



E.L. Haynes Public Charter School Annual Report School Year 2017-2018

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School Description

Mission Statement

The mission of E.L. Haynes is to ensure that every E.L. Haynes student— regardless of race, socioeconomic status, or home language— will reach high levels of academic achievement and be prepared to succeed in the college of his or her choice. Every E.L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen.

What We Believe

At E.L. Haynes, our diversity is our greatest strength. Every member of our community strives to act with urgency to build a just and equitable school and city.

Our nation’s history of racial, economic and social injustice lives on in today’s education systems. We believe that our most significant contribution to ending systemic injustice is through purposefully empowering our diverse community— as individuals and as a collective— with the skills, and the conviction to be effective leaders for equity.

Our mission of student success is inextricably linked with our commitment to equity and the daily efforts of every member of our community to Be Kind, Work Hard, and Get Smart.

- *Be Kind.* Our individual success depends on our ability to respect and take responsibility for ourselves and others. Every act of kindness, no matter how small, positively impacts our ability to succeed.
- *Work Hard.* Research shows that intelligence is linked to effort and the habits of working hard are critical for every individual’s success. Much of what is worth achieving is not easy— we need to learn how to work hard and practice in all that we do.
- *Get Smart.* E.L. Haynes is a professional learning community, where every student, teacher, and staff member is on a continual educational journey. The school fosters a deep love of learning in students and staff.

School Program

Curriculum Design and Instructional Approach

The curriculum at E.L. Haynes is founded on the belief that in an environment with excellent teaching, high expectations, and a strong partnership with families, every student can reach high levels of academic achievement. The school expects students to:

- Meet rigorous expectations;
- Produce authentic, interesting work;
- Actively engage with real-life problems and questions;
- Become passionate and skillful life-long readers and writers;

- Develop mathematical and scientific thinking, problem solving and inquiry skills; and
- Build strong interpersonal, communication, and collaborative skills.

Differentiated Instruction: E.L. Haynes is committed to intellectually engaging every student, every day. E.L. Haynes’s curriculum, classrooms, and culture are designed to challenge each student to deepen his/her understanding of critical concepts and skills. Differentiation may include the following strategies:

- Small group teaching/individual conferences – After teaching a mini-lesson on a critical concept or skill, teachers meet with individuals or small groups, customizing instruction to meet the needs of each student.
- Daily Assessment – Teachers use daily assessments to monitor student understanding. This feedback allows the teachers to make instructional decisions that support each student. These daily checks for understanding include “do nows” and “exit tickets.”
- Probing Questions – During instruction, teachers challenge students to think out loud by asking questions like: How do you know that’s true? What’s another way of explaining it? How would that work in a different situation? These questions deepen students’ understanding.
- Multiple Approaches – Teachers present concepts and skills in multiple ways (including visually, orally, kinesthetically) to meet the needs of students with different learning styles.
- Choice – Teachers regularly provide students with choice so that they can read, write, and problem solve in ways that appeal to their interests and abilities.

Curriculum Aligned to Common Core: Teachers backwards plan each unit using the *Understanding By Design*¹ model. What should every student know and be able to do when the unit ends and how will they show it? Evidence of learning might include a presentation, a unit assessment, an essay, an answer to a challenging math question, or a published piece of work. All students are expected to meet Common Core State Standards (CCSS), as defined by grade level. For students who already meet the standards, the final product should extend their learning.

Ongoing Assessment: At E.L. Haynes, we assess at all grade levels in a variety of ways throughout the year. The goal of assessment is two-fold: to give the teacher(s) information about what a student does and does not know to inform instruction; and to give the school and stakeholders information about the effectiveness of the program.

Assessment is critical to ensuring that every E.L. Haynes student succeeds academically. E.L. Haynes administers a variety of assessments including systematic observations, student conferences, unit assessments, quizzes, performance tasks, portfolios, diagnostic assessments, and the District of Columbia’s standardized assessment, called the Partnership for Assessment of Readiness for College and Careers (PARCC).

¹ Wiggins and McTighe, *Understanding by Design Guide to Creating High Quality Units* (March 2011)

Social Development: The elementary campus uses Responsive Classroom², which is an evidence-based approach to elementary school teaching that focuses on the strong link between academic success and social-emotional learning (SEL). Independent research found that the *Responsive Classroom* approach is associated with higher academic achievement in math and reading, improved school climate, and higher-quality instruction. The program incorporates social learning into students' daily program; embraces E.L. Haynes' remarkable cultural, ethnic, socio-economic, and linguistic diversity; emphasizes the peaceful and fair resolution of conflicts; and highlights the critical need for parental partnership with the school. During the Summer Institute in July 2015, all elementary teachers received four days of training in Responsive Classroom principles and strategies, and all new teachers receive the same training when they join the elementary faculty.

The middle school and high school campuses use evidence-based *Developmental Designs*³, which has comprehensive practices to integrate social and academic learning. Independent research found that students' attendance increased, their positive behavior became more frequent, their academic achievement was higher, and the school's overall climate increased positively. The approach is designed to meet adolescents' needs for autonomy, competence, relationship, and fun. Students genuinely enjoy school. They feel connected, heard, empowered, and safe, and academic engagement increases. The approach uses developmentally appropriate practices and content; builds social-emotional skills; rigorously responds to rule-breaking; motivates students to achieve academically; intervenes with struggling students; creates inclusive learning communities; and builds a strong, healthy adult community. Similarly, all middle and high school faculty receive *Developmental Designs* training when they join the faculty.

Literacy: Balanced Literacy is a framework for instruction built on the premise that all children will learn to read and write when given a wide variety of real-life experiences appropriate to their current level. Students are given daily opportunities to practice reading and writing skills with varying levels of support and scaffolding.

At the heart of E.L. Haynes' Balanced Literacy model in grades 3-12 is implementation of Expeditionary Learning ELA and Great Minds Wit and Wisdom modules, which are fully aligned to the Common Core State Standards (CCSS). Grades K-2 use Great Minds Wit & Wisdom exclusively. The modules combine rigorous, standards-aligned content with effective instructional practice. Students closely read complex texts, learn rich vocabulary, conduct research, complete performance tasks, and write frequently. Students' proficiency in reading is monitored throughout the year, and students are expected to increase their reading levels over the course of the school year. Information about reading levels will be given to families at each quarterly conference, but caregivers are always welcome to ask their student's teacher for specifics about their children's levels and progress.

In addition to the Expeditionary Learning and Great Minds curriculum, all students in grades K-4 receive phonics instruction through the Foundations program. Middle school students in grades 5-8 use Engage NY curriculum for English language arts. Interventions to support struggling readers include guided reading, i-Ready and Foundations at the elementary campus; guided reading, Wilson Reading System, i-Ready and Read 180 at the middle school campus; and Read 180 and Wilson Reading System at the high school campus.

² Materials posted on the Responsive Classroom website archived at: <http://www.responsiveclassroom.org>

³ Materials posted on the Developmental Designs website archived at: <https://www.originsonline.org>

At the high school, students have the following course of study in the 2017-18 school year:

- English 9
- English 10
- English 11
- English 12
- AP Literature and Composition
- AP Language and Composition

Mathematics: E.L. Haynes implements the Eureka Math curriculum in grades K-8, which is aligned with the Common Core State Standards (CCSS) for mathematics. Across all grades, the Standards for Mathematical Practice are emphasized. These practices rest on important processes and proficiencies with long-standing importance in mathematics education (e.g., problem solving, conceptual understanding, procedural fluency).

In grades Pre-K through 5, the standards by domain include:

- Counting & Cardinality
- Operations and Algebraic Thinking
- Number & Operations – Base Ten
- Number & Operations – Fractions
- Measurement & Data
- Geometry
- In grades 6 through 8, the standards by domain include:
- Number & Operations – Fractions
- Geometry
- Ratios & Proportional Relationships
- The Number System
- Expressions of Equations
- Functions
- Statistics & Probability

In grades 9 through 12, students have the following course of study:

- Algebra I
- Geometry
- Algebra II
- PreCalculus
- AP Calculus AB or Advanced Quantitative Reasoning

At every level, teachers use small groups and modify assignments to differentiate instruction for students who are working below or above grade level. The middle school campus offers Pre-Algebra to 7th grade students and Algebra I to 8th grade students.

