

**U.S. Department of Education**  
**2019 National Blue Ribbon Schools Program**

---

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [X] Magnet [ ] Choice

Name of Principal Mrs. Karla Russo

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Haynes Academy School For Advanced Studies

(As it should appear in the official records)

School Mailing Address 1416 Metairie Road

(If address is P.O. Box, also include street address.)

Metairie LA 70005-3979  
City State Zip Code+4 (9 digits total)

County Jefferson Parish

Telephone (504) 837-8300

Fax (504) 837-2110

Web site/URL https://www.jpsschools.org/haynes

E-mail Karla.Russo@jppss.k12.la.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Dr. Cade Brumley

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail cade.brumley@jpschools.org

District Name Jefferson Parish Tel. (504) 349-7600

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Larry Dale

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## Part I – Eligibility Certification

---

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

### DISTRICT

- Number of schools in the district (per district designation):
  - 54 Elementary schools (includes K-8)
  - 15 Middle/Junior high schools
  - 14 High schools
  - 2 K-12 schools

85 TOTAL

### SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
  - Urban or large central city
  - Suburban
  - Rural or small city/town
- Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	60	66	126
7	58	67	125
8	56	68	124
9	50	73	123
10	55	60	115
11	47	74	121
12 or higher	62	55	117
<b>Total Students</b>	388	463	851

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 20 % Asian
  - 7 % Black or African American
  - 14 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 59 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: <1%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2017	823
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. English Language Learners (ELL) in the school: 0%  
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 28%  
Total number students who qualify: 240

8. Students receiving special education services: 1 %  
9 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>2</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>3</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>2</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>0</u> Speech or Language Impairment         |
| <u>1</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	5
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	29
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	22
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	91%	90%	91%	86%	97%
High school graduation rate	100%	99%	100%	100%	98%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

<b>Post-Secondary Status</b>	
Graduating class size	89
Enrolled in a 4-year college or university	99%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award. 2013

15. In a couple of sentences, provide the school's mission or vision statement.

Haynes Academy provides a learning center that encourages students and staff to actively discover, integrate, and apply knowledge in a dynamic, global, and technological environment.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

All students that attend Haynes Academy come from one of the district's feeder schools or they meet the following admissions criteria: For students entering grades six through twelve, and who attended a Louisiana Public School during the 2017-2018 school year, the application will be screened for residency, standardized test scores for the 2017-2018 school year (ELA and Math - a minimum of Mastery in both subjects), and report card grades for the last two years. For students entering grades six through twelve, and who attended a non-Louisiana Public School during the 2017-2018 school year, the application will be screened for residency and standardized test scores for the 2017-2018 school year (A student's overall composite, including all subjects tested, must be at or above the 85th percentile), and report card grades for the last two years. If previous LEAP 2025 test results are submitted, no rating lower than "Mastery" in ELA and math will be considered acceptable. Previous End of Course test results may have no rating lower than "Good". A student's end of the school year report card for the last two years must also accompany the application. In addition to the residency and standardized test score requirements, a student's end of year report card for the last two years must not contain a final/end of course letter grade average lower than a "C" in each reading, English, math, science, or social studies course attempted. In addition, the student must score in the 85th percentile or higher on the district's admission test. Students that come from one of the district's feeder elementary schools must have met similar criteria for admission to those schools and maintained a 2.0 unweighted GPA each year to enroll at Haynes Academy. All students must maintain an unweighted 2.0 GPA to remain continuously enrolled at Haynes Academy.

## **PART III – SUMMARY**

---

Although Haynes has existed since 1909, the school's major milestone was its inception as a magnet school, Haynes Academy for Advanced Studies in 2005, when it began serving students in grades 6-12 throughout Jefferson Parish. Two of the most salient features of Haynes are its ethnic and socioeconomic diversity and the academic and artistic opportunities that are provided to all students.

Since becoming a National Blue Ribbon school in 2013, Haynes has continued creating new traditions such as the International Food and Music Festival, Prom Fest, Senior Sunrise/Sunset, Theatre Day, yellow jacket mascots Felix and Felicity, our open house for prospective students, Senior Walk Through, College Fair, and Yellow Jacket Olympics as well as embracing old traditions such as our school colors and alma mater.

