



2016-2017

Application for ECHS Designation

ECHS Applicant: Raymondville High School

Application ID: 252013620

The following benchmarks are the minimum required components that must be demonstrated through this application in order to be designated as an Early College High School. Please check the box by each requirement to indicate that the ECHS understands and will comply with the requirement. Application information that contradicts these assurances, or evaluation information that indicates that the required provisions are not being met, could result in a campus being denied designation.

I. Target Population:

The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12 and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

1. The ECHS recruitment and enrollment processes and requirements shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, or minimum grade point average (GPA).
2. The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic.)
3. The ECHS shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews.
 - a. The ECHS shall make available to TEA their annual recruitment and enrollment policies and data.
 - b. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders; target appropriate student populations; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

II. Partnership Agreement:

The ECHS must have a current, signed MOU that:

1. defines the partnership between the school district(s) and the IHE(s) and addresses topics including, but not limited to, the ECHS location; the allocation of costs for tuition, fees, textbooks; and student transportation,
2. states that the school district or charter in which the student is enrolled shall pay for tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE;
3. defines an active partnership between the school district or charter and the IHE, which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
4. includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

III. P-16 Leadership Initiatives:

The school district and institute of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly to address issues of design and sustainability. Membership should include the Early College High School principal/director and individuals with decision-making authority from the district(s) and IHE(s).

1. The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics:
 - Identifying the members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS
 - Reviewing the MOU for necessary revisions
 - Sharing responsibility (between the school district and the IHE) for developing annual reports to district and IHE boards that provide data, highlight successes, and outline plan for improvement
2. Meeting minutes and agendas shall be publically available.

IV. Curriculum and Support:

The Early College High School (ECHS) shall provide a rigorous course of study that enables a participating student to receive a high school diploma and an associates degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study.

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study.
2. The ECHS shall monitor student progress and report the number of hours completed per student, disaggregated by student groups.
- 3 The ECHS shall provide students with academic, social, and emotional support in their course of study.

V. Academic Rigor and Readiness:

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC Â§4.53) to all accepted students to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance.

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study.
 - a. The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students, academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.
 - b. The ECHS shall report to TEA the dates the TSI is administered.
 - c. The ECH shall report to TEA the number of students who have currently passed each section of the TSI assessment, including a breakdown of TSI testing data for subpopulations of targeted students.

VI. School Design:

The ECHS must provide a full-day program (i.e., full day as defined in PEIMS) at an autonomous high school (i.e., a high school with a principal or program coordinator assigned 100 percent to ECHS responsibilities who has scheduling, hiring, and budget authority), an IHE liaison with decision-making authority, and a highly qualified staff with support and training.

1. The ECHS location shall be:
 - on a college or university campus, or

- in a stand-alone high school campus or in a smaller learning community within a larger high school.
 - ECHS campuses not located on a college or university campus must provide students with regular use (at least six times per school year) of college academic facilities.
 - ECHS campuses located in a smaller learning community within a larger high school must disaggregate required ECHS student data.
- 2. ECHS required staffing include:
 - a principal, or program director who has scheduling, hiring, and budget autonomy;
 - an IHE liaison with decision-making authority who interacts directly and frequently with ECHS staff and administrators; and
 - highly qualified ECHS teachers who within four years will be reporting only to the ECHS principal/director and teaching only ECHS students in all core courses.
- 3. The ECHS students shall be enrolled in ECHS-only sections for core classes.
- 4. ECHS shall implement an annual professional development plan based on needs assessment of student data.

1.1 ECHS Applying for Designation

ECHS Campus Name	Raymondville High School	County District Campus Number	245903001
County District Campus Number 2		County District Campus Number 3	
CDC Number Use	<input checked="" type="radio"/> Shared With a Comprehensive Campus <input type="radio"/> Belongs only to the ECHS		
Years Designated	0		
Application Status	New: applying for the first time to open and operate as a designated ECHS in the next school year.		
Mailing Address - Line 1	419 FM 3168	Mailing Address - Line 2	
Mailing City	Raymondville	Mailing Zip Code	78580

1.2 School District

District Name	Raymondville Independent School District		
Mailing Address - Line 1	419 FM 3168	Mailing Address - Line 2	
Mailing City	Raymondville	Mailing Zip Code	78580

1.2.a Second School District

District Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	

1.2.b Third School District

District Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	

1.3 Primary Institution of Higher Education (IHE) Partner

Partner Name	Texas A&M University - Kingsville		
Mailing Address - Line 1	700 University Blvd	Mailing Address - Line 2	
Mailing City	Kingsville	Mailing Zip Code	78363
How many ECHS does this IHE partner with?	1		

1.3 Second Primary Institution of Higher Education (IHE) Partner

Partner Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	
How many ECHS does this IHE partner with?			

1.3 Third Primary Institution of Higher Education (IHE) Partner

Partner Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	
How many ECHS does this IHE partner with?			

1.4 Education Service Center Region1

1.5 Person Completing this Application

Title	Mrs.	First Name	Criselda	Last Name	Flores
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Contacts

Raymondville High School - 252013620

Phone	956-689-8170	Email	rodriguezc@raymondvilleisd.org
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1.6 ECHS Principal/Director

Title	Mrs.	First Name	Criselda	Last Name	Flores
Phone	956-689-8170	Email	rodriguezc@raymondvilleisd.org		

1.7 Superintendent

First Name	Johnny	Last Name	Pineda
Phone	956-689-8176	Email	jpineda@raymondvilleisd.org

1.7.a Superintendent (District 2)

First Name	Johnny	Last Name	Pineda
Phone	956-689-8176	Email	jpineda@raymondvilleisd.org

1.7.b Superintendent (District 3)

First Name		Last Name	
Phone		Email	

1.8 Institution of Higher Education Liaison

First Name	Miranda	Last Name	Joiner
Phone	361- 593-4574	Email	miranda.joiner@tamuk.edu

1.8.a Second Institution of Higher Education Liaison

First Name		Last Name	
Phone		Email	

1.8.b Third Institution of Higher Education Liaison

First Name		Last Name	
Phone		Email	

1.9 Authorized Institution of Higher Education Official

First Name	Nancy	Last Name	KingSanders
Phone	361-593-3290	Email	nancy.kingsanders@tamuk.edu

1.9.a Second Authorized Institution of Higher Education Official

First Name		Last Name	
Phone		Email	

1.9.b Third Authorized Institution of Higher Education Official

First Name		Last Name	
Phone		Email	

ECHS Projected Enrollment: Show how the school has scaled up or will scale up by filling out the table below to indicate projected enrollment growth by year and grade level. If a grade level is not served, input 0 (zero).

