

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Judge Barefoot Sanders Law Magnet School
(As it should appear in the official records)

School Mailing Address 1201 East Eighth Street Suite 203
(If address is P.O. Box, also include street address.)

Dallas City TX State 75203-2545 Zip Code+4 (9 digits total)

County Dallas County

Telephone (972) 925-5950

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Web site/URL
https://www.dallasisd.org/lawmagnet

E-mail gfeimster@dallasisd.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr Michael Hinojosa
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail hinojosam@dallasisd.org

District Name Dallas Independent School District 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 Justin Henry
(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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. 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 (2018-2019) unless otherwise stated.

DISTRICT

- Number of schools in the district (per district designation):
 - 152 Elementary schools (includes K-8)
 - 39 Middle/Junior high schools
 - 39 High schools
 - 0 K-12 schools

230 TOTAL

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban
 - Rural or small city/town
- Number of students as of October 1, 2018 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	36	67	103
10	39	78	117
11	42	60	102
12 or higher	22	60	82
Total Students	139	265	404

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 18 % Black or African American
 - 73 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 5 % 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 2017 – 2018 school year: 3%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2017	404
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 9%
38 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: 82%
Total number students who qualify: 331

8. Students receiving special education services: 0 %
1 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> Developmental Delay | <u>0</u> Specific Learning Disability |
| <u>0</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: 3
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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	0
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 18:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	99%	97%	98%	97%
High school graduation rate	100%	98%	100%	99%	99%

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 2018.

Post-Secondary Status	
Graduating class size	93
Enrolled in a 4-year college or university	60%
Enrolled in a community college	40%
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. 2012

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

The Law Magnet equips its students to critically read, write, and think. The school strives to be an inclusive school, where all students are given an opportunity to flourish in an environment that emphasizes college readiness and academic rigor.

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

Students applying to the Law Magnet must meet the following eligibility: Minimum Grade Point Average Grade Point Average (GPA) of 75 in core subjects (Reading/Language Arts, Math, Science and Social Studies) on most recent report card and Minimum STAAR Reading Scale score of 1595 and STAAR Math Scale score of 1575. Applicants who meet the minimum GPA and test score requirements are eligible to move forward to the on-campus assessment process. This consists of an in-person interview with campus staff. Applicants are scored using a detailed rubric emphasizing their ability to overcome challenges and self-advocate. Students without STAAR or other standardized exam score can contact the Law Magnet to schedule testing.

PART III – SUMMARY

The Judge Barefoot Sanders Law Magnet aims to be the premier magnet school in the Dallas Independent School District. The Law Magnet has developed a rigorous and innovative educational model, which focuses on encouraging students to become analytical readers, logical writers, and incisive critical thinkers. This model is being continuously refined and expanded, though its objective remains consistent: promoting academic excellence and college and career preparedness.

The Law Magnet seeks to empower students to flourish in prestigious academic institutions and in their future professional lives. Graduates of the Law Magnet are currently attending—or will soon attend—universities such as Columbia, Rice, Boston University, and Georgetown. The success of these graduates is a testament to the effectiveness of the Law Magnet’s unique academic approach.

Led by faculty and staff knowledgeable in a variety of legal and governmental fields, the Law Magnet aims to set the standard for educational excellence in the twenty-first century. The schools of the future will emphasize critical thinking, relevant, real-world learning, and academic grit over rote memorization. The Law Magnet is in the vanguard of this national trend. The school’s approach prioritizes experiential learning and career and college readiness. In addition, the school’s curricula and coursework emphasizes analytical problem-solving and real-world learning. To accomplish this, students are encouraged to begin planning their future careers in law enforcement, government service, or the law at the start of their freshmen year. The coursework they complete and activities in which they engage are all carefully calibrated to ensure they graduate with a rich understanding of the United States government, the legal profession, and the American criminal justice system.