Additionally, the Haynes Parent/Teacher Organization is strong and supportive. Proceeds from the PTO's annual gala provide teachers with numerous opportunities for continuing education and materials needed for classroom utilization. Leading by example, the PTO influences our organizations such as Student Council, National Honor Society, and Key Club in promoting fundraisers during the year that benefit charities throughout the world.

Our advanced curriculum includes 24 high school AP classes, on and off campus dual enrollment classes, STEM Pathways, and the opportunity to attend The New Orleans Center for Creative Arts. All academic courses offered are honors. During 2018-19 school year, 21 % of the senior class were named National Merit Semi-Finalists. During the previous year, our graduating Class of 2018 earned over eight million dollars in academic and leadership scholarships.

Haynes Academy offers a plethora of student led clubs and organizations connected to state and national organizations such as Student Council (Louisiana Association of Student Councils) as well as National Student Council, Key Club (Kiwanis Club), and National Honor Society (National Association of Secondary School Principals -- all sponsored by faculty and community members. Haynes has received numerous honors and recognition at the state and national level in organizations including Science Olympiad, Math Counts, History Olympiad, Engineering and Robotics Teams, Mock Trial, Academic Games, Quiz Bowl, Mu Alpha Theta, We the People, Model United Nations, Youth and Government, and district and state rallies.

The Haynes Academy Athletic Department offers a wide range of competitive sports programs for girls and boys for middle school, junior varsity and varsity teams including: football, basketball, volleyball, soccer, baseball, softball, swimming, golf, cheerleading, and dance team, and most of our athletic teams make the state playoffs annually. The Yellow Jacket Cheerleaders and Dance Team have earned numerous trophies for their winning performances in local, state, and national competitions, and they lead the spirit efforts at school pep rallies and sporting events.

Over the past four years, the Haynes Yellow Jacket Band has grown from 40 to 175 members and has been recognized by regional assessments as the top school in concert and jazz ensemble. Haynes talented arts department offers music (both vocal and instrumental), theater, and visual arts where students are provided with opportunities to work with full-time master art teachers to hone their crafts. In particular, our school boasts the only music technical class in the parish and has won the Kidd Kraddick National HS Music award twice.

## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum:**

#### **1a. Reading/English language arts:**

The Haynes Academy English department bases its curriculum upon Guidebooks 2.0, a Tier I level curriculum, which is known for rigorous anchor texts, essay prompts, and critical thinking questions. While we use the same curriculum, our teachers work together to build upon the guidebooks to ensure our students are appropriately challenged. Even though our students are accelerated one grade in ELA, sometimes the guidebook assignments need modifying to cater to the needs of our middle and high school learners. Examples of our modifications include: test questions to mimic standardized structure, use of Google Classroom, and various multimedia projects.

To supplement our students' learning, every teacher has implemented, in varying degrees, ACT and PSAT prep. We have redesigned our writing program to ensure that a working draft of a college personal statement is complete by the end of eleventh grade. To achieve this, our students work their way through creative, research, analytical, and persuasive prompts to culminate in AP Literature essays senior year. Regardless of grade level, all students participate in writing workshops that include teacher conferences, peer reviews, and digital reviews.

Various assessments are in place for our students depending upon their grade level. Our department has a high success rate with the LEAP2025, EOC, CLEP, and AP tests, as well as being able to prepare students for challenging teacher created tests. In our efforts, we've established a cross-curriculum integration of material with several departments, most notably history.

As our students are avid literature lovers, our jobs often include extra activities. Our department hosts lunchtime tutoring, advisory and tutorial sessions, a writing club for both middle and high schoolers, National English Honor Society, a middle and high school student-published yearbook, and we have a newspaper and literary magazine in the works to provide facets of English to every Yellow Jacket.

