



University Preparatory High School Program

ECHS Renewal Application

2018-2019

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Background

District Affiliation

FLOUR BLUFF ISD

DC #: 178914

Region: 02

Mailing Address (Line 1): 2505 WALDRON RD

Mailing Address (Line 2):

City, State, Zip: CORPUS CHRISTI, TX 78418

School Affiliation

FLOUR BLUFF H S

CDC #: 178-914-001

Region:

Mailing Address (Line 1): 2505 WALDRON RD

Mailing Address (Line 2):

City, State, Zip: CORPUS CHRISTI, TX 78418

Academy Information

ECHS Academy Name:

University Preparatory High School Program

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

9-12

Grade Level	Number of Students
9	100
10	83
11	66
12	69

Contacts

Superintendent

Job Title: Superintendent

Full Name: Mr. Brian Schuss

Email: bschuss@flourbluffschoools.net

Phone Number: 361-694-9205

Applicant

Job Title: Director

Full Name: Dr. Allison Schaum

Email: aschaum@flourbluffschoools.net

Phone Number: 361-694-9871

IHE Liaison

Affiliation: Texas A&M University Corpus Christi

Job Title: President

Full Name: Dr. Kelly Quintanilla

Email: kelly.quintanilla@tamucc.edu

Phone Number: 361-825-2621

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.

<http://flourbluffschoools.net/programs/university-preparatory-high-school/>

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://flourbluffschoools.net/programs/university-preparatory-high-school/>

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

<http://flourbluffschoools.net/programs/university-preparatory-high-school/>

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

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

<http://flourbluffschoools.net/programs/university-preparatory-high-school/>

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

<http://flourbluffschoools.net/programs/university-preparatory-high-school/>

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

<http://flourbluffschoools.net/programs/university-preparatory-high-school/>

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

<http://flourbluffschoools.net/programs/university-preparatory-high-school/>

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

<http://flourbluffschoools.net/programs/university-preparatory-high-school/>

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

<http://flourbluffschoools.net/programs/university-preparatory-high-school/>

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

<http://flourbluffschoools.net/programs/university-preparatory-high-school/>

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

<http://flourbluffschoools.net/programs/university-preparatory-high-school/>

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

<http://flourbluffschoools.net/programs/university-preparatory-high-school/>

Provide a link to the academy's master schedules.

<http://flourbluffschoools.net/programs/university-preparatory-high-school/>

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

<http://flourbluffschoools.net/programs/university-preparatory-high-school/>

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

<http://flourbluffschoools.net/programs/university-preparatory-high-school/>

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

<http://flourbluffschoools.net/programs/university-preparatory-high-school/>

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

<http://flourbluffschoools.net/programs/university-preparatory-high-school/>

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

<http://flourbluffschoools.net/programs/university-preparatory-high-school/>

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

<http://flourbluffschoools.net/programs/university-preparatory-high-school/>

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

<http://flourbluffschoools.net/programs/university-preparatory-high-school/>

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

<http://flourbluffschoools.net/programs/university-preparatory-high-school/>

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 Flour Bluff University Preparatory High School Program has identified and implemented sustainability structures to address and minimize the challenges of staff turnover. The first structure in place for the University Preparatory High School, a school-within-school model, is the culture of our campus. We have created a school climate where teachers are valued and have input into the development and progress of the program. All UPHSP staff meet with the UPHSP Director in PLC meetings in order to discuss progress of students (academic (celebrations and concerns, and social and emotional issues), curriculum and ongoing activities, or events that may come up during the school year. In addition to our campus PLCs, UPHSP teachers also meet with teachers from the main campus according to the content area they teach. They meet every other Wednesday mornings to plan lessons, discuss any concerns related to academic (student achievement data, TSI data, etc.), review student data.

In addition to the campus support, the district also provides a support program for new teachers through the New Teacher Mentor Program. New teachers to the campus are assigned to a mentor; they meet once a month at the district level and as many times needed on the campus level.

Lastly, in the event a staff member leaves the University Preparatory High School Program, another teacher from the same core content area from the comprehensive high school has the opportunity to transfer over to the UPHS campus.

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?

As an ECHS, we always monitor student progress to ensure student success at the high school and at the college campus. For the last two year, our IHE partner at TAMU-CC have been using a software program called the Starfish Alert System. This program is used school wide on the TAMU-CC campus. The way this program works is that our UPHSP students are assigned to an academic advisor at the university. If a student is an academic concern or/and an attendance concern, the university professor will alert the academic advisor. Within a few hours, we are directly notified by the academic advisor through email. This program has allowed us to quickly intervene to ensure that the student is able to get back on track or provide counseling to the student. Over the years of implementing this program, we have noticed that the number of students dropping has decreased.

In addition to this Starfish Alert system, we also have a liaison that is hired through TAMU-CC. liaison, an MOU agreement with the university, The liaison is housed on the high school campus. The liaison is able to meet with students, assist with assignments, and/or provide workshops to address particular needs of the students.

We are also able to monitor student progress through their blackboard account. Students are able to log on and we are able to see how they are doing in their classes. . We also receive mid-term grades to monitor whether a student needs to drop a class in order to prevent the student from failing the class and/or being put on academic probation at the university.

Finally, throughout the year, we hold parent meetings to keep them informed about how to monitor their child's grade at the university. Parent and teacher conferences in person or over the phone, are other practices that we implement on the campus to monitor student progress.

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 Degrees not offered	able to earn up to 60 college hours toward baccalaureate degree

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?

No
