

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[X] Choice

Name of Principal Mrs. Marquetta Masters

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

Official School Name Trinity Heights Gifted and Talented School

(As it should appear in the official records)

School Mailing Address 1515 Lynn Haven Avenue

(If address is P.O. Box, also include street address.)

City Dallas State TX Zip Code+4 (9 digits total) 75216-1323

County Dallas County

Telephone (972) 925-7500

Fax _____

Web site/URL

https://www.dallasisd.org/TrinityHeights

E-mail MaGibson@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 arodriguez@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 Trustee 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):
- 173 Elementary schools (includes K-8)
 - 36 Middle/Junior high schools
 - 37 High schools
 - 26 K-12 schools
- 272 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	21
2	41
3	37
4	35
5	39
6	35
7	35
8	59
9	0
10	0
11	0
12 or higher	0
Total Students	302

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.3 % American Indian or Alaska Native
 - 1 % Asian
 - 24.3 % Black or African American
 - 66.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 5.8 % White
 - 2.1 % 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: 8%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 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	24
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1, 2021	302
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

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

Spanish, French

English Language Learners (ELL) in the school: 39 %
119 Total number ELL

7. Students eligible for free/reduced-priced meals: 80 %

Total number students who qualify: 242

8. Students receiving special education services with an IEP: 3 %
Total number of students served 9

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>4</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>3</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</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: 1 %
Total number of students served: 3

10. Number of years the principal has been in the position at this school: 4

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.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
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 22:1

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	94%	95%	98%	94%	95%
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.

Through academic and social excellence, Trinity Heights is committed to developing 21st century innovative thinkers who create, define, and inspire global change. The school is committed to educating all scholars for success.

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.

Students applying to Trinity Heights TAG must meet the following eligibility: Minimum Grade Point Average (GPA) of 75 in core subjects (Reading language arts, math, science and social studies) on most recent report cards and minimum STAAR scale score of 1360 for math and 1354 (Spanish 1318) for reading for incoming 5th graders. Incoming 6th graders 1467 for math and 1434 (Spanish 1413) for reading. Incoming 7th graders 1532 for math and 1497 (Spanish 1502) for reading. For incoming 8th graders 1536 for math and 1517 for reading. For all grades 2-8 40th percentile for MAPS test in each content. Once applicants meet the minimum GPA and test score requirements, they are eligible to move forward to the on campus assessment process. The application components consist of the following: a written portion, a mathematical skills portion and a reading portion. Each portion is scored following a detailed rubric. Students who attend Trinity Heights TAG and are zoned to the school do not have to apply.

PART III – SCHOOL OVERVIEW

Trinity Heights Talented and Gifted School (Trinity Heights TAG) is a unique magnet program that serves the neighborhood students that are in the community as well as students who apply to the magnet academic program. Trinity Heights TAG is formally known as Roger Q. Mills, founded in 1968 as a pre-kindergarten thru fifth grade campus. In recent years Roger Q. Mills experienced a name change to Trinity Heights TAG. Although a name change occurred, this action did not change the children we serve in the community and the rich legacy of excellence that permeates the campus. Trinity Heights TAG now serves 298 students in grades 1-8. The campus is located in the southern sector of Dallas, Texas in an area that is historically known as a low socioeconomic area of the city. The school is considered a Title I campus that serves a diverse population that includes 67% Hispanic, 25% African American, 6% White, and 2% Multi Race. Trinity Heights TAG sits high on a hill for the community to see and it continues to serve as a beacon of light for the community. The unique design of serving neighborhood students and magnet students allows a diverse population of learners to receive advanced curriculum practices catered to the specialized needs of all who attend. Although this may be uncommon for magnet schools, it is a formula that allowed Trinity Heights TAG to remain faithful to its mission of educating all students for success.

The campus vision of Trinity Heights TAG is to offer scholars an innovative and advanced academic and social curriculum. This is evident in campus culture, course offerings, and student daily experiences. Trinity Heights TAG is committed to providing a curriculum that promotes academic rigor and exposure to high level tasks. The campus embraces the mantra that it will be a premiere campus in the state of Texas and among the top campuses in the nation. The campus culture promotes academic excellence. From the classrooms to the hallways, students can experience learning through the use of interactive learning walls, write and response boards, and art galleries of student work. The campus prides itself on the innovative learning opportunities that our students receive daily and is committed to creating innovative spaces in all classrooms. As a campus, the school developed a fine arts and science technology engineering arts and mathematics (STEAM) pathway for instruction that begins with first grade and ends with middle school students receiving high school credit for taking computer science courses.

Innovation is the fabric of campus instruction, therefore, staff members also participate in professional learning communities (PLC) that support innovative teaching. This allows teachers to target learning standards that align with the STEAM projects and College and Career Readiness standards.