The legal emphasis of the Law Magnet’s coursework does not detract from the school’s abiding mission to provide all students with a world-class, college-level education. All students in the Law Magnet have access to the full complement of Advanced Placement courses. This ensures students who eventually decide to transition away from law and government fields will be able to do so. The Law Magnet does not simply produce legal professionals; we aim for our graduates to be successful in whatever field of study they elect to pursue. Graduates from the Law Magnet are currently specializing in the fine arts, computer sciences, and mechanical engineering. The success of our graduates speaks to the merits and versatility of the Law Magnet’s approach. The education students receive at the Law Magnet allows them to be successful in the future, regardless of their academic interests or professional ambitions.

The Law Magnet is a model of an inclusive school in the Dallas community. Founded as a result of a landmark desegregation lawsuit during the 1970s, the school’s objective is to educate all students, regardless of their social and economic backgrounds, for success. As a magnet school, our community reflects the composition of Dallas ISD. Our school serves 404 students in grades 9-12. The demographic composition of our student body closely reflects the demographics of the entire district: 73% Hispanic, 18% African American, 5% White and 1% Asian. Approximately 82% of our students are eligible for free or reduced lunch. These statistics demonstrate our commitment to serving the whole of the Dallas Independent School District and to creating future community leaders.

The Law Magnet strives to give students the range of social-emotional supports they need to thrive in an academically rigorous environment. These include consistent, intentional teacher-student mentoring, formalizing monitoring of student data and academic performance, professional eMentoring (online mentors provided by the Dallas Bar Association), and data-driven tutoring. These practices ensure our students receive the academic, social-emotional, and professional reinforcement they need as they mature.

The Law Magnet fosters an academically rigorous environment. The school’s focus is on dual-credit courses, Pre-advanced Placement courses, and Advanced Placement courses. Students in the Law Magnet are required to take at least one Advanced Placement course by the conclusion of their senior year.

Students are provided with more than thirty different Advanced Placement offerings over the course of their high school careers, which encourages them to be selective and strategic as they plan their transition from

high school to the university setting. In addition to promoting widespread access to Advanced Placement courses, the Law Magnet provides students with opportunities to earn college credit with on-campus dual credit opportunities offered through the Dallas County Community College District, as well as community college offerings at surrounding campuses.

The success of the Law Magnet does not simply rest on the school's commitment to offering Advanced Placement and dual-credit opportunities to students, however. The Law Magnet's unique coursework and innovative curricula contributes to the long-term success of its students. In addition to students being enrolled in core academic subjects and in a full complement of foreign language, physical education, band, choir, orchestra, art, and JROTC courses, all Law Magnet students are required to attend two-period class in Government, Law Enforcement, or Pre-Law. We refer to these classes as cluster classes, since the focus is on three separate but related clusters: Government, Law Enforcement, and Pre-Law. The aim of these two-year courses is to provide students with intensive, real-world experience in fields aligned with their career interests.

The cluster courses in the Law Magnet are intentionally designed around curricula consisting of intensive classroom coursework, field experiences, extracurricular activities and/or co-curricular activities. Where the first two years of cluster courses focus on classroom instruction, the final two years of each cluster program consists of internships, extracurricular activities, and/or co-curricular activities. Finally, all Law Magnet students are required to participate in a year-long internship with local governmental institutions, law enforcement agencies, or local attorneys.

The Law Magnet follows a flexible A/B block schedule, in which students attend four ninety-minute classes a day. The flexibility of this schedule allows our students to have at least a three-hour block every other day. This increases the depth and intensity of their experiential learning.

In addition to their coursework, students in the Law Magnet are required to participate in school-promoted co-curricular activities. Students can compete in Debate, Mock Trial, Moot Court, Police Explorers, and in Skills USA, a series of vocational training competitions focused on Criminal Justice and Leadership training. The Law Magnet's nationally-recognized debate team has successfully competed at the local, state, and national level in policy, as well as in Lincoln-Douglas style debates. Our Skills USA chapter participates in leadership training and career competitions from the local to national level and has successfully placed multiple national officers in the last few years. Mock and Moot Court competitions provide our students with opportunities to meaningfully apply their legal knowledge, critical thinking, and creative talents. Our teams have had consistent success at the local and national level in these challenging competitions. The consistent success of our students in these highly-competitive activities strengthens their abilities as speakers and analytical thinkers. More significantly, it gives them a sense of confidence and accomplishment that bolsters their academic endeavors.

