

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Rosemont Upper School
(As it should appear in the official records)

School Mailing Address 911 N. Morocco Avenue
(If address is P.O. Box, also include street address.)

City Dallas State TX Zip Code+4 (9 digits total) 75211-0000

County Dallas County

Telephone (972) 749-5000 Fax _____

Web site/URL <https://www.dallasisd.org/rosemont> E-mail smunves@dallasisd.org

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Stephanie Elizalde E-mail selizslde@dallasisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dallas Independent School District Tel. (972) 925-3700

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr Justin Henry
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

(School Board President's/Chairperson's Signature) Date _____

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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 141 Elementary schools (includes K-8)
 - 36 Middle/Junior high schools
 - 37 High schools
 - 26 K-12 schools
- 240 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

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 in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	54
7	45
8	48
9	0
10	0
11	0
12 or higher	0
Total Students	147

*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 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 96 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 1 % White
 - 2 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: ≤1%

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

N/A

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2021	156
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

Spanish

English Language Learners (ELL) in the school: 78 %
115 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 147

8. Students receiving special education services with an IEP: 1 %
Total number of students served 2

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>0</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>1</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>1</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. Students receiving special education services with a 504: 8 %
Total number of students served: 12

10. Number of years the principal has been in the position at this school: 5

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	9
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. 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 16:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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

15. 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.

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

At Rosemont, our Vision is to be an exemplary campus with established leaders that exemplify a commitment to academic excellence and educating the whole child.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.dallasisd.org/Page/71877>

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

Eligibility: Must have a 75% or above GPA

-40% Or above in testing

Assessment: Must score above 70%

PART III – SCHOOL OVERVIEW

For the last 20 years, strong commitment and reinvestment into the Rosemont community has transformed the North Oak Cliff neighborhood of Dallas into a vibrant and trending home base for both seasoned and young families. The Rosemont community is diverse with a long list of established Hispanic-owned businesses. An iconic landmark adjacent to the school is an urban oasis, the Twelve Hills Nature Center. In 1999, Dallas ISD and local investors purchased twenty acres of land. Together, in a series of community meetings, they debated options on how to develop the land. The community was focused on establishing a set of visions and values that would enhance their neighborhood. They wanted something representing hope, redemption, and to serve as a model for other rising communities. In 2005, the Twelve Hills developers and Dallas ISD architects ventured out to create synergy between Rosemont and this urban oasis. Today, the students from Rosemont, the surrounding schools, and the community enjoy that synergy. The vision and values of resiliency, advocacy, and inclusivity have transformed this community into a thriving force for positive change. It is this same character that permeates the walls of the school. Rosemont Upper actively fosters a nurturing environment to produce well-rounded global citizens. At Rosemont Upper, our vision is to be an exemplary campus with established leaders that exemplify a commitment to academic excellence and educating the whole child. We believe differentiated instruction is crucial in supporting student academic and personal growth. For this reason, the campus has implemented data-driven instruction, and vertically aligned instruction, and promoted a culture of feedback. Data-driven instruction helps teachers plan lessons according to each individual student's needs and progress toward their academic goals. Vertical alignment helps promote teacher collaboration across grade levels ensuring academic success as students transition from one grade level into the next. In addition, implementing a culture of feedback and support has been essential in providing teachers with high-leverage action steps they can use immediately to improve their instruction. As a result of these practices, the instructor can make an informed decision on when and how to implement whole-group, small-group, or individualized instruction.

As for leadership density, teachers and students are afforded ample opportunities to flourish and build their leadership capacity. Teachers participate in roles such as department chairs in which two teachers per grade level, selected by their peers, are involved in decision-making about school vision, campus culture, and daily functioning. Similarly, students can also participate in the decision-making process through the Student Council, where their voices are heard regarding decisions about the school's vision, climate, and culture. Other leadership roles for teachers include but are not limited to after-school clubs, in which teachers can create and lead a club as an extracurricular activity for students.

Students also take ownership of their learning. Feedback plays a key role in ensuring student accountability. Students participate in individual conferences where individual plans are discussed to help each child reach their growth goals. Another component that enhances feedback practices in writing across all content areas is using the state writing rubrics and calibrating students' writing scores. This alignment not only improves student writing skills but reinforces that writing is a life-long skill that can be used to communicate and advocate for what is important.