Science: As stated in the E.L. Haynes mission, the development of scientific thinking is an important goal at E.L. Haynes. Students in all grade levels study life, earth, and physical science throughout the year, developing both scientific content knowledge and an understanding of scientific processes and communication. The FOSS (Full Option Science System) science units are the basis for much of the science instruction in grades K-8. FOSS is an inquiry-based program that provides students with hands-on opportunities to engage in authentic scientific inquiry that requires increasingly complex cognitive skills. Each grade (K-8) addresses science standards through study of the FOSS science units. FOSS science is fully aligned with the Next Generation Science Standards in grades K-8. At the high school, students are offered a variety of science courses: Earth and Space Science, Chemistry, Biology, and Physics.. Additionally, E.L. Haynes offered AP Biology for high school students in 2017-2018.

Social Studies: Students at E.L. Haynes learn grade level social studies content and concepts by reading and listening to texts on their level. Students are challenged to discuss, think, and write about important events, people, places, and ideas. Teachers give students background knowledge through direct instruction, using reference texts, primary documents, maps, atlases, etc. Social studies units are often integrated with literacy units. Students simultaneously gain skills in reading or writing about a particular genre and knowledge of a particular historical period or social studies topic. In grades 5-8, students use the *History Alive!*⁴ Program, which uses an inquiry-based approach with primary sources.

At the high school, students have the following course of study:

- World History
- U.S. History
- Government/AP Government
- Street Law
- Sociology
- DC History

Arts: E.L. Haynes arts programs seek to build creative expression and arts appreciation and to accommodate students' multiple learning styles. The arts emphasis is particularly helpful to students with special needs and English-language learners. The arts program in 2017-2018 provided students with regular instruction in the performing and visual arts. At the elementary school, students enrolled in dance, music, and art. Students had the opportunity to perform in a musical, *Annie, Jr.*. At the middle school, students took drama, art, and music. Students had the opportunity to perform in a play, *Beauty and the Beast*, or play in the percussion band, the Loftons. At the high school, students could choose Painting, Drawing, AP Art History, Instrumental Music or Vocal Instruction. The high school also has a choir and produced its first musical, *The Wiz*, in 2017-18. Teachers use the arts as a tool for helping children learn in a developmentally appropriate manner about social studies, literacy, science, and math.

Health and Fitness: Health promotion and wellness at E.L. Haynes is based on DC standards and in accordance with the Healthy Schools Act. Haynes students are expected to understand, explain, and apply concepts related to health promotion and disease prevention in order to achieve and maintain healthy lifestyles. E.L. Haynes students are able to access, interpret, evaluate, and communicate age-

⁴ Materials for History Alive! are archived at: <https://www.teachtci.com/social-studies/middle-school-social-studies/>

appropriate health information. E.L. Haynes students engage in activities using interpersonal communication skills that respect differences among people and demonstrate responsible personal and social behavior. Students are provided with regular opportunities for exercise and other healthy recreation. At the high school, students are required to take 1.5 credits of Physical Education/Health.

World Language Instruction: In the middle and high school, students take World Language. Students in grade 6 and above have the opportunity to take Spanish language. At the high school, Spanish levels 1-4 and AP Spanish are offered. World language instruction focuses on speaking practice, development of vocabulary, and learning reading and writing skills. Teachers follow the Organic World Language approach. Students participate in age-appropriate activities and games in their world language classes. Introducing students to a second language also validates the linguistic experience of the school's students who speak other languages at home and reinforces Haynes' commitment to diversity. Students need two years of World Language to graduate from high school.

Inclusion Program: E.L. Haynes values diversity of all kinds. E.L. Haynes strongly believes that all students, including those with disabilities, can achieve at high levels. E.L. Haynes believes that all students benefit from the inclusion of students with disabilities in the general education classroom. Both research, and anecdotal experience, demonstrate that students with disabilities perform better with greater access to the general education curriculum and their non-disabled peers. Our special education program is designed to provide access to E.L. Haynes students with disabilities through Individualized Education Programs (IEPs) and 504 plans.

The E.L. Haynes Inclusion team is comprised of inclusion teachers, social workers, speech-language pathologists, occupational therapists, reading and math intervention teachers, and psychologists. These team members collaborate with general education teachers, English learner teachers, and each other to provide students with disabilities the necessary instructional environment, tools, and support to access the general education curriculum.

The inclusion program and team have two main priorities to:

- Identify students with disabilities through a rigorous and timely referral, evaluation, and eligibility process; and
- Provide excellent services to students with disabilities so that they may meet their IEP goals.

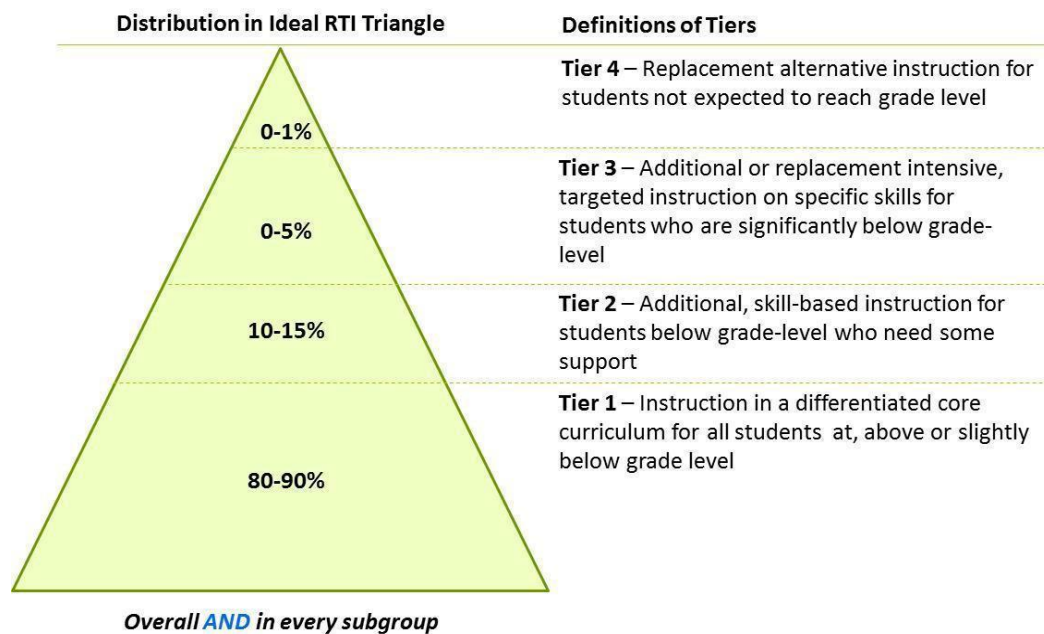
At E.L. Haynes, students with disabilities receive all or the majority of their services within the general education setting through the collaborative efforts of therapists, inclusion teachers, and general education teachers. General and special educators share teaching responsibilities in the general education classroom in a variety of ways including, one teaching/one supporting, leading small groups, parallel teaching, alternative teaching, and team teaching. In addition, both teachers provide environmental and lesson-specific modifications and accommodations to support students' success throughout the day.

When it better meets a student's instructional needs, therapists and inclusion teachers work with students individually or in small groups outside of the general education classroom. This instruction may be alternative instruction in areas that are not addressed in the classroom, such as Wilson Language System instruction in reading and spelling or Read 180. This instruction may also be additional practice in skills that have been taught in class or previews of lessons to come.

E.L. Haynes also includes a Functional Academics, Social Skills and Transition (FAST) class for middle and high school students who qualify and a Behavior Academics Social Enrichment (BASE) class for high school students who qualify.

To allow special education teachers to focus primarily on instruction, the Senior Director of Student Support Services and the Assistant Directors at each campus monitor the success of the inclusion program, facilitate cohesion in instruction, and assess school-wide professional development needs.

