

U.S. Department of Education
2021 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 Ms. Nanette McCann
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Baton Rouge Magnet High School
(As it should appear in the official records)

School Mailing Address 2825 Government Street
(If address is P.O. Box, also include street address.)

City Baton Rouge State LA Zip Code+4 (9 digits total) 70806-5412

County East Baton Rouge

Telephone (225) 383-0520 Fax (225) 344-7413

Web site/URL https://brmhs.com E-mail ngreer@ebrschools.org

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. Sito Narcisse E-mail SitoNarcisse@ebrschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name East Baton Rouge Parish School System Tel. (225) 922-5400

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. David Tatman
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

- Number of schools in the district (per district designation):
 - 47 Elementary schools (includes K-8)
 - 11 Middle/Junior high schools
 - 15 High schools
 - 0 K-12 schools

73 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

- Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

- Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

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	0	0	0
7	0	0	0
8	0	0	0
9	188	261	449
10	165	268	433
11	154	236	390
12 or higher	124	211	335
Total Students	631	976	1607

*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):
- 0.1 % American Indian or Alaska Native
 - 22.1 % Asian
 - 31.6 % Black or African American
 - 6.8 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 39.3 % 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 2019 - 2020 school year: 2%

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.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	26
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1, 2019	1483
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

Arabic, Chinese, Vietnamese

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

7. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 215

8. Students receiving special education services: 1 %

14 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>1</u> Multiple Disabilities |
| <u>2</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>6</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</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: 19

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	76
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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 20:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	96%	94%	99%	99%
High school graduation rate	100%	99%	100%	100%	99%

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 2020.

Post-Secondary Status	
Graduating class size	348
Enrolled in a 4-year college or university	98%
Enrolled in a community college	1%
Enrolled in career/technical training program	1%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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. 2015

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

Baton Rouge Magnet High School's mission is to provide a college preparatory curriculum enabling students to be lifelong learners, critical thinkers, and ethical citizens who can function in a global environment.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

In August 2020, Baton Rouge Magnet High School opened with a hybrid model where students who had the last name of A-K attending Monday and Tuesday face-to-face, and students who had the last name of L-Z attending Thursday and Friday face-to-face. On the days that students were not attending face-to-face, students would learn virtually by logging daily into a teacher's platform per the teacher's requirements. All students attended school virtually on Wednesdays including virtual club day. In October, the school opened an in-person A-Z model where all students could attend classes face-to-face; however, students had the choice to opt out and attend school virtually. We are now teaching 50% of the students virtually while 50% of the students attend face-to-face.

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

The selection process for students assigned to Baton Rouge Magnet High School is conducted by the district office. The annual fall application process allows parents to upload transcripts, standardized test scores, and proof of residency online. Students are selected for available seats based on the following priorities: (1) Magnet progression, created to encourage students matriculating from a magnet program from middle school to complete the thematic pathway; (2) Siblings, defined as a brother or sister domiciled in the same household; and (3) Socio-economic status, which is based on a parent's self-reported income status, designed as a race-neutral priority to maximize diversity. Finally, the East Baton Rouge Parish School System defines diversity broadly to include diversity factors but not limited to gender, socio-economic status, race, ethnicity, language ability, and exceptional student needs.

PART III - SUMMARY

Founded in 1880, Baton Rouge High became a dedicated magnet school in 1976 and is located in the middle of the capital city of Louisiana. Baton Rouge Magnet High School is the largest and most diverse high school in the school district, with an enrollment composed of students who have matriculated at middle schools, both public and private. Students must apply to attend and are accepted based upon specified admissions criteria, which promote both equity and diversity.

As a three-time National Blue Ribbon School, Baton Rouge Magnet High School boasts 32 advanced placement classes, 20 honor classes and offers course selections that include the Advanced Placement Capstone Seminar and Research diploma program, architecture, computer science, robotics, media arts, radio and business. It is the only high school in the nation with both an AM and FM student-operated radio station. Although students do not have the traditional baseball, basketball, and football programs, students do have the opportunity to participate in field varsity teams. Coupled with its broad academic and sports offerings, the school provides a socially equitable environment through an extensive list of clubs that appeal to and nurture the specialized interests of all students.

