

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. LaSandra Sanders

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

Official School Name School of Health Professions

(As it should appear in the official records)

School Mailing Address 1201 East Eighth Street

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

City Dallas State TX Zip Code+4 (9 digits total) 75203-2564

County Dallas

Telephone (972) 925-5930 Fax (972) 925-6007

Web site/URL http://www.dallasisd.org/healthmagnet E-mail LasSanders@dallasisd.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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. Michael Hinojosa E-mail HinojosaM@dallasisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dallas ISD Tel. (972) 925-3700

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

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

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

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

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

Part I – Eligibility Certification

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

1. 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. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
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 or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 151 Elementary schools (includes K-8)
 - 41 Middle/Junior high schools
 - 41 High schools
 - 0 K-12 schools
- 233 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 with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	32	113	145
10	35	106	141
11	30	106	136
12 or higher	26	104	130
Total Students	123	429	552

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 23 % Black or African American
 - 70 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 3 % White
 - 0 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 2%

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, 2014 until the end of the 2014-2015 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2014	542
(5) Total transferred students in row (3) divided by total students in row (4)	0.022
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 2 %
9 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 79 %
Total number students who qualify: 436

8. Students receiving special education services: 0 %
0 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.

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 0 Other Health Impaired
- 0 Specific Learning Disability
- 0 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	38
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 15:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	100%	100%	99%	99%	100%

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 2015.

Post-Secondary Status	
Graduating class size	126
Enrolled in a 4-year college or university	55%
Enrolled in a community college	36%
Enrolled in career/technical training program	0%
Found employment	8%
Joined the military or other public service	1%
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. 2009

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

The School of Health Professions seeks "To prepare students to function effectively in their community and in our diverse global society by offering a balanced academic and health career-oriented education."

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

The application and selection process for all Dallas ISD magnet programs is regulated by the district and posted on its Magnet and Special Programs website. All elementary, middle or high schools utilize the same district generated application and abide by the current year's timeline. Additionally, equity parameters are put in place to ensure applicants are selected from all areas within the district and not just certain ones. The district's selection formula allows 30 percent of a magnet campus' seats to be filled districtwide by rank-ordering the applicants based on their overall criteria scores, however, the remaining 70 percent must be filled by selecting applicants from within each Division of the district based solely on their overall criteria scores and adjusted proportionally for that division's student enrollment population.

To be considered for admission to the School of Health Professions, applicants must possess a minimum grade point average of 75, possess a minimum of a 40th percentile scale score on their 7th and 8th grade STAAR English Language Arts and Math exams, and complete an onsite essay, career choice inventory and interview. All scores combined contribute towards the applicant's overall criteria score.

Qualified applicants who are not selected due to limited space will be placed on a rank-ordered waiting list. Applications remain active until the beginning of the second six weeks of the upcoming fall semester. Student vacancies may be filled up until that time.

PART III – SUMMARY

The School of Health Professions is a Title 1 Career and Technical Education Magnet High School in the Dallas Independent School District (Dallas ISD) that serves grades 9-12 and emphasizes the Health Sciences career cluster. Located less than five miles outside of the heart of downtown Dallas, a beautiful view of the Southwest portion of the city's skyline can be seen from the campus' 3rd floor media center and on-site dental clinic. The school's mission is to prepare students to function effectively in their community and in our diverse global society by offering a balanced academic and health career-oriented education.

In 1977, the school transitioned from being a program of study within Dallas ISD's Magnet Career Development Center to become the High School for Health Professions (HSHP) with two campus sites; one housed the academic courses and the other the career clusters. In 1995, the school, along with five other magnet high schools, moved to its current location which was a newly built facility called the Yvonne A. Ewell Townview Magnet Center. Now called the School of Health Professions at the Yvonne A. Ewell Townview Magnet Center, the campus accepts 150 incoming 9th grade students each year and maintains an average student enrollment of approximately 550. To be considered for enrollment in the school, all prospective applicants must apply. The application process for all 35 Magnet Schools in Dallas ISD is regulated by the Magnet and Special Programs division within the district.

