

**U.S. Department of Education**  
**2020 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

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

Official School Name Texas Academy of Biomedical Sciences  
(As it should appear in the official records)

School Mailing Address 300 Trinity Campus Circle TRWF 4th Floor  
(If address is P.O. Box, also include street address.)

City Fort Worth State TX Zip Code+4 (9 digits total) 76102-1964

County Tarrant

Telephone (817) 515-1660 Fax (817) 515-1699

Web site/URL https://www.fwisd.org/TABS E-mail Jack.Henson@fwisd.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. Kent Scribner E-mail Kent.Scribner@fwisd.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fort Worth Independent School District Tel. (817) 814-1510

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. Jacinto Ramos Jr  
(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**

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

1. 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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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

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Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 82 Elementary schools (includes K-8)
  - 26 Middle/Junior high schools
  - 21 High schools
  - 0 K-12 schools
- 129 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the 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	28	56	84
10	49	62	111
11	22	64	86
12 or higher	27	65	92
<b>Total Students</b>	126	247	373

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.3 % American Indian or Alaska Native
  - 4.4 % Asian
  - 15.1 % Black or African American
  - 65.7 % Hispanic or Latino
  - 0.2 % Native Hawaiian or Other Pacific Islander
  - 12.1 % White
  - 2.2 % 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 2018 - 2019 school year: 2%

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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2018	399
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):  
Arabic, Bengali, Burmese, Gujarati, Somali, Spanish, Tigrinya, Urdu, Vietnamese, Yoruba

English Language Learners (ELL) in the school: 3 %  
13 Total number ELL

7. Students eligible for free/reduced-priced meals: 73 %

Total number students who qualify: 271

8. Students receiving special education services: 1 %  
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>2</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>2</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: 2

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
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.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

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

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	98%	98%	97%	97%	96%
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 2019.

<b>Post-Secondary Status</b>	
Graduating class size	103
Enrolled in a 4-year college or university	82%
Enrolled in a community college	10%
Enrolled in career/technical training program	1%
Found employment	5%
Joined the military or other public service	1%
Other	1%

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.

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

The mission of the Texas Academy of Biomedical Sciences is to provide students from the greater Fort Worth area with a rigorous curriculum in an early college environment, to prepare them for the demands of a career in biomedical sciences, and to promote experiences associated with those careers. Our vision is a commitment to educating students to be successful professionals and valuable members of the Fort Worth community. Students, teachers, parents, and administrators are dedicated to working together and creating an environment that encourages curiosity and questioning.

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

TABS identifies, recruits, and enrolls students that apply and are chosen by a weighted lottery conducted by Fort Worth ISD. The weighted lottery is primarily focused on students identified as At-Risk by Texas Education Association criteria. TABS also has a feeder school, Stripling Middle School, where a select group of TABS Prep students are given weighted admission, though the program is ending with the 2021 Freshman class. There are no academic requirements for application to TABS, which means any student in Fort Worth ISD is eligible for admission.

## **PART III - SUMMARY**

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Texas Academy of Biomedical Sciences (TABS) was founded in 2011 as an early college high school collaboration between the Fort Worth Independent School District (FWISD), the University of North Texas (UNT), The University of North Texas Health Science Center (UNTHSC), and Tarrant County College (TCC). The goal of TABS is to provide students with a focused curriculum in biomedical sciences and health professions in a culture that is academically, emotionally, and socially supportive. Its vision is to provide a pathway to success — putting students on the road to achieving their dreams of one day becoming a biomedical researcher, doctor, veterinarian, forensic scientist, clinical researcher, biotechnician, emergency medical technician, biomedical engineer, or pharmacist. The school began on the Valentine Street campus in Fort Worth Texas, adding a grade level per year, and now has a maximum capacity of 100 students in each of the four grade levels. Students played a vital role in forming the traditions and culture of TABS by choosing the school colors, green and silver, and the mascot, the Tornado. Once 11th and 12th grade levels were added, the campus was split with students bussing to the TCC Trinity River Campus for dual credit courses. In 2018, the Valentine Campus closed and moved to a floor on the TCC Trinity River Campus, which allows a cohesive campus where students can have high school classes on the TABS floor and attend dual credit courses with TCC professors in other parts of the campus. Student retain an important role in the campus through class officers, clubs, and organizations that sponsor service and social events for students. These events include the Cowtown Marathon, field days, dances, working at food pantries, and city cleanup days.

