Texas Education Agency

EASTLAKE H S

ECHS Renewal Application

2020-2021

Contents

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

EASTLAKE H S

CDC #: 071-909-008
Region:
Mailing Address (Line 1): 13000 EMERALD PASS
Mailing Address (Line 2):
City, State, Zip: EL PASO, TX 79928

Academy Information

What is the academy name?

Falcon 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.

No

Grade Levels Served

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

9
10

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

135

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

135

Contacts

Applicant

Applicant 1

Job Title

Director of Early College High School

Name Prefix

Mr.

First Name

Alfredo

Last Name

Gomez

Email

agomez1020@sisd.net

Phone

915-937-3608

Principal

Principal 1

Name Prefix

Mr.

First Name

Gilbert

Last Name

Martinez

Email

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Phone

915-937-3602

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.

Agriculture
Arts AV Tech & Communication
Business Marketing Finance
Education and Training
Health Science
Hospitality & Tourism
Human Services
Information Technology
Law & Public Service

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

Animal Science

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.

Business Management

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.

Culinary Arts

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

Family and Community Services

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

Cybersecurity
Information Technology Support and Services
Networking Systems
Programming and Software Development
Web Development

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

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 - Computer Science	Univeristy of Texas at El Paso	BS - Computer Science
AA - Criminal Justice	Univeristy of Texas at El Paso	BA - Criminal Justice

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

915-831-6755

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, Falcon 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. Falcon 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 Falcon 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

Falcon 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 Falcon 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. Falcon 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 Falcon 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 Falcon 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 Falcon Early College. If the agreement is terminated, Falcon 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, Falcon 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 Falcon 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 Falcon 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 Falcon ECHS teacher hiring committees The school district and El Paso Community College will collect and review the following desegregated 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, Falcon ECHS will participate in instruction success and facility 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 Falcon 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 Falcon 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 Falcon 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
AVID Tutoring Session	AVID tutors are available during lunch and after school to provide students with assistance in their course work.
Counselor Sessions	Our counselor has a rotation of counseling sessions for our students to include high school course of study, HS to IHE side-by-side comparison, Financial Aid, Pathway to Post Secondary Readiness, Healthy practices in dealing with stress.
IHE Counselor support	Our designated IHE counselors have provided and will continue to provide sessions on Financial Aid, Academics Standing, Choosing the right major, IHE Core Sequence
Indivual Graduation Plan	Every student has a side-by-side audit card that tracks HS and IHE coursework, completion and credits.
TSI	Three times year, a week-long TSI camp is hosted to support those students who have

Activity	Description
Preparation Session	not met TSI qualifyingscores.
End of Course Preparation Camps	Prior to EOC/STAAR, student who have pending EOCs are invited to participate in preparation services.
Teacher Learning Sessions	Teachers are provided with professional development in the areas of HS and IHE graduation requirements.

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
Parent Learning sessions	Parents are provided sessions in the areas of: High School Graduation Requirements, District Grading Policy, District Attendance Policy, High School Endorsement, Pathway to an Associate's Degree, Choosing the right college courses, how does the Associates Degree align to Post-Secondary Readiness, The High School to College Timeline.
Counselor Sessions	Our counselor has a rotation of counseling sessions for our students to include high school course of study, HS to IHE side-by-side comparison, Financial Aid, Pathway to Post Secondary Readiness, Healthy practices in dealing with stress.
Bridge Camps	Three times a year we provide out students with the opportunity to participate in bonding camps where students participate in games, activities and skill building.
Professional Communication - Outreach plan	Through our professional communication course, our students have to create yearlong service projects.
Student leadership council	Students meet with the FECHS Leadership to present new FECHS wide initiatives to include, outreach, marketing & support.

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

As we continue to make progressive improvement in our program, data plays an integral part in the decision making process. In the area of academics, achievement and attainment go hand in hand. The five academic strategic goals of our Academy begin with ensuring that 1. our students graduate from high school, 2. are college ready, 3. take at least one college level course 4. complete the college core curriculum and 5. lastly graduate with an associate's degree. These goals are directly correlated with student attainment. Although the successful completion of these goals will be a four-year endeavor, students can meet specific milestones outlined in the achievement outcome-based measures that allow us to gauge attainment. Performance in Algebra 1 and English 2 is used to drive curriculum decisions for the following years, allows us to identify students who need interventions and lets us

know who is on path to graduating from high school. TSIA Performance data is used to drive instructional support groups, allows us to identify our college ready students and in conjunction with EOC scores allows us qualify students for dual credit course work. Access, though, is the foundation of purpose. To serve the underserved is a core value of our Academy. This data is what lets us know if we are staying true to our community and drives all recruitment efforts. Ultimately, achievement, attainment and access are the driving instrument to making sure we are meeting the needs of all stakeholders.

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 5 - TSI Readiness	As we move forward in offering an associate's degree, one of the top priorities is ensuring students are qualifying for dual credit course work. In order for students to qualify for these courses, they need qualifying scores on the TSIA Reading, Writing and Math. Our readiness programs has to be comprehensive in nature in which we provide students one to one support through learning management systems such as Edmentum and direct instruction from qualified staff.
Benchmark 1 - Target population	Reflecting on this year enrollment, we missed the target enrollment demographics. For next school year, we will heavily recruit students in those areas. This is critically important for the success of our Early College since our vision is to create social reform by empowering students through education. One area that we will concentrate in is Economical disadvantaged. We want to concentrate there because, if we do not, then that means we are marginally serving our Eastlake Community.
Benchmark 3 - School Business Partners	As we continue to add a second year to our Academy, building stronger partnerships with our business and community partners is top priority. These partnerships allows us to create exposure possibilities for our students. Through community liaisons in industry, students can get a clearer picture of what the work force looks like. Additionally, this is tied to the success of the academy because through them we can provide our students with a clearer pathway and transition services from high school to career.

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/62387

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/62387

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

https://www.sisd.net/Page/62387

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/62387

Benchmark 2 Products

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

https://www.sisd.net/Page/62387

Benchmark 3 Products

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

https://www.sisd.net/Page/62387

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

https://www.sisd.net/Page/62387

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

https://www.sisd.net/Page/62387

Benchmark 4 Products

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

https://www.sisd.net/Page/62387

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

https://www.sisd.net/Page/62387

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

https://www.sisd.net/Page/62387

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

https://www.sisd.net/Page/62387

Provide a link to the academy's Master Schedules

https://www.sisd.net/Page/62387

Benchmark 5 Products

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

https://www.sisd.net/Page/62387

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

https://www.sisd.net/Page/62387

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

https://www.sisd.net/Page/62387

Provide a link to the academy's Bridge program curricula

https://www.sisd.net/Page/62387

Benchmark 6 Products

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

https://www.sisd.net/Page/62387

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

https://www.sisd.net/Page/62387

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

https://www.sisd.net/Page/62387