Approved by the Board of Directors on August 27th, 2026

Mission Statement: *"ACADEMICS. LEADERSHIP. COMMUNITY."*

George Washington Academy
Thursday, July 16th, 2026
5:00 p.m.

Board Meeting Minutes

Location: NAI Excel Conference Room
243 E St. George Blvd., Suite 200
St. George, UT 84770

Continuation of Strategic Planning was held prior to the Board Meeting business. The Board Meeting convened at 5:00pm.

Board Welcome: Shannon Greer, President
Roll Call: Shannon Greer, President
Pledge of Allegiance: Casey Unrein

Board Members Present: Shannon Greer, Casey Unrein, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz, Brady Pearce and Blake Clark.
Kevin Peterson & Rachel Richins were present and remained seated as voting members until the transition of board membership.
David Stillman & Ericka Ivie were present for the meeting but did not assume voting privileges until the transition of board membership.

Board Members Not Present: None

Others Present: Lydia Mooney, Debbie Kauvaka, Steve Erickson, Sadie Carter
Spencer Adams via zoom.

A quorum was established.

GWA Year Goals: Blake Clark gave the report.
GWA was able to accomplish the academic goals set in place for the 25/26 school year .Outstanding growth was made in math fluency. With the new model in place with the Strategic plan, the goal is to be able to offer more support to the teachers, which was requested throughout the year. The goal is to make tracking progress and growth easier with this new system. The new 26/27 goals will be sent to the board clerk at Blake's earliest convenience, so that they can be added to future meeting agendas. The WIG goal needs to be determined by the teachers before this can be done. The goal is to have this information to the board clerk by the September meeting.

Approval of Minutes:
Casey Unrein made a motion to approve the Minutes from the June 25th, 2026 Board Meeting as outlined in the Board Packet.
Kevin Peterson seconded the motion.
The motion passed unanimously.

Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Kevin Peterson made a motion to approve the Minutes from the June 29th, 2026 Board Meeting as outlined in the Board Packet.
Rachel Richins seconded the motion.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Public Opportunity to Address the Board:
None

Set time for adjournment
Rachel Richins set time for adjournment at 6:35pm.

Teacher Reports:
Lydia Mooney introduced herself to the board.

Administration Report: Blake Clark gave the report.
The Leadership Retreat was held the 1st week of July and the main goal was to take the 3 strategic priorities and create goals specific to each priority and map out how to show the progress made monthly to the board. Each teacher prep day, the teachers will be able to choose between 3 different training break out sessions. Each session will align with one of the strategic priorities. Trainers may be used from in house or possibly brought in for these trainings. Academic excellence, student support & capacity & sustainability will be the 3 priority topics for these training sessions. This plan will be shared with faculty and staff on August 7th at the Employee Welcome Back training.
Current enrollment is 1,066. 251 students on the waitlist. Admin is calling the waitlist daily to bring in more people from the waitlist. At the end of July we are in a very good position. Our retention numbers are very high so we are seeing siblings on the waitlist. Currently trying to work through numbers so we can keep families together. Employee and sibling preferences are being taken into consideration when working through the waitlist.
The annual reporting calendar is expected by September. This report will be sent to the board clerk once it is received.

Hughes Construction Report: Blake Clark gave the report.
It was asked that the entire construction area could be fenced off to keep the students safe and out of hazardous materials.

Financial Report: Spencer Adams gave the report.
We have come to the end of the fiscal year, but Spencer did note that these are not the final numbers. There are still reports that need to go through. This is giving us a good idea of where we will end up but numbers are likely to change. Everything is looking positive and the school is currently in great shape. Federal revenue is lower because we are waiting on Title 1 funds to come through. They have been requested. It was a very healthy fiscal year. No concerns. Once the report is complete it will be distributed. It was asked if we received the disbursement back from the bonds. Spencer said we would see this in the July statement.
We will see line items added for the PTO on future balance sheets. There may be operational challenges and learning curves with the changes regarding the PTO but this is a positive change moving forward.

Committee Reports:

- **Policies Committee** – Nothing to report.
- **Finance Committee –** Nothing to report.
- **Audit Committee -** Nothing to report.
- **Benefits Committee** – Nothing to report.
- **Curriculum Committee** – Nothing to report.
- **Outreach Committee** –Nothing to report.
- **Technology Committee -** Nothing to report.
- **LAND Trust Committee –** Should hear back with more information in September about the randomized audit.
- **PTO Committee** – Met today about the uniform sale. Cash only to keep it legal. Spencer and Mr.Clark are working on square being an option for donation acceptance. This will be a benefit across the board for the school, not just PTO. The committee went through the calendar and will develop a budget soon.
- **Board Development Committee** – Nothing to report.
- **Campus Management Committee** – Nothing to report.

