



# PART I - ELIGIBILITY CERTIFICATION

11TX8

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

11TX8

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 58 Elementary schools  
 (per district designation) 16 Middle/Junior high schools  
14 High schools  
0 K-12 schools  
88 Total schools in district
2. District per-pupil expenditure: 7319

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	0	0	0
K	0	0	0		<b>7</b>	0	0	0
1	0	0	0		<b>8</b>	0	0	0
2	0	0	0		<b>9</b>	45	121	166
3	0	0	0		<b>10</b>	46	91	137
4	0	0	0		<b>11</b>	40	83	123
5	0	0	0		<b>12</b>	25	89	114
<b>Total in Applying School:</b>								<b>540</b>

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
4 % Asian  
3 % Black or African American  
83 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
9 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 2%  
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1, 2009	540
(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

8. Percent limited English proficient students in the school: 1%  
 Total number of limited English proficient students in the school: 7  
 Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 57%  
 Total number of students who qualify: 307

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 0%  
 Total number of students served: 1

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

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

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>31</u>	<u>1</u>
Special resource teachers/specialists	<u>3</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>42</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	98%	98%	97%	97%	97%
Daily teacher attendance	96%	95%	96%	96%	93%
Teacher turnover rate	10%	8%	7%	12%	14%
High school graduation rate	100%	100%	100%	100%	100%

If these data are not available, explain and provide reasonable estimates.

During 2005-06, 55% (217) of the total number of teacher absences accounted for "personal illness" days taken by three of our faculty who bravely battled grave illnesses. Absences during 2005-06 include:

- personal illness: 307 (74%)
- personal business: 50 (12%)
- illness of family: 40 (10%)
- jury duty: 8 (2%)
- emergency: 3 (1%)
- catastrophic sick donation: 4 (1%)
- death of family: 3 (1%)

The 14% turnover rate during the 2005-06 school year represents 4 individuals: 3 who resigned from the District and one who received a promotion within the District at another campus.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	114
Enrolled in a 4-year college or university	91%
Enrolled in a community college	7%
Enrolled in vocational training	0%
Found employment	1%
Military service	1%
Other	0%
<b>Total</b>	<b>100%</b>

The El Paso region represents one of the largest urban border communities along the US-Mexico border. This region has a 78 percent Hispanic population with high rates of unemployment and poverty, which translate into poor health. Coupled with the area's shortage of medical professionals, 109 doctors per 100,000 people as compared to the 267 per 100,000 nationwide (as per the American Medical Association), the state of healthcare in the region is lacking. The El Paso community has been working to address this issue with a "grow our own" attitude.

Texas Tech University Health Sciences Center (TTUHSC) and University Medical Center (formerly known as Thomason General Hospital) were instrumental in the development of a county-wide high school health magnet that would be located near their facilities. Community support came from the University of Texas at El Paso (UTEP), the Greater El Paso Chamber of Commerce and El Paso City-County Health District, to name a few. Each supported the need for a magnet high school to address the shortage of healthcare professionals. Maxine L. Silva Magnet High School for Healthcare Professions (Silva) officially opened its doors in 1993 with a mission to "provide a progressive and academically rigorous curriculum in a multicultural and technologically advanced environment for students pursuing a career in healthcare professions."

The halls of Silva are electric, sizzling with the energy of ordinary teenagers with extraordinary objectives. We are a team focused on helping learners explore and prepare for high demand careers in the field of medicine. Silva is determined to produce life-long learners and to graduate students who are college and career ready.

Our student body is highly diverse, both economically and culturally. We recruit from six regional school districts throughout El Paso County. Located in an economically disadvantaged neighborhood, one mile from the US-Mexico border, Silva is strategically placed across the street from the Paul Foster School of Medicine, Texas Tech University Health Sciences Center and University Medical Center. The partnerships we have formed with the health community allow us to provide real experiences in medical settings for our students.

