



GRAND PRAIRIE H S
ECHS Renewal Application
2020-2021

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Background

District Affiliation

GRAND PRAIRIE ISD

CD #: 057910

Region: 10

Mailing Address (Line 1): BOX 531170

Mailing Address (Line 2):

City, State, Zip: GRAND PRAIRIE, TX 75053

School Affiliation

GRAND PRAIRIE H S

CDC #: 057-910-002

Region:

Mailing Address (Line 1): 101 HIGH SCHOOL DR

Mailing Address (Line 2):

City, State, Zip: GRAND PRAIRIE, TX 75050

Academy Information

What is the academy name?

Grand Prairie Early College High School

Which model does the district intend to implement at this time? Within these models, there are variations.

School-Within-School (SWS) - A subset of students on the campus are enrolled in grades 9-12 are enrolled in the academy.

Distinguished Recognition

Would your campus like to be considered for distinguished recognition? All ECHS seeking distinguished recognition will be measured against the highest OBMs.

Yes

Grade Levels Served

What grade level(s) will your academy plan to serve in the 2020-2021 school year?

9
10
11
12

Enter the number of students that you plan to serve in 9th grade.

100

Enter the number of students that you plan to serve in 10th grade.

87

Enter the number of students that you plan to serve in 11th grade.

83

Enter the number of students that you plan to serve in 12th grade.

57

Contacts

Applicant

Applicant 1

Job Title

Chancellor

Name Prefix

Mrs.

First Name

Lenora

Last Name

Brown

Email

lenora.brown@gpisd.org

Phone

972-809-5711

Principal

Principal 1

Name Prefix

Mrs.

First Name

Laigha

Last Name

Boyle

Email

laigha.boyle@gpisd.org

Phone

972-809-5711

Superintendent

Superintendent 1

Name Prefix

Mrs.

First Name

Linda

Last Name

Ellis

Email

linda.ellis@gpisd.org

Phone

972-237-5300

Narratives

Current Designations at GRAND PRAIRIE ISD:

- GRAND PRAIRIE H S - ECHS - 1516
- SOUTH GRAND PRAIRIE H S - ECHS - 1516
- SOUTH GRAND PRAIRIE H S - T-STEM - 1920
- GRAND PRAIRIE COLLEGIATE INSTITUTE - T-STEM - 1516
- YWLA AT BILL ARNOLD - T-STEM - 1516

Previous Planning Year Applications at GRAND PRAIRIE ISD:

Narratives

The majority of the following questions will be narrative response. Narrative responses are limited to a maximum of 250 words. We recommend writing your responses in a text-editing software such as Microsoft Word and then pasting your responses into the website when they are complete. Progress to the next section when you are ready.

Narratives: Degrees and Credentials: IHE Agreements, Degrees and Credentials

Degrees and Credentials

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

Health Science

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Nursing

Which of the following credential(s) does the academy plan to offer students in 2021-2022 school year?

NYD

The Early College High School shall provide a rigorous course of study that enables a participating student to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by the Texas Administrative Code (TAC) §4.28), obtain certifications, or earn an associate's degree, or earn at least 60 credit hours toward a baccalaureate degree during grades 9-12. Describe how the campus will develop a rigorous course of study that will enable a participant to receive a high school diploma and complete the THECB core curriculum, obtain certifications, or earn an associate's degree, or earn at least 60 credit hours towards a baccalaureate degree.

The articulation agreement begins by defining Early College High Schools as small schools where students will be allowed to earn both a high school diploma and an Associate's Degree, or alternatively, two years of college credit toward a Bachelor's degree. It defines the purpose of Early College High Schools as preparing high school students for successful career and educational futures through a full integration of high school, college, and career; improving students' academic performance and self-concept; and increasing high school and college/university completion rates.

Degrees and Credentials: IHE Agreements

Does the IHE partner currently have an articulation agreement with a four-year IHE detailing how a student's associate degree and accrued credits could lead to a baccalaureate degree?

Yes

Provide the university name that your IHE partner has an articulation agreement with and the bachelor degree that students could earn using their associate degree and accrued credits. Each row represents a degree.

2-Year Degree	University	4-Year Degree
Associate of Science	University of Texas at Arlington	Bachelor of Science in Nursing

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Mountain View College

Name Prefix

Mrs.

First Name

Gilda

Last Name

Carterson

Email

gnunez@dcccd.edu

Phone

214-860-8849

Job Title

Senior Program Development Specialist, MVC Dual Credit/ ECHS Liaison

IHE Partner 2

Affiliation

University of Texas at Arlington

Name Prefix

Ms.

