



## **Part I – Eligibility Certification**

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 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: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

### DISTRICT

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

87 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, 2016 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	41	159	200
10	42	144	186
11	42	108	150
12 or higher	30	105	135
<b>Total Students</b>	155	516	671

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 4 % Asian
  - 2 % Black or African American
  - 87 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 7 % 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 2015 – 2016 school year: 3%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1, 2015	636
(5) Total transferred students in row (3) divided by total students in row (4)	0.027
(6) Amount in row (5) multiplied by 100	3

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

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

7. Students eligible for free/reduced-priced meals: 47 %  
Total number students who qualify: 307

8. Students receiving special education services: 0 %  
2 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
- 1 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 1 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: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	3
Classroom teachers including those teaching high school specialty subjects	35
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	98%	98%	98%	97%	97%
High school graduation rate	99%	100%	100%	100%	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 2016.

<b>Post-Secondary Status</b>	
Graduating class size	153
Enrolled in a 4-year college or university	83%
Enrolled in a community college	15%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	2%
Other	0%

14. 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. 2011

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

Our mission is to provide a progressive and academically rigorous curriculum in a multicultural and technologically advanced environment for students pursuing a career in health care professions.

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

Silva Health Magnet is open to all incoming freshmen and sophomores throughout the El Paso County. Students are evaluated on an application that includes grade point average and standardized test scores.

## **PART III – SUMMARY**

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El Paso is located in far west Texas and is the largest urban community along the US-Mexico border. It is the 6th largest city in the state and the 19th largest in the nation. The area is 80.8% Hispanic. Located in an economically disadvantaged neighborhood, one mile from the US-Mexico border, the student body is highly diverse, both economically and culturally. El Paso lags behind many cities in terms of its doctor-to-patient ratio with just over 1,100 primary care doctors to serve approximately 681,000 residents. The community has been working to address this challenge with a “grow our own” approach, and has been aggressively expanding both its educational institutions and medical facilities.

Maxine Silva Health Magnet High School is located in close proximity to Texas Tech University Health Sciences Center (TTUHSC) and University Medical Center. Historically, both institutions were instrumental in the development of Silva as a county-wide health magnet high school. Additional community support came from the University of Texas at El Paso (UTEP), the Greater El Paso Chamber of Commerce and El Paso City-County Health District. Since then, El Paso has celebrated the opening of the Paul L. Foster School of Medicine and the El Paso Children’s Hospital. These partnerships allow for authentic opportunities in medical settings within walking distance.

Silva Magnet holds the educational philosophy that students and their success come first in an environment where innovation and creativity are essential components. We believe in recruiting and retaining the most talented faculty, nurturing strong community partnerships and building 21st century skills to prepare our students for healthcare professions.

A unique facet of the educational environment at Silva is the composition of our faculty, which includes healthcare professionals such as nurses, physical therapists and medical technicians. Based on interests, students take health science courses including: Pharmacology, Gerontology, Clinical Medical Health, Nutrition, Medical Terminology, Scientific Research/Design, Forensics, Biotechnology, Problems and Solutions, as well as Medical Microbiology. Our Dual Credit Nursing Program is one of only four in the state of Texas. These programs, allied with El Paso Community College, provide an avenue for learners to work in the healthcare field while attending college.

Along with our healthcare focus, high standards are part of the educational philosophy at Silva. The school is dedicated to producing life-long learners and to graduate students who are college and career ready. Over 80% of students are enrolled in at least one Advanced Placement (AP) or Dual Credit course with 95.6% completing two or more advanced/Dual Credit courses. Core classes frequently use healthcare as an application for academic content; for example, the study of Mary Shelley’s Frankenstein culminates in an analysis of today’s medical ethics. Students become adept at critical thinking and problem-solving while developing excellent study habits. In 2015-2016, scholarship awards exceeded \$14 million with many students attending universities outside of El Paso, including: Stanford, Harvard, MIT, the University of Chicago, Boston College, Ohio State and Rice. Recently, 100% of graduates were recorded as college and career ready, 82.5% students attending a four year college, 15.7% engage in two year programs, and 95.9% of students completed their freshman year of college without remediation. Silva graduates leave prepared to confidently pursue higher academics in the medical profession at any post-secondary institution.