The various elements of the Law Magnet's approach—our commitment to college-level coursework, unique legal curricula, and our extracurricular offerings—work holistically to promote our overall aim of getting our students to Read, Write, and Think. This motto guides us as we design our courses, select faculty and staff, and implement our daily lessons. Our dedication to the principle that students should be critical and analytical thinkers has enabled us to succeed nationally. Our school was recently recognized by the U.S. News & World Report as a Gold Medal School, and the Texas Education Agency (TEA) awarded the Law Magnet with a score of 97 out of 100, an "A" rating. Niche, a company that ranks American schools at all levels, recognized the Law Magnet as being one of the Best Public High Schools in Texas. Recently, the College Board identified the Law Magnet as an AP Capstone Diploma School, in recognition of the school incorporating the rigorous two-year AP Capstone program into its course offerings. In the 2017-18 academic year, the school had both the largest AP Capstone program and highest passing rate in the nation.

The Law Magnet was honored to receive the National Blue Ribbon School award in 2012. This honor still serves as an inspiration to the community of Dallas, Texas, showing what is possible with deliberate, intentional leadership and a commitment to academic excellence. We have grown and evolved since 2012 and the continued success of our students is a testament to our evolution as a school.

Looking to the future, the Law Magnet will continue to design and implement innovative educational approaches, which prepare our students for the challenges of the twenty-first century. We will develop students, regardless of their backgrounds or circumstances, into the leaders of tomorrow.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The Judge Barefoot Sanders Law Magnet offers a rigorous academic program and core curriculum tightly aligned with the Texas Essential Knowledge and Skills (TEKS). The English language arts and reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; and Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information. 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 described in the College Board course descriptions. Students are assessed using teacher-made common assessments aligned by skill, district semester exams, state assessments, and AP tests. Incoming freshman attend Camp Grit, a bridge camp in the summer to prepare for the expectations for core courses.

English language arts (ELA) course offerings include: Pre-AP English I, Pre-AP English II, English III, AP English Language and Composition, English IV, and AP English Literature and Composition. ELA courses are taken sequentially: students are enrolled in Pre-AP English I in 9th grade and Pre-AP English II 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, and in their 12th grade year AP English Literature and Composition or dual-credit English. Above-level students are encouraged to enroll in AP and/or dual credit classes during their upper classman years to receive college credit for high school coursework.

Foundational skills are acquired through a balanced approach to literacy that includes reading, writing, speaking, listening, and inquiry skills. Technology is incorporated into the curriculum through the use of an online SAT prep program, an online learning management system, and online textbook resources. The ELA department targets learning objectives and tiers students to ensure growth. Based on data analysis done after the Fall 2018 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.

1b. Mathematics:

The Law Magnet requires all students to complete a minimum of four math courses to meet state graduation requirements. The desire to achieve educational excellence is the driving force behind the Texas Essential Knowledge and Skills for mathematics, guided by appropriate college and career readiness standards. The Law Magnet's math courses strive to embed statistics, probability, and finance into an intensive curriculum, while simultaneously focusing on fluency and solid understanding. In addition, legal concepts are woven into mathematics courses, increasing the relevance of these courses to the students.

Over 80 percent of 9th graders enter the Law Magnet having an Algebra I credit from middle school. In this case, most students will complete five years of math. One year must be a college-level and/or Advanced Placement course.

The Law Magnet places a heavy emphasis on enhancing the mathematical abilities of students. In the 21st century, scientific and technological innovations have become increasingly important as we face the benefits and challenges of both globalization and a knowledge-based economy. To succeed in this new information-based and highly technological society, students need to develop their capabilities in STEM to levels beyond

what was considered acceptable in the past. The Law Magnet’s math courses are designed to ensure student learning is aligned with the careers of the future.