Discussion and/or Action Items:
Kevin Peterson made a motion to accept the Advanced Security Renewal in the amount of $11,205.00
Sharna Rowe seconded the motion.
This is a year to year contract and pricing is subject to change each year.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Sharna Rowe made a motion to approve the Blocksi Student Monitoring Renewal fee in the amount of $9,471.00
Rachel Richins seconded the motion.
One year subscription. This is for 3rd grade up only. This monitors every time a student is online. Reports will be sent to the teacher if a student is on something they shouldn't be. Certain sites can also be blocked completely. Training will be completed by the tech team. Multiple companies were looked at as options. Blocksi was the better financial option. An automatic report is sent to the tech team with data on students that have been blocked from sites. Parents can request access history for their own students.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Miguel Munoz made a motion to approve the Server for Intercom invoice in the amount of $5,506.25
Casey Unrein seconded the motion.
Steve presented the quotes for the Server for Intercom at the meeting, and they have been added to these minutes for reference. We currently only have one server at the school. This company can build a server from scratch. This company has previously built the servers for the school. The new construction will utilize the same intercom system and this server should be able to handle the capacity of the new build. The current system does not have the capacity to handle the systems currently running, which is why it needs to be updated. The bids from the other companies listed were much higher based on the fact that the servers they gave quotes for were much larger than the needs we have for our system.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Kevin Peterson made a motion to approve the Special Education Curriculum in the amount of $6,359.89
Rachel Richins seconded the motion.
It was noted that all members of staff and admin need to make sure 3 bids are listed and documented when getting bids from companies. These materials are additional workbooks for this school year only.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Kevin Peterson made a motion to accept the Independent Contractor Agreement for Prickly Pear Pediatric Therapy as outlined in the packet
Rachel Richins seconded the motion.
$75 an hour for the speech language pathologist. The pay doesn't increase, just the amount of hours due to workload with an increase of students.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Casey Unrein made motion to approve the Independent Contractor Agreement with Intermountain Speech Pathology Services
Laura Pressley seconded the motion.
$75 an hour for the speech language pathologist and the technician is $60 an hour. It was asked if it was possible to make these in house instead of independent contractors. The answer was that it is very hard to find full time speech language pathologists and their rates would be very high. It was a better financial decision to work with a hospital clinician.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Kevin Peterson made a motion to accept the Independent Contractor Agreement for Mountainland Rehabilitation as outlined in the packet
Rachel Richins seconded the motion
It was asked how often students require these services. It was noted that it varies from services being needed a few times a week to a few times a month depending on their IEP. There are 20-30 students who receive some form of physical therapy. It was also asked why the school covers these expenses for the students versus the parents. If it becomes a part of a student's IEP, the school becomes responsible. The school is required to offer whatever services are written in each student's individual plan.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Kevin Peterson made a motion that we approve the Independent Contractor Agreement for Ryan Houston as outlined in the Board Packet
Sharna Rowe seconded the motion.
Ryan Houston is a Psychologist from Northern Utah, he is given per diem, hotel and accommodations while here. Federal Law determines how often he comes. This is based on when parents request testing for their child, as only a certain amount of days are given until they have to be tested. It was asked why GWA does not utilize a local psychologist? He is the only one that offers everything we need at a reasonable rate. He has been with the school for years.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Laura Snelson made a motion to approve the Strategic Plan Narrative, Board Level Strategic Planning Framework as outlined in the board packet
Rachel Richins seconded the motion.
Laura presented documents to the Board to support the discussion on the Strategic Plan Narrative, they have been added to these minutes for reference. It was asked how often the board will be reviewing the framework. It was discussed that every 6 months will be the goal, then changes can be corrected if needed. The plan will be to review what is not working and make changes. This framework gives a clear expectation and explanation of what academic excellence looks like at George Washington academy. This has revealed some blind spots within academics, which allows for great improvement. The Board is only approving what is in the Board Packet with the expectation that the second half of the framework will be created by the September Board Meeting, this will be done by Laura Snelson, Blake Clark and the admin team.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Rachel Richins made a motion to Update Policy 320 Bullying, Cyber- Bullying, Hazing, Abusive Conduct and Retaliation as outlined in the board packet.
Miguel Munoz seconded the motion.
This is the policy that the state looks at the most and the reports that are made to the state are very specific. This policy models the exact reporting that is given to the state.
It was noted that the policy needs to be corrected with specific grammar changes. Page one, section 6, there were 2 A's in the items listed. Section 13 there was an extra period after "13th". It was discussed that there needs to be consistency with line items throughout the document. It was also noted that there needs to be a section added to the policy on what happens if a parent violates the policy. This needs to be addressed for staff protection. It was discussed that the information from the Civility Policy be added into Policy 320 to ensure all areas are covered and this protection is offered. The policy was read out loud to the Board Members to ensure that it covered all intended areas.
-Rachel Richins amended the motion to update Policy 320 Bullying, Cyber- Bullying, Hazing, Abusive Conduct and Retaliation to include taking the information from the Civility Policy and adding that section to the policy 320
Miguel Munoz seconded the motion.
The motion did not pass unanimously.
Those who voted in favor: Laura Snelson
Those not in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Miguel Munoz and Brady Pearce.
-Kevin Peterson made a motion to approve the Policy 320 Bullying, Cyber- Bullying, Hazing, Abusive Conduct and Retaliation with the grammatical corrections
Rachel Richins seconded the motion.
The expectation was set that this policy goes back to the policy committee for them to have the discussion on the changes that need to be made in the policy. The policy will be revamped and brought back to the board in August.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Time was exceeded. Shannon Greer made a motion to continue discussion at 6:46pm
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Laura Pressley made a motion to create Policy 425 Language Access
Laura Snelson seconded the motion.
This came from the surprise Land Trust audit. The policy committee created Policy 425. They spent a lot of time discussing it. Procedures will be created by the policy committee. The ability is in place to offer requests from parents for translations. The outreach committee is working on a system to allow the website to be offered in all languages. This policy includes needs for interpretation.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Kevin Peterson made a motion to accept the School Volunteer Procedure Policy 486 as outlined in the board packet
Brady Pearce seconded the motion.
It was asked, if by state law, we are required to pay for background checks. The answer was yes, it was then noted that the school may want to look at the financial commitment of this policy. Blake Clark mentioned that there shouldn't be a large number of people who meet the qualifications to have the background completed. The PTO Board Members are required to have their background checks done. Blake Clark is working on a script for a training that will be offered for this policy before school starts.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Reappointment of Board Members
Kevin Peterson made a motion to reappointment the board members that will be staying on for the 26/27 school year
Laura Snelson seconded the motion.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Appointment of President/Chair:
Casey Unrein made a motion to reappoint Shannon Greer as Board President for one more year
Brady Pearce seconded the motion.
Prior to the vote, Shannon disclosed a conflict of interest should George Washington Academy apply for the charter school program grant, as she administers the grant program. She explained that, if the school applied, she would need to step away from her board chair responsibilities to avoid any actual or perceived conflict of interest.
Shannon provided an overview of the grant, including eligible uses of the up to $2 million in funding for charter school expansion, the application timeline, award process, and the opportunity to reapply in a future cycle if necessary.
The Board discussed the school's construction timeline, strategic planning efforts, administrative capacity, and the advantages and disadvantages of applying for the grant during the current cycle versus waiting until the following year. Discussion also included reimbursement timelines, recent changes to the grant program, and the school's ability to proceed with the expansion using previously approved bond funds if grant funding was not awarded.
The Board determined that the incoming board members would participate in the vote regarding Board Chair and that the outgoing board members would abstain from voting. Shannon then recused herself from the discussion and vote.

Following Shannon's recusal, the Board discussed leadership continuity and succession planning. Members expressed support for retaining Shannon as Board Chair for the 26/27 school year while developing a transition plan for future board leadership and pursuing the grant in a future application cycle that better aligned with the school's expansion timeline and administrative capacity.
The motion passed unanimously.
Those who voted in favor: Casey Unrein, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz, Brady Pearce and incoming Board Members David Stillman and Ericka Ivie.
Outgoing board members present but did not vote: Kevin Peterson and Rachel Richins
Abstained from the vote: Shannon Greer

Appointment of CFO:
Casey Unrein made a motion to elect Sharna Rowe as CFO
Miguel Munoz seconded the motion.
Casey Unrein mentioned he may be moving within the next 13 months so he didn't feel comfortable taking on this role. It was discussed that Sharna has the experience needed for this role. She mentioned she would like further training to feel comfortable in the role. She will work with Kevin and Casey to prepare for the role.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Laura Pressley, Laura Snelson, Miguel Munoz, Brady Pearce and incoming Board Members David Stillman and Ericka Ivie.
Outgoing board members present but did not vote: Kevin Peterson and Rachel Richins
Abstained from the vote: Sharna Rowe

Appointment of Vice Chair of the Board:
Sharna Rowe made a motion to nominate Brady Pearce as Vice Chair of the Board
Laura Snelson seconded the motion.
This isn't a role that has been utilized in the past 5 years. It was previously filled with Board Members with the intent of transitioning to Board Chair, but each member resigned before the transition took place. For that reason, the position has remained unfilled. We will be building the plane as we fly it. This is a role Brady will take on with the expectation that in one year, when Shannon steps down as Board Chair, that he will step into the role. He will take the next year to learn from Shannon on what the role entails.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Laura Pressley, Laura Snelson, Miguel Munoz, Sharna Rowe and incoming Board Members David Stillman and Ericka Ivie.
Outgoing board members present but did not vote: Kevin Peterson and Rachel Richins
Abstained from the vote: Brady Pearce

Appointment of Board Secretary:
David Stillman made the motion to become Board Secretary
Laura Pressley seconded the motion.
This is a role that needs to be filled to be compliant. It is a role within the board and is an unpaid position. The expectation is 2-3 hours a month in addition to board meetings. This will be flexible for the person that takes on the role. This will be a role that supports the board clerk and sends notifications to the board members about important upcoming items.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Laura Pressley, Laura Snelson, Miguel Munoz, Sharna Rowe, Brady Pearce and incoming Board Member Ericka Ivie.
Outgoing board members present but did not vote: Kevin Peterson and Rachel Richins
Abstained from the vote: David Stillman

Closed Meeting – *None*

Reconvene — Take all appropriate action in relation to closed session items.

