



# Sheldon Early College High School

## ECHS Renewal Application

### 2018-2019

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# Background

## District Affiliation

SHELDON ISD

DC #: 101924

Region: 04

Mailing Address (Line 1): 11411 C E KING PKWY

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77044

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## School Affiliation

C E KING H S

**CDC #:** 101-924-001

**Region:**

**Mailing Address (Line 1):** 8540 C E KING PKWY

**Mailing Address (Line 2):**

**City, State, Zip:** HOUSTON, TX 77044

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## Academy Information

**ECHS Academy Name:**

Sheldon 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	120
10	124
11	103
12	97

# Contacts

## Superintendent

**Job Title:** Superintendent  
**Full Name:** Mr. King Davis  
**Email:** [kingdavis@sheldonisd.com](mailto:kingdavis@sheldonisd.com)  
**Phone Number:** 281-727-2006

## Applicant

**Job Title:** Director of Advanced Academics and CTE  
**Full Name:** Mrs. Karen Gallow  
**Email:** [karengallow@sheldonisd.com](mailto:karengallow@sheldonisd.com)  
**Phone Number:** 281-727-2052

## IHE Liaison

**Affiliation:** San Jacinto College  
**Job Title:** Chancellor  
**Full Name:** Dr. Brenda Hellyer  
**Email:** [brenda.hellyer@sjcd.edu](mailto:brenda.hellyer@sjcd.edu)  
**Phone Number:** 281-998-6100

# 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.sheldonisd.com/Page/4580>

**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.sheldonisd.com/Page/4580>

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

<https://www.sheldonisd.com/Page/4580>

**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.sheldonisd.com/Page/4580>

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

<https://www.sheldonisd.com/Page/4580>

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

<https://www.sheldonisd.com/Page/4580>

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

<https://www.sheldonisd.com/Page/4580>

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

<https://www.sheldonisd.com/Page/4580>

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

<https://www.sheldonisd.com/Page/4580>

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

<https://www.sheldonisd.com/Page/4570#calendar5142/20180413/month>

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

<https://www.sheldonisd.com/Page/4580>

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

<https://www.sheldonisd.com/Page/4580>

**Provide a link to the academy's master schedules.**

<https://www.sheldonisd.com/Page/4580>

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

<https://www.sheldonisd.com/Page/4570#calendar5142/20180413/month>



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

<https://www.sheldonisd.com/Page/4580>

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

<https://www.sheldonisd.com/Page/4570#calendar5142/20180413/month>

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

<https://www.sheldonisd.com/Page/4580>

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

<https://www.sheldonisd.com/Page/4580>

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

<https://www.sheldonisd.com/Page/4580>

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

<https://www.sheldonisd.com/Page/4580>

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

<https://www.sheldonisd.com/Page/4580>

## 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.**

Sheldon Early College High school implements a plan comprised of five key elements designed to address and minimize staff turnover: teacher recruitment, mentoring, professional development, support, and compensation. The plan begins with posting ECHS-specific job descriptions and attending job fairs to attract the best applicants prior to an interview process that requires applicants to demonstrate the skills necessary to work with the ECHS population. ECHS faculty commit to the following in writing: tutoring after school, scaffolding difficult concepts, implementing core instructional strategies, participating in professional development aligned to ECHS goals, mentoring students, modeling collegial vocabulary and behavior, and communicating with parents and students regarding academic progress and career and college goals.

Because the first year at an ECHS can be challenging, newly hired teachers are assigned ECHS mentors who provide instructional assistance, as well as collegial emotional support and guidance with day-to-day operations. Prior to the first day of school, new teachers meet daily for two hours during the two-week Summer Bridge Camp as part of an induction process where they learn about defining college readiness and rigor, supporting student expectations and the core instructional practices, contributing to a professional learning community, and fostering relationships conducive to success. During this time, new teachers are assigned to an ECHS "house," a multi-grade small learning community designed to further create a sense of community among staff and students.

The ECHS supports staff via a professional development plan that includes common planning time and professional learning communities (PLCs). The PLCs incorporate analyses of formative and summative data to drive instruction and to quickly develop effective interventions. Teachers become well-versed in the accountability metrics of the Texas Education Agency and the institution of higher education. Faculty and staff also learn about college admission topics, such as GPAs, transcripts, degree plans, college-readiness indicators and personal essays so that they can assist students in meeting college eligibility. PLCs include the following: vertical and horizontal curriculum alignment; best practices for integrating AVID methodologies, Advanced Placement strategies, and the Jobs for the Future Common Instructional Framework; support based on peer observations from the Harvard model of Instructional Rounds; and Texas Success Initiative Assessment (TSIA) skills. The professional development plan provides opportunities to collaborate with San Jacinto College instructors. This involves observing college courses and participation in training at both the college and at the ECHS facility. The ECHS budget also facilitates professional development at conferences and summer institutes.

