



Strategic Plan 2022-2027

Executive Summary

Global Preparatory Academy (GPA) is a PK-8 charter school in Indianapolis, Indiana serving approximately 800 students in grades PK-8 in the 2022-2023 school year. The school was founded in 2016 as an Innovation Network School within Indianapolis Public Schools and is notable for the diversity in its school community as well as its dual language and project-based learning programs.

Global Preparatory Academy serves students furthest from opportunity; nearly 90% of students identify as students of color, and 73% of students qualify for free or reduced price lunch.

Over the next five years, Global Prep Academy will strengthen its model and impact in Indianapolis by:

- Ensuring equitable access to multicultural and multilingual learning opportunities for all students
- Strengthening talent pipelines and educator development
- Increasing the organization's capacity to consistently operate as an agile, learning organization
- Revitalizing student-family-faculty relationships and engagement
- Leveraging local partnerships to provide multicultural and multilingual learning experiences for students and families

By executing on our plan over the next five years, Global Prep will strengthen its impact by meeting or exceeding the state average for proficiency and creating a feeder pattern into quality high schools.



Who We Are



Mission and Core Beliefs

Mission: Global Preparatory Academy develops **compassionate global leaders** through a rigorous education program that focuses on **hands-on, cultural and Spanish immersion** learning opportunities.

Core Beliefs:

We believe we must touch our students' hearts and show them we care before we can expect them to engage in learning.

We believe students thrive in an environment that unlocks their intellectual curiosity through experiences that allow them to better understand the world and those around them.

We believe instruction must be student-centered and responsive to students' diverse abilities and cultures.

We believe instruction must be engaging, rigorous and relevant to students.

We believe we must engage parents and community stakeholders in order to maximize our educational impact. Through rigorous and relevant content instruction in English and Spanish, we increase students' sense of responsibility and care for others at school, in their diverse communities and throughout the world.



The vision for Global Preparatory Academy began in 2014 with an idea that turned into a school and a school that turned into a community.

2022-2023 Our School by the Numbers

700 students enrolled PK-8

90 FTEs

73% students qualifying for free or reduced lunch

90% students identifying as students of color

12% students designated as SWD

39% students designated as ELL

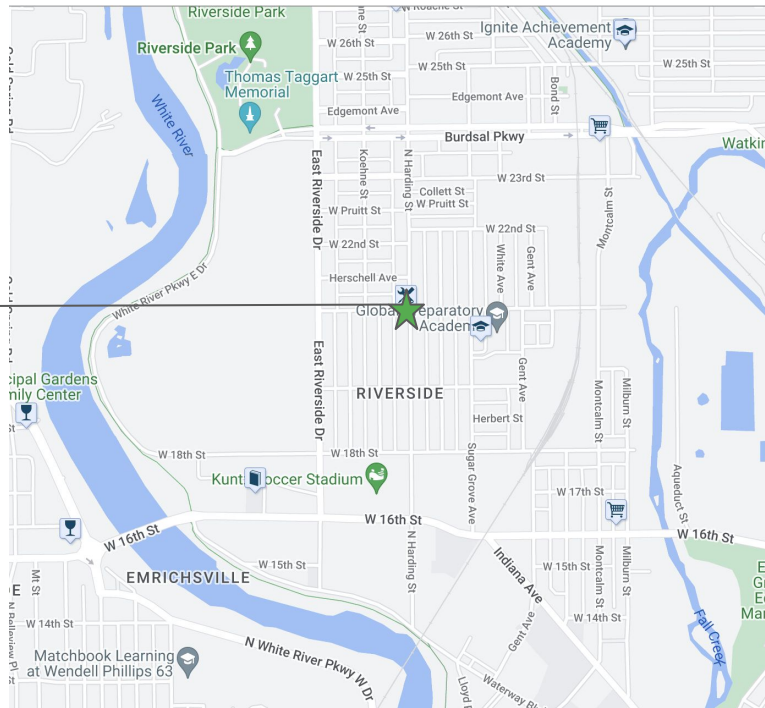
71% insert percentage enrolled in dual language

29% insert percentage enrolled in PBL

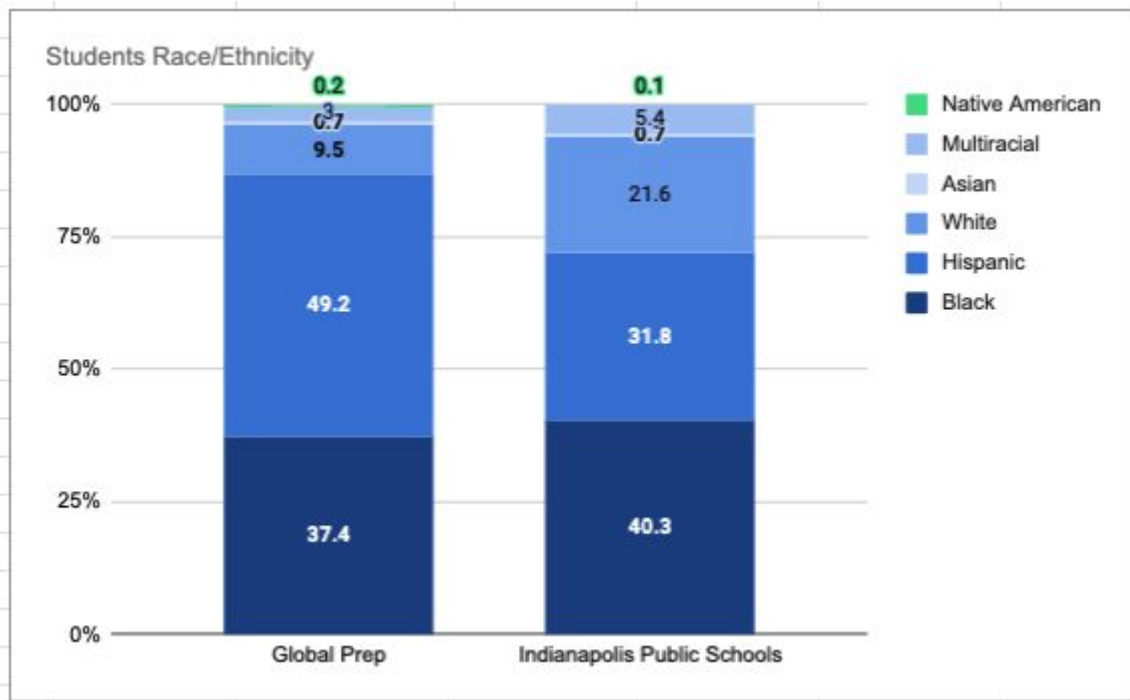
Global Prep is located in the Riverside Community and primarily serves students from 31 different zip codes across the metro area.