Next Meeting: The next regular Board Meeting will be held August 27th 2026.

Adjournment: Kevin Peterson made a motion to adjourn at 7:42pm.

Written by: Sadie Carter

Board Action Requested

The Board was asked to review the Strategic Plan Narrative Board facing information and approve the foundational elements of the George Washington Academy Strategic Plan and Institutional Effectiveness Framework.(Full detail can be found in the Strategic Plan Narrative Document)

What the Board Is Being Asked to Approve

The Board is being asked to approve:

- Mission
- Vision
- Values
- Collective Commitments
- Three Core Elements
- Board-Level Strategic Priorities
- Institutional Effectiveness Framework
- Mission Fulfillment Framework
- Governance Monitoring Framework
- Three-Year Implementation Roadmap

The Board is not being asked to approve specific operational procedures, KPI formulas, targets, evaluation methodologies, or administrative processes. Those responsibilities remain within the authority of school leadership.

1. Mission, Vision, Core Values, and Collective Commitments

Reaffirm the previously adopted Mission Statement, and approve the Vision Statement, and Collective Commitments, and approve Academics, Leadership, and Community as the school's Core Values with the accompanying definitions included in the Strategic Plan.

2. Strategic Plan Core Elements

Approve the three Strategic Plan Core Elements as the primary organizational domains through which mission fulfillment will be pursued and monitored:

- Academic Excellence
- Student Support
- Capacity & Sustainability

Approve the strategic and operational definitions associated with each Strategic Plan Core Element.

Approve each pillar supporting each Strategic Plan Core Element

3. Board-Level Strategic Priorities

Approve the Strategic Priorities associated with each Core Element as the Board's primary governance priorities for monitoring organizational performance and strategic progress.

The Board recognizes that these Strategic Priorities are not separate initiatives, but represent the major organizational responsibilities that collectively support mission fulfillment.

While the Board monitors progress across all Strategic Priorities, leadership remains responsible for determining which specific initiatives, programs, and improvement efforts receive focused attention during implementation. Full description of Board level strategic priorities can be found in the Strategic Plan Document-Narrative

4. Strategic Alignment and Reporting Expectations

Approve the expectation that future initiatives, budget requests, major programs, and reporting structures be aligned to the approved Strategic Plan framework.

Future reporting should provide clear evidence of progress toward strategic priorities and include, where appropriate:

- Baseline information
- Trend data
- Outcome measures
- Progress indicators
- Resource implications
- Areas of strength
- Areas for improvement

The Board is not prescribing specific reporting templates, dashboards, or administrative processes. Leadership is responsible for designing and implementing reporting systems that support effective monitoring and decision-making.

5. Institutional Effectiveness Framework

Approve the use of the Strategic Plan as the foundation for George Washington Academy's Institutional Effectiveness Framework.

The Board recognizes Academic Excellence, Student Support, and Capacity & Sustainability as the primary domains through which organizational effectiveness and mission fulfillment will be monitored over time.

6. Leadership Responsibilities

Approve the expectation that leadership and administration will continue developing the implementation architecture associated with the Strategic Plan.

This work includes:

- Pillar definitions
- Strategic Priority alignment
- KPI development

- Baseline identification
- Target setting
- Reporting structures
- Dashboard development
- Evidence collection processes

Leadership/Admin Team Responsibility

Approval that the leadership and administrative team should bring back to the board a clear definition of each pillar, along with the corresponding strategic priority or priorities that emerge from the school's data. This ensures that the Strategic Plan is not based only on broad ideas, but on evidence-based needs, shared understanding, and measurable areas for:

Core Element → Strategic Priority Statement → Pillar → Sub Pillar → Strategic Definition → Operational Definition → Board Facing Strategic Priority → Program Facing Strategic Priority → Objectives → Smart Goals KPI → Baseline → Target → Owner → Board Decision Point improvement.

Leadership develops:

For each Core Element pillar and where applicable sub pillars, the leadership and administrative team should identify and document:

- **Operational Definition**
- What does this pillar mean at GWA?
- Operational Definition (where applicable)
- What does the sub-pillar mean at GWA?
- **Data Evidence**
- What data shows this pillar is a priority?
- **Strategic Priority**
- What specific area of improvement should GWA focus on?
- **KPI / Measure**
- How will progress be measured?
- **Baseline and Target**
- Where are we now, and where do we want to be?
- **Responsible Owner**
- Who will lead implementation and reporting?

Note: Some operational definitions for each pillar supporting the core theme were provided in the Strategic Plan Document as a baseline reference or examples, they can be modified and brought back to the board for approval.

Board Approval Requested

The Board is asked to approve the Strategic Planning Narrative and Board-Level Strategic Planning Framework as the governance framework that establishes the school's strategic direction.

This approval reaffirms the Mission, affirms the Vision, Core Values, Collective Commitments, Institutional Effectiveness Framework, Strategic Plan Core Elements, Board-Level Strategic Priorities, Mission Fulfillment Framework, Governance Monitoring Framework, and the overall strategic architecture presented in this document.

The Board is not being asked to approve the implementation architecture or the Final Strategic Plan at this time. Following Board approval, the Director and Leadership Team will develop the implementation architecture during the summer leadership retreat and return to the Board with recommendations for review and approval before the Final Strategic Plan is adopted.

George Washington Academy Strategic Planning Narrative Board Level Strategic Planning Framework

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Part I (Front Matter, Executive Summary, and Strategic Foundation

FOREWORD

George Washington Academy has established a strong tradition of academic excellence, student achievement, family engagement, and responsible stewardship. These accomplishments have been made possible through the dedication of students, families, educators, staff, administrators, and Board members who have worked together in support of the school's mission.

As the Board reflected on the future of the school, an opportunity emerged to strengthen how organizational priorities, systems, and improvement efforts are aligned, monitored, and communicated. The purpose of this Strategic Plan is not to replace the many strengths already present within George Washington Academy. Rather, it is intended to organize, align, and make visible the systems that already contribute to student success while establishing a framework for accountability, continuous improvement, and long-term sustainability.

The Board recognizes that strategic planning is not a one-time event but an ongoing process of reflection, learning, and improvement. Through this Strategic Plan and Institutional Effectiveness Framework, George Washington Academy affirms its commitment to mission fulfillment and continuous improvement in service of students and families.