Grades of students to be served:	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2015-2016 enrollment	0	0	0	0	0	0	0	0
2016-2017 projected enrollment	0	0	0	137	0	0	0	137

Instructions:

In the "Percent of High School Students in District" column, use PEIMS data to indicate the percent of students for each demographic category currently enrolled in the district or charter school.

If the ECHS is not currently in operation, complete the district column and input a zero in each row in the ECHS column. This information will be submitted by provisional designation finalists to the TEA in the spring.

If the ECHS is not part of a second or third district partnership, please click the buttons at the top of their respective columns in order to auto-fill zeros into the boxes.

Demographics	Percent of High School Students in District	Percent of High School Students in Second District (if multi-district partnership)	Percent of High School Students in third District (if multi-district partnership)	Percent of All Students Enrolled in ECHS
Economically Disadvantaged	82.98	0	0	0
At-risk	49.33	0	0	0
LEP	3.06	0	0	0
White	0.76	0	0	0
Hispanic or Latino	98.85	0	0	0
Black or African-American	0.19	0	0	0
First Generation College-Goers	N/A	N/A	N/A	0
Other	0	0	0	0

Please indicate the subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses that your ECHS has identified to recruit and enroll.

☒First generation college-goer ☒Hispanic or Latino ☒Black or African-American ☒Economically Disadvantaged ☒Other

If other, please explain:
Migrant

Please describe the recruitment and enrollment processes and requirements used by the ECHS. Please address how these processes and requirements facillitate the recruitment and enrollment of students who are at risk (as defined by PEIMS) or who are in the identified under-represented subpopulations.

The primary goal of Raymondville High School is to graduate all students College and Career ready. Being granted the ECHS designation would correlate with our belief that ALL students, including those at-risk and underrepresented can be successful. Raymondville High School has been improving student achievement, decreasing dropout rates, increasing high school graduation rates and increasing college enrollment through our Dual Enrollment Program. Over the past few years, 83.04% out of the 289 college courses taken by Raymondville ISD students, as dual credit through Texas A&M University-Kingsville, resulted in a final grade of a “C” or better. Being granted the ECHS designation would allow us to develop educational partnerships and networks to expand on innovative practices and proven models of best practices for improvement in college completion.

Raymondville High School serves the Raymondville community in Willacy County. All 8th grade students that are in the transitioning phase to advance to high school are provided with information on all the opportunities that Raymondville High School offers to them. RHS uses various tools to promote enrollment of all our 8th graders. These tools include college and career pathways flyers, school’s website and Facebook page to showcase and create career pathway awareness, parent meetings, school board presentations, college and career fairs, and college and career tailgate parties during school athletic events to promote and disseminate awareness and other recruitment strategies designed to maximize enrollment.

One of the events that RHS conducts for our 8th grades is a Spring Camp. During the Spring semester of their 8th grade year, we invite all of our 8th graders and parents to attend our “Future RHS graduates” camp. The camp provides our students, parents and community awareness of all the opportunities that RHS offers all of our students to be College and Career Ready. The “Future RHS graduates” camp is student-led and organized by our student council. Our rising freshmen during the camp are exposed to the following: 1.) Interactive presentations from current students focusing on what to do yearly to be college and career ready; 2.) Showcase fair of the different Extra-curricular programs, organizations and clubs; 3.) Campus Tour; 4.) Academic Programs to include Advance Placement, CTE,

and Dual Enrollment; 5.) Assessments: EOC, AP, TSI, Aspire, PSAT, ACT, SAT; 6.) Personal Graduation Plans and Endorsements; and 7.) Student Academic and Support Services such as our Summer Bridge Programs.

Raymondville High Scholl has exercised open enrollment in the different programs offered such as the Dual enrollment Program and pathways leading to Career Certifications. To accomplish successful enrollment, RHS administration and counselors work collaboratively with our middle school staff to support our students through their middle school year and emphasize their transition from 8th grade year to high school by educating our students and parents of all the opportunities RHS offers and continually having open communication and feedback to encourage student enrollment. Additionally, we identify students that are academically at-risk and in need of extra supports during middle school and through their transition to high school so that they have greater success in their high school career and post-secondary.

Counselors play a vital role in conducting informational session in the Spring of their 8th year to promote all the opportunities and supports for them as they transition to our high school. One of the supports that we promote is for our rising freshmen is our Summer Bridge Program to support students' success towards their attainment in core-subject areas, End-Of-Course Exams and college entrance examinations such as TSI. During the Spring Semester, students also have the opportunity to test on the TSI during their 8th grade year. Parent awareness meetings are held with the main focus to explain the rigors of the curriculum,

Please describe how the recruitment and enrollment processes and requirements were developed and how they are analyzed, reviewed, and refined.

Raymondville High School has used different tools and venues to promote the different opportunities and services offered to our students. Having the opportunity to be designated as an Early College High School will support our primary goal as a school and school district to graduate students College and Career Ready. Throughout the year, several different committees meet to analyze, review and refine process that has been established and to develop any new processes needed; such committees are our Administrative Leadership Committee, Campus Leadership Team, Advance Leadership Committee and District Counseling Committee. ALC is composed of high school administration, counselors, GEARUP facilitator, Librarian, and Nurse; CLT is composed of our school administrators and lead teachers in Math, Science, Social Studies, ELA and CTE; ALC is composed by our Superintendent of Schools, Curriculum Director, Special Programs Director, High School Administration and Texas A& M University-Kingsville Liaison. District Counseling Meetings are with all district counselors, elementary through highs school and one high school administrator. These committees host weekly to monthly meetings and one of the regular agenda items is College and Career Readiness where any of the recruitment and enrollment processes and systems currently in place are analyzed, reviewed and refined with the goal of improvement to better support all of our students. One of the outcomes of such meetings led to the planning of being a Texas Success Initiative (TSI) testing site, promoting high school events such as college and career fairs district-wide. Some dates and titles of some of our upcoming events are the following:

December 16, 2015 – District Parent Involvement Meeting – RHS session: Pathways to your Future: College and Career Success

January 6, 2016 – RHS Community Village Event: Spring 2016 Dual Enrollment Program

January 13, 2016 – RHS Community Village Event: Summer Programs and Services (ACT/SAT Camp, TSI Camp, Summer Bridge Programs, College Summer Camps...)