The wealth of learning opportunities across the curriculum has resulted in a solid, college-readiness foundation with offerings at all grade levels to a diverse population. Within this rich academic environment, the dedicated counseling staff is also firmly committed to fostering positive character growth, through enhancing all other elements of student development: emotional, physical, social, and cultural.

Baton Rouge Magnet High School prides itself on pushing the boundaries of conventional learning through best practices, encouraging academic connections that enhance the vision of the school. The school produces an outstanding number of scholars including National Merit Semi-Finalists, Advanced Placement Scholars, Advanced Placement Capstone Scholars and Presidential Scholars. Baton Rouge Magnet High School continues the tradition of having more students recognized by the National Merit Program than any other school in the city.

The “Legacy of Excellence” continues to infuse all aspects of the school from the academics to the arts and athletics. The facility boasts an active library media center, two gymnasiums with one dedicated to gymnastics, two Black box theaters, television studios and an amphitheater for outdoor productions. The student body brings to the school a wealth of diverse knowledge and cultural backgrounds, academic talent, and multicultural experiences, something that is not present at such levels in other local schools. Continuing to build on the legacy of excellence established so many years ago, Baton Rouge Magnet High School is the place to train students for a world filled with challenges but vibrating with promise.

Since the initial National Blue Ribbon School Awards and with the establishment of the Baton Rouge High School Foundation, community and family engagement has strengthened in support of the school’s vision. The foundation’s mission is to encourage philanthropy and fellowship of alumni, student families, faculty, and the community so that the school will continue to advance in educational excellence, student achievement, and national prominence. The 2015 award served as the impetus to build on the legacy of excellence established years ago. Most notably, curriculum and instruction have advanced with the addition of more advanced placement courses, test prep classes, world languages, and 1:1 technology.

With such changes, the administration has sought to ensure that faculty and staff are aware of the increased academic expectations and continuously offer opportunities for professional development. With the significant focus on integrating technology into the curriculum, Baton Rouge Magnet High School is a testament to the powerful impact of good teaching in the midst of the most unexpected adverse circumstances.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

BRMHS offers a rigorous, comprehensive, well-designed college preparatory curriculum as each course offering is aligned with state and local standards. Until this year, emphasis was placed on group collaboration, technology-based activities, performances and presentations, as well as traditional teacher-centered instruction. However, this year the teachers designed their lessons to merge learning for online and in-person students via smart board instruction. Teachers use online platforms and breakout rooms to facilitate discussion in small groups. Some lectures are recorded so that students with internet connection problems can still follow instruction at their own pace. Mandatory small group meetings with each student at least once a week test higher level thinking skills and track individual understanding. Applications have replaced organization and development of student projects as well as online peer editing programs. Many teachers utilize open notebooks for assessments as well as rubrics on online platforms to grade projects. Overall assessments require multiple means of checking for comprehension and mastery of the concepts as well as require more critical thinking in selection of answers versus rote memorization.

The English curriculum addresses standards in grades 9-12 through the diversity of the material covered in courses. Reading standards are addressed through the varied stories, novels, poems, essays, etc. covered throughout the entire school year. Within the grade levels, students will all experience both literary analysis research and current issues/persuasive research. Summative assessments range from projects, objective unit tests, and essay tests. Class discussions are one common method of formative assessment, and teachers work towards student led discussions. Small group and cooperative learning is frequently used across grade levels. Writing is an ongoing process throughout the year with essays, papers, projects, and the formal research paper. Students develop their listening and speaking skills through presentations and class discussion. The standards of language are addressed through these assignments with reading and analysis of various forms of literature, writing, and presentations. Honors and Advanced Placement courses are offered at all grade levels, and the students receive Pre-AP preparation through the Springboard Program. Additionally, 9th and 10th grade students participate in the Accelerated Reader program through the library.

