

**U.S. Department of Education**  
**2018 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Michael Ilgenfritz

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

Official School Name Caddo Parish Magnet High School

(As it should appear in the official records)

School Mailing Address 1601 Viking Drive

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

Shreveport LA 71101-5245  
City State Zip Code+4 (9 digits total)

County Caddo

Telephone (318) 221-2501

Fax (318) 227-1393

Web site/URL http://www.caddomagnet.net

E-mail milgenfritz@caddoschools.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. T. Lamar Goree

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail tlgoree@caddoschools.org

District Name Caddo Parish Tel. (318) 603-6300

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. Steve Riall

(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**

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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. 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.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
9. 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.
10. 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.
11. 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.
12. 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

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Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 41 Elementary schools (includes K-8)
  - 7 Middle/Junior high schools
  - 14 High schools
  - 1 K-12 schools
- 63 TOTAL

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

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	0	0	0
<b>K</b>	0	0	0
<b>1</b>	0	0	0
<b>2</b>	0	0	0
<b>3</b>	0	0	0
<b>4</b>	0	0	0
<b>5</b>	0	0	0
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	130	176	306
<b>10</b>	107	151	258
<b>11</b>	89	158	247
<b>12 or higher</b>	103	141	244
<b>Total Students</b>	429	626	1055

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 8 % Asian
  - 22 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 66 % 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 2016 – 2017 school year: 3%

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, 2016 until the end of the 2016-2017 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	28
(4) Total number of students in the school as of October 1, 2016	1036
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

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

7. Students eligible for free/reduced-priced meals: 14 %  
Total number students who qualify: 149

8. Students receiving special education services: 2 %  
18 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>8</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>4</u> Other Health Impaired                 |
| <u>0</u> Developmentally Delayed | <u>1</u> Specific Learning Disability          |
| <u>2</u> Emotional Disturbance   | <u>2</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4
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	4
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	48
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 22:1

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

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	95%	96%	97%	97%	98%
High school graduation rate	99%	99%	99%	98%	96%

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 2017.

<b>Post-Secondary Status</b>	
Graduating class size	257
Enrolled in a 4-year college or university	89%
Enrolled in a community college	7%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	4%
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. 2008

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

The school community of Caddo Parish Magnet High School will provide excellence in education through its diverse curriculum and in-depth studies, offering college preparatory courses and fostering lifelong learning for all students in a nurturing, safe school environment.

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

Students must reside in Caddo Parish or on Barksdale Air Force Base. Students must have an overall 2.5 GPA and test results of 50th percentile or higher on a nationally recognized standardized exam in mathematics and reading/English. Students must have an exemplary discipline record and an attendance record of 95% or higher.

## **PART III – SUMMARY**

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Caddo Parish Magnet High School, known as “Magnet” in the community, is located in Shreveport, Louisiana, in Caddo Parish. Positioned in the northwest corner of Louisiana, it is situated on the I-20 corridor, along the banks of the Red River, and adjacent to Barksdale Air Force Base. Caddo Parish has a population of approximately 251,000 and encompasses approximately 937 square miles. Shreveport is the largest city in the area with an estimated population of 195,000 and land/water area of a little over 122 square miles.

Caddo Parish Magnet High School opened in the fall of 1980 as a college preparatory school for academics and visual and performing arts in a school built in the 1960s that was no longer in use. The school motto, Excellence in Education, is the foundation for the existence of the school. Magnet draws or attracts students who desire to reach beyond what is provided by the neighborhood schools. Any student that resides within the boundaries of Caddo Parish or on Barksdale Air Force Base may attend if they meet the entrance requirements. Due to the geographical expanse of Caddo Parish, the students come from urban, suburban, and rural environments/backgrounds.

Providing opportunities for students, many of which are not available on any other campus in our area, is one of the primary ways that students are challenged to reach their full potential academically, emotionally, physically, socially, and culturally. Students have the opportunity to participate on athletic teams that include JV/varsity levels and to join one or more of the 35 different clubs/organizations on campus. A procedure is in place for students to form a new club based on interests.