#### **1b. Mathematics:**

The high school course sequence is designed with college readiness in mind: Geometry, Algebra II, and Pre-Calculus. In senior year, students may take AP Calculus or AP Statistics. The following Dual Enrollment Mathematics classes are now available to juniors and seniors: College Algebra, Trigonometry, and Business Calculus.

The mathematics curriculum provides rigor and relevance. Haynes develops students' quantitative reasoning/problem-solving skills and their ability to understand and communicate mathematical ideas effectively. Teachers use interim assessments, standardized test scores, and common formative assessments to evaluate student progress. Lessons, including visual models, small group instruction and opportunities for collaboration, are designed to engage and accommodate different learning styles. For students in need of remediation, tutorial time is built into the middle and high school schedule. Peer tutoring is also available through National Honor Society & Mu Alpha Theta. Students who are evaluated to be at risk for not meeting set goals are scheduled in an intervention class offering extension and remediation according to individual needs.

The success of our Math Department is demonstrated by the number of individuals and teams who win or place in mathematics competitions: Mu Alpha Theta tournaments and placement in District and State Rally. The rigor of the mathematics program is also evident in the number of graduates attending Ivy League Schools and universities with selective admissions policies (MIT, University of Chicago). Data shows that Haynes Academy's graduating seniors do well in their first year of college, often testing out of introductory courses.

Last year, 100% of the students taking the Algebra I Leap 2025 scored Mastery or above. Haynes' students have earned high test scores since the inception of Algebra I and Geometry End of Course tests. In addition, 100% of the graduating class of 2018 earned college credit in mathematics through either Dual Enrollment Courses and/or AP exam participation in Calculus and/or Statistics.

### **1c. Science:**

The Haynes Academy Science department's curriculum is based on The Louisiana Student Standards for Science. This curriculum has allowed for the "Shift in Science," providing Three Dimensional Learning. Three Dimensional Learning incorporates the integration of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts in science instruction. The Louisiana Student Standards do not dictate curriculum or teaching methods, leaving the curriculum up to districts and schools. This allowed Haynes to choose Houghton Mifflin Harcourt Science Dimensions, which is a Tier 1 Curriculum. HMH Science Dimensions addresses appropriate content for grades 6-10, maintains high expectations, and creates a logical connection of content across and within grades. Haynes also offers CLEP, Dual Enrollment Biology I & II, Physics, AP Physics, and AP Chemistry for grades 11 & 12.

The major goal of all our science courses is to impact student achievement and promote lifelong learning. This involves the teachers employing a variety of instructional modes. These include analysis and interpretation of data, oral and written communication, technology, information literacy, problem solving, hands-on activities/labs, and critical thinking skills. Our students are given standards-based instruction, focusing on college readiness. Instruction and activities are rigorous. They are designed to promote deep comprehension, build conceptual understanding, and help students reach high levels of achievement. Lessons are differentiated, presenting grade level standards at various levels of difficulty. In addition, classwork supports higher order thinking skills through instruction and practice. This requires students to think at all levels, from simple knowledge of a skill or concept to a more complex understanding.

Students are given a wide variety of assessments that differ in each grade level. The Science department has been successful with Teacher-created tests, EOC, LEAP2025, AP Exams, Dual Enrollment, and CLEP. Using these assessments, teachers and administrators can assist in tracking students' progress, as well as their strengths and weaknesses. Data from these assessments can also be used to identify which students need enrichment, remediation, or content that is more challenging.

### **1d. Social studies/history/civic learning and engagement**

Haynes Academy offers a rigorous Social Studies curriculum, differentiated instructional strategies, personalized interventions, and diversified assessments. Through extensive course offerings which include Advanced Placement, Dual Enrollment, and PLEP courses, in addition to student-created clubs and organizations, Haynes Academy offers opportunities to explore history and grow through civic learning and engagement.

Learning standards are addressed through rigorous courses at both the middle and high school levels. Middle school students are offered World History, American History, and Louisiana History, all of which are prescribed by the Louisiana State Department of Education (LDOE). High school students are offered several required courses in addition to seven AP courses, a Law Studies course, and a We the People course. These courses were chosen to meet the requirements from the LDOE and the needs of our students.

