



IMPACT EARLY COLLEGE H S

ECHS Renewal Application

2020-2021

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Background

District Affiliation

GOOSE CREEK CISD

CD #: 101911

Region: 04

Mailing Address (Line 1): P O BOX 30

Mailing Address (Line 2):

City, State, Zip: BAYTOWN, TX 77522

School Affiliation

IMPACT EARLY COLLEGE H S

CDC #: 101-g11-016

Region:

Mailing Address (Line 1): P O BOX 30

Mailing Address (Line 2):

City, State, Zip: BAYTOWN, TX 77522

Academy Information

What is the academy name?

IMPACT ECHS

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

Stand Alone Academy - All students on the campus 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.

120

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

107

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

101

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

98

Contacts

Applicant

Applicant 1

Job Title

Principal

Name Prefix

Mrs.

First Name

Laura

Last Name

Reyes

Email

laura.reyes@gccisd.net

Phone

281-420-4802

Principal

Principal 1

Name Prefix

Mrs.

First Name

Laura

Last Name

Reyes

Email

laura.reyes@gccisd.net

Phone

2818396411

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Randal

Last Name

O'Brien

Email

randal.obrien@gccisd.net

Phone

281-420-4800

Narratives

Current Designations at GOOSE CREEK CISD:

- LEE H S - T-STEM - 1516
- IMPACT EARLY COLLEGE H S - ECHS - 1011
- STUART CAREER TECH H S - P-TECH - 1718

Previous Planning Year Applications at GOOSE CREEK CISD:

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.

NA

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?

No

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Lee College

Name Prefix

Dr.

First Name

Lynda

Last Name

Villanueva

Email

lvillanueva@lee.edu

Phone

2814256550

Job Title

President

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.

LEE COLLEGE and GCCISD will collaborate to ensure that IMPACT ECHS students have access to a course of study that enables students to earn a high school diploma an associate's degree, certificate and/or core completion by the date of their high school graduation. 1. LEE COLLEGE will: Assist with identification of approved dual credit courses and creation of articulation agreements. Give college credit for all approved dual credit courses for which articulation agreements have been approved. Collaborate to develop a course of study that will ensure students are able to meet high school graduation requirements while also earning core completion, a single associate degree and/or certificate. Assist IMPACT ECHS in creating customized education plans based on students' interests and aptitudes. Provide professional development for ECHS faculty teaching courses for dual credit. Solicit input regarding curriculum development and instructional improvements from ECHS faculty teaching courses for dual credit. Monitor the quality of instruction in all courses for dual credit to ensure compliance with standards established by the THECB, SACSCOC, Lee College, TEA, and GCCISD. IMPACT ECHS/GCCISD will: Assist with identification of approved dual credit courses and creation of articulation agreements. Collaborate to develop a course of study that will ensure students are able to meet high school graduation requirements while also earning core completion, a single associate degree and/or certificate. Create customized education plans based on students' interests and aptitudes.

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

LEE COLLEGE and GCCISD are committed to provide adequate support services to facilitate student success. Lee College in partnership with IMPACT will provide students with appropriate academic advising and career planning to establish a clear pathway to a college degree/certificate and/or core completion while also completing high school. Provide IMPACT ECHS students access to library services, computer labs, skills labs (reading, writing, math), science labs, and study areas to support academic endeavors. Provide IMPACT ECHS students access to the college Student Center, student clubs and organizations, recreation activities, intramurals, and weight room facilities to support their social/emotional development. Encourage qualified students to participate in honors, service learning, undergraduate research, and other forms of student engagement that promote academic excellence and success. Provide students with information regarding academic transfer pathways beyond an associate's degree, certificate and/or core completion. Follow academic probation policies for students in poor academic standing as outlined in the LEE COLLEGE catalog. Through the assignment of a dedicated Lee College Advisor, IMPACT students receive specific individual guidance facilitating progress from earned college hours and associate degrees from Lee College towards baccalaureate degrees.

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.

GCCISD and Lee College will collaborate financially to address costs to both institutions and assist each in obtaining necessary funds from local, state, federal, and private/foundation resources to support successful operation of IMPACT ECHS. GCCISD provides in-district transportation to IMPACT ECHS, once on campus, students walk to and from Lee College throughout the school day as their schedules dictate.

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

ECHS Advisory Committee will collaboratively define data points and methodologies for sharing data that protect students' information while providing program-level data for assessment and continuous quality improvement. Lee College Liaison and Advisor provide data as requested and facilitate the gathering of data from other Lee College offices as needed.

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?

Overall, there are minimal challenges ensuring we have educators with qualification to teach dual credit. The majority of college level courses are taken at Lee College; we do have 3 teachers on campus who are adjuncts and who teach dual-credit classes for our students. Lee College is supportive of our faculty who apply to become adjuncts and they are vetted through the same process as any other adjunct applicant.

Is the academy a TSIA testing site?