Most students come from the following zip codes:

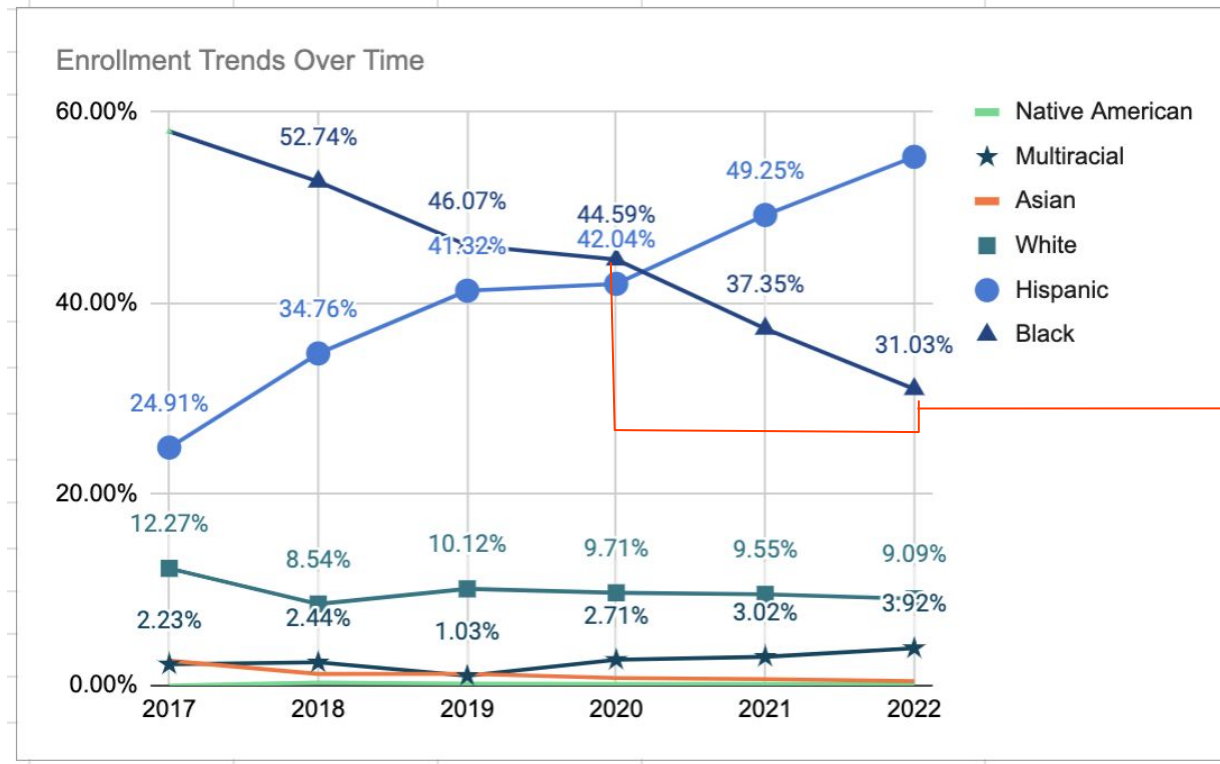
46222 - 65% of students
46202 - 9% of students
46208 - 8% of students
46224 - 4% of students
46254 - 2% of students



Global Prep serves students furthest from opportunity; more than 8 in 10 students identify as Black or Hispanic and 9 in 10 students are students of color.

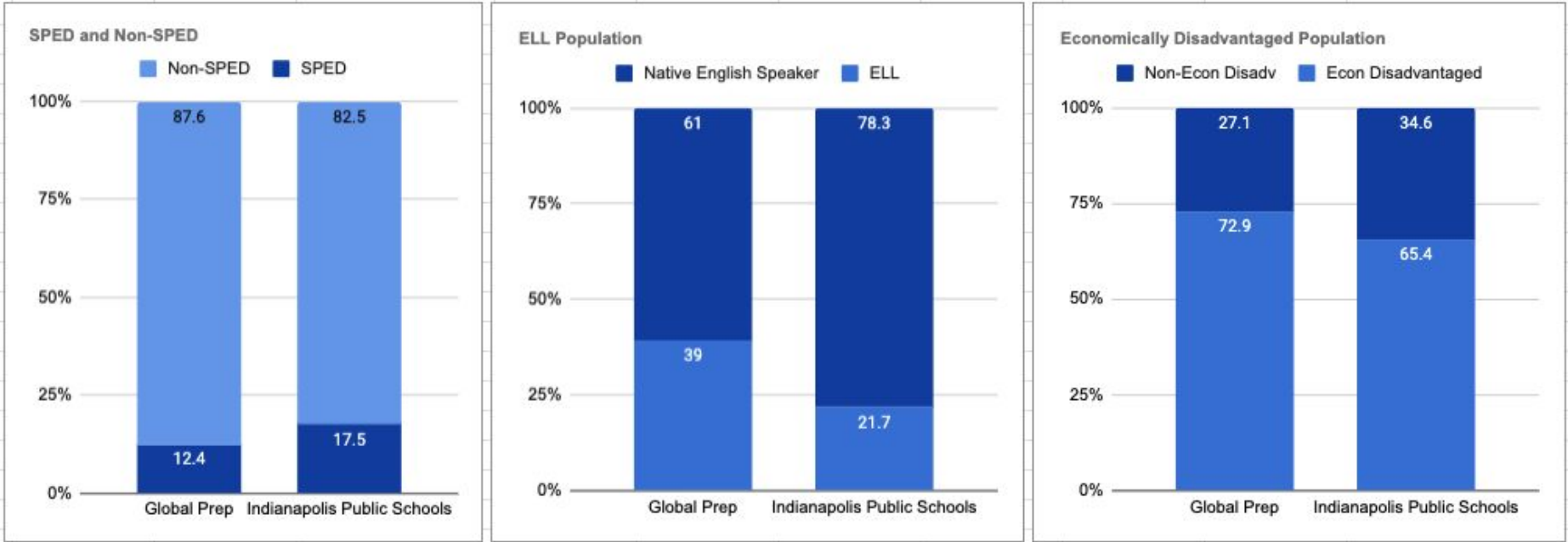


Whereas total enrollment has grown by 237% since year 1, Black enrollment has dropped from nearly 60% to 31% in the same timeframe. Hispanic enrollment has grown from 25% to 56%.