During the 2015-2016 school year, the racial and socio-economic composition consists of 70% Hispanic, 23% Black/African American, 3% White, 3% Asian, and 1% Other with 79% of its total student enrollment qualifying for free or reduced lunches. All students fluently speak English and according to the home language survey administered, 96% have English and/or Spanish spoken in the household and the remaining 4% contributes to nine other languages, with Vietnamese being the largest.

The School of Health Professions provides students with a rigorous 4-year program of study that prepares them to graduate under either the Distinguished Achievement Program or the Recommended High School Program in Texas and receive a "Public Service" endorsement on their diploma and transcript. Academically, students will complete numerous Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), and/or Dual Credit courses prior to graduation. Additionally, to address the physical and emotional needs experienced when students transition from high school to post-secondary education, all 12th graders are enrolled in a College and Career Readiness course. 100% of the class of 2015 graduated and 91% enrolled in either a 4-year or 2-year college/university.

Since becoming a 2009 National Blue Ribbon School, the campus has consistently exhibited academic success. It earned Exemplary Ratings from the Texas Education Agency (TEA) during 2010 and 2011. No ratings were awarded in 2012. In 2013, under the new accountability system, it "Met Standards" and earned two out of three possible distinctions for academic achievement in Reading/ELA and in Mathematics. During the 2014 and 2015 school years, the campus again "Met Standards" but earned six out of seven possible distinctions for academic achievement in Reading/ELA, Mathematics, Science and Social Studies, Postsecondary Readiness, and in the Top 25 Percent Closing Performance Gaps categories. It was also recognized by TEA as a High Performing Title 1 school in 2014 and 2015.

The ability of the School of Health Professions to maintain an active Advisory Board is also a contributing factor to its success. Members of the board provide advice, enhance the campus' public standing and visibility, and offer assistance and support on special projects. By continually leveraging and maximizing the wealth of knowledge and the network potential provided by the Advisory Board, the campus positions itself to nurture the collaboration and two-way communication with its healthcare and college/university community partners.

In terms of extracurricular activities on campus, the campus does not offer any University Interscholastic League (UIL) athletic sports, however students may participate either before or after school at the high school closest to their place of residence. To satisfy their cultural, social, and emotional developmental needs on campus, students are encouraged to participate in at least one organization. National Honor Society, FitLIFE, and HOSA – Future Health Professionals are the three students gravitate towards the most. All have volunteer opportunities and/or philanthropic thrusts that bring awareness to specific health related diseases and disorders. This year, the campus raised funds to benefit the Leukemia/Lymphoma Foundation and the American Diabetes Association.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The School of Health Professions offers a rigorous academic program and core curriculum tightly aligned with the Texas Essential Knowledge and Skills (TEKS). To assist with lesson planning, the district's curriculum department provides teachers with access to six weeks planning guides and semester curriculum maps. The curricula for both Pre-AP and AP courses are built on the core academic curriculum as outlined by the TEKS coupled with the increased academic expectations as prescribed in the College Board Course Descriptions. Students are assessed using teacher-made common assessments that are aligned by skill, district semester exams, state assessments, and AP tests. Incoming freshman attend “fish camps” in the summer to prepare for the expectations for core courses.

English Language Arts (ELA) course offerings include: English I Pre-AP, English II Pre-AP, English III, AP English Language and Composition, English IV, and AP English Literature and Composition. ELA courses are taken sequentially; students are enrolled in English I Pre-AP in 9th grade and English II Pre-AP during their 10th grade year. Since ELA standards are cumulative, the foundational skills necessary to be successful in the courses are acquired in the previous year. During the 11th grade, students select either English III or AP English Language and Composition and English IV, AP English Literature and Composition or dual credit English their 12th grade year. Above-level students are encouraged to enroll in AP and/or dual credit classes during their upper classman years in order to receive college credit for high school coursework.

Foundational skills are acquired through a balanced approach to literacy that include reading, writing, speaking, listening, and inquiry skills. Technology is incorporated with the use of an online SAT prep program, an online learning management system, and online textbook resources. The ELA department targets objectives and tiers students to ensure growth. Based on data analysis done after the Fall administration of the District's Assessment of Course Performance (ACP), the department targeted tutoring to address low-performing objectives and saw improvement in the Spring ACP results. Through extensive teacher training on Pre-AP/AP instruction, SAT/ACT preparation, the Jane Schaffer Writing Method, and close reading techniques, teachers effectively improve skills for all students.

