closes the achievement gap by:	supporting instructional staff in engaging in regular reviews of both schoolwide and classroom data to narrow the focus with the use of evidence, reflection, and accountability to personalize learning and meet learner need.
Increases the amount and/or quality of learning time by:	supporting teachers in differentiating the curriculum based on readiness, learning style, student interest, and environment.
Provides an enriched and/or accelerated curriculum by:	supporting teachers in differentiating the curriculum based on readiness, learning style, student interest, and environment.
Evidence base:	SMART goal that is developed for each coaching cycle by instructional staff and student artifacts that accompany it to demonstrate progress toward the student-facing goal set by each instructional staff member.
Implementation activities:	The teacher determines a goal to work on during the coaching cycle. The teacher provides a self-assessment of where they are in relation to the goal. The teacher talks through the different ways to respond to the goal and the coach clarifies the different options that are available The teacher lays out the action steps to meet the goal and determines how they would like the coach to hold them accountable to the goal.
Expected outcomes:	Improved self-efficacy for both instructional staff and students. Instructional staff will improve self-efficacy with meeting student need. Students improve self-efficacy based on their ability to demonstrate their learning in a variety of ways.

Strategy Name	Data Analysis Protocol
Strengthens the academic program by:	Using data to make decisions, norming common language to discuss student data

Closes the achievement gap by:	Making evidence based decisions that specifically address the needs of students
Increases the amount and/or quality of learning time by:	Using student work to determined strengths, growth, and priority area
Provides an enriched and/or accelerated curriculum by:	Building Assessment Literacy and focusing on a specific student centered problem to build metrics of growth. Decide on the instructional strategy to address an area of concern and/or area to enrich
Evidence base:	Monitor the implementation of data analysis through a Data Journey log Identify learner centered problem Identify teacher actions that contribute to the learner centered problem
Implementation activities:	Key tasks include Organizing for collaborative work, build assessment literacy, create a data overview, identify a learner centered problem, examine instruction, develop an action plan, access progress, Utilize an analyzing student work protocol
Expected outcomes:	Teacher improvement in assessment literacy and analyzing student work

Strategy Name	Personalization
Strengthens the academic program by:	Personalized Learning Plans with appropriate supports will be included as needed for students that are at risk academically and provide social emotional support

Closes the achievement gap by:	GGA intends to leverage the expertise of staff by identifying opportunities for special educators to lead professional learning sessions on differentiation, understanding diverse learning needs, and behavior management strategies. Building self-efficacy
Increases the amount and/or quality of learning time by:	Expectations are maintained for all students. Students that are in an environment informed by wellness
Provides an enriched and/or accelerated curriculum by:	Adapting lesson plans to meet the needs of learning differences. Implementation of professional development. Focus on the learner centered growth area. Provide wellness
Evidence base:	Students receive weekly check-ins with teachers. Students meet with Advisors four days each week and provide weekly check-ins and reflections Small group instruction
Implementation activities:	Lesson plan Review with instructional coach Lesson modification to differentiate needs of all learners Use of varied assessments Ask questions Whole school success mantra around the four pillars Implement wellness plan
Expected outcomes:	Self-reflections on growth Daily meetings with advisors One to one or small group support

Strategy Name	Use supplemental curriculum
Strengthens the academic program by:	Varied text types for all level of learners that support instructional programs through students centered

Closes the achievement gap by:	This helps reading to become more enjoyable as students improve understanding. Cultural diversity in reading choice expands students knowledge about world events
Increases the amount and/or quality of learning time by:	The Reading Plus program will then be tailored to your level of reading. increased Reading Plus use is associated with larger performance level gains on PARCC ELA.
Provides an enriched and/or accelerated curriculum by:	Customized to each learner's reading level, and allows for each individual to choose content that is interesting to them. Reading Plus includes 19 reading levels that range from early-first-grade readability through college-level texts
Evidence base:	Reading Plus and PARCC ELA have equivalent expectations for proficiency Students who completed at least 80 Reading Plus lessons achieved greater gains on the PARCC ELA in spring 2018 than students who completed 40-79 lessons or used the program minimally (0-39 lessons).
Implementation activities:	Integrate Reading plus into 1 class period per week Integrate Khan Academy into 1 class period per week
Expected outcomes:	Increase Reading Plus usage Increase Khan Academy usage Increased confidence to do math Become more efficient readers, while also improving comprehension and vocabulary Increase reading comprehension, strategies to analyze text, main idea