First Name

Candace

Last Name

Calhoun-Butts

Email

candicec@uta.edu

Phone

817-272-2766

Job Title

Assistant Dean, Office of Enrollment and Student Services, College of Nursing and Health Innovation

The Early College High School shall have a current, signed Memorandum of Understanding (MOU) for each school year that defines the partnership between the school district(s) and the institution(s) of higher education (IHE).

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirement: Curriculum alignment and courses of study, which enables a student to combine high school courses and college-level courses to earn either an associate degree, postsecondary certificate provided by an IHE, or industry certification.

The agreement states that the College will award credit for courses for which Dual Credit Course Articulation Agreements have been approved. A list of aligned high school and college courses are incorporated into this Agreement by reference as

Attachment B or as what we call the Crosswalk These courses have been evaluated and approved through the official College curriculum approval process in accordance with Texas Higher Education Coordinating Board requirements and TEA requirements for high school graduation. Due to the fact that students take Pre-AP, AP and Dual credit, the coursework is at the most rigorous level students can attempt at the high school level. Dual credit is only awarded for courses aligned and approved as reflected on the Dual Credit Course Articulation Agreement. Since the students are pursuing an Associate of Arts or an Associate of Science Degree, the bulk of their coursework is aligned with the 42 core that transfers to any state-supported college or university. Finally, high School students, faculty, and staff will have access to instructional and non-instructional resources available on the campus of the College at any time.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Policies for: 1) advising students on the transferability of all college credit offered and earned, 2) ensuring the IHE transcripts college credit earned through dual credit in the same semester that credit is earned, 3) advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associate degree to a bachelor's degree and beyond in their chosen field), 4) students accessing the IHE facilities, services and resources

In the IHE articulation agreement, it outlines the responsibility of the ISD to provide transportation for students to and from the College campus; and to provide foodservice (if needed on the college campus) to students who participate in Program under this Agreement. It also allows that if the IA is terminated during an academic term, students enrolled in classes under this IA will be allowed to finish their coursework and stipulates that either party must provide 120 days notice of termination.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Transportation costs and fees including provisions for discontinuing operation while ensuring students previously enrolled will have opportunity to complete their course of study.

The IA states that the responsible parties have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, GPISD, and DCCCD: (1) Staffing (our credentialed teachers have applications and college transcripts on file at the IHE); (2) Budget (the ECHS maintains a separate budget from the HS); (3) Student assessment, curriculum and scheduling (SGP is a College Board testing site and all scores are recorded on transcripts and shared with the college, and the DCCCD shares students' grades -- their district office to our central office); (4) Professional development (ISD and IHE teachers meet collaboratively twice a semester, and dual credit teachers attend the IHE's staff development); (5) Access to school and student data for ECHS college students with permission of the College

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Data sharing agreement that includes provisions for teacher data such as qualifications and student level data such as credit hours taken and earned, GPA, formative data to assess if student is on track for college readiness

All of our teachers have masters degrees or are close to completion. Once they hold the appropriate credentials, we work with the Office of the Vice President of Instruction to get all teachers credentialed to teach dual credit.

Narratives: Advanced Academics

Advanced Academics

Select the type of advanced courses (dual credit/AP/IB) your campus plans to offer students in 2021-2022.

DC
AP

What type of dual credit courses does your campus plan to offer?

WECM
AGCM

Describe any challenges in ensuring your academy has educators with qualification to teach dual credit. What steps did your academy take to address the need?

Every quarter we pull summative assessment data in addition to State assessment, TSI and completion rate data. We look for trends as well as students who need intervention. We use this data to inform our instruction as well as create intervention plans for students. We plan meetings with parents for our most at-risk so that we can work together to reinforce performance and strong work ethic. We use completion rate data to guide our C-Prep lessons and the way we monitor student progress.

Is the academy a TSIA testing site?

Yes

Narratives: Student Support

Student Support

Provide examples of how the campus plans to provide students with academic services. List activities and brief descriptions of the activities. Add a new row for each provided service.

Activity	Description
Transcript audits	Administration sits down with each student to go over Xello and a transcript audit. This tells the students where they are in the process and allows them to see strengths and weaknesses.
Tutorials	Students are supported on make up work or concepts that they did not grasp both after school and on some Saturdays.

Provide examples of how the campus plans to provide students with wrap-around services. List activities and brief descriptions of the activities. Add a new row for each wrap-around service.

