

U.S. Department of Education
2017 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 Mrs. Lisa Patrick Curry

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

Official School Name Irma Lerma Rangel Young Women's Leadership School

(As it should appear in the official records)

School Mailing Address 1718 Robert B Cullum Boulevard

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

City Dallas State TX Zip Code+4 (9 digits total) 75210-2550

County Dallas County

Telephone (972) 749-5200 Fax (972) 749-5201

Web site/URL http://www.dallasisd.org/rangel E-mail LiCurry@dallasisd.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr Michael Hinojosa E-mail hinojosam@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.

Date _____

(Superintendent's Signature)

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

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

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

239 TOTAL

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
- Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	95	95
7	0	94	94
8	0	89	89
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	0	278	278

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 15 % Black or African American
 - 68 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 12 % 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 2015 – 2016 school year: 4%

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, 2015 until the end of the 2015-2016 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2015	287
(5) Total transferred students in row (3) divided by total students in row (4)	0.042
(6) Amount in row (5) multiplied by 100	4

6. English Language Learners (ELL) in the school: 13 %
35 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Amharic, French, Nepali, Filipino, Spanish, Vietnamese

7. Students eligible for free/reduced-priced meals: 79 %
Total number students who qualify: 219

8. Students receiving special education services: 0 %
1 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

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

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects	16
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	98%	98%	99%	98%	99%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

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%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No

If yes, select the year in which your school received the award.

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

The mission is to ensure young women graduate from college prepared to succeed in all fields and to become leaders in a global society

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

To be eligible to apply students must have a minimum grade point average (GPA) of 80 on a hundred point scale and a minimum score set by the district each year on the State Assessment of Academic Readiness (STAAR) test or have scored above the 40th percentile on an accepted National Standardized test. Applicants who meet these minimum scores complete an assessment on campus which includes writing an essay in response to a prompt and a math test. The applicants receive points for each criteria (GPA, Test Score, Essay Score, Math Score) based on a scoring rubric. Once all scores are calculated qualifying applicants, those scoring above 80, are ranked based on their overall total. Students who qualify are admitted in equal numbers from all areas of the district. If there are slots still available after admitting all applicants within the district who qualified they can be offered to applicants who live outside of the district that also earned qualifying scores. Letters of acceptance are sent to the parents for the available slots and any students who qualify but were not able to be accepted because no slots are available are placed on a wait list.

PART III – SUMMARY

Irma Lerma Rangel Young Women’s Leadership School (YWLS) is a public magnet school for young women. It opened as the first public all girl school in Texas in 2004 boasting a unique public-private partnership between the Dallas Independent School District and the Young Women’s Preparatory Network. The campus is comprised of two schools with a middle and a high school student body sharing the physical space and teachers for many of the grade levels and content in sixth through twelfth grade. Although the Texas Education Agency (TEA) recognizes each campus as separate entities the schools operate as a comprehensive and cohesive unit. This configuration provides the opportunity for collaboration and vertical alignment of content from the middle school years through graduation.

A Title I school with a 79% economically disadvantaged student enrollment comprised of 1% American Indian or Alaska Native, 2% Asian, 15% Black or African American, 68% Hispanic or Latino, 12% White, and 2% Two or more races. The school is located in South Dallas, one of the poorest areas in the County, adjacent to the Fair Park which is Dallas’ largest cultural center.

A magnet campus, the student body consists of students from all areas of Dallas and nearby suburbs. Therefore, the cohesive school community that is inherent in neighborhood schools where families are in close proximity to the campus is not an afforded advantage. However, a full time campus-based Community Liaison, strong community partnerships and the Parent Teacher Student Association (PTSA) along with other association affiliations serve as bridges to any gaps.

Rangel has created a campus culture built on traditions and a yearly Installation Ceremony welcomes new students and staff into the Rangel family. “Traditions Week” promotes sisterhood and Panther Pride with the School founder, Lee Posey, being honored each year on “Lee Posey Day.”

The school community vision is to prepare young women with the confidence and knowledge to graduate from high school and graduate from college prepared to compete in a global society. In support of this vision teaching staff and the administrative team receive training related to gender specific education from recognized researchers and developmental psychologists. In addition to the counselor a school psychologist is available to work with students to ensure social and emotional well-being.