We challenge the students by using a variety of instructional approaches to meet the needs of the students. Students in middle school use Kagan Strategies to develop cooperative learning groups designed to promote cooperation and communication in the classroom. They also utilize project-based learning and document-based questions and writing. Students in high school utilize Socratic seminars, debate, and document-based questions and writing. Students who require intervention receive personalized instruction during a twice weekly advisory class.

Assessment data is used to analyze and improve the student and school performance. Within the classroom, diagnostic, formative, and summative assessments are used. Diagnostic tests allow the teachers to identify

students' strengths and weaknesses in order to drive instruction. Formative assessments are used while the learning is taking place to identify areas of the content that need reteaching or improvement. Summative assessments are used after the learning has taken place and provides information and feedback for the student and teacher. Standardized test scores are used to identify student learning gaps, determine interventions, and illustrate areas for instructional improvement in the Social Studies curriculum.

### **1e. For secondary schools:**

Haynes Academy supports a college preparatory curriculum by offering an accelerated curriculum, twenty four different Advanced Placement courses, on and off campus dual enrollment classes and CLEP tests. Our students have been accepted to college all over the United States as well as in Europe. Additionally, Haynes offers courses which prepare students to become future engineers, artists (visual, theatrical, and musical) politicians, lawyers, and software engineers/IT specialists. Next year we are adding Inventor certification and digital media, where students will earn an Adobe specialist certification. Both of these courses are high demand career tech fields for Louisiana.

### **1f. For schools that offer preschool for three- and four-year old students:**

## **2. Other Curriculum Areas:**

Haynes is a school which prides itself on our appeal to all types of students. We are not strictly a math and science academy and we are very proud to offer courses that match the passions of our students and teachers. In terms of our arts programs, we offer both talented and non-talented art, music, and theater for students in all grade levels. Additionally, we have AP Studio Art for our senior students who are thriving in any of our offered art mediums from painting to ceramics and everything in between. Each of these mediums is wildly successful - we have students earn acting roles in the great New Orleans area, display their visual art crafts at various locations around the area, and our vocal and instrumental musicians perform throughout the region. We are so proud to support students in passions and through our support and guidance they become award winning artists. In addition to focusing on more traditional mediums, we also house the only high school level Music Technology and Production course in the parish, which allows us to partner with Loyola University. In our arts community we feel it is important to expose students to life in and outside of Louisiana, which is why every other year our upperclassmen theater students have the chance to travel to New York City to experience Broadway performances.

In terms of our physical education and health department we have recently made some very big changes. One of our coaches has built a partnership with Too Good for Drugs High School who comes on campus to teach our high school health students various aspects of a truly healthy lifestyle. Our representative for this program teaches weekly lessons that focus on nutrition, the toll of drug and alcohol use, mental health awareness, and does so in a way that allows our students to feel safe and supported. Outside of this program we are thrilled to teach exercises that promote a healthy lifestyle across all grade levels. Students enjoy badminton competitions, soccer on the field, and an end of the year Olympics unit that meshes history and physical education through trivia and sporting events.

While it may, at a glance, seem like our foreign language program is limited, as we currently only offer French and Spanish on campus, that is certainly not the case. We have strong high school programs for each of our languages - we have National French and Spanish Honor Societies, a very popular Spanish club, a house marachi club, we offer Spanish I through IV, plus AP and CLEP tests. Off campus through our dual enrollment opportunities our students are able to excel in American Sign Language, German, and even Latin. Many students find these courses beneficial as they look to careers in law, medicine, teaching, and engineering. Middle School students gain an appreciation for French and Spanish language and culture through middle school elective courses.

Always looking to the future and how we can improve to better serve our students, Haynes has really made an effort in improving our technology use and programs. Our strides in technology were important in

ensuring our students were on par with their peers from across the country. To ensure we produce tech-savvy students we've used fundraising to purchase several portable Chromebook carts, Promethean Boards for each classroom, iPads for music and ACT Prep courses, DSLR cameras for our student led publications, and new broadcasting equipment for our TV studio. Our campus library, which houses the TV studio, is complete with thousands of periodicals, works of fiction and non-fiction, a small computer lab, and a collection of research materials. Our librarian works every year with her budget to add new texts that appeal to middle school students, high schoolers, and our staff. The librarian sponsors our popular Library Club for students of all grade levels to teach them the basics of library science.