SECTION 1

EXECUTIVE SUMMARY

Introduction

George Washington Academy has a long history of academic excellence, strong governance, dedicated educators, engaged families, and a commitment to continuous improvement. Over many years, the school has developed systems, programs, practices, and organizational structures that have contributed to student success and organizational stability.

As the Board of Directors and school leadership reflected on the future of the organization, an opportunity emerged to strengthen how these existing systems are organized, aligned, monitored, and communicated. The purpose of this Strategic Plan and Institutional Effectiveness Framework is not to replace the many strengths already present within the school. Rather, it is intended to organize, align, and make visible the systems through which George Washington Academy fulfills its mission and pursues continuous improvement.

Why This Work Was Undertaken

Like many successful schools, George Washington Academy has developed numerous systems, programs, initiatives, and reporting practices over time. While these systems have contributed to organizational success, they have often existed within separate operational areas, committees, departments, or reporting structures.

The Board recognized an opportunity to strengthen organizational alignment by creating a written framework that:

- Clarifies strategic priorities.
- Strengthens vertical alignment from governance to classroom practice.
- Strengthens horizontal alignment across departments and programs.
- Preserves institutional knowledge.
- Improves monitoring and reporting.
- Supports evidence-informed decision-making.
- Strengthens long-term organizational sustainability.

What Emerged Through the Process

As the strategic planning process evolved, it became clear that a traditional strategic plan alone would not fully support the Board's goals for accountability, monitoring, and continuous improvement.

The work naturally expanded into the development of an Institutional Effectiveness Framework designed to connect strategic priorities, assessment, evaluation, reporting, governance, and continuous improvement into a single integrated system.

The result is a framework that not only identifies strategic priorities but also establishes a structure for monitoring progress, evaluating outcomes, supporting organizational learning, and informing future decision-making.

The Three Core Elements

The framework is organized around three interconnected Core Elements that collectively support mission fulfillment:

Academic Excellence

Academic Excellence reflects the school's commitment to high levels of student learning, instructional quality, academic growth, educator development, and educational innovation.

Student Support

Student Support reflects the school's commitment to ensuring that students are known, valued, supported, and positioned to thrive academically, socially, emotionally, and personally.

Capacity & Sustainability

Capacity & Sustainability reflects the systems, resources, governance structures, and organizational conditions necessary to sustain excellence over time.

Together, these three Core Elements provide a comprehensive framework for organizational effectiveness and mission fulfillment.

What the Board Is Being Asked to Approve

The Board is being asked to approve:

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- Vision
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- Collective Commitments
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- Institutional Effectiveness Framework
- Mission Fulfillment Framework
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The Board is not being asked to approve specific operational procedures, KPI formulas, targets, evaluation methodologies, or administrative processes. Those responsibilities remain within the authority of school leadership.

SECTION 2

STRATEGIC FOUNDATION

Honoring the Past While Preparing for the Future

George Washington Academy has established a strong tradition of academic excellence, student achievement, community involvement, and responsible stewardship. Throughout its history, the school has developed programs, systems, practices, and organizational structures that have contributed to positive outcomes for students and families.

Many of these systems have evolved over time through the dedication of board members, school leaders, faculty, staff, parents, and community partners. As a result, George Washington Academy enters this strategic planning process from a position of strength.

This Strategic Plan is not intended to replace those strengths. Rather, it is intended to provide a coherent framework that organizes, aligns, and makes visible the many systems already supporting student success and organizational effectiveness.

The Evolution of the Strategic Planning Process

As the Board and leadership team began examining the future direction of the school, it became clear that many important organizational systems already existed. The challenge was not the absence of effective practices, but the opportunity to strengthen how those practices were connected, monitored, and communicated.

As the work progressed, the planning process naturally expanded beyond a traditional strategic plan and evolved into a broader Institutional Effectiveness Framework that connects governance, strategic priorities, evaluation, reporting, and continuous improvement.

Mission

Board-Approved Mission Statement

George Washington Academy is a free K-7 public charter school. We are a community of learners who empower students to take ownership of their learning through academic excellence and student-led leadership. We are committed to student learning, peer collaboration, and data-driven best practices that support every student's success as a confident learner and leader in their classrooms, families, and communities.

The mission defines the fundamental purpose of George Washington Academy and serves as the guiding foundation for all organizational decisions, priorities, and actions.

Vision

George Washington Academy aspires to be a model learning community recognized for exceptional student achievement, outstanding teaching, and strong partnerships with families and the community.

The vision describes the future state toward which the school aspires and provides long-term direction for organizational growth and continuous improvement. During the strategic planning process, the consultant facilitated conversations designed to help Board members articulate what they hoped George Washington Academy would become and be recognized for in the future. Those conversations led to the articulation of the above vision statement, which reflects the Board's aspirations for the future direction of the school.

Core Values

During the strategic planning process, the Board reviewed the school's longstanding mission themes of Academics, Leadership, and Community. With the adoption of a formal Mission statement, the Board determined that these foundational concepts are most appropriately represented as the school's Core Values. The accompanying definitions were refined to reflect the enduring principles and priorities that guide the school's culture, decision-making, and strategic direction while preserving the spirit and intent of the original mission.

Academics

We value high levels of learning, intellectual growth, personal responsibility, and the pursuit of excellence for every student.

Leadership

We value character, responsibility, service, and the development of leadership that positively influences family, school, and community.

Community

We value meaningful relationships, collaboration, mutual respect, and active partnerships that strengthen student success and organizational excellence.

Prior definition for reference only no approval needed:

Academics - Empower students who are equipped to achieve and lead their own learning.

Leadership - Develop highly effective students who are leaders in their school and family.

Community - Establish a school community that values student voice, confirms their potential, and actively involves parents and families.

Collective Commitments

The Collective Commitments articulate the shared expectations that guide how members of the George Washington Academy community work, learn, and grow together. They represent the daily behaviors and practices that support the school's mission, values, and strategic priorities.

The Board recognizes the Collective Commitments as an important expression of the school's culture and identity and affirms their role in supporting student success and mission fulfillment.

2025–2026 Collective Commitments

CLIMATE

Build Intentional Positive Relationships

Commit to embracing everyone, showing them love, understanding, and patience. Believe in them, so that they can believe in themselves.

CULTURE

Create Shared Responsibility

Commit to high expectations, performance, and effectiveness through collaboration.

INSTRUCTION

Ensure Learning for ALL Students

Commit to ALL students learning at high levels through explicit instruction, engagement and academic rigor.

BEHAVIOR

Teach Behavior Standards Explicitly

Commit to teaching essential behavior standards daily through explicit instruction and modeling.

CELEBRATION

Celebrate Achievement & Growth in all Areas

Commit to celebrate the success of our school-wide, team, and individual goals, together as a school and within our teams & departments.

Strategic Planning Philosophy

Visibility Before Change

The purpose of the framework is not to create entirely new systems, but to make visible the systems, structures, practices, and programs that already contribute to organizational success.

Alignment Before Expansion

The framework is designed to strengthen vertical and horizontal alignment across all levels of the organization.