Participation in academic competitions on the local, regional, and national levels is highly encouraged. These events include Junior Science and Humanities Symposium, Science Olympiad, National History Day, Spoken Word Poetry, Seedlings, Literary Rally, Robotics, Team America Rocketry Challenge, American Scholastic Mathematics Association, Science and Engineering Fair, ArtBreak, Louisiana Music Educators Association (LMEA) State Choir Festival, LMEA State Orchestra Festival, LMEA State Band Festival, PTSA Reflections, International Thespian Society LA State Festival, and National Language Exams. Academic Teams include Mock Trial, Academic Decathlon, Quiz Bowl, Model UN, and Debate. Through all of these opportunities provided by our faculty who freely give their time, students/teams have won many awards and honors and have traveled all over the United States as they have advanced in the rounds of competition. The drama group known as the Caddo Magnet Players has just been invited for the third time to perform at the Fringe Festival in Edinburgh, Scotland. In everything that is attempted at Magnet, Excellence in Education is always expected.

Three years ago, administration and faculty made a commitment to expand the Advanced Placement program by enrolling more students in AP courses and encouraging students to take the exam. AP English Language and Composition, AP Human Geography, AP Computer Science A, and AP Seminar were added. These additions brought the total AP course offerings to 22 classes. Next year plans are in place to add AP Statistics, AP Research (which is the second part of the AP Capstone program) AP Latin, AP Music Theory, and AP United States Government & Politics. The number of students taking AP exams has increased from 204 in 2014-15 to 300 in 2016-17. The number of exams administered has increased from 372 in 2014-15 to 571 in 2016-17. Not only have the number of students involved and the number of exams administered increased, but the percentage of students scoring 3 or higher (passing) rose from 70.7% in 2014-15 to 80.2% in 2016-17.

Emphasis has been placed on raising the ACT scores of students with school wide initiatives starting in 9th grade. Extra preparation is provided in ACT prep classes conducted during the school day and in an ACT Boot Camp before the March test administration. The Class of 2017 consisted of 258 students and had an average ACT score of 26.3. In addition, eight students have achieved a perfect score of 36 since the 2014-15 school year.

Due to the increase in the School Performance Score for this past school year, Magnet is currently the 2nd ranked 9-12th public high school in Louisiana and is recognized nationally in a number of publications that

rank high schools across the United States. In 2008 Caddo Parish Magnet High School was designated a National Blue Ribbon School. Even today that is a source of pride for the school and it is featured prominently in the recruiting brochure, as a banner located on the exterior of the building, and on a flag located in the front office. It is an honor to be nominated for such a prestigious award again and validates the hard work, the new initiatives, and the continued success experienced by the students, faculty, staff, administration, and parents of Caddo Parish Magnet High School.

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

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

Caddo Parish Magnet High School aligns core curricula to the Louisiana Student Standards for English, math, and science. Social studies courses are aligned to the 2011 Grade-Level Expectations. A quarterly in-depth review of state scopes and sequences, combined with Advanced Placement, dual enrollment, and accelerated program materials, allows teachers to create course outlines that not only address Louisiana Student Standards and national anchor standards, but also extend beyond the mandated curriculum. All teachers plan for vertical alignment, ensuring that each course builds on the one before it. Thus, foundational skills are mastered at each level before progressing to the next class. This results in Magnet graduating students who have mastered foundational skills and ventured beyond their counterparts.

The English language arts courses offered at Magnet include English I-IV. Students have dual enrollment and AP opportunities in English III and English IV. End-of-course exams (LEAP2025) for English I and II assess mastery of foundational skills. English III is a survey of American literature and currently has an end of course test. English IV is a survey of British literature and seeks to prepare students for college-level research and essay writing. The levels of ELA collaborate to scaffold writing, communication, and reading comprehension skills. Students must be able to compare and contrast multiple works and analyze a variety of text types. The teachers use the Louisiana Guidebook for unit structure, but they have the autonomy to add other works and make changes based on past experiences and successes. ELA teachers rely on graphic organizers, Socratic seminar, text rendering, cooperative learning, student choice, project-based learning, rubrics, and writing workshops. Through ELA classes students are required to participate in community-based writing opportunities. English classes work collaboratively to publish a literary magazine, which is distributed throughout the community. AP novel studies are arranged in thematic units to address issues of diversity, equality, and civic responsibility.

