

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Caddo Parish Middle Magnet School
(As it should appear in the official records)

School Mailing Address 7635 Cornelious Lane
(If address is P.O. Box, also include street address.)

City Shreveport State LA Zip Code+4 (9 digits total) 71106-5118

County Caddo Parish

Telephone (318) 868-6588 Fax (318) 364-3458

Web site/URL https://cmm.caddoschools.org E-mail rsdebusk@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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Theodis Goree E-mail tlgoree@caddoschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Dr. Terence Vinson
(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.

(School Board President's/Chairperson's Signature) Date _____

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

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

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

2. 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

3. Number of students in the school as of October 1, 2022 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 Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	362
7	294
8	308
9	0
10	0
11	0
12 or higher	0
Total Students	964

*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):
- 0.2 % American Indian or Alaska Native
 - 7.3 % Asian
 - 25.7 % Black or African American
 - 3.2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 63.6 % 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 2021 - 2022 school year: 1%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2021	1002
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

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

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services with an IEP: 1 %
Total number of students served 12

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 with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>2</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>2</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</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. Students receiving special education services with a 504: 3 %
Total number of students served: 26

10. Number of years the principal has been in the position at this school: 9

11. 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	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	39
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	17
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.	2

12. 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 24:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	94%	95%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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

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

Yes X No

If yes, select the year in which your school received the award. 2008

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

At Caddo Middle Magnet School, we engage all students in becoming critical thinkers, effective communicators, caring citizens, and lifelong learners.

17. Provide a URL link to the school's nondiscrimination policy.

<https://cmm.caddoschools.org/o/cmm/page/discrim>

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

Students who live in Caddo Parish and meet academic criteria entering sixth, seventh, or eighth grades, are allowed to test for entry in Caddo Parish Middle Magnet. For entry into CMM students must have a history of acceptable behavior, a GPA of 2.5 or higher, an attendance rate of 95% or better, and at least a "C" as the final grade in all core subjects. Students are tested by the District Magnet Test Coordinator's office and ranked by percentile score. On average 350 new students are selected each year.

PART III – SCHOOL OVERVIEW

Caddo Parish Middle Magnet (CMM) opened to students in the fall of 1982 as a magnet school. CMM provides an alternative program of academic excellence with rigorous classes and performing and visual arts for qualified students. Students are selected from a large pool of applicants progressing from conventional elementary, magnet schools, or from other middle schools within the parish. Located at 7635 Cornelious Lane, CMM is in a residential neighborhood of southeast Shreveport. Focusing on providing a challenging, engaging educational experience for all students, CMM strives to enhance student learning by setting high academic standards where students must adhere to a strict honor code and maintain a minimum GPA of 2.0 or higher. Taxpayer money from the state of Louisiana and Caddo Parish funds the school. The school's diverse community creates a multicultural environment as the students served come from both rural and urban areas feeding from the 39 different elementary schools throughout the parish. Students are held to the highest caliber of academic standards. Enriched classes serve as our base classes, and our students are offered additional opportunities for higher learning through gifted education, advanced placement classes, and high school credit classes. The classroom culture consists of art-integrated lessons, cross-curricular activities, and collaborative classrooms where students thrive with project-based learning.

CMM provides a nurturing environment where students, teachers, and parents are treated with mutual respect and dignity. The school family encourages and supports all individuals as they strive to achieve their highest potential. A dynamic learning environment with a strong focus on academic skills, CMM provides many opportunities for students to learn and explore new information in innovative and interactive ways.

Visitors will notice happy hallways that showcase classwork and artwork as students travel to their classes. Within the classrooms, our teachers are active facilitators meeting with small groups, assisting with projects, and conducting hands-on activities or experiments. CMM's in-school broadcast station, KCMM, provides morning announcements and school news, a great way to start our day. Outside, the sounds of children can be heard as they enjoy all of our outdoor activities on any of the following spaces: quarter-mile jogging trail, soccer field, baseball and football fields, basketball court, pickleball court, gaga ball pit, and tennis courts.

CMM is partial to the Arts! Competing locally, statewide, and nationally, our students have received recognition in literary awards, art awards, and PTSA Reflections contests. Our students are well known on many platforms for their artistic talents. In addition to visual arts, we have a thriving music and theater department. Students present a yearly dramatic performance for the school and the community with additional, smaller performances every quarter.

Parent participation is encouraged and valued. CMM has been awarded the Louisiana State Parent Teacher Association Award for 100% membership of parents and faculty each year. The success of CMM is due to the perfect combination of parents, students, and faculty members who share in the rich heritage of excellence and strive to challenge students to reach their full potential. We are partners in education, strengthening our students together.