Evidence-Informed Decision-Making

George Washington Academy is committed to using reliable evidence to inform decision-making, monitor progress, evaluate initiatives, and support continuous improvement.

Continuous Improvement

Strategic planning is viewed as an ongoing process rather than a one-time event. The school is committed to regularly reviewing progress, evaluating outcomes, learning from evidence, and refining systems in support of mission fulfillment.

PART II

INSTITUTIONAL EFFECTIVENESS FRAMEWORK

SECTION 3

Institutional Effectiveness Framework

From Strategic Planning to Institutional Effectiveness

During the strategic planning process, it became clear that identifying strategic priorities alone would not ensure long-term success. Effective organizations require systems that connect planning, implementation, monitoring, evaluation, reporting, and continuous improvement.

As a result, the planning process evolved into the development of an Institutional Effectiveness Framework designed to support mission fulfillment through intentional alignment and evidence-informed decision-making.

The Institutional Effectiveness Framework provides the structure through which organizational priorities are translated into action, monitored through evidence, evaluated for effectiveness, and refined through continuous improvement.

What Is Institutional Effectiveness?

Institutional Effectiveness refers to the systematic process through which an organization plans, implements, monitors, evaluates, and improves its performance in support of its mission.

At George Washington Academy, Institutional Effectiveness serves as the organizational framework that connects:

- Strategic Planning
- Organizational Performance
- Evidence Collection
- Continuous Improvement
- Governance Oversight
- Mission Fulfillment

The framework is intended to support organizational learning while strengthening accountability and transparency.

Strategic Planning and Institutional Effectiveness

Strategic Planning establishes direction.

Institutional Effectiveness establishes the systems through which progress is monitored and evaluated.

Together they create a continuous cycle of improvement:

Mission
↓
Strategic Priorities
↓
Implementation
↓
Evidence
↓
Evaluation
↓
Improvement
↓
Mission Fulfillment

This relationship ensures that strategic planning remains an active organizational process rather than a static document.

Vertical Alignment

Vertical alignment refers to the connection between governance priorities and daily organizational practice.

The framework establishes a clear line of sight from Board priorities to classroom and operational implementation.

Board Priorities
↓
Leadership Goals
↓
Programs, Systems & Practices
↓
Classroom and Operational Implementation
↓
Student and Organizational Outcomes

This alignment helps ensure that decisions made at every level of the organization contribute to shared priorities and mission fulfillment.

Horizontal Alignment

Horizontal alignment refers to the coordination of efforts across departments, programs, grade levels, and operational functions.

The Institutional Effectiveness Framework helps ensure that Academic Excellence, Student Support, and Capacity & Sustainability function as interconnected systems rather than isolated initiatives.

This alignment strengthens collaboration, reduces duplication, and improves organizational coherence.

Strategic Priorities as the Governance Bridge

One of the most important developments emerging from this process was the creation of Board-Level Strategic Priorities. These Strategic Priorities serve as the bridge between governance and implementation.

The Board governs through Strategic Priorities.

Leadership is implemented through programs, systems, and operational practices.

This distinction strengthens accountability while preserving administrative flexibility.

Continuous Improvement

George Washington Academy is committed to a culture of continuous improvement.

Continuous improvement is supported through an ongoing cycle of:

Review
↓
Reflect
↓
Learn
↓
Improve
↓
Monitor

This process encourages organizational learning while promoting thoughtful and sustainable improvement.

Evidence-Informed Decision-Making

The framework supports the responsible use of evidence to inform organizational decisions.

Evidence may include:

- Student achievement data
- Growth measures
- Program evaluations
- Financial information
- Enrollment data
- Stakeholder feedback
- Governance reviews

The purpose of evidence is not merely to report performance but to support learning, reflection, and improvement.

Mission Fulfillment

Mission fulfillment serves as the ultimate purpose of the Institutional Effectiveness Framework.

The framework exists to help the organization answer a central question:

To what extent is George Washington Academy fulfilling its mission?

All planning, monitoring, evaluation, and improvement activities are ultimately intended to support this purpose.

Institutional Effectiveness at George Washington Academy

The Institutional Effectiveness Framework represents an important evolution in how George Washington Academy organizes and monitors its work.

Rather than creating new organizational structures, the framework provides a coherent system for aligning existing strengths, preserving institutional knowledge, strengthening governance oversight, and supporting continuous improvement.

The framework is intended to help ensure that the school remains focused on mission fulfillment while building organizational capacity for the future.

PART III

STRATEGIC PLAN CORE ELEMENTS

SECTION 4: CORE ELEMENT 1- Academic Excellence

Operational Definition

Academic Excellence refers to the systems, practices, programs, and organizational conditions that support high levels of student learning, academic growth, instructional quality, and educational achievement.

This Core Element encompasses curriculum, instruction, assessment, educator development, academic intervention, and innovation designed to support student success.

Strategic Definition

Academic Excellence reflects George Washington Academy's commitment to ensuring that every student has access to high-quality learning experiences that promote growth, achievement, and future readiness.

The school recognizes that sustained academic excellence requires rigorous curriculum, effective instruction, meaningful assessment, strong educator capacity, targeted academic support, and a commitment to continuous improvement.

Academic Excellence therefore serves as the primary pathway through which the school fulfills its educational mission.

Why Academic Excellence Matters

Student learning is central to the purpose of the school.

Academic Excellence ensures that students develop the knowledge, skills, habits, and dispositions necessary to succeed academically and contribute meaningfully to their communities.

The Board recognizes that strong academic outcomes require intentional alignment among curriculum, instruction, assessment, intervention, professional learning, and innovation.

The Academic Excellence Core Element provides the framework through which these systems are aligned, monitored, and continuously improved.

Board-Level Strategic Priorities

The Strategic Plan identifies thirteen Board-Level Strategic Priorities across the three Core Elements of Academic Excellence, Student Support, and Capacity & Sustainability.

These Strategic Priorities are not intended to represent thirteen separate initiatives. Rather, they reflect the major organizational responsibilities that collectively support mission fulfillment. Because George Washington Academy functions as an interconnected system, the Board monitors progress across all Strategic Priorities as part of its governance responsibilities.

The Board has identified four Strategic Priorities within Academic Excellence.

Together, these priorities define the primary governance focus for academic performance and improvement.

Strategic Priority AE-1- Student Learning & Growth

Ensure high levels of student learning and growth through rigorous curriculum, effective instruction, meaningful assessment, and targeted academic support.

The Board recognizes student learning and growth as the central outcome of Academic Excellence.

Strategic Priority AE-2 - Teacher Excellence & Professional Capacity

Strengthen teacher effectiveness through professional learning, coaching, collaboration, and continuous improvement.

The Board recognizes that educator quality is one of the most important factors influencing student success.

Strategic Priority AE-3 - Evidence-Based Improvement

Advance data literacy, program evaluation, and evidence-based decision-making throughout the academic program.

While the Institutional Effectiveness Framework provides an organization-wide structure for evaluation and continuous improvement, this Strategic Priority focuses specifically on the use of evidence to strengthen curriculum, instruction, assessment, intervention, and academic decision-making.