Math courses include Algebra I-III, geometry, pre-calculus, probability and statistics, advanced math, and AP Calculus. Teachers ensure that foundational skills are taught by adhering to the standards and recognizing that concepts build in math. Students in Algebra I and geometry take interim assessments to ascertain their progress on the standards, and teachers provide remediation and re-teaching when necessary. Algebra I and geometry students take an end-of-course exam (LEAP2025). Dual enrollment opportunities are available in pre-calculus, Algebra II, and advanced math. AP Calculus AB and BC are offered. A teacher committee determines special cases of students wishing to take double math or science courses. Teachers help students research math and science pathways when considering particular majors and universities. In addition to strategies already mentioned, math teachers use foldables, hands-on activities, manipulatives, and models to enhance student mastery of foundational skills.

The science department adheres to state standards and STEM standards, which include meeting national trends that emphasize student skills for future careers in science, technology, engineering and math. Each teacher integrates physical and life science perspectives into their courses. Classes offered include physical science, biology, Chemistry I/II, physics, Earth science, anatomy/physiology, AP Biology II, AP Environmental Science, AP Chemistry II, forensic science, organic chemistry, AP Capstone Seminar and AP Physics C. A select few students are chosen to perform graduate-level work in the biomedical fields through the SMART (Science Medical and Research Training) program. Foundational skills in biology are assessed through an end- of-course exam. Students participate in labs, experiments, project-based learning and cooperative experiences to enhance the science curricula.

The social studies curriculum embeds civic learning in both the courses and in the general philosophy. Social studies classes use guiding principles from the state civics goals, which are built upon the idea that productive participants in society must incorporate knowledge they gain from multiple sources and means, communicate their ideas after evaluating information and make connections with their experiences to historical events. Students are expected to analyze historical and civic content deeply, develop claims surrounding concepts, and evaluate their role in society. Courses offered include civics, world history (AP and non-AP), world geography, US history (AP and non-AP), philosophy, psychology, sociology,

comparative politics, judicial processes, AP European History, AP Art History, and AP Human Geography. The US history end-of-course exam ensures that foundational skills are taught and teachers are adhering to the standards and revisiting this information across multiple courses and grade levels. Students analyze primary and secondary sources, create graphic organizers, construct projects and displays, use split-page notes, and write for national essay competitions.

Magnet supports college and career readiness through daily rigor, high expectations, opportunities to acquire college credits, and access to a wide range of paths appropriate to desired post-secondary plans. Magnet is an approved CLEP test site, giving students access to 33 tests. All seniors receive one free CLEP exam. Teachers assist students in researching which tests will be accepted by their prospective college. Seniors can take the ACT WorkKeys test, which gauges job-readiness skills, and can be reported on a resume when applying for a position. Students can earn industry-based credentials (IBCs) through the district Career Center, which can further expose students to the job market.

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

The scope and high level of the visual and performing arts programs, access to more foreign language classes than other local schools, and physical education programs with a history of success draw students to Caddo Parish Magnet High School. Students at all grade levels are eligible for arts, physical education, foreign languages, and other electives; however, some courses have prerequisites that must be satisfied. Each course has basic skills and essential knowledge and teachers are able to address individual needs based on the leveling of classes from general to gifted. Students enrolled in these courses attend class daily, for the whole year, and with as many instructional minutes as any other course on campus.