January 20, 2016 – Public Service: Health Science College and Career Fair

February 24, 2016 – Financial Aid Fair

March 9, 2016 – Business & Industry and STEM College and Career Fair

March 23, 2016 – RHS Community Village Event: Personal Graduation Plans and Post Secondary Plans

April 4-6, 2016 – Counselors’ Presentations (High Students): Orientation, PGP Review and Pre-Registration

April 7, 2016 – Counselors’ Presentation (Rising Freshmen): Orientation, PGP Development and Pre-Registration

April 8, 2016 – “Future RHS Graduate Day” for Grade 5 and 8 at RHS

Do the answers to the questions for Benchmark 1 meet the criteria for Exemplar recognition, and would you like TEA to consider your ECHS for this?

☐ Yes ☒ No

Early College High School campuses are required to have a Memorandum of Understanding (MOU) that is current and applicable to the 2015 -2016 school year. The following required topics must be addressed in the MOU. The following "highly recommended" topics should be considered for inclusion in the MOU. Please indicate the page number in the MOU where the topic is referenced.

Required MOU Topics	Page number in MOU where referenced
The location of the ECHS, allocation of costs and fees, and transportation	8
Administration of statewide instruments under Subchapter B, Chapter 39	2
Grading periods and policies	11
Courses of study	4
Curriculum alignment	3
Instructional materials	10
Instructional calendar	10
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	10,11,1
Student enrollment and attendance policies	5,11
Provisions for discontinuing ECHS operation (see next section for details)	16,17
<div><ul style="list-style-type: none">• Number of credit hours taken and earned• GPAs• State assessment results• SAT/ACT, PSAT scores• TSI readiness by grade level• Qualifications of ECHS staff• Location(s) where courses are taught</div>	5-9

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	8
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	10
Procedures for collecting and sharing student and teacher data	1-3,15
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned	1-3
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	13
Provisions for implementing program improvements based on the collection and review of the following data: <div><ul style="list-style-type: none">• Articulation of high school students in four-year colleges/universities and level of entry• Enrollment/retention rates, leaver codes, and attrition rates, by grade level• Student participation in activities at IHE</div>	1-3, 15

Do the answers to the questions for Benchmark 2 meet the criteria for Exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes ☒ No

P-16 Coordination and Communication

The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization.

Please list the dates that this group met during the past school year in the format "mm/dd/yy".

Monday, March 27, 2014 at TAMUK - Dual
Enrollment: Summer Bridge Program & Fall 2014

Please list the first and last names and titles of the group members. Fill all fields. Write "N/A" if someone of a specified title is not a member of the leadership team.

Title	Name
Superintendent	Johnny I. Pineda
Cirriculum & Instruction or Equivalent	Andrea Mungia
ECHS Principal or Director	Criselda R. Flores
IHE President	Dr. Steven H. Tallent
IHE Provost	Dr. Heidi Anderson
Dean of College of Education	n/a
ECHS Liaison	Miranda Joiner
Associate Vice President for	Dr. Nancy KingSanders
RISD Special Programs Director	Benjamin Clinton

What are the functions of the group? Briefly summarize the topics/issues they have addressed, decisions they have made, and the accomplishments they are most proud of.

Raymondville High School is committed to a rigorous and accurate evaluation of all programmatic academic and student support services, professional development for teachers, instructional technology, student library services and other various college resources.

Raymondville High School has an established leadership team that combines key personnel from RISD and Texas A&M University-Kingsville who have administrative decision authority that have a direct impact on programmatic and financial processes. Some of the functions of the leadership group include the following: 1.) the interpretation, review and update of the Memorandum of Understanding, 2.) development and implementation of professional development opportunities for Raymondville High School teachers, 3.) sharing and evaluating data pertaining to recruitment, enrollment, retention, completion and transfer, 4.) evaluating programmatic RHS operations and identifying strengths, weaknesses, opportunities and threats, 5.) identifying areas of improvement and creating an outline to implement intervention strategies designed to increase student success, 6.) discussing new Texas Success Initiative (TSI) standards and how to prepare staff and students accordingly, 7.) developing summer bridge programs that provide students with the academic preparation to be college ready for core-curriculum courses, 8.) discussing curriculum alignment between Texas A&M University-Kingsville and RHS courses, 9.) dialogue on the offering of college courses, and 10.) Continuous training discussions regarding Texas A&M University-Kingsville academic and student support services and resources.

Dr. Steven H. Tallant, President of Texas A&M University-Kingsville, serves as the Chief Executive Officer of the University and performs the overall management of the College in accordance with local, state, and federal regulations and local needs. Dr. Tallant coordinates the responsibilities and assignments of the College staff for effective management, compliance with criteria, conditions of eligibility, reaffirmation and accreditation processes with Southern Association of Colleges and Schools. Dr. Tallant also keeps the Board informed of the applicable laws, rules, and regulations that affect the College. Dr. Tallant recommends policies on organization, finance programs, personnel and all other functions of the College. Dr. Tallant enforces, administers, and interprets the College's policies and administers the College according to such policies in addition to complying with all Board directives, state and federal laws, policies and procedures of the College as they exist or may hereinafter be adapted or amended.

Dr. Heidi Anderson, Provost and Vice President for Academic Affairs at Texas A&M University-Kingsville, leads all academic and curriculum related programs and services. Dr. Anderson is ultimately accountable for the quality of the University's academic, workforce and developmental educational programs. Dr. Anderson promotes a learner-centered philosophy and the focusing of faculty and staff commitments toward learning and success; assesses the quality and effectiveness of all instructional programs and formulates plans for continued improvement. Dr. Anderson fosters curricular and teaching innovation and the use of technology for program development and other educational initiatives; develops and maintains policies in the areas of instruction. Additionally, Dr. Anderson leads the recruitment and development of a well-qualified, professional and caring faculty; and collaborates with business and industry community, and educational partners for the development of high quality instructional programs.

Ms. Miranda Joiner, Dual Enrollment Coordinator at Texas A&M University-Kingsville, will be our ECHS Liaison. Ms. Joiner provides leadership and direction to the ECHS programs at Texas A&M University-Kingsville by developing and implementing successful ECHS initiatives with ECHS partnerships. Ms. Joiner serves as the higher education liaison with the public ECHS partners; assists with the application, promotion, and implementation of the ECHS programmatic initiatives for potential

If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff turnover, please describe those structures here. Otherwise, please fill in "N/A".