In addition to academics, Silva acknowledges the importance of developing the whole student emotionally, physically, socially and culturally. Entering freshmen are partnered with a senior mentor who provides emotional support during this critical transition. Organizations, such as Club 365, have a mission of supporting students in creating a servant’s heart by dedicating their time to help those who cannot help themselves. These students give back to the community 365 days a year. Students also participate in tutoring programs for ESL students on the Jefferson High School campus and within the feeder pattern. All of these contributions by our students provide for the emotional and social growth for all within our community. Our medical focus creates a culture that is committed to respect, tolerance and sensitivity.

Silva Health Magnet welcomes students from six regional school districts throughout the El Paso County. Silva is a previous National Blue Ribbon School and, because of that recognition, the school has been able

to retain some of the highest qualified faculty members from across the state. Additionally, the previous National Blue Ribbon status has provided an opportunity for the campus to be included in the growth of the new medical community around the area. The growth continues to this day and has invited a new generation of property owners to enhance the community. The national award has incentivized local businesses to become partners in education with the campus, several of which serve as part of our advisory board. The school auditorium overflows with parents who view Silva's Blue Ribbon awards as evidence of high rigor and exemplary standards. Silva has established itself as pipeline for aspiring health care professionals. In order to meet the diverse needs of 21st century learners, curriculum and instruction has evolved to include digital literacy while increasing communication that has broadened the scope of our family and community engagement. Ultimately, our culture of high expectations and performance continues to propel students into a world of opportunities.

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

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

Silva Health Magnet offers a rigorous curriculum that directly aligns with the Texas Essential Knowledge and Skills (TEKS). Each student experiences a foundational program that includes language arts, mathematics, science, social studies, languages other than English, fine arts, physical education, and electives. Building on this foundation, students explore fields such as nursing, allied health, forensics, pharmacy, and physical therapy, which prepares them to engage in civic learning projects. Specifically, students are discovering how to build healthier communities by participating in clinical rotations at area hospitals, out-patient clinics, dental offices, veterinary offices, rehabilitation facilities, long term care facilities and pharmacies. For instance, following dental rotations, Silva students have created lessons, visuals, and activities based on their experiences to present at a neighboring elementary school to encourage proper dental health. Rotations shed light on prevalent health related issues throughout the El Paso community, which in turn motivates students to make a positive impact through education.

The Silva English Department courses equip students with the tools to communicate effectively and creatively at school, in the workplace, and throughout daily life. Teachers address the TEKS by challenging students to engage in reading materials and projects that integrate healthcare topics into language arts lessons. Students lead Socratic seminars and work together to make connections between the literature they read in class and their experiences in their rotations, preceptorships, and civic learning projects. For example, the Hippocratic Oath is taught in concurrence with Greek mythology. Students research illnesses, read non-fiction medical essays, and are introduced to the mind-body medical philosophy of well-known physicians. This curricular approach allows students to apply reading and writing skills in the professional world, particularly when writing patient treatment reports and clinical observations. While the focus is medically oriented, these courses center on skills that students will need to be successful in any educational or professional arena.

The Silva Mathematics Department approaches the TEKS through guided demonstrations and discussions while leading students through real world applications and collaborative problem solving. Students demonstrate their abilities by developing games, 3D models, activity books, poems, flash cards, and songs. The department works strategically to ensure that mathematic skills are taught consistently across grade levels. Factoring, solving algebraic and trigonometric equations establish strong foundational understandings. Mathematics teachers seek input from colleagues across core content areas as well as Health Science and Technology, to enhance and encourage student learning through interdisciplinary connections. Mathematical skills are applied as students analyze graphs and charts as well as when measuring dosages. Progress is assessed through classroom monitoring, guided practice, peer tutoring, quizzes, tests, projects, and district benchmarks. This curricular approach was chosen to guide the students in clarifying difficult concepts while exploring diverse learning styles.

