



MONTWOOD H S
ECHS Renewal Application
2020-2021

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Background

District Affiliation

SOCORRO ISD

CD #: 071909

Region: 19

Mailing Address (Line 1): 12440 ROJAS DR

Mailing Address (Line 2):

City, State, Zip: EL PASO, TX 79928

School Affiliation

MONTWOOD H S

CDC #: 071-909-002

Region:

Mailing Address (Line 1): 12000 MONTWOOD

Mailing Address (Line 2):

City, State, Zip: EL PASO, TX 79936

Academy Information

What is the academy name?

Rams Early College

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.

No

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.

109

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

112

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

98

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

95

Contacts

Applicant

Applicant 1

Job Title

Director of Rams Early College

Name Prefix

Mr.

First Name

Orlando

Last Name

Hairston

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Phone

915-937-2701

Principal

Principal 1

Name Prefix

Mr.

First Name

Carlos

Last Name

Guerra

Email

cguerra08@sisd.net

Phone

915-937-2400

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Jose

Last Name

Espinoza

Email

jespin01@sisd.net

Phone

915-937-0000

Narratives

Current Designations at SOCORRO ISD:

- SOCORRO H S - ECHS - 1516
- MONTWOOD H S - ECHS - 1617
- MONTWOOD H S - T-STEM - 1415
- AMERICAS H S - ECHS - 1718
- EL DORADO H S - ECHS - 1819
- MISSION EARLY COLLEGE H S - ECHS - 0607
- EASTLAKE H S - ECHS - 1819
- EASTLAKE H S - T-STEM - 1819
- PEBBLE HILLS H S - ECHS - 1819

Previous Planning Year Applications at SOCORRO 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.

Architecture & Construction
Arts AV Tech & Communication
Business Marketing Finance
Education and Training
Health Science
Law & Public Service

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

Carpentry

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

Graphic Design and Multimedia Arts

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

Accounting and Financial Services

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

Teaching and Training

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

Bio-Medical Science

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

Law Enforcement

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

AD

What associate degree(s) does the academy plan to offer?

Item

Interdisciplinary Studies/General Studies

Criminal Justice

Psychology

Biology

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
AA Criminal Justice	University of Texas at El Paso	BA Criminal Justice
AS Biological Science	University of Texas at El Paso	BS Biology
AA Psychology	University of Texas at El Paso	BA Psychology

Narratives: Strategic Partnerships**Strategic Partnerships****IHE Partner 1****Affiliation**

El Paso Community College

Name Prefix

Ms.

First Name

Tonie

Last Name

Badillo

Email

mbadill4@epcc.edu

Phone

915-931-6755

Job Title

Dean of Dual Credit and Early College High Schools

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 articulation agreement (Interlocal Agreement) between Socorro Independent School District (SISD) and El Paso Community College (EPCC) addresses Benchmark 2, curriculum alignment, under Section 5 Academic Plan. An academic plan is developed for each student to enable them to earn a high school diploma and an Associates Degree. In addition to college credit being earned through dual credit coursework, Rams Early College is responsible for administering all end-of-course exams and transcribing of all college courses to the student's transcript according the district defined crosswalk. Pathways to an associate degree are additionally outlined in the articulation agreement through defined courses of study and curriculum alignment. Rams Early College students are provided with courses of study that meet the requirements of the Associates of Arts or Science Degree as well as the Distinguished Level of Achievement diploma in the following endorsement categories: STEM, Business and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies. Additional courses of study must be approved by the campus principal and the appropriate EPCC dean on an individual basis. The curriculum for Rams Early College students is developed to ensure that each student has the ability and opportunity to earn a high school diploma and an associate degree in four years. Course and curriculum alignment is reviewed annually by the Advisory Committee as outlined in the articulation agreement.

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

Rams Early College has a dedicated counselor and director as defined in the articulation agreement to ensure students are advised on the transferability of all college credit offered and earned. All Rams Early College students have access to EPCC Student Services including EPCC counseling services. In addition to the requirements in the agreement, seniors have access to a transition counselor who further advises students on the transferability and applicability of their course work to baccalaureate degree plans at their planned college of choice. Rams Early College student's dual credit courses are transcribed onto the high school transcript as outlined in Section 5 of the articulation agreement. When students take college courses at EPCC, the Rams Early College Counselor and administrator are responsible for transcribing student grades following policy EIC(LOCAL). Students who take college classes at the early college site with a credentialed SISD teacher have their grades transcribed automatically through the student information system. All grades adhere to the requirements outlined in the IHE syllabus as well the appropriate grade conversion for the high school grade as stated in policy EIC(LOCAL). All Rams Early College students have full access to El Paso Community College Student services as outlined in Section 8 of the agreement. Student services provided by EPCC include the issuance of an EPCC ID, access to EPCC's online library databases, materials, and resources, on-campus tutoring centers, Academic Computer Services labs and libraries, access to participation in student government and clubs.

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.

