



SEAGOVILLE P-TECH @ EASTFIELD COLLEGE

ECHS Renewal Application

2018-2019

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Background

District Affiliation

DALLAS ISD

DC #: 057905

Region: 10

Mailing Address (Line 1): 9400 N CENTRAL EXPY

Mailing Address (Line 2):

City, State, Zip: DALLAS, TX 75231

School Affiliation

SEAGOVILLE H S

CDC #: 057-905-015

Region:

Mailing Address (Line 1): 15920 SEAGOVILLE RD

Mailing Address (Line 2):

City, State, Zip: DALLAS, TX 75253

Academy Information

ECHS Academy Name:

SEAGOVILLE P-TECH @ EASTFIELD COLLEGE

What grade level range will your academy serve in the 2018-2019 school year?

9-12

Grade Level	Number of Students
9	125
10	125
11	103

Contacts

Superintendent

Job Title: SUPERINTENDENT OF SCHOOLS

Full Name: Mr. MICHAEL HINOJOSA

Email: HINOJOSAM@DALLASISD.ORG

Phone Number: 972-925-3700

Applicant

Job Title: ASSISTANT PRINCIPAL

Full Name: Mr. GABRIEL GUERRA

Email: GABGUERRA@DALLASISD.ORG

Phone Number: 214-892-5955

IHE Liaison

Affiliation: EASTFIELD COLLEGE

Job Title: ASSOCIATE DEAN EDUCATIONAL PARTNERSHIPS

Full Name: Ms. JANICE HICKS

Email: JMHICKS@DCCCD.EDU

Phone Number: 972-860-7296

Narratives

ECHS Model

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.

Evaluation

Would your campus would like to be considered for distinguished recognition? All ECHS seeking distinguished recognition will be measured against the highest OMBs.

No

Products

Please provide links to the following products' locations on the ECHS's website: *If the ECHS has all these documents on one webpage, provide the hyperlink here.

Provide a link to the academy's written admission policy and enrollment application.

<https://www.dallasisd.org/Page/52945>

Provide a link to the academy's written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community

<https://www.dallasisd.org/Page/52945>

Provide a link to the academy's brochures and marketing in Spanish, English, and/or other relevant language(s) .

<https://www.dallasisd.org/Page/52945>

Provide a link to the academy's written communication plan for targeting identified audiences,

parents, community members, school board, higher education personnel, etc.

<https://www.dallasisd.org/Page/52945>

Provide a link to the final, signed, and executed MOU.

<https://www.dallasisd.org/Page/52945>

Provide a link to the academy's leadership meeting agendas and minutes.

<https://www.dallasisd.org/Page/52945>

Provide a link to the academy's school board and board of regents' presentations.

<https://www.dallasisd.org/Page/52945>

Provide a link to the academy's description of each member and role in committee.

<https://www.dallasisd.org/Page/52945>

Provide a link to the academy's 60 college credit hours crosswalk.

<https://www.dallasisd.org/Page/52945>

Provide a link to the academy's calendar of family outreach events.

<https://www.dallasisd.org/Page/52945>

Provide a link to the academy's professional learning community agendas and notes.

<https://www.dallasisd.org/Page/52945>

Provide a link to the academy's advisory/study skills curriculum material.

<https://www.dallasisd.org/Page/52945>

Provide a link to the academy's master schedules.

<https://www.dallasisd.org/Page/52945>

Provide a link to the academy's calendar of TSI test administration dates.

<https://www.dallasisd.org/Page/52945>

Provide a link to the academy's aggregate reports of TSI exam performance.

<https://www.dallasisd.org/Page/52945>

Provide a link to the academy's tutoring and bridge program schedules.

<https://www.dallasisd.org/Page/52945>

Provide a link to the academy's Bridge Program curricula.

<https://www.dallasisd.org/Page/52945>

Provide a link to the academy's mentor/induction program plans.

<https://www.dallasisd.org/Page/52945>

Provide a link to the academy's annual training or professional development plan with ECHS and IHE faculty.

<https://www.dallasisd.org/Page/52945>

Provide a link to the academy's leader/liaison meeting agendas and notes.

