

The Young Women's Academy: A Single-Gender School Vision & Mission Statement

By Deirdre Wilson-Redmond

Professor Marylu Coviello

EDLP 6050: Understanding Group Process and the Psychology of Organization

Outcome 3 - Cohort 17

Due March 18, 2027



Mission Statement

The Young Women's Academy educates girls, from an urban setting, to meet the challenges of their time and inspires them to become extraordinary thinkers and innovators, courageous leaders, and women of integrity.

We are a vibrant, inclusive community where diversity of thought and experience is respected and viewed as essential to excellence. We welcome and benefit from the perspectives of people who differ in culture, ethnicity, family structure, financial capability, learning style, physical ability, race, religion, and sexual orientation. At YWA, myriad voices speak and are heard; active engagement of all is expected and important for the strength of the School community.

Our shared values bind us together.

Our interdependence and our individual differences are worthy of celebration.

Vision Statement

To become a premier urban school of education of young women recognized for its diversity, and known for excellence in teaching, learning, research and technology prowess.

Mantra

We represent
the promise of hope & a future.

For years, the urban setting in which The Young Women's Academy is located has had a high rate of teen pregnancies. The Young Women's Academy was designed to create a new direction, a new hope and a new vision for these girls and young women to see more possibilities for themselves. I have gathered several diverse community leaders in support of this vision to turnaround their lives. There are school board members who have wanted to see this vision come to fruition for several years and have been awaiting the right school leadership team. Despite some detractors, there has been a significant amount of buy-in behind creating this inspired environment designed to create extraordinary female thinkers, innovators, and leaders. We are creating a specialized school for young women to develop integrity, among other positive character traits. Young ladies will stand on their tippy toes reaching past their comfort zone to find academic and social success- reaching for the moon.

As a school leader, I vow to put the welfare of my students, faculty and staff a paramount goal. The culture and climate of the school will reflect a sense of fairness and morality. Students will be encouraged to learn a variety of life skills and have field trips to expand their horizons. All individuals will be held to the utmost level of respect in the decision-making process. As an academic representation of shared goals, I will guard the human and physical resources.

Some of the signs of our success have been that our students continue to generate positive word of mouth to other girls in the community to join our school family thereby creating positive curiosity and enthusiasm for the school. When we initially began the school five years ago, there was a negative homophobic energy surrounding the development and growth of The Young Women's Academy. When discussing the all boy's academy and the possibility of starting an all-girls school, one young lady remarked, "Is that for lesbians?" This proved to be a widely-held notion when our urban community was surveyed. After a great deal of re-information

symposiums and town-hall gatherings, the community had a better sense of what the school was intended to be.

The leaders are the administrators (due to the small size of the school there is only one principal and one vice principal), the child study team and the subject-area department heads who meet weekly to formulate curriculum development and extracurricular academic support. Due to the size of the district, within which the school exists, there are checks and balances on a district level for grade-level goals. Testing will NOT drive the curriculum because teachers will be hired to utilize their skill and proven experience.

Everyone believes in the concept of a single-gender education experience for a variety of reasons, not the least of which was helping the girls' concentration. It is a commonly held believe that single genders thrive and learn differently when segregated in this fashion.

The following chart represents the strengths and weaknesses after running the school for five (5) years:



**VISION & MISSION STATEMENTS for
The Young Women’s Academy (see page 2)**

Image	<ul style="list-style-type: none"> • We represent a school for young women of many ethnic backgrounds. • We teach kindergarten through 12th grade. • We are located in an urban -metropolis. • We are a choice school (test required for admission).
Culture	<ul style="list-style-type: none"> • We have a diverse community of young female students • We have monthly luncheons called "The Power Lunch" to celebrate good behavior and/or grades. • We have cross curricular learning opportunities • We have Honor Roll and Principal list ceremonies each marking period. • Students learn the skills of Home Economics as well as STREAM extracurricular activities
Systems	<ul style="list-style-type: none"> • We have Reading Rainbow Rockets - students from the oldest grade will read to k-2 to improve literacy and self-confidence on both levels • We have classrooms with cross curricular daily activities. • In each ELA classroom, the students will have a reading nook. • The senior class has a Senior Room, a perk for being the most senior class in the school • All students will have have a daily study hall for homework help and teaching study skills.
Accomplishments	<ul style="list-style-type: none"> • Our PARCC scores for both Math and ELA by 80% from first year of attendance. • Our young women have gotten into 10 top universities. • Five-percent of the young women found alternate career opportunities upon graduation. • The USDOE hailed our program for producing increasingly positive academic aspirations and reducing teen pregnancy. • Students in a survey remarked on their own increased self-esteem.

Strengths
<ul style="list-style-type: none"> • We will NOT exclude all types of learners. • Though we will have a variety of learners utilizing differentiated instruction, we require an entrance test. • Students will have one-to-one technology, which will allow for improved exposure and experience. • Class sizes will be small (15 per teacher) similar to a private school setting. • The State DOE will provide extensive funding for the schools programs and supplies.

Weaknesses
<ul style="list-style-type: none"> • Single gender education is a new concept in education for this community and may have trouble recruiting the caliber of students we desire. • Many people misrepresent a single gender environment in a homophobic way due to lack of education and exposure. • We can only admit and limited number of students due to facility and classroom size.

What do others need to know about us?
<ul style="list-style-type: none"> • We are developing great thinkers & leaders. • We are developing a new breed of educated young women. • We represent diversity and forward-thinking. • Our students reach on their tippy toes to stretch their academic ability and prowess. • Each class has two field trips per year because we believe that learning occurs both inside and outside of the classroom. • Technology connects our students to students around the world.

COMPARISON WITH CURRENT SITUATION - A TOUCH OF REALITY

Compare and contrast the actual leadership in your current district with the vision and mission you have presented. Include similarities and differences.

When comparing and contrasting my current school's leadership and the imaginary school that I presented, I will start with the vision and mission statements. Our vision and mission statements currently read as follows:

Vision: To be the leaders in actualizing 21st century skills.

Mission Statement: To prepare learners for success using the skills of collaboration, communication, creativity and critical thinking while fostering positive character traits.

These two statements were created in collaboration with several SCIP team members and were designed to make it easy for the younger students to learn, remember and recite. Every day both statements are read over the loud speaker during morning announcements.

The leadership in my current school is great. There is a synergy between the team of three (3) administrators. It is a pre-K through 8 school and my Young Woman's Academy will be a K through 12 school, ideally. Both schools will have started out from scratch requiring a build it as you go approach. The YWA would not have as many administrators in its growing phase due to its population. The YWA Vision and Mission statements are longer and more specific in details.

Since one school is single gender and the other is not, the only obvious difference in leadership is that one specifically addresses the needs of a population of young women and the other addresses the needs of both genders. Academically, there will not be much difference

since both schools aspire to high achievements standards. As it pertains to character development strategies both schools will have the same goal structure – to elevate students to high heights of social respect and accountability, I believe my current team of administrators is on track and currently working to achieve those goals with the help of the staff and other lead students.

The school I am in now as well as the single-gender school I taught in last year were both brand new, giving me an opportunity to see how start-up ventures actually do work in real time. It is interesting to establish norms as you go and relay expectations in a fledgling learning environment. One thing that is obviously a necessity is to establish order and expectations along with a healthy reward structure of some kind for both students and staff, which will create a positive motivational energy and aura around the school. Consistency is also key. Our school hasn't had consistency from the start probably because there were so many fires to put out and my principal was not used to working with the older grades of students.