

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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

DISTRICT

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

312 TOTAL

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total
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	103	174	277
10	69	145	214
11	86	106	192
12 or higher	92	89	181
Total Students	350	514	864

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 39 % Asian
 - 16 % Black or African American
 - 34 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 9 % White
 - 2 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 4%

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, 2016 until the end of the 2016-2017 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	33
(3) Total of all transferred students [sum of rows (1) and (2)]	33
(4) Total number of students in the school as of October 1, 2016	854
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

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

7. Students eligible for free/reduced-priced meals: 44 %
Total number students who qualify: 377

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.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>0</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7
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	4
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	52
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 17:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	98%	98%	98%	99%	99%
High school graduation rate	100%	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 2017.

Post-Secondary Status	
Graduating class size	164
Enrolled in a 4-year college or university	99%
Enrolled in a community college	1%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award. 2009

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

Provide a challenging, well-balanced college preparatory program focused on educational experiences in science and the health professions and further an understanding and appreciation of our diverse community.

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

All of the Houston Independent School District’s (HISD) magnet schools use a lottery system for selection of the next year’s cohort.

PART III – SUMMARY

The Michael E. DeBakey High School for Health Professions (DHSHP), located in the renowned Texas Medical Center (TMC), is recognized as one of the finest schools in Texas. Its doors opened in 1972, on the Baylor College of Medicine (BCM) campus to provide students access to higher education and health careers. Eight years later, DHSHP moved to its own campus east of the TMC. In 2017, DHSHP returned to its roots by relocating its new \$67 million building within the TMC complex. It is a magnet school that attracts students from the entire HISD. Over 2,000 students apply for 300 seats in its freshmen class; final selection is made by a HISD lottery system. The ethnic distribution of its 864 students is: 39% Asian; 16% Black; 34% Hispanic; 9% White; and 2% two plus races.

The DHSHP community fashioned a vision in response to the needs of its unique student body, a vision that promotes high academic standards, appreciates cultural diversity and values community service. The required core-curriculum combines a rigorous college preparatory program with hands-on, health related learning experiences. A unique feature of its core curriculum is the 100 hours of community service required of all graduates.

DHSHP's close association with the TMC, the largest medical center in the world, enhances the health science program by providing health-related learning experiences. Ninth and tenth grade students acquire basic health-care knowledge and explore career opportunities in health and medicine onsite. The eleventh and twelfth graders participate in clinical rotations at the TMC and BCM-affiliated teaching hospitals.

DHSHP has garnered accolades from the United States Department of Education, the Texas Education Agency (TEA), and the Texas Governor's Committee for Educational Excellence. In the last decade, DHSHP has been recognized by the US News and World Report as one of the top 100 schools in the nation, and received the National Blue Ribbon School Award (NBRSA) in 1997, 2003 and in 2009.

DHSHP is a premier school due to the commitment and support of its administration, faculty and community advisers. Of the instructional staff 43% have graduate degrees, 17% earned doctoral degrees, and all health science faculty are licensed in health care fields. DHSHP's community embraces high academic standards and is supported by BCM, one of the nation's foremost medical schools. In addition to its advanced curricula, DHSHP seeks to create an environment in which students of different cultures, ethnic and socioeconomic backgrounds work together toward a common goal of careers in science, technology, engineering, mathematics (STEM) and the health professions.

Key strategies address student's academic, emotional, social, physical and cultural needs through participation in advanced rigorous college preparatory coursework, exposure to cutting edge health care, scientific research, on-demand student assistance and fostered cultural and artistic appreciation.

Campus-wide literacy focuses on reading, writing, listening, speaking and digital literacy using digital textbooks and on-line supports. Mathematics achievement is increased through a school-wide "math across the curriculum" focus. All Professional Learning Communities (PLC) infuse math concepts and applications in all disciplines. Students are supported by voluntary and mandatory daily tutorials, in-class test taking strategies and mock Saturday test simulations to increase knowledge and standardized test performance. Instructional staff are provided professional development in pedagogy: standardized test preparation, common assessment testing (CAT), data analyses and implementation of a cross curricula to strengthen reading comprehension, writing and mathematics skills.