The school has a STEM focused curriculum and operates on an eight period modified block schedule which includes an Advisory class in eighth period. The Advisory period affords teachers the opportunity to provide assistance for skill building or prepare for academic competitions during the school day, promotes relationships, and teaches students to respect individuals and differences. The staff has designed an advisory curriculum with topics and activities that address community service, the value of leadership, and character development. Instruction is data driven and differentiated to address various learning styles and levels of achievement. The techniques generally reserved for special sub-groups are utilized for all students at Rangel YWLS. Some of these methods include hands on manipulatives, technology applications, peer tutoring, cooperative learning, small groups, Socratic seminars, gallery walks, writing camps and songs/skits.

Health and wellness are cornerstones to the Rangel program. Students are expected to develop both mind and body therefore, the school strives to expose a healthier way of life implementing many programs including intramural sports, recreational sports teams (Lacrosse, soccer, basketball, and volleyball). The campus Wellness Champion encourages faculty and students to participate in free district wide 5k walks and runs and in the Run Fit Club during after school programming.

Recognizing that learning occurs outside the classroom. Students travel to NASA Space Center in Houston, Texas; and to Austin, Texas in grades 6 and 8 respectively along with a variety of local field trips. Students participate in academic competitions to include University Interscholastic League (UIL), Pentathlon, Debate and Destination Imagination. The Fine Arts Department is highly acclaimed and students receive the highest marks in competitions each year.

A major component of the Rangel mission is to ensure that students graduate from college. The campus has a robust college going culture with a full time college bound advisor who works with students and families beginning in sixth grade. This component keeps the challenge of ensuring all students perform at the college and career readiness level on the STAAR exam at the top of the priority list.

Obvious indicators that the strategies are successful is evidenced in student achievement data; having earned seven of seven possible Distinctions for student performance in 2016 with Academic Achievement in English Language Arts/Reading, Mathematics, Science, and Social Studies along with Top 25 Percent: Student Progress, Top 25 Percent: Closing Performance Gaps, and Postsecondary Readiness on the State Assessment of Academic Readiness (STAAR) exams. More importantly 100% of the students matriculate to college upon graduation from the high school with 339 alumnae having been admitted to 250 different colleges and universities across the United States and Europe and receiving \$38 million in scholarships. Earning the Texas Education Agency (TEA) Title I Capacity Building Initiative - Best Practices in Action award for the past two years is another indicator.

Faculty and staff at Rangel have high expectations of each young lady in the classroom and beyond with a strong desire for them to actualize achievement of the motto “Girls Today, Women Tomorrow, Leaders Forever!”

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

A rigorous inquiry and concept based curriculum that emphasizes mathematics, science, technology, and gender-based strategies is the foundation for educating students at Irma Rangel. Rangel provides a global education where college is the expected goal for all students; therefore a Pre-Advanced placement (Pre-AP) curriculum begins in sixth grade. Students begin to earn high school credit in seventh grade with the potential to earn college credit beginning in ninth grade. In every content area connections are made between the content, real world applications, and the Rangel Creed which and is read at the beginning of each school day and states: "I believe I am my sister's keeper I believe I am a leader and I can make a difference in my community and in the world." Consequently, students are expected to complete between 5 and 10 community service hours each year. Teachers post the learning objective for each lesson and create a community within the classroom where students are active participants in creating, sharing, discussing, and debating using advanced questioning techniques to guide students to deeper cognitive levels of thinking.

The math curriculum is completed at an accelerated pace to promote college and career readiness. Students enter seventh grade prepared to master the eighth grade Texas Essential Knowledge and Skills (TEKS) and to take the STAAR exam for eighth grade rather than the seventh grade assessment. The course progression through the grades utilizes State and District standards to prepare all students to take Algebra I in eighth grade and the State's End of Course Exam for which they receive high school credit. Multiple strategies are used to assist students to achieve at the college-readiness "Advanced" performance level on the STAAR test. Lessons are designed with students in mind, beginning with a check for understanding of the basic math concept, culminating with higher order thinking problem solving strategies. They are encouraged to discover and ask why things happen versus being told the solution. Students learn to problem solve and not simply to follow a formula. Projects are incorporated that bridge mathematical concepts to the real world and allow students to exhibit creativity through math. Varying learning modalities are used such as hands-on or technology based tasks to facilitate mastery. The expectation is that students will learn past the TEKS and will gain confidence and exceed their own expectations.