At CMM, socialization is recognized as a driving force for our emerging teenagers. The Student Council hosts quarterly, school-wide events scheduled both during and after school. These events foster a sense of community amongst the students by offering quality time spent together in a safe environment – dancing, playing games, and intermingling with one another. Additionally, each grade level offers a cross-curricular learning festival for its school year. Coordinating with English/Language Arts (ELA) and Social Studies Units, the sixth grade participates in a Renaissance Festival. The educational activities include dressing from the Renaissance period, as well as playing games and eating food from this time period. The Colonial Days event for seventh grade operates in a similar fashion by also coordinating with ELA and Social Studies including time period dress, games, and food for the students to enjoy. In eighth grade, the Social Studies curriculum focuses on Louisiana History culminating with a Mardi Gras event. Each festival is an opportunity for students of each grade level to be engaged in a larger group activity providing unity to the school community.

With consistent successes at CMM, our sports programs vary from football, softball, basketball, lacrosse, cheer, and pep squad to more individual sports such as golf, tennis, track, swim, fencing, and cross country. A thriving community of athletes, each sport has found success at CMM with school athletics being an integral dynamic of school culture building school spirit within our community. School pride is contagious at CMM, especially when any sport shows success. Our students enjoy supporting their peers beyond the walls of our school.

A key component of the middle school concept at CMM is the inclusion of extracurricular activities. Offering a wide variety of academic clubs and service organizations for its students, CMM encourages extracurricular participation to provide opportunities for students to broaden their knowledge base in different areas of interest. Our students participate in service organizations which encourage opportunities within the community to make life-long changes in the lives of others while building character within themselves. Students can get connected to CMM through any of the extracurricular activities offered within the school.

The vibrant culture and sense of community that is CMM permeates every aspect of our school from the dynamic curriculum to the championship basketball game and the relationships built between teachers, parents, and students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The English Language Arts (ELA) curriculum utilizes the Louisiana State Standards as a framework to guide instruction, thus allowing students to meet their learning targets. ELA students' learning targets include comprehending and analyzing complex texts as well as expressing a thorough understanding of those texts through reading and writing. Each grade level builds upon the previous year's work, missing no strides in our students' education. Weekly PLC meetings allow teachers to discuss curriculum, student expectations, and review data which assists instruction for immediate implementation while also providing a smooth transition from year-to-year for our students. CMM department meetings provide dedicated, collaboration time for each grade-level to ensure the enriched and gateway classes complete similar activities while permitting teachers the autonomy to create additional learning opportunities within their own class. Meeting the diverse needs of our students, teachers at CMM are allowed to enhance base lessons provided by the Louisiana State Department of Education to include our project-based learning styles, cross-curricular activities, and art-integrated instruction.

Instruction is provided using a myriad of techniques. ELA classes are structured into 100-minute blocks, allowing for a combination of small and whole-group instruction. CMM teachers enrich instruction with project-based activities which give our students creative freedom to synthesize the material into either a digital, artistic, or written creation, typically after learning new subject matter as an assessment.

Additional instructional activities that separate CMM students from others include literature circles, mock trials, debates, multimedia presentations, speeches, Socratic seminars, learning stations, and gallery walks. These activities provide students with tasks appealing to each learning style, thus allowing students to dig deeper into the curriculum. Special projects are also incorporated into the curriculum with community involvement opportunities and literary competitions where our students find great success.

At the beginning of the year, ELA teachers analyze students' LEAP data from the previous year to create a Classroom Support Plan (CSP). The purpose of the CSP is to identify students who need additional support and determine how that support will be provided. These plans are used throughout the year and will follow students as they progress through middle school at CMM.

Speaking and listening skills are a focus of the ELA department. Our high quality ELA teachers utilize engaging activities and projects to enhance these skills within their students. With living museum presentations in full character and multimedia class projects, students are expected to speak and actively listen while engaged with their classmates. These methods ensure students participate in collaborative discussions and present their claims using different platforms. Language skills are scaffolded for instruction, including vocabulary and grammar skills. These foundational skills are built upon each year, as students are expected to retain and further develop language skills previously taught.

Our teachers extend anchor texts with support from the administration to enhance state curriculum through teacher autonomy with project-based learning, a variety of resources, and additional support provided for all learning styles within one lesson. At the end of each unit, students are assessed using a Culminating Writing Task (CWT) and Cold Read Task (CRT), which determine how well students read, understand, and express their understanding of complex, grade-level texts. The CWT requires students to integrate the unit topics, themes, and ideas into a written essay, while the CRT requires students to read a new text related to the unit, answer multiple-choice questions, and write an essay. Teachers also utilize formative assessments, such as exit tickets, short quizzes, and self-assessments, to evaluate students' understanding of the skills being taught.

1b. Mathematics curriculum content, instruction, and assessment:

The Louisiana State Standards guide the mathematics curriculum at CMM. A Tier I curriculum, CMM uses a strong base for the middle school standards including rigorous problem-based learning, guided practice, independent practice, and an excellent digital component through Illustrative Mathematics by McGraw-Hill. Although this curriculum provides most of what our students need, our CMM teachers sometimes must supplement using other materials and resources. They incorporate technology, hands-on activities, and small group assignments when possible to reinforce and extend our students' learning. The performance of the students is as varied as their backgrounds. Although most of our students are high-performing, we also have students who are on grade level or below. Working collaboratively, the CMM teachers individualize instruction which helps meet the needs of our diverse student population.