The Student Support Team (SST), administrators and counselors, assists students and their parents with social and emotional concerns. Staff survey and identify at-risk students and regularly communicate with the SST. A Character Education program supports anti-bullying, cyber-bullying and campus safety. If needed, mental health support is available from HISD's Psychological Services. Monthly parent teacher organization (PTO) meetings and Grade Level Forums aid parents during these critical growth years. It is believed that an emphasis on character education produces morally responsible students and self-disciplined citizens.

DHSHP encourages student social and emotional growth through membership in social and service clubs to promote community involvement and foster mentorship by campus staff. Social events are: College Night, Scientific Symposium, evening dances, field day, Mental Health Awareness, a ninth-grade yoga initiative, and athletic and club competitions, e.g., Health Occupations Students of America (HOSA) and the University Interscholastic League (UIL) One Act Play, which support student engagement and promote off campus learning.

DHSHP has a multi-cultural diverse population. Cultural and ethnic diversity is celebrated with events, such as, Cinco de Mayo, Dia de los Muertos and the International Festival. Students appreciate the wide ethnic and religious diversity DHSHP offers. They witness how sensitivity to ethnic, religious and cultural differences impact healthcare in its mission of ensuring overall health and wellness.

DHSHP has garnered the NBRSA in previous years and honors this distinction by accepting the continued challenge of improving the quality of education provided. Each award promotes self-reflection of its accomplishments and challenges its community to produce an improved student outcome. Following the 2009 NBRSA, DHSHP leveraged support from the TMC and HISD Boards to build a new facility at the TMC, strengthened its affiliations, increased student enrollment and improved access to healthcare, research and higher education for its students and staff.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

DHSHP's curriculum was designed to meet the unique needs of students who have a heightened interest in STEM and the health sciences. It addresses broad goals for student learning and provides students a strong academic preparation that far surpasses the state requirements. DHSHP's courses help students integrate the knowledge they have gained, promote problem-solving skills and stress higher order critical thinking skills, communication and teamwork. Students learn to develop their character and ethical judgment in preparation for life in a complex, diverse society. Students are taught an appreciation of democratic values and are required to explore volunteerism through community involvement by donating 100 hours of community service prior to graduation. Teachers stress the importance of technology and its application to society. All students are issued a HISD laptop emphasizing basic computing, collaboration, presentation skills and internet applications to support lifelong digital learning. Through the health science program students engage in experiential learning by applying didactic knowledge and skills acquired on campus with practical applications performed at a fully functional health care environment while interacting with licensed TMC health care providers.

Because communication is vital in every future professional's life, all DHSHP students complete four years of advanced English coursework. Teachers incorporate the Texas Essential Knowledge and Skills (TEKS) into a rigorous curriculum that develops students' language facility needed to excel at the college level. The vertical alignment of DHSHP's English curriculum allows foundational English skills to be investigated and reinforced with increasing depth and complexity each year. These skills include the ability to read and analyze a variety of texts from different cultures and time periods, the development of vocabulary, and the writing process. Students learn to communicate in formal academic discussions and to advocate for themselves and their communities. Finally, the importance of individual research and inquiry require students to support unique conclusions with evidence taken from academic sources.

Perhaps the most challenging goal, DHSHP requires students to graduate having completed five credits in Mathematics: Algebra 1, Geometry, Algebra 2, Pre-Calculus and Advanced Placement (AP) Calculus AB. All levels of the Math curricula emphasize computer and calculator skills. Students set window parameters, zoom and store formulas, investigate the slope of a line, and solve linear systems and quadratic equations. The Math Department masterfully aligns the curriculum to address all required TEKS and accomplish a goal of high achievement for all students on the AP Calculus AB exam. Since 2009, DHSHP's passing rate for African Americans on the AP Calculus AB exams has been nationally recognized.