Students must take health science courses during each year of their studies at Silva, among their choices include: Pharmacology, Gerontology, Clinical Medical Health, Nutrition, and Scientific Research/Design. Our Licensed Vocational Nurse (LVN) and preceptorship programs, allied with El Paso Community College, provide an avenue for learners to work in the healthcare field while attending college. Our LVN program is one of only four in the state of Texas, providing the opportunity for students to be licensed healthcare providers.

Along with our healthcare focus, high standards are the rule at Silva. Over 80% of our students are enrolled in at least one Advanced Placement (AP) and/or dual credit course. Our strategy is to use healthcare as an application for academic content; for example, the study of Mary Shelley's *Frankenstein* culminates in an analysis of today's medical ethical issues. Striving for higher levels of thinking and excellent study habits, our students become adept at critical thinking and problem solving.

Faculty at Silva includes both healthcare professionals (a dentist, nurses, physical therapists and medical technicians) and dedicated core-subject teachers, most with graduate degrees. Academic focus is enhanced with a dedication to the development of the whole student. Every student is involved in at least one extra-curricular activity such as Health Occupation Students of America (HOSA), band, orchestra, Academic Decathlon, UIL academics, High-Q, Destination Imagination, speech and debate or pediatric clown therapy, in addition to a variety of sports. Since our students are involved in multiple activities, they effectively learn time management and goal setting. Amazing coaches and mentors, coupled with energized students, create an environment buzzing with learning opportunities.

A 100% graduation rate, phenomenal achievement scores resulting in consecutive *Exemplary* state ratings, and scholarship awards exceeding seven million dollars (2009-10), attest to the quality of our student achievement. Ninety percent of our graduates advance to a four year institution; 85% of our graduates attend the college of their first choice, many attend universities outside of El Paso, including Stanford, Harvard, MIT, University of Chicago, Boston College, Ohio State, and Rice.

In addition to these critical achievements, Silva has received multiple awards, e.g., Five Star Rating from *Texas Monthly* (2002), named one of the nine best high schools in Texas by the Texas Business and Education Coalition (2007, 2009), recognized by the National Coalition for Educational Excellence for academic excellence and graduation rates (2003), and placed by *Newsweek* on the “2006-2007 List of America’s Best High Schools.”

Fulfilling its mission, Silva continues to be a vital piece of the El Paso community’s plan to provide high quality health professionals. Silva graduates leave prepared to confidently pursue higher academics in the medical profession at any post secondary institution.

### 1. Assessment Results:

Silva Health Magnet High School has demonstrated outstanding achievement at the highest levels in all subjects and for all student subgroups as measured by the state assessment. The state of Texas assigns ratings annually to each school in the Texas public education system. Ratings include *Academically Unacceptable*, *Academically Acceptable*, *Recognized*, and *Exemplary*. We are proud that Silva is one of only two high schools in the El Paso Independent School District (EPISD) to reach *Exemplary* status, and has maintained *Exemplary* status for nine of the past ten years. Our achievement in the core subjects bears testimony to the effectiveness of teaching core academics within a relevant, real world context, such as the medical sciences.

In Texas, assessment and accountability are driven by a set of 21st century standards known as the Texas Essential Knowledge and Skills (TEKS), upon which exit criteria is based and assessments for each grade and subject are aligned. The state assessment is known as the Texas Assessment of Knowledge and Skills (TAKS). At the high school level, it is taken annually by all students in grades 9 through 11. Mathematics and reading/English language arts are tested at all levels. Science and social studies are tested at grades 10 and 11 only. Proficiency levels for each set of standards are determined by panels of education professionals, primarily teachers, who meet to establish minimum criteria for each grade and subject. To meet the proficiency standard for a given assessment, each student must demonstrate mastery of the standards through the TAKS.

Along with minimum proficiency standards, levels have been set for both college readiness and commended performance. Students reaching the highest scores on a given TAKS test are awarded the *Commended Performance* level. Both the *Met Standard* and *Commended Performance* levels provide useful metrics to gauge student achievement at the campus level.