The Silva Science Department strategically approaches each facet of the curriculum using scope and sequence to craft a data driven timeline based on students' needs and the district curriculum. Teachers unpack the TEKS by identifying the context for learning along with depths of knowledge. This curricular approach is used to identify specifically what and how students will learn. Science activities connect learning with reality. For example, Dual Credit Chemistry students worked in teams to study how environmental factors, such as temperature inversions, water runoff, and solar radiation, affect pollution concentrations as well as the ramifications on health and ecosystems. Each student is encouraged to be a critical thinker by working in teams, investigating online resources, creating vocabulary word walls, interacting with manipulatives, participating in hands on activities, and completing project based activities. In addition to taking accurate measurements and making observations, students are challenged to draw conclusions that are justified through data collection and calculations.

The Silva Social Studies Department addresses the TEKS through vertical alignment, which helps students to build on previous knowledge while expanding academic abilities. Social Studies topics are thematic and conceptual rather than skill based, and require students to make connections over time, location, and topic.

Teachers help students establish a strong foundation of conceptual understandings in preparation for the next grade level with the use of primary sources as well as factually-based essay writing and researching techniques. In the progression through each subject, students are able to make connections with content presented in the preceding course. Each teacher emphasizes the importance of analysis, evaluation, and synthesis of information to ensure that students are fully prepared for college. Dual Credit and AP courses offer students accelerated learning environments where the educational skills necessary for higher education can continue to develop. Students investigate advanced social studies terminology and concepts on topics such as geography, culture, agriculture, industry, and environmental issues.

AP and Dual Credit courses expose students to the academic rigors and responsibilities of higher education. While AP teachers follow the curriculum outlined by College Board, Dual Credit instructors implement the curriculum outlined by El Paso Community College. Dual Credit students have access to tutoring, libraries, and counseling at EPCC. Both pathways challenge students to meet elevated standards and expectations. With a broad scope of academic material to master, students cultivate the characteristics of self-reliance, determination, responsibility, and time management which are critical attributes for success in colleges and careers.

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

On a daily basis, students in grades nine through twelve have the opportunity to blend creativity and logic by participating in the fine arts program. The TEKS in courses such as theater, choir, orchestra, band, and guitar nurture the whole student. In a one act play, students learn that set design, staging, lighting, and performing are unified efforts. Rhythmic skills are emphasized in both music and dance departments. Analytical and spatial awareness are realized in art classes through studies in matte projects and sculpting. Building on historical perspectives from each of these courses, students expand their artistic sensibilities.

As a health magnet, Silva understands the connection between a strong body and state of mind. In addressing the TEKS, Physical Education courses emphasize the use of exercise to support brain activity and maximize learning potential. With a focus on positivity, students participate in a variety of competitive major sports, such as soccer, track, volleyball, basketball, wrestling, baseball, football, swimming, and tennis to name a few. Each day, students from every grade level are developing healthy lifestyles by engaging in athletic practices before, during, and after school.

The Languages Other Than English (LOTE) curriculum approaches the TEKS through five central themes: communication, connections, cultures, communities, and comparisons. Students are provided with multiple opportunities for oral reading to foster fluency and expressions. Interpersonal and presentational activities support comprehension and expository skills. Speaking, listening, and writing allow for proficiency in the use of the target language. For example, students are asked to produce and share writing samples that involve personalized content. All students earn a minimum of two foreign language credits and are expected to use the vernacular in culturally appropriate ways. Upper level students regularly apply their Spanish in healthcare settings by translating for physicians and residents at the community hospital where they observe patient care on their medical rotations.