Response to Intervention (RtI): RtI provides a framework to integrate academic and behavior supports for students who are across all aspects of the spectrum, not only for students who are behind. RtI provides a common language, performance targets, and structures that provide a framework of how to organize in order to accomplish the E.L. Haynes mission. The success of an RtI model is based on a school’s ability to monitor individual student’s progress and identify their needs, which requires assessments that measure growth and proficiency and a data system to use the data easily. RtI’s focus on growth is important to support students to catch up as quickly as possible if the student is behind and keep students advancing if he or she is ahead. E.L. Haynes uses the RtI Triangle pictured below as targets to work toward. E.L. Haynes expects that it will take between two and five years to meet the ideal targets for each campus (elementary, middle, and high school).



English Learning (EL) Program: E.L. Haynes has developed its English Learning (EL) program to support the success of students who are culturally and linguistically diverse in the general education curriculum.

The purpose of the EL program is to:

- Develop the language and literacy skills of non-native English speakers; and to
- Ensure access to the general education curriculum for students who are still developing cognitive academic language proficiency.

The EL team achieves these goals through identification of students, direct instruction, consultation with general education teachers, professional development for staff, and participation in Academic and Social Student Support Team (AS3) and multi-disciplinary team (MDT) meetings. EL teachers monitor the progress of students' language and literacy acquisition quarterly by conducting assessments, making observations, and soliciting input from general education teachers. They prepare quarterly EL progress reports for families of students who receive services. In accordance with guidelines determined by the OSSE, E.L. Haynes uses annual ACCESS test scores to track the progress of students' language and literacy development over time.

Year Round Programs: In order to ensure that every child at E.L. Haynes is academically and socially successful regardless of socioeconomic status, school readiness, race/ethnicity, home circumstance, or home language, E.L. Haynes adopted a year-round calendar with 1,000 additional hours of out-of-school time programming so that all of its students have access to consistent, comprehensive, high quality educational experiences throughout the year. E.L. Haynes' out-of-school time programming takes place both throughout the year (the Extended Day Program) and during quarterly breaks (Intersession). The Extended Day and Intersession Programs are embedded in the school's mission, goals, and design.

Extended Day Program: The Extended Day Program (EDP), which consists of a Before School and After School Program, is for students in grades PK-8 and incorporates the philosophies and activities of the classroom, carrying them over into the before and after school hours. The Before School Program begins at 7:30 AM and provides breakfast to students who arrive before 8 AM. The After School Program begins when the students are dismissed from their classes and ends at 6:00 PM. The program is offered Mondays through Fridays when school is in session and during summer Intersession. The program consists of an Afternoon Meeting with a greeting, initiative, and snack; time to play at our playground; "Quiet Time" for students to complete their homework; and, for younger students, "Choice Time" when they played educational games, read books, or draw pictures with friends and adults. Students in second grade and above participate in electives, including sports teams, newspaper, chess, Latin club and step club. E.L. Haynes partners with Springboard to run the EDP program at the elementary campus.

At the high school, students stay after the academic day ends to meet with teachers during their office hours or participate in a variety of clubs and athletics offerings.

Intersession: In 2017-18, E.L. Haynes offered Intersession programming for two weeks in October, one week in April, and three weeks across June and July. Taught by E.L. Haynes teachers, Urban Teacher residents, and EDP staff, twelve to fifteen students embark on week-long investigations involving classroom, community, and museum-based work. Students took advantage of Washington, DC resources such as the Smithsonian Institution, National Geographic Society, historic theaters and parks, among many others. Trips were coupled with learning from local experts brought in to speak with the students on whatever topic was being studied. All Intersession classes aligned to the school's academic standards and involved daily reading, writing, and math; used the framework of active pedagogy and learning expeditions; and shared their learning through a weekly newsletter and individual student progress reports written by the teacher.

At the high school, intersession may be used for enrichment (e.g., Civil Rights trip, community service abroad, internships). They are also a time when students who have fallen behind can receive extra help and complete missing assignments. In the summer, opportunities for credit recovery are available, and incoming 9th graders participate in a Summerbridge program with advisory and coursework in English and Algebra I.

Signature Learning: In December and June, each grade at the elementary campus showcased the knowledge they gained through signature learning projects. Students from Pre-K3 to 4th grade conducted research on a different aspect of topic their grade selected and became experts. Students in Pre-K3 became experts on artists Pablo Picasso and Jackson Pollock. Students in grade 3 thoroughly investigated the life cycle of frogs. Second graders explored bridges, literal, and figurative. Families attended these evening showcases of learning.

At the middle school, students participated in National History Day and DC Science Fair, and their parents came to school to celebrate their achievement. The high school also participated in National History Day, with a number of participants moving to the city-wide competition. Students in all grades investigated significant real-life problems and questions. These topics are compelling and relevant to students and address issues important to the community or discipline at large. Both middle and high school students participate in the One World Education program, which partners with schools to improve research, argumentative writing, and presentation skills.

Shared Leadership: Leadership at E.L. Haynes is shared at every level. Students have a voice in determining classroom rules and choosing their activities through the use of *Responsive Classroom* at the elementary campus and through the use of *Developmental Designs* at the middle and high schools. Parents and teachers work together to advise the Chief Executive Officer and Principals on issues and priorities and have a voice through periodic cross-campus meetings, evening events, and meetings before and after school on specific topics, e.g. middle school, year-round programs, or homework. Lastly, the Board of Trustees works collaboratively with the Chief Executive Officer, Chief Academic Officer, and Principals to set policy and provide leadership for the school with the help of three parent board members.

Professional Development: Two of E.L. Haynes' core beliefs are that learning is a lifelong endeavor and that students succeed when teachers, administrators, and school staff are constantly learning themselves. In 2017-2018, E.L. Haynes provided high quality, ongoing, differentiated professional development to all staff members, and developed a professional learning community and culture of adult learning. In summer 2017, E.L. Haynes provided a week-long orientation for new staff and a two-week-long Summer Institute, and during the school year, weekly professional development workshops for 2.5 hours for instructional staff, day-long professional development days, and numerous off-site professional development opportunities to build and hone skills so that every school professional worked toward mastery of the skills and knowledge he or she needs to best fulfill the school's mission. Some of the professional development opportunities in 2017-2018 included *School Leader Lab*, *Responsive Classroom*, *Developmental Designs*, *Expeditionary Learning*, *UnboundEd Standards Institute* and *Relay National Principals Academy* for three administrators.

Parent Involvement Efforts

Parent Engagement

Parent engagement at E.L. Haynes centers around four key goals:

- Supporting student academic progress;
- Celebrating student work;
- Strengthening families; and
- Building community.

Supporting Student Academic Progress: To support the academic success of all students, E.L. Haynes held a series of events and workshops to provide opportunities for teachers, parents, and caregivers to have meaningful dialogue, learn how to support their students in school, and gain clarity around student expectations and the school's curriculum.

- Parent-Teacher Conferences (3 times per year): Parent-Teacher-Student conferences offer a great chance to meet individually with teachers to learn more about the specifics of students' academic progress.
- Back to School Nights (Annual): Families meet teachers, view classrooms, ask questions, and learn about the exciting skills students will learn for the new school year.
- Home Visits (Annual): PK and K teachers meet students and families in their homes and gain rapport with the families prior to the first day of school in order to build relationships with families and students. In grades 1-4, 83% of families received home visits from their student's teacher.
- SPEL Workshop (Annual): Parents are given tools to support their students at home. Parents are also given the opportunity to have a dialogue with special education EL staff.
- HS College Nights (Quarterly): High School parents are invited to meetings throughout the year to share information about the college application process, college financing and the financial aid process, and the college experience.
- PARCC Night (Annually): Third and fourth grade parents learn about the PARCC assessment, ask questions, and participate in a simulated online PARCC test. Resources and skills for PARCC preparation are modeled and reviewed. Parents from other grades are welcome. Childcare provided for families.

Celebrating Student Work: E.L. Haynes hosts regular activities to bring families and teachers together to celebrate student work.

