



West Oso Early College High School
ECHS Renewal Application
2018-2019

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Background

District Affiliation

WEST OSO ISD

DC #: 178915

Region: 02

Mailing Address (Line 1): 5050 ROCKFORD DR

Mailing Address (Line 2):

City, State, Zip: CORPUS CHRISTI, TX 78416

School Affiliation

WEST OSO H S

CDC #: 178-915-001

Region:

Mailing Address (Line 1): 754 FLATO RD

Mailing Address (Line 2):

City, State, Zip: CORPUS CHRISTI, TX 78405

Academy Information

ECHS Academy Name:

West Oso 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	50
10	46
11	44
12	48

Contacts

Superintendent

Job Title: Superintendent
Full Name: Mr. Conrado Garcia
Email: conrado.garica@westosoisd.net
Phone Number: 361-806-5900

Applicant

Job Title: ECHS Director
Full Name: Mrs. Elsa Hofstetter
Email: elsa.hofstetter@westosoisd.net
Phone Number: 361-806-5960

IHE Liaison

Affiliation: Del Mar College
Job Title: IHE Director of Early College Programs
Full Name: Mr. Robert Montez
Email: rmontez8@delmar.edu
Phone Number: 361-698-2424

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://wohs.westosoisd.net/Early-College-HighSchool>

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://wohs.westosoisd.net/Early-College-HighSchool>

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

<http://wohs.westosoisd.net/Early-College-HighSchool>

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

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

<http://wohs.westosoid.net/Early-College-HighSchool>

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

<http://wohs.westosoid.net/Early-College-HighSchool>

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

<http://wohs.westosoid.net/Early-College-HighSchool>

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

<http://wohs.westosoid.net/Early-College-HighSchool>

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

<http://wohs.westosoid.net/Early-College-HighSchool>

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

<http://wohs.westosoid.net/Early-College-HighSchool>

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

<http://wohs.westosoid.net/Early-College-HighSchool>

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

<http://westosoid.net/Early-College-HighSchool>

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

<http://wohs.westosoid.net/Early-College-HighSchool>

Provide a link to the academy's master schedules.

<http://wohs.westosoid.net/Early-College-HighSchool>

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

<http://wohs.westosoid.net/Early-College-HighSchool>

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

<http://wohs.westosoid.net/Early-College-HighSchool>

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

<http://wohs.westosoid.net/Early-College-HighSchool>

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

<http://wohs.westosoid.net/Early-College-HighSchool>

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

<http://wohs.westosoid.net/Early-College-HighSchool>

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

<http://wohs.westosoid.net/Early-College-HighSchool>

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

<http://wohs.westosoid.net/Early-College-HighSchool>

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

<http://wohs.westosoid.net/Early-College-HighSchool>

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.

Although, West Oso High School has been challenged with turnover of teachers and administrators, the 2017-2018 new leadership team, ECHS Director and Principal, have positively impacted the stability of the school and ECHS program. Working collaboratively, all components of the school system have been restructured: curriculum, instruction, support systems, attendance, discipline, student data, and teacher expectations. Teachers are held accountable for analyzing and evaluating student performance. Teachers must also develop quality lesson plans using backwards design, incorporate learning strategies utilize differentiated instructional strategies and hold students accountable for learning. With these systems and structures in place, stability is finally established thus positively affecting the school culture and climate.

Reading Specialist

Through the awarding of the Innovative Academy Grant a Reading Specialist was hired to transform the dismal reading and writing scores of the high school. The role of the reading specialist is to work with teachers and students; targeting TSI and EOC assessments. In addition, the reading specialist works closely with the English Department to ensure effective strategies are embedded throughout the lessons and that teachers are using data to help plan for student's needs. The reading specialist has led the teachers in planning, curriculum development, data digs and staff development. Moreover, the reading specialist has provided one to one support to the students, as well as small group interventions.

Targeted Interventions (tutorials, Saturday School, Boot camps, Intervention classes, TSI classes)

Targeted TSI and EOC STAAR interventions were created to address the academic needs of identified students. Student assessment data was reviewed throughout the year and specific strategies were developed to focus on weaknesses. Courses were redesigned to address students' needs. Teachers developed curriculum to address the intervention classes and implemented online supplemental interactive lessons to help students progress.

District Teacher Induction Program

West Oso's Teacher Induction program is a three year comprehensive training, coaching, mentoring and support system for the beginning teacher. The mission of the Induction program is not only to retain teachers, but increase the effectiveness of those new to the profession. We provide a systemic support system and professional development for new teachers so they can create a learning environment that meets the needs of all students.

PLC's Professional Learning Communities & Power Zone meetings

PLC's focus on student data, collaboration, interventions, school climate, formal and informal assessments, delivery of instruction and other topics led by the principal. PLC's occur twice a week in the classroom during department planning times, and are led by the department chair, which supports the campus systems and structures. Power Zone meetings are held at the end of the third and sixth six weeks period to focus on formative and summative data. These Power Zone Meetings consist of the principal, reading specialist, instructional facilitator, ECHS director, department chairs, and teachers. As a result of the PLCs and Power Zone Meetings, all stakeholders share a common vision and mission for this campus and as a result have reflected in a positive culture and climate on the 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?

The process that WOECHS has implemented to monitor student progress is to meet regularly with students. During that time, ECHS counselor and Dual Credit Facilitator check students' grades, conference with students, and monitor midterm grades sent by our IHE. Del Mar professors will contact us if a student is facing challenges in his or her class. When a student is not passing a dual credit course or high school course, students are provided academic or personal counseling. The counselor together with the student will determine the best intervention plan to improve student achievement. The counselor also guides students to take responsibility for their learning by empowering them with the college readiness skills necessary to effectively communicate and advocate for themselves. Furthermore, ECHS addresses students' individual needs by providing students with on campus tutorials and all resources that will ensure student success. We also utilize Del Mar College Student Support Center Services for students who need additional academic support in their dual credit classes. ECHS also shares student progress with parents to ensure parental support and academic success.

Through Professional Learning Communities we are able to share and discuss our ECHS data and student progress with teachers and administrators. Campus data is analyzed for strengths and challenges of the ECHS cohorts and individual students. This analysis gives teachers the opportunity to drive their instruction and develop interventions for these students, thus ensuring their academic success at the campus level as well as the college level.

Endorsements

Identify the current endorsements that are offered:

- Arts and Humanities
- Multi-disciplinary Studies

Certificates

Identify all associate degrees offered to students.

Degree	Description
Associate in Arts Degree	Liberal Arts

Identify all level one certificates offered to students.

Certification	Description
Industrial Instrumentation Installer	Instrumentation Installer

Identify all level two certificates offered to students.

Certification	Description
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TSI + IHE

Is this ECHS a TSI testing site?

Yes

Is the IHE liaison working with other ECHS campuses?

Yes