The technology program at Silva starts at the ninth grade level with Business Information Management (BIM) which offers students working knowledge of various computer applications. The TEKS are addressed through student exploration of word processing, spreadsheet development, database formulations, and electronic presentation programs. Each day, students perform calculations, analyze data, format text, create tables, and practice information literacy. This course equips students with technological understandings that are applicable to every content area. All students are expected to acquire a full credit in BIM in order to prepare for colleges and careers that are continuously transformed by emerging technologies.

An additional curriculum program offered to the general student population is Health Science Technology (HST). Serving as the cornerstone of Silva Magnet, HST was designed to meet the academic needs of individuals who wish to pursue postsecondary education and careers in healthcare fields. Throughout each grade level, all Silva students enroll in one or more HST courses and participate daily. HST teachers are licensed professionals with extensive work experience in their respective fields. Such insight proves

invaluable as students explore the TEKS by taking vital signs, practicing injections, calculating drug dosages, following safety procedures, and building a lexicon of medical terminology. In addition to practicing communication skills, students learn by discovery in medical settings as they shadow an array of healthcare providers and work directly with patients. Students engage in exciting reflections as they converse about open heart surgeries they observed or infants that were delivered via C-section. By building positive relationships with local physicians and medical school representatives, students also learn the value of networking. Based on their interests and career pathways, Silva graduates are prepared to become Licensed Vocational Nurses, Certified Nursing Assistants, Pharmacy Technicians, and Physical Therapy Assistants. These pathways require tremendous dedication as students prepare for certification exams while simultaneously meeting the standards for high school graduation. Silva students are taking care of patients as early as 6:00 a.m. and as late as 10:00 p.m. on any given school day. Silva students are intrinsically motivated, empathic, compassionate, and selfless in their efforts to positively impact our community

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

Silva students come from diverse backgrounds, both economically and culturally. To meet the unique needs of all students and accommodate for various learning modalities, teachers employ a vast array of instructional methods to include: research-based best practices, differentiation, problem-based learning, explicit instruction, technology integration, and ongoing assessments. Ultimately, the high levels of achievement at Silva are maintained through customization of instruction.

To ensure the most effective instruction, best practices include: framing each lesson with an objective that communicates the targeted learning goals in student friendly language, encouraging students to engage in frequent small-group purposeful discussions, and active teacher monitoring. Critical writing tasks in every content area allow students to engage in higher levels of thinking, most often analysis, synthesis, and evaluation. Each lesson concludes with a closing task that involves evidence of learning through application of the respective content skills.

Differentiated instruction allows for all students to express a voice and choice in learning content, products, and processes. Anatomy and Physiology students, for instance, were given the opportunity to choose a joint in the human body, engage in self-directed research, and prepare a working model to share through a gallery walk. In Statistics, students chose topics of interest, polled a sample population, conducted a variety of tests, and compared these results with data on a national level to draw conclusions. Given the freedom to make decisions, Silva students take ownership of their learning experiences.

In fostering 21st century learning skills of critical thinking and problem solving, Silva students are encouraged to consider and address relevant issues. During a teleconference with high schools throughout the El Paso area, Government students met with the U.S. Representative for Texas' 16th congressional district to explore matters pertaining to health care insurance, as well as military and veteran affairs. In AP Human Geography, students explored the impacts of epidemics and pandemics, explained how diseases spread, and determined how to resolve such cases with logical strategies.

Explicit instruction is provided in systematic and direct ways. To support proficiencies in LOTE, students acquire academic vocabulary through sequential, chunking activities. For example, when exploring different verb tenses, students are provided with clear direction on tense, mode, conjugation, as well as singular and plural subject pronouns.

With technology integration, learning occurs anywhere and at any time. Each content area has direct access to online curriculum documents, text material, and educational activities. These tools are used to support standards-aligned instruction and digital literacy skills. The majority of teachers at Silva have implemented an online learning management system to communicate learning tasks, including assignments, assessments, and discussion boards. With mobile devices and district-issued laptops, blended learning is ever growing. In Pre-AP Algebra II, students use technology as part of a flipped instructional model. Each day students watch an online video developed by their teacher, answer formative assessment questions, and return to class ready to complete a series of application questions with teacher guidance and support. Using various web tools, Silva students have created interactive online Venn diagrams, timelines, plot pyramids, brochures,

newspaper pages, and infographics. Once completed, students share links to their products or email attachments for feedback. Students use technology to accomplish learning outcomes beyond conventional strategies such as videos, virtual reality images, drawing boards, and additional web content relevant to creating a product that has a purpose beyond the classroom.