### **3. Special Populations:**

While Haynes Academy does not have a large portion of students performing below grade level, one of the unique features of the school is the significant number of students performing above grade level. Two hundred and ninety-two students (34% of the total population) are identified as academically gifted for 2018-2019. For these students, we offer gifted resource classes in specific subject areas each year that constitute approximately 12.5% to 25% of the student's instructional time each year. Gifted subject-specific courses are taught by teachers that have been certified in both the content area and gifted education so that they can provide the differentiated instruction these students need. In addition, 100% of our students take math and English/Language Arts courses one grade level above their assigned grade level. This allows us to provide above grade level enrichment for all of our students while ensuring they meet the grade level Louisiana State Student Standards. As a result, 56% of our students scored at the highest level on the state LEAP 2025 tests.

Moreover, we are able to offer academic enrichment opportunities for our students like Academic Games, where 36 students placed in at least one event at the National Academic Games League of America tournament in 2017-18. Our We the People team at our Haynes Academy team has also won the state competition for the last eight years. Furthermore, we have 334 students (39% of our total population) that are identified as talented in visual, musical or theatrical arts and are performing well above the level of their peers in these areas. These students are instructed by faculty members that have been certified as talented professionals in their respective areas, and as such are able to provide the students with opportunities to develop their talents and showcase them in the communities. Our talent visual arts students display their work in the community, compete in art contests, and even receive college credit via AP Art Studio. Our theatre students practice their craft for our annual Theatre Day showcase as well as perform in local productions in the community. Our talent music students perform at Jazz Fest as well as for the Greater New Orleans Youth Orchestra.

Based on data from the 2017-18 school year, we have 11 students performing below grade level. These students are scheduled into a small group intervention class during enrichment time where they receive remediation instruction in their identified area of improvement. This ensures that these students are still receiving grade level or higher instruction with their peers during core instructional time while remediating deficits during non-core instructional time. This practice has shown to be beneficial as Haynes Academy was identified as one of the Top Schools for Student Growth in the state of Louisiana based on 2017-18 data.

## PART V – SCHOOL SUPPORTS

---

### 1. School Climate/Culture:

Our school engages our students by providing a curriculum that satisfies all of their interests. Because of our accelerated curriculum, our students have the ability to take a multitude of elective classes including twenty-four Advanced Placement classes that range from AP Physics to AP Art Studio. We also have students that take dual enrollment classes on and off campus, students that attend the New Orleans Center for Creative Arts for part of the day, ROTC students who receive instruction at a neighboring high school, and an engineering program sponsored by LSU. To meet our students' social needs, we have fifty-seven clubs, sixteen different sports, pep rallies, dances, homecoming, class competitions, a Senior Trip to Florida, and even a Prom Fest that provides a safe environment for students to attend after prom.

We also take into consideration our students' emotional needs at Haynes. Our Positive Behavior Interventions and Support (PBIS) rewards students for positive behavior, and Haynes has a counseling curriculum that is tailored specifically to student needs. For instance, we have "Peaceful Pep Rally" for students with sensory issues. This past year, all of our tenth graders attended "Sudden Impact," a program that partners with local hospitals to speak to the students about the dangers of distracted and impaired driving. During Physical Education, we pull out kids weekly and have a "Too Good for Drugs" class for high schoolers about the dangers of drugs sponsored by Safe and Drug Free Schools.

Teachers also feel well-supported at Haynes Academy. Teachers feel invested at our school, and one unique feature is how many teachers we have that either have, had, or will have their children as students on our campus. We also have three former students who are now members of our faculty. Teachers get to decide which professional development opportunities to attend to best meet the needs of their classrooms. Our professional developments are geared towards the specific needs of our students, as opposed to a prescribed district professional development. Our teachers feel supported by the parents, specifically our Parent Teacher Organization and Grandparents' Club. Our PTO hosts appreciation lunches for our teachers where they also cover our duties, beautify our campus with gardening or special projects like a walkway through our courtyard, and donate to our Donors Choose projects. This year alone we have had \$25,000 in projects to improve technology on our campus through Donors Choose. The PTO also hosts a gala each year to fundraise for AP professional development training for teachers during the summer, allowing us to continue to increase our AP course offerings.