Over the past five years Silva Health Magnet has demonstrated its academic prowess by maintaining proficiency standards in the range of 90% to 100% for all grades and subjects measured by TAKS. In fact, for the last two years the lowest percentage of students meeting standard on any TAKS test has been 98% in both reading and math. Even more phenomenal is the consistency of success that is shared across ethnicities and socio-economic status. With half the student population of Silva qualifying for free or reduced meals, there is no significant difference in student achievement based on economic status.

The number of students attaining *Commended Performance* on TAKS (a near perfect score) has steadily increased over the years. The percentage of students reaching the commended level of performance, not simply meeting standard, has driven and defined progress at Silva in recent years. For the past three years the percentage of students achieving *Commended Performance* on mathematics tests has been over 50% for each grade level and subgroup. For the past year, grade 11 *Commended Performance* rates for mathematics reached an amazing high of 65%. Silva sets its sights on college readiness and encourages students to pursue high level math courses. While trends in the percentage of students reaching the *Commended Performance* level have shown clear increases, we are dedicated to the process of continuous improvement.

Although the state of Texas will soon transition to a new accountability and assessment process, the faculty and administration of Silva will no doubt continue to demonstrate the value they impart to their students through innovation and commitment to high standards.

## **2. Using Assessment Results:**

Administrators, teachers and students at Silva recognize that data-informed decisions are an integral part of the instructional process and use assessment results in a coordinated, balanced manner to gauge learning and drive instruction. Assessment results are used both at the individual student level and in aggregated form at the school level. Annual results from state and national assessments (PLAN, PSAT, ACT, SAT and AP subject exams) provide data for institutional goal setting, as well as individual teacher goal setting. Data is used to measure the effectiveness of programs and curriculum to guarantee and monitor individual student mastery of the TEKS.

In recognition of the value of instructional data, time is built into all teacher schedules to meet in professional learning communities (PLCs) where common planning is driven by frequent examination of student needs. Interim assessments such as semester finals and unit tests occur more frequently and are collaboratively developed at Silva by teachers in departmental meetings. Assessments provide evidence of student mastery at curricular milestones and are often the basis for differentiating instruction to best meet the needs of all learners.

Student feedback collected through almost continuous formative assessments is used by teachers on a daily basis to guide instruction and is perhaps the most common use of assessment data at Silva. Whether a common quiz, a show of hands or simply the expression on a student's face, teachers at Silva allow feedback collected from students to set the pace and direction of instruction.

Teachers are not the only consumers of data collected in the classroom on a daily basis. Students at Silva are avid consumers of, and quite competitive with, data pertaining to their own learning. Silva assessment methods intrinsically motivate students to manage their own learning. Frequent and non-threatening feedback supports a model of 21st century instruction.

## **3. Communicating Assessment Results:**

Silva Health Magnet firmly believes that a positive, fertile learning environment is one that bridges the gaps between school, home, and community. To this end, communication is of vital importance to ensure a common understanding of progress indicators and expectations. Silva uses several means to reach out to parents and community.

Face-to-face communication and our open door policy support ongoing and constructive involvement from parents and community. Early each year, an open house is conducted to have parents meet and greet the teachers, administrators and coaches. This interaction allows Silva to promote its mission and to discuss school-wide progress and goals on state assessments. Parent conference nights focus on the individual student and are held each semester after the first report card is issued. Parents and guardians are encouraged to speak with their child's teachers to discuss goals, assignments, concerns and progress.

Teachers make frequent telephone calls and write e-mails to keep parents abreast of their child's progress. Teachers routinely contact parents to communicate positive notes and student success, as well as to inform them of potential problems with a student's grade or conduct. Our main goal when communicating with parents is to increase student success. Silva also maintains the School Messenger System that calls homes to convey important information such as meeting dates and other school news. Monthly calendars, registration packets, newsletters, state assessment results, and attendance letters are sent to parents via US mail. Progress reports are sent out every three weeks and report cards each nine week grading period.

Communication with parents on a daily basis is greatly facilitated through the Parent Portal. The Parent Portal is an on-line tool that allows parents to view grades in real time as they are entered by classroom teachers. It also allows parents to monitor their child's attendance and communicate with teachers via email. Providing parents with information about their child's performance in real time is not just convenient, it is transforming education.

