



Eden Early College High School
ECHS Planning Application
2018-2019

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Background

District Affiliation

EDEN CISD

DC #: 048901

Region: 15

Mailing Address (Line 1): P O BOX 988

Mailing Address (Line 2):

City, State, Zip: EDEN, TX 76837

School Affiliation

EDEN CISD

CDC #: 048-901-001

Region:

Mailing Address (Line 1): P O BOX 988

Mailing Address (Line 2):

City, State, Zip: EDEN, TX 76837

Academy Information

ECHS Academy Name:

Eden Early College High School

What grade level range will your academy serve in the 2019-2020 school year?

9-12

Grade Level	Number of Students
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9

20

Contacts

Superintendent

Job Title: Superintendent
Full Name: Mrs. Misty Gandy
Email: misty.gandy@edencisd.net
Phone Number: 325-869-4121

Applicant

Job Title: Dean of Students/Athletic Director
Full Name: Mr. Matthew Odom
Email: matt.odom@edencisd.net
Phone Number: 325-220-1204

IHE Liaison

Affiliation: Howard College
Job Title: President
Full Name: Dr. Cheryl Sparks
Email: csparks@howardcollege.edu
Phone Number: 432-264-5010

Narratives

Opening Statement

Describe how the decision to apply for a planning year was made. Include the types of individuals that were involved in the decision process.

A tremendous amount of research and dialogue has taken place with all district stakeholders before making the decision to apply for a planning year. These decisions have included teaching staff, campus educational leaders, district leaders, school board and community members. One of the most important reasons that lead to our decision to apply for a planning year, is that as a district we like the bold approach to high school reform that the ECHS model brings. The more rigorous academic standards will set our district on the path to the intended purpose of making quality education and post-secondary readiness the goal for our students. These higher standards will have a carry over effect on all the things our students do while in school and beyond. Combining this with the opportunity to save money and time in obtaining a post-secondary degree is something that we feel can have a significantly positive outcome for our students, but for our school and community as well. The second factor that guided our decision to apply was the characteristics of our student population. A majority of Eden CISD's student enrollment comes from the under-served backgrounds ECHS's are intended to target, with 66% of the enrollment being Hispanic/Latino, 67% of our enrollment being economically disadvantaged. These population groups are generally underrepresented at the post-secondary level. By becoming an ECHS our students will be immersed in the college going culture, enabling them to discard the apprehension they might feel as first-generation college students. We are determined to have our students graduate college and/or career ready with the intent of eliminating the cycle of poverty that a majority of our student population is part of. The third factor that helped guide our decision to apply for a planning year was the support of our community. Eden CISD and the City of Eden have a strong relationship that would be essential to the success of an ECHS. The City of Eden has many successful small businesses and a strong economy. The potential for developing community partnerships with an ECHS has tremendous potential. For example, the City of Eden has an exceptional healthcare network for such a small community. It includes the Concho Co. Hospital, Frontera Medical Clinic and Concho Health & Rehabilitation Center. These groups have always had a great relationship with and been supportive of Eden CISD. The possibility of creating educational partnerships with these groups was significant in the decision to apply.

Model Implementation

Does the district have any designated ECHSs for the current school year?

No

Which ECHS model does the district intend to implement at this time? Within these models, there are variations. For this purpose campus is defined as a CDC number not a physical location.

School-Within-School (SWS) - A subset of students on the campus are enrolled in grades 9-12 are enrolled in the ECHS academy.

Dual Credit

Identify the type of advanced courses (dual credit/AP/IB) currently implemented on the campus. If this is a brand new campus, identify the type of advanced courses currently implemented at any school in the district. If the district does not currently offer any of the advanced courses below, select "Not Applicable".

- DC

Describe the advanced courses (dual credit/AP/IB) currently implemented on the campus. If planning to start a brand new campus, describe the advanced courses currently offered in the district.

Eden High School is currently partnered with Howard College to offer its students a variety of dual credit classes. Dual credit classes that are available are U.S. History, English 1301 and 1302, Government and Economics, College Algebra and Medical Terminology. Eden High School currently offers honors classes in English III and Algebra II through Texas Virtual School Network (TxVSN). Eden High School is partnering with the Region 15 ESC for professional development in Advanced Placement training for its teachers. We will offer Advanced Placement classes in five content areas for the 2018-19 school year.