Teachers meet daily in grade-level-specific PLC meetings to plan instruction, share resources, discuss assessments, and analyze data from different sources. The mathematics department meets once a week to compare data and plan vertically, closing any gaps the students may have across grade levels. Our math teachers attend summer training at the district level, learning new strategies to ensure student success while also brushing up on the Illustrative Mathematics curriculum. Several teachers serve on the Middle School Math Task Force helping to create the district scope and sequence as well as write the diagnostic, mid-unit, and end-of-unit assessments used by teachers across Caddo Parish. Our math teachers also employ various instructional strategies to keep students engaged and challenged. They implement technology-based assignments, use Kagan structures to incorporate cooperative learning, and assign projects which give students some autonomy in their learning.

Mathematics teachers use a variety of assessments at CMM. At the beginning of each unit, students complete a diagnostic assessment of the skills to be taught throughout that unit. This diagnostic assessment provides teachers with some valuable data used to guide instruction. This practice ensures before new skills are taught, teachers are able to incorporate a roadmap for students in need of extra support or identify those which may need acceleration. Assessments are conducted both formally and informally several times each week. These assessments include traditional question-and-answer discussions, game-type digital assessments, a paper-based quiz or exit ticket, or an end-of-unit cumulative assessment. Teachers at CMM also keep the LEAP 2025 Assessment at the forefront of their assessment planning. The LEAP 2025 Assessment is a large part of determining student success and has become a main benchmark for teacher and school performance. Teachers make it a priority to analyze students' LEAP 2025 scores from the previous year. Systematically analyzing this data, our teachers include LEAP-like questions on every assessment. This has been a successful tool boosting student achievement.

1c. Science curriculum content, instruction, and assessment:

The Caddo Parish Middle Magnet Science Department's dynamic teaching styles offer our students a hands-on learning environment rich with STEAM learning activities. The teachers present content through various methods, focusing on project-based learning. Projects are facilitated individually and through peer-to-peer learning, establishing deeper relationships for our student population. Student-led workshops for article analysis allow our lower learners to succeed by being paired with higher-level learners who model superior organizational and study skills. While students are expected to learn from lectures, our teachers utilize multimedia presentations and whole-group discussions to enhance the lesson culminating with complete lab activities. With goals of inspiration to think creatively, develop prototypes, and conduct research in table teams, our department practices experiential learning. This practice fosters a positive culture in which students can problem solve, collaborate, create, test ideas, hypothesize, and build with their hands. Creating interactive, hands-on learning activities are a daily experience for the students in the science department.

During the PLC time, our science teachers examine data from the previous year's test scores to shape instruction for the beginning of the year by looking at overall and individual scores in each reporting category to which our students' needs can be determined and supported. Additionally, formative assessments such as exit tickets, technology-based quizzes, and interactive notebooks offer a quick check for understanding during a lesson, thus allowing teachers to evaluate if the content was understood and make adjustments quickly. These daily assessments allow our science teachers to better understand their student's mastery of the content, which dictates any additional time needed to review the topics. Summative assessments consist of unit exams using the Claim, Evidence, and Response (CER) writing method.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

The Social Studies Department consists of World Cultures, American History, and Louisiana History. In sixth grade, students are taught World Cultures, a curriculum beginning with early human civilization and ending with the Renaissance period. Transitioning to American History in seventh grade, students study the conception of America with the American Revolution and study America's transformation through time ending with the Reconstruction of America after the Civil War. Covering a wide range of topics about the state of Louisiana, our eighth graders begin with the discovery and settlement of Louisiana, learning about the state's rich history and evolution to the Civil Rights Era with a focus on the state's government and economy of Louisiana.

Primary sources serve as the base for the content and instruction. Students are engaged in social studies through a variety of instructional methods, including document-based questioning (DBQ), debates, whole group discussions, research, and project-based learning. The goal of the social studies department is to develop students into historical thinkers by strengthening their abilities to form claims about historical content. Critical thinking is incorporated into the content as students are expected to view concepts from the perspectives of different groups of people in society. The curriculum is further extended through field trips to historic and cultural destinations studied throughout the school year. CMM offers grade level festivals centered around their historical time periods of study. Students engage in further exploration of cultural phenomena through these school-wide events expanding the students' knowledge base through hands-on activities and experiences.

Formative assessments include graphic organizers, exit tickets, and interactive notebooks centered around the students' different learning styles. These activities range from four-corners, whiteboard review, and electronic activities like Quizizz and Kahoot to create assignments meant to measure a students' understanding of the concept through their own art work of political cartoons or time period sketches. Summative assessments include quizzes, unit exams and writing assessments based on the CER method.

1e. For schools that serve grades 7-12:

At CMM, we take great pride in preparing our students beyond the walls of our school. Offering high school level courses, such as Algebra I, Geometry, Computer Literacy, Spanish, French, Advanced Band, Advanced Piano, and Advanced Orchestra for accelerated students, our secondary certified teachers thoroughly prepare students for success in the high school setting. These courses allow students to pursue Carnegie Units while still attending middle school, thus allowing them to diversify their coursework once they are in high school.