At Trinity Heights TAG social and emotional wellness has always been a focus for the campus. If you walk the halls of the campus you will see teachers greeting students to make them feel welcome. In the classrooms you will hear students using mood meters for daily emotional wellness checks. We also address the social needs of our students in innovative ways. We have a daily advisory period where the counselor completes a live broadcast that promotes psychological safety in school.

Another unique feature about Trinity Heights TAG involves the ability to garner a sense of belonging in all students which allows them to perform and thrive better socially and academically. For this reason, the campus ensures that all students are a part of a club or organization. Parents and students receive the opportunity to choose from over 25 clubs or organizations, and as a result the experiences are transformative for the parents, students, and the school culture. From learning to play the piano to flying a drone, the clubs and organizations are a critical component of the success of the school. Students know that every staff member sponsors a club and is committed to their success, they understand the depth of compassion and reciprocate the excellence that they experience.

At Trinity Heights TAG community support plays an intricate role in school success. Trinity Heights takes pride in the community events that take place on campus. These events allow parents and community members to engage in a safe school environment. The school begins the year with a community picnic to show solidarity with the surrounding neighborhood and the students who are recruited from all over Dallas County. This establishes a tone that the community is welcome to share in the educational process. Trinity Heights TAG has a monthly parent and community engagement calendar which allows for interactive community engagement. The campus has an active Parent Teacher Organization (PTO), academic nights,

school carnivals, Coffee with the Principal, campus reading days, and many more touch points of engagement.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

At Trinity Heights TAG, the reading language arts curriculum (RLA) consists of reading and language arts classes for grades 1-5 and Honors Reading Language Arts for grades 6-8. Each elementary and middle school class spirals on-level with above-grade level state standards. The school uses Dallas Independent School District curriculum which consists of Houghton Mifflin Harcourt (HMH) resources and materials, and other district approved resources.

Because Trinity Heights TAG serves a diverse student population, the driving force in reading classrooms is the implementation of small group instruction from grades 1-8. Small group instruction perpetuates the learning block and allows for one-to-one targeted intervention, small homogeneous grouping, and differentiation to meet all students' learning needs. Small group instruction allows students to practice independently or have choice in their learning while the teacher is working at the teacher table.

Teachers prepare lesson plans digitally which is a hybrid of an instructional planning calendar (IPC) and lesson plan integrated into one document. IPCs are live documents that are developed and adjusted according to student needs based on the demonstrations of learning, four-week checkpoints, and common assessments.

Additionally, part of the curriculum is the integration of novel study. Novels allow students to be exposed to various backgrounds and cultures and help with the acquisition of vocabulary and language as well as engage students in the learning process. This builds reading stamina and comprehension skills. For students at Trinity Heights TAG, reading is second nature and permeates every other content area.

One key component of the Trinity Heights TAG RLA curricular program is writing. Teachers walk students through the writing process allowing students to synthesize information and thoughts in the various modes of writing from narrative to argumentative. Students participate in daily journal writing and quickwrites, while teachers model the various forms of writing. Students from first through eighth grade publish multiple pieces of writing throughout the year.

Every member of the school consistently collects and analyzes data that is used to create interventions and push instructional practices forward. RLA teachers use campus- based assessments, district-based assessments, Northwest Evaluation Association (NWEA), State of Texas Assessment of Academic Readiness (STAAR), as well as weekly demonstrations of learning and teacher observations to measure student progress on the required state standards for each grade level. This data is used to build targeted small groups for intervention, skill extension, or enrichment. Students also use data to create their own personalized learning goals which empowers them to take control of their own learning.

The RLA program integrates software and technology in which students use various digital tools to promote reading comprehension and writing skills. Students and teachers have access to adaptive software that teaches reading and writing skills according to student ability levels such as I-Station, Reading A to Z, and Achieve 3000. Students can choose books and articles in Sora, a digital library that allows students to peruse and check out books based on interests. To encourage language arts and writing skills, students use NoRedInk, a program designed for students to acquire grammar skills in a fun and engaging way.

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

Trinity Heights TAG classes in grades 1-8 utilize the Texas Essential Knowledge and Skills (TEKS) curriculum as the driving force for mathematics lesson planning and instruction. The campus lesson plans and instructional planning calendars are designed using PowerPoint slides that include the gradual release curriculum for each lesson. The district adopted mathematics curriculum is the Texas GO Math! program by

Houghton Mifflin. Texas Go Math!, in addition to teacher created lessons and activities, is essential in developing mathematical understanding for all students. Digital programs and platforms are instrumental in the campus efforts to shift teaching and learning to extend beyond the state standards to college and career readiness. Some of the digital programs used to engage students are I-station, IXL Math, Sirius, Dreambox, STMath, and BrainingCamp. Teachers from grades 6-8 teach one grade level above and students in grade 8 take Algebra I which allows them the opportunity to achieve high school credits.