English language arts teachers rely on Pre-AP curriculum to address the state TEKS. It was chosen because of the campus college-bound philosophy and encompasses an integration of reading and writing skills through project, process, and inquiry-based instruction. Instructional content includes, but is not limited, to non-fiction, novel study, poetry, various media and technological resources and applications, and Socratic Seminars and writing curriculum. Lessons are differentiated and students often work in collaborative groups to support learning needs and are challenged through higher order thinking processes to support conceptual mastery and enhance critical reasoning skill. Additional foundational support is provided via tutoring and a cloud based non-fiction learning platform aimed at increasing individual reading Lexile levels.

In science the district curriculum has been aligned with the state TEKS and affords students the opportunity to think critically, investigate, and solve problems. They are led to organize and categorize information which creates building blocks of knowledge through the grade levels as the students prepare to take Astronomy in 8th grade for high school credit. Students are engaged through hands-on laboratory field investigations and inquiry activities. Students maintain science notebooks and journals including Cornell notes and data from laboratory and field investigations, develop models and posters exhibiting science concepts, produce multi-media projects including web pages and PowerPoint presentations in addition to producing award winning Science Fair projects. Because of partnerships with Texas Instruments, Perot Museum of Nature and Science, UT-Southwestern Medical Center, Frontiers of Flight Museum, and Texas Wildlife Association students have active participation with real-world experiences.

The social studies curriculum is based on the state TEKS and district standards on the Pre-AP track to support college readiness. Students are expected to develop critical thinking skills to analyze information, investigate and communicate historical knowledge. They learn to use historical analysis, persuasion, and evidence of reasoning, and writing. The course of study begins with World Cultures in 6th grade and continues with Pre-AP Texas Studies in 7th grade and Pre-AP US History in 8th. Through vertical

alignment students gain the foundational social studies skills they will use in their study of geography, history, culture, economics, and citizenship they need to be prepared for high school courses. Students develop authentic historical inquiries by actively participating in National History Day, and in the United Nations Fair.

College and career readiness is a campus priority. The College Bound Advisor provides early college awareness and step-by-step guidance along with counseling students and their families. Students are motivated to take an active role in creating their college future and have access to an online college and career planning program. The guidance counselor works with them to select a high school graduation plan. College prep begins with enrolling the students in Pre-AP classes upon entering sixth grade which facilitates their ability to earn at least two high school credits in middle school. They take the Preliminary SAT (PSAT) test in 8th grade giving them an early look at college entrance testing. An annual college and career fair which the campus hosts each year provides the opportunity for college and career exploration.

2. Other Curriculum Areas:

Other curriculum subjects are part of the regular eight period modified block schedule meeting every other day on Monday/Wednesday or Tuesday/Thursday with a seven period Friday where students attend all classes except the eighth period Advisory. The state TEKS are used for lesson plan development and are the guide for student achievement in each of the electives. All of the courses except the World Languages which begin in seventh grade are taken by students in grades six through eight.

In choral music 15 % of the students are enrolled in Choir and 10% in Ensemble Music class. They learn the function of music and how the analysis of music improves strategic thinking abilities. The choir competes at UIL and has consistently earned Superior ratings of 1 in concert and/or sight-reading for the past six years. The hand bell choir competes and performs in festivals and serve as musical ambassadors throughout the city.

Theater serves 37% of the students and strives to enhance the core subjects through performance, design and history because ensuring incorporation of the TEKS in the arts validates that the arts are essential to a strong curriculum. Theatre Arts at Rangel encompasses ancient history and ritual, the Golden Age of the great Tragedians of Greece, the rise of man and the Renaissance of Italy and England on through to the birth of Realism and Stanislavsky, ending with the popular musicals and dramas of today and the rise of film and television. Students learn to design costumes, scenery and lighting as well as have classes with master teachers in Tai Chi, lighting design, stage management, scenic painting and choreography. There are four opportunities to perform each year including competitions in UIL One Act for Middle and High School performing arts students. Each year students attend the Irma P. Hall Acting Competition, the Lanford Wilson acting competition and Project Discovery performances at the Dallas Theatre Center.