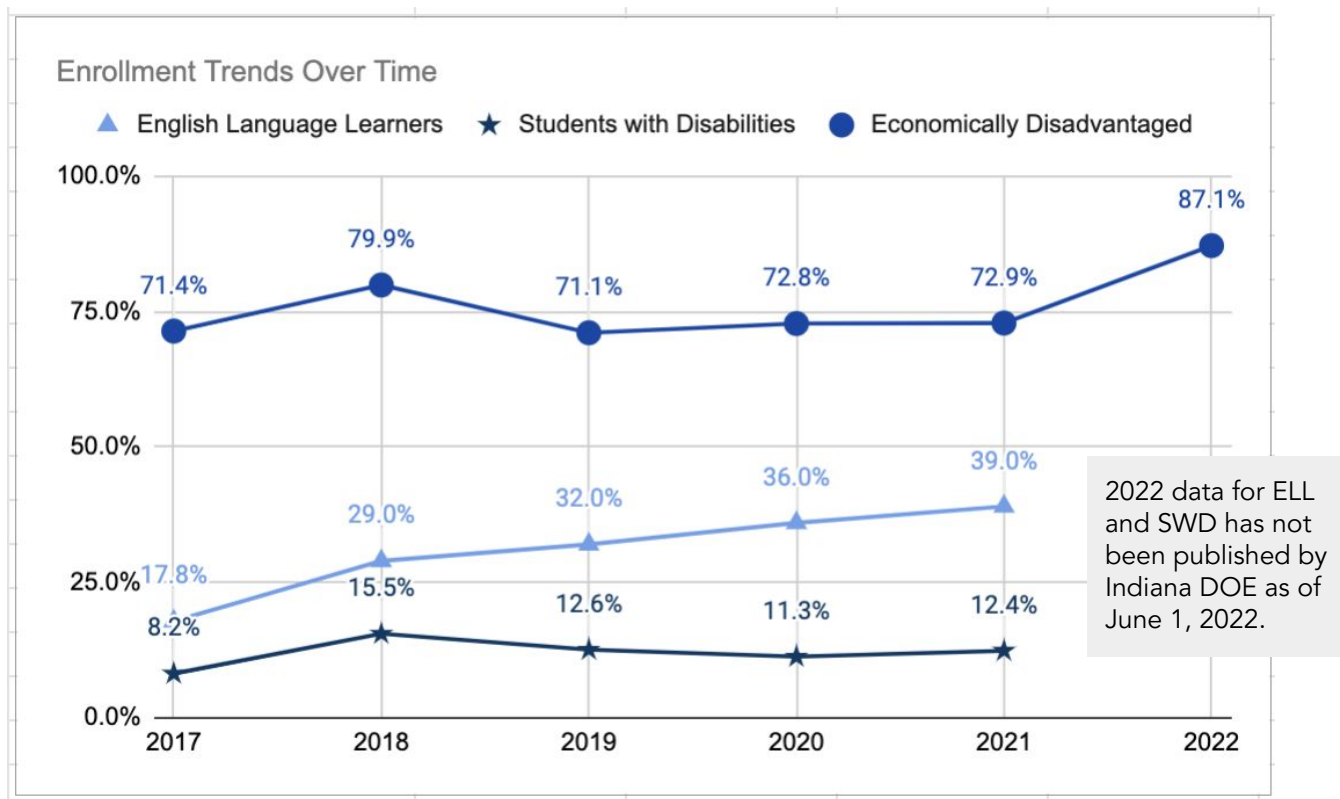


Enrollment of Black students steadily increased until 2020. Compared to enrollment of 280 students in 2019-2020, there were 198 Black students enrolled in the 2021-2022 school year.

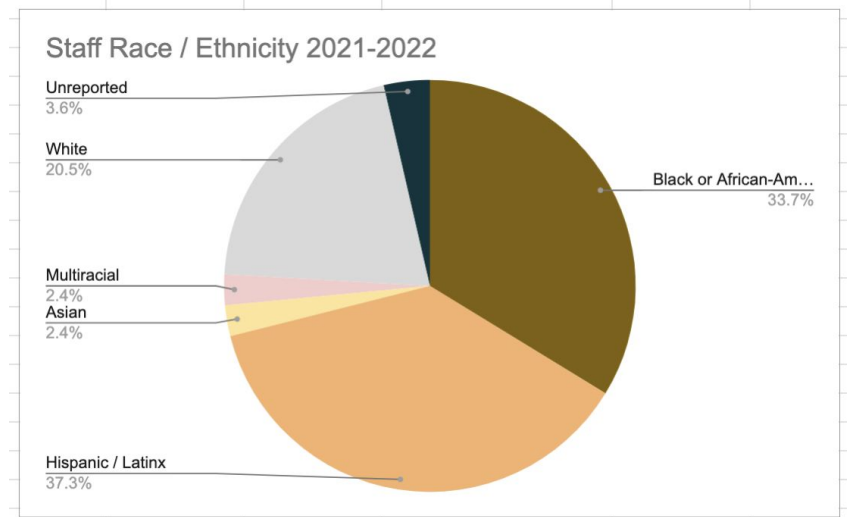
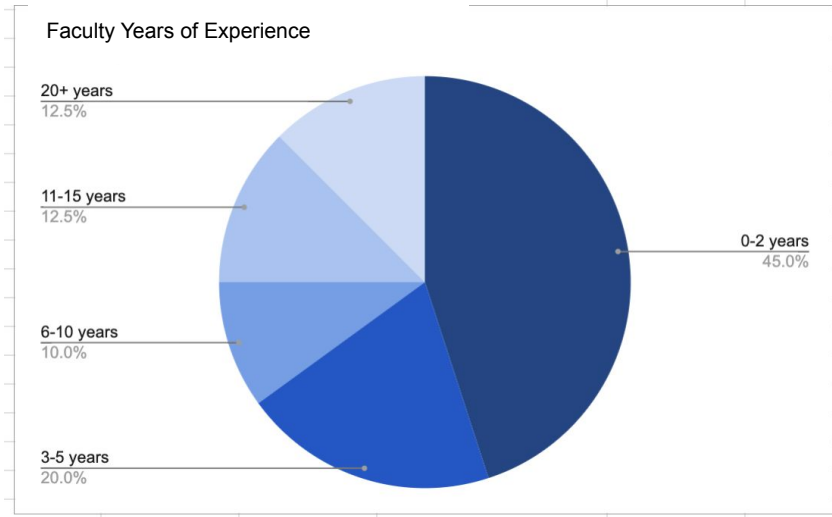
Global Prep serves English Language Learners at a rate nearly 2X that of Indianapolis Public Schools.



The ELL population at Global Prep is increasing faster than other subgroups.



GPA has been effectively recruiting new staff both nationally and internationally, and even in the midst of the pandemic GPA staff traveled to Mexico to hold interviews and successfully recruited new teachers.



Source: InView

What We Invest	Who We Reach	What We Do	What We Create	Changing Actions	Changing Conditions
\$10.0 mm annually	Students	Two-Strand Model <ul style="list-style-type: none"> Dual Language PBL Inquiry for All Multilingual Literacy Multicultural Immersion	Graduate Aims <ul style="list-style-type: none"> Globally Engaged Holistically Prepared Leaders 	Faculty will define changing actions for <ul style="list-style-type: none"> PK-2 3-5 6-8 	<p>The impact of GPA alumni learning and working in the Indianapolis region fosters the creation of personal and professional opportunity networks of multicultural and multilingual leaders.</p> <p>Students take advantage of credentialing and certification opportunities to earn a living wage upon high school graduate.</p> <p>Students' high school pathways enable them to pursue postsecondary education without requiring remedial education (at cost) in college.</p> <p>GPA graduates are on the GPA board and alumni are engaged in GPA's work.</p> <p>The Riverside community is thriving as a cultural hub.</p>
180 instructional days	Teachers and Leaders	Pipeline Development Differentiated PD <ul style="list-style-type: none"> Mindset Work Curriculum + Pedagogy The GPA Way Climate + Total Reward	Teachers and Leaders who are: <ul style="list-style-type: none"> Globally Minded Equity Champions Master Teachers Trusting of Students and Families 	Teachers will: <ul style="list-style-type: none"> teach in culturally relevant ways use data to make decisions through an equity lens progress in career pathways co-design engaging and rigorous learning environments with students and families 	
Board + 85 FIEs	Families	Wrap-Around Services Partners in Learning Model Immersion Progress Monitoring	Families who are: <ul style="list-style-type: none"> frequently informed about their child's strengths and areas of focus engaged as trusted partners immersed in multicultural and dual language learning experiences that reinforce student learning 	Families will: <ul style="list-style-type: none"> leverage supports to navigate and overcome linguistic barriers to communicating with GPA faculty and staff deepen their understanding of the cultures represented in the GPA community ask for help and feel psychologically safe doing so 	
Research and Partnerships	Riverside Community Indianapolis Innovation Network Schools	Service Learning Network and Peer Learning	Strong relationship with the Riverside community that is: <ul style="list-style-type: none"> consistent and transformational mutually beneficial resourceful in service of educational engagement asset-driven 	Community partners will: <ul style="list-style-type: none"> breakdown silos participate in broader community education efforts that ameliorate the cultural effects of gentrification 	



Theory of Action

Core Model Elements and Graduate Aims



Core Model Elements: Our school model couples dual language and project-based learning with emphasis on multicultural immersion.



