



Hidalgo Early College High School
ECHS Renewal Application
2018-2019

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Background

District Affiliation

HIDALGO ISD

DC #: 108905

Region: 01

Mailing Address (Line 1): P O BOX 8220

Mailing Address (Line 2):

City, State, Zip: HIDALGO, TX 78557

School Affiliation

HIDALGO EARLY COLLEGE H S

CDC #: 108-905-001

Region:

Mailing Address (Line 1): P O BOX 8220

Mailing Address (Line 2):

City, State, Zip: HIDALGO, TX 78557

Academy Information

ECHS Academy Name:

Hidalgo 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	227
10	282
11	273
12	227

Contacts

Superintendent

Job Title: Superintendent of Schools

Full Name: Mr. Xavier Salinas

Email: xasalinas@hidalgo-isd.org

Phone Number: 956-843-4405

Applicant

Job Title: Principal

Full Name: Ms. Judith Dimas

Email: judimas@hidalgo-isd.org

Phone Number: 956-843-4300

IHE Liaison

Affiliation: South Texas College

Job Title: Director of Early College High School

Full Name: Ms. Sophia Pena

Email: sofia21@southtexascollege.edu

Phone Number: 956-872-2303

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.

<https://www.hidalgo-isd.org/benchmark-1-target-population>

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.hidalgo-isd.org/benchmark-1-target-population>

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

<https://www.hidalgo-isd.org/benchmark-1-target-population>

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.hidalgo-isd.org/benchmark-1-target-population>

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

<https://www.hidalgo-isd.org/benchmark-2-partnership-agreement>

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

<https://www.hidalgo-isd.org/benchmark-3-p-16-leadership-initiatives>

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

<https://www.hidalgo-isd.org/benchmark-3-p-16-leadership-initiatives>

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

<https://www.hidalgo-isd.org/benchmark-3-p-16-leadership-initiatives>

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

<https://www.hidalgo-isd.org/benchmark-4-curriculum-support>

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

<https://www.hidalgo-isd.org/benchmark-4-curriculum-support>

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

<https://www.hidalgo-isd.org/benchmark-4-curriculum-support>

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

<https://www.hidalgo-isd.org/benchmark-4-curriculum-support>

Provide a link to the academy's master schedules.

<https://www.hidalgo-isd.org/benchmark-4-curriculum-support>

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

<https://www.hidalgo-isd.org/benchmark-5-academic-rigor-readiness>

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

<https://www.hidalgo-isd.org/benchmark-5-academic-rigor-readiness>

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

<https://www.hidalgo-isd.org/benchmark-5-academic-rigor-readiness>

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

<https://www.hidalgo-isd.org/benchmark-5-academic-rigor-readiness>

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

<https://www.hidalgo-isd.org/benchmark-6-school-design>

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

<https://www.hidalgo-isd.org/benchmark-6-school-design>

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

<https://www.hidalgo-isd.org/benchmark-6-school-design>

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

<https://www.hidalgo-isd.org/benchmark-3-p-16-leadership-initiatives>

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.

Historically, Hidalgo Early College High School (HECHS) has established clear and effective practices that have aided in the retention of staff members. Several innovative and up-to-date strategies and initiatives are in place to motivate and support our teachers and staff.

Teachers are given several opportunities for professional growth. It is imperative that our teaching staff be updated with the academic, social, and emotional learning and teaching for our students.

Additionally, the professional development is also focused on the targeted student population (Benchmark 1). This assures that teachers understand the uniqueness of addressing the needs of under-represented youth in higher education. A professional development and training calendar has been developed with input from the teaching staff, leaders and higher education partners.

Highly qualified (Southern Association of Colleges and Schools – SACS) dual credit (DC) teaching staff are allocated appropriate training time to keep up to date in college curricula and delivery methods. The school district and higher education partner requires that all teachers meet the rigorous teaching standards and policies. Therefore, they are engaged in continuous professional improvement and growth throughout the year.

The school district has an incentive-based policy (\$500 per DC section and \$3,000 for SACS Master's degree) to compensate teachers who teach dual credit courses and additionally offers a stipend (\$1,000) to Master level teachers in any field. This compensation has inspired more teachers to pursue their master level degrees.

During Professional Learning Communities (PLCs) teachers present on best practices, as well as asking how they could support each other in their work. This helps to create a shared vision and collaborative atmosphere. Additionally, the PLC time focuses on teachers being provided opportunities to voice areas in which they could use additional support. The HECHS Administrator gives an interim climate survey that is anonymous which allows teachers to provide feedback on the school climate and culture, as well as make suggestions and voice concerns for growth and improvement. Most of the sections of the survey held a positive trend that suggest the school climate is headed in the right direction.