The visual arts programs at Magnet High are varied and unique. Students may take classes in design fundamentals, mixed media, advanced drawing, painting, AP Studio Art, Pottery I and Pottery II. Magnet High has the only fully-equipped pottery lab in the area. Students have showcased their work in the Louisiana State Exhibit Museum, as well as winning the ArtBreak Portfolio for the past twelve years in a row. Magnet offers four years of Talented Arts courses in instrumental music, music vocals, studio art and theatre. Students are required by the state of Louisiana to take one year of art or music to satisfy graduation requirements, but many students elect to extend their learning. Performing arts programs are offered in choir, advanced band, jazz band, piano, chamber orchestra, strings orchestra, and drama and technical theater. All of these groups perform on campus, at major events, and in competitions. Choir operates on many levels, from those with no previous experience, to the audition-only Beau-Chant Choir. 2017 marked the 35th consecutive year that the orchestra has been the Sweepstakes Award Winner at the Louisiana Music Educators Association Orchestra Festival. Drama and technical theatre present two major productions each year and just received their third invitation to the Fringe Festival in Edinburgh, Scotland. Magnet is the only high school from Louisiana to ever be invited, and one of only 26 high schools nationwide invited for 2016.

Physical education is an important part of Magnet and aids in the development of well-rounded students. PE and health courses are offered to all students, but freshmen and sophomores are required to fulfill the two-credit state requirement early in their high school career. Many juniors and seniors elect to continue their PE courses, especially when offered specialized classes for advanced skills and teams. Courses offered include Physical Education I-IV, Fencing I-IV, health (is a half credit course), Gymnastics I-IV, team gymnastics, JROTC I-IV, and JROTC teams. Several teachers have received CPR training credentials and students are earning their CPR cards. Health and nutrition standards are taught in the physical education, health and JROTC classes. JROTC can serve as an alternate to PE classes because a physical fitness and health component is embedded into the government curriculum. All grade levels are eligible to take JROTC. Some students participate in off-campus PE courses to allow for more individualization and support of student needs.

Magnet offers five foreign language choices: Spanish, Italian, German, French, and Latin. All of these are offered to any grade level and students are encouraged to complete their two-year foreign language requirement their freshman and sophomore years. Many students opt to extend their learning and take languages all the way to the fourth level. AP courses are offered for all current languages except Latin, which will be added next year. Students learn language, speaking, listening, and cultural aspects, with

enrichments in the form of native food and travel to locations where they will use their knowledge.

Students have access to media and technology classes on campus and at the district's Career Center. Accounting, introduction to business computer applications, AP Computer Science A, digital photography, newspaper, library media, and yearbook publications are offered on campus. Students learn programming, coding and many other skills connected to college and career readiness on campus and at the Career Center. Some courses have prerequisites and some are only offered to upperclassmen, as many underclassmen are fulfilling their foreign language and PE requirements.

### **3. Instructional Methods, Interventions, and Assessments:**

In the spring prior to the freshman year, placement tests in English, mathematics, and foreign languages assess individual abilities and align students with their needs and knowledge. Teachers differentiate and scaffold based on these phases. Tutoring is offered by every teacher to assist students in closing educational gaps. All students who enter Magnet must maintain a 2.5 GPA, have proficient state test scores, and remain on track for graduation. This limits the need to close achievement gaps because that is not as much of an issue at Magnet.

Counselors and administrators are mindful of the need to transition freshmen to high school. Counselors provide an orientation seminar for the incoming freshmen with a pamphlet outlining techniques for proper study habits.

Freshmen are placed in classes where the coursework meets a variety of needs and learning styles. Students encounter activities such as group projects, Socratic seminars, laboratory experiments, and individualized learning designed to bring the students' strengths to the forefront. The success of freshmen is monitored carefully throughout the year by teachers, counselors, and administration. Students requiring extra assistance are provided an individualized plan to overcome difficulties. Freshmen, based on incoming test scores, have the option of enrolling in AP Human Geography.

The variety of learning and rigor increases during the sophomore year. A sophomore handbook containing information designed to help in the adjustment is issued to each student. Classroom activities stimulate students to develop higher order reasoning strategies, and challenges within the classrooms prepare the students assessments that measure their mastery of foundational skills. There are several AP courses offered to sophomores.

During the junior year, students begin to take multiple dual enrollment and Advanced Placement courses, reflecting the continued increase in rigor. These courses are designed to expand independent learning and in-depth thought. Higher order discussions and independent reading often characterize these courses. Coursework also prepares students for success on the PSAT, ACT, and SAT. The coursework is not the only manner in which students are prepared for college. The counselors provide the junior handbook which gives students information about obtaining financial aid, differentiating between the ACT and SAT, and completing a college checklist.