Above-level students are placed in a fast track program—a double-blocked course in which one year of Pre-AP Algebra II is completed during the fall semester and one year of Pre-AP Pre-Calculus is completed during the spring. Course offerings include Pre-AP Algebra I, Pre-AP Geometry, Pre-AP Pre-Calculus, AP Calculus AB, AP Calculus BC, and AP Statistics. Common assessments are used district-wide to ensure alignment with TEKS and Advanced Placement standards, identify students who are need of intervention, and to identify students who need enrichment.

Students in the Law Magnet acquire math foundational skills through teachers administering formal academic assessments. This allows teachers to collect progress monitoring data. Using this data, students in need of interventions are identified, an individualized education program (IEP) is created, and a peer tutor is assigned. Students are progress monitored by Law Magnet staff until they reach grade level. Law Magnet staff are trained to be constantly aware of miscues and a student's overall skill level. They then monitor progress toward mastery and adjust lessons based on data.

Law Magnet staff members identify target skills based on Texas Education Agency (TEA) Curriculum standards and College Board Standards for College Success. The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. These process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life.

1c. Science:

The Law Magnet requires all students to complete four years of science. At least three credits must be college-level and/or Advanced Placement courses. Various science courses are available at the Law Magnet in which students spend a minimum of 40 percent of instructional time conducting laboratory and field investigations in each science course. This strategy promotes the acquisition of the foundational skills necessary for course completion. Course offerings include: Pre-AP Anatomy and Physiology, Pre-AP Biology, AP Biology, Pre-AP Chemistry, AP Chemistry, Pre-AP Physics, AP Physics I, AP Physics II, Earth and Space, and AP Environmental Systems. Multiple TEKS-based common assessments are used to ensure that students are learning proper standards and the class pacing is appropriate. 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.

In the same way that mathematics is regarded as a key element of the Law Magnet program, science is considered an essential part of the student learning experience. Students in the Law Magnet are expected to graduate with a deep and meaningful understanding of the world around them, and to be aware of the principals that structure the scientific method.

1d. Social studies/history/civic learning and engagement

Law Magnet students must also receive four semesters of credit in social studies. The Social Studies Department is committed to developing productive citizens by linking their experiences to the needs of our emerging global society. The curriculum provides interactive professional development that equips teachers through authentic experiences to increase student achievement in civic literacy. For all courses except US Government and Economics, students receive one credit. Students receive 0.5 credits for US Government and Economics. Other course offerings include: Pre-AP World Geography, Pre-AP World History, AP World History, Pre-AP US History, AP US History, US Government, AP US Government, Economics, and AP Economics.

Students in the Law Magnet are assessed using teacher-made tests, released state issued exams, and released AP assessments. Students acquire social studies foundational skills through teachers administering formal academic assessments. This allows teachers to collect progress monitoring data. Using this data, students in

need of interventions are identified, an IEP is then created for them, and a peer tutor is subsequently assigned. Students are progress monitored by Law Magnet social studies staff until they are on grade level. Law Magnet staff then monitor progress towards mastery and adjust lessons based on data. Law Magnet staff members identify target skills based on TEA curriculum standards and College Board Standards for College Success.

1e. For secondary schools:

Overall, the campus has positioned itself to create a college-ready culture by offering only Pre-AP and AP options for most of its core courses and by enrolling students who meet entry requirements in dual-credit courses. Implementing these practices assists the campus with maintaining a rigorous curriculum and upholding its status as a high performing Career and Technical Education (CTE) high school. Each student is required to complete a yearlong apprenticeship in the discipline of government, law enforcement, or pre-law to enforce learning and skills acquired in the classroom setting.