Strategic Priority AE-4 - Innovation, Future Readiness & Organizational Learning

Promote innovation and continuous improvement through the responsible evaluation of emerging educational practices and technologies.

This priority supports the school's commitment to thoughtfully evaluating innovations, including educational technology and artificial intelligence, through evidence-informed inquiry and continuous improvement.

Academic Excellence Pillars

The Strategic Priorities are supported through five interconnected pillars.

Pillar 1: Curriculum & Instruction

Focuses on curriculum alignment, instructional quality, instructional coherence, and effective teaching practices.

Pillar 2: Assessment & Data Literacy

Focuses on assessment systems, data use, progress monitoring, and evidence-informed decision-making.

Pillar 3: Teacher Excellence

Focuses on professional learning, instructional coaching, collaboration, evaluation, and professional growth.

Pillar 4: Academic Support

Focuses on intervention systems, enrichment opportunities, differentiated instruction, and support for diverse learner needs.

Pillar 5: Innovation & Enrichment

Focuses on educational innovation, enrichment opportunities, emerging practices, future readiness, and organizational learning.

Academic Excellence Cascade

Academic Excellence
↓
Strategic Priorities
↓
Pillars
↓
Programs, Systems & Practices
↓
Leadership Initiatives
↓
Indicators & KPIs
↓
Student Learning Outcomes

Measuring Academic Excellence

Progress within Academic Excellence may be monitored through a combination of outcome, implementation, and perception measures.

Examples include:

- Student Achievement
- Student Growth
- Curriculum Alignment
- Instructional Effectiveness
- Academic Intervention Outcomes
- Professional Learning Participation
- Program Evaluation Findings

The Board monitors governance-level indicators while leadership and staff monitor operational implementation measures.

Academic Excellence and Mission Fulfillment

Academic Excellence contributes directly to mission fulfillment by ensuring that students experience high-quality learning opportunities and demonstrate meaningful academic growth.

Through rigorous curriculum, effective instruction, targeted support, educator development, and continuous improvement, George Washington Academy seeks to provide students with the knowledge, skills, and opportunities necessary to achieve their full potential.

Academic Excellence therefore serves as a foundational pathway through which the school's mission is realized.

SECTION 5 - CORE ELEMENT 2 - Student Support

Operational Definition

Student Support refers to the systems, structures, services, relationships, and practices that promote student well-being, engagement, belonging, leadership development, and overall success.

This Core Element encompasses the academic, behavioral, social, emotional, and relational supports that help students fully access learning opportunities and participate meaningfully in the school community.

Strategic Definition

Student Support reflects George Washington Academy's commitment to creating an environment where students are known, valued, supported, and empowered to succeed.

The school recognizes that student success is influenced by more than academic instruction alone. Students are most likely to thrive when they experience positive relationships, effective support systems, a sense of belonging, opportunities for leadership, and meaningful partnerships between school and home.

Student Support therefore represents the organizational commitment to developing the whole child while creating conditions that enable both academic achievement and personal growth.

Why Student Support Matters

Student achievement and student well-being are interconnected.

Students are more likely to engage in learning, persist through challenges, and achieve their potential when they feel safe, connected, supported, and valued.

George Washington Academy recognizes that effective student support systems strengthen not only individual outcomes but also the overall culture and effectiveness of the school.

The Student Support Core Element provides the framework through which these conditions are intentionally developed, monitored, and continuously improved.

Board-Level Strategic Priorities

Strategic Priority SS-1- Student Well-Being & Belonging

Promote student well-being through safe, supportive, and inclusive learning environments.

The Board recognizes that student well-being and a positive school climate are essential conditions for learning, engagement, and healthy development.

Strategic Priority SS-2 - Family & Community Partnerships

Strengthen family and community partnerships that support student success.

The Board recognizes that meaningful collaboration among families, educators, and community stakeholders contributes to stronger student outcomes and a stronger school community.

Strategic Priority SS-3 - Responsive Student Support Systems

Ensure timely identification and support of students' academic, behavioral, social, and emotional needs.

The Board supports systems that proactively identify challenges, provide targeted interventions, and promote student success through coordinated support services.

Strategic Priority SS-4 - Leadership, Character & Citizenship

Develop student leadership, responsibility, and character consistent with the school's mission and values.

The Board supports opportunities for students to develop leadership competencies, contribute positively to their communities, and build the skills necessary to become engaged and responsible citizens.

Student Support Pillars

Pillar 1: Student Well-Being

Focuses on physical, emotional, social, and psychological well-being.

Representative areas include:

- Student wellness
- School climate
- Student belonging
- Positive relationships
- Safe learning environments

Pillar 2: Attendance & Engagement

Focuses on promoting consistent attendance, engagement, and participation in learning.

Representative areas include:

- Attendance monitoring
- Chronic absenteeism prevention
- Student engagement
- Family outreach

Pillar 3: Behavior & Positive School Culture

Focuses on creating positive learning environments that encourage responsibility, respect, and productive behavior.

Representative areas include:

- Positive behavior supports
- Behavior intervention systems
- School culture
- Restorative practices

Pillar 4: Family & Community Engagement

Focuses on strengthening partnerships among families, educators, and community stakeholders.

Representative areas include:

- Parent communication
- Parent involvement
- Community partnerships
- Volunteer engagement
- PTSO participation

Pillar 5: Student Leadership & Citizenship

Focuses on developing leadership competencies, responsibility, citizenship, and positive contributions to the school community.

Representative areas include:

- Leader in Me
- Student leadership opportunities
- Citizenship development
- Service learning
- Leadership competencies

Pillar 6: Tiered Student Support Systems

Focuses on ensuring students receive appropriate academic, behavioral, social, and emotional support based on identified needs.

Representative areas include:

- MTSS
- Counseling supports
- Intervention systems
- Student success planning
- Academic and behavioral support coordination

Student Support Cascade

Student Support
↓
Strategic Priorities
↓
Pillars

↓
Programs, Systems & Practices
↓

Leadership Initiatives
↓
Indicators & KPIs
↓
Student Success Outcomes

Measuring Student Support

Progress within Student Support may be monitored through a combination of outcome, implementation, and perception indicators.

Examples include:

- Student well-being
- Student belonging
- Attendance
- Intervention effectiveness
- Family engagement
- Leadership development
- Student support outcomes

Student Support and Mission Fulfillment

Student Support contributes directly to mission fulfillment by ensuring students have access to the relationships, services, opportunities, and supports necessary to thrive.

Through well-being initiatives, responsive support systems, family partnerships, leadership development, and positive school culture, George Washington Academy seeks to develop students who are prepared for success both inside and outside the classroom.

SECTION 6 - CORE ELEMENT 3 - Capacity & Sustainability

Operational Definition

Capacity & Sustainability refers to the organizational systems, resources, infrastructure, governance structures, leadership practices, and operational processes that support the long-term success and stability of George Washington Academy.

This Core Element encompasses the conditions necessary to sustain educational excellence, support continuous improvement, and ensure responsible stewardship of organizational resources.

Strategic Definition

Capacity & Sustainability reflects George Washington Academy's commitment to building and maintaining the organizational capacity necessary to fulfill its mission over time.