Dual-Language Immersion: GPA is a dual language school that connects students from diverse linguistic backgrounds and educates them together in a highly rigorous, engaging and nurturing environment. Using both English and Spanish to instruct students in all core content areas, students develop high levels of bilingualism and biliteracy, as well as a deep value and understanding of other cultures.



Project-Based Learning: Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. Across subjects, students demonstrate their knowledge and skills by creating a public product or presentation for a real audience.



Multicultural Experiences: Each student develops a unique, positive sense of self and purpose as well as a deep respect for the identities of others; these diverse identities are celebrated, nurtured, and leveraged in meaningful and anti-oppressive ways to support everyone's learning. Seeing one's community, values, beliefs, traditions, stories, and language reflected in the learning environment promotes a sense of belonging and self-efficacy.



Responsive Student Supports: Our focus on academic excellence, paired with intentional student supports and interventions, ensure that students of all levels are driven to grow and succeed. When our students become alumni, Alumni Services seeks to advance the mission of Global Preparatory Academy to prepare students for selective, rewarding secondary and post-secondary paths



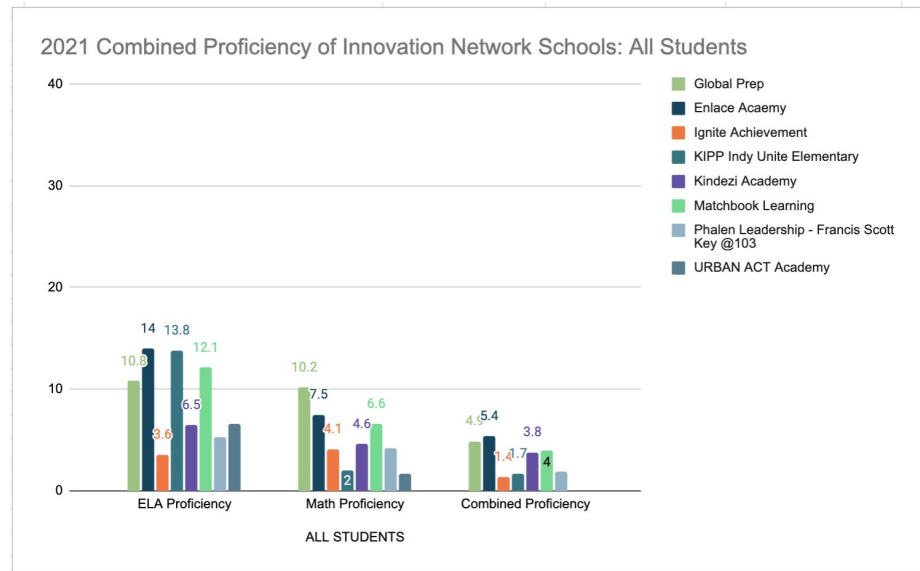
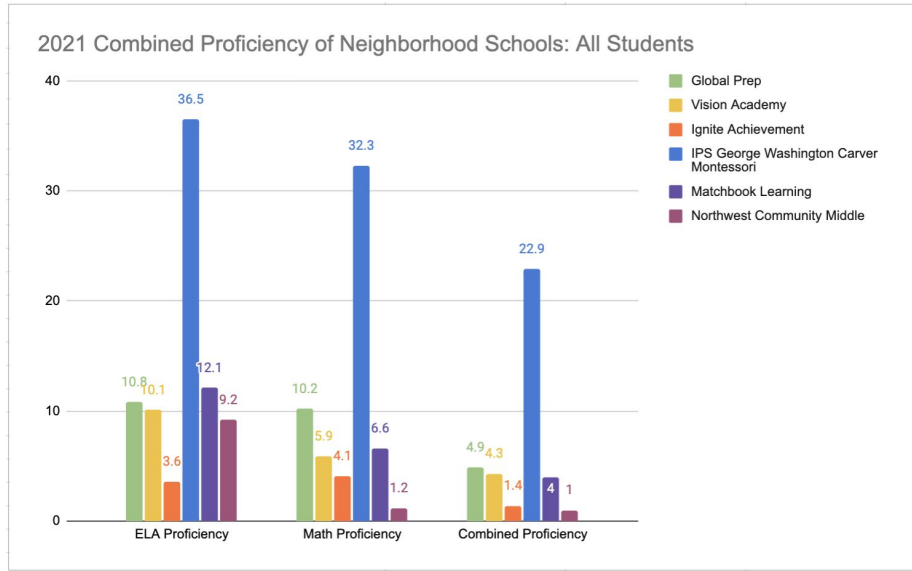
Research-Based Practice: We provide education, coaching, and mentoring on continual improvement methods, data collection and analysis methods, and project management and change management techniques with the purpose of enabling teams to become experts at guiding their own improvement.



When our students leave GPA, they embody seven core attributes that represent our graduate profile

Globally Engaged	Advocates for an Equitable World	<ul style="list-style-type: none"> • Graduates are curious to understand the world around them and are respectful of the diversity that lives inside and out of their community. • They use new experiences to build pride and knowledge of their own identities as well as strengthen their unique abilities to change the world. • They have strong character and design/create ways to better their and others' lives. • [Add teamwork and building community]
	Multilingual and Multicultural Learners	<ul style="list-style-type: none"> • Graduates understand the benefits of being multilingual and multicultural as a way to connect to, understand, and create needed solutions for the world around us. • They read, understand, and process written and verbal language in both Spanish and English.
Holistically Prepared	Has Positive Learner Outcomes	<ul style="list-style-type: none"> • Graduates see themselves as learners and a part of learning communities that will help them learn and grow. • Based on current achievement, graduates see college as achievable and one important way to reach their goals and have awareness and exposure to other options and opportunities that can get them there.
	Exercises Critical Thinking	<ul style="list-style-type: none"> • Graduates flexibly apply content knowledge, seek out information and synthesize evidence to approach, persevere, and solve complex problems. • They are prepared with the academic, social, intercultural, and life skills to thrive in an interdependent world.
	Adapts with Creative Courage	<ul style="list-style-type: none"> • Graduates have a willingness to cope with new and changing conditions and situations. • They operate with vulnerability, creating and working in spaces that promote positive risk-taking that leads to growth. • Graduates reach out for help to meet a range of needs (mental health, etc.) and develop their whole self.
Leaders	Applies a Growth Mindset to Personal and Collective Growth	<ul style="list-style-type: none"> • Graduates understand that mistakes, struggle, and failure are part of growth and learning. • Graduates understand that their brains and minds are not fixed, that we can change the way that we think and that is going to happen throughout life • Graduates apply skills and strategies that allow them to work independently and with others, learn from failure, and reach out for help as they encounter difficulties.
	Achieves Worthy Goals	<ul style="list-style-type: none"> • Graduates set and pursue personally relevant and ambitious goals. • They work collaboratively with peers, mentors, family members, and teachers to develop learning skills, and "learn how to learn." • They act with integrity and work with others to better the broader community.

