



South Houston Early College High School

ECHS Renewal Application

2018-2019

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Background

District Affiliation

PASADENA ISD

DC #: 101917

Region: 04

Mailing Address (Line 1): 1515 CHERRYBROOK

Mailing Address (Line 2):

City, State, Zip: PASADENA, TX 77502

School Affiliation

SOUTH HOUSTON HIGH SCHOOL

CDC #: 101-917-003

Region:

Mailing Address (Line 1): 3820 S SHAVER

Mailing Address (Line 2):

City, State, Zip: SO HOUSTON, TX 77587

Academy Information

ECHS Academy Name:

South Houston Early College High School

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

9-12

Grade Level	Number of Students
9	130
10	125

Contacts

Superintendent

Job Title: Superintendent

Full Name: Mrs. Deanne Powell

Email: dpowell@pasadenaisd.org

Phone Number: 281-740-0000

Applicant

Job Title: Dean of Early College

Full Name: Mrs. Rhonda Bell

Email: rbell1@pasadenaisd.org

Phone Number: 713-740-0350

IHE Liaison

Affiliation: San Jacinto Community College

Job Title: Director of Dual Credit

Full Name: Mrs. Kristen Ross

Email: Kristen.Ross@sjcd.edu

Phone Number: 281-669-4704

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://www1.pasadenaisd.org/departments/departments_c-_e/ECHS/

https://www1.pasadenaisd.org/departments/departments_c-_e/ECHS/recruitment_and_enrollment/brochures_and_documents/

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://www1.pasadenaisd.org/departments/departments_c-_e/ECHS/recruitment_and_enrollment/

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

https://www1.pasadenaisd.org/departments/departments_c-_e/ECHS/recruitment_and_enrollment/brochures_and_documents/

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

<https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=33291202>

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

<https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=34604845>

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

<https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=33291216>

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

<https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=34140159>

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

http://southhoustonhs.pasadenaisd.org/echs/administration_and_staff/early_college_staff

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

<https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=34140159>

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

http://southhoustonhs.pasadenaisd.org/echs/echs_calendar

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

http://southhoustonhs.pasadenaisd.org/echs/administration_and_staff/p_l_c_agendas/

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

<https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=34604856>

Provide a link to the academy's master schedules.

<http://southhoustonhs.pasadenaisd.org/echs/academics>

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

http://southhoustonhs.pasadenaisd.org/echs/academics/tsia_information/

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

http://southhoustonhs.pasadenaisd.org/echs/academics/tsia_information/

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

http://southhoustonhs.pasadenaisd.org/echs/academics/bridge_program

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

<https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=34604856>

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

<https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=34604870>

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

<https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=34783707>

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

<https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=34604845>

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

http://southhoustonhs.pasadenaisd.org/echs/administration_and_staff/early_college_staff;
http://southhoustonhs.pasadenaisd.org/echs/administration_and_staff/early_college_staff

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.

The first step was educating the teachers about the challenges of being an Early College teacher. There were various opportunities offered where information was shared so that all applicants had a firm grasp on expectations. Once we had educated our applicants (since they were applying from the main campus) we had a very transparent interview process. We wanted to ensure that all applicants had an equal opportunity to be part of our Early College.

As a first year campus, we are working hard to build a sustainable team. We meet weekly to discuss all aspects of Early College and we are building a culture together. The decisions we make are very collaborative and all of the teachers feel very invested in our Early College. We also have a very unified approach to our college classes. We changed our homerooms to mimic the college classes. Our homeroom teachers now have students who are all in the same college class. This has created an environment where everyone is on the same page with deadlines and expectations for each college class.

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?

San Jacinto College and South Houston Early College High School both have personnel who are directly responsible for monitoring student progress. The IHE has a Dual Credit Director and she is in direct communication with the Dean and Counselor of South Houston Early College High School. The Dual Credit Director sends mid-term grades to the Dean and Counselor and they take the next steps for interventions. We also meet twice a month and this strong foundation is instrumental in our ability to help students succeed.

The Dean and the Counselor for Early College have several safeguards in place to deal with student success. The first step involves the AVID classes that all Early College students take all four years. The AVID teacher conducts weekly grade checks for college and high school grades. AVID tutors are assigned to specific college classes so they can be additional resources for the students in those classes. The AVID teacher is also proactive about due dates. For example, if a student has a major paper due, the same paper is due in the AVID class at least 2 days before the due date. This process involves peer editing and ensures students will meet deadlines. The AVID class also has Learning Labs where students must justify in writing what class assignment they will work on and the tutors are available as a resource. AVID also utilizes WICOR strategies to help all students be successful in high school and college classes.

Another area of support focuses on our Personal Graduation Plan meetings (PGP) which are once a year. The administrative team at ECHS realizes that parental involvement can be key to student success so they are committed to conducting these meetings to establish strong relationships. The goal is to be as proactive as possible in building relationships.

Finally, our last level of support is in the form of our Professional Learning Communities (PLC) we have weekly. The Dean, Counselor, all teachers, and secretary meet once a week to discuss issues. We discuss strategies for success and develop plans to support each other. For example, since we have deficits in Reading, our English teacher has planned reading activities for students to complete in AVID. This cross-curricular activity has been essential in improving our reading levels. Our last topic of every PLC meeting always focuses on specific students. We discuss individual students and their progress. At that point, we develop action plans for individual students. While we are a first year campus, we feel we have many layers of support for our students to achieve success.

Endorsements

Identify the current endorsements that are offered:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Services
- Arts and Humanities
- Multi-disciplinary Studies

Certificates

Identify all associate degrees offered to students.

Degree	Description
Associate of Art in General Studies	Provides core curriculum of general liberal arts education

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?

Yes

Is the IHE liaison working with other ECHS campuses?

Yes