At Trinity Heights TAG teachers focus on conceptual understanding and problem solving skills in rigorous math classes. The methodology used in all classes uses academic language to ensure students have exposure to math vocabulary through student discourse. Teachers at Trinity Heights TAG use the “See Plan Do Reflect” method for problem solving in which students have to find math action words, plan out their strategy, implement the strategy, and justify their response.

Trinity Heights TAG serves students with diverse learning needs, therefore the math program offers targeted differentiated instruction, reteaching, and provides enrichment opportunities for each lesson. Teachers use Hands2Mind which is an accelerated curriculum to engage all students in small group lessons. This provides real word math experience through tactile demonstrations using manipulatives. Classroom teachers use small group instruction based on the Small group, Technology, Apply, Create, and Kinesthetic (STACK) method. At the teacher table, teachers individualize instruction based on student needs. In the technology station students use various digital programs that adapt to student ability level. Students use hands-on activities and manipulatives to explore learning in the apply station. The create station is where they create using the knowledge they acquired. Kinesthetic is a station where students use hands-on manipulatives and academic games.

Teachers also include a project based learning model to enhance lessons and promote computational thinking. During these projects, teachers plan enriching math lessons that allow students to experience real world application activities in a student centered environment. Students explore and internalize learning while also enriching their social and collaborative skills. To promote high order thinking, students are responsible for maintaining math skill notebooking and writing journals. This allows an opportunity for students to process information while also using writing practices.

Trinity Heights TAG administers campus based assessments every four weeks and district based assessment every nine weeks. Grades 1-8 take NWEA assessment 3 times a year, while grades 3-8 take the STAAR assessment at the close of the year. This provides the necessary data for adjustments for differentiated classroom instruction to promote successful student outcomes.

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

At Trinity Heights TAG, classroom teachers utilize the project based learning model to incorporate STEAM projects into their daily activities. Each nine weeks a designated theme is introduced to the students, and projects take place during the instructional block. Trinity Heights TAG utilizes pullout instruction and special days are designated as STEAM Days. The STEAM projects that students participate in are incorporated during the elective schedules. An elective teacher is specifically assigned to all grade levels to teach the innovative design model to all students grades 1-8. This teacher ensures that students plan and understand the engineering and technology component of the schoolwide project thus allowing students to gain a deeper perspective of their project and how it relates to everyday learning.

The Biological Sciences Curriculum Study (BSCS) Engagement, Exploration, Explanation, Elaboration, Evaluation (5E) Instructional research-based model is utilized to assist students in learning fundamental concepts in science. This model utilizes an inquiry approach that allows students to ask questions and employ creativity to solve real world issues. Teachers have the ability to create formal and informal assessments as they move through the 5E model. Designing meaningful and purposeful lessons, allows students to apply the newly acquired content into hands-on activities and projects.

At Trinity Heights TAG, staff members take a critical look at the state assessment and district curriculum to backward plan with IPC’s to ensure students receive intentional instruction and adequate preparation. For
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teachers, the IPC is utilized to ensure alignment with the curriculum and within the classrooms. Assessments take the form of project based learning, unit projects, science fair projects, demonstration of learning (DOL), four-week assessments, common assessments (CA) and teacher-created assessments. After each assessment, teachers are given time to conduct data digs, which entail taking a closer look at TEKS to make adjustments to teaching and learning.

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

Trinity Heights TAG teachers create real-world connections with students to ensure conceptualization of the content while helping students remember relevant information of the past. It encompasses history, geography, economics, government, citizenship, culture, science, technology, and society. Teachers engage students in out of the box techniques and experiences, such as reenactments, debates, escape rooms, hands-on activities, and utilizing graphic organizers. Students take an in depth look by using political, economics, geographic, social (PEGS) as a basis for analysis.

Teachers immerse students in the timeline of events, which allows the students to understand the stories and connectivity of relevant dates and significant terms and important people in history. This enables students to draw a clear, concise picture of historical events and the relevance in present day events. Students utilize reading language arts strategies, which help them make inferences, form generalizations, analyze text, and conduct evidence based research. This ensures students take a closer look at cause and effect relationships. Students engage in authentic dialogue and writing when learning new academic vocabulary, collaborating with peers within small groups to practice newly found skills and content, and an opportunity to check for mastery. The focus is placed on student engagement, critical thinking, and providing ample opportunities for students to effectively immerse with the newly taught content.

Trinity Heights TAG takes a critical look at the state assessment and district curriculum to backwards plan the IPC. This provides adequate preparation time for the teachers ensuring students receive intentional instruction. Assessments take the form of project based learning, unit projects, science fair projects, demonstration of learning (DOL), four-week assessments, common assessments (CA), and teacher-created assessments. After each assessment, staff is provided time to conduct data digs which entails taking a closer look at TEKS to make adjustments to teaching and learning.