The selection of electives offered at our school meets our students' interests and offers real-life experience in areas where students may want to pursue a career or lifetime interest. Courses offered include: Home Living, Basic Home Repair, Forensic Science, Engineering, Robotics, and eSports. Home Living teaches students real-life skills such as meal planning, decorating, horticulture, budgeting, cooking, and competitions on tying a tie correctly. Basic Home Repair, a popular elective, allows students to learn basic carpentry skills, minor electrical wiring, and entry-level plumbing essential for possible trade school paths. This class introduces students to technical careers which would be available to them immediately upon graduation from high school. The skills learned here are an introduction to potential career paths creating a trajectory for our students wishing to take this route in high school. The CMM Forensic Science class explores crime scenes, investigations, and mental health effects on certain demographics. Building young engineers, the Engineering program provides opportunities for students to explore coding, build creations on 3-D printers, and create with laser engravers. This program provides students the opportunity to learn pre-engineering programming which will strengthen their career path by allowing our students to build basic engineering skills before high school class selections. Our award winning Robotics program teaches our students how to approach real-world problems in an innovative, yet systematic way by building, programming, and using robots. A popular option is the eSports class which is organized as a competitive gaming class where students face other gamers and play popular online video games in an organized league or tournament.

The programs offered at CMM are created to give our students opportunities to grow as young adults and gain real-life experience by being exposed to potential career paths. The variety of electives offered at CMM guides our students when choosing classes in high school.

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Enhancing our students' love of the Arts, CMM develops the talent and interest of students through many different programs within our school. The Fine Arts are celebrated in all aspects of our school life at CMM, with these elements being integrated into the very fiber of our school. Developing a deeper understanding of Fine Arts is a main focus of our administration, with classes offered for students wishing to explore the Arts ranging from an introductory level to an intense exploration of advanced content in the Performing or Visual Arts. Our students understand what constitutes quality art as well as how the Arts impact their community and culture.

Our main content areas offered are Music, Theater, Entry Level Art, and Talented Art within the Performing and Visual Art Departments. CMM's class options are extensive and diversified fitting the needs for every student. Taken for the entire school year or by the semester, these classes include: Visual Art, Talented Art, Choir, Orchestra, Guitar, Band, Piano, and Drama. Aiming to increase the students' knowledge, broaden their appreciation, and develop a comfort level performing in front of an audience, these departments often include the student body of the school. With art shows, several musical performances, dramatic performances, student-led assembly speeches, and showcases of talent throughout the year, our school and community is enriched by this infusion of culture.

The Visual Arts at CMM allow students to investigate various media and techniques as students engage in the processes of creating multi-dimensional works, including drawing, painting, pottery, and collages. Highlights of the Art Department include a fashion show exhibition where students design clothing from unconventional materials, student work is displayed throughout the school corridors, and our student-led performances are offered to the community.

2b. Physical education/health/nutrition

"What good is a healthy mind if not housed in a healthy body?" says the Department Leader for the Physical Education (PE) Department at CMM. The PE Department at CMM prepares students for their development of physical fitness and abilities through opportunities in various individual, team, and lifetime sports. Archery, golf, bowling, volleyball, tennis, pickleball, basketball, rugby, soccer, gaga ball, and dance are only a few of the activities offered in our PE department, whose motto is often referred to as the students complete their daily exercises. Time is spent on improving the students' basic skills so that they can perform and find success in enjoying physical activities. The students have more opportunities to interact with other students in the informal setting with mixed grades, allowing them to become a more significant part of the CMM family as they learn to support one another physically.

Students learn to cooperate with other students and further develop their leadership qualities through team-building activities with opportunities for students to exhibit leadership and motivational skills. Fostering a sense of community, the PE Department strives to boost every student by focusing on personal records while encouraging others to reach their goals.

Developing the total person, our PE Department teaches Physical Health and Mental Health classes which assist students in becoming well-rounded people and contributors to society. Mental and social skills are

necessary for all students as they traverse the world and get higher grades. These tools are the main focus of our PE Department for developing our CMM students.

2c. Foreign language(s), if offered (if not offered, leave blank)

Offering both French and Spanish, the Foreign Language Department exposes students to other cultures through a fully immersed learning environment. Greeted at the door by the Foreign Language teachers, students must formally greet their educator in the tongue of the class. In our Language Immersion classes, meaningful conversational language and a formal study of the written language are adhered to daily. Studying the language allows students to compare their native tongue to their newly acquired language skills.

The goal of this department is to create an atmosphere of cultured education with a mixture of fun. Students in French and Spanish classes examine all aspects of their culture of study, including foods, music, crafts, sights, and people's customs. CMM exposes the students to other cultures through cultural events, celebrations, and project-based presentations within the class.

Each year, students are allowed to travel abroad where possibilities abound by experiencing the culture and customs of the native people from their language of study. Guided tours with historical and cultural destinations allow students to see their textbooks come to life.

2d. Technology/library/media

The Library Media Center is the heart of our school. The CMM Library Media Center's mission is to develop students' passion for reading, advance literacy, build critical thinkers, promote independent reading, and to develop lifelong learners. The literary and technical support offered in our Media Center allows our teachers access to various resources and expertise for thoughtful collaboration to build a curriculum based on state standards.