TABS functions on a 4x4 block schedule with all high school and dual credit courses divided into 90 minute-long blocks that students complete in one semester. Juniors and seniors tend to carry a full load of college courses, while 9th grade students take at least two dual credit courses and 10th grade students generally take two to three dual credit courses. To prepare for this course-load, 9th grade students take a course we call “Brainology.” This EDUC 1300 course is described by TCC’s website as teaching “the psychology of learning, cognition, and motivation.” TABS describes the course as helping students think about their thinking (to metacognate), and teaching them how to learn, how to study, how the brain works, and how to be a successful high school and college student. The course operates under the premise that “A” students are not necessarily smarter but might be more organized and study more effectively. It explores what it is to be smart and uses current brain research to help students use their brain more effectively. More specifically, it is designed to help students study, prepare for exams, take notes, and become organized with a plan that works best for the individual student. Skills learned apply to all disciplines in high school and college as well as helping students plan for their own physical and emotional well-being by mitigating the stresses of school and personal life through careful planning and forethought. This course is a demonstration of the commitment TABS has not only to student success in high school but also throughout the students’ future educational endeavors.

TABS begins each student’s journey with a two-week Summer Bridge camp. Led by teachers and student volunteers, the Summer Bridge experience serves to acclimate students with the TCC campus and rules and procedures, and it provides a hands-on medical learning experience with UNTHSC as well as student tutorials for the Texas Success Initiative Assessment (TSI). All TABS students are invited to participate in summer opportunities involving preparation for the Scholastic Aptitude Test (SAT) and American College Testing (ACT) tests. Many students pursue medical internship opportunities during the summer and some are selected for the Mathematics & Science for Minority Students (MS2) and High School High Scholar (HS2) summer programs in Colorado and Massachusetts.

TABS has a diverse group of students from over 20 middle schools within FWISD. Over 13 countries are represented by its student body. While the At-Risk and Economically Disadvantaged populations have grown each year the commitment of students and parents and of teachers to educate and find success for every student has not waivered. In 2019, TABS had a 100% high school graduation rate with 65% of students receiving an Associate of Arts and 22% receiving an Associate of Science degree from TCC. 99% of the students at TABS have passed all three sections of the TSI, demonstrating college and career readiness. In 2019, TABS received a Texas Education Agency score of 98 out of 100 and was recognized nationally by U.S. News and World Reports and Newsweek as a top high school.

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

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### **1. Core Curriculum, Instruction, and Assessment.**

**1a.** Overall approach, which may include overarching philosophy or approaches common across subject areas

Faculty and staff operate under an intentional belief that students served by Texas Academy of Biomedical Sciences have an interest and drive to do well in a specialized, high-academic setting. Adults engage every student with the positive presupposition that they are motivated to perform academically and determined to excel in content towards their future careers in Biomedical and Health Sciences. This way of thinking avoids ability-grouping in core classes in order for all students to contribute to a culture of high performance. Less-prepared students are encouraged to grow in their academic prowess as part of the greater class while teachers make necessary adjustments to help them gain academic ground. Weekly grade level, cross-curricular teacher meetings in grade nine through eleven inform teacher decisions to help individual students be successful while avoiding overlapping major assignments. What works for an individual student in one subject is often shared and adopted by teachers in other subject areas. Each day at TABS, students and teachers challenge one another to push their limits and expand their knowledge

At TABS, student interest is not only expected, but also elevated by engaging students across multiple subject areas in hands-on labs and activities. Teachers join the powers of discovery and observation with industry standards and practices to help content come alive. Students learn to use microscopes and record observed data across multiple courses. Students also learn to express themselves through oral and visual presentations. These are used across multiple subject areas including core classes, but also Biomedical Science, Health Science, Pharmacy, Patient Care, Medical Intervention, Medical Microbiology, and Pathophysiology classes. All TABS students are engaged through multiple instructional strategies, and learn authentically through labs and activities and the creation and delivery of quality presentations. Such strategies prepare students to be highly successful in their TCC courses, which rely largely on these same skills.