### 2. Engaging Families and Community:

"For over a decade I've chosen to dedicate my time and energy into Haynes Academy. I've been a parent, PTO member, robotics coach, and more. While it seems like an undertaking anyone would do for their own kids, the students at Haynes have kept me there. They are polite, kind, generous - the types of students you are honored to know. Haynes has provided my own children with an incredible support system and I'm hopeful to be a part of that for another family" remarked one parent. The best way to describe our campus' atmosphere is infectious. Once people experience Yellow Jacket life, they're hooked. That may seem like an exaggeration, but our community is comprised of several retired teachers ready to sub at the drop of a hat, former and current parent club sponsors, alumni coming back as full time teachers...the list goes on and on. Perhaps the best rationale for this is because we all have a common goal - the continued success of current students.

Our students depend on our community and our families in order to continue in their daily education. The PTO and local businesses work for us every single day through their donations, sponsorships, and by employing our students. Because of their unwavering dedication we are able to fund Chromebook carts, professional development trips, student trips to compete at national competitions and that's just what we use the funds from our annual gala on. For example, our junior class is hosting our first TEDtalk, which means we need to fundraise. A local coffee shop agreed to provide us with iced coffee to sell to make the funds needed to accomplish our goal.

Funding definitely brings us closer to our community, but it's not where we stop. At Haynes on any given day there are students who are taking courses through Southeastern, UNO, NOCCA, and LSU, as well as working on projects sponsored by two local hospitals, East Jefferson Hospital and Ochsner. The local media is also invested in our school community; when our students are achieving their goals, area newspapers and TV stations are present. Outside of the media, our parents and community are kept up-to-date on student success through communication from administrators, our Facebook page, and newsletters.

From the outside we may look like a typical school, but when you get to know us, you realize we are so much more than that. From our technology to our flower gardens, we are a product of our community's hard work and love.

### **3. Professional Development:**

Haynes Academy uses a data-driven approach to school-wide professional development in addition to differentiating professional development for teachers based on both need and interest. At Haynes, all stakeholders are also learners, and stakeholders recognize that students cannot improve unless teachers and leaders continue to grow.

Jefferson Parish Public Schools use a cluster model and cycle to identify needs and opportunities for growth that are aligned with academic standards and support student achievement and school improvement. The Instructional Leadership Team meets weekly to analyze quantitative student data from both formative and summative assessments, qualitative data from classroom walkthroughs, and student work samples to determine skills and instructional practices that need to be refined through professional development. These skills and instructional practices are developed through both meaningful conversations between members of the leadership team and teachers as well as cluster meetings.

During cluster meetings, teachers become the learner by following NIET's Five Steps for Effective Learning: identifying the need, obtaining new learning, developing the new learning, applying the new learning, and evaluating the new learning. The cycle continues to progress as new needs are discovered through data analysis. This culture of continuous learning allows teachers and leaders to strive for improvement not just with student achievement but within themselves. Teachers are often identified as the expert with regard to specific needs or instructional strategies and are asked to lead cluster meetings when appropriate.

Teachers are also encouraged to identify professional learning opportunities outside the school that would be meaningful for their development as a teacher, and the school leadership supports the teacher in his or her attendance at such events. Teachers have participated in many professional development opportunities outside the school including workshops with local universities, Kagan Professional Development, Code.org Professional Development, national meetings for subject specific associations like NCTM and NSTA, attending AP summer institutes and the AP National Institute. Over the past five summers, six to ten members of the faculty have attended AP summer training or institutes. These include pre-AP teachers who are working toward vertical alignment between our middle and upper grade levels.