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

2. Other Curriculum Areas:

In CTE, the Judge Barefoot Sanders Law Magnet provides opportunities for students to acquire a foundation for a career or continued studies in law-related fields. Each grade level has a prescribed set of courses to complete. All 9th grade students take two foundational classes in government, law enforcement or pre-law. All 10th grade students take additional intermediate classes again in government, law enforcement or pre-law. All 11th grade students take dual-credit Fundamentals of Criminal Law, Introduction to Criminal Justice and Court Systems and Practices. The students also begin a two-year program called AP Capstone during their junior year. This College Board program consists of two separate yearlong courses: AP Seminar and AP Research. These courses help students develop the necessary independent research, teamwork, and communication skills to excel in college and thrive in legal professions. Each student's program of study culminates with a hands-on yearlong internship during their 12th grade year. All 12th grade students take dual credit U.S. Government and AP Comparative Government.

Other unique aspects of the campus are that 100 percent of the career pathway instructors are highly qualified and certified in their program areas. In addition, these teachers have the equipment and resources at their disposal to conduct hands-on instruction that allows students to be physically and emotionally prepared to successfully complete their off-site internships.

Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Art I, Art Appreciation, and Art and Media Communications I (one credit per course). AP courses are available in art. The fine arts program in the Law Magnet incorporates the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. The fine arts program at the Law Magnet aims to develop students' cognitive functioning and increase their academic achievement, higher-order thinking, communication, and collaboration skills. Students in the Law Magnet are encouraged to use artistic exploration as a path to develop aesthetic and cultural awareness. Creative expression enhances student academic abilities and translates into success in the academic classroom.

All students (9-12) in the Law Magnet are required to complete 1.5 years of physical education. In physical education, students acquire the knowledge and skills for movement that provide the foundation for long-term enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. In the Law Magnet's physical education courses, students are encouraged to embody a physically-active lifestyle and learn the relationship between physical activity and overall health.

In health education, students acquire the health information and skills necessary to become healthy adults. More concretely, Law Magnet staff work to ensure their students learn about the impacts of their choices

and behaviors. To achieve these goals, students are expected to understand the following: the impact of personal behaviors on overall health; the factors, products and variables that influence wellness; and the significance of personal/interpersonal skills in the promotion of individual, family, and community health.

Students in the Law Magnet are required to complete a minimum of two years of a foreign language in Latin, Spanish, or French. The study of world languages is an essential part of education. Law Magnet students are encouraged to understand two basic aspects of human existence through the study of language: the nature of communication and the complexity of culture. The study of world languages permits students to become aware of multiple perspectives and means of expression. This leads to an appreciation of difference and cultural diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent, lateral thinking.

Global communication is the overarching goal of world language instruction at the Law Magnet. The school aims to create global agents of change who are ready and able to exert a positive influence on the world around them. Foreign language instruction is a significant part of this overall program goal.

The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS) and performance indicators developed by the International Society for Technology in Education (ISTE). The curriculum emphasizes creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts. Students enrolled in computer science courses at the Law Magnet learn about the computing tools used every day. They are expected to gain proficiency in computer software, which will translate to greater academic success in the academic classroom. In addition, students are encouraged to stretch their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems and to collaborate and use computer science concepts to access, analyze, and evaluate information. Finally—and most importantly—students enrolled in computer science courses learn digital citizenship by researching current laws and regulations and by engaging in respectful digital interactions.

Students from the Law Magnet program come away with an understanding of the potentials and pitfalls of the global digital ecosystem. They learn how to responsibly create, access, and employ information found online and to use technology to improve their educational experience. The technology applications curriculum in the Law Magnet is designed to ensure students are ready to succeed in the technology-based careers outside the school's four walls.

Finally, all students in the Law Magnet are required to enroll in AP Seminar, the first course of the two-year AP Capstone program, designed by the College Board. This research and writing-intensive course allows students to investigate significant real-world topics of their choice in a structured setting. Students are required to submit two academic essays and deliver two multimedia presentations during the year as part of the AP exam for this course. Students who wish to pursue individual research interests may do so in AP Research, a senior-level intensive research courses, which stimulates the methods and curricula of graduate programs across the United States. If students earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing, they receive an AP Capstone Diploma. This is a testament to their academic accomplishment and to their mastery of college-level research and writing skills.

The AP Capstone program allows Law Magnet students to master data collection strategies and gives them a space where they can hone their skills at argument delivery, presentation, and college-level writing.