**1b.** Reading/English language arts

TABS curriculum focuses on the reading and writing workshop model with emphasis on skills needed for college readiness, such as research, listening, and speaking. The standards-based curriculum is aligned with the Texas Essential Knowledge and Skills. Students read a variety of genres including works of fiction, such as *Of Mice and Men*, *Speak*, *Animal Farm*, and *1984*, and nonfictional works, such as Isaac's *Storm* and the novel *Night* by Holocaust survivor Elie Wiesel. Since students will enter college courses as early as the freshman year, complex nonfiction texts and ways of dissecting and scaffolding are introduced early in the curriculum. The content of the ELA curriculum is delivered through a multitude of learning style and techniques. For example, a student may be given a mentor text and then asked to choose a famous speech from the American Rhetoric website. After reading the speech, the students listen to the speech while reading it again and then annotating the rhetorical strategies the author uses to create a sense of ethos, pathos and logos. Other fundamental skills such as grammar concepts are presented through daily paragraph editing practice. Students maintain portfolios, which display their rigorous use of the writing process—prewriting/exploring, drafting, revising, editing, and polished writing. Many of these approaches came from professional development offered by FWISD and follow successful data-driven trends as presented by well-published educators/authors such as Kelly Gallagher, Penny Kittle, Dr. Arthur Costa and Dr. Bena Kallick.

Students have several opportunities to expand classroom learning at TABS. They have gone on field trips related to their coursework and have had the opportunity to create written reflections about their experiences. For examples, while reading *Night* students went to the Dallas Holocaust Museum and while reading *Romeo and Juliet*, students attended the play performed onstage at Bass Hall in Fort Worth, Texas. In both instances, students wrote papers over prompts that would elicit deep responses concerning universal themes of love and sacrifice. Students presented their writings in groups before turning them in for a grade. TABS has also used tech-forward online products with built in workshop models and differentiated instruction. Students read nonfiction articles that are related to the fiction. They then answer STAAR

(Texas' standardized test) style multiple-choice questions related to Texas Essential Knowledge and Skills (TEKS) that test their understanding of nonfiction. The program includes a writing prompt varied in complexity and depth tailored to the students' reading level.

TABS also weaves together aspects of the College Board Pre-AP English I curriculum into the FWISD Pre-AP English I curriculum. For students who do not meet grade level on the End of Course (EOC) benchmark, the English department provides a mandatory tutoring opportunity once a week during Advisory period and twice a week after school. Students are pulled out of Advisory for 30 minutes to learn in a small group setting. Benchmark data is revisited in October, December and February to let students know which concepts they need to focus on and master. Data is used to create differentiated instruction and assist with one-on-one tutoring. Interventions include meeting with students and parents during one-day-per-week grade level team Professional Learning Communities (PLCs) during which an action plan is created for the student.

### **1c. Mathematics**

The TABS mathematics department works in cooperation and collaboration with the Tarrant County College District (TCCD) mathematics department to prepare students for post-secondary coursework. Students at TABS must complete three high school math classes, Algebra I, Geometry and Algebra II, and pass the Texas Success Initiative Assessment (TSI test). In most cases, students are expected to be TSI complete in math by the end of the sophomore year. Students also have the opportunity to attend FWISD's Advance Academics Immersion (A2I) program, which provides additional opportunities to talented mathematics students to accelerate their learning in advanced mathematics and science during the summer or school year. Students have the opportunity to participate in a rigorous course of study that enables them to develop the problem-solving skills essential to success in college-level course work. TABS students have taken traditional math classes during the summer to accelerate and during the school year advanced subjects such as AP Physics C Mechanics, AP Physics Electricity & Linear Algebra, Honors Multivariable Calculus, and Honors Ordinary Differential Equations and Their Applications.

FWISD provides the mathematics department with a guideline to use the provided consumable workbook aligned with the TEKS for Algebra, Geometry, and Algebra 2. A variety of teaching methods and resources are used including: textbook, online resources, lecture, at times a flipped classroom method, and a blogspot is used to provide guidance to the location of the lesson for the day. Students maintain daily interactive notebooks that includes not only notes taken with theorems and formulas used, but also problems worked. Math courses use provided calculators and calculator support applications on student laptops. For general assessments, math teachers use online quizzes, teacher written quizzes and tests, and embedded assessments that align with the provided consumable workbooks. The department chose these certain curricular approaches because (1) Through assessing data, teachers can determine the weaknesses of our students, (2) teachers know which students need more problem solving practice, and (3) teachers know which students need to read more to understand the big picture. TABS practices fundamental skills by explaining a variety of problems to students, having students collaborate with each other using best strategies, and writing about how to solve the problem. To use summative and formative assessment to analyze and improve student performance, TABS looks at the embedded assessments in curriculum and analyzes where the problems are and reteach those skills or recycle them into future lessons. TABS teachers use project-based learning and there are times when students are offered choices of different resources to use that accommodate student preferences. To address achievement gaps between subgroups (Special Education, English language learners, African American, Hispanic) as compared to "All Students" when there is a greater than 10 point difference, teachers focus heavily on using math terminology and helping students make sense of what the problem is asking. For interventions, teachers retest, provide tutorials during lunch and after school. Additionally, students have access to the TCC mathematics lab where they can receive one-on-one instruction or ask questions to inform completion of assignments.