- Learning Showcases (Twice a year): Students in grades PK-4 showcase their research and learning in these celebrations with family.
- All School Meetings (Weekly): Families are always welcome to attend All School Meetings every Friday at 8:45 for students in grades K-4.
- Grandparents/Special Friends Day (Annual): E.L. Haynes celebrates guests for their support in their grandchildren/special friends' education.
- Science Fair (Annual): An evening for middle school parents to experience their child's science fair project.
- Choir and Band Concerts (Bi-Annual): The elementary school choir performs contemporary songs for families in the winter and spring. While the middle school plays a variety of musical

instruments for their special guests and families in the fall and spring. In 2017-18, E.L. Haynes hosted cross-campus celebrations for Black History Month and Hispanic Heritage Month featuring student performers from all three campuses.

- Theatrical Productions (Annual): Middle School families worked together with the middle school drama teacher to create a beautiful production of *Beauty and the Beast*. Elementary school families worked with the electives faculty at the elementary campus to create an outstanding production of *Annie, Jr.* The high school produced *The Wiz*, its first-ever musical.
- Promotion Ceremonies (Annual): E.L. Haynes celebrates students' promotion from elementary school to middle school (at the end of 4th grade) and middle school to high school (at the end of 8th grade).
- Graduation (Annual): On Saturday, June 16, 2018, E.L. Haynes Public Charter School graduated its fourth class of students. The students were inspired by a keynote address from honored guest, former 9th grade teacher, Keith Calix.
- Athletic Events and Banquet (Ongoing/Annual): Student athletes are celebrated both throughout the year at games and then at an annual athletics banquet in the spring.
- Promise Roll (Bi-annual): The middle school celebrated nearly 100 scholars who earned a 3.0 or higher for two consecutive quarters.

Strengthening Families: To help parents and caregivers support the social and emotional growth of their children at home, E.L. Haynes provides a number of opportunities for parents and caregivers to learn more about child development, violence prevention, stress management, parenting, and other topics.

- College Savings Workshops (Annually): This workshop provides parents the opportunity to understand the special benefits for DC residents while educating families about the substantial cost of higher education.
- Health and Wellness Partnership (Ongoing): Thanks to a Community Schools partnership with Mary's Center, E.L. Haynes offered a variety of health and wellness services during the 2017-2018 school year.
- Attendance Awards (Quarterly): E.L. Haynes emphasizes EVERY DAY, ON TIME for every student, and takes the time to celebrate students who have achieved perfect attendance or experienced strong improvement in attendance across each quarter and the year.
- Wellness Day (Annual): Haynes Wellness Team hosted a Wellness Day and Parent Resource Fair. Families had the opportunity to meet each other and learn more about 25 community resources. The event included parent-student workshops and demos focused on: Hip-Hop, Reiki, Yoga, Capoeira, Zumba, Dental Health, Arts, Nutrition, and Meditation.

Building Community: To build family-school relationships, it is essential to create a welcoming environment that transcends culture and language.

- *Heritage Day Celebrations (Ongoing):* To create meaningful educational opportunities about world cultures through fostering connections to E.L. Haynes students' lives and studies. The Extended Day Program staff invites parents and relatives to school to share their knowledge of cultures studied through heritage celebrations.
- *Family Activities (Ongoing):* The elementary school regularly hosts play dates and game nights to keep families connected and engaged throughout the year.

- *Movie and Pajama Night (Quarterly)*: The elementary school team provides families with an opportunity to connect with each other and watch a movie quarterly on Fridays.
- *End of Year Family Day Celebration (Annual)*: Roughly six hundred people were in attendance for this celebration where the elementary school choir, elementary school dance team, step team, high school chorus, and The Loftons all put on fantastic shows. Families contributed potluck dishes, monitored kids' games and activities, and engaged in conversation.

School Performance

Performance and Progress

In March 2018, E.L. Haynes elected to adopt the PCSB’s Performance Management Framework (PMF) as our goals for purposes of our 15-year charter renewal. On February 26, 2018, the PCSB voted to approve this shift. Effective the 2017-18 school year, In accordance with our amended charter agreement, the results of the 2017-18 PMF (released in November 2018) will measure our progress against our goals and academic achievement expectations.

Our 2017-18 E.L. Haynes PARCC Results

In 2017-18, our students in grades 3-8 and 10 participated in the Partnerships for Assessment of Readiness for College and Career (PARCC) exam in both math and English Language Arts (ELA). The below chart shows the percentage of E.L. Haynes students who met or exceeded expectations (scored at Level 4 or 5), and students who are approaching expectations on the PARCC (scored at Level 3).

Percent of Students who Met, or Exceeded Expectations (Level 4 and 5)

E.L. Haynes Campus	Math	ELA
Elementary School (Grades 3-4)	42%	39%
Middle School (Grades 5-8)	23%	33%
High School (Grade 10)	6%	6%

Percent of Students who are Approaching, Met, or Exceeded Expectations (Level 3, 4, and 5)

E.L. Haynes Campus	Math	ELA
Elementary School (Grades 3-4)	64%	58%
Middle School (Grades 5-8)	51%	55%
High School (Grade 10)	42%	26%

Based on the 2018 PARCC results, we noted the following:

- Our elementary school continued to outperform city averages, and our 4th grade students showed growth in the Math assessment compared to 2017, increasing by 6 percentage points (Levels 4 and 5).
- At the middle school, we saw an increase compared to previous years in both Math and ELA performance. Specifically, we saw a 46-percentage point increase in 8th grade Algebra, and our 10-percentage point increase in ELA was amongst the highest across the entire DC charter school sector.
- After a year of substantial growth, students in U.S. Literature and Geometry (the only tested subjects in high school) saw a significant decline in both subjects. As a result, we are taking the necessary steps to identify where our students struggled, and develop the interventions they need to foster continued growth.

At E.L. Haynes, we use on a variety of qualitative and quantitative indicators, in addition to the PARCC, to

gauge our students' learning experience and academic progress. Some of the highlights from the 2017-18 school year are included in our *Unique Accomplishments* section below.

Lessons Learned and Actions Taken

E.L. Haynes PCS has grown from serving 138 students in grades PK-2 to more than 1,100 students in grades PK-12 and the staff has learned many lessons along the way. While E.L. Haynes has seen some student performance growth over time and has outperformed the state consistently, we strive to do better. Beginning in spring 2014, the school began a strategic planning process that entailed capacity review, school review, comparison studies, and input from faculty, students, staff and families. In the 2015-2016 school year, E.L. Haynes began implementing *VISION 2020* and monitoring progress against its goals. What follows are the goals, the strategies we have implemented, and how progress is monitored to ensure goals are achieved.

GOALS FOR 2020

The barriers to progress are high, but they are not insurmountable. To achieve its mission, E.L. Haynes is setting out three student outcome goals for 2020:

- Goal 1: All E.L. Haynes students will become successful individuals, active community members, and responsible citizens.
- Goal 2: All E.L. Haynes students will graduate prepared to succeed in college.
- Goal 3: All E.L. Haynes students will be adept at mathematical reasoning and use scientific methods effectively to frame and solve problems.

Each of these goals has a set of primary metrics with targets for 2020, as well as a set of supporting metrics to monitor progress between now and then.

STRATEGIES TO ACHIEVE THE GOALS

The goals provide direction for the organization. The strategic planning team combined this information with the evidence on current performance and the school's core values and beliefs to prioritize eight **5-year strategies** for achieving the goals, as well as a series of six **key drivers** (systems and structures) that must be developed in order to sustain the work.

Due to the nature of the academic challenges uncovered by analyses of the school's performance, the four highest priority strategies are focused on centralizing and strengthening the school's academic program to ensure consistent and excellent instruction in every classroom. They will be implemented together, and aim to change teacher practice through three primary vehicles: a comprehensive curriculum review, high-quality professional development, and revision of the school's Teacher Competency Rubric to reflect new academic expectations for educators. These four interlinked strategies are:

- Design engaging and rigorous student-centered instruction, with classroom practices and learning activities that incorporate student voice and choice and incorporate higher order thinking skills;
- Implement rigorous, research-based, vertically aligned curriculum for all content areas, phased in over a four-year review cycle that touches every subject area;

- Monitor student performance to ensure high levels of mastery by building core educator skills in assessment as instruction; and
- Differentiate instruction to meet the needs of all learners by developing stronger systems for intervention and enrichment.