Assessment data is used to inform instruction in ways that allow teachers to effectively review, re-teach, and remediate, which contributes to optimal student learning and improved performance. Universal screening assessments for math and reading are administered at least three times a year. Teachers are able to identify strengths and areas of need by analyzing a variety of reports that measure growth along with state standards proficiency measures. Additionally, common assessments created by district curriculum writers and campus-designed tests are used by all core subject teachers at the conclusion of each unit to formatively assess progression through the pertinent scope and sequence. By identifying patterns among frequently missed questions and identifying standards associated with each of these items, teachers are able to spiral concepts according to need.

High levels of achievement are maintained through the customization of instruction at Silva. Before school, at lunch, and well after the final bell rings, Silva teachers open their doors to students, because success takes time. Teachers answer questions, provide supplemental academic resources, establish peer study groups, and offer multiple opportunities for students to master course standards. For example, a peer study group for AP Calculus meets every Sunday at a local pizza restaurant to prepare for the College Board exam. Select teachers stay abreast of the latest trends in AP testing by serving as College Board graders as well. Tutoring programs, extended research opportunities, and one-on-one follow up interventions are evidence of the growth mindset that permeate throughout Silva Magnet.

## PART V – SCHOOL SUPPORTS

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### **1. School Climate/Culture:**

Silva Health Magnet recognizes the importance of cultivating and maintaining an environment that fosters student academic, social, and emotional growth. Silva has built a culture that supports academic growth by appealing to the individual interests and talents of students. With a shared commitment to reaching the highest levels of success, students are encouraged to pursue advanced courses, including Pre-AP, AP and Dual Credit classes. Teachers proudly display student artifacts in classrooms and throughout the hallways as representations of exemplary achievement. At the end of each nine-week grading period, ice cream socials are held to celebrate those who have earned the honor roll and perfect attendance. Competitions are held to motivate each grade level in improving their overall attendance as well. Students also blend their academic efforts with professional experiences by engaging in healthcare related competitions and presentations. Each year, Silva students advance to the national level of Health Care Occupations Students of America (HOSA) competition and are invited to participate in local medical fairs. Students have exhibited posters at the Medical Center of America Biomed Research Symposium and won 1st place in scientific research at the Dynamica Expo in 2014. With a dedication to excellence, the Silva culture nurtures aspiring leaders in the medical field.

Research shows that involvement in extracurricular activities improves student achievement by helping build connections to the school and broader community. Club 365 is dedicated to year-round volunteering and service for the greater good. Student Ambassadors is a leadership group that assists in recruitment efforts and promotes Silva in the community. Social responsibility and civic awareness are highlighted in the National Honor Society. TED-Ed Club provides students opportunities to share their passions and ideas with the world in the popular TED format. Once a year, Silva students offer a Teddy Bear Clinic to introduce elementary students to the multi-faceted aspects of patient care. These are just a few of the many opportunities for Silva students to engage in social activities that enhance their self-esteem, cultural awareness, and world view.

Silva honors emotional wellbeing as a vital part of the school climate. Incoming freshmen are paired with a senior student who helps them learn the ropes and acclimate to the new school. In any high school, stress is a concern. Silva also has two full time counselors to assist students who are feeling overwhelmed. Each nine week period, Silva students take part in school-wide lessons to foster the attributes of positivity, respect, integrity, determination, and engagement. Tied in with the anti-bullying outreach from the Parent Engagement Leader, Silva works diligently to maintain a safe and supportive atmosphere. This extends well beyond the classroom walls, and into a digital world. For each grade level, lessons are devoted each year to teaching the students about online risks and responsibilities, including the proper use of social media apps.