During the senior year, students are placed in the appropriate courses needed and desired for graduation. Counselors provide students with information such as the senior handbook which guides students in obtaining recommendation letters and financial aid in order to achieve their goals. At this point the coursework is designed to reflect the classroom experiences that students will have in college. Students are expected to perform at a near-collegiate level, assimilating what they have learned each year into their performance. Socratic seminars, project-based learning and authentic experiences to predict outcomes, judge cause and effect, and make improvements to decisions are a few examples of instructional methods used.

Ultimately, teachers are not only preparing students for state exams or merely checking boxes on a prescribed curriculum. Teachers are preparing students for a wide range of assessments, challenges and future experiences. For example, junior-level English teachers must diversify their instruction to include skills needed for state end-of-course tests, ACT, SAT and AP. They are also concerned with developing

critical thinking skills as students analyze literary works, citing textual evidence and drawing conclusions about multiple works. Students must demonstrate a deeper understanding of the material and be able to apply what they learn to many situations.

Teachers use placement results, formative and summative assessments, AP practice tests, state interim assessments and past test data to determine strengths and weaknesses. Many teachers offer students the opportunity to do test corrections and will reteach in a different manner if needed. The school uses data to ascertain teacher strengths and teaching assignments from year to year. Our school is high performing, yet we constantly seek ways to remain so. Teachers attend professional development to hone their skills and learn about best practices. Curriculum meetings help determine alignment and cohesion between what is taught and what will be assessed. Magnet High continually adds dual enrollment classes, CLEP availability, and AP opportunities to meet the growing needs of students. The most qualified teachers are retained and hired for Magnet, and they are placed in courses in which they can help students achieve. End-of-year survey results from students and staff are also taken into account when planning for the next school year.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

The climate of Magnet is often compared to a small college. Students are accepting of one another and their views, and this creates a culture of learning. In the past four years there has not been one physical fight, and bullying is not tolerated by the students themselves. Students feel safe, which makes them more willing to express their ideas in class; thus, teachers are able to inspire learning and classroom activities and the administration has time to support teachers and students rather than address discipline issues.

This focus creates a culture that allows teachers to engage their energies on academic activities that prepare students for the rigors of college and future careers. Students regularly explore and develop content through group assignments, seminars, online forums, and projects without fear of harassment or harm.

But within this rigorous academic environment, students will experience stress, just as they will experience pressure in college and future jobs. To teach students to cope with this, the school emphasizes the importance of assignment notebooks and helping students learn to plan for large projects. In addition, counselors have an open-door policy, and faculty and administration serve as a “person to talk to” when needed.

While academic and emotional growth are important, social interaction is also needed to create a well-rounded adult. Many campus activities generate school spirit and allow students to have fun with peers. Two picnics are held during school hours—one in the fall and one in the spring. The student body and faculty enjoy food booths, a karaoke room, a video game room, live music, various games, and even a petting zoo. On a Saturday in late fall, the JamBaLaya Musik Festival raises funds for community outreach programs. A Tailgate Club promotes school spirit before sports events with free food and games.

The cultural climate also supports students. Some mornings the Jazz Band arrives early to play in the courtyard. Student artwork is displayed throughout the school. Talent Show and Coffeehouse showcase student talent, and drama students conduct two major shows each year. Magnet is a place where the arts thrive within an academic setting, and students, administrators, and teachers recognize the value of appreciating the individual as he or she grows.

While state/district mandates are followed, teachers are given classroom autonomy by the administration to make decisions that expand on the basic curriculum. Administration supports teachers by protecting the instructional minutes and minimizing disruptions to their classes. Teachers are included in the decision making process in areas such as curriculum, new teacher interviews, course offerings, and professional development opportunities showing that their ideas are valued. Teachers are recognized throughout the year with celebrations, verbal acknowledgements, hand-written thank you notes, and announcements. An entire week is devoted by the PTSA and students to show their appreciation to teachers. Teachers at Magnet feel valued and supported as evidenced in the low rate of teacher turnover.