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

At Trinity Heights TAG, college and career readiness is a large component of middle school programs. Because the school serves a large percentage of advanced students, they ensure students are prepared for the next level. For seventh grade, they provide honors reading language arts, math, and science courses; while for eighth grade, the campus provides high school physics, Algebra I, Computer Science, and Gateway to Technology for which students may earn high school credits towards graduation. The program is directly designed to provide students with the skills they need in order to enhance their chances of being accepted into a magnet high school, an early college high school, or choice high school. Students take college and career readiness courses as an elective and are also equipped to enter a high school offering trade school certifications as well as Microsoft Certification and other industry certifications. In addition, the students are given daily college snippets during the morning announcements. These snippets include colleges from around the world, the cost of tuition, the geographical location, and the type of dormitories. Students also have days they wear college shirts to promote a college going culture. Eighth grade students take the PSAT 8 as a diagnostic test in preparation for college entrance exams.

Students conduct a career inventory survey and identify their careers of interest. The school counselor uses data from the spring semester to invite Career Day guests which are hosted in the fall and spring semesters. During the social studies instructional block, students are able to talk directly with guests. Guests present information about the education required for specific jobs as well as the prerequisites, credentials, and salary. Students are able to attend break out groups to visit the Career Day guests that are aligned with their career interests.

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 visual and performing arts component includes a fine arts pathway that is offered to scholars in grades 1- 8. This pathway offers art classes as well as music through elementary instrument exploration, band and choir. Every student in grades 1-5 attends art class once a week for 60 minutes, focused on exploring the elements of design, principles of composition, periods of art history, and contributions of various artists. Every student in grades 1-5 attends music class once a week for 60 minutes, focused on musical elements including the study of pitch, rhythm, notation, theory, style, and music history. Students in grades 6-8 participate in art and music classes as part of the electives in the fine arts pathway. The music classes for students in grades 6-8 also include beginning, intermediate, and advanced band class electives. These classes are supplemented with after-school programs such as Little Kids Rock Band, Piano, Choir, Band, Guitar, Advanced Art, Ballet, Modern Dance, and Folkloric Dance. Scholars participate and compete with students throughout Dallas ISD to earn a position in the All City Band. Band students partner with Dallas ISD high school band programs to observe, learn, and eventually tryout to be part of their programs.

2b. Physical education/health/nutrition

The physical education component promotes a healthy lifestyle while improving the psychomotor skills of scholars in grades 1-8. Physical education classes involve a well balanced curriculum based on national standards that help develop scholars' motor skills, behaviors, physical activity and physical fitness. Students in grades 1-5 participate in physical education classes once per week for 60 minutes. During this time, students learn how to improve physical fitness and make healthy life choices. They learn to exercise properly, jog for extended periods of time, increase motor skills, learn the basics of athletic sports like volleyball, tennis, softball/baseball, basketball, and others. Students in grades 6-8 participate in physical education daily for 90 minutes where they continue to practice and improve the curriculum taught in grades 1-5. Students in grade 8 also take a health education class that is offered 3 times a week for 90 minutes which focuses on making healthy lifestyle choices. This is supplemented by after-school programs such as the Practice Leagues for Active Youth (PLAY) Initiative. The PLAY Initiative provides an opportunity for students to practice and internalize the skills and knowledge acquired in the physical education class through their participation in sports activities and games outside the regular school day.

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

2d. Technology/library/media

The technology and media component includes a STEAM pathway that is offered to scholars in grades 1-8. The STEAM pathway begins with computer science fundamentals for grades 1-5 using Code.org, Scratch, BootUp, and Amazon Future Engineer. This curriculum is implemented during a 30 minute block 3 days per week and focuses on computer science fundamentals, basic coding skills, collaboration techniques, investigation, and critical thinking skills. This allows students to have real-world experience in computer science. Once students enter middle school in grades 6-8, they are offered technology electives in 90 minute blocks. These electives include Technology Applications, Computer Science, Robotics, and Gateway to Technology. In these courses students foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. The curriculum encompasses computer science fundamentals as well as advanced placement curriculum that allows students the opportunity to earn high school computer science credits while in middle school. These classes are supplemented by extra curricular activities such as Lego Robotics, Vex Robotics, Aerial Drones, Coding, and Esports.