Teaching is a demanding and rewarding profession. At the conclusion of each month, presentations are shared with the faculty to recognize and reinforce best practices with evidence in the forms of images and anecdotes from classroom observations. Through nominations and elections by the Campus Improvement Team, selected teachers are celebrated each month. Professional Development (PD) is continuously offered to support teachers. Online surveys are administered to gather input on teacher interests and needs which ensures that PD topics are relevant and meaningful. To further foster growth, teachers are encouraged to create and lead PD sessions with their colleagues on campus and throughout the district. Teachers actively participate in the school culture by serving as class sponsors and on the Campus Improvement Team.

### **2. Engaging Families and Community:**

To emphasize the importance placed on family and community engagement, the campus provides funding for a part-time Parental Engagement Leader (PEL) 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 parent portal program which allows visibility of children's grades at any time, and conducting

or scheduling parent meetings. The PEL coordinates and provides parental support and empowerment with seminars on topics such as anti-bullying awareness, food bank distribution, nutrition, English acquisition, college awareness, computer literacy, health classes with an emphasis on diabetes, assistance to complete the Free Application for Federal Student Aid (FAFSA) nights, and income tax filing assistance programs.

The PEL coordinates anti-bullying awareness through a series of presentations, seminars, and trainings to the community, students, and parents. This information is presented after school to allow maximum attendees. The PEL invites guest speakers such as police, emergency medical services personnel, and alumni to present on these topics. As a result, we have reduced our discipline rate to the lowest in our district and our students have become advocates who know the procedures to follow when bullying is witnessed.

The campus also provides opportunities for two-way communication through the Parent Teacher Student Association (PTSA) and the Campus Improvement Team (CIT) committee. Each group meets monthly to receive updates from the principal or assistant principal, provide recommendations, and address issues by implementing campus policy in ways that positively affect the student body and campus.

Securing unique internship opportunities is critical to the campus' ability to fulfill its mission of preparing the students to become healthcare providers. To foster continual support from our community stakeholders in the healthcare field, the campus implements a three-step plan. First, hiring only certified healthcare professionals to ensure the students effectively learn their skill sets. Second, maintaining an active Advisory Board that provides advice and networking opportunities. Finally, by 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. Working together with the community in this way, opens doors for continued success, by affording students real world, practical networking opportunities.

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

Designing a strong Professional Development (PD) program is essential to improving the quality of instructional approaches and thereby increasing student achievement. The data used to determine session topics is derived from the previous year's needs assessment, End of Course (EOC) results, and online surveys. In collaborative teams and through rotating stations, teachers have explored and benefited from a variety of sources, including: differentiation, active learning strategies, backward design principles, lesson agendas, special education, tiered instruction, as well as educational technologies. In order to offer advanced courses, teachers are expected to acquire a six hour update in Gifted and Talented (GT) training. Due to instructional time constraints, this is a challenging requirement to meet. To address this need, teacher led GT sessions were offered twice at the campus. During each PD, breakout sessions are offered which are content specific, technology based, related to curriculum and instruction, and classroom management.

The campus also uses the Professional Learning Community (PLC) model to extend the professional development experience. In collaboration with the active learning leader, as well as administration, PLCs meet twice per week for a total of 180 minutes as a way of building capacity. All core subject areas have common planning times built into the instructional day, while HST faculty meet before or after school. These PLCs analyze student data, create common assessments, unwrap the Texas Essential Knowledge and Skills (TEKS), 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 ultimate goal is to provide the faculty and administration with several opportunities to participate in meaningful collaborations and reflective practices that will increase performance and school improvement. In addition, the campus administrators perform regular classroom observations each week and share positive examples at the following faculty meeting.

