



A Note for Completing the Reconfiguration Charter Agreement Amendment Application

Overview

This application is for a school seeking authorization from the DC Public Charter School Board (DC PCSB) to combine or divide grade levels into a campus. Per DC PCSB's *Definition of School, Campus, and Facility Policy*,¹ a campus "operates a distinct grade range with a single school leader responsible for the academic program for the entire grade span of the campus." Each campus has its own goals and academic achievement expectations (charter goals). Further, each campus receives its own accountability report.

A local education agency (LEA) with a single campus should seek approval to reconfigure if it wants distinct charter goals per grade band and multiple accountability reports (i.e., one report per grade span rather than one accountability report for the entire LEA). Likewise, an LEA with multiple campuses should seek approval to reconfigure if it wants one set of charter goals across the LEA and one accountability report (i.e., one report for the entire LEA rather than one accountability report per grade band).

Standard for Approval

DC PCSB uses its *Definition of School, Campus, and Facility Policy* to evaluate reconfiguration requests. Consult the policy for the precise standard for approval. In summary, DC PCSB staff will generally recommend that its Board approve reconfiguration requests when the LEA provides a clear rationale for the proposed change and provides evidence that it will strengthen the overall school program. Additionally, DC PCSB staff will recommend against reconfiguration requests submitted within two years of charter renewal or within one year of charter review, or if staff determines the change prevents accountability standards from being implemented.

Submission Deadline

Per DC PCSB's *Charter Agreement Amendment Petition Submission Policy*,² a school must submit its reconfiguration amendment application no later than March 1 before the start of the school year in which the proposed changes will be implemented.

Contact

Before completing the application, please contact Melodi Sampson at msampson@dcpcsb.org to discuss the proposed change or to ask general questions about the charter agreement amendment process.

¹ See the *Definition of School, Campus, and Facility Policy* here: <https://bit.ly/3rUbWaQ>.

² See the *Charter Agreement Amendment Petition Submission Policy* here: <https://bit.ly/34ORPBZ>.

LOCAL EDUCATION AGENCY (LEA) NAME: E.L. Haynes Public Charter School

BOARD CHAIR NAME: Lisa Carlton Waller

SUBMISSION DATE: February 29, 2024

SUBJECT: Reconfiguration Amendment Request

SCHOOL BACKGROUND AND PROPOSAL SUMMARY

Campus name(s): E.L. Haynes Kansas venue Campus and E.L. Haynes Georgia Avenue Campus

Year(s) opened: 2004

Grades served: Pre-K3 to 12

Year the school will undergo its next charter review or renewal: Spring 2024

Proposal summary:

Currently, E.L. Haynes 5th grades are included (configured) with the middle school campus (3600 Georgia Ave NW). E.L. Haynes will move the 5th grade to formally be part of the elementary school campus (at 4501 Kansas Ave NW) and be included in all accountability measures for the elementary school.

Year the school plans to implement the proposed changes: 2024-2025

When did the school's board approve the proposed changes? *Please attach minutes from the meeting and vote results.*

February 15, 2024

RECONFIGURATION

1. Describe the LEA's current and proposed configuration.

E.L. Haynes was founded to be a Pre-K3 - 12th grade community. Currently, E.L. Haynes 5th grades are included (configured) with our middle school campus (3600 Georgia Ave NW). E.L. Haynes proposes to move the 5th grade to formally be part of the elementary school campus (at 4501 Kansas Ave NW) and be included in all accountability measures for the elementary school.

2. What is the rationale for reconfiguration?

As part of our five-year strategic plan conducted in 2019-2020, one of the single greatest challenges we faced as an LEA was our separate campuses, and a piece of feedback that we regularly received from our families was how fifth grade was located at our middle school instead of with our elementary school.

This was a decision that E.L. Haynes originally made, not because of an academic or programmatic decision, but mainly because of space constraints. In summer 2023, we renovated our elementary school - shifting administrative space into classroom space.

This shift will be better for children, allowing our fifth graders to remain in the community many have been in since Pre-K3, receive support, interventions, and resources from staff they have built lasting relationships with, and in a school culture and climate that is more developmentally appropriate for their age group.

3. How will reconfiguration impact student performance and school culture?

We believe that this grade reconfiguration will positively impact student performance and school culture. To date, our fifth grade had felt separate and apart from the rest of our middle school, with a different daily routine that was similar to our elementary school culture (even though located on the same property).

By maintaining our fifth grade at our elementary school campus, our students will experience a more developmentally appropriate academic and school culture experience and they will work with staff with whom they have long-standing relationships. Nowhere is this more critical than in our students who need additional interventions and targeted support.

Further, reflections from students, staff, and families have already indicated that this would have a positive impact on student learning and school culture.

4. What effect will the reconfiguration have on the school's program? The response should reflect on the following: staffing plan (including leadership roles and reporting structure), class sizes, student-to-teacher ratios, budget, and facilities.

Given that we already served 5th grade at a separate campus, we did (and do) not anticipate any changes to class sizes, ratios, budgets, or staffing plans.

This shift did impact our facilities -- the addition of approximately 50 students to our Kansas Avenue Campus required construction and shifting administration staff office spaces to different locations.

Our reporting structure also shifted slightly. Fifth grade instructional staff (teachers, aides, inclusion teachers, MLL teachers) will all shift to Kansas Avenue and report up to our elementary school principal. As far as shifting support from Related Services Providers, we will regularly review caseloads to ensure our students' needs are being met at both campuses and across all grades.

5. What effect will the reconfiguration have on families? Will any students have to enroll in a new LEA because of the reconfiguration?

Our elementary school families have long provided feedback that they wished 5th grade remained at our Kansas Avenue Campus. While we anticipate some, very limited impact on a small number of families, the overall response has been positive and families prefer their children to stay at the Kansas Ave Campus for 5th grade even given that impact. Students will not have to enroll in a new LEA because of this reconfiguration.

6. How will the LEA ensure the reconfigured campus meets its charter goals?

Our theory of action is that this reconfiguration helps us better meet our 5th graders academic needs, as well as our overall charter goals. This shift allows for many operational and academic efficiencies that we think will positively impact our ability to meet our charter goals. For instance, in addition to benefits to our 5th grade students, this shift will also allow our middle school instructional coaches to be even more effective, as they will be able to focus on the 6-8th grade teams, among many others.

7. How did the school engage its internal community in developing the proposed reconfiguration? Include evidence demonstrating staff and family support for the proposed changes.³

In 2020, we announced our comprehensive five-year strategic plan. As part of this 18-month process, E.L. Haynes actively engaged stakeholders (students, families, staff, and trustees) across all campuses in the planning process. One of the key outcomes of this process was a proposed reconfiguration of our campuses. This process then outlined how we would continue to explore this reconfiguration.

In early 2023, E.L. Haynes leadership hosted meetings with elementary school and middle school staff to discuss this reconfiguration. We then followed these staff meetings up with family and student engagement opportunities.

In January 2024, E.L. Haynes also met with members of our elementary school family community to discuss our long-term facilities planning, and specifically engaged families on the shift of fifth grade to our Kansas Avenue Campus. All of the present families were grateful of the shift and continue to support this strategic decision.

³ Schools that enroll young adult and adult students need not demonstrate family support for the proposed changes.



E.L. Haynes Public Charter School

Minutes

February 2024 Board Meeting

Date and Time

Thursday February 15, 2024 at 6:00 PM

Location

E.L. Haynes Public Charter School
4501 Kansas Avenue, NW
High School - Think Tank
Washington, DC 20011

Trustees Present

F. Sutton (remote), J. Hanna (remote), K. Simpkins, L. Carlton Waller, L. Johnson-Law (remote),
L. Robinson Mills, M. Hall, N. Greene (remote), R. Laine, T. Gibian

Trustees Absent

G. Navidi-Kasmai, M. Kovner, R. Payes

Trustees who arrived after the meeting opened

F. Sutton, L. Johnson-Law

Guests Present

A. Brooks, Alvin Greene, Basil Chawkat, Dominique Moore, E. Hueber Stoetzer, H. Darilek,
Hiddai Rudasill, J. Callahan, J. Rydstrom, Jonathan Rudasill, Julelah Wallace, M. Boyer, P.
Rayamajhi, R. Hunt Taylor, R. Murphy, Stacy Polanco, Tashiyra Freeman (remote)

I. Opening Items

A.

Record Attendance

B. Call the Meeting to Order

L. Carlton Waller called a meeting of the board of trustees of E.L. Haynes Public Charter School to order on Thursday Feb 15, 2024 at 6:00 PM.

C. Approve Minutes

L. Carlton Waller made a motion to approve the minutes from December 2023 Board Meeting on 12-14-23.

R. Laine seconded the motion.

The board **VOTED** unanimously to approve the motion.

L. Johnson-Law arrived at 6:15 PM.

D. Public Comment

Jonathan Rudasill: Mr. Rudasill expressed concern about the restructuring decisions made and its impact on staff. Appreciates the growth and positive culture that has been built due to staff relationship building and development. Mr. Rudasill presented a petition signed by staff, as well as letters from students in support of the Assistant Principal.

Dominique Moore, ROAR Coordinator: Been a parent since her son joined E.L. Haynes in Pre-K3, he is now in 3rd grade. Has appreciated the sense of home, community, and sense of family that has existed. Would like to see the school provide continued support, information, resources, and connections with parents. Would like to see before-and aftercare for Summer programming and improvement in parent-teacher conference structure.

- **Question from LaJoy Johnson-Law:** What suggestions or solutions? DM
Response: Created a parent-teacher conference handout to help parents understand the type of information received from the school and what types of questions parents should ask. Still feels like there is a lack of awareness of the specific benchmarks that quarterly grades indicate. Would also like there to be clear communication when there are not enough slots to meet with all families. Would like there to be a dedicated POC after conferences for parents unable to attend or make slots.

Alvin Greene: Acknowledging the additional planning that went into expansion of intersession. Mr. Greene was curious about what the proposed increase to the UPSFF would have on Haynes. Specifically, Mr. Greene asked questions about how the loss in federal COVID funds, and the increased local funds means for the school and our planning.

II. CEO Update

A. CEO Update

Mayor's Investment in Education:

- Just found out on Tuesday regarding the Mayor's proposed education budget
- Never seen this type of investment in education before leading up to proposed 12% increase in budget
- Investment will not change the changes in staff;
- Appreciative of the timing of the news from the Mayor because traditionally it has occurred much later in the school year. Timing of news allows for additional time to prepare for how the potential approval of the budget will affect Haynes budgeting decisions through the remainder of FY.

Middle States Re-Accreditation Visit

- Middle States coming to visit all 3 campuses March 4-7. We will be inviting Board members to specific parts of the visit. Stay tuned for more information.