### 2. Engaging Families and Community:

Caddo Parish Magnet High School informs and engages parents in a variety of ways. In August Back-to-School allows parents to meet their child’s teachers. Counselors conduct grade-specific meetings to inform parents of items specific for that grade level. An active PTSA conducts meetings on the first Monday of every month in which the principal provides a “report of the school.” The first PTSA meeting of the school year includes dinner and the previous year’s performance data for the school is presented to the parents and students by the principal. First-time parents to the school are also invited to a parent orientation meeting.

Communication is a key component for keeping families engaged. The Caddo Parish School Board provides a student information system known as jCampus. Parents may view their child’s grades in each of the teacher gradebooks in real time. A notification call is sent to the parents automatically when a failing grade is recorded. Parents/students may also monitor attendance, discipline, overall grades, the transcript,

and test data.

Faculty communicates with parents using a variety of methods which may include phone calls, email, Remind accounts, and webpages. Faculty may request parent conferences at any time during the year and parents may do the same. These conferences are typically conducted by a counselor and/or administrator.

Magnet is located in an impoverished neighborhood and has partnered with the Valencia Community Center, which is adjacent to the campus. Key Club conducts a music festival each year with student bands performing on an outdoor stage and clubs/organizations operating food booths. The profits are dedicated to buying backpacks and school supplies for the neighborhood children. This year over 150 backpacks with supplies were distributed. Students volunteer to tutor during their afterschool program. The Library Club hosts a Christmas party and provides each child with a book of their choice. Greens Club members help in the community garden located on the grounds.

Student clubs/organizations also give back to their city. Students and faculty participate in various litter abatement including the annual Red River Clean-up. Students volunteer to help in area festivals and community activities. A group of students known as the Homework Gang provide free tutoring on Sunday afternoons from 2-4 at the local branch library. Students in middle and high school may sign up via the Magnet webpage. At the time of this writing the school and PTSA are in the process of placing a Little Free Library in front of the campus that will contain books for people of all ages in the community.

Each year a well-known author or poet is contracted for an event known as the Mary Jane Malone Lecture Series. While there are many activities during the day of the visit on campus, local schools, colleges, and universities are invited to attend the community lecture held in the evening.

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

Administrators, teachers, and counselors all participate in professional development throughout the year, including district and state mandated trainings and school-level professional growth.

Teacher-led Professional Learning Community meetings are held monthly and the administrator that supervises that academic area participates in a support role. Reports from these meetings are submitted to the principal and detail needed resources, proposed initiatives, or concerns.

With the focus of improving the Advanced Placement program, teachers have committed to attend AP Summer Institutes. In order to prepare students for the academic rigor of AP coursework before they actually enroll in an AP class, non-AP teachers began attending Pre-AP Summer Institutes. The success of this PD is displayed in the improvement of our student AP pass rate to 80.2% in 2016-17.

Teachers seek out PD on their own based on their needs/interests and often request to attend workshops/conferences. Administration encourages this and asks teachers to redeliver content to the entire faculty. Teacher-led PD is effective and is more readily accepted by faculty members. Teachers are asked to lead PD when a “best practice” is seen during classroom observations by administrators. This has been especially beneficial for improving the use of technology.

Faculty members participate in peer observations, especially by new and/or struggling teachers. This PD is less formal than administrative feedback. Due to the success of this strategy, plans are being implemented to create a school-wide peer observation program for next year.

PD trainings are held on the appropriate use of student data in making classroom decisions. Administrators have one-on-one meetings with teachers at the beginning of the year to set data-driven student learning targets. These targets are rigorous and supported by analysis of student assessment results. This analysis of data has resulted in more students reaching their full academic potential.

Counselors attend PD sessions to improve their skills and to stay abreast of the challenges faced by this generation of students and faculty members. Not only do they attend PD, but they deliver professional

development on a wide range of topics to our entire faculty. Several campus-wide initiatives have been implemented from the counseling department with the latest being a concentration on recognizing the signs/symptoms of students in mental distress in order to prevent teen suicide.