As part of our commitment to the whole child, we also believe in the social and emotional well-being of all students. Students begin each day with a social-emotional lesson and use mindfulness practices to help process emotions. Additionally, teachers leverage our theater arts partnership with the Dallas Children's Theater to equip students with tools through fine arts that enhance their physical, emotional, and mental well-being. Rosemont Upper offers a Dual Language Program that helps children learn and be able to communicate in a second language within an enrichment model. In 2018, Rosemont was the first school in Dallas ISD to offer Foreign Language in Elementary School (FLES) within Rosemont Lower, which directly feeds into Rosemont Upper. The FLES program offers Spanish to all General Education students through 135 minutes per week of conversational Spanish connected to a themed curriculum. This program has strengthened the dual language program and allowed for non-native speakers to participate and cultivate a deeper appreciation for being bilingual, biliterate, and bicultural. It also provided the skills needed for neighborhood students to participate in the dual language courses offered at Rosemont Upper. Rosemont also provides a foundational experience to the arts as students may participate in elective courses such as art, dance, and orchestra. Rosemont prides itself on having a strong PTA of over 300 members and the oldest

Early Childhood PTA in Texas, chartered in 1926. The School's Site-Based Decision-Making Committee (SBDM) is active and often used as a model for other schools.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The Reading Language Arts department at Rosemont Upper believes that language arts increase the capacity for students to become effective communicators, learners, and thinkers by developing their abilities as readers, speakers, writers, and listeners. All teachers follow the Texas Essential Knowledge and Skills (TEKS) for Reading Language Arts as the foundation of the curriculum to guide reading instruction. Throughout the year, students explore text structures and elements across various genres, including plays, poetry, memoirs, and audiovisual performances. The district creates an instructional planning calendar detailing the scope and sequence in a systematic format, which teachers modify to meet the needs of their individual classes. During whole and small group instruction, students are taught reading strategies to assist them in constructing meaning from a variety of texts. Teachers build the students' confidence by engaging them in various types of reading selections of grade-appropriate texts. Our campus uses Measures of Academic Progress (MAP) as a benchmark assessment of reading, language arts, and writing skills. MAP is administered at the beginning, middle, and end of the year to measure student growth. Following each MAP assessment, teachers meet with students to discuss their progress and goals. Teachers plan using the backward-design model based on TEKS, informal, and formal assessments. Informal assessments include quizzes, exit tickets, fluency benchmarks, and written responses. Teachers use data from these assessments to group students based on similar reading deficiencies that may require additional individualized intervention. This data also provides teachers with the information needed to adjust and re-teach content. During small-group instruction, students can use a "choice board" to select their desired learning activities from a menu. They can determine their activities based on the need to refine a skill or TEKS, as evident on their progress charts. Students read, study, and analyze different novels throughout the year. Teachers also use Socratic seminars to engage them in a shared dialogue between the teacher and other students. Various materials and resources are used to enrich each student's learning experience. All teachers use an electronic curriculum platform, Houghton Mifflin Harcourt (HMH), that offers a variety of resources, including differentiated texts, instructional teaching strategies, benchmarking and informal assessments. Teachers use data-driven approaches to enhance instruction, engage the learner, check for understanding, and provide practical and immediate feedback. In addition, teachers use the "I Do, We Do, You Do" model to release students toward learning applications gradually.

Rosemont uses Achieve 3000, a supplemental online literacy program that provides nonfiction reading content to students to build phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. Teachers use the program with the entire class, but the assignments are tailored to each student's reading ability level. For example, teachers assign an article and related activities to a whole class and the program then tailors the version of the article to each student by automatically increasing the difficulty of the text when a student is ready for more challenging text. Our campus has experienced great success with this program and was recognized by McGraw-Hill as the top school in the district for Achieve 3000 engagement.

1b. Mathematics curriculum content, instruction, and assessment:

Rosemont Upper uses the TEKS to guide and plan math instruction. The HMH GoMath program and McGraw-Hill Algebra I curriculum is used for grades six to eight. These resources set teachers up for success with a practical roadmap for daily lesson planning and assessment. The teachers use the district's instructional planning calendar to pace their TEKS-based instruction, while providing time for re-teaching and task-based learning opportunities. In daily instruction, teachers use the gradual release model through the "I Do, We Do, You Do" phases to evaluate students' understanding before independent practice. At the start of each lesson, the math teachers establish clear math goals to plan their lessons and guide instructional decisions. This includes the alignment of math routines embedded throughout the lesson. The math routines are TEKS-based structured activities that help students develop procedural fluency, reasoning, and problem-solving skills through meaningful practice. They build number sense by connecting critical math concepts

daily. Students also encounter daily math tasks that promote reasoning and problem-solving. This provides students with the opportunity to apply their knowledge and skills into real-life situations. In this case, teachers use the three-part lesson format. The first phase is the set-up phase. This part of the lesson is when the teacher reviews vocabulary terms and lists possible strategies or manipulatives that may be used. The teacher also models a similar problem during this phase. Part two is the exploration phase. During this phase, students work in groups while the teacher observes and asks advancing questions. The teacher also takes note of any misconceptions that need to be addressed. The final phase is to share and discuss. This time is critical in allowing students to use multiple entry points and solution strategies when solving a problem. Students also engage in authentic dialogue with their peers as they challenge each other's thinking.