PCSB 5-Year Review

- PCSB 5 year review approaching. Will be going to the meeting to represent Haynes and answer questions about Haynes.

Enrollment Update

- Demand reports showing an increase in interest in enrollment at Haynes. Enrollment process has begun for all three campuses.

III. School Performance Committee

A. Quarter 2 Academic Update

Data Highlights from Mid-Year Review:

Robert Muphy, Senior Director of Curriculum, Instruction, and Assessment

provided key updates to the Board around our MOY academic data, specifically focusing on iReady and ANET results.

- iReady Performance (Growth Assessment in Reading and Math for grades K-8
- iReady identifies typical growth and stretch growth
- Seeing an increase in students who are at mid year benchmark by mid year
- Seeing fewer students who are further behind
- Students on pace to reach their growth goals has increased

- Keeping an eye on how data will be impacted by 5th grade remaining on ES campus
- For Middle school Math at BOY there were about 50% of students 3 or more grade levels below; seeing similar growth and shift in number of students 3 or more grade levels below in ELA
- School performance team has been focusing on how to target individual students

MOY ANET Analysis (grades 3-10)

- Measures how well students are mastering standards being taught; different from measure of growth with iReady
- A2 assessment being used to align ELA/ Math assessments
- Looking at students' proficiency on standards within assessments

Board members asked clarifying questions around the data and Robert Murphy provided responses to those questions.

F. Sutton arrived at 6:57 PM.

B. Campus Reconfiguration Discussion and Vote

R. Laine made a motion to Approve application to PCSB for Campus Reconfiguration.

L. Robinson Mills seconded the motion.

E.L. Hayne must submit a formal application to PCSB in order to have the 5th Grade shift to the elementary school accountability system.

The board **VOTED** unanimously to approve the motion.

IV. Community Relations Committee

A. Annual Fund Update

Fonda Sutton provided a brief overview of how E.L. Haynes is performing to-date.

So far we are on target to meet our Annual Fund goals.

B. FY24 EOY Giving Campaign Update

Fonda Sutton and **Joe Callahan** provide an update and overview of our FY24 EOY Giving Campaign and our performance against historical data.

Though we raised less money this year during our EOY campaign (due to the proximity to our annual fundraiser), we are within similar margins to the year we hosted the 15th Anniversary Event. Meaning, next year, we should also plan for a similar (decreased) level of EOY giving.

But, through analysis of EOY giving, we determined the following:

- ELH grosses more money in years where we have events

- When we host events we raise more from individuals;
- Majority of corporate sponsors give to events
- Increasing outreach to corporate sponsors and individuals earlier to illicit giving

C. Upcoming Campus Activities for Board Participation

V. Audit, Finance, and Facilities

A. FY24 - Q2 Financials Update

- Q2 financials are strong. There are no causes for concern.

B. FY25 Budget Planning Update

- We will provide budget learning opportunities for the community to reinforce the understanding that operational expenses and capital expenses are different, and use different funds.
- Pausing facilities consolidation schedule for about a year and possibly transiting to a flex space

VI. Closed Session

A. Personnel Discussion

L. Carlton Waller made a motion to Enter into Closed Session for a Personnel Discussion.

L. Robinson Mills seconded the motion.

The board **VOTED** unanimously to approve the motion.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:00 PM.

Respectfully Submitted,
T. Gibian



E.L. HAYNES PUBLIC CHARTER SCHOOL

Launching Our Strategic Planning Process— Beyond VISION2020:

Feedback and Themes

March 2019 All Staff Meeting

On March 15, 2019, we kicked-off our strategic plan process with our staff community. Together, we watched interviews with some of our students from each school and reflected on their responses, and shared our own responses to the same questions. Staff shared their feedback and indicated their interest in supporting the strategic planning process. Overall, we received 104 feedback forms from staff, and had 32 staff interested in attending a focus group and 27 staff interested in joining the steering committee (i.e. “guiding team”).

Key Themes from Staff Feedback

- We are a small and loving community, a family, that welcomes and aims to support **all** students and families, and we are committed to building a community that prioritizes diversity, equity, and inclusion.
 - We are deeply committed to our students and their future success as people, but we need to do a better job defining how we get them there (i.e. academic rigor, more exposure, accountability) and ensure they truly have access to postsecondary options.
 - We give our students exposure through sports, clubs, the arts to help them explore their own unique identities and celebrate their individual accomplishments
 - We are a PK-12 community, but often operate as three distinct schools— How do we honor and celebrate the uniqueness of our schools, while ensuring a consistent and high-quality experience for all of our students, families, and staff throughout?
 - Overall, the spirit of our mission is right, but as written, it is too broad and too narrow all at the same time— we must clarify who we are, what we do, and how we get there
 - Our current mission is to support all students on their path to college, but this does not reflect the future all of our students’ envision for themselves or their current realities— We must grapple with the question of “are we college for all?” or are we aiming to prepare our students to be successful in the future (whatever that may mean for them)
 - We need to better understand how we are already serving our students well and where we can improve, and explore the best structures (i.e. teacher ratios, facilities, behavior models, school calendar) to support all of our students, especially our students with disabilities and English learners.
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Compiled Feedback from Staff

What do you love about E.L. Haynes?

Activities:

- The intention to help + willingness to discuss. I think it needs to be revised to speak to all/more students
- Lots of activity (sports programming) smallness.

- Soccer field + small school + help for students+ college + different type of classes they offer
- Heard - lots of activities, small school, community, afterschool, opportunities to succeed academically, college focused
- I heard a lot of activities that attract students
- Activities are offered, classes available to prep for college, sports are available, maybe consider trade school as an option
- Specials to arts program, responsive classroom, teachers involved in a decision making, science is a subject built in time
- Coaching for math content; students (some) advocate for themselves, care about their peer and teachers;
- People, arts/music opportunity
- Student appreciated the fact the school gave them choices in life
- Sports, afterschool
- Activities, small community, help, sports/activities, teachers make learning fun “for some kids”, pathways/resources; fostering independent learners, informed choices; create problem solving/collaborative problem solving
- Love about E.L. Haynes lots of activities;
- Teachers try to make learning fun
- Breaks – stress
- Afterschool coordination; class size
- Program/pathways to success (but not having too much help – b/c it becomes a crutch)
- Providing positive activities (sports, afterschool program)
- Resources (tutoring, office hours, etc.)
- After school activities, helping individuals to progress and graduate, classes a geared toward college
- Students are really focused on the spaces and places where we are catering to their specific needs and interests □ clubs, sports, year-round programming, college prep
- I love that teachers have an open door policy to discuss their childrens progress in the classroom

Community:

- I love the students and the culture at the school
- Support for different students/many pathways; diverse pathways that offer personalized secondary life
- Willingness to do whatever it takes to support students.
- Students appear to be excited to be in this learning environment. Which makes them feel safe and successful. They enjoy coming to school. Appreciation
- The sense of community (WELLNESS) – supportive of students-individuality of school-teachers/principals/bonds- The kids/the families;
- Autonomy in teaching; community;
- I love the culture of our school. I like how inclusive the school is and how we don’t view any invitation like a disability as a setback for students achieving their dreams. Every student is welcomed regardless of his or her home background, financial status, disability, race or ethnicity. I feel it’s the same for staff. Also, I like our restorative practice approach to solving issues
- E.L. Haynes want to see the students pass by giving support to the students;

- Size = community, opportunities for success
- Deep commitment to welcoming all kids and families; explicit commitment to equity & inclusion;
- I love the staff's commitment to the kids. I love that it is a small school. I like the conversation I have w/staff +students
- Community student focused on individual success
- The intentional diversity.
- The staff I feel supported and understood by a lot of our staff. I love that we have a large ELL community.
- Working with like-minded professionals;
- I like the diversity brought in by our staff and students. It allows us to understand and learn from our differences.
- The community
- Authentic about its strengths and weaknesses; values and really keeps community at the center;
- I love that Haynes desires to educate all students and that the goal is to see students success.
- Diverse staff with REES training; openness to change that serves the school community; college focus + rigor
- Support – opportunity
- I love the team I work with at Haynes
- The people- staff-kids-families-; the drive-;
- Community (the felling of community is important and present in the work, kids feel like there are ways to be successful.
- I feel comfortable enough to share my thoughts and feelings even if they might be hard to hear;
- People care- especially teacher strong desire for students to do well. Trust is strong amongst teachers (especially in elementary)
- What I love about ELH is our community and how we came together in a hard moment
- It is a community students feel supported
- love that E.L. Haynes is a small school;
- Small school, sense of community,
- E.L. Haynes as many charter schools are is a well of potential and it is evident that administration acts with positive intent.
- E.L. Haynes is committed to a conversation about race and equity in education.
- Sense of community is essential
- I don't have to change who I am as a person. I can be loud, I can voice my opinions, and I can question the decisions and opinions of others
- Support/opportunities
- The staff at E.L. Haynes loves to support children, this includes administrators, teachers, related services staff, operations team, security officers and any staff not mentioned.
- I heard students talk about sports and programs as part of building a community. To call out the community as supportive and genuinely interested in success in school.
- There are many opportunities to learn from everyone regardless of what role they have, E.L. Haynes hires quality educators and is an excellent place to learn how to teach and hold high expectations in certain areas
- I agree with the students that Haynes does allow for great community building. Our emphasis on providing students with resources/support in multiple life areas can make us great

- Students see E.L. Haynes as a community that encourages them to be themselves and better versions of themselves
- I love REES and I love the diversity of our staff and students
- The students and what they bring to the table
- How much I learn professionally and personally from working within this community
- Love that we get perspectives across all campuses, reinforces the sense of community □ should have more opportunities to connect across schools
- I love that conversations are always being held amongst leadership to improve and how to better serve the community
- Community small enough to be close, but big enough to make a difference
- Want to help every students, no matter the character
- I love the supportive community and I believe our students see us as family
- That E.L. Haynes provides multiple pathways for student success
- I love the community I feel, not just with families and students but with colleagues
- I love that we can try new things and that we trust each other
- I love how important we consider student voice and leadership
- Students seem to love the additional things Haynes has to offer rather than the crux of teaching and learning.
- Community – commitment in words to every student
- Commitment in words to issues of equity
- I love that E.L. Haynes is a diverse community with both students and staff
- Sense of community
- Students love the activities, afterschool programs, and sports
- Freedom to be yourself
- Students seem to feel it is a community that is a place for here all kids can get what they need
- The optimism and clear love the staff has for the students, the pragmatism, and the commitment
- Commitment to prioritizing specials
- Leadership being open to staff opinions and feedback
- I love the dedication to inclusiveness and equity
- The culture!!! I really do wish the world can see our culture. We are living the dream the world hopes of (community is important!)
- Selfless people and teachers across all three campuses
- Students love the feeling of community and support. They recognize the support and love that the teachers and staff show and that it is for them.
- The people who work here are deeply dedicated to students.
- The mission and the work it inspires is very ambitious. Great kids!
- Missing strong connection to academics

What do you think about our mission?