RISD has a commitment of sustainability structures that have led to a positive impact on student high school graduation attainment and college readiness. The New Teacher Training Institute allows the assignment of a mentor teacher to newly hired teachers with two years or less of classroom experience. This mentorship program provides these teachers with support in areas of classroom management, teaching strategies, peer-observations and other instructional support strategies designed to increase student learning. The Foundation Trinity is a model that allows for powerful learning and teaching and form the basis of critical practices that are the core of highly effective instruction. Fundamental Five: The Formula for Quality Instruction follows five practices that are supported by all RISD administrations that assist teachers in implementing the strategies in their classroom by working with them side by side.

The Professional Learning Community model that is established at RHS is a support system for teachers, which provides best practices, collaboration on instructional strategies and the opportunity to link RHS/TAMUK teachers to discuss curriculum alignment, classroom management, instructional strategies and other academic classroom-related components. RHS teachers meet daily in PLCs to share best practices with each other. This time is especially helpful for new teachers, but it is also an excellent opportunity for experienced teachers to share best practices that make their classroom the best teaching environment available for all students. These best practices and sustainability infrastructures provide teachers with the support they need to enhance their curriculum and become more efficient and effective with their teaching strategies. These support systems designed to help teachers become exemplary help

RISD and TAMUK provide all new teachers with extensive professional development before the start of the new school year. This professional development includes, extensive training in the area of classroom management, engaging teaching strategies that include AVID strategies, book study reviews, and Pre Advance Placement and Advance Placement curriculum training. These training have been successful practices that have contributed to the continuous student success and have addressed and identified student learning gaps and have assisted in decreasing the teacher turnover.

RHS through the department of Human Resources at RISD allows for the assignment of a teacher mentor to newly hired teachers with no classroom experience. The mentorship program provides teachers with classroom support by working side by side with them. Extensive time is spent in the area of Classroom Management and assisting the new teacher in developing a positive learning environment for all students. Planning rigorous and engaging lessons and allowing for collaboration on instructional strategies are also how every new teacher is supported. New teachers meet with their teacher mentor to collaborate on curriculum alignment, resources, students, lessons, and campus and district procedures. These support structure has helped decrease teacher turnover at RHS.

Campus and district professional development takes place during PLCs where teachers meet and share practices that have been proven to increase student learning. These practices include effective implementation of state standards, data disaggregation, curriculum alignment, effective implementation of 3-week short-term assessments and curriculum pacing charts, effective implementation of the Fundamental Five, Write-For-Texas strategies, English Language Proficiency training, Special Education Accommodations and technology in the classroom. These trainings are a component of the structure in place that is used to support and retain new teachers.

The Write for Texas Project through the Texas Education Agency has provided RHS and the middle school teachers with professional development focusing on

Do the answers to the questions for Benchmark 3 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes ☒ No

The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates's degree or at least 60 semester credit hours toward a baccalaureate degree. Please indicate how students will progress toward this goal by completing the course crosswalk below. (Important notice about summer school: The 60 college credit hour plan must be fulfilled during the school year unless the ECHS is a year-round school or provisions are made to provide all ECHS students with access to the summer courses. Courses offered during the summer must be supplemental or available at other times of the year.)

**note: For dual credit courses, please indicate whether the course is taught by someone who is primarily IHE staff or ISD staff and whether the course is taught primarily in person or via distance learning.*

Please indicate the endorsements that will be offered to students. The endorsements include: STEM, Business, and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies.

Raymondville High School will be offering all five endorsements to our students, STEM, Business and Industry, Public Service, Arts and Humanities and Multidisciplinary Studies. With the new state graduation requirements included within the Foundation High School Program, RHS encourages and guides students in the endorsements needed for the distinguished level of achievement for graduation. With this support, students will receive valuable information for the endorsement of their choice. RHS also works to ensure that all students have chosen one or more endorsement and to guide them to fulfill the state and district requirements so that all students can graduate with courses based on their interest. Additionally, students are guided based on endorsement interest towards the field of study that he or she will follow for their bachelor's degree. The graduating student will then graduate with up to 60 college credit hours towards a baccalaureate degree (core curriculum and foreign language only). Being that the student will earn the necessary college courses, this can also lead to earning a performance acknowledgement as a Distinguished Level Diploma.

Please indicate the associate's degrees that will be offered to students.

RHS and TAMUK will concentrate on providing students the opportunity to complete up to 60 college credit hours towards a baccalaureate degree (core curriculum and foreign language only).

Please indicate the Level 1 and Level 2 certificates that will be offered to students.

- Currently, Raymondville High School offers the following certifications to our students through the Career Technology Education Program.
- Certified Nurse Aide
 - Adobe Certified Associate
 - IC3
 - CompTiaA+
 - OSHA Worksafe
 - AWS Welding
 - Level II Security Officer

Please indicate how the ECHS will monitor student progress and use student data to support success.

Assessing students through interest inventories and by creating personal graduation plans since middle school, counselors and administrators are able to monitor student progress towards the student’s individual goals and the collection of data leads to betterment in support services for student success. The administration and counseling department monitors each student’s degree plan and progress. Each administrator is responsible for a Professional Learning Community. Each PLC is composed by core-teachers and by grade levels. To monitor students’ progress, each administrator conducts classroom observations and walk-throughs in order assess teacher performance and student learning. In addition, the counseling department meets with students and parents, through conferences, in order to ensure success. During these conference sessions, the counselor will help the students create a student intervention plan (tutoring, emotional, social, college knowledge support and workshops designed for student success) that can lead to positive progress towards their PGP.

During each academic year, students are supported through courses such as Principals of Informational Technology, Teen Leadership, and College and Career Readiness that create a learning framework designed to engage and teach students about college readiness and awareness.

During their senior year, students take the college and career readiness course that provides a framework to complete their transition to a post-secondary education. Students guided through resume writing, essay writing, college and scholarship applications, student loans, FAFSA information, college dorms, and other academic and transition documents. This course guides all seniors towards successfully creating a smooth transition to college enrollment.

Starting their freshman year, students are part of an advisory period. Each student is designated to a mentor that will support them for their entire high school career. Advisory Period is held during weeks 1, 2 and 4 of each six-weeks. Mentors check their students’ progress during the designated weeks towards successful completion of student goals at every 3 weeks intervals. During the advisory period, different awareness topics are addressed such as graduation plans.