The four-year sequence of required Science courses includes: Biology, Integrated Physics and Chemistry, Chemistry, Physics and Advanced Placement offerings in Biology, Chemistry, Environment Science, and Physics 1 and 2. The Science Department goals are to prepare the students for college level work and to enhance students' scores on AP exams. In the process of completing the TEKS-based, four-year rigorous science curriculum, DHSHP students participate in a wide variety of learning activities. All classes stress hands-on laboratories that investigate the principles of biology, motion, acceleration, force and energy. Students learn the quantitative nature of Chemistry and receive a solid background in chemistry and physics.

The social science department offers a wide array of courses designed to comply with required TEKS in World Geography, World History, United States History, Government and Economics. Advanced placement courses are available in Human Geography, World History, United States History, Government and Macro-Economics. Foundational skills such as critical reading, expository writing, analyzing visual data, effective discourse development, research, digital tool use and literacy, and collaboration provide the framework for examining social studies content in all classes. Interdisciplinary projects are encouraged, social justice, diversity and multi-culturalism are emphasized throughout the curricula in accordance with DHSHP's mission.

DHSHP is a pre-college preparatory program. Its curriculum offers numerous opportunities for students to support college and career readiness through its AP program offering 21 courses and allowing all students to

strive for college credits by performance on AP examinations. The campus-wide focus is on college preparation and acquiring the academic, social and emotional skills needed to achieve and attain a college and professional diploma. Through completion of the four-year course sequence and core curriculum students are well armed with the knowledge and skills necessary to excel at any university setting. Student's social and emotional needs are supported by the teachers and the SST.

2. Other Curriculum Areas:

DHSHP offers dynamic visual and performing arts, both theatre and music programs, which comply with required TEKS, meet for 90-minutes on alternating days and are available to all students. These curricula awaken students' right brain-based spatial, visual and analogic faculties and integrates these with dominant left-brain associated analytical functions stressed heavily in other academic disciplines. This approach builds student confidence, offers perspectives absent from other programs and enhances problem-solving skills. These skills are augmented by interdisciplinary projects and performance events that foster critical technical and performance skills.

The concept "a healthy mind leads to a healthy body" runs true at DHSHP. Physical education, beyond TEKS required courses needed for graduation from a Texas public school, is encouraged to stimulate and nurture physical and mental health. All physical education courses are taught for 90-minutes in an alternating A/B block schedule and are offered to all grade levels. The spectacular fifth floor gymnasium, which houses two basketball courts, a gymnastic wing, a fully equipped weight room to include seven treadmills with a roof-top view overlooking the Rice University areas, is used in all classes. Three coaches stress life-long athletics and emphasize nutrition, healthy living and building a healthy balance between academics, wellness and play.

DHSHP's foreign language department achieves state (TEKS) and national foreign language standards taught in 90-minute classes on alternating days. All French and Spanish courses incorporate reading, writing, listening and speaking skills from levels 1-IV (pre-AP and AP) and are available to all grade levels. Beginning students focus on vocabulary building, pronunciation, sentence structure, grammar and dictation. Intermediate level students demonstrate a sophisticated mastery of vocabulary, role play dialogues, and write descriptive passages. At the advanced level, students demonstrate conversational mastery and critically discuss historical and current events, analyzing works of literature in the original language, and writing extended essays.

An essential factor reinforcing teaching and learning is the Library Media Center (LMC). It ensures that students are equipped with analytical and critical thinking skills through the direct teaching of the research process and learn critical literacy skills to evaluate and interpret texts presented in all formats. Students learn inquiry as an essential part of education and use the latest technology tools for personal and academic learning, communication, production, and collaboration in accordance with the TEKS. All students have a HISD issued laptop, which is used daily in all courses. The LMC is available to all learners, before, during and after school, to provide a welcoming and safe environment for discovery, collaboration, and independent learning. Additionally, DHSHP students have access to the services and collections at the TMC Library.