- I think we have a good mission but I think that we as a whole we push our scholars to be held accountable for things they do not do around building

- I think the content is good but it's too long. Reduce to one sentence by cutting out the specific groups + the math/science skills. Support + Opportunity + Community. Maintain focus of college + career preparation
- Do they know personalized, not just college for all; take out "math reasoning" separation to post what are the in school goals for non-college bound students
- Student defined success. It misses the work- I think we should focus on creative problem solving or collaborative problem solving. What role does college play in our mission
- Bring in language restorative practice.
- the mission is lofty! I think we could do more with equity and providing teacher w/the skill sets to better serve urban students. We need to present other options of success. Success looks different. Exposure is needed.
- I love the community staff, students, families' diversity. Place to grow.
- Only a couple people mentioned the staff. Nobody mentioned our commitment to diversity and equity.
- The question about "college-preparedness" is interesting. I wonder how many students feel excluded from that piece of our mission
- mission – add a piece about excelling
- My thoughts – I didn't hear much about science + math or becoming a responsible citizen w/lifelong skills.
- I believe in our mission but I'm not sure it's the track every student needs to embark.
- mission/vision are good/clear...How do we do that? Kids get what we're trying to do/create
- Not to just college
- Does college stay in the mission?
- The mission feel like 3 different charter orgs; STEM, social justice + advocacy and this arts aspect that's missing but obviously a huge part of Haynes' culture across all 3 campuses. Just adopt a pseudo-jesuit liberal arts philosophy
- I think our mission is direct and important although I don't believe it is all being accomplished
- Students want to find out who they are, what their dreams are and they think they can do it here; the mission isn't fully actualized
- I like that Nazir pointed that out about changing some of the language in the mission- b/c we're not living up to the mission then not even close; our willingness to try different things, be open to feedback, be supportive of students and families
- I think it is a work in progress. The mission implies that we are a science & tech school. Also, "a responsible citizen". I think we could do a better job at making or teaching students responsibility.
- mission should include some aspect of "Be Kind" – how we are serving diverse learners
- Our mission is the reason I work at Haynes. The commitment to ensuring that every student has opportunities to be academically successful and prepared for college. In order to actually fulfill this mission, we need to focus more on how we're supporting our struggling learners (true co-teaching models and true differentiation in every classroom). Mission emphasizes STEM- is this the focus as a school? I don't see this. What is my role in fulfilling this portion of the mission as a humanities teacher?
- I don't believe Haynes has a mission. If there is it's a failed one. We are not attending to the needs of all of our students. We can't properly serve our students with the unequitable

distribution of resources and execution/implementation our current ways to function. Increase staff/funding for counseling and behavioral support!

- Our mission is to help to students be successful and reach their goals
- Students should be ready for college if they choose where does scientific reasoning live or elementary school when realistically we give them 20 mins of actual science in our schedule
- College should stay in it- should not be STEM- responsible citizen
- Haynes has the desire to prepare students for the college and the mission needs to be adjusted to account for student who don't go to college
- I don't think that calling out STEM makes sense may work; I want to have an honest conversation about the college goal-including the original rationale
- Good mission but is a bit aspirational and needs to broaden to include non-college options as valuable alternatives
- Similar to what Sam said in the video, I believe that the vision should be expanded to include trades, entrepreneurship, etc.
- They provide a service to all students no limitations
- College/trade school and supported them in their chosen path
- Mission- narrow (college) need pathways & options
- trade schools & training/access; we can be ahead of the curve and pave the way for others to understand value that all students have.
- College- this should not be the focus
- Maybe adding "students will have the proper tools to define their own success"
- Do we want to push "only college" pathway... its pushing existence in inner city v. white rural community. College isn't a reality for everyone. Not enough funding for all the students to get help going
- Olivia said it best because she identified that it is really about settling their goals & helping close the gaps in achieving those goals.
- Students have a clear sense of the need for differentiation in the mission
- College of choice/dreams says to you " you reach your goal"; name college specifically alienate students?
- Mission not very clear
- Process not clear (re: mission) different pathways options – expand our mission. Not imposing college. Look at demographic – identity? Classroom rigor?
- The mission should be expanded to ensure that students are prepared not only to attend college but, to prepare them for the work force or military.
- E.L. Haynes is committed to serving all students and that is important to recognize and acknowledge. It makes the work harder, but it is still important.
- There wasn't a much on changing the mission, but I did hear specifically the mathematical reasoning – maybe too specific

What would you change about E.L. Haynes and why?

Curriculum

- Get back to STEM Focused.
- Extracurricular/library + more AP classes
- Library, tax business classes/more teachers per class, block schedule

- Incorporate more technology, smartboards. Technology coaches to teach teachers how to make things interactive and meet students with today's digital age
- Implement everyone is a teacher culture – so LEA people know how to interact and sometimes redirect students – especially at the MS – maintenance of learning environment
- Stronger ELL focus – ELL teacher for every grade, supervisor for every school, and more response in feedback from ELL teachers; Better/more structured & supported co-teaching model; more after-school opportunities for kids
- Middle school building; recess at MS! More PE at MS; cohesive philosophy that is reflected in how we spend our time
- Begin talks about GPA in MS
- Financial literacy- how to pay taxes; problem solving/conflict resolution; library; outlets for different talent competitions; make more connections to opportunity in the city; STEM; more collaboration between ES/HS basketball program; burn out of teachers
- The adults to student ratio; the numbers of co-taught classes should be increased to accommodate the number of SPELL students we are currently serving; structure and space for recess (MS); transparency with how we use our funding; increase funding for spell and opportunities for teachers to advocate for their students' needs AND actually follow through with clear reasoning for why requests are not approved; implement clear consequences for behaviors hold everyone accountable for their roles
- Teach students how to interact w/ one another/problem solve/ celebrate each other; more engaging/hands on lesson
- School hours shorter days; more opportunities for after school; recess areas (outside); class sizes, class roster
- I would add in more classes for example shop or carpentry
- Teacher input- project learning
- I would make our mission more focused (STEM ? social justice? Supporting ELL students?) so that we can set measurable goals- how will we know if we're being successful? (we need to recognize that we are not fully supporting our ELL students + students with IEPs)
- We should offer more electives (academic) to help students find their path?
- Add a library and computer lab, teach graphic design and computer science

Class/Schedule structure

- Class size and block schedule
- Block scheduling
- Smaller class sizes
- Smaller classes or two teachers (x2)
- Class sizes- students need individual help. Also...make cake
- Block schedules, project based learning, fix the think tank (HS)
- Why don't we include two ten-minute breaks for students since we have a long day (many European schools do this)
- Recess; block schedule – better consequences; length of day/class;
- Clean up; more breaks; more school spirit; smaller class sizes; block schedule;
- 2 teacher additional learning; extracurricular activities; talent search
- Facilities. Block scheduling. Express individual talent

- Class sizes, library and office hour schedule, block schedule/half days for data analysis
- The schedule, a block schedule would allow teachers more time to dive into lessons and encourage students to think critically.
- Developmentally appropriate time blocks; reading block SSR, DER 20 min block uploading reconsidered Developmentally appropriate time blocks; reading block SSR, DER 20 min block uploading reconsidered
- Clean-up/pick-up trash;

Culture

- Library, more school spirit, individualization w/ afterschool + academics, block scheduling, emotional support, arts, engagement in class to real life. Emotional support
- I would change the way the students are being held accountable. If I could, I would try to be more stern with the kids.
- I love that E.L. Haynes is very diverse and really helps students focus on their success. I also enjoy how E.L. Haynes makes college a top priority for students.
- More student choice, which will lead to more engagement, project-based learning
- Business classes – learning financial skills (like paying taxes!)
- One Haynes PK-12, one campus, MS students need more outdoor space and more opportunities to interact with older and younger students
- Use adults more effectively
- Library
- Students (esp. at HS) want things that make the school really feel like a school – library, electives, etc.
- More resources and opportunities
- More direct teaching/training related to productive problem solving (conflicts, stress)
- I would make parents and students attend an annual meeting to share what we stand for and not stand for. Students and parents choose our school. We should be on the same page about how our school is run
- The middle school has a disconnect
- Stop that ANet testing, it's stressing everyone out and our kids are watching
- Class size got a lot of play. More real world application classes. Programs to tap into unique talents (choir, spelling bee, poetry slams, using the city as a classroom for hands-on learning). Mentor programs to show it is done (ES to HS)
- More diversity in coursework and classes offered @ Haynes. I think more classes with hands on applications (workshop, mechanics, cooking, ceramics, etc.). More classes would increase engagement and decrease class-size.
- More application of skills
- Supports for individual needs (breaks)
- Clear, transparent, published view of the budget because I don't trust that the money is going to the right place (x2)
- Teacher and student involvement and voice in key decisions
- Retention because students know that they can do no work and still move on to the next grade level
- I would give more freedom for learning in an exploratory way. Give kids much more recess.