### **1d. Science**

TABS's curriculum includes Biology, Pre-AP Chemistry and Pre-AP Physics and provides students the opportunity to take Dual Credit Courses at TCC including Biology, Chemistry, and Physics. AP Biology  
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and AP Environmental Science courses are also offered. 9th and 10th grade students can enroll in Pre-AP Physics, which utilizes the flipped classroom leaving more time for real world and laboratory exploration. The Physics courses focus on digital data collection with electronic probes. Students work in pairs or groups to analyze spreadsheet data and draw conclusions. Students can also enroll in Pre-AP Chemistry where students acquire fundamental skills by conducting virtual labs to learn mechanisms of action. All courses use labs and presentations as formative assessments of student understanding and progress. Summative assessments include district and classroom exams as well as individual student projects.

Its health science/biomedical aspects are the unique portion of the TABS curriculum. Students are eligible to earn Science/CTE credit, which can lead to a STEM endorsement on their diploma. The curricula includes Principals of Health Science, Biomedical Assistant Certification Exam (B.A.C.E), Biomedical Science, Medical Interventions, Pathophysiology, Medical Microbiology, Patient Care Technician, Pharmacy Technician, Physics, and Chemistry.

Principles of Health Science is the first course in which students are introduced to the concepts of leadership skills, team building, communication skills, career exploration, career readiness, medical math, and introductory nursing skills. Students engage in student-driven learning activities and traditional learning activities, such as: group projects to create posters to demonstrate and explain active listening skills, independently writing a personal resume and then working with multiple partners to perfect it, or collaborating with a small group to solve a typical medical ethics issue. Credit Recovery is offered for students who fail and consists of small group tutoring of medical terminology with retired surgeons who volunteer to formatively assess and remediate our students. Students are able to earn certifications during the 12th grade year that include Patient Care Technician, EKG, Central Sterile Processing, Biomedical Lab Assistant, Pharmacy Technician, OSHA and CPR/First Aid.

#### **1e. Social studies/history/civic learning and engagement**

TABS's pathway for social studies requires all 9th graders to take AP Human Geography. All 10th grade students take Dual Credit World Civilizations, in which they earn six college credit hours over two semesters. Upperclassmen generally take U.S. History, Government, and Economics with Tarrant County College professors. Students are also able to take a variety of other Social Studies or Social Sciences classes as electives through the college. Additionally, TABS has developed and offered a History of Medicine course to align with its mission. Classwork comes in a variety of forms, but focus is placed on primary source analysis, recognizing multiple points-of-view, and connecting course material to other subjects and the "real world," as much as possible. A couple of examples of this are an oral history project, in which students interview members of the community, and a cross-curricular project between history and art, in which students learn how material objects fit into culture and history. These methods allow students to see the relevance of social studies and appreciate it in their own personal context. Assignments are carried out both individually and in collaborative groups. Groups complete assignments online, where the teacher can formatively assess and the entire class can view each other's work. Summative assessments can take the form of projects, written papers, or tests. Writing is a point of emphasis to strengthen professional communication skills, as well as AP exam preparation.

TABS social studies interventions include Friday-only U.S. History support classes and targeted individual tutoring, offering on-level courses for those students struggling in the college level classes, and teaching college preparation skills embedded into the curriculum.

Overall, the aim of the TABS Social Studies Department is to bring the curriculum alive and prepare students to be successful in both high school and college work.

#### **1f. For secondary schools:**

In addition to helping students earn college credit, TABS offers the opportunity for four career pathways leading to certifications, including Biotechnician Assistant, Central Sterile Processing Technician, Patient Care Technician, and Pharmacy Technician.