Global Prep composite proficiency in 2021 shows that among local schools, Global Prep is higher performing than all local schools with similar demographics and in the top quartile of Innovation Network Schools.



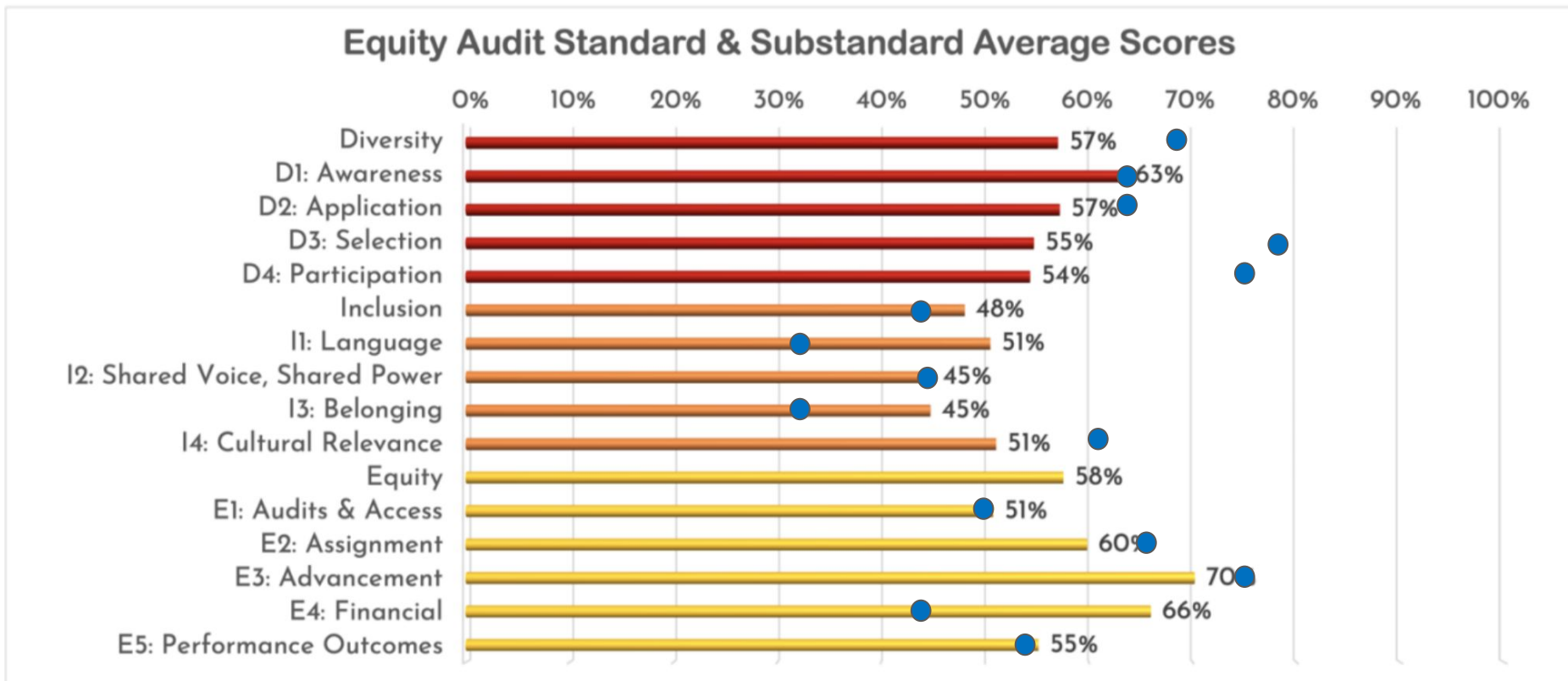
Given our observations regarding inequitable learning outcomes across Indianapolis and regrettably within the Global Prep community, we knew we had to deepen our understanding of equity at Global Prep through the lenses of our staff, students, and families.

In 2021, we conducted an Equity Audit with the support of Beloved Community. This was the beginning of our journey to center equity not only in the learning outcomes for students, but more broadly in all stakeholder experiences.

While Global Prep is ahead of national benchmarks for diversity and meeting national benchmarks for equity, we have more work to do to improve inclusion across the board.