Manipulatives can be found in all middle school classrooms, from sixth-grade math to Algebra I. Even in middle school, these physical objects help students visualize and develop a concrete understanding of mathematical concepts. One can find fraction bars, graphing mats, algebra tiles, foam blocks, double-sided counters, and more in a math classroom any day. These manipulatives promote active learning and encourage students to engage with mathematical concepts rather than just passively receiving information. Formative and summative assessment data is used to guide planning and instruction. The data is gathered by analyzing exit tickets, demonstrations of learning, student notebooks, quizzes, and unit assessments. Teachers use the data to adjust instruction for re-teach and structuring small-groups. Measurement of Academic Progress (MAP) data is also used as students take these benchmarks during the year's beginning, middle, and end. Various online platforms are used to support student learning and extend differentiated practice. Progress Learning, IReady, and Sirius are a few applications students use during workstation time that provide spiraled content and differentiated practice. Teachers meet with data-driven small-groups to provide targeted instruction, while students work in their stations, at their own pace.

1c. Science curriculum content, instruction, and assessment:

Rosemont Upper science instruction builds upon the TEKS and inquiry-based learning. The district provides a scope and sequence aligned to the TEKS that builds upon skills necessary to master the appropriate grade-level objectives. The district science department creates lessons and activities that teachers modify to meet the needs of their individual classrooms. This curriculum is focused on the 5E learning model, a planning tool for inquiry teaching that provides a structure for students to connect science ideas with their experiences and apply their learning to new contexts. The 5E Model involves five key phases: Engagement, Exploration, Explanation, Elaboration, and Evaluation. This approach is implemented through the district's adopted curriculum, ScienceFusion. Teachers focus on scientific literacy, engaging technology, hands-on exploration, and 21st-century skills. Students actively participate in the learning process through continuous interaction via simulations, animations, videos, virtual labs, video-based projects, and assessments. Lessons include partner and group work, discussion, guided notes, and digital platforms for scientific simulations. STEMScopes is used as a supplemental resource that provides extended learning opportunities for students to explore science. Summative assessments are used to collect and analyze data to determine student strengths and weaknesses. Students take the Measurement of Academic Progress (MAP) assessment at the beginning, middle, and end of each year to track growth toward mastery of science concepts. Eighth-grade honors students take Astronomy to receive a high school credit. From space exploration and black holes to mapping stars and following the moon, students are busy uncovering all the mysteries and wonders of the universe and applying them to their everyday lives. The teachers accompany students on various science field trips throughout the year. Students frequent the Trinity River Audubon Center, Twelve Hills Nature Center, Dallas Aquarium, Frontiers of Flight Museum, and The Science Place Planetarium. These field trips help students apply science taught in the classroom to daily life.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Rosemont Upper's social studies department uses a district-provided curriculum aligned with the TEKS to create the foundation of their lessons and feature a heavy emphasis on writing development. Teachers immerse students in history with inquiry-based social studies programs that challenge them to dig into the past and uncover connections to their world. The 6th grade World Cultures curriculum is organized by region and allows students to explore global cultures by analyzing populations, settlement patterns, and how these affect the physical environment. Seventh-grade students study Texas History. The integral components

of Texas history are combined with the study of geography and its themes to relate the stories of events and the relationships between people and places in all phases of the state's development. Students are encouraged to progress beyond mere rote memory of episodes and dates and to understand how and why those events occurred, comprehend the historical significance of events, and relate past events to daily living in modern times. Data collected from demonstrations of learning, quizzes, and exit tickets are used to plan for re-teach opportunities. The study of history continues in the eighth grade with the colonial period in America. It covers the American Revolution, the founding of the United States, the writing of the Constitution, the Western expansion, the conflict with Native Americans, and the Civil War. Teachers use multiple online platforms to support instructional delivery creatively, such as Classkick, Kahoot, Nearpod, and Progress Learning. The game-like format increases students' engagement while reinforcing content and knowledge. Teachers create interactive presentations containing quizzes, polls, videos, and collaborative boards to help students master the TEKS. In addition to teacher-made formative assessments, the students also take district-created summative assessments following each grading period, along with the Assessment of Course Performance (ACP) at the end of each semester.