TABS has refined the pathways to these certifications in order to help students learn the material over time and increase student success on certification tests. All ninth grade student at TABS take Principles of Biomedical Science (PBS), and Principles of Health Science (PHS). Both are yearlong courses. PBS has a focus on the science of the human body and begins the journey in laboratory science, while PHS has a medical focus, and incorporates a complete health and wellness curriculum. PHS also spends a great deal of time on medical terminology. While both of these courses teach anatomy, PHS teaches it from a uniquely medical and health related perspective. Combining these two courses with a 9th grade Honors Biology course allows students to finish 9th grade with a huge head start on their understanding about biology and anatomy. Each of these courses supports the curriculum of the other by providing more time on fundamentals for students who need it, while still presenting unique content. During the 10th grade year, students focus their understanding even more through a yearlong course called Human Body Systems (also PTLW). It is during this course that students begin to move from fundamental understanding of body systems to memorizing even small aspects of the human body and understanding how these systems function and work together. Students create models of body systems on individual mannequins and present their learnings to peers. Students finishing 10th grade are well-equipped with knowledge of human body systems, an understanding of the scientific method, and strong skills in the laboratory, all of which helps them be highly successful in one of the four career certification pathways or in rigorous pre-health or pre-med college courses taken their 11th and 12th grade years.

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

**2. Other Curriculum Areas:**

Art: TABS has an embedded art teacher that provides a variety of art courses depending on schedule availability. The primary course at TABS is Dual Credit Art Appreciation taken by all 10th graders for one full year. The syllabus for this course covers content required for both high school and college including such Texas Essential Knowledge and Skills (TEKS) as critical evaluation, historical relevance, and creative expression. Learners have the opportunity to create art in multi-media and have a base level of knowledge about the global development of visual art, its purposes, and the ability to read images. Students are afforded opportunities to travel by class to the world-class museums in Fort Worth, Texas. In conjunction with the DC World History course, students have explored the Amon Carter Museum's world civilization collection, and the Art Appreciation Course has participated in the visitation program at the Kimbell Art Museum. Students have participated in community events such as a booth at the Main Street Arts Festival and the Visual Arts Scholastic Event (VASE Competition).

Physical Education: TABS students take a high school level and a dual credit level physical education course using principles from the American Heart Association (AHA), curriculum created by FWISD Health and PE Department based on the TEKS, and curriculum created by TCC. All students take Dual Credit Foundations of Physical Fitness their 9th grade year and High School PE their 10th grade year. Both courses are a semester long and meet three times a week for a total of four hundred and fifty minutes weekly. The college curriculum helps to guide fitness, heart disease prevention, nutrition, and inform on the dangers of tobacco, alcohol, and drug use. Student applications of learning include weekly physical activity journals, planning and serving healthy meals, and confirming exercise within the Target Heart Zone. The health portion of this course is designed to give students the opportunity to gain knowledge about the various aspects of health and wellness and to apply that knowledge to achieve the highest quality of life. Students learn and practice emotional health, two-way communication, conflict resolution, and refusal skills as well as mental health components that help guide them in their day-to-day lives.

World Languages: TABS offers three language options; Spanish, French, and Latin. All students take a minimum of two years of world languages with many taking AP Language and AP Literature courses beyond the two years. Less students take Latin and French, but each level one class is full. TABS offers a Spanish VI course that involves medical terminology. The curriculum is taught based on World-Readiness Standards for Learning Languages, which includes the five "C" goal areas (Communication, Cultures, Connections, Comparisons, and Communities) and stresses the application of learning a language beyond the instructional setting. These standards also address language TEKS and ensure students develop a global competence for their future careers and experiences. Students want to find out more about the countries

where Spanish/French/Latin are used, so a variety of resources including sample texts, authentic documents, and internet sites allow students to gather more in-depth information. Courses use projects to engage students in higher order thinking and various forms of technology to empower students to analyze, evaluate, and create assignments.

Technology: TABS is epitomized by a unique course called Innovation, Design, Engineering, and Applied Sciences (IDEAS). IDEAS is an elective 12th grade capstone course in which approximately ten students meet twice a week to work directly with a client from the community and help solve issues utilizing design thinking and digital fabrication. It is team taught by physics, chemistry, and art instructors using authentic labs to teach such TEKS as identifying causes, analyzing data, predicting trends, and demonstrating safe practices. This year, IDEAS is working with the Fort Worth Zoo education group. Students have learned how to design and print in 3-d, design and etch/cut with a laser cutter, design and cut using a CNC router, make molds, solder, and program and build microcircuits for their project with the zoo. In previous years TABS has worked with the Museum of Science and History, MHMR foundation of Tarrant County, and Tarrant Area Food Bank. While this course only serves a small community, TABS provides all students with a laptop and all Science and CTE courses use state of the art technology to perform labs comparable to professional facilities.