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

Scholars at Trinity Heights TAG also have the opportunity to be involved in innovative lessons that help develop the whole child. Every elementary classroom in grades 1-5 has a 30 minute block of time assigned for SEL two days per week which is reinforced during morning meetings and restorative circle time. Teachers use the Leader in Me Curriculum, which is an evidence-based curriculum where scholars learn leadership and self management techniques that work on children's physical, mental, social, and emotional well-being all of which are factors that can contribute to academic success. Students in grades 6-8 have a 30 minute advisory period that includes SEL with self management techniques, enrichment lessons, and college and career readiness skills. Students in grades 1-5 have a 30 minute block of time 3 days per week that are assigned for STEAM activities. These STEAM activities involve teacher created project based learning projects as well computer science projects using Code.org, Scratch and Scratch Jr.

3. Academic Supports

3a. Students performing below grade level:

Trinity Heights TAG strives to provide the best education for all students. For those students performing below grade level, the teachers target those students in a small group setting in the classroom as well as tutoring which occurs outside of the normal school day. Students may also be partnered with a peer to provide additional support. These students are monitored closely by the campus Response to Intervention (RTI) team and any interventions are tracked in the Multi-Tiered Systems of Support (MTSS) platform to ensure that the student is receiving adequate assistance. Struggling students go through a tiered process depending on the level of support needed.

Tier I is the general support level and includes any and all of the general education curricula, programs, and procedures such as tutoring. A student who does not respond to Tier I supports may then move to the Tier II and Tier III levels of interventions. Tier II and III target foundational gaps in the students' learning that may hinder their acquisition of more complex instructional tasks. If the RTI team deems a student as Tier III, the learning then becomes individualized just for that student.

The school district provides a platform for MTSS interventions at all three tier levels which allows teachers to pull lessons and best practices to support struggling students. Teachers then tailor instruction based on data to meet students where they are academically. They especially focus on relationships with parents to remove any external obstacles that may hinder the student's learning. Students may be pulled by the content specialist or interventionist to fill any educational gaps that impede student progress. Trinity Heights TAG uses specific instructional tools and programs such as I-Station and Learning A to Z to help supplement teacher instruction for students who are grappling with academic content.

3b. Students performing above grade level:

The advantage of small group instruction is that it gives teachers the opportunity to reach all students. Trinity Heights TAG has a large percentage of students who are identified as talented and gifted. For students performing above grade level, teachers teach up a level to ensure students are provided rigorous instruction necessary to perform at the highest level. Teachers at Trinity Heights TAG receive talented and gifted training through Dallas ISD to learn how to provide advanced accelerated instruction to all students. Above-level students are provided opportunities to extend their learning through choice boards, various project based learning activities, as well as exposure to advanced level curriculum.

The talented and gifted specialist at Trinity Heights TAG provides extended lessons for students identified as talented and gifted. The learning experiences provided by this specialist lead to the development of advanced-level products and/or performances through the Texas Performance Standards Project (TPSP). TPSP tasks include open-ended investigations that support extended study with a mentor in a student's area of interest. These projects, called tasks, provide students with opportunities for inquiry across multiple content areas. Tasks are aligned to the TEKS for English language arts and reading, mathematics, science, and social studies. The curriculum is designed to provide students with real world project-based learning

experiences that enhance learning through exploration, collaboration, and research.

The teachers at Trinity Heights TAG are tasked to ensure that students are pushed to their ultimate potential. While elementary school teaches at least one grade level up, middle school offers advanced honor classes in the four core subjects as well as electives. Eighth grade students are offered high school credits in physics, Algebra I, and computer science allowing them to enter high school with credits.

3c. Students with disabilities:

Special education students account for 3% of the Trinity Heights TAG student population. The special population falls into three main categories: special education 504, dyslexia, and general special education. Teachers are trained through the campus as well as district provided professional development to learn best practices associated with various disabilities prevalent on the campus. Disabilities on the campus range from autism to speech. Each disability is addressed by the school special education specialist who provides students and parents with a list of goals for students to achieve in order to help them improve academically and socially within the school population. These goals allow students to focus on improving their skills in areas of need in such a way that has helped some students to be exited from services due to their hard work and perseverance.

For special education students, individualized learning plans are followed while providing the least restrictive environment possible. The campus uses the inclusion model in which a special education teacher goes directly to the classroom to support these students. Both the classroom teacher and the special education teacher work together to ensure that the classroom teacher has the tools and knowledge to provide adequate support for the students with disabilities. The special education and the classroom teacher plan lessons and attend PLCs together. Both teachers receive the same professional development allowing for a more effective support system for our students. These students receive the support via the classroom teacher, and the special education teacher provides support in the classroom to aid in the progression of learning and work one on one with the student to ensure the most effective first instruction possible. Special education students are monitored closely by both co-teachers and recommendations are made to the Admission, Review and Dismissal (ARD) committee which meets annually to discuss and make possible changes in the student's plan.