- Ask teachers how to support them and follow through
- LEA to shadow different students to get a better understanding of what they go through their school and community
- It seems that students really want more diversity in what content/classes Haynes offers (more electives/more extracurricular)
- Small school, only so much you can do, logistical constraints of a small space/school/staff
- Totally agree with the first comments, I want students to feel pride in their school and help lift each other up to be the best community we can -- how can we help build this with students?
- Instilling curiosity, a love for learning, being proud of doing your best, not just for the grade or because we tell them to
- I would enforce greater consequences for more severe infractions. So that students have some fear of repeating that extreme behavior, whichever it might be. For example, at the high school I don't think students should get away with cursing out teachers. The infraction for a behavior like that isn't great enough + doesn't teach the students to have respect
- Stress – teacher & students. Library/programs talents make/active class size
- Class sizes, solve problems w/words, we need a library, parent accountability
- **Movement recess! Students need to move.** I would change how we expose students to help them learn the full potential and success. Also systems and lack there of an universal language we are speaking as and presenting student and families. I would also change the way we look for staff/so they love the “kids” many of the kids need people who want to be here. Class sizes (too many students can't help- block schedule-
- Add mindfulness/social emotional curriculum as a special not just for SPED kids. Partnerships with things happening in the DC community (junior achievement etc.)
More breaks
- Breaks and stress came up in the video. I do feel like we sometimes struggle to balance rigor with students desires to be playful and explore content and materials
- More structure for our students; mindset workshops or emphases on changing mindsets among our students
- BURNT OUT –RIGOR / SUCCESS – we need to redefine success- we need to provide more of a liberal arts experience
- Open to more school spirit; class sizes; block scheduling HS (time/task management); financial literacy; safety?? Take ownership over space; stress management, SEL, problem solving, choir, library, contest/arts, curriculum, application, social events, opportunities to showcase talent
- Visible evidence of commitment to REES at all campuses; broaden focus to include vocational/tech training as a viable option
- Build in social-emotional learning deliberately; the students need it; the teachers and staff need it
- The definition of what “success” look
- **Middle school location**
- Can we have military recruiters come to the high school?
- Developmental Designs fully implemented at the middle school and more staff to support behavior at the middle school
- The way we deal with behavior (TAB and TAB out needs to go) because it's not working, add ISS and ROTC

- 2 teachers a class; class size/library/computer lab
- I don't think it is clear to everyone, I don't think is always visual in our classrooms
- Students understand our goal and drive as to why we do this! We do it for them and we want what is best for them
- What does success mean? Are we sending the message that college means success?
- Working harder at what we're already doing may not work. We may need to change things up
- I would start with the "end in mind". Pick up/clear up/becoming more certain of your environment school spirit/schedule – block schedule? Pay tax/business – real life applications! Stress, breaks for adults/students/media center/spaces. Consistency with discipline/outcome? What outcome do we want?
- Students seemed to feel like their academic and emotional needs are not being met—A commitment to actually supporting all students, especially multilingual learners, learners with different abilities, and LGBTQ+ students. Furthermore, there should be far more capacity building in growing our students across campuses. Right now, E.L. Haynes functions largely as three distinct schools and I think it is a huge missed opportunity
- Facility. A proper performance space, and meeting space at the ES
- Built-in equity focus and time with staff and students
- A focus on students in the middle, cultivating love of reading
- Clear definition of who we are and what we want for our students
- Intensive experiences at the transition years, exposure to full range of options in life, more guidance counseling, more 1 to 1 attention for students for the purpose of helping them for future, fully consider all choices and options
- What I love about E.L. Haynes is the diversity, and that it is a small community so our students get the resources and care they need and can create close relationships with others (students and staff)
- Elementary students talked a lot about stress and breaks (both students and staff), need to create space for stress relief, multiple wellness days per year want smaller class sizes and block scheduling
- Students should have more opportunities for talent, problem solving, and school spirit
- College is not the next step for everyone
- Path is not entirely clear
- I appreciated that kids are thinking critically about the goals set out in our mission and how it does push them in a certain pathway
- Path doesn't provide needed flexibility
- I would change the problem solving strategies for specific students
- I would change how we deal with behavioral issues
- Wrong types of supports (intervention vs more SPELL teachers/behavior coordinator)
- Having students follow through with expectations, so every day looks the same. For example, transitions, behavior, etc. if this was to change we would really be holding students and staff accountable which will provide a safe and easygoing environment

Mission

- Mixed feelings about mission: individual vs part of something bigger
- Mission feels individualistic rather than community focused

- Our mission should change slightly, I would omit the “developing mathematical reasoning” language
- The mission needs a few adjustments to help ALL students as well as staff
- I think the “college of his or her choice” and STEM focus need to be carefully considered
- How do we strengthen the “active community members”?
- Our group had a lot of discussion/debate over college—is it for all? What happens to expectations if its not in the mission? Are there authentic workforce programs that students can engage in that do prepare them for success as alternatives?
- I think our mission could be seen as exclusionary (college/stem-focused) when I don’t believe we put resources into those areas
- Repeated theme, not everyone sees the path to go to college, but what other paths are there?
- I do feel the mission needs to be envisioned differently, include all possibilities/paths that students may take post-secondary
- We are not equipped to live up to the science part of our mission. It is incredible that we advertise science and math reasoning but totally misleading that we don’t hold up to what we promise
- Megan’s comment stands out – “the mission is good but the process to get to that vision isn’t always clear”, also Sam’s point encouraging more exploration of other pathways besides traditional college
- I believe we have stepped away from our mission
- Is college the right thing to push for all of the students? Do our practices really align fully to the mission across all campuses? Is our mission executed in a way that puts our students on equal footing?
- Mission aligns with culture, college not for everyone “trade school”
- Double down on the “college is the best/only” option, focus on celebrating students who apply to trade schools, visit with trade professionals, etc.
- Mission is good and achievable through hard work and dedication, resources to succeed and build their own path from the start
- That we need to consider broadening our mission to preparing students for a successful future (wider than college prep)
- In regards to our mission, students seemed positive but were not articulating anything specific – I think this speaks to larger concerns of lack of cultural identity in the school. We have a mission on paper, but adults have not internalized it.
- Mission doesn’t reflect the on the ground reality of our identity, social justice seems to be at the heart of what we are
- STEM? Are we really? Can we integrate this? We have larger English and history departments so how could we actually be a STEM school
- As far as the mission, it’s not clear and not everyone learns the same

Activities

- Have more sport + art afterschool activities
- Responsible citizens; block schedule; library; community service upon re-entry develops empathy

- More structure and systems in place to provide a safe environment for students; more training support diverse learners;
- Many students mention stress & getting their social emotional needs met
- Electives, celebrate success
- Teacher should be able to take a break school should be more open; change the class size(25 students A+B days for more balance; change the environment; problem solving with the body but problem solve with words; business class
- Promotion of sports
- Students want more than just academics. They want to find time to connect outside of academics. Students want to belong and to shine. Having a well-rounded experience and that could help get to college or find an alternative path.
- Programs for students who want to catch up on work or get help with concepts (office hours), increased engagement and more opportunities to showcase student talent
- Getting more students engaged in activities but also their academic achievement – finding new ways for students to take their studies more seriously

What do you envision for the future of E.L. Haynes?

Student Preparation

- I envision for the kids to be prepared for the world whether it's college or trade school. Just to make sure they are ready for life.
- 3 schools that prepare their students as well as the best private + suburban schools as measured by test scores, college, enrollment, and extracurricular involvement.
- Fewer kids falling through the cracks (passing grade levels without demonstrating and mastery) Ex. How do we have kids entering 12th grade that have been with us since elementary school who don't know how to write an essay?) more focused mission
- Restorative, discipline, building successful adults
- Students want to have pride and feel accomplished and successful
- Be more explicit about the goal of independence—what you need is independence

Structure

- For the education to fit our kids; more parents engagement; to hold students accountable; Accountability & standards are a form of love and we are not preparing kids for the real world when they will be held accountable. I'd rather them "fail" in a safe space that will be there for them
- More options, exposure of student-athletes in various forms
- More college preparedness and community meetings (grade-level specific)
- Consequences that set them up to be successful in the real world
- Helping students discover what they are passionate about and how to activate that passion to understand their purpose
- Personalization and opportunities to acknowledge growth/produce authentic products, execute to completion
- High expectations
- Smaller classes and more counselors After school activities, helping individuals to progress and graduate, classes a geared toward college

- Engaging classes with minimal distraction, productive environment
- More options (college and vocational) with fluid tracking, possibly partner with another school to offer these opportunities
- Skill emphasis vs. destination emphasis. More intentional programming no more social promotion
- Helping to decide that for us at ES, would love to see more specials options that allow kids to choose year to year or quarter to quarter
- We test too much. These kids are stressed teachers are stressed. I do not want to look back and say we were wrong
- Bring energy & consistency; build institutions if people leave; consistency across campus
- “Dream big dreams and have fun” Henry
- They want a calm space that supports their needs & prepares them for the next steps
- I don't know that I can synthesize all of the students and staff's excellent thoughts on the questions. I do think its clumpy how we add a bunch of students in the 6th and 9th grades. That definitely affects our culture.
- True inclusion across all campuses (co-teaching mode), invest in buying more teachers so this model can work. More connections with the community so there is experienced learning through field trips/partnerships etc. Side note: the day is too long ending at 4:00 PM students and teachers are too tire, real learning isn't happening. We are all BURNT OUT!
- ONE mission. Higher levels pf diverse thought
- PK-12 experience

Parent Engagement

- More involvement from LEA high accountability for students, staff, admins, parents and everyone; high engagement from parents; home visits designated on PD days (Friday afternoons etc.); LISTEN TO YOUR STAFF. Let Students participate/have a voice in their own education (IEP)
- Staff, parents, kids on same page, parent engagement, hard academic/behavioral boundaries. Holding accountable-holding back
- Parent involvement and home visits
- More parent engagement, informing parents about what we expect from their children
- More parent engagement, more focus on helping all students succeed after high school even if college isn't the path they choose, having other options for these students and exposing them to other alternatives
- More parent engagement/involvement (events); more resources for students and staff; embrace difficult conversations/issues in workplace and find solutions quickly; structure and systems
- Unified parent, teacher, kids, I envision each student to be hope. We need to be more multicultural staff in places where they see role model. A place that all kids are held accountable. Look at the foundation to change. Consistency around all three campuses
- Parent involvement

Training

- PD around DC History (art/music/black experience/black neighborhoods in DC)
- PD on relationship building and trauma training for all teachers
- Project based learning fun; can we start a teaching program that cultivates Haynes teachers?

Reputation

- Redefining our reputation as a school students want to be at. Making the Haynes experience positive from elementary to high school
- Better reputation; kids focused; support you actually need
- The reputation part is actually important, goes back to pride and sense of community, “this is a school where we do this”
- Dream; better rep; listening teaching; start – finish
- What is our reputation?
- People talk about the experience of E.L. Haynes as a great school and want to come here, more student centered, more flexibility for students with different needs
- A school that commits to truly valuing students, families, and teachers
- Our reputation matches our self-perception
- Improving the reputation – wants to be proud to attend E.L. Haynes
- What’s the reputation of the name? Focused learning environment, teachers having a learning environment that’s not chaotic or more focused on behaviors that teaching

Culture

- The future – building the foundation – framework: 1) building relationships between staff, students, and families, 2) establish culture and education levels, 3) orientation/mentor/partnerships, 4) planning events around teacher scheduling
- I envision a culture that continues to be progressive and all welcoming. I envision us incorporating more math and science opportunities at the high school since we are considered to be STEM
- Focused student body
- Dream big, have fun; more concentration better reputation; college access; getting “the help we need” “finish what we started”
- An environment where all kids and adults are held accountable
- A more well-rounded, holistic experience
- Exemplary school for city; men of color in leadership
- Student voice and choice
- Understanding of the concept of “read to learn”, start from our motto
- Finally knowing and stand firm in who we are
- Better choice in students enrolling at Haynes; more structure; honesty; education should fit your child
- Fostering independent learners
- Establish a culture that transcends campus, focus on the transition years (6th and 9th), what is the same at every campus
- Smaller classes and more counselors After school activities, helping individuals to progress and graduate, classes a geared toward college
- Stronger cross-campus culture, both academics and social-emotional
- Stronger academic culture
- Unified parent, teacher, kids, I envision each student to be hope. We need to be more multicultural staff in places where they see role model. A place that all kids are held accountable. Look at the foundation to change. Consistency around all three campuses

- Higher and more consistent expectations □ restorative
- A school that is living, growing, and adapting based on need and want. More community conversations and work shared by both staff and students. I think the goal should be life readiness, not just college readiness. If more funding, more hiring, more courses then let's do it!
- E.L. Haynes staff, parents, and students working together to develop our students to achieve a well-rounded education. To develop each student's independence
- Ability to sustain a project from beginning to end. Change the culture that enables students not to complete work that enables them to opt out.
- High, clear, expectations across campuses
- Dream big dreams and have fun; teacher is teaching students and they are listening; to start a goal and finish the goal, more space student to buy in focus learning
- Big dream/have fun. Better reputation. Place where people can stay/want to stay for a few years. What we start we finish. (consistency) Skills verses destination mindset. Teach independence. Provide the same experience/culture for all campuses.
- A single campus. Focused learning. Rigor. A clear definition of success. Student independence
- A productive, focused community
- Teaching perseverance
- Allowing kids to address their social-emotional being; changing location of middle school

What question do you believe is the most critical question for us to answer through the strategic planning process?