### **3. Academic Supports:**

#### **3a. Students performing below grade level**

While TABS students share an interest in Biomedical and Health Sciences and largely a motivation to excel in their academic performance, disparities are evident both in their academic level as they enter the school and in later grades when obstacles present themselves. Without any required academic prerequisites, many new TABS students come into the Early College High School setting without having taken advanced courses and with intention to begin college courses their first year. During that first year, students participate in a TCC student preparation course taught by a TABS professor. “Brainology” is discussed earlier but bears repeating here since it has a significant impact on below grade level student success as it teaches study, note taking, and calendaring skills. By learning about the impacts of emotional, mental, and physical conditions such as stress and environmental factors, students can better self-manage their course load and develop actions that improve academics. Below grade level students are identified early by teachers and PLCs using previous test scores but are enrolled in core classes of mixed ability in order to use a positive class culture for motivation and to set high academic standards. TABS teachers provide differentiated instruction through scaffolding, additional practice, peer tutoring, and reteach to help identified students. Older students who remain below grade level or who fall behind due to family demands or circumstances are supported through college enrichment courses and may choose a pathway that has more high school support than one heavy in college courses. TABS classroom teachers, UNTHSC graduate level tutors, as well as labs provided by TCC Trinity River Campus provide additional support for all students through tutoring outside of class. Free evening transportation two days a week helps provide after-hours tutoring to students who need to reach grade level and beyond performance.

#### **3b. Students performing above grade level**

TABS supports students who are performing above grade level in a number of ways. This is done first by appropriate student placement. Available data such as previous course grades, Texas Success Initiative Assessment (TSI test) scores, and 8th and 10th grade PSAT scores, is used to identify advanced students. These students are encouraged to take the more rigorous course where available. Many times this is a dual credit course, but may also be an Advanced Placement (AP) or Career and Technology Education (CTE) course that focuses on upper level content. For example, some students, where they have the aptitude, are encouraged to take two sciences at once or additional courses that prepare them more fully for a future in Biomedical Sciences. With student interest and teacher recommendation, a student may be further evaluated to test into a higher-level course using high school instruments, College Level Examination Program (CLEP), or a Tarrant County College placement exams to further accelerate. In classes, teachers provide extensions, enriched assignments, peer tutoring, bonus labs, or related authentic hands on activities to support students. The tutoring programs mentioned for “students performing below grade level” are also

available to higher performing students who want to surpass the material shared in class or deepen their understanding of that material. TCC writing, math, and science labs support students in their course work and are required by some professors. As an optional enrichment, students are encouraged to participate in more academically focused clubs including University Interscholastic League (UIL) Academics, Whiz Quiz that tests knowledge in a game show format, and Health Occupation Students of America (HOSA). HOSA students qualify and compete each year at the Texas State and International level. TABS students do well in each of these clubs within FWISD and beyond by building comradery around academics, studying, and competing at high levels.

### **3c. Special education**

TABS strives to help every student meet their potential in life goals and academics. As a relatively small high school of 400 or fewer students, TABS has made it a priority to see that its special education population, also relatively small, receives the services and accommodations identified to be successful and meet their individual potential, first by working carefully with the Admission, Review, and Dismissal (ARD) Committee to determine the needs of the student, then also by student, family, and high school team coordinating closely with the TCC, Student Accessibility Resources (SAR) office. TABS students take the lead with the SAR office and are the chief advocate for their own educational needs. TABS, SAR office, and the family work with the student to help identify needs and possible solutions. Such coordination gives the SAR office a deeper look at the students they serve and allows recommendations from the SAR office regarding strategies at the high school level that could continue in college coursework. In addition to accommodations received for high school courses, the college may allow college course benefits like small group or individualized testing in the SAR office, note taking assistance, or assistive reading technology just to name a few. With plans in place, students operate in an educational environment they helped create and continually self-monitor regarding the success of their plan. Self-monitoring and self-advocating are life skills we hope to instill and refine in all TABS students, especially since many of their college courses place them on par with students who have already graduated high school. With that said, TABS teachers provide careful oversight of Special Education students and many times provide small group or individual tutoring as additional supports. Administrators and counselors review progress report and six-week report card data to monitor student progress and provide early intervention as needed.

### **3d. ELLs, if a special program or intervention is offered**

### **3e. Other populations (e.g., migrant), if a special program or intervention is offered**

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Students at TABS have chosen to challenge themselves with a rigorous biomedical curriculum in a dual credit setting. The teachers at TABS are committed to assisting each student in achieving their academic and professional goals. TABS has a successful history of working with underperforming students and helping them find success in both high school and college courses. TABS, like other early college high schools, is determined to serve At-Risk students by engaging them in curriculum and opportunities that may not be available to them elsewhere. All students are welcome and enter an environment where they are respected as scholars. Struggling students receive small group and individual tutoring through TABS teachers, TCC labs, and University of North Texas Health Science Center volunteers. The variety of classes and opportunities at TABS allows advanced students to pursue additional courses through dual credit and the FWISD A2I math center.