DHSHP is a magnet school established to promote careers in STEM and the health professions; health science technology (HST) courses play an essential role in its curriculum and in meeting the school's mission. Ninth graders are enrolled in Principles of Health Science (PHS), where students are introduced to the history of medicine, medical ethics, parliamentary procedure and basic medical terminology. They explore over 500 health careers and participate in career planning and exploration activities. Students' progress to the tenth grade Health Science course to expand their knowledge of concepts learned in PHS and begin studying human anatomy and physiology. The application of these two subjects becomes practical in learning to take patients' vital signs and obtaining Red Cross certification in cardiopulmonary resuscitation and first aid. Eleventh graders enroll in Practicum in Health Science 1 (PHS1), which allows students to explore three disciplines of health science in three, twelve-week rotations: Medical Laboratory, Dental Science, and Patient Care Science. Patient Care Science teaches basic nursing techniques, i.e., checking vital signs, feeding patients, charting and recording patient data and examining disease states. Students learn

appropriate professional dress and behavior and participate in a three-week externship under the supervision of a licensed health care professional at a TMC institution. Twelfth graders enroll in Practicum in Health Science 2 (PHS2), where students explore three disciplines of health science: Advanced Health Science, which provides a hands-on approach to the study of anatomy and physiology, culminating in an extensive cat dissection; Biomedical Engineering and World Health, which delineates an overview of contemporary technological advances to improve human health world-wide; and Preceptorship, which presents each student the opportunity to work alongside a health care professional in the student's area of interest for a five-week period.

3. Instructional Methods, Interventions, and Assessments:

DHSHP offers rigorous on-level, Pre-AP and AP course work with real world experiences. Learning is linked to the TEKS and AP recommended course content. PLC's are involved in all aspects of curriculum analyses: annual course reviews, instructional planning, systematic review of assessments for effectiveness and relevance, cyclical CAT data and student performance evaluation to include curricular adjustments, and vertical and horizontal alignment. All course work promotes student engagement commensurate with course expectations.

A wide array of instructional methods and assessment models are implemented in all courses, (on-level and AP) to enhance learning, e.g., discovery, which encourages students to explore the subject matter and formulate their own conclusions without intervention; flipped lessons, a type of blended learning which reverses the traditional learning environment in the classroom; experimentation; team-based learning; curricular differentiation, teaching to meet the individual needs of the student, skills development and performance assessments in science and the health sciences, to include on-line assessments. Integration of core content and higher order thinking is foundational and varied projects require collaboration and critical thinking in all disciplines.

DHSHP is committed to meeting all students' educational needs. Students with disabilities are identified by the HISD, and the Admissions Review Dismissal (ARD) committee develops an Independent Educational Plan (IEP) for each teacher to follow. DHSHP has two special education and twenty-three 504 students to service. Limited English Proficient (LEP) students are typically exited from the program prior to entering DHSHP. Once enrolled, the Chair of the Language Proficiency Assessment Committee (LPAC) monitors these students' performance for two years. At-risk students are identified early and interventions provided. Students with failing grades or unsatisfactory conduct are issued a growth plan. A parent, student and counselor growth plan conference outlines keys to success. Each third week, progress in class work, attitude, class participation and grades are evaluated and communicated. To support academic improvement, at-risk students attend mandatory in-school tutorials.

Gifted and Talented (GT) students, 79% in 2018, are serviced by an AP program. DHSHP offers 21 AP courses. All teachers are GT trained, participate in College Board and AP trainings designed to improve rigor in pre-AP and AP classes. AP tutorials are available for additional assistance. A review of DHSHP's AP data reveals the average annual passing rate for the last decade exceeds 92.4%

DHSHP offers an array of student services: academic, social, emotional and community support. Its extensive Title I funded tutorial program is open to all. The Instructional Assistance Team (IAT) powered by the STAR/Renaissance 360 program aids students with reading and mathematics interventions. Social and emotional support is offered by two counselors and a 504 coordinator. A college access coordinator aids in career planning and the college application process. Community services are available to support parents and their high achieving students from the SST and school nurse. If needed, special services are available for students needing psychological services.

Various measures are used to ensure high levels of student achievement. Prior year test data, e.g., State of Texas Assessment of Academic Readiness (STAAR), PSAT, SAT, AP and CAT's, are analyzed in August and used to plan year-long instruction. Each PLC conducts annual and cyclical evaluation of student performance and curricular adjustments made accordingly. Differentiated instruction is provided for on-level and advanced students in all courses. Problem solving and discovery instruction is integrated in all

courses and technology supported learning is used extensively due to one-to-one computing. Each six weeks, CAT data reviews are held with each PLC and modifications made to ensure continued academic growth.