Strategy Name	Tutoring

Strengthens the academic program by:	supporting students with extra time from content instructional staff and working on remediating or accelerating skills across all content areas.
Closes the achievement gap by:	Emphasizing depth and understanding of content while supporting students in content breath.
Increases the amount and/or quality of learning time by:	providing opportunities for instructional staff to support students through clarification or acceleration of concepts, providing opportunities for individualized support for learning, and reviewing any misconceptions.
Provides an enriched and/or accelerated curriculum by:	providing opportunities for instructional staff to support students through clarification or acceleration of concepts, providing opportunities for individualized support for learning, and reviewing any misconceptions.
Evidence base:	Use of office hours; improved grades; resubmission of assignments
Implementation activities:	Students attend Wednesday support sessions, after school tutoring Students use 20 minute flex time to complete, redo, make up work each period
Expected outcomes:	Increased self-efficacy for students Instructional staff has a better pulse on what learner needs improved student-teacher relationships Improved grades

Strategy Name	Attendance Data Monitoring
Strengthens the academic program by:	Students that are present do not miss instruction and provides continuity of understanding

Closes the achievement gap by:	Students are in an environment of belonging
Increases the amount and/or quality of learning time by:	Positive and proactive calls
Provides an enriched and/or accelerated curriculum by:	More time in class
Evidence base:	Use of data dashboards by the Operations Associate and Leadership team
Implementation activities:	Monitor in-seat attendance daily Absent calls home in second period Period attendance taken by each teacher
Expected outcomes:	Proactive identification to identify student needs and potential concerns

Strategy Name	Proactive Supports
Strengthens the academic program by:	Providing support services for students and families
Closes the achievement gap by:	Focus on attendance helps learning loss Social emotional support identified are incorporated in student support training sessions and one to one support

Increases the amount and/or quality of learning time by:	Understanding barriers to regular attendance and early communication creates opportunity to pivot early in the day
Provides an enriched and/or accelerated curriculum by:	Provide support interventions during the school day and make referral to specialize support sessions after school.
Evidence base:	Creating a space based in wellness Language and actions support responsive classroom Language and actions support responsive teachers Accountability systems based on the four pillars Letters sent for specified days of absences
Implementation activities:	Calendar of training for families Positive calls home Wellness plan Form student support reference team Positive calls home by advisors
Expected outcomes:	Proactive identification to identify student needs and potential concerns Improved attendance Improved self-efficacy and sisterhood (pillar)

Strategy Name	Engagement: Collaboration with Families
Strengthens the academic program by:	Understand the focus for the year, articulate the four pillars and support and activities that strengthen our values, expand engagement suggestions
Closes the achievement gap by:	Providing explanations of the systems and procedures in place. Families are partners in education and can articulate how students are assessed. Provide information in the native language. Collaboration on family engagement days where students, family a
Increases the amount and/or quality of learning time by:	Providing quality and safe volunteers to participate at school events. Shared vision of support by developing and implementing a student and family handbook.

	Hosting parent meetings by the Principal and Executive Director to receive feedback about monthly success, challenges, and pivots.
Provides an enriched and/or accelerated curriculum by:	Providing additional opportunities to participate in events outside of the school day.
Evidence base:	Epstein's Six Types of Parent Involvement are based onThe National Standards for Parent/Family Involvement and the national PTA
Implementation activities:	Constant Contact Newsletter Remind and Call Multiplier (2 way communication) Advisor Contact Progress Report and Report Card distribution Student/Family Handbook Use Language Translation/Interpretation for written and verbal as needed Back to School Night
Expected outcomes:	Design effective forms two-way, three-way, and many-way channels of communication that connect school, families, students, and the community