Through different courses, students also do the Pre-Assessment activity for the TSI. The Pre-Assessment Activity Certificate is collected by the counselors which allow our students to test and attend tutorials. Tutorials are available after-school, before school, and on Saturday for TSI, ACT, and SAT. TSI testing is available during the week and on Saturdays.

RHS and TAMUK will collaboratively work with students, parents and teachers to closely monitor student’s academic progress. RHS and TAMUK utilizes data such as assessment reports, student progress reports, personal graduation plans, special population performance, attendance, and college admissions exams (End Of Course, Texas Success Initiative, ASPIRE, PSAT, ACT and SAT) to monitor student progress at RHS. RHS will use this relevant data to design student’s individual instructional plans to ensure that high skill and rigorous college preparation is available for continuous relevant participation to improve academic performance. The instructional plan will be reviewed and revised and kept as a working document to continue addressing the needs of individual students. Interventions that will be implemented effectively to monitor student progress and success include differentiated instruction and collaboration amongst the professional learning communities. RHS will differentiate instruction and implement research based strategies to the meet the needs of all learners, and to raise the rigor to challenge the students and provide the necessary academic tools to help all students reach their full potential. RHS will collaborate with parents to develop an instructional plan to address the needs and interest of their child. Furthermore, appropriate data will be utilized to ensure decision making is focused on the goals and resources essential for the

Please indicate how the ECHS will provide academic support to the students by personalizing the learning environment.

Raymondville High school is committed to provide academic rigor and relevance in education in order to prepare all students for college and career readiness. Teachers and staff supported through extensive staff development to better support students who are at risk of not pursuing a post-secondary education. Teachers are required to go through extensive Pre and AP Summer Workshops in order to address the rigor of the curriculum and meet the needs of all their students. The goal of RHS learning community is to build a college-bound culture based on early college awareness, to help students gain confidence, create awareness on college and career expectations, and provide students with the academic skills to overcome challenges along the way. The goal is for all RHS students to obtain a degree plan and be provided with the necessary awareness to help them achieve success. Students who are in need of assistance at RHS will be offered the necessary support services as TSI/ACT/SAT tutorials, individual academic intervention plans, extended day tutorials support (Monday – Saturday), summer tutorial services, summer bridge activities, enrichment support programs, summer acceleration for college course advancement, individual and group study by senior mentor students, parental involvement meetings, counseling services by both the RHS and TAMUK and yearly courses such as Principals of Informational Technology, Teen Leadership, and College and Career Readiness that create a learning framework designed to engage and teach students about college and career readiness and awareness.

Through this approach, the campus will collaboratively build student aspirations by providing enrichment activities, fostering rigorous academic preparation, encouraging early college planning, and guiding students and their parents through the college admissions process. By the Spring semester of their freshmen year, every student will have a degree plan which will be shared with the student and parent.

At RHS, advisory period class size is limited to a certain small number of students in order to provide highly personalized attention and to encourage the development of lasting mentor/mentee relationships. All students attend the advisory period for 30 minutes of advisory time where they are monitored closely by their mentor. Mentors monitor grades, credits, assessment data and college readiness data on every student as well as the emotional well being of every student.

RHS, in conjunction with TAMUK, will utilize all available academic resources at the campus level and IHE level to support all students into building relevant leadership traits, talents, interests, and decision making skills. Advisement will be used to connect students to present and post rigorous academic aspirations through preparation, participation and performance of an enhanced curriculum. Through an array of support systems, RHS students will develop a sense of pride, integrity, respect, duty and responsibility. Students will also enhance their qualifications, marketability and competitiveness to enter colleges, universities and careers of the 21st century through the rigorous curriculum (AP, Pre-AP) that is being utilized on a daily basis.

RHS will use degree plans that will be in accordance with TAMUK and embedded into the different crosswalks for high school courses and matching college courses that the student can visually follow to monitor course completion. This simultaneous course document will be tailored to fit the different associate degrees offered through TAMUK. Once the student has declared a field of study, individualized counseling will take place to advise the student on required courses. As the student progresses, all stakeholders including the student, parents, teachers, counselor and administration will begin to monitor the student’s progress using the crosswalk and develop an individual plan. This overall monitoring is a four year support to help the student and parents identify the courses and credits the student has completed. This on-going encouragement will help the student and family visualize the progress the student is making toward achieving a high school diploma with

Please indicate how the ECHS will provide social and emotional support to the students.

RHS in conjunction with TAMUK will support high school counselors in periodically providing up to date training in all necessary supports needed to support students to be college and career ready. RHS students have access to the services offered by TAMUK Counseling and Advisement Centers. Our counselors follow all the different cohorts and monitor their academic, social and emotional support and will continue to follow them through their high school years. Advisory Period and various courses such as the College Readiness Course provide students with college and career readiness advisement information, motivational and academic supports. Our Counseling department through our RHS Community Village events will lead to parent and student workshop such as Apply Texas sessions, FAFSA drives, college and career fairs and college tours.

The TAMUK Summer Bridge Program provides students with not only academic courses but the social support for students at RHS. Students are able to experience college life by staying at the dorms and experience college courses at TAMUK. This experience and activities are pertinent to student success since students will have the opportunity to socialize and meet other students, engage in workshop designed to help students develop their social skills and prepare them

for university life, as well, as to have first-hand insight the career of their choice.

Currently at RHS, students are able to participate in extra-curricular activities such as sports, clubs, organizations, band and other related activities. These activities not only provide the students with the social support that is needed for a positive RHS experience, but helps them develop the necessary social skills needed for success in school and life.

Providing students with emotional support resources and opportunities is integral to their success. RHS is committed to ensure that every student has the opportunity to have a positive experience in our school. With an average enrollment of 525 students, RHS teachers and staff are familiar with all students in their class and dedicate the appropriate time needed to their academics and all other aspects of the whole student as their social and emotional growth. The administration and counseling staff of RHS are always available and provides the necessary time to meet with students to talk about their academic and personal needs. All teachers serve as mentors to all students and follow the same group of students through their graduation. As mentors, RHS teachers infuse engagement in career pathways by disseminating information, encouraging students to successfully complete college, guiding students by providing them with the necessary resources needed for student success and being a role model and leader at all times.

RHS is committed to promoting continued education beyond high school by partnering with TAMUK to support both social and emotional needs of our students. This partnership has allowed us to provide all our students the guided opportunity and support to be successful in obtaining a post-secondary education.