There are four additional strategies that focus on improving students' academic success through **extra-curricular and leadership opportunities**, comprehensive **socio-emotional supports**, and use of **extended-day and year-round programs** for academic intervention and enrichment. These strategies support and extend the core academic program into students' everyday lives and are a critical part of the school's mission. In many cases, however, these strategies represent more minor shifts to existing activities – this in recognition of the fact that most of the energy for new initiatives must be focused on turning around the academic program.

Finally, there are six key drivers of success – systems and structures that the school must build or maintain in order to sustain this work. They include **recruitment and retention** of staff, **family engagement**, effective **resource allocation**, strong **governance**, systems of **performance management** against this plan, and school **culture**. Some of these drivers imply big changes in the way that the school operates – particularly in performance management – while others require smaller shifts.

MONITORING PROGRESS

All of these elements of the strategic plan – the goals, the strategies, and the key drivers – have quantitative and qualitative measures identified for tracking progress. The school regularly reviewed this information by continuing a system of **performance management routines**: regularly scheduled and structured conversations about progress between the Chief Executive Officer, Chief Academic Officer, and principals.

During these routines, which took place on a monthly basis, school leaders reviewed progress, discussed and solved major challenges, and made decisions to drive the delivery of results. These routines also serve as the basis for the Chief Executive Officer's regular reporting to the board on performance against this plan.

E.L. Haynes implemented all of the shifts planned for the 2017-18 school year.

SHIFTS IN PLACE FOR THE 2018-19 SCHOOL YEAR

The first two years of implementation of VISION 2020 included multiple major changes including, shifts to our curriculum and behavior model at all three campuses (i.e. Responsive Classroom at the elementary school and Developmental Designs at the middle and high schools), and launching a new student information system (SIS). The third year of VISION 2020, 2017-18, was largely focused on ensuring quality implementation of curriculum and behavior models and improving practice based on lessons learned in the first two years implementing this strategic plan for the organization's growth and progress.

Implement rigorous, research-based, vertically aligned curriculum for all content areas.

- Fully transition to EngageNY at the middle school in both math and reading
- Integrate SAT skills and content into core subject areas; and expand SAT prep opportunities for students outside of classrooms at high school

Monitor student performance to ensure high levels of mastery by building core educator skills in assessment as instruction.

- Maintain a strong student information system, increasing training and support opportunities to ensure teachers have timely access to quality student data
- Facilitate improved, intentional data cycles that include students reviewing benchmark results and receiving consistent feedback on their work
- Strengthen feedback and observation cycle and outline explicit supports for new teachers

Differentiate instruction to meet the needs of all learners by developing stronger systems for intervention and enrichment.

- Expand Tier 2 and Tier 3 intervention opportunities for students who are behind at the elementary and middle school
- Expand small group support around assessments and additional math and literacy coaching, and increase differentiation and tailored instruction for middle school students
- Increase differentiation and tailored instruction for middle school students

Unique Accomplishments

E.L. Haynes is fulfilling its mission. During the 2017-18 school year, E.L. Haynes served 1,131 students in PK through 12th grade, and continues to receive local and national recognition for student achievement gains and its overall model program in fulfillment of its mission. The accomplishments include various exciting activities that are part of the work to prepare students for college success. The broader impact accomplishments include strategic programs and partnerships that reached hundreds of teachers and thousands of students in DC and beyond in the 2017-2018 school year.

Mission Driven Accomplishments

Art matters. Art is infusing itself into all aspects of E.L. Haynes. At the elementary school, students participate in specials (Art, Music, Dance), and in the 2017-18 school year performed *Annie, Jr.* to a standing-room-only crowd. The Loftons, the middle school percussion ensemble regaled the passersby on Georgia Avenue, with impromptu performances, and members of the middle school drama club staged *Beauty and the Beast*. Our high school performed, *The Wiz* their first staged musical performance since their founding. And, our high school vocal ensemble and dance teams joined members of the elementary school and middle school communities and performed at two of our major cross-campus community events, our Hispanic Heritage Month Celebration and Black History Month Celebration.

E.L. Haynes' Seventh Annual Fundraising Event a Success. In May 2018, E.L. Haynes held its seventh and most successful *Toast to Transformation* fundraising event at Long View Gallery. More than 300 guests celebrated the accomplishments of graduating seniors, enjoyed a cross-campus choir and dance performance. E.L. Haynes honored TheDream.US, whose president, Candy Marshall delivered an inspiring speech.

Exploring Race, Diversity and Social Justice. Building on our previous work, E.L. Haynes continued to convene Race and Equity in Education Seminars (REES) throughout the 2017-2018 school year. These mandatory trainings are for staff to develop the will, skill, and courage to confront the residual effects of

systemic racism At our elementary school, we launched a partnership with Kindred, a nonprofit that helps convene parents across difference, and we established the “Our Diverse Community” section of our all school meeting, where students and staff share unique aspects of their background.. At our middle school, 10 eighth grade students participated in The Social Justice Project, a seminar-style course that explored identity and culminated in the release of a multi-episode podcast. In May 2018, more than 30 high school students toured southern landmarks of the Civil Rights Movement.

Broader Impact Accomplishments

E.L. Haynes Launches Lesson Study Collaborative. More than 52 teachers from 13 schools participated in the 2017-2018 Lesson Study Collaborative. The teachers participated in three lesson study cycles, which included six meetings at E.L. Haynes. As a result of the Lesson Study Collaborative: More than 95% of teachers reported he program as likely to improve their classroom practice and improved their ability to teach the standards.

List of Donors of \$500+ in SY2017-18

E.L. Haynes gratefully acknowledges the support of dedicated donors, whose generous contributions ensure high achievement for every E.L. Haynes student. The following individuals, foundations, corporations, and organizations supported E.L. Haynes with gifts of \$500 or more between July 1, 2017 and June 30, 2018:

ACSI Translations	Richard Darilek	JLAN Solutions	Perkins Malo Hunter Foundation
Rina Agarwala	Jacquelyn Davis and Jordan Dey	JMA Solutions	Alicia and Bobby Pittman
Alliance Insurance Services, Inc.	Alec and Anne Noel Dawson	Roy Jones	Richard Pohlman and Ingrid Andersson
Ampersand Education	Daniel and Deborah Day	Michael Kershow and Marianne Keler	Michael Kirshbaum and Gina Price
AppleTree Institute for Education Innovation	DC Office of the State Superintendent of Education	Stefan Kershow	William and Mary Rawson
Phillip and Elizabeth Ash	John and Anne Dickerson	Andrew and Julie Klingenstein	Illene and Steven Rosenthal
Bainum Family Foundation	The Geraldine R. Dodge Foundation	Minal Damani Kundra	RSM US LLP
Marion Ballard	Elizabeth Duffy and John Gutman	Lisa Landmeier and Hugo Roell	S & L Marx Foundation
Bank of America	Dynamic Network Solutions	Curt and Anne Large	Shivam and Raj Shah
Law Office of Lauren E. Baum, PC	EdOps	LearnZillion	James and Sonia Shelton
Behavioral & Educational Solutions, PC	Educational Solutions, LLC	Terry and Margaret Lenzner	Abigail Smith and Michael Zamore
David and Anna Bonelli	Diane Edwards	Littler Mendelson, LLP	Theodore Smith and Gretchen Van Fossan
Kevin and Haise Borgmann	Sarah Ely Kelly and David Kelly	M&T Bank	William and Ingrid Stafford
Building Hope	EverFi	Lesley and Marcello Macherelli	Chanda Tuck-Garfield and Dean Garfield
The Morris and Gwendolyn Cafritz Foundation	Nancy Folger	Emily Madan	Claude and Kira Vol
Joe and Nell Callahan	Forrester Construction	Brian Maney and Barbara Stauffer	W.L Gary
Capital One	The Bill and Melinda Employee Matching Gates Foundation	Maura Marino	Brittany Wagner-Friel
John and Alison Cavanagh	Donald Graham and Amanda Bennett	The Richard E. and Nancy P. Marriott Foundation	Lisa and Kevin Waller
Chesapeake Bay Trust	Greater Washington Community Foundation	Danielle McCoy	Eric Westendorf and Shoshana Rosenbaum
Copier Workshop, Inc.	Julie Green and William Murray	Monique and Gregory McDonough	WHIP Architecture
Corporate Executive Board Matching Gift Program	Norm and Catherine Greene	The Meltzer Group	Burton and Jill White
Susan Crowley	Michael Hall and Anne Crowley	Stephen and Rebecca Milliken	Tammy and Todd Wincup
Custom Ink	Benjamin and Colleen Hawkinson	New Schools Venture Fund	Richard and Jeannie Witmer
Melinda D'Angelo and Jeff Blackwell	Information Technology Industry Council	Jennifer C. Niles	Beth Yochum
Edwin Darilek and Anna-Louisa Yon	The Invisible Hand Foundation, Inc.	Stephen and Sarah Padre	
Hilary Darilek	Ramon Jacobson and Alwynne Wilbur	Parents Amplifying Voices in Education (PAVE)	

