



TEXAS ACADEMY OF BIOMEDICAL SCIENCES

ECHS Renewal Application

2019-2020

Contents

[Background](#)

[Contacts](#)

[Narratives](#)

[Download Assurances Signature Page](#)

Background

District Affiliation

FORT WORTH ISD

CD #: 220905

Region: 11

Mailing Address (Line 1): 100 N UNIVERSITY DR

Mailing Address (Line 2):

City, State, Zip: FORT WORTH, TX 76107

School Affiliation

TEXAS ACADEMY OF BIOMEDICAL

CDC #: 220-905-082

Region:

Mailing Address (Line 1): 2100 CLOVER LN

Mailing Address (Line 2):

City, State, Zip: FORT WORTH, TX 76107

Academy Information

ECHS Academy Name:

TEXAS ACADEMY OF BIOMEDICAL SCIENCES

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	76
10	114
11	87
12	93

Contacts

Superintendent

Job Title: Superintendent

Full Name: Dr. Kent Scribner

Email: kent.scribner@fwisd.org

Phone Number: 817-814-1900

Applicant

Job Title: Principal

Full Name: Mr. Jack Henson

Email: Jack.Henson@fwisd.org

Phone Number: 817-515-1660

IHE Liaison

Affiliation: Tarrant County College -Trinity River Campus

Job Title: Director of Academic Affairs

Full Name: Ms. Tara Firmin

Email: Tara.Firmin@tccd.edu

Phone Number: 817-515-1373

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.fwisd.org/domain/4460>

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.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

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.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

Provide a link to the academy's master schedules.

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/1757>

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.

TABS hiring practices recognize the need for instructors that fit well in both the college and high school setting. These practices include looking not only for instructors with a Master degree, but who come in with an understanding that they will contribute to the school community and culture beyond the classroom through sponsorship of clubs, organizations, etc. This gives staff a sense of support from their peers and a connection with students beyond the daily lessons. TABS continues purposeful time in the schedule for weekly PLC meetings to help support planning, cohesiveness, and culture strengthening. PLCs include grade level cross curricular teams as well as content departments. Students attend advisory three days a week. Junior and senior advisors ask students for grade progress checks from their myTCC accounts and work with students, and report to counselors with concerns.

2018-2019 has been a challenging year as TABS moved from two locations to a new combined facility located on a college campus. This meant combining two sets of office personnel, two sets of staff, and merging two independent ways of doing business. Additionally, the move required adaptability to a sterile environment, open administrative working spaces and close quarters within one floor for students and teachers. Counselors, the College, Career and Military Readiness team, faculty leadership, and administration have made a concerted effort to protect and improve school culture by hosting lunches, providing wellness activities, and being available to staff. Moving forward, 2019-2020 will see the continued formalization of these practices as effective structures to combat staff turnover.

Other factors that contribute to the low turnover at TABS include:

1. Size- we are a small campus which fosters a sense of community.
2. Safety/Security- we are a safe campus with low disciplinary incidents.
3. Administrative Support- Administration allows staff to attend innovative training relevant to both direct and indirect instruction.
4. Biomedical Focus- Curriculum centers around a biomedical science thread which encourages collaboration and common student goals.

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?

Texas Academy of Biomedical Sciences, supported by IHE campus leadership, asks college instructors to share with them any time students are in danger of failing, have attendance issues, or have behavioral issues. The MOU allows them to report with counselors and school leadership. Campus counselors have formed a cooperative with IHE advisors to provide support when students fall into academic jeopardy. IHE department chairs and liaison form a second layer of support when initial measures fall short. TCC police and CARE team work closely with TABS administration to provide prevention and intervention measures that ensure student success on the TCC campus. The school shares enrollment information with the college and they code our ECHS students differently than other dual credit students so they can collect and share information with TABS about their students.

Core and CTE in-class monitoring and intervention form the basis of any strong plan and provide adequate support for most (Tier 1 students) students by use of classroom strategies including re-teach, purposeful partnering or ability groupings, or other in class instructional support. Our grade level PLCs meet weekly and are intentional about identifying Tier 2 or Tier 3 students and support for those students. Counselors and Administrators contribute to the PLCs and serve as Liaisons with IHE partners to share new or ongoing concerns with student/class progress. Daytime and after school tutoring sessions are available to all students but become mandatory support for identified Tier 2 and 3 students. Buses are provided twice a week for after school tutoring throughout the year and as finances allow. Students attend three advisory periods each week and receive 1) reading comprehension support through Achieve 3000 to improve Lexile scores, 2) tutoring as needed or assigned, 3) character lessons and 4) support in effective study habits and home work practices. Advisory teachers (who are also PLC members) track student progress and provide help and guidance. With a school focus on Biomedical and Health Sciences, we benefit from a valued partnership with the University of North Texas Health Science Center. UNTHSC student mentors not only contribute to after school tutoring in Science and Math but also provide regularly scheduled lunchtime relational mentorship for select students as individuals, pairs, or small groups with priority given to Tier 3 and Tier 2 ninth grade students.

Support classes are built to ensure student success in difficult dual credit courses or to reinforce EOC content. These bonus classes include Anatomy and Physiology, Biology, Chemistry, and US History.

Endorsements

Identify the current endorsements that are offered:

- Science, Technology, Engineering, and Mathematics (STEM)
- 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	The curricula of this degree will satisfy the first 60 hour requirements of most senior institutions.
Associate of Science	Like Associates of Arts but with 18 hours of electives focused on Science and Math, the curricula of this degree will satisfy the first 60 hour requirements of most senior institutions.

Identify all level one certificates offered to students.

Certification	Description

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?

College ID

Is the IHE liaison working with other ECHS campuses?

No