#### **4. Sharing Lessons Learned:**

Silva Health Magnet differentiates itself from traditional high schools in many ways; in particular, Silva teachers and students share their accomplishments with the community.

Core subject teachers at Silva are part of a larger community of educators in the El Paso Independent School District. Teachers in the science and math departments regularly help to write the District's curriculum and assessments. Others present at state and national conferences, help to grade AP exams and participate in district level professional learning communities where best practices and student trends are shared. Reaching for the highest levels of professionalism, the school's French teacher maintains her certification with the National Board for Professional Teachers.

Students at Silva are well recognized throughout the community and are often invited to participate in local organizational activities. Silva students share successful strategies with other schools by serving as ambassadors. Silva Ambassadors teach area elementary school students how to practice healthy habits like tooth brushing, nutrition, hand-washing, and safety. They create their own instructional materials and hands-on activities, applying their strong health and science background. Additionally, several schools request our students to participate as judges for science fairs.

Under the guidance of their mentor teachers, vocational nursing students act as volunteers to help at community health fairs offered throughout the city by local hospitals and clinics. Students also volunteer at nursing homes providing patient care. Once a week, the preceptorship students visit the Light House for the Blind where they read and record the news to be available for patients. Silva students are also active members of the Youth Health Service Corps, sponsored by TTUHSC and Paul L. Foster School of Medicine.

## 1. Curriculum:

Silva implements academically rigorous core content through EPISD's Standards Based Curriculum which is aligned to the Texas Essential Knowledge and Skills (TEKS). All students are required to take four years each of science, math, language arts and social studies. The curriculum is challenging and develops career and college readiness while focusing on core subject areas. AP and dual credit classes are offered in all core subjects.

Silva's teaching strategies, methodologies, and hands-on learning activities engage students with relevant experiences that promote higher order thinking and student product development so that learning has depth, meaning and complexity. Learning experiences such as in-depth laboratory investigations, collaborative peer discussion, round table discussions, individual presentations and case methods engage students. Teachers integrate technology and employ instructional strategies such as Socratic/divergent thinking questions, cooperative learning and graphic organizers. Students are given opportunities to apply course learning and knowledge to real life experience and scientific problem solving. In this manner, health science is integrated into each core area. For example, students research indigenous diseases when studying Africa in World Geography.

Students contextualize learning by participating in clinical rotations at area hospitals, out-patient clinics, dental offices, veterinary offices, rehabilitation facilities, long term care facilities and pharmacies. Students may select courses during their senior year that lead to certifications in Pharmacology Technician, Nursing Assisting, or Physical Therapy Technician. Upper class students wishing to pursue a career in nursing can participate in a two-year dual credit vocational nursing program supported by El Paso Community College (EPCC) and taught by master-degreed registered nurses.

The visual and performing arts program and curriculum develop and promote the whole student while providing the opportunity to create rich memories as performers and entertainers. Through the arts, important individual talents, creativity and interests are developed. Students gain self-confidence and firsthand understanding of how collaboration and self-discipline help one to accomplish goals. At least one credit of fine arts is required for graduation. Silva offers courses in theater, choir, orchestra, band, piano, guitar and visual arts.

Because Silva is a health science school, we understand the connection between a healthy body and personal energy levels, state of mind and all other physiological processes that are critical for maximum learning. Silva students participate in a variety of competitive major sports, as well as physical education classes. In addition, all students are required to take a health class; some take a dual credit nutrition course with a registered nurse through our LVN program. Students gain knowledge of the overall importance of individual physical health; we view this as an opportunity to prevent students from developing serious health issues such as obesity and diabetes. We seek to develop long term healthy lifestyle habits in our students.

We deliver a rich foreign language curriculum based of the Texas 5Cs: Communication, Connections, Cultures, Communities and Comparisons. Foreign language offerings include regular and AP courses in French, Spanish, and Latin. Over 88% of our Spanish language AP testers earned a qualifying score in 2010. All students are required to earn a minimum of two foreign language credits; most earn three. We believe that learning another language develops cultural sensitivity, thereby producing a more empathic and sensitive human being who feels a sense of responsibility and understanding not only to one's own country, but to the global community.