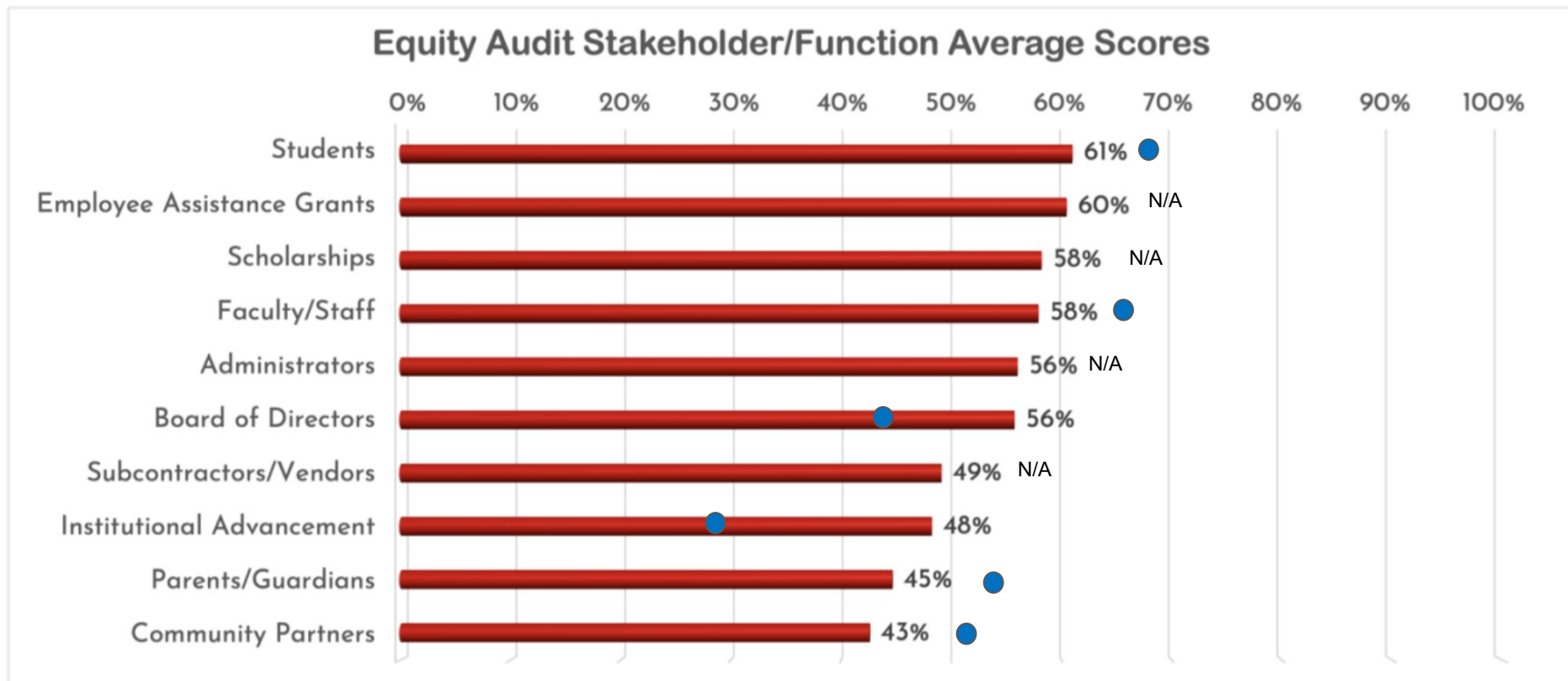


Global Prep Equity Audit Domain Comparison to Nat'l K-12 Avg



● = GPA domain score

Global Prep Equity Audit Stakeholder Comparison to Nat'l K-12 Avg



● = GPA domain score

Opportunities and Path Forward



We have a bold vision for providing equitable and engaging learning experiences that foster global engagement, holistic preparedness, and leadership in the Riverside community.

Five primary drivers will guide Global Prep's work over this time period. These are the key organizational levers we'll pull to work towards our vision, mission and graduate aims.

1. Create rigorous, engaging, and continuously improving learner environments that promote global engagement, holistic preparedness and leadership.
2. Develop internal and external talent systems that provide career pathways to becoming globally minded, data proven and equity-oriented teachers and leaders.
3. Develop and consistently implement agile systems that put GPA on the path to achieving its collective impact
4. Reimagine and operationalize teacher-family-student relationships as foundational and essential to achieving collective goals
5. Leverage partnerships with the local community and external partners to provide equitable access to multilingual and multicultural learner experiences.



Opportunity 1: Quality and Equitable Learner Experiences

Access to quality schools is geographically and economically segregated in Indianapolis. Prior to the pandemic, eight of the district's schools and three charter schools that have partnered with IPS received A's from the state; 20 of its schools, or 32%, received F's, compared to just 4% of schools statewide.

At Global Prep there is a distinction between K-2 and 3-8 learning outcomes. In 2021-2022 school year in K-1, BOY to EOY proficiency increased by 46% percentage points in ELA and 41% percentage points in Math. Yet across nearly all grades 3-8, whereas more than 90% of students were 'Below Proficient' at the start of the year:

- 20% of students who were Below proficient moved out of the bottom quartile
- 67% of students were projected to still be 'Below Proficient' at the end of the year.

Bright Spots

- 3rd grade is a huge bright spot with a 33 percentage point average decrease in the percentage of students who are 'Below Proficient' in ELA and Math
- 3rd grade increased the percentage of students who are Proficient in ELA by 25 percentage points.

Challenges

Access to rigorous multicultural and dual-language learning is inequitable.

- In third grade, despite Black students making up 44% of enrollment at that grade level, only 15% have access to dual language.
- In seventh grade, whereas Black students make up 35% of the student body, only 15% have access to dual language.



Focus Area 1: Create rigorous, engaging, and continuously improving learner environments that promote global engagement, holistic preparedness and leadership.

- 1.1 Complete audit of school systems and structures to identify areas of mis/alignment to graduate profile
- 1.2 Bring on CAO-level capacity with expertise in dual language to support curriculum internalization, dual language program design and emphasis on multilingual learning experiences for all students
- 1.3 Identify program shifts for PK-2, 3-5, 6-8 based on best-in class research and practice aligned to the graduate profile; start with Tier 1
- 1.4 Strengthen vertical alignment within and across grade level bands (PK-2, 3-5, and 6-8)
- 1.5 Based on results of audit, prioritize elements of school model to align and codify; assign team roles and responsibilities and key owners



Opportunity 2: Developing and Retaining Talent

During the 2020-2021 school year, GPA had the highest staff retention rate Global Prep has ever had at 66%. This coincided with revamped hiring approaches to attract staff with mindsets aligned to the mission and The GPA Way as well as closer attention to fostering a sense of belonging.

Given the programmatic focus of the GPA model and the complexity of implementation, long-term success in a multi-year teacher development arc requires continued attention to high staff retention year-over-year.



Source: TNTP Insight



Focus Area 2: Develop internal and external talent systems that provide career pathways to becoming globally minded, data proven and equity-oriented teachers and leaders.

- 2.1 Outline 10-year projected staffing needs based on forward-looking strategic plan
- 2.2 Using projected staffing and equity audit as key inputs, complete SWOT analysis of current teacher recruitment and selection processes
- 2.3 Adopt practices that increase sense of belonging and sustainability to attract and retain a diverse staff and increase EE satisfaction
- 2.4 Develop partnerships statewide for new teacher pipelines
- 2.5 Create a career lattice that outlines career pathways, upskilling, and recognition for faculty and staff at Global Prep Academy
- 2.6 Develop a multi-year PD sequence of 101, 201, and 301 key learnings and sessions that prepares the board, management, and staff to achieve organizational impact with equity at the center — the GPA Way



Opportunity 3: Inconsistent Implementation of Agile Systems

In education reform, the phrase "data-driven decision-making" is frequently invoked nowadays. Yet, across our country, school leaders are increasingly less inclined to consider the individual human dimensions of a given decision, and more inclined to use processes (often in the form of policies) and tools (often in the form of software for data analysis) to allocate resources, orchestrate human interactions, define the lives of children, and conduct the most essential work of running schools. If schools were businesses, teachers were cogs, and kids were widgets, this might make sense. But schools are communities, teachers are people, and kids' needs vary greatly and change radically over time.

The myth is that bigger and better plans offer more control. As we know from working in chaotic systems, just the opposite is true: the more we plan, the more likely our plans are to go awry. We confuse predicting the future with influencing it. The result is a lot of time wasted up front and extraordinary degrees of frustration and inefficiency encountered later on as we execute formal government-mandated school improvement plans and watch them fail-sometimes for years at a stretch.