Socorro Independent School District ensures that transportation routes for students attending courses at all EPCC site facilities are available during the fall and spring terms. Bus routes also includes round-trip transportation for students to attend official school activities, such as daily classes in an approved class, orientation, etc.. Beyond the requirements outlined in Section 9E of the agreement, SISD provides early college students transportation for summer classes scheduled at EPCC sites and for students who attend The University of Texas at El Paso throughout the year. In the event of nonrenewal or termination of the agreement, students are afforded the opportunity to complete their course of study. Section 14, Renewal or Termination, states that termination will not occur during the middle of a school year in order to not disrupt the academic progress of the students of Rams Early College. If the agreement is terminated, Rams ECHS will continue operation through the 11th grade cohort's scheduled graduation from high school. Students enrolled in the 9th and 10th grade will also be able to continue through graduation by agreement. In the event of a termination, Rams Early College will not be able to enroll any additional students in grades that have been phased out but will continue to meet all the required design elements and provide full support for those who are still enrolled in Rams Early 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

Per the articulation agreement, data is shared and collected for required reporting purposes and for internal purposes to include student level data. The school district and the IHE agree to share any data

required for the successful completion of the Rams Early College High School students' graduation plans and with the hiring of qualified staff members for dual credit teaching assignments. When sharing teacher data for qualifications, El Paso Community College discipline faculty will serve on the Rams ECHS teacher hiring committees. The school district and El Paso Community College will collect and review the following disaggregated data: number of credit hours taken and earned; GPAs; End of Course results; SAT/ACT/PSAT; TSI readiness by grade level; qualifications of early college staff; and the location(s) where courses are taught. Any program improvements are based on the collection, review, and sharing of the following data: EPCC data; SISD data; articulation of high school students in four-year colleges/universities and level of entry and enrollment/retention rates; and leaver codes and attrition rates by grade level. Additionally, Rams ECHS will participate in instruction success and faculty satisfaction surveys. Survey data is shared by EPCC the semester following the evaluations and may be used in program improvements.

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?

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?

Recruiting and retaining educators who are credentialed through the Southern Association of Colleges and School Commission on Colleges (SACSCOC) is one of the greatest challenges facing Rams Early College. When a credentialed teacher leaves, it is very difficult to find teachers who have the correct SBEC certificate and SACSCOC credentialing. To address these challenges, the district has implemented a dual credit teacher scholarship. Through a partnership with the University of Texas at El Paso (UTEP), SISD has implemented a Dual Credit Scholarship where interested teachers apply for and take graduate level coursework that leads to credentialing in areas of high demand such as biology and economics. To address retention of credentialed staff, teachers who go receive the Dual Credit Scholarship must commit to three years with the district upon credentialing and receive a stipend for each dual credit section they teach. At the campus level, the Rams Early College director supports the dual credit scholarship by identifying future courses based on students to recruit teachers to apply for the scholarship. To support current staff, EPCC hosts faculty and online facilitator workshops at the beginning of each college term as well as required discipline meetings that include learning objective and syllabus updates. The Rams Early College Director also provides specific professional development for the faculty to enhance classroom instruction and provide TSI workshops. With the

combined efforts of the campus, district and IHE, the district continues to recruit, educate and place credentialed teachers in the early college.

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
Morning, Lunch and After School Tutoring	College tutors are hired to provide REC students with academic support at Montwood High School.
AVID Courses	Students are enrolled in AVID for one period throughout the day. Teachers follow the AVID curriculum and strategies
Intersession Boot Camps	Week long TSIA boot camps are held in October, March and June to assist students with TSIA preparation.

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
Monthly Leadership Socials	Rec officers are invited to participate in monthly leadership socials hosted by various organizations at Montwood High School. Students gain leadership skills by organizing team building activities.
Parent Universities	Parent meetings are scheduled to inform parents of important items taking place during this time. Guest speakers come in to present to parents. During this time we also have sessions for parents and students that address social and emotional learning.
Middle School Presentation	During recruitment months presentations are scheduled at the middle schools to present to parents and students and answer any questions.

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

Rams Early College uses the access, achievement, and attainment data as guides toward our program improvement plan. All stakeholders are aware of the blueprint and the OBM associated with each of these areas. Campus personnel and district personnel are consistently reviewing the data and implementing different interventions and strategies to obtain them. District personnel and campus personnel meet quarterly to review access OBMs. Campus leadership team meets twice a semester to review student graduation, degree plans and data is compared to the attainment OBMs. During monthly meetings with REC faculty, students TSI assessments progress is updated on our achievement OBM and different strategies are discussed to assist our students in struggling areas.

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 1	Ensuring that we target the correct demographics to obtain our OBMs
Benchmark 6	Improve our school within a school design and establishing a mentor/induction program for REC faculty
Benchmark 5	Revisit our TSIA curriculum to ensure REC students are obtaining the achievement OBMs for Reading and Math.

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

Benchmark Products

Benchmark 1 Products

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

<https://www.sisd.net/Page/58005>

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.sisd.net/Page/58005>

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

<https://www.sisd.net/Page/58005>

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.sisd.net/Page/58005>

Benchmark 2 Products

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

<https://www.sisd.net/Page/58005>

Benchmark 3 Products

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

<https://www.sisd.net/Page/58005>

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

<https://www.sisd.net/Page/58005>

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

<https://www.sisd.net/Page/58005>

Benchmark 4 Products

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

<https://www.sisd.net/Page/58005>

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

<https://www.sisd.net/Page/58005>

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

<https://www.sisd.net/Page/58005>

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

<https://www.sisd.net/Page/58005>

Provide a link to the academy's Master Schedules

<https://www.sisd.net/Page/58005>

Benchmark 5 Products

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

<https://www.sisd.net/Page/58005>

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

<https://www.sisd.net/Page/58005>

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

<https://www.sisd.net/Page/58005>

Provide a link to the academy's Bridge program curricula

<https://www.sisd.net/Page/58005>

Benchmark 6 Products

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

<https://www.sisd.net/Page/58005>

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

<https://www.sisd.net/Page/58005>

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

<https://www.sisd.net/Page/58005>