The math curriculum focuses on developing student skills and interests in mathematics while preparing them for a collegiate environment. The department has adapted with the implementation of virtual learning and social distancing. While the curriculum has remained relatively intact, the instruction is now transmitted through internet platforms and assessments are administered online. Since August 2020, teachers have dedicated themselves to learning new ways of communicating with students so that the element of teacher to student interaction is not lost. BRMHS continues to have an incoming freshman class with a range of skills and levels. The directive is to offer a range of courses to meet their needs. Many of the students advance beyond the traditional mathematics pathway of Algebra I through Pre-Calculus, so as a four-core school, students are encouraged to register for Calculus AB/BC AP, Multivariable Calculus, and Statistics AP.

The social studies curriculum focuses on the critical thinking skills of investigation, analysis, and communication. Teachers have worked with one another to master new online platforms for discussion, annotations, lectures, and many more in order to keep both virtual and in person students engaged. Continuing from previous years, the social studies department offers numerous AP options in addition to the on level courses. The AP courses at each grade level help to prepare students for college level courses while also giving students the opportunity to earn college credits. The social studies department offers World Geography and AP Human Geography in ninth grade; AP Government and Politics as well as AP Comparative in the tenth grade; American History and AP US History in the eleventh grade; and World History, AP World History, and AP European History AP in the twelfth-grade year. The department also offers elective courses such as AP Art History, psychology and AP Psychology.

The science curriculum strives to meet the needs of students by offering a variety of courses such as physical science, biology, chemistry, physics and Environmental Science. Students have the option to take the advanced placement offering in each of these subject areas that are designed to provide proficiency in general knowledge of scientific facts, communication of this knowledge, analytical and problem-solving skills, and awareness of societal issues related to an increasingly technical environment. Students can

experience various phenomena directly through inquiry-based learning, as well as experience the gathering of data and the performing calculations and drawing conclusions with an emphasis on developing scientific literacy. Students are often expected to report their findings in some cogent manner, such as writing or presenting reports during the annual science fair competition. Additionally, students compete nationally in robotics, Science Olympiad, and Science Bowl.

1a. For secondary schools (middle and/or high school grades):

Students are prepared for college by addressing the College and Career Readiness Standards of reading, writing, speaking and listening, and language. The students are enrolled in Advanced Placement and college prep classes that read and analyze literary works from a wide variety of genres which is then applied through student's writing assignments and projects. Students also create college resumes and research college programs to better prepare for college. Students also review college essay applications and write essays based upon peer, self, teacher evaluations, and prepare for college interviews.

Students participate in clubs and organizations that foster student leadership and community service throughout the community. The Distributive Education Clubs of America (DECA), along with the entrepreneurship classes where students are working in a school-based enterprise, complete simulations that offer leadership opportunities. With a variety of Career and Technical Education offerings at the school, students are able to earn industry-recognized credentials as well as work with organizations such as Junior Achievement.

This spring, BRMHS students will take over 2000 Advanced Placement exams which will allow students to earn college credits, bolstering students' opportunity to graduate from college early. The goal is simple: to provide students with four years of college-readiness high school education, including up to 60 Advanced Placement college credit hours, prepare students for the college of their choice, and assist with scoring well on the ACT in order to qualify for a scholarship to cover all of their college expenses.

1b. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

The visual and performing arts classes use projects and individual performances to delve into the behind-the-scenes skills and knowledge of music theory, sight reading, vocal technique, and composition that helps the students to be more versatile, competent musicians in the future. While the orchestra ensemble performing has been challenging, the students have also been able to address more individual performance skills, rather than focusing on group material. Art lessons are accommodated via prerecorded videos. Links to art documentaries and videos are shared with the students to watch during class or on their own time.