1e. For schools that serve grades 7-12:

The push for college and career readiness is supported through campus-wide initiatives highlighting diverse colleges and careers. Education aims to prepare our students for the future, and nothing brings this reality home more than hosting a career day at school. Rosemont Upper holds Career Day annually, where community and family members come to share their careers and discuss the knowledge, skills, and dispositions necessary to be successful in the future. We also have a “Dress for Success” day during which students dress in the attire for their future careers. Students at Rosemont also visit local colleges and universities to explore the many options available for post-graduation, such as Baylor University, Southern Methodist University, and the University of North Texas. These visits allow students to tour campuses, visit dorms, learn about the different majors, and receive financial aid information. Each Friday, students are encouraged to wear a college t-shirt. The admin team will randomly surprise them sometimes and ask them about the college they are representing. Students who cannot share information about their college are challenged to research the college and report back. All of our eighth-grade students take a College and Career Readiness class. This class provides a unique opportunity for all students to dedicate time to exploring their options. This class also enables our students to pick the high school of their choice. The instructor, counselor, and assistant principal take a hands-on approach to applications, letters of recommendation, and letters of interest to colleges and universities. All of Rosemont’s sixth-grade students participate in honors reading and science courses while eighth-grade students earn anywhere from two to five more high school credits while in middle school. These credits are essential during the high school application process. The honors classes are a reflection of the strong foundation laid to prepare them for high school and beyond.

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

The fine arts program at Rosemont incorporates the study of dance, music, and the visual arts to empower students to explore realities, relationships, and ideas. Students may choose to focus on one discipline from sixth to eighth grade or take the beginner level of a different discipline each year. TEKS are created for each of these disciplines to engage and motivate all students through active learning, critical thinking, and innovative problem-solving. The TEKS are vertically aligned to provide a cohesive curriculum from one grade level to the next. The use of creative expression to demonstrate ideas is evident through the artwork and projects exhibited throughout campus, as well as at community locations such as The Dallas Museum of Art and The Oak Cliff Cultural Center. The Rosemont Dance Company performs on campus and throughout

the Dallas metroplex at community events. Our dancers can be seen performing at the Nasher Sculpture Center during its annual Family Day. These students are also invited to perform at state conferences for dance instructors across Texas. The music program wins annual district, regional, and state recognition for its performance at University Interscholastic League (UIL) competitions. Each of the four performing arts groups has fall and spring recitals on campus to showcase their talents to the community.

2b. Physical education/health/nutrition

Rosemont Upper students take four semesters of Physical Education (P.E.) during their three years of middle school. During P.E., students develop motor skills, knowledge, and behaviors for physical activity and physical fitness. The P.E. teacher follows the TEKS guidelines to plan and prepare lessons. Sixth graders participate in the Practice League for Active Youth (PLAY) initiative, which serves as a pathway for students to connect to interests and sports outside of the regular school day. All students participate in the “Get Moving Today” exercise program, which challenges them to do one exercise ten times at home each day. Students use an activity calendar to keep track of their workouts. The P.E. teacher also plans cross-curricular activities that support other core contents. For example, students skip count during exercises, apply reading language arts knowledge to build their word walls, and relate history to the origins of various sports and activities. Additionally, all students take two semesters of health education. Teachers use the Texas Health for Middle School curriculum to teach skills-based health education using a variety of activities and assessments. The content standards are aligned with the National Health Education Standards and TEKS, and focus on the importance of nutrition, exercise, and prevention.

2c. Foreign language(s), if offered (if not offered, leave blank)

Rosemont Upper prides itself on being a dual-language campus, offering Spanish to all students. Dual-language students who are native Spanish speakers must take Spanish II and Spanish III to complete their high school foreign language requirement. This places students on track to graduate high school with a Performance Acknowledgement of Bilingualism and Biliteracy, also known as the Texas Seal of Biliteracy. Native English Language speakers take Spanish I, II, and III to complete their high school foreign language requirements. Both language tracks are fully supported by TEKS and standards for language acquisition. Our sixth graders enter into either Spanish I or Spanish II based on their language abilities. The seventh graders enter Spanish II or Spanish III based on their previous classes. Our eighth graders will enter Spanish III classes. Spanish classes focus on all aspects of language development and much of the instruction and conversation is conducted in the Spanish language, using an immersion model. Students are immersed in the language and culture as they gain Spanish proficiency. Students celebrate the language and culture through food, music, singing, dancing, art, and community involvement. Students demonstrate their language skills through actual application through community events such as festivals, carnivals, and campus events.

2d. Technology/library/media

The library at Rosemont Upper is a place where students can do more than read. It is a place to extend learning, build upon their passions, and acquire 21st-century skills. For example, in a project related to English Language Arts, students wrote songs about a specific topic of their choice. The librarian guided the students on how to use the GarageBand app to add music to the song and develop a music video for it using iMovie. This experience allowed students to make poetry come to life. In a project related to science, students explored the Earth as a system using Augmented Reality and the Merge Cube. In this lesson, students took a deeper look to see how volcanoes and earthquakes are created and the impact they have on the Earth’s surface. The augmented reality provided a more concrete understanding of the concept while engaging students in the topic. For Valentine’s Day, students designed a conversation heart, teddy bear, and other three-dimensional objects using the Tinkercad website. Knowledge of how to use a variety of STEM tools provides students with the skills needed to succeed beyond the classroom and prepares them for the tech-based jobs of the future.