Describe the current campus or district partnership with the dual credit provider. If the district does not have a current partnership, please describe the proposed partner for the new campus and how the partnership is currently being developed.

Eden CISD has maintained a solid working relationship with Howard College for over a decade. They have always worked well with our dual credit students to provide a quality education and provide the support that our students and their families need to be successful. Our current HC rep has hosted yearly parent meetings to help familiarize our families on the process of enrollment. Since many of our parents have never attended college, the process can be daunting. Parents are walked through the process in a computer lab on campus, and all questions are answered. Our campus rep provides excellent support to not only our parents, but also to our counselor and students. Email reminders from our rep are helpful with deadlines for dropping and adding classes, as well as communicating with professors. Also, Howard College professors come to our campus to visit our students so that they can put a face with a name. The drive is over 2 hours, but every year our students get a chance to meet and talk with their teachers. Our kids appreciate the visits very much. Additionally, they have been very generous over the years with the scholarships that they have awarded to our students. This support has been significant to the continued success of our partnership.

Where are the dual credit courses currently offered?

- High school campus taught by college faculty

Does the campus currently have teachers with qualifications to teach dual credit courses?

Yes

What percentage of current teachers are qualified to teach dual credit courses in english?

0

What percentage of current teachers are qualified to teach dual credit courses in math?

0

What percentage of current teachers are qualified to teach dual credit courses in history?

0

What percentage of current teachers are qualified to teach dual credit courses in other subjects?

12

TSI

What percentage of 9th grade students currently take the TSI?

0

What percentage of 10th grade students currently take the TSI?

50

What percentage of 11th grade students currently take the TSI?

50

What percentage of 12th grade students currently take the TSI?

50

Identify where the TSI is currently administered (check all that apply).

- 1

Targets, Readiness, and Focus

Identify the grade levels targeted if designated for the school year after your planning year (check all that apply).

- 9

Describe the current role of counselors regarding college and career.

Some of my college and career activities with JH/HS students: -organize FAFSA Night (presentation by Panhandle Plains) -assist in the completion of FAFSA (as needed) -organize presenters (college, military, etc) according to preferences of students--At the beginning of the school year, I survey the seniors as to the schools (4-year and/or technical schools) most are interested in attending. In turn, I use those surveys to schedule presenters. -take students (10th-12th grade) to Conch Valley College Night (@ Angelo State University) -attended FirstGen Day at ASU (last year only) -assist in completion of ApplyTexas and/or other college applications (as needed) -assist in completion of scholarship applications -created a scholarship at elementary (College Incentive Scholarship)--Elementary students bring spare change during the school year (the first week of the month). At the end of the year the high school students present a short speech to the elementary, and the kids/faculty vote on the recipient. I provide announcements for each day during that week. Last year, I also provided teachers with information and links to the schools we were discussing. I did not do that this year. Also, at the beginning of the year, I present a lesson to grades 3-5 on college and career information. In order for this to be successful, there really needs to be full buy-in. -communicate with the Dual Credit Coordinator at Howard College (Danny Sparks)--I organize Dual Credit Parent Nights where parents can listen to and visit with a college representative if their student is interested in dual credit. Before this night, I visit with the students to ensure they have an understanding of dual credit (What does it mean?). For those interested, I schedule a day for HC to administer the TSI Assessment on-campus (during the school day). -help students register for DC classes--We have been reviewing probable degree plans of the senior dual credit students. I am checking to ensure that the DC credits will transfer to his/her degree plan. On a couple of instances, I have called and emailed advisers from the respective colleges. -work with sophomores and juniors to research career choices and colleges--We are using ACT Profile, O*Net, and Texas Reality Check. I have created lessons that guide the students through this process. They take interest, aptitude, and value inventories, then match the results with careers/occupations and life style preference. After much research, the students will narrow down their interests to a possible career, college major, and college preference. While the students are researching, I field questions. -work with the HS students on an individual basis to update Personal Graduation Plans (and discuss college and/or career aspirations) -administer PSAT and PreACT -assist students with ACT/SAT registration (this is after much encouraging and prompting to take one) -seek out opportunities to expose students to career options (i.e., Industry Day for 8th grade) -communicate with parents of juniors twice a year (BOY and EOY) about ACT/SAT and college prep

Identify the current endorsements that are offered:

- Business and Industry
 - Arts and Humanities
 - Multi-disciplinary Studies
-

Identify the planned focus of the ECHS.

CTE