3d. English Language Learners:

The Language Proficiency Assessment Committee Chair along with the administrative team and classroom teachers meet at the beginning, middle and end of the year to ensure all emergent bilingual students are given the appropriate support, assessments, and instruction to allow them to grow to their full potential. Trinity Heights TAG follows a two way dual language framework where emergent bilingual students are learning English while general education students are learning Spanish. The goals for this framework are for students to develop high levels of language proficiency and literacy in both program languages, demonstrate high levels of academic achievement, and deepen their appreciation and understanding of diverse cultures.

The dual language classrooms utilize bilingual pairs in which emergent bilingual and general education students work together at designated times to better understand content lessons, learning stations, and research centers. These partnerships foster accountability, collaboration, and empathy in students. Classroom teachers also incorporate interactive dual language lessons that include academic word walls, student generated word walls, visuals, and a bridging model that allows students to see the connections between the two languages. Teachers use research based, standards aligned instruction that allows students to learn at accelerated levels using hands-on, interactive dual language lessons and activities to keep students engaged and take them deeper into grade level skills and concepts.

The general education curriculum is supplemented with the English Language Proficiency Standards (ELPS) that are implemented through the use of the Ellevation platform that tracks student progress in the dual language program, develops data graphs on student achievement, tracks student progress on Texas assessments, provides extension and intervention lessons for students. Tracking student progress in the dual

language program through state assessments and teacher assessment and observations is what helps the students at Trinity Heights TAG succeed in the program thus becoming bilingual and biliterate.

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

At Trinity Heights TAG, 80% of the student population is identified as low socioeconomic and a small portion of these students fall in the category of homelessness. Teachers adjust instruction to meet the needs of these diverse groups of learners. For these students, staff members ensure that they receive school supplies, and school uniforms in addition to providing instructional intervention. The campus provides three meals per day as well as special take-home packages as needed. The counselor checks in with these students regularly to ensure basic needs that may interfere with academic success are met. If necessary, students are referred to social services to assist with housing and student needs. A team of staff members even makes home visits regularly to check on the student and their family.

Trinity Heights TAG also engages with community partners and sponsors to help get the supplies these students need. Community partners sponsor backpack and supply drives. The campus works to sponsor families in need for Thanksgiving and Christmas holidays by providing meals, gifts, and even help with decorating for the holidays. Other community partners also provide every single student with new shoes for the school year and new uniforms only for students who need them.

Every grade level teacher provides after school and Saturday school tutoring for students as needed that includes providing transportation for students to stay. The campus also provides access to the Adventures and Beyond Club (ABC), an after-school program that helps support working parents. The ABC program provides three hours of after care services, homework help, social emotional learning, collaboration, physical activity, enrichment lessons and activities to support these students. At Trinity Heights TAG, staff and teachers are very intentional about meeting the needs of students. It is an honor to serve the students and families of the school community.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Trinity Heights TAG aims to provide a quality education to all its students and promote college readiness. This being said, all educators strive to equitably educate students and promote an elevated educational experience through college career readiness, motivation celebrations, and SEL. Staff puts countless hours of effort into planning engaging lessons in order to meet the needs of all learners, as well as offering events that will socially equip students to become future leaders. It is important for all educational stakeholders of Trinity Heights TAG to promote college and career readiness. In order to bring this to life, staff collaborate in events such as career days, which staff members participate by utilizing professional connections within the community. Professionals come to the school to discuss their education, skills, and careers. This allows exposure to a wide range of professions to engage students through meaningful conversations about the future and participate in question and answer sessions. It also exposes students to careers they may not have considered. As a result, students gain social communication skills and insight into college and career readiness skills.

In connection, Trinity Heights TAG also has implemented the Leadership Presenter Tour, which enables professionals to address life skills that promote successful leadership qualities. These sessions inspire students to become intrinsically motivated to attain success. The topics are based upon the needs of the students. The Leadership Presenters talk with the students about decision making, choices, careers in technology, career pathways, college options, healthy eating, fitness and exercise, and many more.

Furthermore, motivation is key to student achievement. To maintain motivation, students are aware of their academic goals and celebrated in recognition of their growth. Students are rewarded with pizza parties, dance parties, game days, and various celebrations in honor of their hard work and achievement. These celebrations are held at least twice a grading period. The students look forward to these events and use these motivators to help them work towards their goals.

Lastly, social and emotional growth is just as important as academic growth at Trinity Heights TAG. The school provides daily targeted social and emotional lessons during advisory. These lessons include Monday mindfulness and The 7 Habits “Leader in Me.” With these lessons, students become more aware of how to manage their behaviors in a healthy way and work with each other as a team to have control of their educational choices.

2. Engaging Families and Community:

Trinity Heights TAG has found numerous strategies as effective tools in working with family and community members. The school partners with parents, community groups, local businesses, industry partners and organizations that support the school. These partners include an active Parent Teacher Organization (PTO), law firms, local restaurants, non-profits organizations, and several other local businesses.