Students receive credit for a minimum of four math courses to meet state graduation requirements. Over 80% of the 9th graders arrive having an Algebra I credit from middle school. Above-level students are placed in a “fast track” program—a double-blocked course in which one year of Algebra II Pre-AP is completed during the Fall semester and one year of Pre-Calculus Pre-AP during the Spring. Course offerings include: Algebra I Pre-AP, Geometry Pre-AP, Pre-Calculus Pre-AP, AP Calculus AB, AP Calculus BC, and AP Statistics. Technology is incorporated by using graphing calculators and online tutorial programs.

Various science courses are available at the School of Health Professions in which students spend a minimum of 40% of the instructional time conducting laboratory and field investigations in each science course. This strategy promotes the acquisition of foundational skills necessary for course completion. Course offerings include: Anatomy & Physiology Pre-AP, Biology Pre-AP, Biology AP, Chemistry Pre-AP, Chemistry AP, Physics Pre-AP, AP Physics I, AP Physics II, Earth & Space, and AP Environmental Systems. Student progress is tracked through student profiling and goal setting. Additionally, a variety of online tutorials and text based programs are used to increase student achievement at all grade and ability levels.

Students must also receive four semesters of credit from the social studies department. For all courses except US Government and Economics, students receive one credit. Only 0.5 credits are received for these. Course offerings include: World Geography Pre-AP, World History Pre-AP, AP World History, US History Pre-AP, AP US History, US Government, AP US Government, Economics, and AP Economics. Students are assessed using teacher-made tests, released state issued exams, and Mock AP assessments. Interventions and extension activities as well as targeted tutoring are designed based on data analysis of these assessments.

Overall, the campus has positioned itself to create a college going culture by offering only Pre-AP and AP options to the majority of its core courses and enrolling the students that meet the entry requirements into dual credit courses. Implementing these practices assists the campus with maintaining a rigorous curriculum and maintaining its status as a high performing CTE high school.

2. Other Curriculum Areas:

In Career and Technical Education (CTE), the School of Health Professions provides opportunities for students to acquire a foundation for a career or continued studies in health care. Each grade level has a prescribed set of courses to complete. All 9th grade students take Pre-AP Biology, Health Education and Principles of Health Science. All 10th grade students take Health Science Clinical, Health Science Diagnostic, and Anatomy and Physiology. All 11th grade students take dual credit Pathophysiology and Health Science Practicum I with an emphasis in a particular career cluster, and all 12th grade students take Health Science Practicum II and AP and/or dual credit core classes.

Each student's program of study culminates with a hands-on nine week spring semester internship during their 11th grade and/or 12th grade year. After the completion of their 12th grade internship, students become eligible to take a national certification exam aligned to their specific 4-year pathway of study if applicable. Available certifications include: Dental Assisting, ECG Technician, Patient Care Technician, Pharmacy Technician, Phlebotomy Technician, Medical Office Assistant and ServSafe. The career cluster pathways students select from are clinical medical assisting, communication disorders, culinary arts, dental assisting and technology, medical laboratory, pharmacy technician, therapy careers and veterinary careers.

Other unique aspects of the campus are that 100% of the career pathway instructors are highly qualified and certified in their program areas and have the equipment and resources at their disposal to conduct hands-on instruction that allows the students to be physically and emotionally prepared to successfully complete their off-site internships. Further, for the dental assisting program, the campus maintains and operates an on-site dental clinic that services the community and allows students to complete internship hours under the apprenticeship of a licensed dentist housed on campus.

In terms of electives, all students complete 1.5 years of physical education and 0.5 of health education. They also complete at least one year of a visual/performing arts course such as band orchestra, choir, theatre or art. AP courses are available in art. Finally, students are required to complete a minimum of two years of a foreign language from amongst Latin, Spanish, French or German.

3. Instructional Methods and Interventions:

A variety of instructional methods are used throughout the School of Health Professions to stimulate student engagement and increase student academic performance. Direct instruction, inquiry-based learning, and applied, contextual learning are a few that are used. Additionally, data from six weeks common assessments and teacher spot observations are consistently analyzed.