2e. Any other interesting or innovative curriculum programs you would like to share

Students take two technology-based electives, Computer Science and Robotics. Computer science classes are TEKS driven, with an emphasis on designing solutions to problems and real-world application. Robotics classes, while not TEKS based, provide opportunities for cross-curricular connections. For example, students embed math as they code through various hands-on projects. They also learn how to navigate robots through virtual worlds and gain a deeper understanding of how robots can be used to solve problems. Students engage in memorable virtual reality experiences while working as a team and building interpersonal skills while investigating learning projects. In addition, Rosemont students participate in the VEX IQ Challenge, which provides students with exciting, open-ended robotics challenges that enhance their science, technology, engineering, and mathematics skills through hands-on, student-centered learning. This challenge fosters student development of teamwork, critical thinking, project management, and communication skills required to become the next generation of innovators and problem solvers. The Rosemont team has successfully competed in district robotics competitions and won awards for their innovation. One of Rosemont's most popular gaming competitions is Esports. The Esports team participates against other schools in the district, playing video games competitively as spectators watch.

3. Academic Supports

3a. Students performing below grade level:

It is a priority for Rosemont Upper to identify and develop a plan for students who are performing below proficiency. To close gaps, Rosemont has designated time in the master schedule for students to attend Study Skills and Math Applications classes. During this time, students receive 100 minutes of intense remediation on specific academic skills not yet mastered. Students have their own progress charts with data showing their areas of strengths and weaknesses. They use this information to identify the specific skills needed to support the deficits. In Math Applications, teachers use research-based strategies such as visuals, manipulatives, graphic organizers, and small-group instruction to present content. In Study Skills, students receive reading language arts intervention using anticipation guides, partner reading, vocabulary instruction, and graphic organizers. Programs used to assist individualized interventions include IXL, Progress Learning, and Achieve 3000. These programs provide students with an opportunity to increase reading, writing, test-taking, and study skills at their instructional level. Students performing below grade level are also recommended to the Multi-Tiered Systems of Support (MTSS). MTSS offers additional support for students who struggle academically, behaviorally, socially, and emotionally. Students are identified by their teacher as needing assistance. Once a referral is made, data is collected for three to six weeks. During this time frame, differentiated instruction, intervention, and tutoring are provided. For social and emotional intervention, the students meet with the counselor. The MTSS committee meets routinely to review student progress and determine if additional support is needed. House Bill 4545 established requirements that accelerated instruction be provided to students who were not successful on the most recent State Assessment of Academic Readiness (STAAR) exam. This instruction happens during after-school tutoring and Saturday School. The campus administration team monitors attendance and academic progress for this group of students monthly.

3b. Students performing above grade level:

Differentiation is grounded in an understanding that curriculum and instruction promote learning and growth when linked to the specific, assessed needs and capabilities of the learners involved. Students performing above grade level must be offered more rigorous, challenging learning opportunities. Rosemont provides structured time in the master schedule for students to take Advisory and Study Skills. During this time, high-performing students receive small-group intervention in areas where more guidance is needed to help them achieve at the highest level. These groups are determined based on assessment, benchmark data, and teacher observations. Many of the students at Rosemont perform above grade level in at least one core content. Therefore, all teachers must be equipped with the knowledge and resources necessary to meet the needs of the learners. All instructional staff must complete thirty hours of Gifted and Talented professional development during their first year on campus. Each subsequent year, they are required to complete a six-hour annual update training. This training allows educators to learn research-based practical methods to serve gifted learners and allows them to explore a variety of teaching strategies. Seventy-six percent of the students at Rosemont participate in honors courses. These are accelerated classes offered in reading, math,

science, and social studies. In reading and social studies, these courses usually cover the same content as the regular classes but at a faster pace with more rigorous, project-based work. However, in math and science, students take classes covering two grade levels of content. As a result, our 8th graders earn high school credit for Algebra I and Astronomy. Honors students also receive high school credit in computer science. Rosemont aims to engage above-average students by providing meaningful learning opportunities through meaningful projects, fostering connections, and embracing a collaborative learning environment.

3c. Students with disabilities:

Rosemont aims to allow all special education students to learn in the least restrictive environment and thrive to the best of their ability. Rosemont's special education students are all mainstreamed into the general education classes. Depending on their disability, students in the special education program have an individual education plan (IEP). The instructional staff uses this plan to document the students' educational program, performance levels, goals, and services. Each student's IEP is considered when teachers are designing lessons that support all learners. The special education teacher works closely with the classroom teacher regarding admission, review, and dismissal (ARD) meetings, IEPs, accommodations, testing, and future goals the students might have. The special education teacher also works directly with the classroom teachers and special education paraprofessionals about the implementation of the IEPs and the monitoring of goals. The special education team also frequently communicates with the parents at home to receive their feedback and provide updates on their student's progress and performance. If necessary, the special education teacher pushes into classrooms to support students with IEPs. Usually, this teacher would help students with classwork, homework, accommodations, and testing. This teacher also works with other students during this time, to not isolate the students receiving services. The only time that special education students are pulled away from the classroom is during testing.