Through their library classes, students participate in the statewide Louisiana Young Readers Choice program where students read a list of approved books and vote for their favorite. Another program enters teams of readers to compete against other schools in Battle of the Books during ArtBreak, the Caddo Parish art festival for all school grades. Preparations for this battle occur in the CMM library with guidance from the Library Media Specialist. Novel studies are of great importance to CMM. Beginning the school year with a school-wide summer reading novel chosen by our librarian, CMM students participate in novel-based studies within the base curriculum. These novels range from classic novel studies to historical fiction, building upon prior knowledge from the Social Studies curriculum. Each novel study collaborates with our Library Media Center to incorporate project-based learning, collaborative classroom engagement, and writing components for any essay style, from writing arguments and informative essays to creating narratives all within the library framework.

Technology is an integral part of our learning process and is accessible to all students. CMM uses Canvas as the Learning Management System. This software enables our teachers to build lessons, assessments, share content, and communicate with students as a user-friendly way to manage online instruction. Absent students can easily find the instruction missed as well as work on missing assignments virtually. Additionally, CMM offers Computer Literacy and Keyboarding classes for students to improve their technical skills and broaden their knowledge base for computer literacy.

All 53 classrooms utilize interactive boards keeping students engaged in learning activities on a large screen displayed during class while also using the class sets of Chromebooks for individual student use. Select classes use Virtual Reality Goggles in a group setting for virtual field trips, establishing prior knowledge and offering a virtual experience diving deeper into the subject matter.

CMM students are afforded every opportunity to gain the necessary computing skills to succeed in this digital world. Our students send professional emails, use Google Drive, and navigate ClassLink for all of their school needs. Within the ClassLink program, students begin each class by logging into their account,

where all our learning platform's apps are available in one space. As a technology-centered school, our students thrive in the digital world with the support they are given at CMM.

2e. Any other interesting or innovative curriculum programs you would like to share

3. Academic Supports

3a. Students performing below grade level:

One benefit to the academic environment at CMM is our students' ability to perform at their grade level or above. To attend our school, students take a standardized test where they are ranked by percentile and admitted to our school based on the availability of space. CMM aims to take our students' progress beyond their initial entry-level performance. With incoming 6th grade students feeding from schools all over Caddo Parish, our 6th grade team of teachers builds a uniform student population from various educational backgrounds.

Each department offers additional support for its students with weaknesses in content areas. Classroom teachers strategically group students based on their academic needs, often placing higher-performing students with those of academic need. These groupings are fluid based on the lesson and subject to change with the content as the teachers use several grouping methods, from small group instruction to peer-to-peer tutoring. At our school, these groups have been an essential part of instruction, allowing students and teachers to conference, often reviewing skills or focusing on areas of weakness, and rotations for teacher conferencing. Our teachers work closely with the parents to monitor student progress, keeping the lines of communication open to assist with the encouragement and growth of each student. Many core teachers set aside time before or after school for students with additional needs, as serving their students is of the utmost importance to provide support for their educational journey.

One of the electives offered at CMM is the Study Skills class. Students can learn essential skills to find academic success from a certified teacher by learning how to stay organized, set goals for themselves, and study for tests while being allowed time to complete assignments with the help of their instructional leader.

Our school provides a Brain Boost Program for students after school to work with our high quality faculty for any reteaching or acceleration necessary for the student to succeed. There are summer remediation programs for students who need to improve their standing.

Finally, the support of our administration is essential for students to achieve success, with counselors, the Assistant Principal of Instruction, and our Assistant Principal of Discipline each working with students in the danger zone, developing plans of action, meeting with parents, and organizing efforts to support any student in need. Working together has always been a great strength of our school, where no child is left behind.

3b. Students performing above grade level:

Even though CMM consistently performs at a high academic level, every teacher's goal focuses on the student's individual growth so that each student reaches his potential. Core classes are classified either as Enriched or Gateway (Gifted). With Gateway students comprising 25% of our demographics, Gateway ELA, Math, and Social Studies are offered to students who place in the gifted curriculum after specialized testing. These classes allow students to populate with other gifted students, allowing compaction and acceleration for students who learn at a more advanced level. Gateway classes allow students to be steeped in project-based learning. As a result, students develop deep content knowledge, refine critical thinking skills, practice collaboration, and display their creativity and communication skills. High school classes such as Algebra I, Geometry, Spanish I, Spanish II, French I, and French II are offered to those students who qualify for learning at a higher level. Talented Arts (TAP) is a special designation based on teacher recommendations for students who excel in the arts. Students can qualify for Visual Art, Drama,

Instrumental, and Vocal Music by taking a rigorous assessment coupled with teacher evaluations to identify prospective students. TAP students attend these classes twice a week during their PE class period.

Competitions are a driving force for many advanced students, and at CMM, there is no shortage. Our academically talented students participate in MathCounts, Quiz Bowl, Scripps Spelling Bee, various literary competitions, Science and Engineering Fair, and Social Studies Fair. Our students have achieved success competing at the state and national levels.