Instruction/Development

- Why do we have a huge SPELL population but we cant get resources our students need every single time?
- What is our focus? STEM? Arts? Advocacy + Agency? How to get more cultural consistency for instructional and non-instructional staff
- How to build choice; curriculum questions
- What components of our instructional model foster independent learning? **What do we need to consider in terms of facilities, budget, staffing to make vision reality**
- Teachers student ratio. Student skills deficit
- Curriculum/programming
- How will ELL look at the middle school?
- **How do we ensure students are successful from K-12 at E.L. Haynes**
- What is our goal as an institution?
- What is developmentally appropriate for our students; How can the elementary school be fun and accessible for all
- What is our goal?
- **Why take new students at 6th and 9th grade?**

Support/Student Development

- Are we supporting teachers the way they think they need support or the way someone else thinks they need support?
- What does success for "our kids" look like? What does it feel like? What are "our kids" doing? What are those supporting them doing?

- How can we continue to talk about race teacher to teacher, student to student, and teacher to student?
- How hard are we going to push our teachers and students to achieve? Do we set ambitious goals + work tirelessly to achieve them or do we balance achievement w/stress relief/sustainability/flexibility
- How are we actually supporting all the kids and need that come with? We have some interventions, and some counseling...
- What do our population of students actually need? What do your teachers need to feel successful, supported and not burnt out?
- We have an incredible group of motivated staff but too much is asked of us to be successful for students and to further their success. So, what do you want from teachers?
- Is the school actually supporting SPELL students?
- Our commitment to college □ based in an understanding of the realities the landscape of the world and prepare students for entering into it
- I am especially interested in connecting alumni perspectives on some of these questions □ What actually prepared or didn't prepare them for life after HS? What are realities of post-secondary options? How similar or different are their perspectives to those of current students?
- What are we trying to accomplish for PK-12 education? What does a Haynes graduate know how to do? What do they think about the world?
- How are all three campuses committed to developing staff and students?
- If students are with us from K-12 why are students on a 3rd or 4th grade reading level?
- Is our goal really for all kids to go to the college of their choice?
- Does the MS have an RTI process?
- How can we truly commit to strengthening our culture through consistent restorative practices?
- How do we create spaces for students to be their authentic selves?

Culture

- Who are we as a school? What do we define as "success"?
- How do we address the social and emotional well-being of our students effectively and for the long term?
- Why do you ask for opinions but staff doesn't feel like their voices are heard every single year?
- How can we hold students academically accountable if we decide and assuming this does not change that holding kids back is not part of our plan
- How to fix the big jump in numbers in the 6th and 9th grades
- How is the strategic planning process addressing areas that are more of a long term (10 – 15 years). Building needs to address program needs
- Would you send your child here, why or why not? How do we model what you see in your child's school if it isn't Haynes? Leadership I want this to be answered by those in leadership or in charge and really all staff because the students we work with are our kids?
- What does cross-campus through lines look like?
- How do we define success to our students
- I don't know if this is the most critical question, but I wonder about the way we address the change in demographics that happens throughout the different levels of our institution

- Change is the most important question to listen to and dialogue about. We know what we do well but how we wrestle with what needs to change is critical for improvement in the next 15 years
- In what ways are we actually applying feedback and suggestions?
- Who is E.L. Haynes?
- It seems there is a drop in the socioeconomic and racial diversity seen in the ES as opposed to other campuses. Why?
- How do we get students to participate in the process, get everyone to buy-in to our vision and the identity and purpose of our school community
- For the high school specifically, does our culture support learning for our students and staff?
- Who are we and what do we provide for our students?
- What message does admin send to students? How are they being held accountable?
- What do we want to be?
- What do students see as a “real” high school?
- More opportunities to connect and cohesion between all schools. How?
- What do we want to be known for?
- How do we build a culture that transcends?

ROAR Family Meeting

Reunión Familiar ROAR

January 24, 2024
24 de enero de 2024





AGENDA

- **Long-term Facilities Planning /**
Planificación de Instalaciones a Largo Plazo
- **Reviewing the 2023-2024 Community**
Survey Results / Revisión de los
Resultados de la Encuesta
Comunitaria 2023-2024
- **SY 2024-2025 Budget & Planning**
Process / Presupuesto para el Año
Escolar 2024-25 y Proceso de
Planificación
- **Questions and Open Discussion /**
Preguntas y Discusión Abierta

Long-Term Facilities Timeline / Cronograma de las Instalaciones a Largo Plazo

Where we have been and Where we are going / Dónde hemos estado y hacia dónde vamos



Group Discussion

Discusión de Grupo

- How do you feel about fifth grade remaining at Kansas Avenue? / ¿Qué opina de que el quinto grado permanezca en la Avenida Kansas?
- What are some things that work regarding our facilities? / ¿Cuáles son algunas cosas que funcionan con respecto a nuestras instalaciones?
- What are some things that could be improved? / Cuáles son algunas cosas que podrían mejorar?



AGENDA

- Long-term Facilities Planning / Planificación de Instalaciones a Largo Plazo
- Reviewing the 2023-2024 Community Survey Results / •Revisión de los Resultados de la Encuesta Comunitaria 2023-2024
- SY 2024-2025 Budget & Planning Process / Presupuesto para el Año Escolar 2024-25 y Proceso de Planificación
- Questions and Open Discussion / Preguntas y Discusión Abierta

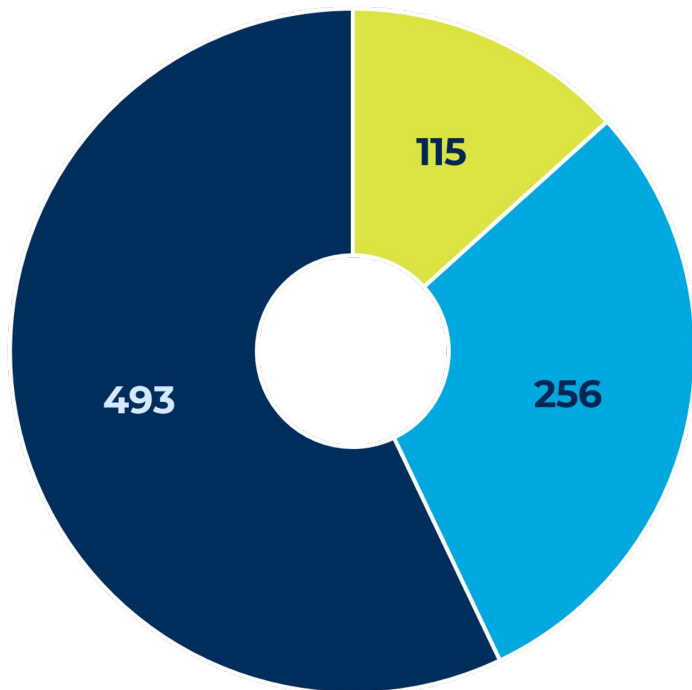
SY23-24 Community Surveys

Encuestas Comunitarias del Año Escolar 23-24

BOY - Fall 2023
Inicio de Año- Otoño 2023



2023-24 Fall Community Survey Responses / Respuestas a la Encuesta Comunitaria de Otoño 2023-24



■ Staff ■ Families ■ Students

864 members of our community responded to the BOY Community Survey

864 miembros de nuestra comunidad respondieron a la Encuesta Comunitaria de Inicio de Año

Responses by the #s Respuestas por #s	#
Staff / Personal	115
Family / Familias	256
Students / Estudiantes	493

Do Students Feel Safe at E.L. Haynes?

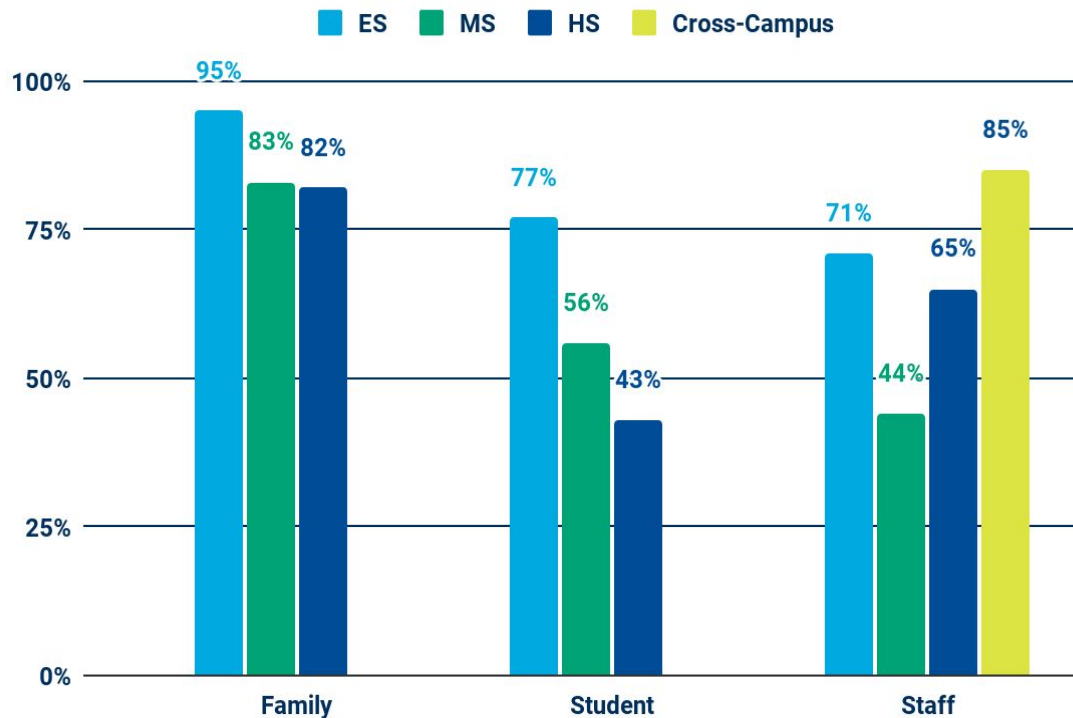
¿Se Sienten Seguros los Estudiantes en E.L. Haynes?