All Texas public school students are required to pass five mandatory STAAR tests to graduate. The STAAR are criterion referenced exams in Algebra 1, Biology, English 1, English 2 and US History. TEA designates four performance levels: Did Not Meet, Approaching, Meets and Masters. In 2017, DHSHP garnered a seven-star rating for academic achievement in STAAR ELA/Reading, Mathematics, Science, Social Studies, Top 25% Student Progress, Top 25% Closing Performance Gaps, and Postsecondary Readiness.

Analyzing DHSHP's STAAR scores reveals stellar performance with 99-100% passing rates for all subgroups and earning TEA's Exemplary rating. Contributing factors to these data are individual student analysis of previous test data; unified PLC work; and a continued focus on "value-added" instruction. Each PLC conducts annual and cyclical evaluation of student performance and curricular adjustments made accordingly.

DHSHP uses the HISD platform of on-line universal screening of all students to determine current strengths and weaknesses in math and reading. The obtained data prescribes custom student interventions based on assessment measures. Structured lesson plans and assessments are developed by the assigned teachers guided by state objectives. Each six-weeks students are reassessed to track progress, realign interventions and examine reliability and validity of gathered data.

To maintain high levels of achievement, PLC's meet weekly to develop and revise lesson plans, assessments, and correct alignment and pacing to mirror state standards. Each six-weeks department meetings are held to discuss CAT, identifying strengths and weaknesses, review lessons, promote peer tutoring and strengthen the tutorial program. DHSHP's customized summer school program offers added opportunities to accelerate or remediate instruction and obtain needed credit recovery. As a result, DHSHP students consistently surpass district, state and national averages and demonstrate readiness for a challenging college experience.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The DHSHP community is committed to meeting the academic, social and emotional needs of all students, on-level, AP, GT or at-risk. Upon matriculation, students are assigned a homeroom teacher, a counselor and an administrator to provide mentorship and guidance. A formalized Instructional Assistance Team (IAT) aids students in academic matters. Instructional staff shepherd their students through the rigorous college preparatory program serving as educator, coach and tutor.

DHSHP students are motivated by participation in student-initiated clubs and organizations, which foster interest in coursework and enhanced health related learning, such as, Debate, HOSA Quiz Bowl, Decathlon, Math Club and Robotics. They are encouraged by positive peer pressure to excel academically, e.g., National Honor Society and BETA Club. They participate in service organizations, student activism and enjoy acknowledgement at awards ceremonies and publications.

Active participation in learning and campus life is a must for both students and staff. Students are encouraged to seek club memberships and/or serve in leadership roles to enhance their social growth. Often club sponsors are teachers, who serve as student advocates. Grade level class sponsors function as a secondary adult student adviser.

Students' emotional growth is nurtured by its counselors and homeroom teacher/advisers of regular education, 504 and special education students. Based on teacher, or administrator observation and personal inquiry, students and their parents needing support are quickly referred to the SST.

Students enter DHSHP with an interest in STEM and health careers. DHSHP's community support far exceeds the walls of its campus. Students and teachers are supported by TMC personnel and the health care industry each sponsor represents. CTE students in grades 11 and 12 are mentored by health care professional across the TMC and traverse a wide-variety of health care, science and research facilities. Core subject matter is learned on campus and knowledge and skills are applied in real time at fully functioning health care facilities. When students and HST teachers don their blue scrubs and white pressed lab jackets, they momentarily assume a new identity as part of the healthcare team. This event is transformational. Students walk away reassured of their interest in the health care industry or STEM. The comradery generated by students and their HST teachers experiencing the health professions and the fulfillment of a career in service to mankind, is powerful.

DHSHP teachers are empowered and valued in their classrooms. Their ability to strengthen their curriculum and work with like-minded professionals to enhance instruction is appreciated. Teachers are respected and opinions valued. They are encouraged to identify campus areas of concern, form ad hoc committees and generate solutions to tackle campus issues. Open meetings encourage brainstorming of corrective actions to common problems and anticipate future concerns. Faculty assessments are designed to be constructive and helpful. Teachers' are recognized thru release time, incentives, motivational tee shirts, acknowledgement of significant events, social gatherings, birthday celebrations and catered holiday luncheons. This is the DeBakey High School culture – it is palatable.