Twenty-seven percent of the students are enrolled in Orchestra where they play a variety of stringed instruments and consistently earn superior ratings during UIL competitions.

Forty percent of the students take Visual Art which consists of learning both technical skill and voice. Working with technique allows students to learn to not only problem solve in terms of "mistakes" but to use mistakes as part of their work instead of trying to remove it. A skill that is beneficial in and out of school. They experience patience with themselves which translates into patience with others. The student's ability to internalize and enjoy technical skills nurtures students' voice and curiosity.

A vertically aligned curriculum map is used to address TEKS at each grade level to ensure that students master the concepts at each grade level for physical education. In addition, health and wellness is a core value emphasized by the campus. Physical education coaches emphasize the importance of motivating students in striving for lifetime personal fitness, starting with making healthy food choices at school. All sixth grade students take PE for the full year and all seventh and eighth graders take PE well but only for one semester each year.

Technology courses teach digital citizenship and develop appropriate skills to help in other core curriculum

courses. Rangel YWLS has a one-to-one laptop program with every student having their own personal laptop. The courses provide an introduction to technology applications, which includes information about hardware and software, operating systems, networks, www, web applications, web 2.0 and 3.0 tools. Students acquire knowledge in ethical use of information with copyright and fair use, digital etiquette, digital identity, and security. Forty-five percent are enrolled in technology but all of them will take a technology course at least once during middle school.

The World Language program offers French which has an enrollment of twenty-eight percent of the students or Spanish with thirty-two percent. The curriculum exposes students to vocabulary, grammar, and culture including travel, via a vast array of activities with the ultimate goal of attaining superior proficiency and sophistication in academic disciplines of listening/reading comprehension, writing and speaking.

In Speech and Debate classes sixth through eighth grade students practice their TEKS knowledge while developing social, creative, persuasive, and informative skills. The standards are applied to analyzing and evaluating national debate propositions and preparing affirmative and negative arguments. Twenty-one percent of students are enrolled in Debate and 33% in Speech. Eighth graders may take Debate I for high school credit. Seventy-five to 100% of debaters are routinely recognized during awards assemblies at district-wide tournaments with either individual Best Speaker Awards, Best Team Awards, or both.

3. Instructional Methods, Interventions, and Assessments:

At Rangel differentiated instruction is viewed as the rule and not the exception. Teachers monitor progress and adjust instruction as needed providing either remediation or enrichment, to challenge students at both ends of the spectrum. Some of the differentiated methods used include technology applications, peer tutoring, cooperative learning, small groups, hands-on manipulatives, Socratic seminars, gallery walks, and employing gender-based instructional strategies. Students are prompted to become risk takers and leaders within the classroom. The staff fosters an environment in which the students take ownership of the instruction through cooperative learning groups, research and presentation, and interpersonal oriented tasks. In addition classrooms have ambassadors that are able to explain to visitors the content that has been presented and activities that are happening in the classroom, how it fits into the big picture of the curriculum and why it is important; which gives them a forum other than a test to demonstrate their understanding and mastery and to build confidence.

Both formative and summative assessments are used as guides for planning, adjusting instruction, implementing lessons and programs throughout the year. Assessments that are used include but are not limited to daily Demonstrations of Learning where the teacher checks for understanding at the end of a lesson and makes changes based upon demonstrated mastery results, STAAR results from previous year's to help profile students prior to the beginning of school, beginning of the year pre-assessments used to evaluate how much information the students have retained over the summer, grading period pre-assessments given at the beginning of a new six weeks to be able to group students based on instructional differentiation, district six week Common Assessments and Assessment of Course Performance (ACP) at the end of each semester

It is common that instructors further supplement the curriculum to meet the needs of the Talented and Gifted students. Projects with real-life connections are an excellent way to challenge all of the students to think beyond initial learning and understanding. The projects often include, but are not limited to movies/videos, building models such as mouse traps and edible cars from various materials, or recreating the surface of a planet with different crater impacts.