The principal and an assistant principal of instruction are currently enrolled in the National Institute for School Leadership Program.

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

The Caddo Parish Magnet High School administrative team consists of a principal, two assistant principals of instruction, and an assistant principal of administration. Although specific duties are assigned to each position, all administrators help as needed. The administrative style and philosophy takes a Team approach and includes seeking input from all stakeholders.

Administrative meetings that include the counselors occur weekly. The meetings begin with the counselors voicing any concerns about individual students regarding grades, attendance, behavior, social problems, and/or problems outside of school. A plan of action is developed for each case. Counseling Department initiatives are also discussed. The counselors leave the meeting and administrators discuss school event coverage for the upcoming week, implementation of directives coming from the District/State, staff/faculty concerns, and any item presented to the group. While the principal has the responsibility of making the final decisions, input is expected from each administrator.

Administration has an open-door policy and believes that “our job is to make the teacher’s job easier,” even if that means additional work for the administrator. Administration realizes that a supported, empowered, and stress-free teacher is key to developing students who reach their full potential. Teacher input is welcomed and sought and is accomplished through individual/group meetings. One of the most beneficial avenues used for administration improvement is a teacher survey conducted at the mid-point and end-of-year where teachers give anonymous feedback on the performance of the administration.

Teacher committees are formed beyond PLC meetings in order to seek input from teachers. When the school is presented with a particular problem/task, appropriate teachers are asked to meet as a committee to discuss possible solutions.

Administration seeks input from parents through monthly PTSA meetings and parent committee meetings. Parent surveys are conducted during the AdvancEd accreditation process.

The principal meets with student leaders at various points during the year for their input. An open door policy exists for students with all administrators. A student tip/suggestion box is located in the student center. A feature on the school app allows students to send an anonymous tip/suggestion directly to the principal. Students fill out an anonymous survey at the end of the year in which they rate their experience in extra-curricular activities, school safety, and academic areas, including the request for adding certain courses. This feedback helps drive decisions that are made for the following year.

All school leadership is centered on the desire to support teachers, students, and parents in a way that allows students to excel.

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

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Magnet’s culture of excellence is the key to the school’s success. The cultural, social, emotional, and intellectual abilities vary widely, but the heart of Magnet is the desire to help every student achieve his or her highest potential, regardless of the ability or level when they enter the school. From the time a student enters the school, he or she is caught up in this striving for excellence, and the faculty, students, and administrators work together to reach the best possible outcome for every person involved. And this means everyone; no one is sacrificed in this desire to excel.

Students are placed in classes where the coursework meets a variety of needs and learning styles designed to bring students’ strengths to the forefront. Students are mindful of the successes of their peers and seek them out for study groups and tutoring. As students study together, they get to know each other better, which fosters a desire to continue to help. This leads to a climate where students celebrate each other’s successes rather than creating a sense of competition.

In addition, the culture of Magnet cultivates intrinsic motivation. Our pep rallies celebrate individuals’ academic successes rather than merely focusing on athletes and organizations. Students know through the acceptance of their peers that ALL their talents—athletic, artistic, and academic especially—are valued. Many students want to achieve what their peers have accomplished, and students are willing to work together toward this effort. For example, two students who scored a 35 and a 36 on the ACT are helping students as they prepare for the March 20th ACT test. This includes taking a practice test on their own time over the weekend so they are better able to answer questions.

Teachers are an important part of this continual pursuit of excellence. Their willingness to offer extra tutoring and create special test prep groups communicates to students that they value the importance of learning and want to help students succeed. The administrators’ support of these efforts and encouragement to students is part of this success as well. The rigor of the lessons and the effectiveness of teaching is evident in the AP pass rate of 80.2%, the 100% pass rate on end of course tests, and the average ACT score of 26.3. The administrators’ support of these efforts and encouragement to students is part of this excellence.

The key to Caddo Parish Magnet High’s success is the culture that is at the heart of learning: the desire to learn, the student support, and the continual pursuit of excellence.