Teachers, support staff, and the campus leader also have various opportunities throughout the school year to grow professionally. These opportunities include HECHS conferences, webinars, peer conversations as well as sharing through the state TEA HECHS network allowing for problem solving, idea sharing, lessons, and most importantly allows a platform to keep current with the evolving HECHS initiatives.

Our district is invested in state-of-the-art resources, modern tools, and professional development that has a significant impact on keeping teachers equipped for success.

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?

The Hidalgo Early College High School (HECHS) supports its students by providing enrichment opportunities such as: a community service program incorporated into the existing course section syllabi, along with community partnerships with businesses and events to presenting students with a variety of potential career paths. HECHS devotes time to increasing college awareness for students and their families providing the resources to navigate the application and processes.

Campus monitoring begins at the start of each semester with South Texas College (STC), our higher education partnering institution, when course learning objectives are included in every class syllabus. All syllabi are reviewed and approved by administrators and appropriate personnel prior to their disbursement to students.

The following learning objectives are included in the course content and are subject to monitoring throughout instruction:

- learning key ideas
- analysis
- aesthetic principles
- critical thinking
- innovation
- communication skills
- personal responsibility
- social responsibility

Methods and assignments required to successfully complete each learning objective are predetermined each semester and assessed throughout the course. Target percentages are typically set at 70% and are reassessed each year to keep courses challenging with high academic rigor.

Student success and failure rates are monitored after course completion. Internal monitoring on campus includes:

- Progress reports
- PEIMS data
- AP Benchmarks
- Regular meetings addressing data and programs
- RTI communications
- The ECHS network utilization of the latest in research

As per our data sharing agreement (Benchmark 2: Partnership Agreement) with South Texas College, data for each individual student is collected and systematically shared at the end of each semester. Additionally, course sections are assessed separately, and if an individual course objective is not met with a satisfactory passing rate, a plan of action will add a variety of assessments, incorporating different teaching strategies, and shifting lectures to more student-centered learning methodologies. Data is collected by the HISD and South Texas College and assessing by each individual department, lecturer, and course section. It is then surveyed annually and is readily available online.

Currently, STC has implemented an online platform called STARFISH tracking individual student progress. This system regularly checks in with individual lectures and surveys progress throughout the semester serving as an early warning system to alert students and their teachers of the satisfactory and/or unsatisfactory progress. A corrective course of action (tutoring, coaching, counseling,

advisement, social services, etc.) is implemented assuring students receive the appropriate supports for their academic success.

At the beginning of each semester, attendance and registration is monitored midway each course. Students that are at risk of failing or have attendance concerns are quickly identified. This comprehensive software allows for tracking of each student's individual assignments and is readily available to instructors.

Hidalgo Early College High School has regularly followed individual student success post-graduation by:

- College acceptance rates
- College graduation rates
- College transfers
- Percentage of post graduates attempting 4-year degrees
- Years required to complete a 4-year degree
- Drop-out rates

The HECHS leadership team (Benchmark 3: P-16 Leadership Initiatives) reviews data, processes designed to identify students, and program strengths and weaknesses.

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 in Interdisciplinary Studies	The Associate of Arts Degree in Interdisciplinary Studies provides students with a broad-based education that promotes critical thinking skills.
Associate of Science in Biology	The dual enrollment academy is designed to encourage students into the health care professions by providing college coursework and prepare students for higher ed. in the field of medicine.
Associate of Science in Engineering	The academy is designed to encourage students into the engineering profession by providing college courses and preparing students for higher ed. in the field of math and science.
Associate of Science in Computer Science	The academy is designed to encourage students into the computer science profession by providing college courses and preparing students for higher ed.

Identify all level one certificates offered to students.

Certification	Description
Patient Care Assistant	Students are trained to provide basic nursing care of adults, children, infants and the elderly. Entry-level skills in phlebotomy, EKG, and monitor technician are included.
Structural Welding	This program will prepare students for entry level positions. Students will learn four processes(Shielded Metal Arc, Gas Metal Arc, Gas Tungsten Arc, and Flux Cored Arc Welding.

Automotive
Technology

The Automotive Technology program is designed to prepare students for employment in the high technology automotive service industry.

Architectural &
Engineering Design
Technology

To prepare the students for employment in architectural drafting, construction and manufacturing related industries.

Identify all level two certificates offered to students.

Certification	Description
Combination Welding Certificate	Students will gain knowledge in Lay-out and Fabrication as well as blueprint reading, safety and metallurgy.

TSI + IHE

Is this ECHS a TSI testing site?

Yes

Is the IHE liaison working with other ECHS campuses?

Yes