Sheldon ECHS empowers teachers by encouraging innovation and opportunities to provide feedback using non-evaluative measures. Teachers are given the tools, technology and instructional resources to engage students. In addition, teachers are compensated for their work via supplemental pay for after-school tutoring, Saturday school, Summer Bridge Camp, and stipends for teaching dual credit courses. The Sheldon ISD partnership with University of Houston permits teachers to earn a master's degree and 18 hours in a content area through Sheldon ISD scholarships. Receipt of a scholarship requires teachers to commit to a minimum of two additional years of service at the ECHS.

**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?**

In addition to social/emotional counseling, Sheldon ECHS implements several layers of intervention to support academic progress. Sheldon ECHS and San Jacinto College agree to share data in accordance with FERPA and applicable laws. Aggregate data is shared at ECHS Advisory Council meetings so that the college and ECHS representatives can design student-centered professional development, systems, and interventions. Per nine weeks, the ECHS conducts analyses of the following: grades in ECHS courses; retention rates; leaver codes; referrals; TSIA scores; attendance; and tutorial and community service participation. Data from these reports is presented to faculty and staff during professional learning communities to develop targeted interventions. The interventions, which include tutorials at the college, at the ECHS, and Saturday School, are communicated to parents/guardians and monitored by the ECHS faculty. All ECHS students are enrolled in AVID, where they are supported by college tutors and participate in tutorial groups designed to address their challenges with high school or college coursework. During weekly PLCs, ECHS faculty members discuss methods for assisting and mentoring students who demonstrate academic or behavioral challenges.

Sheldon ECHS, a TSIA testing site, provides test prep and administers the TSIA to all rising 9th graders during Summer Bridge Camp. Diagnostic TSIA data is used to close gaps and embed the skills into the core classes. Students can retest throughout the school year after attending a series of test-prep sessions, upon which a faculty member will provide a ticket that grants the student access to a testing session. On an ongoing basis, the San Jacinto College liaison contacts the ECHS dean or counselor regarding an individual instructor's concerns regarding student attendance, behavior, or performance in college courses. Such communication activates an immediate student/parent advising session to determine root causes and to implement appropriate interventions. ECHS teachers and AVID tutors are assigned after school to assist students who are struggling academically, and ECHS upperclassmen mentor and tutor underclassmen.

At midterms and at the end of each semester, the San Jacinto College dual credit director provides the ECHS registrar with grades for college courses and collaborates with the ECHS dean and counselor to analyze completion rates of college and high school courses, progress on degree plans, and satisfactory academic progress per the college standards. They also meet to confirm course registrations and course plans.

The monitoring of STAAR data, PSAT scores, Advanced Placement Scores, SAT and ACT data, Credit by Exam, applications (FAFSA, scholarships, internships, colleges/universities), high school endorsements, and performance acknowledgments results in interventions, which are designed by ECHS staff. Via their core and AVID classes, ECHS students link their PSAT scores to Khan Academy and access personalized practice for SAT. The ECHS counselor ensures that qualifying Advanced Placement, SAT, or ACT scores are shared with the college liaison. The ECHS college success adviser provides parent/student workshops and monitors the data to implement personalized support. The adviser also coordinates with ECHS faculty to create workshops that are integrated into the AVID course or held after school hours.

## 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 Arts	Business Field of Study
Associate of Arts	Teaching Concentration
Associate of Arts	Pre-Health Occupations
Associate of Science	Physical Science
Associate of Arts	Communications
Associate of Science	Pre-engineering
Associate of Arts	Criminal Justice Field of Study
Associate of Arts	General Studies

Identify all level one certificates offered to students.

Certification	Description
Certificate of Technology	Pharmacy Technician
Certificate of Technology	Medical Assisting
Certificate of Technology	Criminal Justice

Identify all level two certificates offered to students.

Certification	Description

## TSI + IHE

Is this ECHS a TSI testing site?

Yes

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Is the IHE liaison working with other ECHS campuses?

Yes

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