3c. Students with disabilities:

At CMM, we have very few students with identified disabilities—less than 4% (12 identified as Special education/29 with 504 plans). Our students are identified under Autism, Specific Learning Disabilities, Other Health Impaired, Speech or Language Impairment, Dyslexia, or ADD/ADHD. CMM counselors and teachers work closely with parents to develop Individual Educational Plans or Individual Accommodation Plans for these students. Once the needed accommodations are identified, they are disseminated to the necessary teachers and staff members.

We treat each student with a disability individually and work to meet his or her needs following the IEPs or IAPs with fidelity. The transition to middle school can be daunting for any student, especially for students with any disability. CMM works to ensure our students are successful emotionally and academically. Working closely with our counselors, parents, and students, our teachers formulate Classroom Support Plans to assist in planning for our children with special needs. These support plans are living documents meant to assist with planning and instruction for students with disabilities.

The resources available to our student population include paraprofessionals assigned to students who are deemed in need of special services. This support allows students to thrive in their environment at our school. Our parish provides services to students needing support outside the classroom, such as speech therapy, dyslexia training, and special education programs to support children with disabilities.

3d. English Language Learners:

CMM is prepared for any English Language Learners (ELL) with accommodations and policies to support students. ELL students face mountainous challenges when taking steps to integrate into a full-immersion English class. Our faculty and staff are prepared with strategies to pursue with students, which will help eliminate gaps in written or spoken language. Though our school has not had ELL identified students to assist in several years, we often have students who speak a different native tongue at home. These students scored proficiently on the ELL exam, but still struggled at times in the English and Language Arts class. For these students, we can focus on proper pronunciation, subject/verb agreement, root word identification, sentence structure, and grammatical practice to enhance their spoken and written language. Often pairing our language-weak students with high-functioning students, our learners can practice speaking and writing in a safe space with a specially chosen language partner. We meet the needs of our ELL students with translation tools and interpreters in order for students and their parents to partner with our school, ultimately becoming an independent, fully functioning student within CMM.

We do have a number of parents that are not native English speakers. Our staff works closely with these parents to ensure they feel comfortable in our school community and understand all aspects of their children's education. In the past, we have used translators in conferences to ensure this understanding. It is always our goal that all families feel welcome and included at CMM.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Student development and growth at CMM are encouraged through positive working relationships, engaging lessons, programs for motivation, and safety nets for our students with social or academic challenges. A vital component of the middle school concept is creating a dynamic and positive culture where students can flourish academically and gain a strong self-awareness. CMM skillfully achieves this through academic clubs, honor societies, social clubs, student council, and reward programs within the school.

CMM academic clubs encourage students to broaden their knowledge base in specific subject areas. MathCounts, QuizBowl, Battle of the Books, STEAM, Spanish, and French Club support student needs for academic advancement. Service organizations encourage students to consider opportunities in the community where they can make lifelong changes. Clubs such as Peer Advocates and Community Involvement allow students to give back to their community and become better citizens. These clubs provide opportunities to model involvement and for students to implement this knowledge. National Junior Honor Society is a unique club because membership is based on grades and teacher recommendations, yet this club emphasizes service, academic excellence, and positive leadership. Finally, social clubs allow students to learn the values of teamwork, individual and group responsibility, diversity, and a sense of culture and community. Clubs include Pinterest, Chess Club, Gaming Club, Fencing, and Dominoes, to name a few. Club participation allows students to hone their communication skills, foster creative thinking, discover their interests, and teach them how to work effectively with others. Involvement in these clubs gives students a taste of what is offered in high school, which prepares them for their next educational step.

The CMM Student Council is a large part of our school. These students work together with their faculty leaders to host several events for the school community. Fall Fest, Winter Social, Spring Fling, and a talent show are just some of the activities offered to students which foster a sense of community within our school. The students are part of a post-pandemic society where the administration focuses on boosting students' social and emotional well-being. Therefore, educating the WHOLE student is an aim of CMM.

For our School Wide Positive Behavior Support Plan, the faculty participates in character development activities through incentives and programs to reinforce positive behavior. Kindness cards are used by the entire school's faculty and staff to reward students who exhibit exemplary, thoughtful actions towards others within the school. Character luncheons offer students nominated the opportunity to gather and discuss the compliments from their teachers. Meal incentives such as Pizza with the Principal for Character Counts, Chicken and a Movie for LEAP Scores, and Top Dog Dillas for our Student of the Year Finalists are highly anticipated rewards.

2. Engaging Families and Community:

The relationships developed between our parents, students, and staff strengthen the school and benefit the community. The legacy of our school has extended into families for generations. A deeper connection between the school staff and student families is fostered through volunteer opportunities on campus where teachers interact with their students' parents.

