



2025 Strategic Plan: Resources and Priorities

Big Goals for SY2020-21

(Year 1): *Academics*

- **Graduate Profile:** Make a PK-12 map of staff and student look-fors that cultivate student growth toward the graduate profile, develop a PK-12 profile monitoring and reflection system, and pilot graduate profile measurement and reflection system with Seniors
- **1.1 Instructional Vision:** Develop (in partnership with teachers) and train instructional staff on new Instructional vision
- **1.2A Curriculum:** Work with external partner to define criteria for high-quality curriculum and conduct; and define curricular priorities for Year 2-5
- **1.2C SPED/EL Model:** Define SPED/EL staffing and instructional model for Year 2 and beyond
- **1.3A Student Culture:** Assess the best restorative and student cultural practices across schools; develop set of PK-12 cultural practices aligned to mission and instructional vision

Big Goals for SY2020-21

(Year 1): *Academics*

- **1.3B Student Life:** Conduct research on high quality programming for performing arts, athletics and extra-curricular offerings, focusing on PK-12 continuum and current program offerings.
- **1.4A Signature Experiences:** Assess current, and historical experiences and develop PK-12 sequence of signature experiences aligned to graduate profile
- **1.6 ED Technology:** Partner with an external consultant to conduct a technology audit to determine what instructional staff are using and how it is being used to ultimately inform a long-term ED Tech strategy for E.L. Haynes.

Big Goals for SY2020-21

(Year 1): *Talent*

- **2.1A Staffing and 2.1B Job Descriptions:** Continue researching potential organizational models in partnership with North Star; Update job description format to align with new mission, core values and branding in preparation for SY 2021-22 recruitment season
- **2.2A Recruitment and 2.2B Hiring:** Establish equity-focused recruitment strategy and implement shifts for the SY 2021-22 recruitment season; Identify strategies to align/strengthen hiring process and train hiring managers to build familiarity/skill in implementing revised hiring tools
- **2.3A Strong Start Onboarding:** Build and implement orientation plans for instructional and non-instructional roles
- **2.4A Staff Development:** Analyze existing professional development strategies/systems/protocols and codify adult-learning beliefs and model for adult professional development
- **2.6 Lead for Equity and Excellence:** Evaluate current training/resources for ELH managers, research management vision and strategies for developing manager skill (at the LEA and school level), identify core competencies for excellent managers; design a professional development strategy to systematically build managerial capacity

Big Goals for SY2020-21

(Year 1): *Organizational Development*

- **3.3A School Operations Model:** Clarify expectations and what excellence looks like for operations staff under current model
- **3.3B LEA Operations Model:** Establish an Operations Working Group to help set vision for excellence in school and LEA operations and clarify how and by who decisions regarding operations are made (re: LEA decision matrix).
- **3.4A Financial Model:** Develop multi-year budgets and sustainability modeling for multiple scenarios and contingency plans; align budgeting process to strategic plan priorities with leadership input
- **3.4B Finance Team:** Review current systems, processes, and procedures to inform potential team changes in future years
- **3.5 Technology (NEW):** Develop a multi-year technology plan and define technology vision for E.L. Haynes
- **3.6 Inclusive Decision-Making:** Launch process to identify and select the first E.L. Haynes Staff Trustee to the Board of Trustees.

OUR MISSION STATEMENT

We are a learning community where every student -- of every race, socioeconomic status, home language, and ability -- prepares to thrive in college, career, and life. Together, we create a more just and kind world.





OUR CORE VALUES

- **SUCCEED TOGETHER:** We value every member of our community and treat each other with kindness and care. We build meaningful relationships with students, families, and each other. We achieve more through collaboration and teamwork.
- **CHOOSE JOY:** We find, bring, and share joy in our work every day. We practice gratitude, celebrate wins, and offer praise
- **LEAD FOR EQUITY:** We challenge ourselves and each other to interrupt inequities and build equitable alternatives.
- **ACHIEVE EXCELLENCE:** We deliver high quality work every day. We set ambitious goals, embrace challenges, and hold ourselves and each other to high standards.
- **OWN OUR LEARNING:** We model a growth mindset for our students. We own our actions, mistakes, and learning. We continually look for ways to improve and produce high quality work.

OUR GRADUATE PROFILE

COMMUNITY MEMBER

- Kindness
- Social Intelligence
- Intercultural competence

“I treat those around me with kindness and care”

“I understand my identity both as an individual and as a part of many communities”

“I understand my rights and responsibilities as a community member”

LEARNER

- Applied learning
- Curiosity
- Perseverance

“I own my learning and work through obstacles to master new knowledge, skills, and habits”

“I take risks and adapt to new and challenging circumstances”

“I actively explore my interest and curiosities and cultivate my creativity”

LEADER

- Agency
- Historical Perspective
- Social Justice Orientation

“I take actions that promote justice and equity in my community”

“I have a growth mindset. I set personal, academic, and career goals that I work hard to achieve”

“I develop the perspective, agency, and urgency to make a positive impact in the world around me”

Be Kind.

Work Hard.

Get Smart.