The school recognizes that student success depends upon effective governance, strong leadership, qualified personnel, sound financial management, efficient operations, responsible growth, and a culture of continuous improvement.

Capacity & Sustainability therefore represents the organizational foundation that enables Academic Excellence and Student Support to flourish.

Why Capacity & Sustainability Matters

Educational excellence cannot be sustained without strong organizational systems.

High-performing schools require effective governance, strategic leadership, financial stability, operational reliability, and the ability to adapt to changing needs and opportunities.

The Board recognizes that maintaining excellence requires ongoing investment in people, systems, infrastructure, planning, and organizational learning.

Board-Level Strategic Priorities

Strategic Priority CS-1

Financial Stewardship & Sustainability

Maintain sound financial stewardship and long-term organizational sustainability.

The Board prioritizes responsible resource allocation, fiscal accountability, and long-range financial planning.

Strategic Priority CS-2

Human Capital Excellence

Recruit, develop, and retain high-quality personnel.

The Board recognizes that organizational success depends upon attracting, supporting, and retaining highly effective and mission-aligned employees.

Strategic Priority CS-3

Organizational Capacity & Operational Excellence

Strengthen operational systems, technology infrastructure, and organizational effectiveness.

The Board supports the development of systems that improve efficiency, reliability, communication, compliance, and organizational performance.

Strategic Priority CS-4 - Growth & Facility Readiness

Support responsible growth, enrollment stability, and facility planning.

The Board seeks to ensure that growth remains aligned with organizational capacity and mission fulfillment.

Strategic Priority CS-5 - Governance & Institutional Effectiveness

Enhance institutional effectiveness through aligned governance, strategic planning, performance monitoring, and continuous improvement.

Throughout this framework, governance is referenced in several contexts. The Governance Monitoring Framework describes how the Board exercises oversight responsibilities. The Governance Pillar describes the systems and structures that support effective governance. Governance & Institutional Effectiveness, as a Strategic Priority, reflects the organizational outcome of maintaining effective governance, accountability, and continuous improvement systems.

Capacity & Sustainability Pillars

Pillar 1: Governance

Focuses on governance structures, policy oversight, board development, and strategic accountability.

Pillar 2: Human Capital

Focuses on recruitment, retention, professional growth, leadership development, and succession planning.

Pillar 3: Financial Stewardship

Focuses on budgeting, resource allocation, fiscal accountability, and long-term sustainability.

Pillar 4: Operations & Organizational Systems

Focuses on compliance, communication systems, safety, operational processes, and organizational coordination.

Pillar 5: Technology Infrastructure

Focuses on information systems, network infrastructure, data systems, educational technology support, and technology planning.

Pillar 6: Enrollment & Growth Management

Focuses on enrollment stability, student retention, marketing, outreach, and long-term capacity planning.

Pillar 7: Facilities & Resource Planning

Focuses on facility planning, maintenance, space utilization, and future growth readiness.

Institutional Effectiveness

Focuses on strategic planning, KPI monitoring, evaluation, dashboard reporting, mission fulfillment assessment, and continuous improvement.

Capacity & Sustainability Cascade

Capacity & Sustainability
↓
Strategic Priorities
↓
Pillars
↓
Programs, Systems & Practices
↓
Leadership Initiatives
↓
Indicators & KPIs
↓
Organizational Outcomes

Measuring Capacity & Sustainability

Examples of governance-level measures may include:

- Financial sustainability
- Staff retention
- Operational effectiveness
- Enrollment stability
- Facility utilization
- Governance effectiveness
- Strategic plan implementation
- Mission fulfillment indicators

Capacity & Sustainability and Mission Fulfillment

Capacity & Sustainability serves as the organizational foundation that supports all aspects of mission fulfillment.

Without effective governance, qualified personnel, sound financial management, reliable systems, responsible growth, and continuous improvement processes, the school's ability to sustain Academic Excellence and Student Support would be diminished.

By strengthening organizational capacity and long-term sustainability, George Washington Academy creates the conditions necessary for enduring success and continued mission fulfillment.

PART IV

GOVERNANCE, ACCOUNTABILITY & IMPLEMENTATION

SECTION 7

Mission Fulfillment Framework

Mission as the Central Organizing Principle

The mission of George Washington Academy represents the school's fundamental purpose and serves as the foundation for all organizational decisions, priorities, systems, and improvement efforts.

While strategic plans often focus on goals, initiatives, and performance indicators, the Board recognizes that the ultimate purpose of these efforts is not simply organizational performance. The ultimate purpose is mission fulfillment.

Mission fulfillment therefore serves as the highest-level outcome of the Strategic Plan and Institutional Effectiveness Framework.

Every Core Element, Strategic Priority, Pillar, Program, System, and Improvement Effort exists to support the successful fulfillment of the school's mission.

What Is Mission Fulfillment?

Mission Fulfillment refers to the extent to which George Washington Academy successfully achieves the outcomes, purposes, and aspirations expressed within its mission statement.

Mission fulfillment is not determined by a single metric, program, or initiative.

Rather, it is informed through multiple forms of evidence that collectively demonstrate whether the organization is successfully advancing its mission.

Mission fulfillment therefore represents the integration of organizational performance, student outcomes, student experiences, governance effectiveness, and organizational sustainability.

The Three Core Elements as Pathways to Mission Fulfillment

The Board recognizes that mission fulfillment is achieved through the collective contribution of the three Core Elements.

Academic Excellence

Contributes through student learning, academic growth, instructional quality, and educational achievement.

Student Support

Contributes through student well-being, belonging, leadership development, family engagement, and responsive support systems.

Capacity & Sustainability

Contributes through governance effectiveness, organizational capacity, financial stewardship, operational excellence, and continuous improvement.

Together, these Core Elements provide the evidence necessary to understand whether the organization is fulfilling its mission.

Multiple Sources of Evidence

Mission fulfillment should be informed through multiple sources of evidence including:

- Student achievement
- Student growth
- Student support outcomes
- Program evaluations
- Governance reviews
- Financial reports
- Enrollment information
- Stakeholder feedback
- Strategic priority monitoring

The purpose of this evidence is not merely to document performance, but to support reflection, learning, and continuous improvement.

Mission Fulfillment and Continuous Improvement

Mission fulfillment is viewed as an ongoing process rather than a fixed destination.

The Board expects the organization to:

Review
↓
Reflect
↓
Learn
↓
Improve
↓
Monitor

Through this cycle, mission fulfillment becomes both an outcome and a process of organizational learning.

Mission Fulfillment at George Washington Academy

Mission fulfillment represents the ultimate measure of success.

The Strategic Plan and Institutional Effectiveness Framework exist to support this purpose by aligning priorities, systems, evidence, governance, and continuous improvement around a common mission.

SECTION 8

Governance Monitoring Framework

Purpose

The Governance Monitoring Framework establishes how the Board of Directors monitors progress, evaluates organizational performance, supports accountability, and ensures mission fulfillment.

The purpose of the framework is to create a clear distinction between governance responsibilities and administrative responsibilities while ensuring that the Board receives meaningful information regarding organizational performance and strategic progress.