A challenge at Rangel was to build academic intervention time into the school day due to limitations of transportation that come with not being a neighborhood school. As a result an additional class period (Advisory) was built into the master schedule that provides teachers and students the opportunity to have additional instructional time. Students are assigned to a core content teacher in areas that need improvement as well as students having the responsibility to seek out content teachers during the advisory period if additional academic support is needed in individual classes. Support in the form of workshops is often given during this period. Some of the workshops that have been provided are writing, organizational, study, and leadership skills. The Advisory time is also used for special programs and speakers to cover varied topics

that support student success. Some of the speakers have been Texas Senator, Wendy Davis, Global World Affairs Council and U.S. State Department: South Korean educators, Assistant to former First Lady Michelle Obama, local area judges, and local school board candidates. Students are also expected to be active participants in managing their own learning and being aware of their progress by recording and monitoring individual academic progress on an individual student profile sheet and participating in feedback sessions with their teachers.

Another support for students and parents is the school-wide systemization of a student management system. A virtual classroom platform that helps communication flow freely between the classroom teacher and the student. Lessons, resources, and materials are posted by the teacher and the students have access to posted information as well as a virtual meeting place to contact both classmates and teachers as needed.

The campus uses a cloud-based student progress and data tracking software program that generates reports from assessments and assignments which are used to create individual action plans within the program based upon student results. The reports can be generated based on a number of performance criteria and teachers are also able to create virtual Professional Learning Communities where they can engage in interactive collaboration and share ideas and Best Practices to assist students.

Academic Boot Camps are held for new students during the summer to ensure these students are acclimated to the unique school environment. Incoming students participate in sessions that are instructed by teachers for the next year, which allows for positive relationships between the students and teachers to form. Some of the skills addressed in these Academic Boot Camps include organizational skills, basic computer applications, calculator skills, and math skills.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Upon entering the campus an aura of great expectation is felt. Bright hallways with student masterpieces hung on the walls and window panes signal that the campus is student-centered and focused on its mission of ensuring that 100% graduate with the skills necessary to assume leadership roles in a global society.

Students enjoy numerous opportunities to extend their learning. Participating in STEM related field experiences, student led forums, college and career exploration activities, student community service clubs and more. School leaders and teachers host awareness lectures and forums that empower students with information regarding bullying, drug abuse, sex trafficking, and diverse culture appreciation. The Respect Starts Here initiative is a year-round program that generates empathy and a passion for equity within the school. Students and teachers are brought together in a safe environment to discuss issues of social justice, and the implications of bias in our society. This program motivates and engages teachers and students through open discussion and narratives with a focus on empathy for those from different backgrounds. It equips teachers and students to find creative ways to promote equity in its school community and beyond.

Committed to improving teachers' instructional practice a key aspect of the school's strong academic and social culture is that teachers are provided time to discuss student achievement and critically analyze one another's practice. They seek opportunities to observe and discuss what others are teaching. Teachers understand that academic improvement is a continuous issue and are relentless in their pursuit of new ideas and strategies to address the needs of their students.

A school culture where trust is valued, prioritized and promoted is essential. Teachers at this campus have an open door to share feedback with the administrative team regarding issues that are important to them. Also, the administrative team meets with teachers examine and analyze the data from the two annual climate surveys in which they participate to ensure teachers' voices are heard and to develop action steps to address the needs. Students thrive academically in a positive environment which is why the principal's goal is for the school to be a socially and emotionally healthy place for all. Celebrations and recognition are an integral part of the positive culture at Rangel. Teachers are appreciated throughout the year in various ways that affirm their value. Feedback regarding their progress is timely and keep up the good work themed handwritten note cards are received from the administrative team. Students are also encouraged to give positive feedback to their teachers through surveys and dialogue. All stakeholders are committed to teachers and the school's success. In particular, the advocacy from the PTSA whose support includes providing dinner during Parent-Teacher conference nights, serving as chaperones on field trips, attending off campus school competitions and celebrating teachers during the annual teacher appreciation week in May.

