



HIDALGO EARLY COLLEGE H S
ECHS Renewal Application
2019-2020

Contents

[Background](#)

[Contacts](#)

[Narratives](#)

[Download Assurances Signature Page](#)

Background

District Affiliation

HIDALGO ISD

CD #: 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 H S

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	217
10	288
11	302
12	230

Contacts

Superintendent

Job Title: Superintendent
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: Dean of Dual Credit Programs and School District Partnerships
Full Name: Dr. Rebecca Deleon
Email: rdeleon_8106@southtexascollege.edu
Phone Number: 956-872-2607

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.

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

<https://www.hidalgo-isd.org/Page/253>

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/Page/253>

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

<https://www.hidalgo-isd.org/Page/253>

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/Page/253>

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

<https://www.hidalgo-isd.org/Page/254>

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

<https://tx49000022.schoolwires.net/Page/255>

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

<https://tx49000022.schoolwires.net/Page/255>

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

<https://tx49000022.schoolwires.net/Page/255>

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

<https://tx49000022.schoolwires.net/Page/256>

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

<https://tx49000022.schoolwires.net/Page/256>

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

<https://tx49000022.schoolwires.net/Page/256>

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

<https://tx49000022.schoolwires.net/Page/256>

Provide a link to the academy's master schedules.

<https://tx49000022.schoolwires.net/Page/256>

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

<https://tx49000022.schoolwires.net/Page/257>

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

<https://tx49000022.schoolwires.net/Page/257>

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

<https://tx49000022.schoolwires.net/Page/257>

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

<https://tx49000022.schoolwires.net/Page/257>

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

<https://tx49000022.schoolwires.net/Page/258>

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

<https://tx49000022.schoolwires.net/Page/258>

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

<https://tx49000022.schoolwires.net/Page/258>

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

<https://tx49000022.schoolwires.net/Page/258>

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.

Hidalgo Early College High School (HECHS) continually identifies and implements structures aimed at addressing staff turnover. On a yearly basis the campus conducts a needs assessment and campus improvement plan to implement targeted initiatives to address the strengths and weaknesses related to curriculum, instruction, assessment, and staffing. As a result of this process, and aligning the targets to the district improvement plan, HECHS has developed structures to minimize staff turnover. The model for HECHS is targeting teacher preparation, administrator training, and incentive-based policy. One of the structures the school has in place is the professional learning communities (PLCs) which have been an integral part of the success of our college program. A strong component of this structure is aligning the goals and objectives of the early college program to the professional learning of the teachers. The PLC model for HECHS is one that is aligned to success of ALL students through continually refining teacher preparation and aligning to early college benchmarks. The focus is on the learning of students as a result of rigorous, challenging, targeted delivery of instruction. A PLC schedule is delivered to every administrator on a monthly basis covering weekly topics aligned with the course objectives and content standards as well as the performance goals of the students. In addition, district staff supports HECHS staff through the monthly teacher induction program. Teachers meet monthly on topics such as classroom management, delivery of instruction, differentiation, etc. Another structure that has raised the expectations of teachers and increased motivation across all subjects is professional development (PD) aimed at providing "relevant" content knowledge to every teacher in every subject. An aligned, comprehensive PD plan is aligned with needs assessment and district initiatives and implemented annually.

A key factor in refining instruction, providing relevant feedback to teachers, and providing necessary supports for teaching and learning is the building leaders academy held on a monthly basis. The school district has an incentive-based policy (\$500 per DC section and \$3,000 for SACS Master's Degree) to incentivize dual credit teachers and offer \$1,000 stipend for earning a Master's degree. This year the school district approved a \$1,000 bonus to every teacher, plus continues a loyalty stipend for staying employed within the district (every five years a stipend is awarded). HECHS staff and administrators participate in HECHS conferences, webinars, peer conversations as well as sharing through the state TEA HECHS network allowing for idea sharing, collaboration, and professional support.

Administrators receive monthly trainings on topics aimed at supporting teachers at the campus such as TTESS, PLCs, Walkthroughs, TEKS Resource System, early college blueprints, content supports, etc. Administrator training is key to supporting teachers and impacting student achievement. Partnership with college extends opportunities for HECHS teachers and higher-education faculty to collaborate through planning, teaching and professional development. The collaborative professional development plan created with higher-education partner is based on needs assessment of student data

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?

Monitoring student progress on an on-going basis is an on-going practice at Hidalgo Early College High School (HECHS). Students participating in our wall-to-wall early college program are offered rigorous instruction and accelerated courses so it is critical that student data is closely monitored in order to reduce any barrier to college access and success. Progress monitoring entails a school-wide commitment to monitoring student data and responding to it.

Before addressing each component it is important to state that the school community and higher education institutions will maintain records of all students in accordance with federal, state, and local laws. All stakeholders will maintain strict confidentiality of all records. All relevant data will be collected and reviewed on an on-going basis, including attendance, enrollment, graduation rates, GPA of high school credit and college courses, attrition rates, satisfactory progress in college courses as aligned to degree plan, adequate progress toward college-readiness and articulation into four-year and two-year colleges/universities. Based on the review of intensive data analysis, interventions will be recommended based on individual basis.

Students receive overview of requirements for participating in early college coursework. One of the goals is for students to monitor their performance levels on an on-going basis. Teachers meet regularly with students to review course grades for quizzes, homework and projects as well as for their regular high school courses. Students are trained on use of Jagnet, participate in College Advising Training Program and are well-versed on advising modules, college credits and college weighted system. Failure reports, 3-week progress reports, and six-week report cards are provided to students and parents on an on-going basis. Counselors also meet regularly with students to review transcripts and degree plans. In addition, Syllabi, course outlines, and departmental requirements will be completed and reviewed by high school and college partner.

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.

Administrators and teachers receive training on how to interpret data and make decisions about instruction and assessment based on the results. Reporting the data to parents is part of the process so they are aware of where the students are in relation to the required standards on college courses and meeting state assessments and college entrance exams.

HECH staff work collaboratively to ensure all relevant data is reviewed and determine appropriate interventions. The school provides opportunities for college entrance exam tutorials, TSI preparation sessions, content before/after-school tutorials, one-to-one career planning and/or counseling, Saturday camps and tutorials, etc.

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 in Interdisciplinary Studies The Associate of Arts Degree in Interdisciplinary Studies provides students with a broad-based education that promotes critical thinking skills	The Associate of Arts Degree in Interdisciplinary Studies provides students with a broad-based education that promotes critical thinking skills.

Identify all level one certificates offered to students.

Certification	Description
Automotive Technology Certificate	Program designed to prepare students for employment in the high technology automotive service industry.
Architectural and Engineering Design Certificate	Prepare students for employment in architectural drafting, construction and manufacturing related industries.
Combination Welding Certificate	Students will gain knowledge in Lay-out and Fabrication as well as blueprint reading, safety and metallurgy.
Patient Care Assistant	Students are trained to provide basic nursing care of adults, children, infants and the elderly. Entry-level skills that are highly marketable to the area's industries.
Precision Manufacturing	Provide an environment to develop technical skills that are highly marketable to the area's industries.

Technology
Certification

Sturctural Welding Certificate	STudents will gain knowledge in Lay-out and Fabrication as well as blueprint reading, safety and metallurgy.
-----------------------------------	---

Identify all level two certificates offered to students.

Certification	Description
---------------	-------------

TSIA + IHE

Is this ECHS a TSIA testing site?

Yes

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

Unique State Assigned ID

Is the IHE liaison working with other ECHS campuses?

Yes