Rosemont has a dyslexia interventionist who provides services before school. The interventionist provides intensive reading services that reflect the principles and practices of structured literacy. Rosemont also has a speech pathologist who provides services before and after school. She services students with identified speech impairments to improve their fluency, articulation, and language. Rosemont monitors all special education students, as the data drives the lessons and accommodations developed to support diverse learners. This approach has resulted in the success and growth of our diverse learners.

3d. English Language Learners:

Rosemont Upper differentiates instruction to meet the needs of our English Language Learners (ELL). The instructional staff must be certified in English as a Second Language (ESL) to support our large population of ELLs. This ensures that students are learning from teachers with the knowledge and skills to help them learn to understand, speak, read, and write in English. Each lesson is created with instructional support for ELL students. These instructional considerations are aligned with improving literacy and building vocabulary. The use of visual aids, manipulatives, sentence stems, graphic organizers, scaffolding, wait time, and peer reteaching has proven successful to support students learning a second language. Bilingual teachers can provide support by speaking in the student's native language to translate to support the student's understanding. All dual language classrooms have an English and Spanish vocabulary wall to reinforce sight-word acquisition and build content literacy across disciplines. All ELLs are placed in bilingual pairs to foster collaboration and increase language development as they work with their peers.

Rosemont has a Language Proficiency Assessment Committee which ensures that students who are ELLs are provided with the necessary support to achieve academic success. This committee is responsible for identifying ELL students, assessing their language proficiency, and determining the appropriate level of language support that they require. This includes ensuring that ELL students receive the necessary accommodations and modifications in the classroom.

To further support English Language Learners and their families, all communication is in both English and Spanish. Teachers use a classroom application that allows parents to be messaged in both languages. Teachers send communications concerning classwork, assignments, field trips, and other celebrations and activities.

Rosemont Upper continues to recognize the unique needs of ELL students and be intentional in creating an environment that supports their language development and academic success.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Rosemont Upper strives to engage and motivate students by creating an environment supporting academic, social, and emotional growth. Upon entering the building daily, students receive a warm welcome from a staff member. Each day begins with an advisory period during which students participate in Positive Action. This is the social-emotional learning (SEL) curriculum adopted by the district that helps students develop self-management skills and encourages responsible decision-making. Additionally, teachers begin each class with a mindfulness activity to prepare students for learning. The effectiveness of SEL strategies has helped Rosemont reach its goal of supporting emotional growth by cultivating a positive and collaborative environment where all students can work together and resolve conflicts.

At Rosemont Upper, we recognize that when students are challenged to reach their full potential, they excel. Students know their personal goals for each content and monitor their progress. When students meet their goals on benchmarks, they are rewarded with incentives such as free dress passes, lunch with the teacher, pizza parties, and sundae parties. Rewarding students based on personal goals has proven to be more equitable and emotionally supporting than rewarding all students for meeting the same minimum score. There are high expectations for student behavior. Students are expected to behave in a manner that supports a safe and positive learning environment. Students who consistently exemplify behavioral expectations are awarded Bison of the Month. These students are announced to the community, given a yard sign, and celebrated throughout the month for this accomplishment.

Our mission at Rosemont is to prepare students to become independent thinkers. One way to promote independent thinking skills is to encourage leadership. Each year, students vote on Student Council representatives. The Student Council allows students to practice leadership skills such as communication, collaboration, and problem-solving. Students have been able to work with the Student Council to voice their opinions about matters such as dress code, elective classes, fundraisers, and field trips. This group of leaders plays an essential role in student engagement and building a sense of community in schools.

Rosemont offers a College and Career Readiness course to empower students to take charge of their futures. All students take this course to learn skills needed to embark on their high school, college, and career pathways. Students complete this class with skills such as crafting applications, researching post-graduation options, and establishing career goals.

2. Engaging Families and Community:

Rosemont takes pride in our community partnerships. The campus works with families, local businesses, non-profit organizations, and other schools on various initiatives and projects. There is a thirty-year partnership with Dallas Children's Theater that brings a teaching artist into the classroom to provide instruction related to live production.

