



Reagan ECHS
ECHS Renewal Application
2018-2019

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Background

District Affiliation

AUSTIN ISD

DC #: 227901

Region: 13

Mailing Address (Line 1): 1111 W 6TH ST

Mailing Address (Line 2):

City, State, Zip: AUSTIN, TX 78703

School Affiliation

REAGAN H S

CDC #: 227-901-006

Region:

Mailing Address (Line 1): 7104 BERKMAN DR

Mailing Address (Line 2):

City, State, Zip: AUSTIN, TX 78752

Academy Information

ECHS Academy Name:

Reagan ECHS

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

9-12

Grade Level	Number of Students
9	50
10	53
11	41
12	46

Contacts

Superintendent

Job Title: Superintendent
Full Name: Dr. Paul Cruz
Email: superintendent@austinisd.org
Phone Number: 512-414-2482

Applicant

Job Title: Principal
Full Name: Mrs. Anabel Garza
Email: anabel.garza@austinisd.org
Phone Number: 512-414-7975

IHE Liaison

Affiliation: Austin Community College
Job Title: Executive Director, High School Relations
Full Name: Dr. Shasta Buchanan
Email: shasta.buchanan@austincc.edu
Phone Number: 512-223-7679

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.reaganechs.com/apps/pages/index.jsp?uREC_ID=1013033&type=d&pREC_ID=1114263

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.reaganechs.com/apps/pages/index.jsp?uREC_ID=1013033&type=d&pREC_ID=1114263

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

https://www.reaganechs.com/apps/pages/index.jsp?uREC_ID=1013033&type=d&pREC_ID=1114263

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.reaganechs.com/apps/pages/index.jsp?uREC_ID=1013033&type=d&pREC_ID=1114263

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

https://www.reaganechs.com/apps/pages/index.jsp?uREC_ID=1013033&type=d&pREC_ID=1114263

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

https://www.reaganechs.com/apps/pages/index.jsp?uREC_ID=1013033&type=d&pREC_ID=1114263

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

<https://www.austinisd.org/board/meetings>

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

https://www.reaganechs.com/apps/pages/index.jsp?uREC_ID=1013033&type=d&pREC_ID=1114263

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

https://www.reaganechs.com/apps/pages/index.jsp?uREC_ID=1013033&type=d&pREC_ID=1114263

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

https://www.reaganechs.com/apps/pages/index.jsp?uREC_ID=1013033&type=d&pREC_ID=1114263

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

https://www.reaganechs.com/apps/pages/index.jsp?uREC_ID=1013033&type=d&pREC_ID=1114263

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

https://www.reaganechs.com/apps/pages/index.jsp?uREC_ID=1013033&type=d&pREC_ID=1114263

Provide a link to the academy's master schedules.

https://www.reaganechs.com/apps/pages/index.jsp?uREC_ID=1013033&type=d&pREC_ID=1114263

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

https://www.reaganechs.com/apps/pages/index.jsp?uREC_ID=1013033&type=d&pREC_ID=1114263

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

https://www.reaganechs.com/apps/pages/index.jsp?uREC_ID=1013033&type=d&pREC_ID=1114263

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

https://www.reaganechs.com/apps/pages/index.jsp?uREC_ID=1013033&type=d&pREC_ID=1114263

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

https://www.reaganechs.com/apps/pages/index.jsp?uREC_ID=1013033&type=d&pREC_ID=1114263

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

<https://www.austinisd.org/edquality/professional-development/tip>

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

<https://drive.google.com/file/d/0B1XixmS5LYQ6SUJ5MotYWGN4aUk/view>

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

https://www.reaganechs.com/apps/pages/index.jsp?uREC_ID=1013033&type=d&pREC_ID=1114263

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

https://www.reaganechs.com/apps/pages/index.jsp?uREC_ID=1013033&type=d&pREC_ID=1141168

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.

A climate survey is completed and reviewed annually to identify the concerns of the campus in a process that ensures teacher voices are heard. The data is analyzed and reviewed by Administration and in March results are presented and feedback/solutions are solicited. Campus Administration utilizes the feedback and highest priority concerns and incorporates the needs into the planning of the Campus Improvement Plan.