Trinity Heights TAG has an active PTO on the campus. This group is chaired by a parent and the members include parents, teachers, and staff members. The PTO supports the school in SEL events such as Back to School where they help to collect school supply donations and volunteer their time. Monthly meetings are held to engage parents and the community and provide incentives for students and staff. The PTO is proactive in supporting the school to maintain and improve the climate and culture.

Trinity Heights TAG has been selected by a local law firm that has focused their efforts on the learning objective targeting SEL. Monthly readers from the law firm volunteer to read to elementary students. The readers often bring the students incentives. The list of donations includes innovative games, school uniforms, school supplies, hygiene packs, school spirit gear, healthy snacks for students, and the most treasured donation is the Give Love Campaign where every student in the school is given a toy in the month of December. This community action supports and allows students to know they are loved.

The school also received support from a non-profit that focuses on initiatives related to SEL. The activities are campus-wide and 100% of the students in the school are able to participate. These SEL initiatives include the Caring Campaign where students create arts and crafts such as hand-made unity bracelets and heart pillows to give to children living at a local homeless shelter.

Institutions of Higher Education support our school and partner with several local universities in promoting higher education. Paul Quinn College provides mentors for the students to expose them to a college going culture and provide positive role models.

Community partnerships with parents, community groups, industry partners and organizations connect to learning by allowing students to take an active role in the social development of the entire community. This aligns with the magnet theme of high achievement, which transcends beyond academics into the social development of all students and stakeholders. This mindset not only has an impact on the school, but also the city, the state, and the world.

3. Creating Professional Culture:

Administrators and leadership team members ensure each teacher feels supported and welcomed. Trinity Heights TAG values the power of relationships, and works on building positive relationships with all stakeholders. It is the mission that all the staff participates in activities throughout the year to create a positive culture within the school and its surroundings. There are activities for students, families, and the community to ensure relationship building takes place, in the form of Fall Festival, Academic Nights, and a Community Picnic.

Another way that Trinity Heights TAG makes teachers feel welcomed is with the New Teacher Mentor Program. Each year the new teachers get the opportunity to come to the school a week early to bond with campus instructional leadership teachers and administrators. During this time, teachers receive help with room design, learning school initiatives, and instructional practices. Teachers also are assigned a mentor and buddy teacher that will support them daily. Throughout the year, monthly check in meetings are held to provide reflection, support, and feedback on practices. All teachers are invited to off campus new teacher welcoming activities to promote a cohesive professional and positive culture.

Among the activities in which members of the school participate enthusiastically, there are appreciation incentives. Tokens of appreciation are given for recognition as contests, extra contributions to the school, and more. Additionally, celebrations for different special days in the year, staff and student birthday recognition, awards, and not to mention academic achievements in different grade levels.

Trinity Heights TAG administrators provide teachers ample professional development needed to learn and implement innovative teaching strategies to ensure students are equipped with the skills needed to succeed. PLC's meet weekly to collaborate and plan for instruction. Academically, Trinity Heights TAG allows teachers planning time with the campus instructional coach and administrator content leads, to develop clear lesson goals and objectives. This intimate time with content leaders allows all teachers to build their academic pedagogy within the content that they teach. During this time teachers and staff also carefully analyze their resources to acquire everything necessary to differentiate learning for diverse learning styles.

Trinity Heights TAG also ensures that teachers understand the importance of data driven instruction. Therefore, vertical content team collaboration is crucial in helping teachers understand how to analyze data, create formative assessments, incorporate checks for understanding throughout lessons, and plan strategies that will effectively target student mastery.

4. School Leadership:

The principal's philosophy for Trinity Heights TAG rests in instructional excellence, positive experiences, and staff empowerment. Each day the administrative team which consists of principal, assistant principal, instruction coach, talented and gifted coordinator, and counselor work to model this vision for school

excellence. The leadership team directly influences the effectiveness of teacher practice and student outcomes. Each morning, all members of the leadership team participate in a morning huddle that focuses on yesterday's goals achieved and new goals for the day. The administrative team also completes calibrated instructional walks to ensure curriculum alignment which facilitate cohesive perspectives for observation and feedback. Teachers also participate in campus walks with the administrators to allow the teachers to gain deeper content understanding. The administrative team exemplifies the principal's philosophy through their daily practice.

The principal affords staff members leadership roles throughout the school. Staff members are crucial to the success of the school leadership philosophy. Staff members are able to serve as chairs and co-chairs to school committees, they can complete exemplar recordings of best practices to share with peers, and they are able to lead professional development. The Campus Instructional Leadership Team (CILT) works together with administrators and content support leaders to plan and organize activities, set goals, and create a yearly calendar of school events. In turn, every member of the CILT team delivers all information to staff members. This ensures all staff members are in one accordance with what is needed on the campus.