Upon entering TABS, students acknowledge that the school is not a traditional high school, but there are opportunities for students to participate in sports at their home high school as well as intramural sports teams that students organize at TABS. The school provides extra-curricular opportunities through the school year with a variety of organizations and activities. HOSA is TABS's largest organization with students competing and holding officer positions at the Area, State, and International levels each year. United Voices for Change is a group that involves students working together to address common concerns, provide service to the community, and learn positive qualities and life skills that enable students to be the best version of themselves. A new group this year, SOAR, Students Organize Against Racism, has worked to bridge the divide among student populations in FWISD. Each year, new clubs develop due to student interest and grade level committees have formed to organize movie nights, dances, Prom, Senior Banquet, Homecoming and other social activities. Students are also recognized through the National Honor Society and Spanish Honor Society for academic achievements, and academic award ceremonies occur twice a year to recognize student accomplishments in grades as well as improvement in behavior and attendance. TABS was the 2018 District Champion in Whiz Quiz, 2019 Champion in Battle of the Books, and participates competitively in UIL academics. These extra-curricular opportunities reinforce the classroom learning while providing an outlet for students to socialize with students from other schools.

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

TABS has a mutually beneficial relationship with UNTHSC as the students are ultimately able to apply and attend graduate degree programs at the institution. During the Summer Bridge program, prior to 9th grade, students attend several days of sessions at UNTHSC involving forensics, wound care, dissection, and a variety of entry level medical situations. UNTHSC hosts a "graduation" at the end of the week where families and friends are invited onto the campus and students are awarded a white lab coat that they will wear for special events during their four years at TABS. TABS families form a relationship with UNTHSC and some students make it a goal to attend after finishing their Bachelor's degree. We currently have two TABS alumni attending school at UNTHSC.

TABS participates in activities and events that involve families and the Fort Worth community. The school reaches out to students and parents during recruitment activities at each middle school and participates in nighttime Parent Teacher Organization (PTO) meetings at various middle schools to provide application assistance. TABS also hosts information nights on the campus for parents to explain the expectations of TABS and how to apply. Each fall, TABS sponsors a "Meet the Teacher" night to invite parents and students onto the campus to learn valuable information about the teachers and classes. Parents who attend these events develop a positive relationship with teachers and staff that opens lines of communication and advocacy. Teachers and PLCs are always available for face-to-face parent meetings and the school communicates student's progress through an online grade system, emails, phone calls, and letters home. The TABS communication committee works to ensure that a bi-weekly newsletter is sent to parents. Facebook and Twitter sites are updated regularly and call-outs are made to parents with valuable information. TABS additionally hosts grade-level parent nights to provide information and trainings on topics such as suicide-

prevention, college application processes, and academic testing. These parent nights often lead to deeper conversations between parents and counselors or administrators.

TABS students complete 25 service hours per year, which allows the students to become active throughout the Fort Worth community. Students form a team each year to participate in the Fort Worth Trash Bash, the Cowtown Marathon water stations, and TCC's Trick or Treat on Main Street. Students are engaged in a variety of medical service activities including health fairs and Tarrant County emergency medical active-shooter drills. These opportunities help families feel more connected to the school, TCC, and the greater community.

### **3. Creating Professional Culture:**

TABS has an extremely low staff turnover rate with the majority of the teachers joining the TABS family in the first few years of its inception. TABS teachers feel valued and supported by the administration and know that the open-door policy and casual environment allows them to reach and utilize the administrators as needed. The school environment is truly a team where all staff feel vitally important to the success of students. The office staff adopts advisory classrooms to further a relationship with the students and spends at least one day a month with the group getting to know the students on a more personal basis. The administration provides appreciation meals, TABS shirts and backpacks, and fun events such as door decorating contests to create a sense of community.

Professional development has been a cohesive, collaborative, and growing team effort over the last decade. TABS incorporates a blend of campus-based and district-level professional development as well as outside opportunities pursued by the teachers and staff. During the last year, campus- and district-based professional development has focused on data-driven strategies to increase rigor and performance in the classroom. Scheduling is intentional to incorporate grade level PLCs, which provides common time for teachers to meet to discuss strategies for student success and established goals. PLCs have resulted in shared teaching strategies and improved classroom practices. TABS has also utilized mindfulness and wellness training during professional development time that includes drum fit, chair exercises, stretching, and meditation. As a Blue Zones Certified School, the wellness committee promotes healthy recipes and snacks.