Focus Area 3: Develop and consistently implement agile systems that put GPA on the path to achieving its collective impact

- 3.1 GPA consistently implements Plan, Do, Study, Act cycles to support systematic problem solving
- 3.2 Define and prioritize which goals and measures to systematically collect data for and develop processes for data gathering and data analysis
- 3.3 Organize continuous improvement efforts around 1-2 key learning questions each year to seek and apply new knowledge through pilots and demonstration projects
- 3.4 GPA develops learning tools and meeting protocols to consistently learn from the past - i.e. yield the value of productive failure, which leads to insight and understanding
- 3.5 GPA develops learning tools and protects sacred time for benchmarking practices, which ensures that the best industry practices are uncovered, analyzed, adopted and implemented
- 3.6 GPA develops rituals to transfer knowledge across its learning protocols - PDSA, data gathering, testing and piloting, after-action reviews, and benchmarking

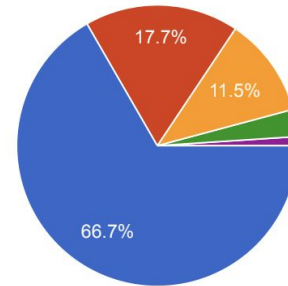


Opportunity 4: Ineffectual Teacher-Student-Family Engagement

Challenges engaging families consistently, meaningfully, and authentically have been exacerbated by the pandemic. The Global Prep Academy model is very student-centered but neighborhood schools should be designed not just for the child, but for the whole community. There's a need to co-create a new social contract with families to reinvest all stakeholders - teachers, families, and students - in a better way to partner in their child's success that accounts for common barriers and capacity constraints.

We are currently enrolling students for the 2022-2023 school year. How likely are you to recommend Global Prep Academy to a friend or family member? // Las inscripciones para el ciclo escolar 2022-2023, ¿Qué probabilidades hay de que recomiende Global Prep Academy a un amigo o familiar?

96 responses



- Very Likely // Muy probablemente
- Somewhat Likely // Algo Probable
- Likely // Probablemente
- Unlikely // Improbable
- Very Unlikely // Sumamente improbable



Focus Area 4: Reimagine and operationalize teacher-family-student relationships as foundational and essential to achieving collective goals

- 4.1 Reinvest families through the co-design of a new social contract between students-families-staff
- 4.2 Develop an annual calendar for family engagement experiences and align asks of families and faculty to incentives for follow-through
- 4.3 Redesign the GPA report card to align to the graduate profile and prepare students to lead student-led conferences by 3rd grade
- 4.4 Identify program changes and resource requirements to provide differentiated supports to students and families who need them
- 4.5 Make adjustments to school culture to honor family and faculty involvement in the multicultural and leadership strands of the graduate profile



Opportunity 5: Aligning Partnerships to Graduate Aims

In our Readiness to Expand Impact self-assessment, the Global Prep Steering Committee rated the organization lowest on its External Affairs domains, with community and/or political engagement and fundraising as highlighted focus areas. Root cause analyses point to the leadership team feeling constrained in their efforts to be community-facing given all of the pressing needs within the school, which has led to a less strategic focus on how partnerships can be maximized to benefit students and families. The emergence of Global Prep's graduate aim's present an opportunity to be strategic about how local partnerships can be leveraged in service of the organization's mission.

1	2	3	4	5
Program	Staff & Org Culture	Organizational Roles	Human Capital	Advancement and External Relations
Curriculum and Instruction	Mission alignment and commitment	Decision-making and prioritization	Teacher Recruitment	Student Recruitment and Family Engagement
School Culture and Student Engagement	Community and teamwork	Well-defined school and school support roles	Leadership Recruitment	Community and/or political engagement
Special Ed Supports and Interventions	Diversity Equity and Inclusion	Systems for org-wide communication	Teacher training, coaching, support	Fundraising
System for Measuring Results	Sustainability	Outcomes	Leader training, coaching, support	Marketing and Communications
Outcomes to Inform Self-Assessment	Sustainability Outcomes		Outcomes	Outcomes



Focus Area 5: Leverage partnerships with the local community and external partners to provide equitable access to multilingual and multicultural learner experiences.

- 5.1 Share the strategic plan and graduate profile with key partners
- 5.2 Launch Global Prep Academy's High School Placement strategy
- 5.3 Align existing partnerships with opportunities to deliver student and staff experiences that emphasize signature experiences (field lessons, organizational rituals etc.)
- 5.4 Update budget to reflect the cost (personnel, contracts, supplies) of providing equitable access to multilingual and multicultural learning experiences via partnerships
- 5.5 Assess the health of partnerships annually with a semi-annual and annual stepback to capture successes, challenges, and plan ahead



We have 27 initiatives to achieve our intended impact

Strategic Priority	Anticipated Initiatives
Create rigorous, engaging, and continuously improving learner environments that promote global engagement, holistic preparedness and leadership.	<ul style="list-style-type: none"> 1.1 Complete audit of school systems and structures to identify areas of mis/alignment to graduate profile 1.2 Bring on CAO-level capacity with expertise in dual language to support curriculum internalization, dual language program design and emphasis on multilingual learning experiences for all students 1.3 Identify program shifts for PK-2, 3-5, 6-8 based on best-in class research and practice aligned to the graduate profile; start with Tier 1 1.4 Strengthen vertical alignment within and across grade level bands (PK-2, 3-5, and 6-8) 1.5 Based on results of audit, prioritize elements of school model to align and codify; assign team roles and responsibilities and key owners
Develop internal and external talent systems that provide career pathways to becoming globally minded, data proven and equity-oriented teachers and leaders.	<ul style="list-style-type: none"> 2.1 Outline 10-year projected staffing needs based on forward-looking strategic plan 2.2 Using projected staffing and equity audit as key inputs, complete SWOT analysis of current teacher recruitment and selection processes 2.3 Adopt practices that increase sense of belonging and sustainability to attract and retain a diverse staff and increase EE satisfaction 2.4 Develop partnerships statewide for new teacher pipelines 2.5 Create a career lattice that outlines career pathways, upskilling, and recognition for faculty and staff at Global Prep Academy 2.6 Develop a multi-year PD sequence of 101, 201, and 301 key learnings and sessions that prepares the board, management, and staff to achieve organizational impact with equity at the center - the GPA way
Develop and consistently implement agile systems that put GPA on the path to achieving its collective impact	<ul style="list-style-type: none"> 3.1 GPA consistently implements Plan, Do, Study, Act cycles to support systematic problem solving 3.2 Define and prioritize which goals and measures to systematically collect data for and develop processes for data gathering, data analysis and data action 3.3 Organize continuous improvement efforts around 1-2 key learning questions each year to seek and apply new knowledge through pilots and demonstration projects 3.4 GPA develops learning tools and meeting protocols to consistently learn from the past - i.e. yield the value of productive failure, which leads to insight and understanding 3.5 GPA develops learning tools and protects sacred time for benchmarking practices, which ensures that the best industry practices are uncovered, analyzed, adopted and implemented 3.6 GPA develops rituals to transfer knowledge across its learning protocols - PDSA, data gathering, testing and piloting, after-action reviews, and benchmarking
Reimagine and operationalize teacher-family-student relationships as foundational and essential to achieving collective goals	<ul style="list-style-type: none"> 4.1 Reinvest families through the co-design of a new social contract between students-families-staff 4.2 Develop an annual calendar for family engagement experiences and align asks of families and faculty to incentives for follow-through 4.3 Redesign the GPA report card to align to the graduate profile and prepare students to lead student-led conferences by 3rd grade 4.4 Identify program changes and resource requirements to provide differentiated supports to students and families who need them 4.5 Make adjustments to school culture to honor family and faculty involvement in the multicultural and leadership strands of the graduate profile
Leverage partnerships with the local community and external partners to provide equitable access to multilingual and multicultural learner experiences.	<ul style="list-style-type: none"> 5.1 Share the strategic plan and graduate profile with key partners 5.2 Launch Global Prep Academy's High School Placement strategy 5.3 Align existing partnerships with opportunities to deliver student and staff experiences that emphasize signature experiences (field lessons, organizational rituals etc.) 5.4 Update budget to reflect the cost (personnel, contracts, supplies) of providing equitable access to multilingual and multicultural learning experiences via partnerships 5.5 Assess the health of partnerships annually with a semi-annual and annual stepback to capture successes, challenges, and plan ahead