Do the answers to the questions for Benchmark 5 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes ☒ No

TSI Testing and Success	
Please list the dates that this group met during the past school year	RHS Administration and the counseling department met weekly through the 2014-2015 school year. The agenda item of college readiness was presented in every meeting.
Please list the dates that the TSI will be administered in the coming year	Daily testing is held for students starting 7th period class and is based on student availability. Saturday testing is also available. The following dates have been scheduled for
Is the ECHS a TSI assessment site or does the IHE administer the TSI?	<div><input checked="" type="radio"/> ECHS is a TSI assessment site</div> <div><input type="radio"/> IHE administers the TSI</div>
<p>Please describe a plan for the ECHS to achieve TSI success. Include information about academic preparation classes for accepted students and/or bridge program(s), academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.</p> <p>Raymondville High School is to test all students and create support for all students to achieve TSI success. Effective Spring of 2014, RHS became an approved testing site. Through continuous support and training, RHS has made available testing opportunities for all students. This initiative has provided accessibility for students to test and become TSI ready.</p> <p>Before testing, students must complete the Pre-Assessment Activity. Their Pre-Assessment certificate must be turned in their counselor in order to take the TSI. Students are asked to attend tutorials in the area of need based on their results. Based on the TSI study guide, teachers are able to emphasize components of their curriculum to support and better prepare students for their TSI exam. Students who are not successful are required to attend tutorials with core-teachers and through the TSI online-prep program. Students are allowed to retest at no cost as long as they attend tutorial sessions. Test results will be used to advise students in the selection of college courses and degree plan completion.</p> <p>RHS offers the College Preparatory Courses in Math and Reading to support those students that have not been successful in TSI. A summer bridge program is also offered to rising freshmen as an academic intervention to ensure student success in EOC and TSI. Current RHS students are also able to attend summer camp in TSI, culminating in taking the TSI at the end of the camp. This program places an emphasis on the TSI assessment results by the curriculum being designed to target specific TSI content areas. Students, who attend, are provided with targeted instruction in the areas of reading, writing, and math so that they are prepared before taking the TSI on campus. This camp not only focuses on preparing students for TSI success, but also on teaching students study skills, communication skills and academic self-confidence. After taking a practice exam or based on student previous scores, camp teachers review the pre-assessment data and create personalized instruction to improve each student's foundational skills. For those students who encounter academic difficulties on the TSI exam, the teachers take proactive measures to maximize student achievement and address specific academic deficiencies. This approach includes systematic progress monitoring during weekly tutorials that are designed to identify struggling students and develop a prescriptive Individual Instructional Plan for each student.</p> <p>Our District Testing coordinator supports TSI training for our Counselors and GEARUP facilitator. Both counselors and facilitator coordinates and schedule all TSI exams for the campus. They advise students on the exam and provide them with background knowledge of what they need to know in order to be successful. TSI exam dates are announced to all students through daily announcements, posted on the school marquee, the school website, REMIND 101 app and flyers throughout the school so that students are aware in advance of the testing and tutorial dates.</p> <p>In addition, students have been provide the opportunity to test during the school day with no fees required to the students; Sophomores the ACT Aspire, the Juniors the PSAT and ACT, and Seniors the SAT. Fee waivers are also provided for ACT and SAT to senior students for Saturday Testing dates. ACT and SAT summer camps are also available in the summer. All these opportunities allow students to test with no fees associated to help students transition from our school to a four-year university.</p> <p>Raymondville High School goal is continuously improve the success of students by addressing their individualized needs through reliable diagnostic assessment, comprehensive support services and integrated instructional models.</p>	
<p>Do the answers to the questions for Benchmark 5 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?</p> <div><input type="radio"/> Yes</div> <div><input checked="" type="radio"/> No</div>	

ECHS Site Design

What is the design of the ECHS model for which partners are requesting designation?

- ☐ ECHS on a college campus
- ☒ Not located on a college campus
- Small learning community within a larger high school

Please describe when and how the ECHS students will make use of IHE academic and support facilities, such as libraries, labs, advising center, career center, eating facilities, cultural facilities, and sports facilities. If the ECHS is located on a college campus, just write, 'ECHS is on a college campus.'

The partnership commitment between RISD and TAMUK proudly provides opportunities to all RHS students with high expectations of their success. Both education institutions goal is to create a college-going culture whereby attending and completing not only a high school diploma, but a higher education as well. Through meetings and dialogues, the RISD and TAMUK Leadership Team use their various institutional resources to make every effort to increase awareness, accessibility and ensure that students maximize the use of TAMUK resources and facilities.

Students are issued a TAMUK JNET account and ID, which allows personalized access to web and campus services at TAMUK. The web services include access to all student support services, degree audits, academic support services and other educational and academic resources. During the school year, students are supported by their TAMUK and RHS teachers by conducting college tours so that they become aware of the services.

Through the TAMUK Summer Bridge Program, TAMUK has committed classroom, lab and dorm space to accommodate RHS students that take summer courses at the college campus. The intent of RHS and TAMUK is for our students to live the real college experience; therefore, students stay in the dorms for an entire month, are enrolled 6 college hours and when not in class, the students are shown the college and are given full access to services and areas such the college cafeteria, library and exercise facilities. Students have are able to attend lab tutorial services and have access to individual and group study rooms. Students will also have access to Student Life activities and programs. Students have access to all equipment, which is required and available in the College’s existing classrooms and labs. The students also have access to the latest instructional technologies to conduct presentations in the classrooms. TAMUK also provides tutors and mentors for our students to assist them with their course load and advise them on the most efficient use of their time in order to be successful in college.

The partnership commitment between RHS and TAMUK proudly provides opportunities to all RHS students that enhance their transition to college through the use of both academic and support facilities. RHS has pledged to ensure that all students be exposed to a real college experience that will instill a motivation for higher education and learning. RHS and TAMUK leadership team will make every effort to collaborate and increase awareness, accessibility and for students to maximize the use of TAMUK resources and facilities.

If the ECHS shares a campus number, partners must agree to collect and disaggregate ECHS student data from school-wide, non-ECHS data in order to show outcomes specific to the ECHS.

- ☒ The campus number is shared and the partners agree to collect and disaggregate data
- ☐ Not applicable

School Design: Staffing

Please describe all duties and responsibilities of the ECHS principal or director. Explain the principal or director’s role in scheduling, hiring, and budgeting for the ECHS. If the ECHS principal or director has any duties or responsibilities unrelated or in addition to ECHS leadership, please explain.

If designated as an ECHS, Raymondville High School principal, Mrs. Criselda R. Flores will oversee Raymondville High School and the Early College HS at Raymondville High school.