Additional systems in place to ensure staff needs to address the turnover challenge are:

1. SLCs - Small Learning Communities are small groups of teachers that meet once every 2 weeks to do in house Professional Development, classroom walks and cover any calendar issues that might come up. This decreases the need for after school meetings.
 2. PLCs - Professional Learning Communities are small groups of like content teachers that meet to plan, review lessons, student work and adjust instruction if needed. This meeting time is built into the master schedule and is an important component of the campus culture. The expectation is that teachers collaborate and support each other to maximize instruction and perfect the "first time" teach. A strong first time teach leads to a decreased need for intervention lessons.
 3. Department Chair Meetings - These monthly meetings are a way for our Department Chairs to receive information and disseminate it to department member and to create consistency across content areas for all teachers. The focus of these meetings are teacher support and alignment of academic expectations. This avenue is also used to relay needs and concerns to Administration through a single point of contact.
 4. Campus Leadership Team (CLT) Meetings - This focus of this quarterly meeting is to bring all campus stakeholders to the table to address campus concerns, needs and successes. Campuswide alignment and open communication is just one of the ways our campus works to improve campus climate and achievement. The structures we have in place center around open and regular communication to ensure we are proactive in addressing the needs of our staff that work tirelessly for our students.
 5. Raider Raves - Weekly celebrations of our teachers in our online Newsletter.
- ABCD Awards - end of year awards for teachers that go above and beyond the call of duty.
Staff Appreciation Week - Special recognition for teachers and full staff luncheons to include all ECHS members.
Staff Winter Celebration and Campus Beautification/Community Building days.

While turnover is unavoidable, the supports of our teacher mentors and onboarding system is in place to ensure relevant information is disseminated to teachers in a consistent and timely manner. Mentors work with mentees to support their growth and development, and mentors work with each other as a peer group to grow and further develop into teacher leaders.

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?

Early Alert System-

The College has implemented a student success program supported through an Early Alert System (EAS). The goal of the Early Alert program is to work with students individually and assist in a success plan that aids in overcoming any barrier to college success. The college advisor is able to track student grades before the end of the semester, and allows for timely intervention to support the struggling students.

Satisfactory Academic Progress (SAP) report-

An ACC policy that defines the minimum academic requirements needed to maintain eligibility for financial aid, including a minimum GPA of 2.0. ACC will then schedule meetings with students who do not meet the requirements. Students discuss how to improve their academic standing with the counselors.

AVID-Advancement Via Individual Determination-

All teachers in the ECHS are trained in and deliver instruction using AVID strategies. The AVID program promotes college readiness and lays the foundation for college success. Critical components of the AVID program include the requirement that each student participates in at least one tutorial session each week, and the weekly review of assignments and projects. The AVID teacher provides individual student feedback designed to support and motivate improvement where needed based on the weekly review. AVID also uses WICOR- an acronym for strategies.

Student Midterm Progress Report-

The self-report document tracks each course the student is taking and gives current course grade average that is based on Tests, Assignments, Quizzes, Attendance, Participation, Projects/Papers, and Labs. The document is distributed to Student, ECHS College Advisor and Austin Community College High School Relations. This report is an effective method of communicating. The ECHS academic advisor, professor and student can meet in time to agree on services that will help return the student to a course of academic success.

Grade Level Electronic Child Study Team (eCST) Meetings-

These meetings are used to problem solve the issue/s that may affect ECHS student/s. The meetings include parent/teacher concerns, problem solve with a Tiered support system. Tier I, Tier II and Tier III (if needed) are supports for the student, which includes increased levels of supports depending on what is determined by the problem solving team. The team goes over Academic Interventions needed and recruit for additional support from the Counselor, parent support specialist, graduation coach or Community in Schools (CIS) to assure student is receiving the appropriate academic, social and emotional support needed to be successful in the program.

Endorsements

Identify the current endorsements that are offered:

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

Certificates

Identify all associate degrees offered to students.

Degree	Description
Associate of Arts	Covers the common core in the State of Texas guaranteeing transferability to any IHE in the state.

Identify all level one certificates offered to students.

Certification	Description
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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