Campus administration conducts a minimum of six spot observations on each classroom teacher throughout the entire school year. A spot observation consists of a 10 to 15 minute observation and provides feedback on five areas that impact instruction: establishment of a clear and rigorous lesson objective (LO), measurement of student mastery through a demonstration of learning (DOL), clearly presenting instructional content, engagement of students at all levels in rigorous work, and maximization of the instructional time. Each teacher receives a rubric outlining the standards for each category and receives scores ranging from unsatisfactory, progressing, proficient and/or exemplary.

The campus delivers its CTE program through a whole-school model with an emphasis in the Health Science career cluster. Teachers successfully utilize applied, contextual learning to help below and above level students see the relevance of what they're learning and its connection to future career opportunities. This is accomplished by incorporating project-based learning activities, inquiry learning methods, and internship opportunities during the senior year. These strategies assist the campus with maintaining high levels of student engagement and extending the learning outside of the classroom setting.

Some instructional methods utilized by the core (Math, Science, Social Studies, and English Language Arts) departments include direct instruction, inquiry learning, and the incorporation of six weeks common assessments that monitor student academic performance and enable teachers to create student profiles and prescriptive plans that address the needs of below and above level students. Other strategies include conducting before, after school, and Saturday tutoring sessions and the infusion of a variety of online based programs to assist with the differentiation of student interventions. Other forms of technology include the use of clickers, access to a portable laptop cart containing a class set of laptops, and the issuing of individual laptops to all students in grades 9-11. Teachers receive support to successfully implement these strategies and methods through professional development. Depending on their subject matter, some participate with the National Math + Science Initiative (NMSI), College Board's AP and Pre-AP Summer Institutes, their national and state level organizations' conferences, and all attend gifted and talented (GT) training.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

The Campus Instructional Leadership Team (CILT) meets to review the campus' assessment data prior to their official return from summer break. During this time, the Dallas ISD Data Packet is utilized and contains results from the PSAT, SAT, ACT and AP exams that measure college readiness, the State of Texas Assessment of Academic Readiness End Of Course (STAAR EOC) exams which are required for graduation, and the Dallas ISD's ACP exams which are used as summative assessments to measure alignment with district curriculum. Additionally, information from the Campus Needs Assessment (CNA) is used to form the foundation for the creation of the Campus Improvement Plan (CIP) which identifies the top three or four focal areas for the campus.

The major assessments used to inform student achievement are the STAAR EOC exams. Successful performance on these exams is a requirement for graduation in the state of Texas. Since becoming a 2009 National Blue Ribbon School, the campus has consistently performed well on this exam with 91% to 100% of its students meeting the standards in all tested subject areas each year and with no gaps of 10 or more percentage points between any subgroup. This success is due in part to the campus' ability to disaggregate the assessment data, set academic goals that yield high results, generate student profiles to monitor academic progress and communicate the results to all stakeholders.

Stakeholders are notified of the results from assessment data in a variety of ways. The main method is by directly communicating it during meetings such as the Parent Teacher Student Association (PTSA) geared towards parents, the Site-Based Decision Making (SBDM) committee for parents and the community, the Advisory Board for the community partners, and through professional development sessions and faculty meetings for the campus staff. The information is also posted online on the campus' website. Two student specific approaches involve the disbursement of six weeks report cards and providing access to the district's Parent Portal site. The Parent Portal site allows parents to track their son or daughter's grades in real time before the six weeks ends. Finally, to reinforce the importance and relevance of the college readiness scores from the PSAT, SAT, and ACT exams, which are transcribed on the back of student transcripts, the counseling department conducts several higher education sessions throughout the year and meets individually with students and parents that have specific concerns.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The School of Health Professions recognizes the importance of an environment that fosters both student and teacher growth. To help cultivate that growth, there are several initiatives and organizations in place. Student academic growth is supported through the various cluster choices available to students, from medical assisting to sports medicine. Courses that speak to individual interests and talents motivate student academic growth. For students who have difficulty in adjusting to the rigor of the classes, the campus has an academic intervention process that not only involves mandatory tutoring, but that also pairs these students with a cluster teacher who monitors their progress. This one-on-one interaction gives teachers a sense of added value beyond the classroom.