The principal of the Early College at Raymondville High School will create a powerful professional learning system that guarantees exceptional teaching and learning for all students. The principal will lead our ECHS team in school improvement, professional development initiatives and play a significant role in the lives of our student’s, their families and the community. The director will focus on leadership, curriculum and instructional excellence, and a school culture and community that fosters a college and career readiness program geared toward post-secondary success. The principal will also understand the elements of an ECHS program and work to infuse its respective areas into the school’s daily and overall curriculum. The principal will inspire staff, students and parents to implement a school wide culture that reflects the school’s overall ECHS mission and promote understanding and respect for all members of the school community. The principal will also have a sound understanding of the dual enrollment programs and partnership with Texas A&M University-Kingsville to offer college credit courses. The principal will work closely with TAMUK and RHS College and Career Readiness Coordinator to enhance the master schedule to meet the needs of students and the program logistics. In order to ensure the hiring of highly qualified staff, the principal will follow the hiring process in accordance to human resource hiring guidelines, and will recommend teachers who are highly qualified with the ability to teach and reinforce the curriculum with rigor and relevance and who are willing to learn a wide range of common instructional strategies. The principal has a deep understanding of the budget and will make all decisions regarding the ECHS budget. In addition, the principal will maintain effective relationships with community, business and university partners that are vested in the academic success of our students.

Furthermore, Raymondville ECHS principal will work with teachers and other key stakeholders to develop, implement, evaluate and improve instructional programs through data driven planning cycles, Professional Learning Community meetings, and focused reflection planning based off of student assessment data. The principal of the Early College at Raymondville High School will not only serve as an instructional leader, but will empower teacher excellence through a focus on continuous improvement, including curriculum based effective professional development, observation and feedback , and imbedding the College and Career Readiness Standards into the curriculum.

Raymondville ECHS principal will be able to establish, nurture, and protect a culture driven by college and career readiness for all students. This positive culture will motivate and support students, teachers, staff, and parents with compassion and fairness upholding the ECHS standards on a daily basis. The goal will be to foster a culture of strong, positive, student focused relationships with families, school, and university community where student success is evident and thriving.

Additionally, the principal of the Early College High School, will provide leadership, planning, coordination, implementation and evaluation of all components of the ECHS along with external support from Texas Education Agency (TEA) and other entities that provide support to the ECHS. The ECHS principal will coordinate the successful implementation of all ECHS initiatives and ensures that the school is following the model as required by TEA. The principal oversees the daily operation of all the ECHS partners, including assistance with the TEA application for ECHS designation, class scheduling, student scheduling, summer bridge programs, and

all related activities necessary for the successful operation of the program. The principal works closely with secondary and post-secondary educators to plan and develop dual enrollment/dual credit classes and assist in the development of schedules, agreements, data gathering and writing report to ECHS stakeholders. The

Please describe the duties and responsibilities of the IHE liaison for your ECHS, including how frequently he or she meets and/or works with the ECHS principal/director.

Ms. Miranda Joiner, Dual Enrollment Coordinator at Texas A&M University-Kingsville is our IHE liaison. She provides leadership, planning, coordination, implementation and evaluation of all components of the Dual Enrollment Program and will provide support for the ECHS, once approved. Ms. Joiner will coordinate with RHS the successful implementation of all ECHS initiatives to ensure that the school is following the model as required by TEA. Ms. Joiner will oversee the daily operation of the ECHS, including assistance with the TEA application for ECHS designation, class scheduling, student scheduling, summer bridge programs, and all related activities necessary for the successful operation of the program. Ms. Joiner works closely with secondary and post-secondary educators to plan and develop dual enrollment/dual credit classes and assist in the development of schedules, agreements, data gathering and report to all stakeholders. Ms. Joiner directs all professional seminars, student workshops, professional development activities, tutorials, career exploration, advising, and degree planning for all students in the ECHS program.

Ms. Joiner develops and maintains brochures, handouts, and guides of the ECHS program to provide accurate information to students, parents, faculty, counselors and community. In addition, Ms. Joiner identifies grants as funding sources to leverage overall sustainability of ECHS services such as professional development for ECHS instructors, instructional technology support for students, student and academic support services that engages students. She maintains and organizes steering board meetings for the Early College High School and gathers appropriate data, writes reports and updates for the Early College High School stakeholders as needed. Communication between Ms. Joiner and Early College High School Principal is done through scheduled visits to the campus at least once per month and as needed. In addition to the monthly meetings, Ms. Joiner and the ECHS are in constant communication via email, telephone and text with any staff member in the ECHS office as well as other support staff at TAMUK.

RHS has been moving in the direction of being college ready and connected for the last few years. The commitment of the IHE liaison and Raymondville High School administration has proven to support at-risk students to accomplish a successful postsecondary transition. Raymondville High School has worked diligently with TAMUK Dual Enrollment Director Miranda Joiner to ensure that all academic supports and structures are in place at Raymondville High School. Ms. Joiner has been instrumental in providing leadership and has assisted in the recruitment and enrollment of students in our Dual Enrollment Program. Her constant guidance and support has helped Raymondville High School increase enrollment of students in the Dual Enrollment program. In addition, Ms. Joiner has facilitated field trips for Raymondville High School students to use the facilities at TAMUK. With her support, Raymondville High School students have been exposed to the college life by being part of the Summer Bridge Program that give access to high school students to college courses at the college, dorms, science labs, recreational facilities, classrooms, advisory personnel, and the TAMUK cafeteria. The college trips have also provided Raymondville High School students to experience being a college student. Professional development activities that include Raymondville High and TAMUK faculty have been the coordination among Ms. Joiner and Raymondville High Administration. Raymondville High School counselors and faculty has received training in college level curriculum, strategies and college enrollment processes. These professional development trainings have helped support students in making a better academic transition into the IHE and have decrease the number of students taking remedial classes when the students enter college. The coordination and communication with Ms. Joiner has prepared Raymondville High School to implement all the necessary supports and structures that will assist students to be successful in college.

Is the IHE liaison working with other ECHS campuses?

☒ Yes ☐ No

Please list the other ECHS campuses the IHE liaison works with.

Henrietta M. King High School

Which statement best represents the assignment of the ECHS teachers?

- ☐ The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☒ The ECHS will employ highly qualified teachers who, within four years, will be reporting only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☐ Other

If other, please describe below:

Please describe the annual professional development plan, teacher mentor programs and/or opportunities for ECHS teachers and higher-education faculty to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with IHE faculty.