Governance Philosophy

The Board governs through strategic direction, accountability, monitoring, and stewardship.

The Board does not manage daily operations, supervise programs, or direct implementation activities.

Instead, the Board establishes priorities, monitors outcomes, reviews evidence, and ensures that organizational systems remain aligned with the mission and long-term interests of the school.

Board Responsibilities

The Board is responsible for:

- Preserving and advancing the mission.

- Establishing strategic direction.
- Approving the Strategic Plan.
- Monitoring progress toward strategic priorities.
- Reviewing organizational performance.
- Ensuring financial stewardship.
- Supporting organizational sustainability.
- Evaluating governance effectiveness.
- Supporting continuous improvement.

The Board monitors outcomes but does not manage implementation.

Director Responsibilities

The Director is responsible for:

- Implementing the Strategic Plan.
- Leading organizational improvement efforts.
- Managing programs, systems, and personnel.
- Developing implementation strategies.
- Establishing operational procedures.
- Monitoring operational performance.
- Reporting progress to the Board.

The Director serves as the primary link between governance priorities and organizational implementation.

Leadership Responsibilities

The leadership team is responsible for:

- Supporting implementation.
- Monitoring organizational performance.
- Coordinating programs and systems.
- Collecting and analyzing evidence.
- Supporting continuous improvement efforts.
- Providing information necessary for governance reporting.

Strategic Priority Monitoring

The Board monitors the Strategic Plan primarily through the Board-Level Strategic Priorities.

The Strategic Priorities serve as the governance bridge between the Board and organizational implementation.

The Board therefore focuses on questions such as:

Academic Excellence

- Are students learning and growing?
- Are educators supported and developing?
- Are decisions informed by evidence?
- Are innovations producing meaningful results?

Student Support

- Do students experience belonging and support?
- Are families engaged?
- Are support systems effective?
- Are students developing leadership and citizenship skills?

Capacity & Sustainability

- Are resources being managed responsibly?
- Is organizational capacity growing?
- Are operational systems effective?
- Is growth sustainable?
- Is governance effective?

Governance Monitoring Cycle

The Board's monitoring process follows a continuous cycle:

Review
↓
Reflect
↓
Discuss
↓
Respond
↓
Monitor

This cycle supports accountability while respecting the distinction between governance and administration.

Governance and Mission Fulfillment

The Board's ultimate responsibility is to ensure mission fulfillment.

Mission fulfillment is therefore the central lens through which governance decisions should be considered.

The Board regularly asks:

- Are we advancing our mission?
- Are students benefiting from our efforts?
- Are resources aligned with priorities?
- Are organizational systems functioning effectively?
- Are we learning and improving over time?

SECTION 9

Implementation Roadmap

From Planning to Practice

The Strategic Plan and Institutional Effectiveness Framework establish a long-term direction for George Washington Academy.

The Board recognizes that meaningful organizational improvement occurs through a deliberate and sustainable process rather than through immediate implementation of every component of a strategic framework.

For this reason, the Board has adopted a phased implementation approach designed to build upon existing strengths while strengthening alignment, accountability, and continuous improvement.

Guiding Principles

Implementation of the Strategic Plan will be guided by the following principles:

Build Upon Existing Strengths

The framework is intended to strengthen and organize existing practices rather than replace them.

Alignment Before Expansion

Priority will be given to improving alignment among existing systems before introducing new initiatives.

Evidence Before Assumptions

Organizational decisions should be informed by evidence whenever possible.

Sustainability Before Complexity

Systems should be implemented at a pace that can be supported and sustained over time.

Continuous Improvement

The framework should evolve as the organization learns, grows, and gains new insights.

Year X: Alignment & Visibility – to be determined by the board

Primary Focus:

- Strategic Plan adoption
- Alignment of existing systems
- Governance reporting alignment
- Initial dashboard development
- Institutional Effectiveness awareness

Year X: Integration & Capacity Building

Primary Focus:

- Strategic Priority monitoring
- KPI refinement
- Leadership capacity development
- Program evaluation expansion
- Dashboard expansion
- Mission Fulfillment monitoring

Year X: Institutionalization & Continuous Improvement

Primary Focus:

- Full Institutional Effectiveness integration
- Innovation and organizational learning
- Dashboard maturity
- Continuous improvement cycles
- Mission Fulfillment monitoring

Role of the Board

Throughout implementation, the Board's role remains focused on governance rather than administration.

The Board will:

- Monitor progress.
- Review evidence.
- Support strategic direction.
- Ensure accountability.
- Preserve mission focus.

- Promote organizational sustainability.

Role of Leadership

Leadership is responsible for determining how the framework is operationalized.

This includes:

- Implementation planning.
- Operational decision-making.
- Program management.
- Resource allocation.
- KPI development.
- Reporting processes.
- Continuous improvement activities.

SECTION 10

Board Review and Feedback Request

Purpose of Board Review

The purpose of this draft is to provide Board members and school leadership with an opportunity to review the proposed Strategic Plan and Institutional Effectiveness Framework and provide feedback prior to final adoption.

The Board is invited to review the proposed framework and consider whether it:

- Aligns with the mission and values of George Washington Academy.
- Reflects the school's priorities and aspirations.
- Strengthens governance and accountability.
- Preserves administrative flexibility.
- Supports mission fulfillment and long-term sustainability.

Feedback Requested

The Board is specifically asked to provide feedback regarding:

Strategic Foundation

- Mission
- Vision
- Values
- Collective Commitments

Strategic Architecture

- Core Elements
- Strategic Priorities
- Pillars
- Sub-Pillars

Governance Framework

- Institutional Effectiveness Framework
- Governance Monitoring Framework
- Mission Fulfillment Framework

Implementation Framework

- Timeline Roadmap TBD by the board
- Governance Monitoring Approach

Anticipated Approval Action

Following review and revision, the Board may be asked to formally consider adoption of or reaffirmation of:

- Mission
- Vision
- Values
- Collective Commitments
- Strategic Plan Core Elements
- Board-Level Strategic Priorities
- Institutional Effectiveness Framework
- Mission Fulfillment Framework
- Governance Monitoring Framework
- Implementation Roadmap

The Board would not be asked to approve operational procedures, KPI formulas, targets, reporting methodologies, or administrative implementation processes, which remain within the authority of school leadership.

Expanded Role of Leadership

Leadership and Administrative Responsibilities

The Board recognizes that approval of the Strategic Plan establishes the strategic framework but does not complete the implementation architecture.

The leadership and administrative team are expected to continue the development of the Strategic Plan cascade by bringing forward recommendations for sub pillar definitions, operational definitions, evidence sources, strategic priorities informed by school data, measures, KPIs, baselines, targets, reporting structures, and responsible owners.

This work should be aligned to the approved Core Elements and Strategic Priorities and should support evidence-informed decision-making, continuous improvement, and effective governance monitoring.

The Board's role is to review, discuss, and approve strategic direction and monitoring expectations. Leadership remains responsible for developing and implementing the operational systems, measures, and reporting structures necessary to support the Strategic Plan and Institutional Effectiveness Framework.

School leadership will periodically return to the Board with recommendations and progress reports as the implementation architecture is developed.