Implementation Plans



We have planned implementation milestones across the first four years of the plan

Strategic Priority	2022-2023	2023-2024	2024-2025	2025-2026
Create rigorous, engaging, and continuously improving learner environments that promote global engagement, holistic preparedness and leadership.	<p>1.1 Identify areas of mis/alignment to graduate profile</p> <p>1.2 Bring on CAO-level capacity with expertise in dual language</p> <p>1.4 Strengthen vertical alignment within and across grade level bands (PK-2, 3-5, and 6-8)</p>	<p>1.3 Identify program shifts for PK-2, 3-5, 6-8; start with Tier 1</p>	<p>1.5 Prioritize elements of school model to align and codify; assign team roles and responsibilities and key owners</p>	
Develop internal and external talent systems that provide career pathways to becoming globally minded, data proven and equity-oriented teachers and leaders.	<p>2.1 Outline 10-year projected staffing needs based on forward-looking strategic plan</p> <p>2.2 Using projected staffing and equity audit as key inputs, complete SWOT analysis of current teacher recruitment and selection processes</p> <p>2.3 Adopt practices that increase sense of belonging and sustainability to attract and retain a diverse staff and increase EE satisfaction</p> <p>2.6 Develop a multi-year PD sequence of 101, 201, and 301 key learnings and sessions that prepares the board, management, and staff to achieve organizational impact with equity at the center - the GPA way</p>	<p>2.5 Create a career lattice</p>	<p>2.4 Develop partnerships statewide for new teacher pipelines</p>	
Develop and consistently implement agile systems that put GPA on the path to achieving its collective impact	<p>3.2 Define and prioritize which goals and measures to systematically collect data for. Develop processes for data gathering, analysis, and action</p> <p>3.3 Organize CI around 1-2 key learning questions each year answered thru pilots and demonstration projects</p>	<p>3.1 Implements Plan, Do, Study, Act cycles to support systematic problem solving</p>		<p>3.4 GPA develops learning tools and meeting protocols to consistently learn from the past - i.e. yield the value of productive failure, which leads to insight and understanding</p>
Reimagine and operationalize teacher-family-student relationships as foundational and essential to achieving collective goals	<p>4.1 Co-design of a new social contract</p> <p>4.2 Develop an annual calendar for family engagement experiences and align asks of families and faculty to incentives for follow-through</p>		<p>3.5 GPA develops tools and benchmarking practices to ensure that the best industry practices are uncovered, analyzed, adopted and implemented</p> <p>3.6 GPA develops rituals to transfer knowledge across its learning protocols - PDSA, data gathering, testing and piloting, after-action reviews, and benchmarking</p> <p>4.3 Redesign the GPA report card to align to the graduate profile</p>	
Leverage partnerships with the local community and external partners to provide equitable access to multilingual and multicultural learner experiences.	<p>5.1 Share the strategic plan and graduate profile with key partners</p> <p>5.2 Launch Global Prep Academy's High School Placement strategy</p> <p>5.4 Update budget to reflect multilingual and multicultural learning experiences via partnerships</p>		<p>4.4 Provide differentiated supports to students and families who need them</p> <p>4.5 Honor family and faculty involvement in the multicultural and leadership strands of the graduate profile</p>	<p>5.3 Align existing partnerships with opportunities to deliver student and staff experiences that emphasize signature experiences (field lessons, organizational rituals etc.)</p>

A learning agenda will allow Global Prep to execute the strategic plan with room to answer and address open questions

What is a learning agenda?

A learning agenda is an explicit list of questions that our strategic plan will intentionally seek to explore and answer. Our learning agenda will: (1) capture key questions and wonderings that have remained unanswered during the strategic process (either because of a lack of data or changing conditions); (2) align these questions to Global Prep strategic priorities and initiatives; and (3) set the intention of gathering data throughout execution of the strategic plan to answer these questions and refine the strategic plan based on these learnings

How can we effectively use our learning agenda?

A learning agenda is only effective when it is put into action. As part of implementing the strategic plan, we will intentionally prioritize time and efforts to collect data aligned to the learning agenda questions, analyze it, and adjust course where appropriate

Proposed Learning Agenda for Global Preparatory Academy

Strategic Priority	Learning Agenda Questions
<p>Create rigorous, engaging, and continuously improving learner environments that promote global engagement, holistic preparedness and leadership.</p>	<ol style="list-style-type: none"> 1. What approaches are most effective in supporting non-native Spanish speakers to excel in GPA's dual language program in the transition from PK-2 to 3-5? 2. Are some elements of the graduate profile more important than others at each grade span in terms of what enables success in the GPA model and long-term success in high school and beyond? 3. What are ways to boost multilingual learning and engagement for students not enrolled in the dual language program? 4. What improvements do we need to make to Tier I instruction to ensure a large majority of students achieve statistically significant growth (>1 yr of growth annually)?
<p>Develop internal and external talent systems that provide career pathways to becoming globally minded, data proven and equity-oriented teachers and leaders.</p>	<ol style="list-style-type: none"> 1. What career pathways exist at Global Prep? 2. What does excellence look like each year as teacher are taught and supported in our model? 3. How are we monitoring how teachers are supported to reach their professional goals? How do we systematically notice gaps in support? 4. What mindset shifts and training to leaders and staff need to more consistently advance educational equity at GPA?
<p>Develop and consistently implement agile systems that put GPA on the path to achieving its collective impact</p>	<ol style="list-style-type: none"> 1. What data does GPA need to collect, and at what interval, to examine its policies and practices through an equity lens? 2. What are the long-term implications of the pandemic beyond twelve to eighteen months from now?
<p>Reimagine and operationalize teacher-family-student relationships as foundational and essential to achieving collective goals</p>	<ol style="list-style-type: none"> 1. What is our collective vision for teacher-family-student relationships? 2. How can we equip and support families as instructional partners? 3. What mindset shifts are needed from all key stakeholders (students, staff, families) to be in better relationship and authentic partnership with one another?
<p>Leverage partnerships with the local community and external partners to provide equitable access to multilingual and multicultural learner experiences.</p>	<ol style="list-style-type: none"> 1. How might we ensure that learning-community stakeholders are consistently a part of students' learning experiences? 2. How might we promote the participation among students and adults in local, national, and global learning opportunities and problem solving? 3. How can we help students understand how to construct cross-cultural networks and communities as part of their development as global citizens? 4. What high schools should GPA partner with to provide recommended pathways for rigorous, engaging multicultural and multilingual experiences in 9-12?