Annually, the Parent Teacher Association (PTA) packages all of the supplies needed for each grade level and sells them in a bundle. As a result, parents aren't going out to purchase school supplies, but instead supplies are delivered to the students' classrooms before the first day of school. The PTA also hosts community events on campus, such as the annual "Boo Bash" and "Cinco de Mayo" celebrations open to all families in the neighborhood. In addition, Rosemont's Dad's Club is actively involved on campus. The Dad's Club takes students to the nearby golf course weekly for golf lessons. They also facilitate the involvement of students in the annual "Dash for the Beads" 5k run and "Mardi Gras" parade. Although the students benefit significantly from different partnerships, they also give back to the community. In particular, students hold a canned food drive each Thanksgiving season and donate to the local food bank. Students also support areas where natural disasters have hit. Recently, students partnered with the Turkish American Association of North Texas to donate items for their Earthquake Relief Drive.

Rosemont knows the value of parental involvement. Therefore, the staff regularly communicate with parents

about how they can get involved in their student's education. At the beginning of the year, the campus hosts student and parent orientations to provide an overview of the "Rosemont Experience." During this time, parents, and students read and agree to the "Bison Pact." This pact details academic expectations, behavior, attendance, and extracurricular activities. Parents are also invited to attend monthly PTA, Site-Based Decision Making meetings, and Coffee with the Principal. During these meetings, families are updated about school-related issues, decisions, and activities and have the opportunity to ask questions and address concerns. Also, because parent input is valued, parents are encouraged to complete surveys issued by the campus and district. The information collected on these surveys helps to identify processes that are working and those that need improvement. Communication is vital in connecting with families. The campus uses a variety of methods to communicate with parents. Class Dojo, Google Classroom, social media, newsletters, emails, and phone calls are all used to keep parents informed about student progress and campus activities.

3. Creating Professional Culture:

Creating a professional culture is essential for achieving academic excellence and positive outcomes for students at Rosemont. Our team of educators must feel valued, supported, and respected. Having a small team of less than fifteen teachers provides the opportunity for a productive camaraderie of professionals. Although the team is small, the variation in strengths, experience, and diversity makes us a powerful team.

At the beginning of each year, the administration team collaborates with teachers to discuss professional and personal goals for the year. Teachers value this process because it allows for monitoring and checkpoints throughout the year, self-reflection, and prescriptive support. The administration team uses teacher input to plan the professional development calendar for the year. Because we value and respect teachers' time, teachers can attend only the sessions that are relevant and aligned with their goals. Particularly, this year, some sessions focused on technology applications such as ClassKick, Padlet, Nearpod, and Google Classroom. These sessions were designed specifically for teachers who wanted to increase technology engagement in the classroom. In addition to campus professional development sessions, teachers attend off-campus conferences, workshops, and sessions provided by the district, state, and national organizations. Science teachers attend the Conference for the Advancement of Science Teachers, reading and math teachers attend Lead4Ward training, the choir teacher attends Texas Music Educators Association, and the dance teacher attends Texas Dance Educators' Association, to name a few. Tuesdays are reserved for all teachers to meet with their professional learning communities. Teachers have a common planning period during which they analyze student data, share ideas, and support each other's professional growth. Newly hired teachers are assigned a mentor to help guide them through their first year on campus. The mentors primarily orient mentees to campus systems and procedures and help acquaint them with other staff members. The administration team at Rosemont wants staff members to feel professionally and personally valued. We aim to promote a positive culture by showing appreciation for all staff and using our social media platform to highlight them. Just as students receive a warm welcome upon entry into the school, staff are also met with a daily affirmation statement next to the time clock. At least once per month, staff members are surprised with breakfast, lunch, snacks, or a goody bag. Furthermore, we have an open-door policy, so staff feels comfortable communicating with administrators to get help, ask questions or address concerns.

4. School Leadership:

Rosemont Upper's leadership begins at the district level with the superintendent, associate superintendent, and executive director. These individuals work closely with the principal to support instructional leadership through ongoing mentoring and coaching. The campus leadership team comprises the principal, assistant principal, instructional coach, counselor, and grade-level chairpersons. The team and other stakeholders complete a campus needs assessment at the beginning of each year to ensure that the appropriate resources are provided to address student needs. The principal's leadership philosophy is grounded in a commitment to student success and a belief in the power of collaboration, communication, and empowerment to create a culture of excellence. This culture ensures that all stakeholders are involved in the decision-making process. All ideas and viewpoints are considered when making decisions about campus academics and programs. This is demonstrated in decisions ranging from the master schedule to arrival/dismissal procedures. Teachers are experts in their content areas and are responsible for sharing their knowledge about student