% of respondents who strongly agree or agree that... / % de encuestados que están totalmente de acuerdo o de acuerdo con que...

Family: I believe my student(s) feel safe at E.L. Haynes. / **Familia:** Creo que mi(s) estudiante(s) se siente(n) seguro(s) en E.L. Haynes.

Staff: I believe students feel safe at E.L. Haynes. / **Personal:** Creo que los estudiantes se sienten seguros en E.L. Haynes.

Student: I feel safe at E.L. Haynes / **Estudiante:** Me siento seguro en E.L. Haynes

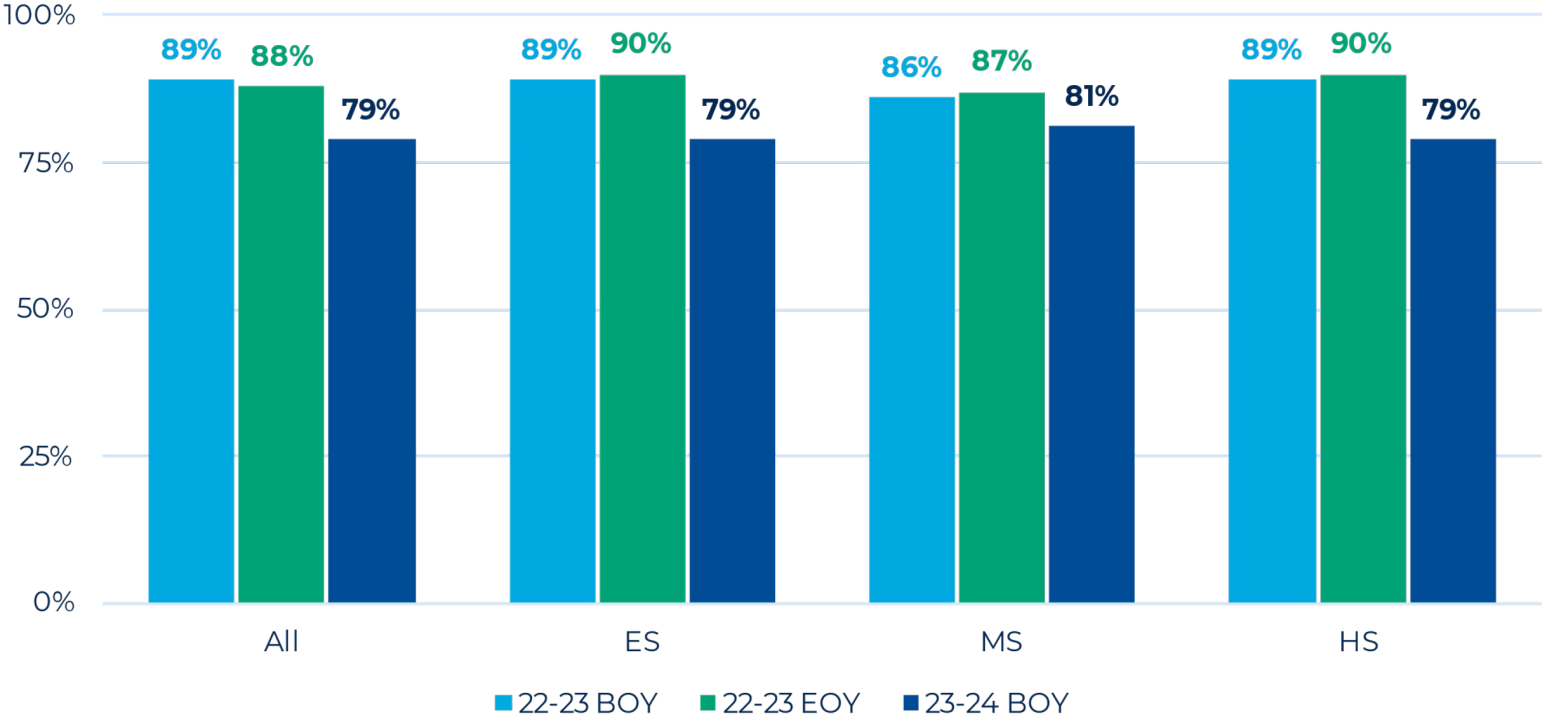


Families: ELH seeks my input on important issues

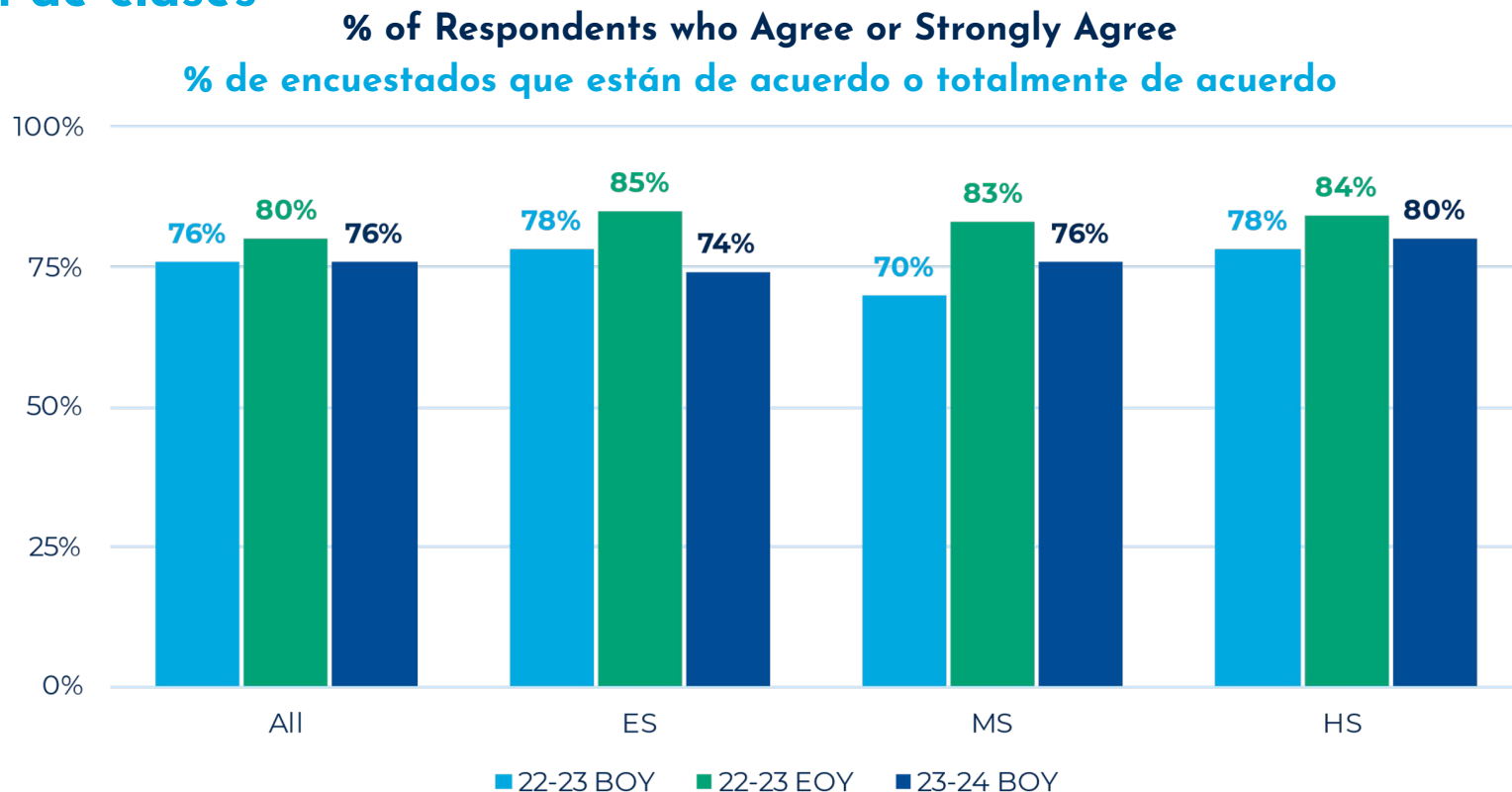
Familias: ELH busca mi opinión en temas importantes