Teachers who attend professional development outside the school also return to the school to redeliver the information to their peers, thereby increasing their capacity as a teacher leader and improving the pedagogy of their peers. School leadership also recognizes the value of adult learning and participates in professional development opportunities including district professional development, ASCD workshops, NIET conference, PLC and RTI conferences, and NASSP summer conferences.

### **4. School Leadership:**

The school's leadership philosophy can best be described as transformative. The principal and leadership team have established a vision for the school in which students achieve to their maximum potential and have strategically communicated that vision to all stakeholders in the school community. Stakeholders feel empowered to communicate their needs, express concerns, and offer solutions for improvement. Teachers are respected as professionals and have the opportunity to take on administrative type tasks as teacher

leaders. As a result, many important functions such as curriculum, instruction, and assessment design are piloted by teacher leaders.

Our principal serves as the instructional leader of the school and leads by example through attending professional development with teachers, conducting frequent classroom observations, engaging in meaningful feedback with teachers, and analyzing student work. The other members of the administrative staff, two assistant principals and two deans of student services, also participate in these activities, creating a culture of improving instructional outcomes for all students.

Our vision is communicated to parents regularly through monthly newsletters and parent meetings, weekly text messages, and social media. Furthermore, our principal and administrative team confer monthly with students who have a D or an F in a class to discuss concerns and strategies with the student while providing support via a tutorial class to assist the student academically. As a result, the number of students earning a passing grade in a course has significantly increased. In the spring, our principal meets with each middle school student individually prior to LEAP 2025 testing in order to review the student's past performance on state testing and set a goal for this year's performance.

Our assistant principal for curriculum and instruction creates student schedules, facilitates dual enrollment opportunities for students, ensures that all special education, gifted, and talented students are receiving a free and appropriate education, and coordinates the budgeting of additional state funding. Our second assistant principal is responsible for the safety and security of the plant, monitoring and reporting student attendance, and facilitating student participation in AP and CLEP testing. Each dean is responsible for many academic and behavioral functions at either the middle or high school level including student discipline, testing, 504 implementation, conducting the Academic and Behavior Intervention Team, and facilitating the identification and evaluation of additional gifted and talented students. Our team works together as a cohesive unit to ensure that every student is provided with a quality education and that students continually show growth and achievement.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

---

While it is difficult to decide on one strategy that makes Haynes Academy for Advanced Studies successful, our inclusiveness would have to be paramount. We truly have something for everyone at Haynes, and all stakeholders, students, faculty, and parents feel that they have a voice as we look to expand and improve each year. The passions of our stakeholders are able to manifest in ways that provide our students more than basic academic skills. We have community chess players, parent robotics experts, teachers with their own small businesses - so many skills that can support our students in finding their next passion.

‘Each year we try to offer more classes, clubs and activities to ensure that all students have something to captivate his/her interests. This year we introduced a pre-engineering pathway that includes the use of 3D printers and robotics. The instructor is a former engineer for Halliburton who is also a parent and leader of our Girl Scout troop. Additionally, her husband is our Biology teacher and her daughter is an alumna who comes back each year to field College 101 questions from juniors and seniors. This family is one example of how our community rallies around our inclusiveness. From these four members of our community we have teachers, engineers, club sponsors, and opportunities for college mindset growth.

Our faculty is allowed the unique opportunity to follow outside interests that drives future curriculum. For instance, one of our art teachers uses Adobe software to create modern art pieces in her freetime. Next year she will be using those skills to lead our first Digital Media students through their own Adobe creations. These students will learn InDesign, Illustrator, and Photoshop and will end the course being certified in Adobe. With a certificate in Adobe, our students are able to open up entry level job opportunities that they wouldn’t have had otherwise.

Within our student community we have grown so much in our diverse, student-led club offerings. In the past few years alone we’ve added a Black Student Association, Muslim Student Association, Korean Culture Club, Young Republicans and High School Democrats of America. Last year, our students felt the need to have a voice for the Parkland students struggling with the loss of their peers and teachers and pioneered a memorial assembly for students and faculty. For students who feel like they have not yet found their niche, we encourage the founding of new clubs.