3. Special Populations:

Law Magnet teachers practice differentiated instruction, project-based learning (PBL), technology-supported critical thinking activities, and Socratic-style questioning. Teachers use formative and summative assessment data to identify students struggling with specific performance objectives and standards. Through professional learning committees (PLC) teachers review data, redesign, and then reteach specific performance objectives and standards utilizing different modes of instruction. Reevaluation through formative and summative assessments is used to check for content mastery.

Law Magnet students are constantly challenged to think above and beyond the stated lesson objectives to encourage and maintain high levels of rigor. This leads to higher levels of achievement. Through higher-order questioning and project-based learning (PBL), students are encouraged to apply the concepts they have learned to the world around them. Project-based learning is encouraged and application beyond the classroom is expected. Students are constantly answering the questions "Why?" and "What impact would this have?" in every course, in true Socratic fashion.

Law Magnet students are routinely asked to employ Bloom's Taxonomy of higher order thinking skills of evaluation, analysis, and synthesis in their daily work. These skills are often developed while working on assignments that require some element of collaboration. Law Magnet teachers also spend time collaborating on defining behaviors of highly-effective teachers and then planning ways to implement these practices in their classrooms. Many teachers utilize their lunch periods, times before and after school hours, and Saturdays to offer tutoring in either one-on-one or group settings. In their PLCs, teachers collaborate in small groups to identify effective strategies in their content areas and grade level that will help students be successful.

While our classes may be Pre-AP and AP level, not all our students are identified as talented and gifted. Nor do some have an outstanding qualifying STAAR score. At the Law Magnet, we routinely differentiate for the various levels and learning styles of all students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The Law Magnet 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, allowing students to select a focus aligned with their personal interests. Courses that speak to individual interests and talents motivate academic growth. For students who have difficulty adjusting to the rigor of core academic 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 Law Magnet's students can attend classes with students from the other schools at the Townview Magnet Center. The Townview campus consists of six discrete magnet schools, which share staff and resources. This diffuse organizational arrangement allows students at the Law Magnet to interact with students who have different aspirations. Also, because the campus does not have any UIL athletic programs, physical education teachers organize a variety of tournaments involving teams from each of the six Townview schools. Musically-inclined students can participate in choir, orchestra, and/or the award-winning Big D Band, one of the most prestigious bands in the Dallas area.

To support Law Magnet students emotionally, the school has both a counselor and a licensed psychologist. 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, teacher input and feedback on PD topics is gathered through the administration of online surveys. The survey tool is SurveyMonkey, which allows the principal and other members of the campus leadership to quickly develop PD, which is responsive to teacher feedback.

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 committees in which teachers are expected to participate. These committees give teachers a greater sense of ownership over the development of their school and permit time for structured, productive socializing. Finally, 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).

All in all, the Law Magnet works to create a culture conducive to learning and growth for both students and teachers.

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 initiatives include creating informational newsletters, coordinating volunteer efforts, procuring community donations, and the use of Remind, a messaging app for schools. This communication tool is used to give parents a greater awareness of school accomplishments and initiatives. Remind also facilitates parent awareness of school events, including open houses, assemblies, and performances. In addition, the Law Magnet's staff strives to ensure all parents are aware of and have access to the Parent Portal program. This allows parents to view their child's grades at any time, schedule conferences, and observe teacher comments on student work.

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 meets monthly on separate days to receive updates from the principal and discuss issues that directly or indirectly affect the student body and the campus.

Another strategy implemented by the campus leadership involves providing parent workshops on frequently requested topics. Throughout the year, the guidance counselor partners with the campus's College Access Provider to offer a variety of workshops, which are open to parents and students alike. Workshops 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 is critical to the campus' ability to fulfill its mission of giving students an experiential, immersive experience in the legal field. To foster continual support from our partners in the Dallas Police Department, the Dallas County Criminal District Courthouse, and throughout the legal community, the campus designates a CTE magnet coordinator to stay abreast of current trends and ensure compliance during senior year internships. This individual serves as the mediator between parents and community partners and ensures that select seniors have meaningful internship experiences during their senior year.