We further the richness and quality of our foreign language curriculum, and challenge our students in a meaningful way by integrating health science vocabulary and topics. El Paso is a border city and a large

part of the population speaks only Spanish. Students pursuing a career in healthcare must be prepared to use the local language appropriately and accurately. Students taking Spanish at Silva are expected to perform real-world tasks, learn formal Spanish, and have the ability to use the vernacular in culturally appropriate ways. Upper level students apply their Spanish in an actual healthcare setting by translating for physicians and residents at the community hospital where they observe patient care on their medical rotations.

## **2. Reading/English:**

Like many schools, the goal of Silva's English Department is to develop students who are able to use and understand the oral and written word effectively in their academic, professional, and daily lives. We differ from other schools, however, in our approach. The English Department at Silva strives to challenge students not only by implementing the standards based curriculum, but also by providing additional experiences that integrate the healthcare field.

Silva emphasizes the importance of a well-rounded, whole child education, and thus, encourages students to learn beyond the English classroom setting. Each semester our students participate in medically-enhanced research projects and activities. Regardless of the application, students are encouraged to apply critical thinking skills through student-centered instruction. Freshmen study the Hippocratic Oath when they learn about Greek mythology. They also conduct research on famous individuals who suffer from various illnesses. Sophomores lead and are responsible for discussions during Socratic seminars and work together to make connections between literature and their own personal lives. Juniors read medical essays and are introduced to the philosophies of several well-known physicians. Students are also given the freedom to choose their own research topics when writing expository research papers. Seniors are introduced to Da Vinci's creative habits through literature projects. Silva students take these experiences and skills into the professional world when they write patient treatment reports in LVN classes or clinical observations during their rotations at local healthcare facilities.

Struggling readers at Silva say they never feel left behind or alone. We strive to provide student-friendly interventions for below-level readers, including tutoring programs, peer-study groups, and Sustained Silent Reading (SSR) where students are encouraged to choose their own novels. This allows them the opportunity to read literature of their personal interest, which results in engaged learners. In addition, teachers also ensure that students are given the tools necessary to understand their reading. Knowledge of the Greek and Latin languages and their roots enables readers to decipher unfamiliar words.

## **3. Mathematics:**

Acknowledging that most careers require the knowledge and use of technology, the mathematics curriculum is a rigorous program that integrates problem solving and technology skills into the application of mathematics. Silva students go far beyond the state requirements for mathematics.

With teacher and counselor guidance, students enroll in both regular and Pre-AP level math courses. In Pre-AP courses, students learn skills needed to handle the rigor, pacing and depth required for AP courses and future college math courses. Pre-calculus is also offered as a dual credit course; with students receiving college credit after earning a grade of 80 or higher. Both calculus and statistics are offered at the AP level.

Teachers at Silva understand the value of individualizing instruction to ensure students do not fall behind in the critical area of mathematics. Student progress is assessed through classroom monitoring, guided practice, peer tutoring, quizzes, tests, projects, school-wide department assessments and District benchmarks. These assessments guide the teacher in using different teaching strategies to address students' different learning styles and individual needs.

Individual tutoring by teachers and/or peers is common. An organized and consistent tutoring schedule is offered before school, during lunch and after school to assist students needing additional help. The school

also enlists tutoring help from soldiers stationed at Fort Bliss, one of the school's community partners in education. Frequent and timely communication with the parents/guardians of low-performing students allows students to receive support from both school and home.

Teachers use enrichment activities in order to personalize and contextualize mathematics for students. These include student presentations that characterize math functions and their transformations. Students have used digital cameras to capture images of functional relationship in everyday life. One student even used her gymnastics ability to demonstrate linear functions. Another student presented a project on algebraic concepts found in a homecoming mum decoration. Other projects have included writing about how concepts such as limits and derivatives in calculus relate to changing hair color or personal relationships. Students have left summaries of concepts for the following year's students by creating a Facebook page showcasing what they have learned.