% of Respondents who Agree or Strongly Agree

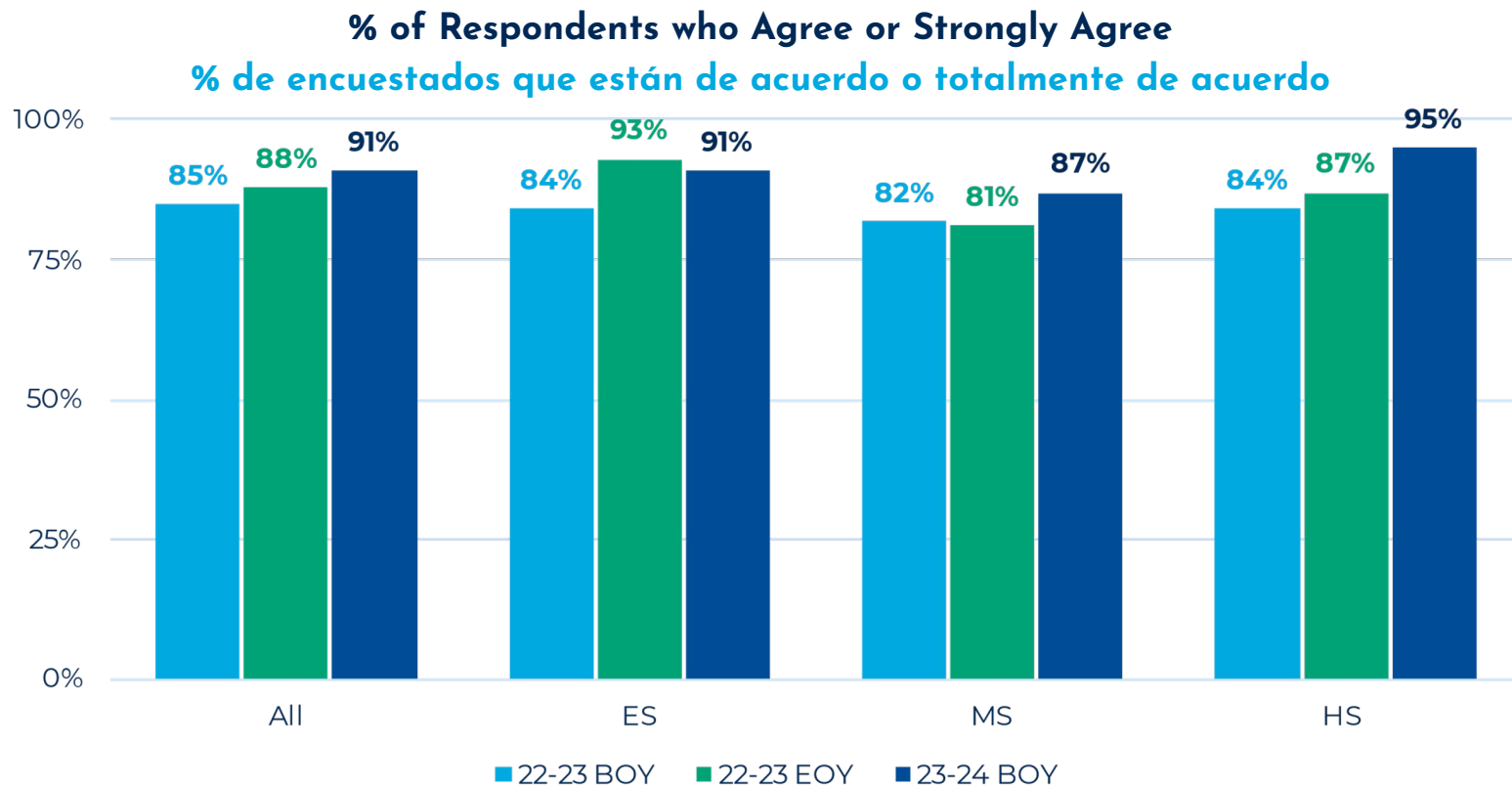
% de encuestados que están de acuerdo o totalmente de acuerdo



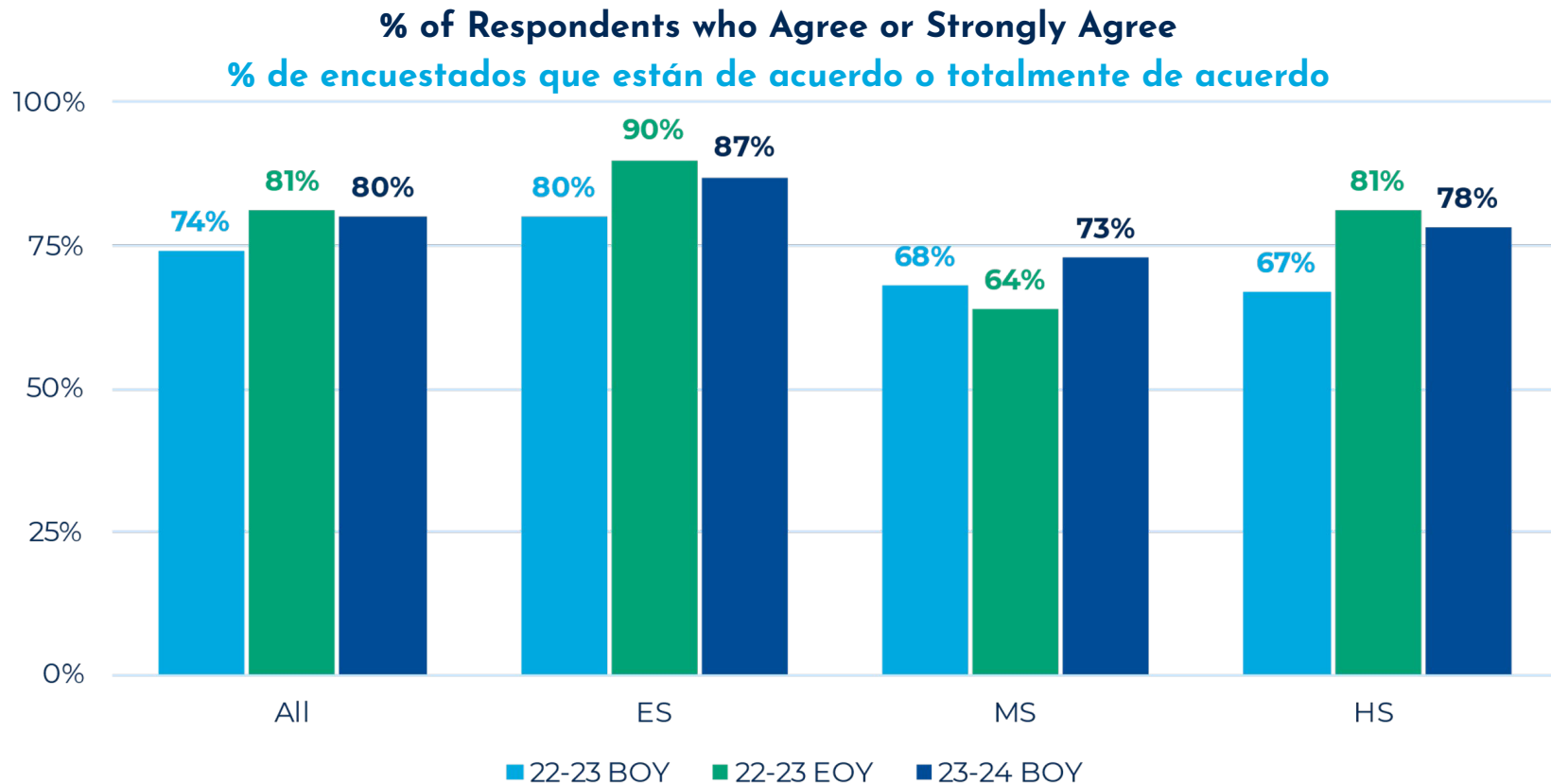
Families: I believe my student is challenged in the classroom /Familias: Creo que mi estudiante es desafiado en el salón de clases



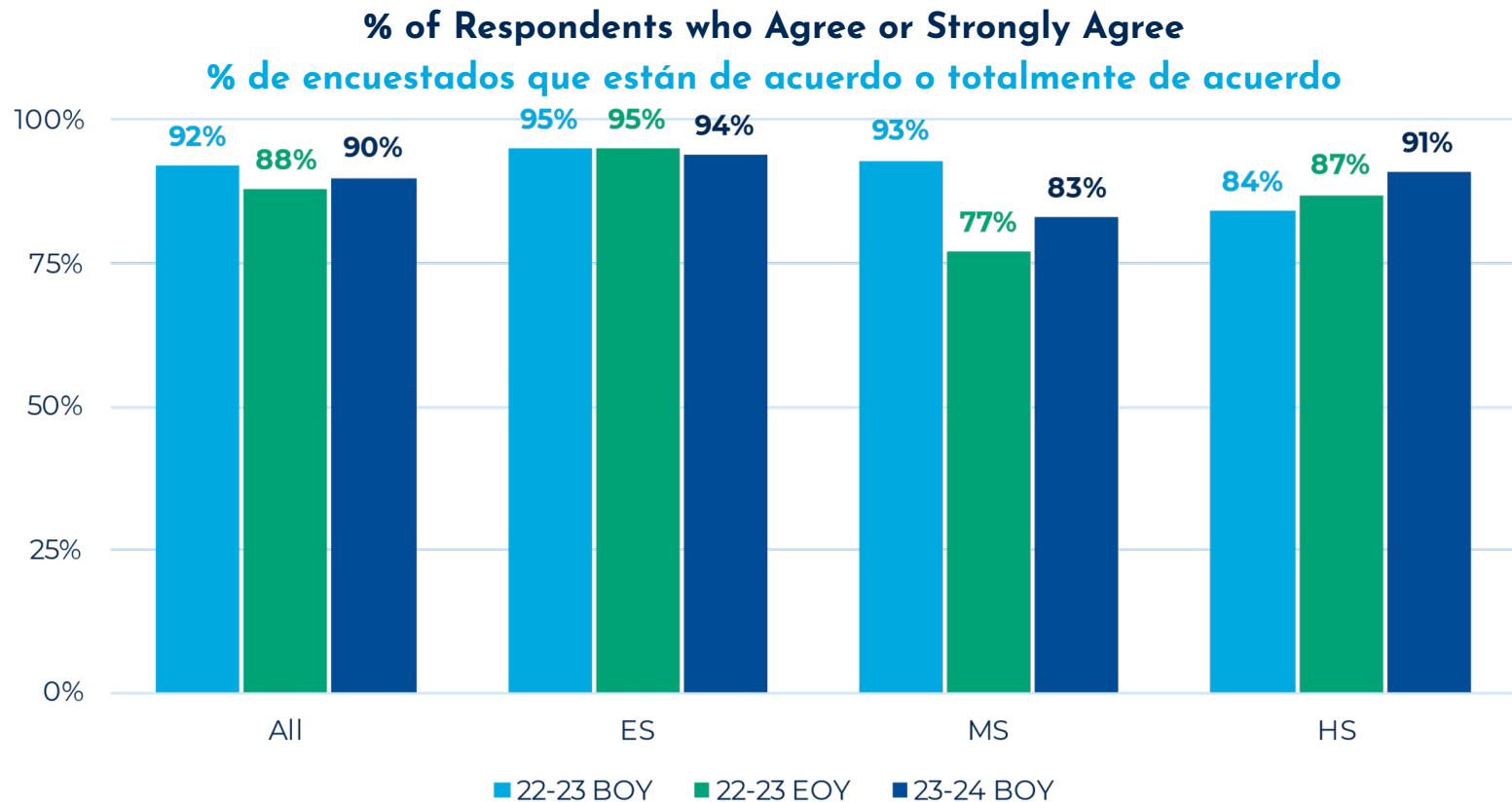
Families: I believe my student(s) teachers understand their learning needs / Familias: Creo que los maestros de mi(s) estudiante(s) comprenden sus necesidades de aprendizaje



Families: I feel connected to my child(ren)'s teachers / Familias: Me siento conectado con los maestros de mi(s) hijo(s)



Families: I would recommend E.L. Haynes to a friend or neighbor / Familias: Yo recomendaría E.L. Haynes a un amigo o vecino



Open Discussion

Discusión Abierta

- What are your notices and wonderings when reviewing these survey results?
¿Qué es lo que notan y se preguntan al revisar los resultados de esta encuesta?
- What are your questions or comments? / ¿Cuáles son sus preguntas o comentarios?
- What can/should we do to strengthen Teacher-Family or School-Family relationships? / ¿Qué podemos/debemos hacer para fortalecer las relaciones Maestro-Familia o Escuela-Familia?