2. Engaging Families and Community:

Rangel understands the importance of parent and community engagement to student success. It is because of a community partnership specifically, the partnership with the Young Women's Preparatory Network, (YWPN) that the campus has a full-time Community Liaison dedicated to the growth of community partnerships and programs on the campus. The liaison fields requests about bringing programs to the school, facilitates invitations for students to certain events, vets the opportunities and then assists the interested party in identifying students, staff or teachers to fulfill the partnership. Community partnerships and associations expose students at Rangel to various higher education and professional career opportunities with local colleges/universities, non-profits, and businesses.

Another partnership that benefits the students is with the After School All Stars who provide free after school care to all Rangel students. Research has shown the importance of a quality after-school program to student engagement and a major goal of the program is to assist students with the transition from middle school to high school. In addition to after school care they also provide free spring break and summer camps.

Parents are given a voice at Rangel through several avenues. The foundational relationship between Rangel and parent input starts with parents participating on the Campus Needs Assessment that is completed during the summer break to address needs and concerns and create plans to achieve gains in identified areas.

Parents also participate on Rangel's Site Based Decision Making Committee (SBDM). This committee meets regularly to address questions, concerns, recognitions and/or ideas that would improve the school overall and specifically lead to the academic success of students at Rangel. One concern was the need for more involvement from fathers. The result was a Father-Daughter dance being organized to help fathers build and strengthen relationships with their daughters. In addition a book is gifted to each father that gives insight as to why the relationship between a daughter and father is so imperative and practical techniques to help dads with their daughters.

An integral part of the campus is the Parent Teachers and Students Association (PTSA) who represent a strong core of volunteers who maintain are always available to assist even if it's simply to help monitor students during lunch.

Workshops for parents are given throughout the year to help parents know how to help support students academically as well as specifically targeting female/teenage girl behavior. Rangel hosts a new parent orientation night that informs parents of expectations, curriculum that will be covered in core content, contact information for all staff, and sets parents up on the two student management systems at Irma Rangel - Parent portal to monitor assignments and grades and a popular classroom management web-based platform for class calendars, materials, assignments, and student emails. An additional workshop that was offered this year was with Abigail Norfleet James who is an education expert for gender-based learning.

3. Professional Development:

College Readiness, Service Leadership and Health and Wellness are the pillars for student achievement at Rangel and are the components that drive professional development for the faculty. Always mindful of the emphasis on the college preparatory curriculum, math, science, technology, and the single-gender population professional development at Rangel is required to be comprehensive and varied going beyond the requisite minimums which focus on TEK alignment and content.

Providing quality staff development is an integral part of the Campus Improvement Plan. Staff including administration have attended professional development workshops as a group that focused on culture and climate, bonding, and respect for all. The goal to empower teachers to facilitate informed conversations among students that address difficult issues fostering an environment of safety and support for the socioemotional well-being of the students and removes barriers that stifle achievement.

The faculty has had opportunities to learn from experts like Dr. Abigail James, well renowned educator, in the field of single-gender education to understand that the social, emotional, and cognitive development of the female adolescent student must impact the delivery of instruction in the classroom as well as the psycho-social learning environment.

Because the campus offers Pre-Advanced Placement courses staff members are required to complete Gifted and Talented (GT) training modules. New staff must complete thirty hours of GT training and returning members must complete six hour updates each year. The staff use a variety of sources to satisfy the requirement including the Regional Service Center at Region 10, The College Board, and National Math and Science Institute (NMSI). These hours are required above the individual content training and TEKS updates that teachers, campus coaches, and coordinators attend during the year over the summer break.

Professional development is embedded into the campus culture through regular Professional Learning Communities (PLC) meetings both vertically and horizontally. Staff are able to plan with high school partners because of the unique campus configuration. Teacher capacity is impacted during the PLCs as they learn how to effectively analyze data and student artifacts to inform differentiation and improve the quality

of the Data Driven Instruction (DDI).

Faculty at Rangel are encouraged to keep current on relevant research based resources and to share knowledge. Book studies are part of the campus professional development practices and staff members are on the agenda for each staff meeting to present to the group providing opportunities for capacity building through exposure to resources they otherwise would not have had.