School-Level Data Reports

E.L. Haynes Elementary School

LEA Name	E.L. Haynes Public Charter School		
Campus Name	E.L. Haynes PCS – Kansas Avenue (ES)		
Grades Served	PK3 - 4		
Enrollment by Grade (Based on the 2017-18 OSSE Enrollment Audit)			
Overall	PK3	PK4	KG
348	44	46	50
1	2	3	4
52	52	52	52

STUDENT DATA POINTS	
Total # of Instructional Days	180 (178 for PK students)
Suspension Rate	2.3%
Expulsion Rate	0%
Instructional Time Lost to Out-of-School Suspension Rate	0.04%
In-Seat Attendance	94%
Average Daily Attendance	-
Midyear Withdrawals	2.3% (8 students)
Midyear Entries	0.0%
Promotion Rate	95.9%
College Acceptance Rate (SY2016-17)	N/A
College Admission Test Scores (SY2016-17)	N/A
Graduation Rates (SY2016-17)	N/A
FACULTY AND STAFF DATA POINTS	
Teacher Attrition Rate	3%
Number of Teachers	28.5
Teacher Salary	Average: \$64,984.00 Minimum: \$47,600.00 Maximum: \$90,598.00

E.L. Haynes Middle School

LEA Name	E.L. Haynes Public Charter School			
Campus Name	E.L. Haynes PCS – Georgia Avenue (MS)			
Grades Served	5-8			
Enrollment by Grade (Based on the 2017-18 OSSE Enrollment Audit)				
Overall	5	6	7	8
353	54	98	102	99

STUDENT DATA POINTS	
Total # of Instructional Days	180
Suspension Rate	12.2%
Expulsion Rate	0.57%
Instructional Time Lost to Out-of-School Suspension Rate	0.23%
In-Seat Attendance	95.5%
Average Daily Attendance	-
Midyear Withdrawals	1.4% (5 students)
Midyear Entries	0%
Promotion Rate	95.9%
College Acceptance Rate (SY2016-17)	N/A
College Admission Test Scores (SY2016-17)	N/A
Graduation Rates (SY2016-17)	N/A
FACULTY AND STAFF DATA POINTS	
Teacher Attrition Rate	32%
Number of Teachers	31
Teacher Salary	Average: \$61,067.00 Minimum: \$47,600.00 Maximum: \$90,598.00

E.L. Haynes High School

LEA Name	E.L. Haynes Public Charter School			
Campus Name	E.L. Haynes PCS – Kansas Avenue (HS)			
Grades Served	9-12			
Enrollment by Grade (Based on the 2017-18 OSSE Enrollment Audit)				
Overall	9	10	11	12
430	136	96	117	81

STUDENT DATA POINTS	
Total # of Instructional Days	180
Suspension Rate	14%
Expulsion Rate	0.23%
Instructional Time Lost to Out-of-School Suspension Rate	0.27%
In-Seat Attendance	90.4%
Average Daily Attendance	-
Midyear Withdrawals	4.7% (20 students)
Midyear Entries	0.0%
Promotion Rate	95.9%
College Acceptance Rate (SY2016-17)	94.8%
College Admission Test Scores (SY2016-17)	51.6%
Graduation Rates (SY2016-17)	85.9%
FACULTY AND STAFF DATA POINTS	
Teacher Attrition Rate	23%
Number of Teachers	39.75
Teacher Salary	Average: \$67, 841.00 Minimum: \$47,600.00 Maximum: \$90,598.00

Appendices

Appendix A: SY2017-18 E.L. Haynes Staff Roster

E.L. Haynes is proud to have an exceptionally qualified staff. In 2017-2018, 100% of teachers had a Bachelor's Degree and 32% of teachers had a Master's Degree in education or a related field, over 60% of teachers had more than 5 years of teaching experience. The administrative team holds degrees from some the most prestigious colleges and universities in the country and advanced degrees in law and business.

SY2017-18 E.L. Haynes Staff Roster

Nicole Addison, Teacher, High School Music	Vanessa Lewis, Attendance and Engagement Specialist
Hakim Al-Amin, Teacher, Grades 10 and 11 Algebra II & Geometry	Kristine Li Puma, Pre College and College Success Coordinator
Emily Alexander, Social Worker, Grades 5-8	Meyonia Lincoln, EDP Staff
Paula Almond, Teacher, High School Inclusion	Andre Lindsey, Teacher, High School BASE Inclusion
Katherine Arndorfer, Urban Teaching Resident - Literacy	Myron Long, Principal, Grades 5-8
Daiana Badgett, Office Manager, Grades 9-12	Teanna Mainzer, Teacher, Grades 2 ARS/Inclusion
Olivia Ball, Teacher, High School English Language Learning	Lauren Marar, Data and Assessment Associate
Lynise Banks, Paraprofessional	Abigail Marco, Urban Teaching Resident
Nicholas Barr, Dedicated Aide	Deena Marshall, Director of English Language Learning
Brent Bass, Director of Athletics	LeRoy Marshall, Teacher, High School Inclusion (Math)
Judith Bhatia, Teacher, Grade 4	Rohey Mbenga, Teacher, Grade 8 Literacy
Seth Biderman, Teacher, Grade 10 U.S. Literature	Holly McBride, Assistant Director of Student Support Services
DeAnna Blackwell, Teacher, Grades PK-4 Dance	Miajah McGraw, Teacher, Grade 8 Inclusion - ELA
Sharon Blount, Paraprofessional	Samantha Millard, Teacher, Kindergarten
Megan Boemio, Teacher, Grades 5-8 Robotics	Jonas Minino, Teacher, High School Spanish
Eva Bollag, Paraprofessional	Angela Miranda, Urban Teaching Resident
Electra Bolotas, Teacher, High School Art	Samuel Miranda, Teacher, Grade 11 Ethics
Jenny Bonilla, Teacher, Grades 5-8 Spanish	April Mitchell, Teacher, Grade 6 Science
Laura Bowers, Urban Teaching Resident	Manuela Monsalve, Manager of Talent Acquisition
Jessie Brewster, Assistant Principal, Elementary School	Fadhil Moore, Teacher, Grade 8 Humanities
Tia Brumsted, Director of Student Wellness	Barrie Moorman, Alumni Success Coordinator
John Burns, Teacher, Grade 8 Inclusion - Math	Rachel Narrow, Social Worker, Grades PK-4
Benjamin Byrd, Teacher, Grades PK-4 Music	Ciarra Neal, Behavior Intervention Coordinator, MS
Joseph Callahan, Senior Director of Development and Communications	Thomascena Nelson, Instructional Aide
Alana Canterbury, Teacher, Pre-Kindergarten	Alan Newman, Teacher, Grade 11 Literature and AP Literature
Vanessa Carlo-Miranda, Chief Operating Officer	Thais Nysus, Paraprofessional
Stephanie Carson, Urban Teaching Resident	Oluwatosin Ogunsile, Teacher, Grade 9 Algebra I
Tyrone Carter, Instructional Aide	Kenli Okada, Director of Student Information
Gisela Castillo, Teacher, High School English Content Lead	Nioyonu Olutosin, Transition Coordinator
David Chachere, Teacher, High School Inclusion	Felix Renaldo Paniagua, Maintenance, Buildings and