2. Engaging Families and Community:

DHSHP has an "open door" policy involving parents and guardians; they are always welcomed on campus. The school strives to include parents and its TMC/BCM community in all aspects of campus life, including chaperoning, membership in the PTO, Shared Decision-Making Committee (SDMC) and as new building supporters. Parents serve as volunteers, mentors, and public speakers at the annual Scientific Symposium, or health science classrooms. Several parents, having specific expertise serve as preceptors, have assisted in curriculum revision of the Biomedical Engineering and research program. Parental attendance is encouraged at annual events, Open House, BCM Open House, grade level forums, conferencing for four-year planning, at-risk meetings, ARD and 504 meetings, and college planning events. Additionally, the

PTO provides numerous campus based initiatives, such as school uniform sales, fund raisers, student support during spirit events, commemorative activities, such as the alumni wall, staff appreciation and special events support, e.g., One Act Play and Health Occupations Students of America (HOSA).

Effective communication with all stakeholders is vitally important. It is believed that parent and community involvement heightens student achievement and boosts campus support and pride. Campus events and activities are shared via the HISD HUB, school website, Twitter, the automated call out system, during PTO meetings and school memos for specific events. The strength of TMC and BCM partnerships is evident at DHSHP as the Dean of Instruction, a BCM faculty member, has an office at the high school, is in contact with the BCM community, regularly shares information and accolades and seeks support for the campus, students and its program, as needed. BCM faculty and staff frequent the campus as speakers, mentors, advisers and serve on the SDMC committee.

More importantly timely communication of student academic performance is critical. Each three weeks' grade performance data is shared with the students and parents via report cards or progress reports. Parents with at-risk students are invited to a counselor/student/parent conference. These meetings are designed to plan for success by encouraging attendance at tutorials and reviewing teacher generated growth plans to include specific prescriptions for achievement. Annually, all assessment data are compiled and shared with the DHSHP community. The School Profile Report and School Report Card are shared with the parents and all stakeholders during select PTO meetings and Open House events and are posted on the school's website for all to review.

3. Professional Development:

DHSHP's professional development plan for administrators and instructional staff reflects its goal of challenging students academically and creating a nurturing environment. The short-term plan is guided by teacher's requests, accountability summary data collected by the TEA, and the students' needs. The long-term plan expands on district initiatives, instructional areas of interest and teachers' suggestions to advance curricular goals. Each spring, teachers and administrators submit ideas for professional development activities for the upcoming year. The administrative team targets professional development, such as, the PLC's, campus literary and promoting a college-bound culture.

This year five professional development days were planned, two of which were devoted to improving STAAR Masters performance and continued work in AP vertical teams. All teachers are committed to additional training to expand the use of technology in all classrooms. Again, all core academic departments were scheduled common planning periods to support departmental efforts in planning, coordination, assessment and continued data-driven instructional practices. Through this focused planning and professional growth, DHSHP continues to improve student academic performance through strengthened instructional effectiveness and cohesive staff collaboration.

The customized DHSHP professional development (PD) plan allows for self-selection of useful and inspirational topics; the self-paced nature is convenient, release time is provided and teachers may work in PLC teams, if desired. In addition to campus level PD, all faculty are encouraged to attend state and national conferences, as well as PD workshops at local area universities. All DHSHP teachers, specifically AP teachers are required to complete 30-hours of initial GT/AP training and 6-hours annual training each subsequent year to keep abreast of GT and AP initiatives. HISD provides PD workshops for administrators and instructional staff designed to enhance differentiation in depth, complexity, and pacing of Pre-AP and AP subject matter. Next year HISD intends to expand the campus-wide literacy program and will implement a new student management system entitled Houston Connect (HC). Mandatory personnel training is underway to convert from the current platform to the new HC system during the 2018-2019 school year.