No

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
All school tutorials	Teachers in each subject area provide tutorials Tuesday thru Thursday after school.
Save One Spartan Teams	Each grade level has teacher/admin teams who meet to discuss students in need of additional support (academic, social, emotional, etc.). Teams identify students and then team members take responsibility for those students by meeting with them to discuss challenges, develop goals, and make parent contact; then following up to

Activity	Description
	monitor progress and report back to team. When necessary, the responsible teacher sets up tutorials, mentors the student, schedules team meetings with parents, refers students to other services, and any other supports needed for the student.
Spartan Academic Consequence (SAC) Class	Students are assigned to the SAC class by teachers based on grades, missing assignments, lack of motivation, need for focused time, etc. Students report to the SAC room during lunch/study hall and are given assignments to make up/catch up/relearn as needed. Students are escorted to get their lunches and then return to the classroom. Students work independently with teacher monitoring, and progress is reviewed every 3 weeks to determine whether or not they will stay or be allowed to return to normal schedules.
Intensive College Readiness Guidance	AVID 3 and 4 are utilized by the School Counselor and the College and Career Readiness Specialist, who schedule time to go in and work with students in class on their college applications, essays, FASFA, etc. She also schedules college visits, guest speakers from different careers, and incorporates different aspects of college readiness to prepare students. Our dedicated Lee College Advisor also works with students to meet their needs as they pursue 2 year and 4 year degrees and/or certificates.

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
Student Support Team (SST)	A team including counselor, administrators, nurse, CIS, and Behavioral Mental Health Interventionist, meet weekly to discuss students with more critical needs for support. As appropriate, students are counseled, referred to outside services for food, medical needs, social/emotional support, and other support services as needed.
Spartan Table Talks	Various topics (gathered from parent surveys) are presented monthly by experts in those areas. A light dinner is provided to encourage parents to attend. Students are invited and have also assisted with facilitating the sessions.
Big Brothers Big Sisters	Currently our school is partnering with a near-by elementary school to serve as Big Brothers Big Sisters. This is an excellent way for our students to mentor and guide their "littles" in a structured setting.
Internship/Outreach Fridays	Students who have college classes during the week, but not on Fridays are given the opportunity to secure their own internships, or to participate in outreach to nearby elementary schools/junior schools by helping with tutoring, reading, other activities as needed.

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

Currently we are working collaboratively with our Lee College Liaison utilizing Clearinghouse data to

determine the number of IMPACT grads who have continued on to 4 year schools to work towards their bachelor's degrees and who have completed that level or higher. We are developing surveys to send to all IMPACT grads to get feedback on their progress, lack thereof, and reasons for their current academic standing in order to better prepare current students to work towards and complete higher degrees. We will also be inviting former students to return to get resources and guidance on next steps as needed. Our goal is to increase the number of IMPACT students matriculating to institutions of higher education after graduation from IMPACT.

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: Target Population	The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic, Native American.) Specifically recruiting and retaining populations to meet/exceed OBM requirements.
Benchmark 3: P-16 Leadership Initiatives	Specifically an IMPACT ECHS Advisory Committee comprised of representatives from LEE COLLEGE and GCCISD to meet quarterly to facilitate communication, evaluate instructional data, activities, and programs, identify issues and challenges, and ensure continuous improvement of educational services and institutional effectiveness as it pertains to IMPACT ECHS.
Benchmark 4: Curriculum and Support	The ECHS shall provide social and emotional support to the students as needed, including: • connections to social services • parent outreach and involvement opportunities. Also providing enrichment opportunities, including: • A structured program of community service to promote community involvement. • Partnering with community businesses to expose students to a variety of potential career options and possible internship opportunities. • Providing college awareness to current and prospective students and families, including: I. Application assistance, financial aid counseling, and college and career counseling.

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://schools.gccisd.net/page/echs.home>

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://schools.gccisd.net/page/echs.home>

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

<https://schools.gccisd.net/page/echs.home>

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

<https://schools.gccisd.net/page/echs.home>

Benchmark 2 Products

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

<https://schools.gccisd.net/page/echs.home>

Benchmark 3 Products

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

<https://schools.gccisd.net/page/echs.home>

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

<https://schools.gccisd.net/page/echs.home>

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

<https://schools.gccisd.net/page/echs.home>

Benchmark 4 Products

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

<https://schools.gccisd.net/page/echs.home>

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

<https://schools.gccisd.net/page/echs.home>

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

<https://schools.gccisd.net/page/echs.home>

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

<https://schools.gccisd.net/page/echs.home>

Provide a link to the academy's Master Schedules

<https://schools.gccisd.net/page/echs.home>

Benchmark 5 Products

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

<https://schools.gccisd.net/page/echs.home>

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

<https://schools.gccisd.net/page/echs.home>

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

<https://schools.gccisd.net/page/echs.home>

Provide a link to the academy's Bridge program curricula

<https://schools.gccisd.net/page/echs.home>

Benchmark 6 Products

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

<https://schools.gccisd.net/page/echs.home>

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

<https://schools.gccisd.net/page/echs.home>

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

<https://schools.gccisd.net/page/echs.home>