Strategy Name	Engagement Shared Decision Making
Strengthens the academic program by:	Develop an equitable process of partnership of shared views and actions toward shared goals with parent leaders who hear from and communicate with other families.
Closes the achievement gap by:	Multiple viewpoints from a variety of stakeholders. Shared priorities and goals. Knowledge around student services, monthly updates to guide decisions, and increased learning opportunities.
Increases the amount and/or quality of learning time by:	Targeted learning workshops and community trainings are based on the suggestions and needs

Provides an enriched and/or accelerated curriculum by:	Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
Evidence base:	Open rate for the newsletters, contact logs, meeting minutes, agendas, surveys to capture feedback
Implementation activities:	Elect Two Parent Board Members Student Government formed Career Pathways Steering Committee Student/Parent/Guardian/Community Member participation in staff hiring
Expected outcomes:	Recruit and organize anyone who supports school goals and children's learning or development in any way, at any place, and at any time -- not just during the school day and at the school building.

Component 4: Evaluation *(ESEA Section 1114(b)(3)*

- What will the evaluation process be to monitor the implementation of, and results achieved by the schoolwide program plan?

Student data will be analyzed using the Data Wise Protocol. Part of the Data Wise Journey is to capture evidence of the process, the evidence of progress, reflections. This is captured for each step in the cycle of collaboration. GGA will assess effectiveness by analyzing benchmark data from Reading Plus, ACT Aspire Math, ACT Aspire English, Panorama, and Attendance data.   Trimester review of teacher produced formative assessment and a content specific summative assessment will be used in the triangulation of the overall assessment. Reflections on data literacy will further be used to analyze effectiveness. The final comparison of growth between the baseline data and the end of year assessments will provide another means of evaluation.

Complete Analysis of Data and Reporting findings to include data observations, questions the data generated, evidence and instructional implications, what are the actions to close the gaps.

Monitoring feedback and reflections from professional development, incorporation of teaching strategy, self reported survey on five areas of social emotional learning.

- What student performance data will be used in the evaluation?

GGA will assess effectiveness by analyzing benchmark data from Reading Plus, ACT Aspire Math, ACT Aspire English, Panorama, and Attendance data.

- What criteria or metrics will be used to determine if the schoolwide program has been effective in Increasing student achievement, particularly for the students the furthest from achieving District of Columbia academic standards?

For the first criteria Girls Global Academy will use the specific metrics each strategy provides as an indicator of meeting, not meeting, or exceeding the strategy in terms of implementing the plan with fidelity. For example, each strategy within the plan identifies how that strategy: strengthens the academic program, closes the achievement gap, increases the amount/or quality of the learning time, provides an enriched and/or accelerated curriculum, identifies the evidence base and implementation activities, and details the expected outcomes. Each strategy will be evaluated on an annual basis for effectiveness and the potential need for revision.

- The identified improvement baseline data compared to end of year data
- Improvement in attendance rating and in seat attendance for students in active monitoring
- Change in quartile ranking on Panorama survey

Strategy	Data Type	Success Metric	Implementation Factors to Assess	Results to Assess
Strengthen Instructional Practice	Formative	Weekly Professional Development Instructional Coaching	Create and follow monthly calendar Teachers attend weekly Professional development	Teacher improvement in assessment literacy Teacher have increased self-efficacy in differentiated instruction
Focused supports for low performing students in reading and math	Qualitative	Personalized Supports Supplemental Curriculum Targeted Tutoring	Lesson modification to differentiate needs of all learners Use of varied assessments	Increase the use of the Reading Plus and Math software Increase silent reading fluency, close reading, theme, main idea
Comprehensive	Qualitative	Attendance Data Monitoring	Monitor in-seat attendance daily Wellness plan	Proactive identification to identify student needs and potential concerns

attendance supports	Proactive Supports		
Quality Formative Family Engagement	Collaborating with Families Shared Decision	Communication documents Two Parent Board Members	Maintain a collaborative planning advisory team, advisory council Coordinate and align activities to the whole school plan

If consolidating funds, indicate the federal grant allocations to be consolidated to support the schoolwide program plan in the school.

Check As Applicable	Consolidated Funds
x	Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
	Title III, Part A: English Language Acquisition, Language Enhancement, & Academic Achievement
x	Title IV, Part A: Student Support and Academic Enrichment Grants
	Title IV, Part B: 21st Century Schools
	IDEA
	Other, please specify