Trinity Heights TAG's philosophy allows school leaders to lead in a strategic manner with a focus on the outcomes of the members of the school. The leadership team provides opportunities for teachers to enhance their professional expertise through local, state, and national conferences. Staff members are also encouraged to lead community outreach initiatives which impact the success of students. Through these leadership opportunities staff members have been able to feed the homeless, donate toys, and collaborate on community projects.

The school leadership team aligns with the philosophy by continuing to create a welcoming environment. The principal focuses on building relationships with students and staff. One example is the principal makes a strong effort to learn every student's name. The principal also recognizes students and staff for their accomplishments and takes a vested interest in their wellbeing. Overall the principal models the philosophy of the school daily.

5. Culturally Responsive Teaching and Learning:

Trinity Heights TAG students and staff consist of different cultural backgrounds. The school addresses the diverse needs and backgrounds of students, families, and staff by establishing a welcoming environment that is culturally sensitive. When you enter the building there is an interchangeable cultural art gallery that celebrates the cultures represented by the students according to time and theme. This welcoming environment is fostered by offering a variety of multicultural activities and informational exhibits organized by the multicultural committee. Among these are the Black History celebration, Hispanic Heritage celebration, and announcements highlighting influential representatives from cultural backgrounds which represent the demographics of Trinity Heights TAG.

Trinity Heights TAG staff engage in district professional developments to build awareness of culturally responsive teaching and learning. The training offers strategies to aid with understanding diverse backgrounds and resources that are utilized to engage these students in the classroom. A sense of community is also fostered through classroom discussion. Centering around the appreciation of diversity and inclusion, these conversations are held during advisory. Knowing students' experiences that adversely affects their learning provides for a greater student-teacher relationship. This allows the teacher to support students with attendance, behavior, and academic success. The training also provides a gateway for staff to be aware of each other's cultural differences and beliefs.

The counselor at Trinity Heights TAG partners with the staff and community partners to provide weekly SEL lessons to students during advisory regarding, kindness, anti-bullying, citizenship, and community relationships. Trinity Heights TAG has a goal to recruit emergent bilingual students and African American students. It is our responsibility to support these students through programs like the African American Success Mentoring Program. This program offers additional opportunities for African American students to engage in extracurricular and academic programs by focusing attention on students who have the potential to perform well and make academic and social strides given the right support and nurturing. The dual language

program supports the emergent bilingual students by providing an intellectually stimulating classroom environment designed to enhance their experience. Teachers receive training that is targeted to aid in teachers meeting the needs of all emergent bilingual students.

Students and staff are an integral part of diverse service learning projects. These projects include creating unity bracelets, conducting food drives, donating socks to the homeless, toy drives, and holiday donations. This fosters an enlightenment to the window of diversity, empathy, and ways to serve the community for the staff and the students.

PART VI - STRATEGY FOR EXCELLENCE

Small Group instruction is a campus wide practice that yields student success in all grade levels. Trinity Heights TAG's master schedule is designed so all grades and contents engage in small group instruction daily. The schedule design allows teachers to render targeted instruction which advances student knowledge while promoting collaborative discussions, creativity, critical thinking, and student discourse.

In RLA classrooms, teachers engage students in small group instruction to enhance vocabulary skills, build advanced levels of literacy comprehension, and allow students to analyze literature pieces to accelerate the thought process. This allows students to focus on novels through literature circles, varied genre analyzation skills, and class project designs. It promotes student writing and peer editing, which aids in students reaching their literacy goals through individualized student support.

In the Trinity Heights TAG math classroom, teachers engage students in small groups to promote math problem solvers, logical reasoning, and mental rigor. Students engage in number talk, manipulative support, mathematical reasoning, and math comprehension skills. Teachers provide individual math support to students that promote math confidence, math rigor, and math intelligence. Students gain mental math readiness skills which allow them to reach mastery on all skills covered. Small groups have proven to be the most effective way to deliver difficult concepts to students, when their instructor works one on one with them in a less intimidating class structure.

Finally, small groups in Science allow students to engage in activities that promote exploration, engagement, experimentation and evaluation. Students are exposed to engaging science lessons and projects that promote student discovery, through the engineering process. As students engage in this process of science discovery, students are able to better internalize and connect science concepts across science categories. Students complete activities that build research, presentation, and collaboration skills. They gain confidence without the fear or risk of failure in the trial and error of science concepts, but rather they will embrace the challenge of knowing they will work on logical reasoning until a solution or conclusion is discovered.

Trinity Heights TAG success is a direct reflection of the intentionality placed on small group instruction. All stakeholders understand the importance of including small group instruction within the master schedule and have witnessed the positive results this type of focused instruction yields. At Trinity Heights TAG, small group instruction is embraced and celebrated. This practice produces academically strong students who acquire substantial knowledge in all content areas.