In physical education classes, virtual and in-person students participate simultaneously for the first 15-20 minutes of class, using an online platform. The two groups perform stretches, core routine exercises, and calisthenics that incorporate muscle endurance, flexibility, muscular strength, and balance. The virtual students submit workout videos of exercise circuits that are posted on the learning management system, or have the option to use an exercise app and submit pictures of their one mile run/walk with distance and times. The in-person students have the opportunity to play small-group sports and specialized sports. In the health classroom, students are working on self-profiles and mental health projects, all while maintaining the standard health curriculum.

The World Language department offers French, German, Spanish, Latin, and Chinese, including Advanced Placement courses for grade 9-12. Students are required to have two years of a single world language. Language instruction was modified to reach students attending school in person and virtually by connecting students with web apps and programs. The use of breakout rooms and collaborative cloud software allows students to present written materials. Interactive lessons are used as formative assessment, and online programs are used for vocabulary acquisition.

The librarians collaborate with teachers from grades 9-12, allowing librarians to expand student access to new eBooks, audiobooks, and databases. The library modified checkout procedures and purchased primarily eBooks for student use. Through the library's partnership with teachers, the librarians teach both remotely and face-to-face, information literacy skills, focusing on validation and ethical utilization of digital resources. To continue the culture of reading, the library promotes reading for 9th and 10th grade students. The librarians are instrumental in supporting the technology needs of the school, inclusive of teacher professional development and maintenance of all student devices.

The drafting and architecture curriculum in grades 9-12 utilizes hand drafting equipment and the industry's current software to introduce the concepts, techniques, standards, and career opportunities in drafting, architecture, engineering, construction, and other design fields. The coursework is progressive, with each course building on the previous year's work. Online meeting platforms have preserved a cohesive team rapport between virtual and on-campus students, who frequently meet in both small and large group formats.

3. Academic Supports:

All students at BRMHS have equitable access to all tier curricula and aligned assessments, which have resulted in a steady increase in student achievement for everyone. To promote equitable access for all demographic groups, BRMHS uses a reading program for 9th and 10th graders. Students are tested using the Star Reading assessment to determine their reading level. Students reading below high school level receive interventions from classroom teachers and librarians.

Students and parents are provided with personalized tools to track student progress and assist students at home. Both students and teachers provide Tier II interventions before and after school. The National Honor Society and Beta Clubs host virtual peer tutoring in all subject areas. These tutors are approved by subject area teachers before they are allowed to assist their peers. In the classroom, teachers pair groups of struggling students with successful students during partner and group discussions.

Students who are performing above grade level are afforded the opportunity to enroll in Advanced Placement and honor classes. BRMHS offers Advanced Placement (AP) classes across every content area including the AP Capstone program. With an emphasis on AP, teachers incorporate college preparatory resources to increase rigor in the curriculum enabling students to apply concepts and critical thinking skills. Likewise, the reading program is used as a tool for increasing and promoting reading enjoyment while simultaneously boosting reading comprehension.

English Language Learners (ELL) students come from diverse backgrounds, both culturally and linguistically; they bring to their learning a vast set of experiences and knowledge-base as they engage in the learning process in a new language. ELL students are successful at BRMHS due to the reading program and the Pre-AP English. For example, Pre-AP English helps to build academic language proficiency for ELL students through differentiated instruction. BRMHS believes that ELL students and students with exceptional needs, like all other students, can achieve academic success through a clear and concise alignment of quality standards, instructional programs and resources, professional development, and assessments.

Exceptional students are placed in a program that analyzes their specific needs through observation and data analytics to provide tailored accommodations, which fosters their educational success in the classroom. Individualized education plans are created by working with parents, teachers, administrators, behavioral specialists, and other qualified personnel to build effective plans that meet the specific needs of each exceptional student. These plans are monitored and updated using data driven decisions to ensure students have the necessary structures in place to meet their educational goals.