Enrichment opportunities are also available in a competitive sense via Mu Alpha Theta (an honorary math society), UIL competitions and Medical Math competitions in the HOSA chapters.

#### **4. Additional Curriculum Area:**

Silva implements a health science technology curriculum designed to meet the academic needs of students who wish to pursue postsecondary education and careers in healthcare fields. Curriculum is evaluated and revised annually to address the school's mission to provide students with progressive and academically rigorous learning experiences. Staff members meet regularly with local and state healthcare professionals to review course curricula and offerings. Health science courses are taught by teachers who are licensed professionals with extensive work experience in their respective fields.

Health Science Technology (HST) curriculum is at the core of our students' experiences. Walk into any HST classroom and you will observe students learning to take vital signs, practicing injections, or calculating drug dosages. A different language is spoken here; the language of empathy, compassion, and an innate desire to help others. Vocabulary enhancement, especially medical terminology, radiates throughout these classrooms. A passion for learning new words and terms is evident throughout the building. Discussion on the pathophysiology behind vital signs, or common illnesses in canines, is only a fraction of what students learn on any given day. Students converse about open heart surgeries they observed or the infant that was delivered via c-section.

Students practice communication skills and learn by discovery in their HST courses. Walking into a patient's room with a registered nurse instructor provides a calm reassurance as she reiterates: "Now remember, just like we practiced in the classroom." As the student introduces himself to his patient, something magical happens. The youthful student and the frail patient make a connection that no textbook could replicate. In addition, students attend an annual medical camp where they interact with local physicians, medical students, and medical school representatives.

Gandhi stated, "Be the change you want to see in the world." Silva prepares our students to become life changers. Meet one of our students and you will have just met a selfless individual who will impact lives and inspire others as they carry out what they were born to do: help others.

#### **5. Instructional Methods:**

Silva students come from diverse backgrounds, both economically and culturally, and have varied learning styles. To accommodate these learning modalities, instruction at Silva employs an assortment of methods. Contextualizing learning within the healthcare arena provides an endless array of instructional methods and possibilities available to teachers at Silva.

Walking through the halls of Silva one will observe students wearing scrubs, juniors in royal blue and LVN students in white, exhausted but happy, returning from weekly rotations and clinical applications

which began at 5:00 a.m. Listening to their enthusiastic debriefing is clear evidence of the value of their efforts, “I fed a baby in the NICU,” or “Wow, open heart surgery,” or “I hope I get to work with that lonely patient again.” The variety of stimuli is far beyond what is found in a typical classroom.

Students process what they learn at higher levels of thinking, most often analysis, and synthesis and evaluation. Higher level thinking skills are evident in labs, rotations at healthcare facilities and through Socratic questioning in the classroom. We provide a “moving and doing” environment that promotes student responsibility for their learning, thus allowing each learner the opportunity to develop knowledge in their own style. The “feed me” approach simply will not work with our learners, as they exhibit what author Michael Gelb calls “the characteristics of genius,” curiosity and connections being most prevalent.

We provide a variety of opportunities and support, viewing our students as explorers and treating them accordingly. Observers can see the customization of instruction at Silva through tutoring programs, study groups, extended research opportunities and informal one-on-one follow up interventions. Take a peek into our classrooms, labs or media center and you will see them alive with learners before school, at lunch and after school. You can hear the buzz of students being debriefed by instructors after their trip to the coroner’s office. Beyond the classroom, students extend their study in AP calculus at neighborhood eateries and attend Saturday Writing Warriors Workshops. Learning happens anywhere, anytime, and in many ways for Silva students.