(Math)

Basil Chawkat, Director of Technology
Elke Chen, Assistant Principal, Middle School
Gabrielle Ciarcia, Teacher, Grade 10 Biology
Darren Clark, YRP Site Manager, Grades 5-8
Joy Clarke, Assistant Principal, High School
Brittany Clay, Teacher, Grade 6 Math
Nathaniel Cole, Teacher, Grade 10 History
Ashton Conklin, Teacher, Grades 5-8 Music
Maria Conner, Senior Director of Student Support Services
Briette Cottom, Food Service Manager, Grades 5-8
A'isha Crawford, Teacher, Grade 5-6 English Language Learning
Candace Crawford, Director of College Counseling
Jamaal Crowder, Teacher, High School Health & Fitness
Elsi Cruz, Operations Manager, Grades 5-8
Karla Cruz Godoy, Teacher, Grade 9 World Literature
Anna Darilek, Chief Executive Officer
Donald Daugherty, Paraprofessional (Dedicated Aide)
Anna Davis, School Psychologist, High School
Kimberly Davis, Teacher, Grade 8 Science
Quivianna Davis, Teacher, Pre-Kindergarten
Catherine Day, Teacher, Grade 10 Geometry II
Colette Dean-Price, IT Help Desk Technician
Caroline Desarno, ELA Intervention
Vivian DiBuono, Teacher, Grade 2
Tai Dixon, Chief Talent and Equity Officer
Jennifer Dodson, Teacher, Grades 4 English Language Learning and Elementary
Carmel Domond, Teacher, Grade 7 Humanities
John Driscoll, Teacher, Grades 5-8, Read 180
Alison Drury, Teacher, Pre-K English Language Learning
Sebastien Durand, Operations Manager, Grades PK-4
Nicole Elick-Smith, Dean of Culture, Grades 9-12
Shirley Fletcher, Paraprofessional
Meredith Flynn, Speech Language Pathologist, Grades PK-4
Sean Fredericks, Teacher, Grade 7 Literacy
Carolyn Frezzell, Operations Manager, Grades 9-12
Jamie Fuentes Barnes, Office Manager, Grades PK-4
Julelah Fuller, Teacher, High School Inclusion (ELA)
Andrew Gall, Teacher, Grade 4
Marielys Garcia, Dean of Culture, Grades PreK-4
Patrice Gardner, Instructional Aide
Cyril William Gerald-Quinn, Paraprofessional (Dedicated Aide)
Kennon Goff, Teacher, Grades 5-8 Health and Fitness

Grounds

Isela Maria Paniagua, Facilities Manager
Silvestre Paniagua, Maintenance, Buildings and Grounds
Aashish Parekh, Teacher, Grade 3 English Language Learning
Griffin Pepper, Teacher, Grade 11 Government & Civics (History)
Aide Peralta, Receptionist, Grades 9-12
Wayne Perkins, Paraprofessional
Kanika Peterson, Budget and Finance Associate
Marcus Peterson, Teacher, Grade 6 Literacy
Lan-Anh Pham, Teacher, K English Language Learning
Hagar Pleasant-Bey, Teacher, Grade 9 Algebra 1 Enrichment
Rachael Priore, Teacher, Grade 7 English Language Learning
Benjamin Pruitt, Dean of Culture, Grades 5-8
Irlanda Pulido, Development Coordinator
Chad Quinn, Assistant Dean of Culture, Grades 9-12
Alexia Ramos, Teacher, High School Special Education
Gaberella Ramos, Teacher, High School Spanish
Diana Reyes, Receptionist, Grades 5-8
Gloria Reyes, Part Time Receptionist
Rosenda Reyes, Food Manager and Facility Assistant, Grades PK-4
Christopher Reynolds, Paraprofessional
Joseph Robinson, Teacher, Pre-Kindergarten
Paul Robinson, Instructional Aide
Maria Roldan-Vasquez, Teacher, Grades PK-4 Health and Fitness
Cindi Roman, Instructional Aide
Jessica Rucker, Teacher, High School Inclusion (ELA)
Hiddai Rudasill, Teacher, High School Spanish
Jonathan Rudasill, Teacher, Grade 12 Physics and Robotics
Adriana Salcedo, Social Worker, Grades 9-12
Jamie Sargent, Marketing and Development Associate
Amber Schlick, Strategy and Policy Manager
Ana Schwartz, Teacher, Grade 1
Delonde Scott, Paraprofessional
Ty'ease Setepenra, Teacher, Kindergarten
Sabrina Shah, Speech Language Pathologist, Grades 5-8
Cindy Sherman, Speech Language Pathologist, Grades 9-12
Nicole Shivers, Director of Curriculum and Academic Support

Aryana Goins, Office Manager, Grades 5-8
 Kamila Goldin, Teacher, Grade 6 Inclusion - ELA/Math
 Zeleta Green, Teacher, High School Credit Recovery
 Giavanti Greenough, Teacher, Grade 2
 Alvin Greene, Instructional Aide
 Carla Grinnell, Teacher, Grade 3-4 Inclusion
 Brittany Grow, Teacher, Grades 1 and 2 English
 Language Learning
 Erica Hamilton, Behavior Intervention Coordinator, HS
 Randy Harper, Teacher, Grade 5 Science and Math
 Nathaniel Harris III, Teacher, Grades 5-8 Art
 Hansford Harrison, Behavior Intervention Tech
 Douglass Harvey, Social Worker, High School
 Fatma Hasan, Teacher, High School English Language
 Learning
 Phyllis Hedlund, Chief Academic Officer
 Ingrid Heiberg, Teacher, Grade 8 Math
 Rachel Heitin, Teacher, Grade 3
 Julie Holt, Associate Director of Student Support
 Services
 Julie Hong, Director of Talent Management
 LaToya Hutchins, Assistant Principal, Middle School
 Mahko Ikematsu, Urban Teaching Resident
 Claice Jackson, Urban Teaching Resident
 Samone Jackson, Child Care Subsidy Manager
 Marla Jefferson, Teacher, Grades 5-8 FAST / Inclusion
 Math
 Pauletta Jernagin, Administrative Assistant
 Allen Jo, Teacher, Grades 9-12 Inclusion (Science)
 Travis Johnson, Food Service Manager, Grades 9-12
 Teri Johnson Stokes, Social Worker, Grades 5-8
 Tanisha Jones, Assistant Principal, Elementary School
 Lois Jones-Smith, Assistant Director of Student Support
 Services
 Daniel Jordan, Teacher, Grade 12 History & Sociology
 Richard Kenner, Teacher, Pre-Kindergarten
 Lakeya Keynerd, Teacher, High School FAST classroom
 Michelle Kizer, Benefits and Payroll Manager
 Allen Kramer, Director of Budget and Finance
 Matan Krasov, Urban Teaching Resident
 Candace Lai-Fang, Teacher, High School English
 Language Learning
 Emma Lattes, Teacher, Grade 6 Humanities
 Jessica Law, Teacher, Grade 3
 Khanh Le, Teacher, Grades PK-4 Art
 Sean Lewis, Teacher, Grade 11 Chemistry