The partnership between the parents and our school is one of our great assets and one of our greatest treasures. We rely on parental involvement to accomplish the accolades and experiences we envision for our students. Two separate parent groups provide the support essential for success at our school: The PTSA and CMM Pegasus Society. The PTSA sponsors Teacher Appreciation Week, Honors Assemblies, Eighth Grade Celebration, and organizes volunteers for our festivals and events. The CMM Pegasus Society purchases many types of technology to enhance student learning, provides professional development for our teachers, and plans to create an outdoor classroom space. These two groups directly impact education within our school by providing essential needs to achieve academic excellence.

CMM takes a worldview on the community to instill into our students. Over the last eight years, our school

has raised over \$60,000.00 for St. Jude's Children's Hospital through the St. Jude's Math-a-thon. After devastating storms in our home state of Louisiana, our students and their families donated money and supplies to benefit the victims of storm damage caused by flooding from hurricanes. Each year our National Junior Honor Society and Student Council work together to collect toys and bicycles for a local charity, Roy's Kids, supplying Christmas to many local families. These two groups also work together to organize our canned food drive for our local food bank, the Food Bank of Northwest Louisiana.

Families in need can depend on CMM for support. In the past, money has been raised to help one of our custodians with a child in St. Jude's Children's Hospital. Periodically, circumstances prevent some of our students from having access to basic necessities, this is where we quietly step in as a school. Securing donations from families and staff, we help with food, housing, clothing, and any other necessary support.

Located within a historic neighborhood, CMM is a large part of the immediate community. Our students deliver treats to our neighbors at various times throughout the year, thanking them for their patience with our school and for interrupting their daily lives during our carpool times. We also invite our neighbors to the CMM Veterans' Day Assembly each year, where the branches of the military are recognized and thanked for their service.

Providing opportunities to participate at every level of community involvement is important to us at CMM. Giving back not only allows students to have fellowship with one another but also forces the student to become attuned to and aware of the needs of others. The CMM staff places building whole students as a foremost priority which is why community involvement is deeply valued.

3. Creating Professional Culture:

The teachers at CMM are some of the highest caliber of educators. All academic staff members are qualified and certified in their particular concentration. The administration of CMM ensures the school's curriculum, instructional design, and assessment practices showcase teacher effectiveness and student learning. The administration prioritizes teachers' trust and value by providing autonomy in their classroom through instructional strategies, designing lessons, and providing academic support. The school leadership continues to improve on strategies in various ways to show appreciation for each faculty and staff member. Several appreciation rewards are offered to the staff, such as lunch on Professional Development Days, Jean Days, Red Plate Award to designate faculty stand-outs, and Teacher Shout Outs from students on our morning announcements. New teachers to CMM are assigned a Mentor Teacher to keep them abreast of everything related to the school and guide them through all school and curriculum matters. An Upbeat Survey is sent out to the faculty twice a year, where teachers anonymously respond to questions designed to inquire about their workloads, environment, and work/life balance. The information from the survey is shared with the faculty-making it a springboard for change and improvement. With the data from these surveys, the administration team can evaluate trends and use the data for teacher retention while improving school culture.

Our leadership recognizes the importance of teachers who attend professional development courses to increase their expertise in their field and, as a result, build confidence in the work they do. This confidence has a positive impact on the students they teach, as well as the school where they serve. Teachers at CMM attend parish and statewide professional conferences and are asked to lead professional meetings for other school districts inside and outside our state. CMM faculty members are sought to assist the district and state because of their commitment to excellence and professional integrity. Serving on state task force committees, assisting with district curriculum development, and grading state standardized tests are just a few ways our faculty contributes beyond the school's walls. The administration also prioritizes professional development to be led by the faculty here at CMM. It is positively received when teachers share what they are learning and doing in their classroom with their colleagues.

The majority of our teachers have obtained additional certifications, degrees, and credentials pursuing higher education. Our administrators support these endeavors allowing the faculty to gain the necessary knowledge and expertise to become leaders. Being an advocate for professional development, the Principal encourages the faculty to pursue all levels of professional training, appreciating that knowledge is a powerful asset to

our school community.

Additionally, our teachers have recently met with similar content departments in elementary and high schools. Building a bridge between elementary and high school teachers has been a great means of cohesion and collaboration. The singular goal has been increasing the student growth trajectory.

4. School Leadership:

Adhering to a multi-tiered leadership structure, the Leadership Team is comprised of the Principal, two assistant principals: the Assistant Principal of Instruction and the Assistant Principal of Discipline, and our school counselors. This high quality team of educators is dedicated to being agents of change through a growth mindset, thus improving our school over time. Regularly conferencing with parents, monitoring technology, and mentoring teachers all fall within the team's scope of responsibilities in addition to the daily tasks of their profession.

Our Principal's philosophy is "People Before Paper." Her main priority is establishing and maintaining relationships and demonstrating care and concern for every member of our school community. Our Principal knows each student by name, is well acquainted with their needs academically and emotionally, and leads by example with fairness and equality to all. The CMM Principal supports professional growth through the organization of professional development opportunities, as well as being an active listener to her teacher's concerns. The Principal advocates at the district level for teacher autonomy. She is highly protective of the teachers' time, supporting professional responsibilities and caring for their well-being.