Activity	Description
Social Worker	The campus is assigned social worker who can refer students and parents to outside sources.
Family Engagement Events	We meet multiple times a year to provide information to parents and to answer any questions.

How does your academy use the access, achievement, and attainment data for program improvement?

Every quarter we pull summative assessment data in addition to State assessment, TSI and completion rate data. We look for trends as well as students who need intervention. We use this data to inform our instruction as well as create intervention plans for students. We plan meetings with parents for our most at-risk so that we can work together to reinforce performance and strong work ethic. We use completion rate data to guide our C-Prep lessons and the way we monitor student progress.

Narratives: Leadership Team

Leadership Team

List the Leadership Team's three priorities for the next year and describe how the selected priority contributes to

the academy's success. Each priority should be a benchmark from the ECHS/T-STEM/P-TECH Blueprint.

Benchmark	Description
Benchmark 2: Partnership Agreement	To begin to utilize our new partnership with UTA and to analyze its effectiveness and any areas of needed growth
Benchmark 4: Curriculum and Support	To support all students in the goal of obtaining a college degree

Narratives: Benchmark 1 Products, Benchmark 2 Products, Benchmark 3 Products, Benchmark 4 Products, Benchmark 5 Products, Benchmark 6 Products

Benchmark Products

Benchmark 1 Products

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

<https://www.gpisd.org/cms/lib/TX01001872/Centricity/Domain/8469/GP%20ECHS%20ADMISSION%20POLICY.pdf>

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.gpisd.org/cms/lib/TX01001872/Centricity/Domain/8469/Recruitment%20Plan.pdf>

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

<https://www.gpisd.org/cms/lib/TX01001872/Centricity/Domain/8469/Marketing%20Brochures%2002-06-2020.pdf>

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

<https://www.gpisd.org/cms/lib/TX01001872/Centricity/Domain/8469/GP%20ECHS%20Communication%20Plan%20.pdf>

Benchmark 2 Products

Provide a link to the academy's final, signed, and executed MOU with their IHE.

<https://www.gpisd.org/cms/lib/TX01001872/Centricity/Domain/8639/SGPECHS%20MOU%202017-2018.pdf>

<https://www.gpisd.org/cms/lib/TX01001872/Centricity/Domain/8469/GP%20ECHS%20RN%20MOU%2002-06-2020.pdf>

Benchmark 3 Products

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

<https://www.gpisd.org/cms/lib/TX01001872/Centricity/Domain/8469/ECHS-IHE%20Leadership%20Meetings%2006-02-2020.pdf>

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

<https://www.gpisd.org/cms/lib/TX01001872/Centricity/Domain/8469/Board%20Presentation%20ECHS.pdf>

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

<https://www.gpisd.org/site/Default.aspx?PageID=30201>

Benchmark 4 Products

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

https://www.gpisd.org/cms/lib/TX01001872/Centricity/Domain/8639/SGP_ECHS_60_Hour_Degree_Plan.pdf

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

<https://www.gpisd.org/Page/47122>

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

<https://www.gpisd.org/Page/47123>

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

<https://www.gpisd.org/Page/43990>

Provide a link to the academy's Master Schedules

<https://www.gpisd.org/cms/lib/TX01001872/Centricity/Domain/8469/Copy%20of%20Master%20Schedule%202019-2020lb.pdf>

Benchmark 5 Products

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

<https://www.gpisd.org/cms/lib/TX01001872/Centricity/Domain/8469/2019%20TSI%20Testing%20Dates%20echs.pdf>

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

<https://www.gpisd.org/cms/lib/TX01001872/Centricity/Domain/8469/ECHS%20TSI%20DATA%20BY%20SUBJECT-GRADE%20LEVEL.pdf>

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

<https://www.gpisd.org/cms/lib/TX01001872/Centricity/Domain/8469/Summer%20Bridgge%20Program%202019.pdf>

Provide a link to the academy's Bridge program curricula

<https://www.gpisd.org/cms/lib/TX01001872/Centricity/Domain/8469/CCRS%20FINAL.pdf>

Benchmark 6 Products

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

<https://www.gpisd.org/Page/37134>

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

<https://www.gpisd.org/cms/lib/TX01001872/Centricity/Domain/8469/ECHS%20%20Training%2007-02-2020.pdf>

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

2019 CCCR School Model Leadership Summit

<https://www.gpisd.org/cms/lib/TX01001872/Centricity/Domain/8469/2019%20CCR%20LEADERSHIP%20SUMMIT%20ECHS.pdf>