It is all important for students to take elective classes that they enjoy: business, computer science, robotics, art, media arts and drafting programs. The myriad of programs that the school provides students coupled with the aligned assessments, professional development, 1:1 technology, and district provided internet at home has resulted in a steady increase in student achievement. The school has risen to the challenge of meeting the needs of diverse learning during remote and hybrid learning settings by providing the necessary technology for online instruction and professionally training teachers how to differentiate instruction through technology tools.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Committed to ensuring equity for all students, BRMHS utilizes dynamic visionary leadership, highly structured teaching strategies, and focused learning to accomplish its mission “to provide a college preparatory curriculum, infused with the arts, that will enable students to be lifelong learners, critical thinkers, and ethical citizens who can function in an increasingly technical, diverse, and global environment.” This was even more challenging during the pandemic.

BRMHS is dedicated to excellence and collaboration through academics and the arts. The administration, staff, and students have garnered well-deserved recognition for outstanding achievements. Because of its tradition of academic excellence and high expectations for all students, COVID-19 was no different. Teachers teaching synchronously allowed students to move in and out of the brick and mortar building to virtual without losing any instruction. The school culture that has been created over the past 18 years helped to guide the faculty and student body in August to make the hybrid model work and then later in October, the in-person/virtual school a success.

The foundation of the school's culture is with clubs and organizations as well as athletics. With 75 clubs and organizations on campus, it is very important to the students to find a way to continue the regular weekly meetings. The club sponsors utilize technology in order to organize and host the meetings, which is the key in helping all of the students maintain their social and emotional well-being. Many of the clubs are still able to participate with food drives and connect with the local community. The school athletics, due to Centers for Disease Control and Prevention (CDC) guidance, are able to continue and the teams participated in playoff games in each sport. The guidance counselors along with the faculty keep the students engaged even though they are not physically at school. The librarians have found a way to continue the check-out process with print books as students still longed to continue reading physical print books despite having digital books.

BRMHS celebrates everyday with the smallest and the largest victories to create an atmosphere and culture that set high expectations for all. The administration has an open door policy which fosters a personal relationship between the leaders and staff that understands the importance of the human element.

2. Engaging Families and Community:

Engaging family and the community play a significant role during this school year. We believe strongly that collaboration with our parents and community makes for a successful school program. Consequently, dialogue with diverse community groups has forged productive relationships with the Parent Faculty Organization (PFO), Baton Rouge High Alumni Foundation, Southeastern Louisiana University, Louisiana State University, Southern University, Louisiana Resource for Educators, Exxon-Mobil, Cox Communications, Foundation for East Baton Rouge Parish, Louisiana Bar Association, sponsors of the school's clubs and organizations, provide another layer of collaboration for the long-range planning projects to improve the school for the students, the curriculum and thus the magnet program. This year the students have collaborated virtually on an online platform to plan class projects, community projects, and class meetings.

The Sclair College Network provides virtual college tours to students when colleges would otherwise send representatives to recruit from our nationally known high school. These organizations have been going the distance to ensure that all students have opportunities to enjoy personal and academic success. The Parent Faculty Club and the Baton Rouge Magnet High School Alumni Foundation collaborate to provide financial assistance for instructional supplies and professional development. The many opportunities for volunteerism, Open House, Back to School Night, Career Day, College Day and various club activities, which have had a great impact on maintaining and increasing community appreciation of the school are now virtual.

On the other hand, school departments have developed community partnerships to actively support student success. For example, the science and math teachers have partnered with Exxon Mobil Engineers in order to allow the students to experience real life applications of science, technology, engineering and math. The visual and performing arts department has a partnership with the Baton Rouge Little Theatre and the Baton Rouge Ballet Theatre, whereby many of the students used to spend long hours working on and performing in community productions – during COVID-19, they are all virtual.

The parents of students assist as volunteers, attend virtual parent workshops and receive telephone notifications from the principal regarding upcoming activities and important school information. Additionally, the school app, teacher websites, social media, parent access, and progress reports foster collaboration with stakeholders and support communication. At the onset of the COVID-19 school year, a team, consisting of administrators, counselors, magnet coordinator, and librarians met with parents virtually on a weekly basis to give updates and advice on school concerns and technology assistance.

