



Sheldon Early College High School

ECHS Renewal Application

2019-2020

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Background

District Affiliation

SHELDON ISD

CD #: 101924

Region: 04

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

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77044

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

Academy Information

ECHS Academy Name:

Sheldon Early College High School

Are you currently in the 2018-2019 planning year or are a 2018-2019 planning grantee?

No

What grade level range will your academy serve in the 2019-2020 school year?

9-12

Grade Level	Number of Students
9	120
10	117
11	120
12	98

Contacts

Superintendent

Job Title: Superintendent of Schools

Full Name: Mr. King Davis

Email: 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

Phone Number: 281-727-2063

IHE Liaison

Affiliation: San Jacinto College

Job Title: Chancellor

Full Name: Dr. Brenda Hellyer

Email: 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.

Yes

Products

Please provide links to the following products' locations on the ECHS's website.

Provide a link to the academy's written admission policy and enrollment application.

http://khs.sheldonisd.com/apps/pages/index.jsp?uREC_ID=1395599&type=d&pREC_ID=1574545

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://khs.sheldonisd.com/apps/pages/index.jsp?uREC_ID=1395599&type=d&pREC_ID=1574545

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

http://khs.sheldonisd.com/apps/pages/index.jsp?uREC_ID=1395599&type=d&pREC_ID=1574545

Provide a link to the academy's written communication plan for targeting identified audiences, parents, community members, school board, higher education personnel, etc.

http://khs.sheldonisd.com/apps/pages/index.jsp?uREC_ID=1395599&type=d&pREC_ID=1574545

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

http://khs.sheldonisd.com/apps/pages/index.jsp?uREC_ID=1395599&type=d&pREC_ID=1574545

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

http://khs.sheldonisd.com/apps/pages/index.jsp?uREC_ID=1395599&type=d&pREC_ID=1574545

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

http://khs.sheldonisd.com/apps/pages/index.jsp?uREC_ID=1395599&type=d&pREC_ID=1574545

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

http://khs.sheldonisd.com/apps/pages/index.jsp?uREC_ID=1395599&type=d&pREC_ID=1574545

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

http://khs.sheldonisd.com/apps/pages/index.jsp?uREC_ID=1395599&type=d&pREC_ID=1574545

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

http://khs.sheldonisd.com/apps/pages/index.jsp?uREC_ID=1395599&type=d&pREC_ID=1574545

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

http://khs.sheldonisd.com/apps/pages/index.jsp?uREC_ID=1395599&type=d&pREC_ID=1574545

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

http://khs.sheldonisd.com/apps/pages/index.jsp?uREC_ID=1395599&type=d&pREC_ID=1574545

Provide a link to the academy's master schedules.

http://khs.sheldonisd.com/apps/pages/index.jsp?uREC_ID=1395599&type=d&pREC_ID=1574545

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

http://khs.sheldonisd.com/apps/pages/index.jsp?uREC_ID=1395599&type=d&pREC_ID=1574545

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

http://khs.sheldonisd.com/apps/pages/index.jsp?uREC_ID=1395599&type=d&pREC_ID=1574545

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

http://khs.sheldonisd.com/apps/pages/index.jsp?uREC_ID=1395599&type=d&pREC_ID=1574545

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

http://khs.sheldonisd.com/apps/pages/index.jsp?uREC_ID=1395599&type=d&pREC_ID=1574545

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

http://khs.sheldonisd.com/apps/pages/index.jsp?uREC_ID=1395599&type=d&pREC_ID=1574545

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

http://khs.sheldonisd.com/apps/pages/index.jsp?uREC_ID=1395599&type=d&pREC_ID=1574545

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

http://khs.sheldonisd.com/apps/pages/index.jsp?uREC_ID=1395599&type=d&pREC_ID=1574545

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

http://khs.sheldonisd.com/apps/pages/index.jsp?uREC_ID=1395599&type=d&pREC_ID=1574458

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 where applicants demonstrate the skills necessary to work with the ECHS population. ECHS faculty commit to the following: tutoring after school, scaffolding difficult concepts, implementing core instructional strategies, participating in professional development aligned to ECHS goals, mentoring students, modeling collegiate vocabulary and behavior, and communicating with parents and students regarding academic progress and career and college goals.

Newly hired teachers are assigned ECHS mentors who provide instructional assistance, emotional support and guidance with day-to-day operations. New teachers meet daily for two hours during the two-week Summer Bridge Camp as part of an induction process where they learn about college readiness and rigor, student expectations, the core instructional practices, 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 create a sense of community among staff and students.

The ECHS supports faculty via a professional development plan that includes common planning time and professional learning communities (PLCs) that 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 institutions of higher education. College admission, GPAs, transcripts, degree plans, college-readiness indicators and personal essays are addressed during PLCs so that teachers can assist students in meeting college eligibility. PLCs also include vertical and horizontal curriculum alignment; integration of AVID methodologies; Advanced Placement strategies; the Jobs for the Future Common Instructional Framework; peer observations via the Harvard model of Instructional Rounds; and Texas Success Initiative Assessment (TSIA) skills. In addition, the ECHS professional development plan includes conferences aligned to the ECHS mission, as well as Advanced Placement (AP) and AVID summer institutes. ECHS teachers participate in the College Board Pre-AP curriculum framework to align coursework to AP standards. To promote a culture of teamwork and build relationships, the ECHS Sunshine Committee hosts a potluck during the last PLC of the month to celebrate teachers' birthdays and acknowledge student recognition of faculty and staff.

The ECHS dean has an open-door policy and ensures that teachers have a voice in campus improvement. She empowers teachers by encouraging innovation and structuring opportunities to provide feedback using non-evaluative measures. Teachers are given the technology and instructional resources to engage students and are compensated via supplemental pay for after-school tutoring, Saturday school, Summer Bridge Camp, and stipends for teaching dual credit courses. A 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 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 advising and counseling, Sheldon ECHS implements multiple layers of intervention to support academic progress. Sheldon ECHS and San Jacinto College 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. At the beginning of each school year, the ECHS dean and college liaison review and improve early warning systems.

Per nine weeks, the ECHS conducts analyses of the following: grades; retention rates; leaver codes; referrals; TSIA scores; attendance; tutorials; and community service. The data is presented 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 faculty. All ECHS students are enrolled in AVID, where they are supported by college tutors and participate in tutorial groups. 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 reading/writing 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 test in all TSIA subjects 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 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

For a description of level (one or two) certificates, please see:

<http://www.theccb.state.tx.us/reports/PDF/10494.PDF?CFID=75314517&CFTOKEN=13839274>

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	Communication
Associate of Science	Pre-engineering
Associate of Arts	Criminal Justice
Associate of Arts	General Studies

Identify all level one certificates offered to students.

Certification	Description
Certificate of Technology	Criminal Justice

Identify all level two certificates offered to students.

Certification	Description
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TSIA + IHE

Is this ECHS a TSIA testing site?

Yes

What ID number do students use when taking the TSIA exam?

College ID

Is the IHE liaison working with other ECHS campuses?

Yes