The Assistant Principal of Instruction's tasks range from overseeing instruction with a heavy focus on curriculum content to conferencing with students in academic need, where they develop a strategic plan for success. Securing materials, chairing the SBLC Committee, and monitoring students' grades are other jobs within her scope. With care and concern for a student's well-being, our API dedicates herself to each student's success, ensuring their future is bright even after their time within our walls has finished.

Cultivating a safe and secure environment, the Assistant Principal of Administration manages the school building and helps maintain a positive working environment for students' and staff. As director of discipline, our APA assists students through the challenging world of middle school with mediation practices and prompt conflict resolution. Working closely with the counselor's office, the APA is aware of the student's social/emotional needs, which are considered when behaviors require amending. Developing the whole student by supporting them with struggles is of the utmost importance to our APA.

Keeping the lines of communication open, the counselors are the school's first line of defense for student behavior. Our approach is first to have a conversation to correct any inappropriate behavior. CMM students know how to find the help they need because of our open-door policy. Students often request to speak and meet with members of the Leadership Team as they know their voices will be heard by an adult who cares. Our student's social and emotional health are as important to us as their academic successes.

5. Culturally Responsive Teaching and Learning:

Diversity and cultural sensitivity remain at the forefront of our instruction, with the school's demographics including students from various cultural backgrounds. CMM fosters a community of respect through acceptance and appreciation of diverse beliefs and ideas. Students are exposed to learning experiences and opportunities to gain knowledge and perspectives from different cultures through the teacher's planning of festivals and field trips.

CMM's teachers work diligently to create environments that will cultivate cultural awareness. Many students have not traveled extensively; some have never left the City of Shreveport. Incorporating experiences for our students that pair with content are ways to expose our learners to ideas, customs, and viewpoints they have not yet experienced. We believe building well-rounded students is attainable through exposure to various experiences. CMM strives to provide our students with opportunities to gain cultural awareness by bringing the culture to the school with our grade-level learning festivals, content-relative field trips, and

diverse assemblies to enrich and engage the student population in interactive performances.

Incorporating culturally rich literature into lessons, our teachers expose the students to the customs and traditions of people worldwide. Helping students realize a world larger than self and appreciating the value of other perspectives are benefits of these lessons. Dress-up days, food tastings, music, poetry readings, and research projects are intentionally planned to immerse students into another culture, thus gaining the exposure necessary to widen their worldview.

The highly anticipated annual Black History Program is a critical program to our school, allowing students of various backgrounds to showcase their talents. The program's intent is to build greater awareness within our student population of the contributions of African Americans throughout history beyond the classroom. CMM is proud to recognize a community member for the "Change Maker" award, presented to one who has had a positive impact on the lives of others.

CMM respects the religious practices of all students by accommodating those who have religious needs during seasons such as Ramadan, Easter, Christmas, and Hanukkah. Students with religious obligations are supported. Additionally, students can organize events for voluntary gatherings such as the student-led "See You at the Pole." Students of all religious backgrounds are respected and appreciated.

Planning with the future in mind, the staff at CMM creates a positive learning environment full of enrichment for the whole student through culturally diverse lessons, learning experiences, and classroom culture. Our school's culture denotes mutual respect between the staff and the students. A fundamental belief for our school is when respect is given, it is also received. This culture enables our students to develop key conversational skills through written and spoken communication elevating them toward professional growth in the future.

PART VI - STRATEGY FOR EXCELLENCE

Building students to achieve a lifetime of success outside our walls is CMM's main concern. The practices and programs in place at our school offer students the opportunity to show personal growth socially, emotionally, and academically. With growth at the forefront of our educational objective, our staff has worked to fill in the gaps due to the COVID-19 pandemic. The country as a whole, specifically our student population, suffered from virtual education during the pandemic. For the second year, CMM has blocked the core Mathematics and English and Language Arts classes to allow more instructional minutes and accelerate the students' improvement in these core classes. CMM has identified the gaps in our student's academic abilities and worked diligently toward our graduating students being educationally ready for high school on grade level or above, as the gaps we discovered throughout diagnostics were quite significant.

The block classes were incorporated after the pandemic to adjust to our students' needs and provide essential learning support. This blocked time has allowed teachers to close the gap. Cross-curricular learning opportunities and projects have been made possible because of block scheduling. An additional benefit to this schedule is designated Professional Learning Community (PLC) time. Core subjects meet as a whole department once a week to discuss content transitions, student performance, and teaching strategies. Departments meet by grade level the other four days of the week to dissect the standards, disaggregate data, and plan with the end in mind. The block scheduling results have been proven effective with higher test scores and less homework time as the work is now completed in class more efficiently under the teacher's supervision. Spending more time exploring new concepts, digging deeper into the curriculum, and analyzing student data have improved our school's shape, giving our students and teachers a chance to grow professionally and academically.

CMM has set the standard locally, regionally, and at the state level for over 40 years. Our success, in part, is due to the willingness of our school to adapt and change with our students' needs. While changes are not always met with an open mind, our faculty's dedication to serving our students supersedes personal comfort. The readiness of our faculty and administration to quickly assess and respond to student needs in an ever-changing society is why we are successful. We put students first.