3. Creating Professional Culture:

At BRMHS, professional development is ongoing and focuses on supporting student achievement. Teachers are trained in their specific content areas to support the magnet theme of college preparatory and career readiness. Google Classroom Certification is required for all teachers so that students receive a 21st century education and become digital experts in content. The staff attends online courses conducted by teachers/experts/consultants utilizing learning management systems. The school district offers specific classes that are both online and face-to-face which covers a variety of topics from technology to content-based lessons.

Advanced Placement teachers are required to attend annual training on the most up-to-date information related to the courses they teach. Likewise, 9th and 10th grade English and math teachers attend annual training on Springboard, a program designed to promote success in AP classes. Departmental Professional Learning Communities (PLC) meetings focus on in-depth planning, collaboration and data assessment, through monthly written reports reflecting the content of their meetings. Each week the new teachers participate in "The Best Induction Support Program," a mentoring program for new teachers led by BRMHS veteran teachers.

Teachers also attend district, state, regional, and national professional conferences to collaborate with the best teachers in the nation in order to learn about best practices. Due to COVID-19 restrictions, teachers attended these conferences, virtually in 2020 and will continue to attend virtually in 2021. The "Collaboration through Arts Integration" program connects core teachers with visual and performing arts teachers to create and teach lessons correlated to core subject areas. Many BRMHS teachers are chosen as readers for the AP exam essays based on the past performance of former students. The experience of grading AP essays allows teachers to adapt their lessons to help improve performance on the AP exams.

Additionally, the administrators believe in supporting teachers in the classroom by providing technology integration tools necessary to be successful during these difficult times: webcams, microphones, smart boards, and new laptops. Teachers are provided on-going professional development opportunities over the course of the year. This professional development covers topics such as technology and best practices in classroom instruction. Professional development and professional growth create a positive impact on student achievement and behavior. They also create a professional culture and community for teachers to engage in a growth mindset surrounded by a family of supportive peers and professionals.

4. School Leadership:

The 18 year veteran principal serves as a leader, who plays the roles of manager, motivator, advocate, and facilitator. In fact, in any of these roles, the principal is able to collaboratively and effectively develop and articulate a shared vision, a vision based on the best interest of the students. Under the leadership of the principal, Baton Rouge Magnet High School (BRMHS) has become a model for character education as well as academic success. Moreover, the principal has a commitment to excellence, which is evident not only in the outstanding performance of the students but also the professional success of the staff. This job cannot be

done alone, the principal has created an excellent administrative team.

As the instructional leader of BRMHS, the principal along with the administrative team leads the curriculum, instruction, and assessment activities to enhance teaching and learning in all areas. For example, the principal has developed and implemented programs such as a reading program, Pre-AP English and Math, and after-school virtual tutoring utilizing Mu Alpha Theta, the National Honor Society, and individual teachers. With the goal of expanding the Advanced Placement program, 32 courses have been added over 18 years. In order to improve professional practices and outcomes for student achievement, the principal has established an administrative team attuned to the total needs of the instructional program. The administrative team consists of three associate principals who are involved in decision-making, scheduling, assisting with teacher assessments, evaluations, and day-to-day COVID-19 issues. On a daily basis, the administrators work on distributing personal protective equipment, oversee daily temperatures of all students, investigate, notify close contact tracing, and communicate with all stakeholders.

The administrative team uses multiple points of data to improve the instructional practices and outcomes for student achievement that include standardized assessment data, interim assessment data, grade level indicator data, and common assessment data, along with observational data. The team analyzes six weeks' grades, statewide testing information, and ACT reports, as guides to assess students' needs and guide instruction.

Lastly, the principal ensures that all resources are available to both staff and students such as the school website, school app, mobile kiosks, school's television and radio stations, media center library, and Chromebooks. These resources are also used to disseminate information such as the school calendar, daily school announcements, catalog of courses, club meeting schedules, and school events to all stakeholders.