The teachers and staff at TABS actively pursue outside conferences and professional development opportunities. This year, each department was tasked with attending a professional development opportunity to build collaboration around content-specific best practices. These trainings allow more closely aligned practices from grade to grade in order to help students be successful. TABS teachers deliver presentations and participate in panel discussions at both college events and professional conferences. The IDEAS class team has toured the MIT Media Lab and various New York educational institutions for information on creating the TABS Maker Space and its application to the greater community. The leadership team is consistently improving practices through close collaboration and attending shared trainings.

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

To talk about the leadership philosophy of TABS we have to first share the thinking that informs that philosophy. TABS leadership espouses four pillars that inform decisions and create a framework for conducting business. The four pillars are Engage, Challenge, Value, and Uplift.

TABS high school went through a number of changes in the 2018-2019 school year including new leadership, new facilities, and the merger of two campuses into one. No longer split as a 9th/10th grade campus and an 11th/12th grade campus, duplicate job functions were no longer needed on the previous scale and previous practices needed revision. In line with the four pillars, and a continuation of work started by previous leadership, a collaborative leadership approach was used to create shared vision among faculty and staff of how this new combined campus would look and function. TABS continues a collaborative leadership philosophy by engaging multiple individuals including the principal, assistant principal, the College and Career Coordinator, and two counselors. TABS leadership is not complete without input from

grade level PLCs, department chairs, the Student Support Team, and a very strong Site Based Decision Making (SBDM) committee that includes parents and community members. A comprehensive meeting schedule ensures that decisions are not made in isolation. This plan includes weekly meetings like grade level PLCs, office staff, and SST meetings. It also includes monthly SBDM, department chairs, and faculty meetings. The entire organization is committed to creating the yearly campus improvement plan and focuses on these goals throughout the year through professional development as well as in classroom and community planning.

At TABS, all employees are responsible for student achievement and success in the post-secondary experience. Two employees complete the hands on piece for much of this work. The College and Career Readiness Coordinator is responsible for recruiting students, conducting national testing, advising students on advanced academic course selection including AP and Dual Credit Courses. The College and Career Readiness Coach assists students with college planning, visitations, completing applications, and financial aid and scholarship opportunities. These individuals, along with the two counselors work to ensure that the students have a cohesive four-year pathway through TABS and that they have an opportunity to achieve an Associate's degree as well as a high school diploma. Utilizing these staff members as leaders and participating in a weekly Student Support Team meeting along with the principal, assistant principal and intervention specialists, ensures a school focus on student achievement.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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The practice that sets TABS apart and allows its students to have a high degree of success is student monitoring. While this does include data, it speaks more of adults noticing what a student is dealing with and how they can help when a student falls behind. TABS is filled with caring adults who know and encourage students. Student monitoring at TABS is intentional and has multiple approaches.

TABS has both high school teachers and embedded college professors who use the first few days of every semester to get to know their students and take interest in them while setting class norms. When a student falls behind or is distracted for more than a lesson, teachers take time to find out what the cause is and make a plan for that student to keep up with instruction. When a teacher alone cannot influence positive change in a student, the teacher brings the concern to their colleagues in a small grade-level PLC made up of four teachers, an administrator, and a counselor (others are invited from time to time) who meet once a week for less than an hour. This group takes a holistic view of the student by looking at the student's grades, attendance, test scores, and behavior to help guide actions. The first action typically taken is to decide which adult has a uniquely positive relationship with the student to serve as student contact. The counselor or administrator may also be of help if the student needs additional resources or correction for poor behavior.

Parallel to the classroom teacher is the zero period advisor and the house parent. TABS's number one goal for this half hour, five day a week, advisory period is that every student will have a caring adult to go to when they are stressed out or having life issues. The advisor monitors students' grades and helps students stay on track with the goals they have discussed. The "house parent" is an idea borrowed from Harvard University dormitories. One teacher per grade, who does not serve as an advisory teacher, makes it their mission to find students who are overlooked or marginalized and to become that caring adult for them. The house parent will also supervise advisory periods from time to time to allow the advisor to meet individually with students.

Finally, counselors and administrators review current grade and test data and collaborate with PLCs, advisors, and house parents to ensure support for all students.