Socially, the School of Health Professions' students are able to attend classes with students from the other schools at Townview, allowing them to interact with students who have different aspirations, such as business, education, and law. Also, because the campus does not have any UIL athletic programs, the physical education teachers organize a variety of tournaments involving teams from each of the six Townview schools, leaving the winner with a trophy and bragging rights for the year. Musically-inclined students have the opportunity to participate in choir, orchestra, and/or the award winning Big “D” Band, one of the most prestigious bands in the Dallas/Ft. Worth area.

To support the students emotionally, the school has both a counselor and a licensed psychologist. The CTE cluster teachers also mentor students who need academic intervention.

To ensure teacher growth, the school offers differentiated professional development (PD) that allows teachers to select sessions that match their interests and needs. Additionally, their input and feedback on PD topics is gathered when online surveys are administered. To further foster professional growth, teachers are encouraged to present professional development sessions to their colleagues on campus and within the district. The campus also has various areas/committees teachers are encouraged to participate with such as serving as class sponsors, assisting with technology, and serving on the social committee to name a few.

To support student success academically and behaviorally, as well as recognize the hard work of its staff, the school implements a Positive Behavior Intervention System (PBIS). Each month, the campus recognizes both a Student and an Employee-of-the Month. Further, it recognizes a Rising Star student, who may have had some struggles but has drastically improved.

All in all, the School of Health Professions works fervently on creating a culture that is conducive to learning and growth for the student and teacher.

2. Engaging Families and Community:

To emphasize the importance placed on family and community engagement, the campus provides funding for a full-time community liaison position tasked with designing programs that encourage parental and community involvement. Specific activities include creating informational newsletters, coordinating volunteer efforts, procuring community donations, ensuring parents are aware of and have access to the ParentPortal program that allows them to view their children’s grades at any time, and conducting or scheduling parent meetings. The title of one designed to offer parental support for a specific content was “How to Help Your Child with AP Testing”.

The campus also provides opportunities for two-way communication to occur between it and its constituents in a formal manner through the Parent Teacher Student Association (PTSA) and the Site-Based Decision Making (SBDM) committee. Each meet monthly on separate days to receive updates from the principal and discuss issues that directly or indirectly affect the student body and/or the campus.

Another strategy implemented involves providing parent workshops on frequently requested topics. Throughout the year, the guidance counselor partners with the campus' College Access Provider to offer a variety of workshops, however, those focusing on issues relating to higher education and college planning historically have the highest attendance and contain parents from mixed grade levels. Two workshops designed to address this need and empower the parents were the "College Awareness" and the "Free Application for Federal Student Aid (FAFSA)" parent meetings.

Securing meaningful and relevant internship opportunities are critical to the campus' ability to fulfill its mission of "preparing the students we teach today to become our healthcare providers tomorrow." To foster continual support from our community partners in the healthcare field, the campus implements a three step plan that involves hiring only certified healthcare professionals to ensure the students effectively learn their skills sets, maintaining an active Advisory Board that provides advice and networking opportunities, and assigning a career and technology education (CTE) magnet coordinator to stay abreast of current trends and ensure campus and field site compliance during the junior and senior year internships.

3. Professional Development:

Designing a strong professional development (PD) program is essential to improving teacher quality and increasing student academic success. "Backward design" principles along with collaboration between campus administration and teachers and staff are utilized when PD is designed at the School of Health Professions. The data used to determine session topics is derived from the previous year's needs assessment and from formal and informal surveys conducted after PD sessions.

There is a direct correlation between teacher interest and their ability to retain the information. Thus, on district mandated PD days, the campus places an emphasis on providing them with a variety of topics from which to select. During the morning sessions when all are in attendance, a whole group delivery method is utilized to present non content specific information. On the contrary, the class sizes in the afternoon sessions are lower. This is a result of providing a variety of topics for teachers to select from that are content specific, technology based, related to curriculum and instruction and/or classroom management. Teachers are also able to select sessions offered off campus or via video feed. When possible, the campus utilizes its teachers to present in order to build leadership density.

The campus also uses the Professional Learning Community (PLC) model to enhance the PD experience. Some core subject areas have common planning times built into the instructional day while others meet before or after school. Core subjects with common planning periods meet with their PLC at least once a week to analyze student data, create common assessments, unwrap standards and ensure curriculum alignment with the state's standards. Data collected from these meetings is used to evaluate, and modify if necessary, the campus' plan of action targeted at increasing student achievement.