Jamela Simon, Teacher, Grades 5-8 ARS - ELA/Math
 Keylon Simpkins, Teacher, Grade 9 World History
 Nadia Sims, YRP Site Manager, Grades PK-4
 Anissa Smith, Urban Teaching Resident
 Tiffany Smith, Teacher, Grade 7 Math
 Crystal Snowden, Teacher, Grades 9-10 Science
 Inclusion
 Kiara Social, Teacher, Grade 5 Literacy
 Andrew Somerville, College Counselor, High School
 Zoe Spielvogel, Urban Teaching Resident
 Travis Springer, Teacher, Grades 8 English Language
 Learning
 William Stafford, Teacher, Grade 12 Calculus
 Dana Stiles, Teacher, Grades PK- K Inclusion
 Emily Stoetzer, Principal, Grade 9-12
 Caroline Su, Teacher, Grade 5 Inclusion - ELA/Math
 Palak Sutaria, Occupational Therapist
 Seshmi Taylor, Teacher, Grade 1
 Florence Thomas, Paraprofessional
 Rebecca Thomas, Registrar
 Courtney Thompson, Attendance and Engaegment
 Specialist, High School
 Kathy Toney-Greene, Instructional Aide
 Claire Tucker, Teacher, Grades 1 and 4,
 ARS/Inclusion
 Michelle Tyler, Instructional Aide
 Alyssa Venditto, Teacher, Grade 3-4 Inclusion
 Marisa Viscal, Teacher, High School Special
 Education (ELA)
 Erika Vivas, Receptionist, Grades PK-4
 Brittany Wagner Friel, Principal, Grades PK - 4
 Shaneda Warren, Paraprofessional
 Franklin Wassmer, Educational Technology and
 Systems Specialist
 Joshua White, Teacher, High School English
 Language Learning
 Samaria Whitmire, Paraprofessional
 Jewelyn Williams, Teacher, Grades 9-12 Computer
 Science
 Elizabeth Wilt, Urban Teaching Resident
 Yuliya Yeremenko, Teacher, Grade 7 Inclusion - ELA
 Kristin Yochum, Director of Operations
 R'Kheim Young, Teacher, Grades 5-8 Drama

Appendix B: SY2017-18 E.L. Haynes Board of Trustees

Board Member	DC Resident	Role on Board	Date of Appointment/Date Appointment Expires
Josh Edelman	Yes	Trustee	July 2017/July 2023
Chanda Garfield	Yes	Trustee	May 2016/May 2022
Norman Greene	Yes	Trustee	July 2017/July 2023
Michael Hall	Yes	Co-Vice Chair and Parent Trustee	July 2006/July 2018
Stefan Kershow	Yes	Treasurer	March 2012/March 2018
Claudia Lujan	No	Trustee	March 2017/March 2023
Maura Marino	Yes	Trustee	October 2013/October 2019
Monique McDonough	Yes	Trustee	March 2015/March 2021
Danielle McCoy	Yes	Trustee	November 2014/November 2020
William Rawson	No	Trustee	March 2012/March 2018
Shivam Shah	Yes	Trustee	July 2017/July 2023
Abigail Smith	Yes	Board Chair and Parent Trustee	January 2015/January 2021
Theodore Smith	Yes	Parent Trustee	August 2012/August 2018
Eric Westendorf	Yes	Parent Trustee	September 2015/September 2021
Tammy Wincup	Yes	Trustee	September 2013/September 2019

Appendix C: E.L. Haynes Unaudited Year-End SY2017-18 Financial Statement

Income Statement SY17-18	
Revenue	
Per Pupil Charter Payments	19,963,184
Per Pupil Facilities Allowance	3,610,975
Federal Entitlements	962,474
Other Government Funding/Grants	1,208,876
Private Grants and Donations	488,194
Activity Fees	80,291
Other Income	46,180
Total Revenue	26,360,175
Expenses	
Personnel Salaries and Benefits	
Principal/Executive Salary	1,496,568
Teachers Salaries	6,777,046
Teacher Aides/Assistants Salaries	685,218
Business/Operations Salaries	786,243
Clerical Salaries	318,533
Custodial Salaries	117,456
Other Staff Salaries	3,301,260
Employee Benefits	2,769,857
Contracted Staff	1,018,736
Staff Development Expense	372,215
Total Personnel Salaries and Benefits	17,643,131
Direct Student Expenses	
Textbooks	148,061
Student Supplies and Materials	514,302
Library and Media Center Materials	-
Student Assessment Materials	67,848
Contracted Student Services	802,390
Miscellaneous Student Expense	273,259
Total Direct Student Expense	1,805,860
Occupancy Expenses	
Rent	257,152
Building Maintenance and Repairs	314,388
Utilities	414,771
Janitorial Supplies	27,364
Contracted Building Services	576,262

Income Statement SY17-18

Total Occupancy Expenses	1,589,937
Office Expenses	
Office Supplies and Materials	186,567
Office Equipment Rental and Maintenance	114,643
Telephone/Telecommunications	117,875
Legal, Accounting and Payroll Services	395,604
Printing and Copying	19,331
Postage and Shipping	20,788
Other	189,230
Total Office Expenses	1,044,039
General Expenses	
Insurance	83,282
Transportation	6,545
Food Service	688,666
Administration Fee (to PCSB)	256,527
Management Fee	-
Other General Expense	502,159
Total General Expenses	1,537,178
Total Expenses	23,620,144
Operating Income	2,740,031
Extraordinary Expenses	
Depreciation Expense	1,770,255
Interest Payments	1,295,015
Total Extraordinary Expenses	3,065,270
Net Income	(325,239)
Cash Flows	
Net Income	(325,239)
Cash Flow Adjustments	
Operating Activities	530,407
Investing Activities	1,030,849
Financing Activities	(311,614)
Total Cash Flow Adjustments	1,249,641
Net cash increase for year	924,403

Appendix D: E.L. Haynes Approved SY2018-19 Budget

Income Statement SY18-19	
Revenue	
Per Pupil Charter Payments	19,713,828
Per Pupil Facilities Allowance	3,690,417
Federal Entitlements	936,141
Other Government Funding/Grants	1,120,500
Private Grants and Donations	625,000
Activity Fees	71,889
Other Income	172,521
Total Revenue	26,330,296
Expenses	
Personnel Salaries and Benefits	
Principal/Executive Salary	1,603,800
Teachers Salaries	5,400,770
Special Education Salaries	1,710,708
Summer School Salaries	-
Teacher Aides/Assistants Salaries	777,500
Before/After Care Salaries	-
Other Education Professionals Salaries	2,838,542
Business/Operations Salaries	1,114,930
Clerical Salaries	318,089
Custodial Salaries	122,371
Other Staff Salaries	-
Employee Benefits	2,998,784
Contracted Staff	888,562
Staff Development Expense	604,806
Total Personnel Salaries and Benefits	18,378,863
Direct Student Expense	
Textbooks	153,000
Student Supplies and Materials	330,480
Library and Media Center Materials	-
Student Assessment Materials	70,000
Contracted Student Services	542,308
Miscellaneous Student Expense	225,400
Total Direct Student Expense	1,321,188
Occupancy Expenses	
Rent	257,152

Income Statement SY18-19	
Building Maintenance and Repairs	540,516
Utilities	466,879
Janitorial Supplies	29,033
Contracted Building Services	631,675
Total Occupancy Expenses	1,925,255
Office Expenses	
Office Supplies and Materials	153,000
Office Equipment Rental and Maintenance	153,000
Telephone/Telecommunications	103,000
Legal, Accounting and Payroll Services	355,289
Printing and Copying	10,000
Postage and Shipping	20,400
Other	-
Total Office Expenses	794,689
General Expenses	
Insurance	86,700
Transportation	165,540
Food Service	660,000
Administration Fee (to PCSB)	255,403
Management Fee	-
Other General Expense	553,470
Total General Expenses	1,721,113
Total Expenses	24,141,107
Operating Income	2,189,189
Extraordinary Expenses	
Depreciation Expense	1,898,359
Interest Payments	1,304,156
Total Extraordinary Expenses	3,202,515
Net Income	(1,013,326)
Cash Flows	
Net Income	(1,013,326)
Cash Flow Adjustments	
Operating Activities	2,155,511
Investing Activities	(653,149)
Financing Activities	(273,864)
Total Cash Flow Adjustments	1,228,498
Net cash increase for year	215,172