5. Culturally Responsive Teaching and Learning:

BRMHS has diverse classroom settings with students from a wide array of backgrounds. Course offerings are available in Chinese, French, Latin, Greek, German and Spanish, celebrating the school's rich and diverse population. Before the pandemic, students traveled abroad to many different countries during school breaks. An exchange program with Chile was established to host students from Colegio Concepcion in San Pedro, annually. BRMHS students, teachers and administrators had planned to travel in June 2020 to visit Chile.

French classes have a cross-cultural exchange with Lycée Gerville Réache in Basse-Terre, Guadeloupe via digital media. Students exchange emails, photos, and videos presenting themselves, the school, and the culture of Louisiana and Guadeloupe. Both Spanish and Latin classes offer students the experience of people, places and the history of countries they have studied or are about to study.

The International Cultural Association club hosts a show highlighting the wonderful cultures of the school. The African Heritage Show, held in February, celebrates the historical contributions from the African American community. A focal point of our multicultural efforts is the "Geo Journey-An Exploration of a Lifetime!" This year-long project requires students to apply geography skills as well as an amalgam of art, dance, drama, foreign language, history, music and technology. The culminating activity is a cultural showcase, with country presentations, where students exhibit research techniques, technological, interpersonal and communication skills.

Over the past 18 years, BRMHS has created a school culture that is deeply rooted in its tradition of academic excellence and high expectations for all, fostering respect in the classroom for students and teachers. Current events and social movements are addressed in social science and other courses. Students often write about social movements in contemporary issues research papers in their English coursework. The 75 clubs and organizations meet virtually each week to voice their

concerns to the student council. The student council sponsor and president bring these concerns and ideas to the principal throughout the year. For example, on Fridays during lunch, the school has hosted “Free Speech Ally”, whereby students were able to voice their concerns and ideas about social issues and movements. Additionally, a section of the school’s newspaper allowed their concerns and ideas about similar issues. Having an effective system of clubs and organizations works to ensure equity and cultural awareness and gives students an outlet for discussing current events or social movements.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Baton Rouge Magnet High School (BRMHS) has been a successful educational model for the past forty years, revolving around a more traditional approach to instruction. However, in 2020, the instructional model was re-evaluated due to COVID-19. After local schools closed in March, teachers continued instruction through the district's assigned learning management system. To better accommodate online learning and different learning styles, the teachers enhanced their instructional learning strategies.

The one practice that has been the most instrumental to the school's ability to successfully educate and support students with the school closure is the practice of teaching synchronously. Beginning in June, the administration made plans for students to return to school in August. While teachers instructed from the school building, students learned virtually from home. In October, this evolved to a hybrid model, whereby teachers taught three groups of students - Hybrid A-L, Hybrid M-Z, and Virtual using a special schedule. The synchronous learning classrooms included in-person students and live online virtual students all learning together with one lesson from the teacher. November brought the In-Person-Virtual 50/50 Model using the BRMHS schedule bringing normalcy back to the teachers and students.

As the administration worked towards the synchronous learning plan during the summer, they realized that teachers needed technology: webcams, laptops, smartboards, and microphones to teach effectively. Finding the technology quickly was a task, but the webcams, smartboards, and microphones were delivered the day before professional development was scheduled to begin in August. Through a survey, teachers voiced their needs for training in programs where they felt they lacked efficiency in technology integration. Most of these sessions were led by BRMHS teachers, while others were led by a district instructional technology facilitator. Teachers learned how to record lessons for students who became ill or were quarantined from school benefiting all students throughout the year. Additionally, during the professional learning communities, the administrators allowed teachers who were more advanced in technology and online platforms to share classroom setup and practices.

Baton Rouge Magnet High School will never have the same traditional teaching model as it did for many years. The teaching model in place now is a more powerful tool. The pandemic forced a team of educators to be resilient, innovative, and diligent as well as created a completely new environment in the classroom and for the virtual students.