The implementation of a new teacher evaluation system that links teachers' pay with their performance has resulted in extensive PD being offered district wide. The campus utilizes teacher expert leaders to extend the learning by presenting on each district PD day and at each faculty meeting. The ultimate goal is to provide the teachers with several opportunities to participate in meaningful collaborations and reflective practices that will increase teacher performance and student achievement.

4. School Leadership:

The School of Health Professions ensures its policies, programs, and resources focus on student achievement by incorporating meaningful leadership opportunities at the campus, community, and student levels. The campus instructional leadership team (CILT) is the vehicle by which leadership responsibilities are disbursed at the campus level. This group typically meets weekly during 4th period and its primary function is to lead the school's efforts in addressing a variety of issues that impact student achievement. Some activities include analyzing student and teacher data as it relates to instruction, reviewing the campus climate survey, and participating in the filling of teacher vacancies. Members of CILT include the principal, assistant principal, magnet coordinator, counselor, department chair and grade level or team leads.

At the community level, leadership opportunities exist through participation in the Parent Teacher Student Association (PTSA), the Advisory Board, and the Site-Based Decision Making (SBDM) team. All meet monthly, with the exception of the Advisory Board which meets quarterly, and have officers that facilitate their meetings. The campus SBDM team is involved in decisions that impact the following areas: planning, budgeting, curriculum, staffing patterns, staff development and school organization.

Since research shows that involvement in extracurricular activities improves student achievement by helping them build connections to their school community, two opportunities that exist at the student level are through participation with the student government and the Teen School Board. At the School of Health Professions, student government exists at the 11th and 12th grade levels. These elected officers meet with their teacher sponsors at least once a month to plan campus events, community service projects, share ideas and interests and/or brainstorm solutions to student issues and concerns expressed by their peers. The Teen School Board is a student advisory group consisting of the junior and senior class presidents of each Dallas ISD high school. Participation in this program provides students with an opportunity to exercise leadership skills while working with district administrators and board members concerning issues from the campus. Also, it allows them to serve as mediators between the campus and the Dallas ISD Board of Trustees to address student concerns and share ideas for improving services and programs offered to students.

Part VI – INDICATORS OF ACADEMIC SUCCESS

One practice the School of Health Professions leverages that makes it so successful is its incorporation of a nine week internship opportunity during the spring semester of the third and/or fourth year of study. Currently, the campus possesses eight program pathways that lead to internships. They include therapy careers, pharmacy, medical assisting, medical laboratory, dental assisting, dental technology, veterinarian, and culinary. The campus is entering year two of rolling out a pathway for communication disorders in partnership with a local university.

A few of its internship sites include partnering with local hospitals, medical school laboratories, veterinarian clinics, doctor and dental offices, and Walgreen pharmacies. The sports medicine class works with the Dallas ISD Athletic Departments' campus athletic trainers at in-district high school games. Under the supervision of a Texas A&M University Baylor College of Dentistry professor, the campus' dental assisting program maintains an on-site dental clinic that services the community. The School of Health Professions is one of few high schools with this added benefit.

The success of the internship opportunity is due in part to the close relationships formed between the students and their teachers and the fact that the campus only hires Health Science Technology (HST) certified or certifiable teachers. The campus' reputation hinges on its ability to not only locate local internships, but to also maintain positive working relationship with them. The glue that binds this relationship is trust in the campus' ability to send highly qualified students with the skills sets and temperament to satisfactorily complete assigned tasks. This confidence is built quicker when community partners become aware of the teachers' HST certifications and field experiences. Over the years, this practice has allowed the campus to continually secure over 100 internships annually.

All internships, with the exception of one, occur during the instructional day and have transportation provided by the campus. This provides a solution for the two largest barriers of student participation at a campus in which 79% of its student enrollment qualifies for free or reduced lunch: transportation and after school student/family obligations and responsibilities. Additionally, participation has led some to receive paid summer internships. Besides increasing marketability on student resumes, the real world application provides another level of preparation for the students' upcoming national certification exams. Once passed, they position students to become eligible to perform jobs in that respective field of study immediately after high school graduation. Some use this benefit to pay their way through their post-secondary education.