Raymondville High School will support the transformation of teaching methods, preparation and instructional delivery in order to meet the needs of our students and transforming them into 21st century learners. All professional development activities for teachers focus on creating an academic culture that enables struggling learners to achieve success in college courses. Raymondville High School is a conducive facility with efficient planning, institutional partnerships, and has the integration of best instructional practices that can contribute to effective implementation of the ECHS design. Initiative such as the Fundamental 5 and Write for Texas provide the training and support of all teachers including our higher education staff that allow our students to process information using listening, speaking, reading and writing opportunities several times within a class period. In the classroom, these guidelines promote meaningful student communication and collaboration; which can turn an otherwise teacher-centered lesson into an engaging and interactive student-centered lesson. These practices foster school district-wide coherence since teachers of all grade levels and content areas use similar structures to promote active language-based learning, especially in shy, reluctant, and struggling learners. Transforming teacher-centered learning to learner-centered environments is the best practice for our 21st century students.

Through our Professional Learning Community meetings, teachers have the opportunity to plan and work together with other teachers while creating the best common lesson for their students on daily basis. New teachers are also supported through our mentoring program in our district. This mentoring program provides multiple pathways for teacher and school leadership, thus dramatically increasing the number of highly effective schools leaders that serve an ever expanding high need student population. RHS teachers and higher education faculty will collaborate and work together to ensure that both organizations are aligned with up to date innovative strategies. Collaboration will occur through professional development, peer-observation and feedback, and intentional collaborative meetings during PLCs. The staff will encourage and support the transformations of teaching methods, preparation, and instructional delivery in order to meet the diverse needs and interest of our students. Raymondville ECHS will be committed to promoting continued education beyond high school.

The following are available professional learning opportunities for this academic year for our teachers through our partnership with Texas A&M University – Kingsville:

- September 1, 2015 – WICOR Overview

- 2. October 7, 2015 – Support for English Language Learners(ELL)
- 3. February 17, 2016 – Inquiry
- 4. February 17, 2016 – Philosophical Chairs
- 5. February 19, 2016 – Socratic Tutorial: Training of the Trainers(Tentative)
- 6. March 25, 2016 – Collaboration(Tentative)

Which statement best reflects the enrollment policies regarding ECHS students?

- ☐ The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☒ The ECHS students will enroll in core courses that include only ECHS students and/or only college students.

If other, please describe below:

- ☐ Other

Do the answers to the questions for Benchmark 6 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

- ☐ Yes
- ☒ No

Supporting Documents

Program Requirements

Verify the ECHS campus has the most current versions of each required attachments on file at the campus by checking the boxes below.

The following documents must be submitted for fulfilling the submission requirements of this application:

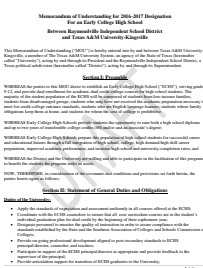
• **Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2015-2016 School Year):** The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2016 school year. If the ECHS does not have a signed MOU that covers the 2016-2017 school year, a signed version covering the 2015-2016 school year or an unsigned version covering the 2016-2017 school year can be included in this application.

• **ECHS recruitment and enrollment documents:** Written policies, application and evaluation documents, etc. covering the 2015-2016 school year. If policies, applications, evaluation, etc. covering the 2015-2016 school year are not finalized, the 2014-2015 documents may be submitted. Documents from 2014-2015 should be submitted with a letter of explanation indicating that the documents are from the previous year. The letter should also describe any changes the ECHS intends to make to the documents.

- **ISD Letter of Support (District 1):** The ECHS must have a current, signed letter of support from each partnering ISD.
- **ISD Letter of Support (District 2):** The ECHS must have a current, signed letter of support from each partnering ISD.
- **ISD Letter of Support (District 3):** The ECHS must have a current, signed letter of support from each partnering ISD.
- **IHE Letter of Support (IHE 1):** The ECHS must have a current, signed letter of support from each partnering IHE.
- **IHE Letter of Support (IHE 2):** The ECHS must have a current, signed letter of support from each partnering IHE.
- **IHE Letter of Support (IHE 3):** The ECHS must have a current, signed letter of support from each partnering IHE.

Note: To upload a new version of a document, simply drag it into the box where the current document is showing.

MOU



Status

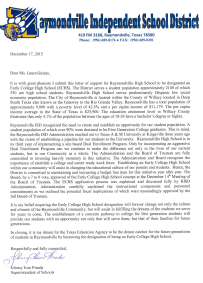
☐ Final ☒ Draft

Expected date for final draft:

05/10/2016

(mm/dd/yyyy)

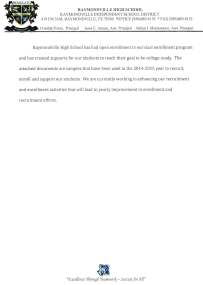
Letter of Support from District #1



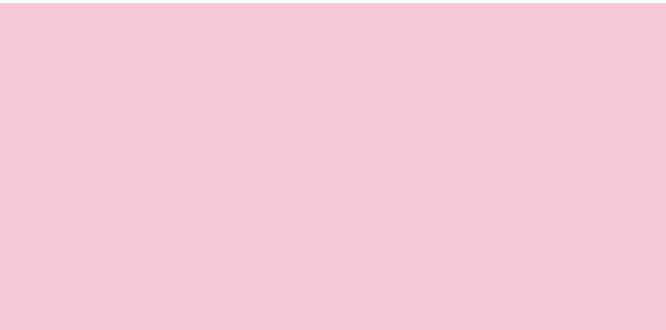
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☒ Final ☐ Draft

ECHS Recruitment and Enrollment Form



Letter of Support from District #2



Status

☐ Final ☐ Draft

Texas Education Agency

Application for Early College High School Designation

Generate PDF of Application

Raymondville High School - 252013620

Expected date for final draft:
(mm/dd/yyyy)

Letter of Support from District #3

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☐ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

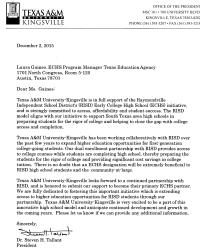
Letter of Support from IHE Partner #2

Status
☐ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

Expected date for final draft:
(mm/dd/yyyy)

Letter of Support from IHE Partner #1



Status
☒ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

Letter of Support from IHE Partner #3

Status
☐ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

Other Supporting Documents