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 implemented at the Law Magnet. The data used to determine session topics is derived from the previous year's needs assessment and from formal and informal surveys of faculty conducted after PD sessions.

On district-mandated PD days, the campus places an emphasis on providing teachers with a variety of instructional topics, from which they can self-select. During morning sessions, when all faculty are present in a single space, a whole-group delivery method is utilized to present non-content-specific information. In contrast, PD class sizes in the afternoon sessions are smaller, allowing for content-specific instruction. Teachers select from PD offerings that are content-specific, technology-based, curriculum-focused or address issues of classroom culture and management. Teachers can also select sessions offered off-campus or via video feed. Whenever possible, the campus utilizes its teachers to present professional development. This approach is used to build leadership density and encourage staff buy-in.

Over summer break, staff are mandated to obtain 21 hours of professional development of their choice. This can include college courses, College Board Advanced Placement Summer Institutes, and district-designed professional development. Staff are encouraged to self-advocate and select professional development addressing their specific professional needs.

The campus also uses the 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. Data collected from these meetings is used to evaluate, and modify if necessary, the campus's plan of action. PLCs are required to take notes from each meeting. These meeting notes provide a written record of discussions and deliberations.

The implementation of a new teacher evaluation system called Teacher Excellence Initiative (TEI) linking teacher pay with performance has resulted in extensive PD being offered district-wide. The campus utilizes teacher-experts to extend learning by presenting on each district PD day and at each faculty meeting. These experts are charged with elucidating TEI standards and expectations to their peers. The goal of these initiatives is to provide teachers with several opportunities to participate in meaningful collaborations and reflective practices that will increase teacher performance and student achievement.

Throughout the school year, teachers are assigned a book study designed to meet the PD needs of the staff. This year, the book study focused on *The Innovator's Mindset* by George Couros. This book study was put in place to empower learning, unleash talent, and lead a culture of creativity. Couros's work challenges educators to consider the ways they can innovate within their classrooms and across their campuses.

Guided questions are assigned in advance and discussed at monthly staff meetings. These questions provide focus and allow educators to extract meaning from Couros's writings, as well as consider ways of applying his methods in their classroom.

Law Magnet administration stresses the need for continuous improvement. Ongoing learning is important for student and teacher development, policy implementation, and cultivating supportive school communities. The school's administration participates in research-based professional development and on-the-job training including learning walks with district leadership and monthly collaborations with peers. Beyond this, the school's administrators also participate in numerous, specific ongoing training and development sessions, all of which in designated areas of growth depending on need.

Lastly, Law Magnet teachers are encouraged to be introspective and self-diagnose areas of growth. Teachers are encouraged to use these areas of growth to seek out learning opportunities throughout the educational community. With supporting partners such as Region 10 and the College Board, teachers can find PD to meet their unique needs.

4. School Leadership:

Leadership at the Law Magnet includes the principal, faculty, staff, and students, who are empowered to create change in the school community. The vision of the Law Magnet is spearheaded by campus administrators who believe high expectations and well-structured support systems are critical to increasing long-term student achievement. Commitment to this vision has improved student performance by increasing the number of Law Magnet college-ready graduates, expanding Advanced Placement participation and credit attainment, broadening dual-credit access, and increasing attainment of associate degrees.

The campus principal is a DISD product, who is a compassionate leader and believes in the talents of faculty and makes a committed effort to empower them. This leader has fostered the support and investment of teachers through honesty, constructive feedback, collaborative decision-making, and trust. He has spearheaded a variety of initiatives that have, collectively, resulted in greater faculty engagement. These initiatives include the use of Remind, SurveyMonkey, and the implementation of teacher-centric professional development. In addition, the principal has pushed for the diffusion of leadership responsibilities, using teachers to helm professional development, as well as campus committees. The aim of these initiatives has been to broaden the base of leaders in the Law Magnet.