The campus administration attends monthly professional development, offered at the district level, regarding new district initiatives and programs to include best practices regarding attendance, discipline, team building, academic initiatives and budgetary priorities. School leadership, which includes counselors,

the magnet coordinator, administration and our active learning leader also meet weekly at the campus level to discuss academic concerns, student progress, common assessment/benchmark data in addition to specific case studies which build capacity through designated professional development seminars.

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

Our school leadership begins with a simple philosophy, in that all children can learn and be successful. The future of our community is based upon the ability to adapt and grow, communicate and prepare. The skills needed to do these things are fostered, developed and taught at our campus. We pledge our efforts and knowledge to achieve these goals for our students: create problem solvers, lifelong learners and effective communicators. Each of our students will be efficient in using technology, work efficiently with other people and be responsible and involved citizens in our ever-changing world.

In order to accomplish our philosophy, Silva Health Magnet ensures its policies, programs, relationships and resources focus on achievement by incorporating meaningful leadership opportunities at the campus, community and student levels. The campus instructional leadership team embodies the philosophy of leading by example and providing the best customer service. Members include the principal, assistant principal, magnet coordinator, counselor, active learning leader and special education curriculum coach. Weekly meetings are the vehicles by which responsibilities are disseminated with the purpose of addressing a variety of issues that impact student success. A unified and well-functioning climate allows for cooperative analysis of instructional data, academics and overall campus welfare.

This campus welfare, which extends into the community, provides the opportunity to go beyond the administrative leadership team, to incorporate a leadership structure, which provides the Parent Teacher Student Association (PTSA), the Campus Advisory Board and the Campus Improvement Team (CIT) to become true stakeholders in establishing educational goals for the campus. The administrative team's role is to provide guidance and ensure positive reinforcement is maintained in the effort to achieve the goals established through this leadership structure.

In addition, the Principal's and Superintendent's Student Advisory Committees (SAC) includes opportunities to exercise leadership skills while working with campus and district administrators, as well as board members. This leadership structure, together with the leadership team has ensured that more than 75% of Silva students attend a four-year university following graduation and 100% of these students are college and career ready with almost 96% completing two or more advanced Dual Credit courses. Included within those successes, nine students attended the International HOSA Leadership Conference in the summer of 2016 and have been elected to serve as the state president and reporter.

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

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Silva Health Magnet has exemplary achievement at the highest levels in all subjects and for every student subgroup as measured by the state assessment. The administrators, counselors, teachers, students, and parents of Silva recognize that data-informed decisions are an integral part of the educational process. Using assessment results in a coordinated, balanced manner to gauge learning and drive instruction has fostered success in considerable ways.

At the start of the school year, annual results from state and national assessments are analyzed at both the individual student level and as an aggregated form for the entire school. A single test cannot fully measure the academic proficiencies of all students. Therefore, a vast array of data from assessments such as the STAAR, PSAT, ACT, TSI, SAT, and AP exams are considered. Using this information, administrators, counselors, and teachers determine areas of need and set instructional goals. These topics are explored further during Professional Learning Communities (PLCs). Twice a week, core content teachers work as vertically aligned teams to plan out the crucial concepts and processing skills for student success. Beginning with the end in mind, teachers unpack essential state standards for learning outcomes and analyze unit common assessments. Next, teachers consider how to provide high quality initial instruction and check for understanding using formative assessments. Feedback collected from students sets the pace and direction of instruction. This information allows our teachers to consider ways of adjusting when students do not fully master the material, as well as extending and enriching learning for those who have demonstrated proficiency. Following summative assessments, our teachers collaboratively reflect to identify students in need of supplemental interventions and ultimately proceed with the next essential learning goals. All the while, Silva students actively use data to measure their individual growth. Frequent and supportive feedback from teachers motivate students to manage their learning. To ensure a common understanding of progress indicators and expectations, Silva uses several means to communicate with parents including conference nights, telephone calls, emails, as well as an online tool that allows parents to monitor their child's attendance and view grades in real time. Assessment related data is a thread that unifies administrators, counselors, teachers, students, and parents in creating an enriching learning environment for all learners.