AGENDA

- Long-term Facilities Planning / Planificación de Instalaciones a Largo Plazo
- Reviewing the 2023-2024 Community Survey Results / •Revisión de los Resultados de la Encuesta Comunitaria 2023-2024
- SY 2024-2025 Budget & Planning Process / Presupuesto para el Año Escolar 2024-25 y Proceso de Planificación
- Questions and Open Discussion / Preguntas y Discusión Abierta

AGENDA

SY 2024-25 Budget & Planning Process / Presupuesto para el Año Escolar 2024-25 y Proceso de Planificación

- **Our budget principles / Nuestros principios presupuestarios**
- **Our budget process / Nuestro proceso presupuestario**
- **Review SY 2023-24 sources of revenues / Revisar fuentes de ingreso del Año Escolar 2023-24**



Our Budget Guiding Principles

Nuestros Principios Presupuestarios Rectores

**Engage
Stakeholders**
Involucrar a las Partes
Interesadas

**Increase
Transparency**
Aumentar la
Transparencia



**Invest in Student
Learning**
Invertir en el Aprendizaje
de los Estudiantes

**Support School
Priorities**
Apoyar las Prioridades de
la Escuela

**Create
Sustainability**
Crear Sostenibilidad

Budget Planning Process/ Proceso de Planificación Presupuestaria



Plan and engage/ Planificar y participar

- Discussions with leadership teams and staff/
Discusiones con los equipos de liderazgo y personal
- Family budget conversations/
Conversaciones sobre el presupuesto con las familias

Set priorities/ Establecer prioridades

- Instructional and non-instructional/ De enseñanza y no enseñanza
- Identify key investments/
Identificar inversiones claves

Allocate resources/ Asignar recursos

- Make initial projections/
Hacer proyecciones iniciales
- Allocate funds to key investments/
Asignar fondos para inversiones claves
- Finalize budget/
Finalizar el presupuesto
- Board of Trustee approval/
•Aprobación por la Junta del Consejo Directivo

Implement plan/ Implementar el plan

- Track expenditures/
Seguimiento de gastos
- Review and revise as needed/
Revisar según sea necesario

Budget Timeline/ Cronograma del presupuesto

- **December / January:** Shape key priorities and questions
- **February / March:** Refine budget proposal with continued discussion / feedback / *Febrero / marzo: Perfeccionar la propuesta del presupuesto con discusión / retroalimentación*
- **April:** Share draft SY 2024-25 budget with Board for discussion/ *Abril:* Compartir el borrador del presupuesto del año escolar 2024-25 con la Junta del Consejo Directivo para su discusión
- **May:** Present final SY 2024-25 budget to Board for approval/ *Mayo:* Presentar el presupuesto final del año escolar 2024-25 a la Junta del Consejo Directivo para su aprobación
- **June:** Submit final SY 2024-2025 budget to the DC Public Charter School Board (PCSB)/ *Junio:* Presentar el presupuesto final del año escolar 2024-2025 a la Junta de Escuelas Públicas Autónomas de DC (PCSB)

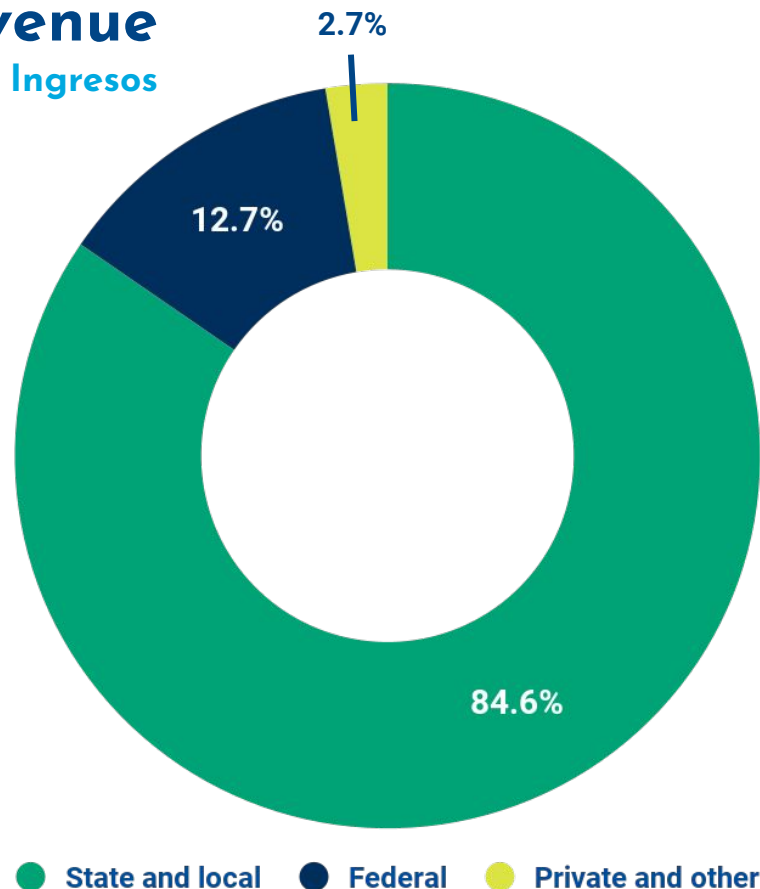


Our SY 2023-2024 Budget: Revenue

Nuestro Presupuesto para el Año Escolar 2023-2024 Ingresos

Revenue / Ingresos

- **Uniform Per Student Funding Formula (UPSFF)** provides the majority of local funding / **Fórmula Uniforme de Financiamiento por Estudiante (UPSFF)** proporciona la mayor parte del financiamiento local
- As a **Title I** school, we receive specific funds to support school-wide programs
- **Private Revenue** includes grants and individual donations to the school / Los **ingresos privados** incluyen subvenciones y donaciones individuales a la escuela.



**What do you and your students
need to make next year successful?**

*¿Qué necesitan usted y sus estudiantes
para que el próximo año sea exitoso?*

A blue-tinted photograph of a group of students walking down a set of stairs. The students are in the background, and the text is overlaid in the foreground. The stairs have a metal railing on the right side.

TITLE I PARTICIPATION AND OUR SCHOOL-WIDE PLAN

Why Are We Here?

Each year we host an Annual Family Meeting about our participation in the Title I, Part A Program under the Every Student Succeeds Act (ESSA). Our goal today is to:

1. Inform you of our participation in the Title I program
2. Explain the requirements of Title I (and our school-wide plan)
3. Explain your rights and opportunities as parents and families to engage in your child's learning
4. Get your input on our draft Parent and Family Engagement Policy, and how to use our Title I 1% set-aside

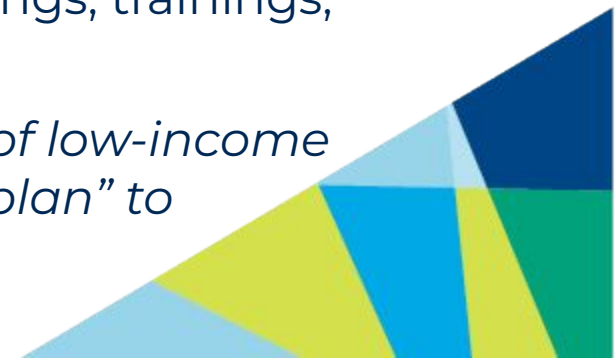


What is a Title I School?

Title I is the largest federal assistance program for our nation's schools. Title I schools receive extra funding (Title I dollars) from the federal government. These dollars are used to:

- Identify students experiencing academic difficulties and provide assistance to help these students;
- Purchase additional staff, programs, materials, and/or supplies; and
- Conduct parent and family engagement meetings, trainings, events, and/or activities.

NOTE: Because E.L. Haynes serves a high number of low-income students and families, we created a “school-wide plan” to consolidate funds to support all students.

A decorative graphic in the bottom right corner consisting of several overlapping triangles in shades of blue, green, and yellow.



Our School-Wide Plan

In 2023-24, E.L. Haynes was allotted approximately **\$600K** in Title I funding, which we used for:

- Supplemental staff
- Academic Programs
- Classroom Materials and Supplies
- Teacher Professional Development
- Translation for Family Engagement

Our Title I 1% Set-Aside

We are required to set-aside 1% of our Title I, Part A allocation for parent and family engagement. Examples of ways we could use the funds include:

- Partnering with outside organizations to provide training and support to school staff to improve family engagement
- Supporting reaching families at home (i.e. home visits)
- Supports to remove barriers for families in participating (i.e. translation services, transportation, child care)

Discussion: How do you recommend we use the funds to improve family engagement?


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PARENT AND FAMILY ENGAGEMENT

What Are Your Rights?

Generally, as parents and family members you are entitled to the following under Title I, Part A:

- Be involved in decisions made at both the school and district level;
 - Be provided with information on your child's level of achievement on tests in reading/language arts, writing, mathematics, and science;
 - Request and receive information on the qualifications of your child's teacher and paraprofessionals who are working with your child;
 - Request opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions about the education of your child.
- 
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Your Students' Academic Program

Standards, Curriculum, and Assessments

E.L. Haynes uses a variety of curricula that are aligned to the DC Early Learning Standards, the Common Core State Standards, and the Next Generation Science Standards appropriate to their grade level.


We also use multiple assessments to gauge your student(s) progress, including PARCC, ANet, and i-Ready.

To learn more:

- Review the [Student and Family Handbook](#) for campus, and/or
- Contact your student(s) Principal

Parent and Family Engagement Policy

The policy addresses how E.L. Haynes will implement the parent and family engagement program under ESSA. The policy says we will:

- Convene an annual meeting
 - Provide a flexible number of meetings for parents
 - Involve parents in an organized, ongoing, and timely way, in the planning, review, evaluation, and improvement of the parent and family engagement policy and program
 - Provide timely information about parent and family engagement activities
 - Provide information to parents about curriculum and assessment
- 
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Group Discussion

As we work on our Parent and Family Engagement Policy...

- What form of communication works best for you? (e.g. phone calls, texts, emails, notes, face-to-face, etc.)
- What kinds of information do you most want to receive from the school?
- What might we do differently to improve communication between school and home?
- What might E.L. Haynes do differently to work together more successfully with families?



How Else Can I Get Involved?

To support the academic success of all students, E.L. Haynes hosts many opportunities for families engage in their student(s)' learning.

We encourage you to participate in any, and all of the following:

- Family-Teacher Conferences
- Annual Back to School Nights
- CEO Family Forums
- E.L. Haynes Board of Trustees Meetings

For more information and updates, check out the [Family Calendar](#) on the E.L. Haynes website or the monthly Haynes Herald.

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