Always searching for methods to improve instruction and student success the Administrative team also participated in the National Advancement by Individual Determination (AVID) Conference and attended PLC and Teacher Excellence Initiative training this past year which provided additional insight into the components of effective teachers, classroom practices, and rigorous instruction delivery.

4. School Leadership:

A school's success can be attributed to its leadership. As a campus core value, leadership is modeled daily by the Rangel YWLS team and emphasized regularly to students. Through goal setting and collaboration among all stakeholders, student learning and engagement are maximized.

The transformational leadership philosophy is a style of leadership where a leader works with team members to identify needed change, creates a challenging vision to guide the change through inspiration, and executes the change in tandem with committed members of the group. This vision is tied to achievement strategies and is realized through planned steps and successes in the path for its full implementation. The principal of this school is a transformational leader who promotes earned autonomy and empowers the faculty and staff to ensure excellence every day, for every student.

Since instruction is the central task that teachers are expected to perform, at this campus, there is a relentless pursuit of best instructional practices that will yield increased student performance in every content. To that end, the principal ensures that teachers are motivated to seek out cutting edge, research-based professional development and support that will result in deep, rich content knowledge.

At this campus, shared leadership is practiced. Both teachers who are in official leadership roles as well as those who provide informal leadership are instrumental in identifying needs and setting academic goals as well as designing and refining instructional strategies to be executed in the classrooms. Through shared leadership, this highly cohesive team has developed a framework that supports meeting challenges, taking risks and finding solutions to ensure increased student achievement. The administrative team collaborates regularly with teacher leaders to review the goals and progress of the schools' improvement plan as well as to discuss what supports are needed for teachers and students.

The campus administrative team is composed of the principal, assistant principal and instructional coach. The principal facilitates the daily operations of the school and is the key instructional leader who ensures all stakeholders remain focused on improving teaching and learning. The other team members utilize their skills set to provide instructional support to new and veteran teachers. Parents and community members are also encouraged to serve in leadership roles through the Site Based Decision Making Committee and as campus volunteers and chaperones.

The school principal promotes leadership density to provide opportunities for development of leaders among the entire team and encourages and provides staff development to facilitate implementation of educational research and best practices, ensuring that staff members identify and check for essential learning and use creative techniques and strategies to deliver, remediate and enrich instruction.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Every student upon graduation from Rangel YWLS should be academically prepared to enroll in a college-level course and perform at an acceptable level. In order to achieve this success at a high school level, students in Irma Rangel must be enrolled and successful in Pre-AP courses. After roundtable discussions with the faculty about this issue, it was decided that targeted skills must be enhanced by regular use daily in the classroom. These are skills of critical thinking, reasoning ability, and writing. Critical thinking is embedded into every classroom daily at Irma Rangel through project-based instruction, collaborative groups, reflective thinking, and/or high level open-ended questions.

Project-based instruction tasks the students with a real-world problem that needs to be solved. The students are motivated to learn at a deeper level in order to achieve a successful solution to the problem/question posed. Projects experienced at Rangel allow for the assimilation on a deeper level, such as the discovery of how the Pythagorean Theorem is used in everyday life, United Nations Fair, creating an exercise routine that targets different muscle groups, or how to create/code a webpage. Connections to real life are made and the students retain content to use as a building block.

Writing through reflective thinking and high-level open ended questions has continued to be a target instructional strategy due to the impact it has on academic student success. Students in high school AP classes struggled to get the maximum points on the free response questions on the AP exam. Middle School Social Studies and English teachers focused on using more primary source literature as well as integrating free response questions into the classroom curriculum. Advanced scores on the social studies STAAR test for eighth grade increased from 40 to 58 percent and scores for sixth grade reading increased from 61 to 72 percent. Based on the successful increase of achievement scores in these two areas, the instructional strategy of writing across the curriculum in order to prompt the students to be more of a reflective thinking as well as answering open-ended questions will be a requirement in each lesson, no matter the content subject.

The goal at Irma Rangel is to equip the students to be functional leaders that make a difference in society and by targeting critical thinking, middle school students and teachers at Irma Rangel are challenged to go beyond the initial classroom content.