The flexibility and targeted nature of the DHSHP professional development program directly impacts instruction and student success. Trainings are content and skills specific that transfer to direct instruction through the manipulation and interpretation of assessment data. PD is solution-focused and reflects best

practices through the implementation of a continuous improvement model targeting improved teaching and learning.

4. School Leadership:

The leadership philosophy at the DHSHP is one of empowerment, personal growth and engagement by each member of the team. Educational excellence is at the forefront of its purpose. In achieving the mission of the school, each team member must focus on their individual strengths, establish personal goals, achieve consensus on program goals and innovation and build relationships with others to inspire work as a cohesive group to reach greater heights. The strength of its community is only bound by the imagination and drive of its members.

The DHSHP administrative team is composed of the principal, two assistant principals, a Dean of Instruction, a Magnet coordinator, two counselors, the registrar and support personnel. The principal shepherds each member to motivate, inspire and push each other to the next level. The instructional team is empowered by the belief that if each member actively participates and explores how the teaching and learning can be improved, the sky is the limit. Student-centered and student-directed approaches are welcomed if in the best interest of the entire program. Each member of the team understands their role in impacting high performance learning.

All members of the team are responsible for ensuring the policies and program procedures are implemented and the campus resources are effectively utilized for student learning under the direction of the principal. Student achievement is at the heart of all initiatives at the high school. Should a school policy interfere with student learning it will be revisited by campus teams and revised, as evidenced by the establishment of a common assessment test schedule to avoid test fatigue due to multiple tests administered on one day. End of six weeks common assessments by discipline were instituted campus-wide to ensure cohesion of course content between course sections, encourage departmental team planning and collaboration and a review of comparison data held each six-weeks to share test statistics and successful teaching and assessment models. Annually, instructional budgets and purchases are transparent with all department members collaborating and discussing the merits of each purchase and its impact on student achievement. As a cohort of learners focused on student achievement, all members of the community, parents and student representatives, as members of the SDMC, are encouraged to actively participate in all aspects of education, in and outside of the classroom.

Building relationships and developing leaders and active involvement within our community and a commitment to achieving the school's mission is what has accelerated DHSHP's climb to city, state and national academic recognition.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The most influential factor to DHSHP's success is its community's unified commitment to the school's mission. DHSHP's required core curriculum is the foundation that all else builds upon. Its focus is on math and science cross-curricular initiatives, with an overarching emphasis on students and their academic success, matriculation to college and the pursuit of a professional career, coupled with excellence in teaching and learning. Each of the components work in tandem to produce the ultimate outcome of impressive academic performance, scholarship and student recognition.

DHSHP's phenomenal success is the result of its community's clear understanding of the school's mission. All are committed to excellence in teaching and learning; all have embraced their role in completing the school's vision; and all belong to a culture of learners, who are focused on the future and are willing to work tirelessly and sacrifice to attain their goal of college success and a desire for a professional career.

To achieve the school's mission requires the commitment of its entire community. The administration must motivate the teachers and students to strive to achieve; must provide the instructional resources needed to excel; must respect the instructional day and keep sacred the instructional time; and must maintain order, cleanliness and respect all learners and instructional staff. The instructional staff must commit to planning, collaborate with colleagues, toil for inspired teaching, recognize the unique talents of each learner and motivate their students to learn and achieve. The support staff must accept their role in assisting students and their families by minimizing distractions and managing their challenges and supporting their emotional and social growth, so they are able to learn most effectively. The parents must support their student physically, financially, morally and emotionally, so they may perform to their optimum. The students must commit to the school's mission, assume a mature character, embrace delayed gratification and understand that diligent work will be of benefit in the future and help realize their dream of a health or STEM profession. When each member of the DHSHP community embraces the school's mission and commits to its achievement, then and only then can success be realized by the entire community.

The DeBakey High School community is honored and humbled by the acknowledgement of its achievements and is committed to reflective thinking and continuous improvement of its practice by examining the Texas Education Agency's identified weaknesses and areas for growth. DHSHP's future challenge remains to replicate its 45-year tradition of academic excellence, educational equity, and scientific innovation critical to Texas and the nation.