achievement. They also take ownership of leading staff meetings, professional learning communities (PLCs), and professional development sessions. Grade-level chairs participate in monthly meetings with the campus administrators. During this time, administrators or team leaders bring forth concerns, needs assessments, or issues to take a team approach to create solutions and actions. Some of the recurring issues this year have been assessment data, parent communication, behavior trends, and attendance. The leadership team provides input, reflects, and brainstorms action plans to deliver to the campus. The leadership team at Rosemont is committed to serving the students, teachers, and staff. The team ensures that students have access to the best resources and that their needs are met, even if it means sacrificing leaders' time and energy. It is not uncommon for an administrator to act as a substitute in the absence of a teacher. Administrators can also be found serving in the cafeteria, monitoring students, cleaning up between lunch periods, and doing recess duty. Campus leaders model the expected behaviors from the staff while holding themselves accountable to the exact high expectations. Teachers are expected to create positive classroom environments by setting clear expectations, building positive relationships, and creating a sense of community. These expectations are evident in the daily actions of the administrative team at Rosemont. There are frequent social events for staff and students, recognition and rewards acknowledging students and staff, and integrity and fairness in their interactions with others. Teachers emulate these same culture-building strategies in their classrooms.

5. Culturally Responsive Teaching and Learning:

Rosemont Upper is proud of its reputation for building positive relationships with students by exemplifying empathy, respect, and high expectations. Administrators, teachers, and staff know the more our students must feel valued and respected, the better they learn. Therefore, each staff member participated in four sessions of a professional development course from the Culturally Intelligence Center. These sessions helped individuals understand how culturally based beliefs and practices impact teaching methods and student performance. Rosemont is a dual-language campus that allows students to develop skills in their native language while building skills in a different language. Most students at Rosemont are native Spanish speakers, while a smaller percentage are native English speakers. All students take two courses each year in Spanish. Biliteracy and bilingualism enhance cultural diversity and promote high achievement levels through instruction in two languages. All students take high-school level Spanish II and Spanish III, allowing native English speakers to completely engage with the Spanish language and enhance their cultural awareness. The reading language arts teachers intentionally use culturally diverse novels and mentor texts for instruction. Upon leaving Rosemont, students will have read “Bud Not Buddy,” “New Kid,” “Esperanza Rising,” and “The House on Mango Street,” to name a few. The reading and history teachers collaborate to create lessons based on these novels allowing students to stimulate a culture of diversity and build an understanding of respect for different cultures. Rosemont Upper ensures that all cultural groups on campus are recognized and celebrated. These diverse groups implement programs and celebrations throughout the year to bring awareness to the contributions of prominent individuals and important dates. One of the activities offered to students is the Piñata Club. This group of students learned the significance of the piñata and made and sold them as a school fundraiser. The piñatas were also used to beautify the campus as they hang throughout the building in windows and on walls.

The African-American Success Initiative is a program initiated by the district designed to empower and support African-American students. The campus mentor is responsible for meeting bimonthly with the identified students to provide academic and social-emotional support through tutoring and mindfulness activities. In addition, this group engages the campus in fun competitions and activities during African-American Heritage Month. Rosemont staff continues seeking new ways to celebrate cultural diversity on campus and make everyone feel valued in the Rosemont community.

PART VI - STRATEGY FOR EXCELLENCE

The instructional staff, including administrators, teachers, and teaching assistants, employ several instructional strategies to encourage collaborative practices that yield high levels of student achievement such as instructional feedback walks, backward instructional planning, and literacy across contents. However, the instructional practice that yields the greatest student academic growth and is consistently implemented and observed in classrooms is data-driven small-group instruction. Data-driven small-group instruction allows teachers to provide differentiated levels of instruction while building authentic relationships with students to create a positive learning environment.

Data-driven small-group instruction provides targeted academic support that allows students to achieve at their highest level. Teachers collect data from a variety of sources such as common assessments and daily exit tickets to analyze student achievement of a set of academic standards. The teachers then group students based on their mastery of a specific academic standard and work with each group regularly to improve the mastery of the targeted standard. This practice encourages a growth mindset and sets high expectations that all students can grow and improve their skills as the groups are fluid and change as students master different standards. This practice also increases the amount of time a teacher can spend working on different academic standards because instead of having to re-teach standards to the entire class, the standards can be reviewed in small-groups at the speed and depth needed for each specific group of students. The use of this strategy consistently across all content areas has improved student achievement each year as measured by the growth between district and state assessments. One of the most impactful elements of small-group instruction is that it provides teachers with the opportunity to interact more closely with students. While the main topic of conversation within the small-group setting is academic based, there is also time for teachers to build positive rapport with students by having the space to talk about student academic growth, personal goals, and interests which positively impacts classroom culture. The consistent use of small-group instruction has led to an increase in classroom culture as perceived by the students and is evident in the six-point gains from Spring 2021 to Spring 2022 within the annual student perception survey. At Rosemont Upper, it is important that we maintain positive classroom environments as students are more motivated to take academic risks and improve when they feel valued and safe within the classroom, which produces higher academic achievement.