## **6. Professional Development:**

All teachers and staff at Silva participate in professional development sessions offered through the District and in-service specific to healthcare professions. EPISD provides a wide spectrum of year-long professional development opportunities such as content-specific topics, general instruction, assessment and technology. For example, since most core subject classes offered at Silva are AP or dual credit, teachers in core subject areas participate in AP-Summer Institute training coordinated by EPISD Advanced Academics. These content-specific workshops provide teachers with materials and strategies which are utilized in classrooms to increase the rigor and relevance of subject material. Implementation of this gained knowledge is evident in student success on AP exams and the number of college credits earned. “Laying the Foundation,” workshops are specifically geared to increasing curriculum expectations and to ensuring successful transition from Pre-AP classes to AP classes, and ultimately student success in college level courses.

Professional development that truly sets Silva Health Magnet apart from other schools is the training in which HST teachers participate. These teachers must be fully licensed healthcare professionals. Most HST teachers participate in some form of continuing education to maintain their healthcare practitioner’s license. Some attend the Texas Dental Association conference every summer where they earn the required twelve hours to maintain their state license. They learn the latest advances in dentistry science which are then shared with their students.

Living on the US-Mexico border, it is not surprising that many students at Silva do not speak English as their primary language. Teachers at Silva attend seminars focused on bridging the achievement gap for English Language Learners. These sessions help teachers understand and implement English language proficiency standards in their classrooms.

Professional development provides core and HST teachers opportunities to ensure that Silva students benefit from curriculum development, delivery and innovations in the healthcare profession.

## **7. School Leadership:**

Shared vision, empowerment, and high expectations characterize the leadership philosophy at Silva. Our visionary principal inspires and empowers the administrative team comprised of an assistant principal and a magnet school coordinator who carry out the school’s mission via creative programs and policies. This

leadership philosophy enables the administrative team to empower the faculty and staff to create a school climate conducive to higher learning and exemplary student achievement.

Parents, faculty, students and community members contribute to a shared vision by participating in various committees including the Campus Improvement Team (CIT), Campus Instructional Leadership Team (CILT), departmental professional learning communities and advisory meetings. Decision making and goal setting are collaborative in nature. Of course, these efforts and decisions are based on data and evidence-based plans that meet the unique and diverse needs of our students.

School leaders work collaboratively, creating and implementing plans and allocating funds to reach campus goals through constant communication with all stakeholders. Parent nights, college nights, communication meetings, announcements, flyers and calendars all keep the lines of communication open and inform stakeholders of our accomplishments and activities taking place on the campus. These actions not only inform parents of Silva's goals and policies, but also allow Silva administration to recruit parents and community members for vital committee membership.

Students also have a clear voice at our school and play a critical role in campus leadership. Student Council, Superintendent's Advisory Council, Silva Ambassadors, National Honor Society and HOSA members are given opportunities to present their ideas, opinions and concerns as they participate in school and community events. One student, for example, approached campus leadership with the idea of painting medically-themed murals in the stairwells. The student was given the opportunity to present the idea to the CIT, money was allocated, and the stairwells are now graced with student art.

The leadership team at Silva has developed a philosophy based on the importance of relationships, respect, and responsibility. These traits are necessary for all stakeholders to create an atmosphere of ownership and dedication to high standards that support the mission of our campus.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: TAKS Mathematics

Edition/Publication Year: 2006-2010 Publisher: Texas Education Agency/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	99	99	97	95	93
Commended	58	46	44	42	23
Number of students tested	136	125	119	115	111
Percent of total students tested	100	100	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	97	99	96	97	94
Commended	52	42	42	42	19
Number of students tested	71	71	76	59	64
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	98	100	97	94	93
Commended	57	46	42	39	23
Number of students tested	114	102	103	99	88
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6. White</b>					
Met Standard	100	91	100	100	82
Commended	77	36	60	45	18
Number of students tested	13	11	10	11	11
<b>NOTES:</b>					

11TX8

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10

Test: TAKS Reading

Edition/Publication Year: 2006-2010 Publisher: Texas Education Agency/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	100	99	100	99	100
Commended	24	34	32	30	24
Number of students tested	136	125	120	115	112
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	100	99	100	98	100
Commended	23	27	34	34	19
Number of students tested	71	71	76	59	64
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	100	100	99	100
Commended	24	35	32	27	24
Number of students tested	114	101	104	99	98
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6. White</b>					
Met Standard	100	91	100	100	100
Commended	38	27	10	27	33
Number of students tested	13	11	10	11	12
<b>NOTES:</b>					

