



IMPACT ECHS

ECHS Renewal Application

2018-2019

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Background

District Affiliation

GOOSE CREEK CISD

DC #: 101911

Region: 04

Mailing Address (Line 1): P O BOX 30

Mailing Address (Line 2):

City, State, Zip: BAYTOWN, TX 77522

School Affiliation

IMPACT EARLY COLLEGE H S

CDC #: 101-g11-016

Region:

Mailing Address (Line 1): P O BOX 30

Mailing Address (Line 2):

City, State, Zip: BAYTOWN, TX 77522

Academy Information

ECHS Academy Name:

IMPACT ECHS

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

9-12

Grade Level	Number of Students
9	120
10	104
11	101
12	91

Contacts

Superintendent

Job Title: Superintendent
Full Name: Mr. Randal O'Brien
Email: randal.obrien@gccisd.net
Phone Number: 281-420-4800

Applicant

Job Title: Principal
Full Name: Mrs. Laura Reyes
Email: laura.reyes@gccisd.net
Phone Number: 281-420-4802

IHE Liaison

Affiliation: Lee College
Job Title: Lead Counselor
Full Name: Mrs. Marissa Moreno
Email: mmoreno@lee.edu
Phone Number: 281-427-5611

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.

Stand Alone Academy - All students on the campus 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.

<http://schools.gccisd.net/page/echs.home>

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

<http://schools.gccisd.net/page/echs.home>

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

<http://schools.gccisd.net/page/echs.home>

Provide a link to the academy's written communication plan for targeting identified audiences, parents, community members, school board, higher education personnel, etc.

<http://schools.gccisd.net/page/echs.home>

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

<http://schools.gccisd.net/page/echs.home>

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

<http://schools.gccisd.net/page/echs.home>

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

<http://schools.gccisd.net/page/echs.home>

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

<http://schools.gccisd.net/page/echs.home>

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

<http://schools.gccisd.net/page/echs.home>

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

<http://schools.gccisd.net/page/echs.home>

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

<http://schools.gccisd.net/page/echs.home>

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

<http://schools.gccisd.net/page/echs.home>

Provide a link to the academy's master schedules.

<http://schools.gccisd.net/page/echs.home>

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

<http://schools.gccisd.net/page/echs.home>

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

<http://schools.gccisd.net/page/echs.home>

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

<http://schools.gccisd.net/page/echs.home>

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

<http://schools.gccisd.net/page/echs.home>

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

<http://schools.gccisd.net/page/echs.home>

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

<http://schools.gccisd.net/page/echs.home>

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

<http://schools.gccisd.net/page/echs.home>

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

<http://schools.gccisd.net/page/echs.home>

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.

Utilizing district PLC time, our faculty and staff routinely meet to review/revise/refine campus policies and procedures ranging from hall passes to campus safety. This provides opportunities for faculty and staff to voice their opinions, share their concerns, and work collaboratively to address any issues. Notes are kept and shared with the group to keep everyone updated and informed. We have also utilized surveys and other methods of getting feedback for improvement. Overall, the faculty and staff seem to respond positively to the open communication, opportunities for their involvement, and action being taken to keep our campus developing and growing. The PLC overarching goals and processes keep us focused on the right things and give us structures to work together productively. We have also worked with our IHE partner to introduce our ECHS faculty to IHE faculty to promote more communication and lay the groundwork for working together to better prepare ECHS students for the rigor and expectations of college level classes. Some of our teachers have observed college instructors and collaborated with them to align instruction and increase knowledge of what our students need to know and do to be successful in those classes. This has helped increase teacher ownership and buy-in on the ECHS side and made them feel more valued here and in the eyes of the IHE faculty and staff.

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?

We work closely with our IHE partner to monitor our students. On the IHE side, there is an early alert system that instructors can use to share concerns about any students who are struggling. This alert goes to their counselors/advisors. We are fortunate to have an advisor dedicated to our ECHS students. If she receives alerts on any of our students, she meets with them to provide support and she notifies us so that we can address it on our side as well. When possible, we meet jointly with the students. They also enforce probations in accordance with their academic guidelines, so our students whose GPA falls below a 2.0, are advised and provided support to improve. They have also implemented grade check sheets with our students as needed to hold them accountable for their academics. Our ECHS counselor and IHE advisor meet at the end of each semester to evaluate student progress. If student GPA's have fallen below 2.0, schedules are adjusted to comply with the IHE academic probation guidelines. During scheduling, this is addressed with the student. Our IHE Liaison and Advisor communicate with college instructors to advocate for our students if needed, or to seek additional information about student status and how to assist them. Queries are routinely run and sent to us from the IHE to share data on holds, grades, GPA, schedules, etc. We've set up clear communication with the IHE and no changes in schedules, nor drops are allowed without written permission from the ECHS/IHE partners. On the ECHS side, our program is called "Save One Spartan" (SOS). Teacher grade-level teams meet regularly to discuss students of concern whether it is academic or personal issues that are interfering with student success. Teachers compile their respective lists of students considering: 3 weeks progress reports, attendance, overall grades, behavior, test scores, student communication, parent communication, other teacher or student concerns. The lists are shared and compared and each team member takes responsibility for a student on the list. A pyramid of interventions is used to determine how to start helping the student. The Responsible Teacher meets with their student, completes an SOS form which includes student information, parent contact documentation, reasons for selection, then documents any interventions/supports attempted. Responsible Teachers then work with their student to complete a goal sheet, and attempt to meet with the student weekly to monitor their progress and provide encouragement, support, and motivation. Grade-level team meetings are scheduled with parent/guardians as needed to share specific concerns, work with parents to implement intervention strategies, etc. We share notes and invite our IHE partners to meet about these students as appropriate.

Endorsements

Identify the current endorsements that are offered:

- Multi-disciplinary Studies

Certificates

Identify all associate degrees offered to students.

Degree	Description
Associate of arts in General Studies	The general studies area of concentration provides a broad range of academic discipline experiences.

Identify all level one certificates offered to students.

Certification	Description

Identify all level two certificates offered to students.

Certification	Description

TSI + IHE

Is this ECHS a TSI testing site?

No

Is the IHE liaison working with other ECHS campuses?

No