<https://www.dallasisd.org/Page/52945>

Provide a link to the academy's leadership team member bios.

<https://www.dallasisd.org/domain/15573>

Free-Response

If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff turnover, please describe those structures here.

Seagoville administrators are able to plan and work with all P-TECH teachers to ensure that they have the support and guidance that they need to be successful in the ECHS program. Additionally, Dallas ISD provides multiple professional development opportunities for ECHS teachers to assist teachers with increasing rigor and instructional coherence. Campus based professional development sessions allow the teachers to receive support in their subject area and with implementation of the Common Instructional Framework used in the ECHS program. The campus-based professional development sessions are led by independent consultants, district and campus staff members.

The campus also developed a master schedule in which P-TECH staff members have a common planning period where all P-TECH teachers are required to meet for weekly professional learning community (PLC) meetings. The PLC provides an opportunity to support our students and teachers. As a result of the collaborative discussions which have occurred during PLC meetings, Seagoville P-TECH created several systems for progress monitoring that allow teachers to track the progress of the students in their classes. The data collected is analyzed and used to develop intervention and monitor student participation and progress. Furthermore, we have worked to create an atmosphere of community, team, and support for both our teachers and students. Teachers participate in major events on campus and we work diligently to ensure that all of our teachers feel that they are a valuable member of the Seagoville P-TECH team.

Describe the processes that the dual credit provider and the ECHS campuses monitor student progress, and determine when interventions are needed. How is this ECHS going to share data and monitor student progress and ensure student success?

Before the students begin their dual credit courses the administrator and counselor are able to meet with the professors and discuss ways to support our students. These meetings can occur at both the college and high school campus. The meetings are essential to informing the college staff about the P-TECH program ancillary support provided to students. We are also able to receive course expectations from the professors. During this initial meeting, the professors are able to inform us of how they would like to be contacted as well as what systems they use to keep students informed about their progress.

These meetings also provide an opportunity for the P-TECH staff to share campus systems for progress monitoring. We also request that the professors inform us when our students are not performing well in their classes. Based upon the data received regarding course performance, Seagoville P-TECH staff meet directly with the students and their parents to discuss their progress in their classes. We invite the professors to our PLC to discuss student progress directly with all of the P-TECH team. By doing this all of the teachers are able to understand the college expectations and track student progress. Students are able to access their grades and fully communicate how they can be successful.

The P-TECH counselor also works with the students to develop success plans when students are in danger of failing. The P-TECH counselor meets with all of the students on a regular basis to discuss their progress in both high school and college classes. Academic advisors from Eastfield are at Seagoville two to three times as semester and meet with students to discuss their progress. The advisors inform the students about the requirements of the program, their progress towards their degree, and strategies that they can use to be successful. Advisors also explain the significance of student grades and how all of the students classes fit into the academic plan. All of these combined efforts help us to ensure that our students are successful.

Endorsements

Identify the current endorsements that are offered:

- Science, Technology, Engineering, and Mathematics (STEM)

Certificates

Identify all associate degrees offered to students.

Degree	Description
Associates of Applied Science in Personal Computer Support	This degree prepares students for specific career/technical skills. The requirements for each major in the Associate of Applied Science Degree (AAS) are clearly shown in the curriculum patte
Associates of Applied Science in Business Administration	This degree prepares students for specific career/technical skills. The requirements for each major in the Associate of Applied Science Degree (AAS) are clearly shown in the curriculum patte

Identify all level one certificates offered to students.

Certification	Description
Human Resource Certificate	This certificate program prepares students for entry-level positions in human resources
Technology Support Certificate	The Technology Support Certificate serves as an "entry-career ladder" which provides a foundation for all Computer Information Technology programs and awards or other programs in related fie
Help Desk/ User Support Technician Certificate	This certificate is designed to provide lower level tech support skills needed to assist customers, clients, or members of a firm or organization. Graduates field telephone calls, and email

Identify all level two certificates offered to students.

Certification	Description
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TSI + IHE

Is this ECHS a TSI testing site?

Yes

Is the IHE liaison working with other ECHS campuses?

Yes