11TX8

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Texas Assessment of Knowledge and Skills-TAKS

Edition/Publication Year: 2006-2010 Publisher: Texas Education Agency/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	100	100	98	99	94
Commended	65	62	56	40	26
Number of students tested	118	116	108	102	148
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	100	100	100	98	90
Commended	59	56	61	34	18
Number of students tested	70	71	57	53	87
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	100	98	99	93
Commended	63	59	56	38	24
Number of students tested	98	101	93	82	124
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6. White</b>					
Met Standard	100	100	100		100
Commended	60	80	55		38
Number of students tested	10	10	11		13
<b>NOTES:</b>					

11TX8

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: Texas Assessment of Knowledge and Skills - TAKS

Edition/Publication Year: 2006-2010

Publisher: Texas Education Agency/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	100	100	99	100	98
Commended	59	61	42	46	34
Number of students tested	118	116	108	100	148
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	100	100	100	100	97
Commended	59	63	38	45	28
Number of students tested	70	71	56	53	87
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	100	100	100	97
Commended	59	63	38	45	28
Number of students tested	70	71	56	53	87
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6. White</b>					
Met Standard	100	100	100		100
Commended	30	60	36		46
Number of students tested	10	10	11		13
<b>NOTES:</b>					

11TX8

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9 Test: TAKS Mathematics

Edition/Publication Year: 2006-2010 Publisher: Texas Education Agency/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	98	98	99	99	94
Commended	53	64	64	44	43
Number of students tested	162	121	115	117	115
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	97	97	98	99	93
Commended	51	59	61	45	46
Number of students tested	95	71	66	71	59
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	98	99	100	99	94
Commended	52	65	65	44	41
Number of students tested	135	98	96	103	95
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6. White</b>					
Met Standard	100	100	92		92
Commended	61	67	54		38
Number of students tested	18	12	13		13
<b>NOTES:</b>					

11TX8

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 9

Test: Reading TAKS

Edition/Publication Year: TAKS 2006-2010 Publisher: Texas Education Agency/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	100	100	100	100	100
Commended	42	41	70	45	46
Number of students tested	161	121	115	116	114
Percent of total students tested	99	100	100	98	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	100	100	100	100	100
Commended	36	39	64	43	53
Number of students tested	94	71	66	70	58
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	100	100	100	100
Commended	40	43	68	43	47
Number of students tested	134	98	96	102	94
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6. White</b>					
Met Standard	100	100	100		100
Commended	78	17	77		31
Number of students tested	18	12	13		13
<b>NOTES:</b>					

11TX8

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	99	99	98	98	94
Commended	58	57	55	42	30
Number of students tested	416	362	342	334	374
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	98	99	98	98	92
Commended	53	53	54	41	26
Number of students tested	236	213	199	183	210
<b>2. African American Students</b>					
Met Standard	100	91		100	100
Commended	50	18		30	27
Number of students tested	10	11		10	11
<b>3. Hispanic or Latino Students</b>					
Met Standard	99	100	98	97	93
Commended	57	57	54	40	29
Number of students tested	347	301	292	284	307
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6. White</b>					
Met Standard	100	97	97	100	92
Commended	66	61	56	46	32
Number of students tested	41	33	34	28	37
<b>NOTES:</b>					

11TX8

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	100	100	100	100	99
Commended	41	45	48	40	34
Number of students tested	415	362	343	331	374
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	100	100	100	99	99
Commended	39	43	45	41	32
Number of students tested	235	213	198	182	209
<b>2. African American Students</b>					
Met Standard	100	100		100	100
Commended	30	25		45	45
Number of students tested	10	12		11	11
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	100	100	100	99
Commended	40	46	46	39	34
Number of students tested	346	300	293	283	306
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6. White</b>					
Met Standard	100	97	100	100	100
Commended	54	33	44	40	37
Number of students tested	41	33	34	25	38
<b>NOTES:</b>					

11TX8