The principal strives to provide objective feedback to individual staff on their classroom performance, while also publicly acknowledging co-curricular and classroom achievements. The principal's balanced yet firm approach has yielded gains and has seen the school advance in all metrics on yearly campus climate surveys.

The campus assistant principal offers a critical balance in the administrative structure through a straightforward yet supportive attitude, firm commitment to progress for students and teachers, and seasoned instructional expertise. Both campus administrators maintain an open-door policy, welcoming questions, feedback, and suggestions.

Campus administrators helm the campus leadership team (CLT), which also consists of teachers and students. This inclusiveness promotes self-advocacy, collaboration, and meaningful relationships. From the CLT, department chairs serve as liaisons to their departments. In these roles, they function as instructional leaders for teachers, as well as intermediaries between teachers and administration.

Department chairs communicate teachers' concerns to administrators, while also keeping teachers informed of expectations, deadlines, and current educational trends. It is a campus expectation that department chairs lead professional development for their colleagues.

Department chairs conduct a quarterly review of the Campus Needs Assessment (CNA) and Campus Improvement Plan (CIP) with administration. This review includes input from stakeholders including

parents, students, community members, counselors, and teachers. The CIP is designed to ensure student needs are addressed with the appropriate resources and that a collaborative leadership philosophy is maintained.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The Law Magnet applies a systematic approach to academic assessment and data analysis at every grade level and in each content area. Teachers analyze student assessment data and then purposefully plan for instruction within their bi-weekly professional learning communities. Students are assessed, with instruction or intervention modified. Repetition of this process occurs until students reach mastery of the standards (TEKS), as evidenced by summative assessments.

At the 9th grade level, teachers use historical STAAR data in areas of mathematics, reading, science, and writing as a baseline for instruction. Algebra I, Biology and English I are closely monitored because of their relationship to STAAR. These STAAR exams are scrutinized by TEKS, demographics (e.g., Economically Disadvantaged, African American, Hispanic, At-Risk), and special programs (Limited English Proficiency, Special Education, 504). Data is monitored by levels of TEKS mastery. Interventions are individually designed to fit individual students. These can include TEKS-specific instruction provided during the school day, after school, or at Saturday school sessions. The same cyclical process is utilized at the 10th grade in the English II content area, and at the 11th grade in preparation for the U.S. History STAAR exam. For each of these state-assessed areas, there is regular monitoring of data and communicating performance projections to leadership.

The same intensive approach is applied to teaching and learning at the 10th grade using the college readiness standards measured by the Texas Success Initiative (TSI) test. This is driven by the campus need for students to be college ready by 11th grade, when students take on an AP-intensive course load and are often enrolled in dual-credit and community college courses. Students' TSI performance is first measured in the 9th grade, both during Camp Grit and again at the end of the school year. Teachers adjust instruction throughout the 9th and 10th grade years to improve students' academic readiness for the rigors of their junior year.

At the 11th grade, teachers focus on SAT objectives using PSAT and SAT simulation data to determine appropriate enrichment (e.g. online learning and SAT consultants such as Khan Academy) for measured growth. This strategic tutoring provides students with improved SAT scores and greater access to Tier I universities.

Since the 2016-2017 academic year, the Law Magnet has earned distinctions from the Texas Education Agency for Academic Achievement in ELAR, mathematics, science, and social studies. In addition, the school has been rated among the top 25 percent of Texas schools in terms of Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The Law Magnet also earned all 7 of 7 Distinctions under the TEA Accountability Rating System. The school was awarded a near perfect 97 out of 100 points using this same system.

In addition, the Law Magnet was named one of the most challenging high schools in the United States by the Washington Post, which assigns schools this distinction based on a calculation that divides the total number of Advanced Placement, International Baccalaureate and Cambridge tests administered to a school's students by the number of students the school graduated that year. This system accurately measures the rigor of a school environment and serves as an indicator that the Law Magnet is truly one of the most academically-advanced schools in the nation. It is this commitment to academic success and classroom rigor that has allowed the Law Magnet to thrive and fulfill its mission: to prepare students for success in elite universities and legal careers in the twenty-first century.