



SOUTHWEST H S
ECHS Renewal Application
2020-2021

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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

SOUTHWEST H S

CDC #: 220-905-014

Region:

Mailing Address (Line 1): 4100 ALTAMESA BLVD

Mailing Address (Line 2):

City, State, Zip: FORT WORTH, TX 76133

Academy Information

What is the academy name?

Southwest Collegiate Academy

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

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

50

Contacts

Applicant

Applicant 1

Job Title

Executive Director of Choice and Enrichment Programming

Name Prefix

Mrs.

First Name

Lisa

Last Name

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Principal

Principal 1

Name Prefix

Mr.

First Name

John

Last Name

Engel

Email

John.Engel@fwisd.org

Phone

817-814-8040

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Kent

Last Name

Scribner

Email

kent.scribner@fwisd.org

Phone

817-814-1900

Narratives

Current Designations at FORT WORTH ISD:

- DUNBAR H S - ECHS - 1718
- DUNBAR H S - P-TECH - 1920
- EASTERN HILLS H S - P-TECH - 1920
- NORTH SIDE H S - P-TECH - 1920
- POLYTECHNIC H S - P-TECH - 1920
- TRIMBLE TECHNICAL H S - P-TECH - 1920
- SOUTHWEST H S - ECHS - 1920
- O D WYATT H S - ECHS - 1819
- TEXAS ACADEMY OF BIOMEDICAL - ECHS - 1213
- MARINE CREEK COLLEGIATE H S - ECHS - 1011
- TARRANT CO COLLEGE SOUTH/FORT WORTH COLLEGIATE H S - P-TECH - 1819

Previous Planning Year Applications at FORT WORTH ISD:

- WESTERN HILLS H S - P-TECH/ICIA - Planning
- - P-TECH/ICIA - Planning
- Fort Worth ISD Collegiate Academy - ECHS - Planning
- FWISD PTECH ACADEMY - P-TECH/ICIA - Planning
- FWISD Information Technology PTECH Academy - P-TECH/ICIA - Planning
- FWISD Education And Training PTECH Academy - P-TECH/ICIA - Planning
- FWISD Health Science PTECH Academy - P-TECH/ICIA - Planning
- FWISD Construction And Manufacturing P-TECH Academy - P-TECH/ICIA - Planning

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.

Business Marketing Finance
NA

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

Business Management

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
Associate of Arts	University of North Texas	Bachelor of Arts

Associate of Arts
2-Year DegreeMidwestern State University
UniversityBachelor of Arts
4-Year Degree

Associate of Arts

Tarleton State University

Bachelor of Arts

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Tarrant County College District

Name Prefix

Ms.

First Name

Felicia

Last Name

Battles

Email

felisha.battles@tccd.edu

Phone

817-515-4038

Job Title

Dual Credit Coordinator

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.

Students have the potential to earn both a high school diploma and an Associate Degree, or two years of college credit toward a Bachelor's Degree. The parties agree to follow the intent of the Guiding

Principles of the ECHS especially in providing ECHS classes with sufficient time for students to complete an Associate Degree (Page 1 of MOU). The IHE partner will ensure that all College core curriculum courses are in the students' individual ECHS graduation plan by the beginning of their high school freshman year (Section C of MOU). FWISD will consult with college faculty who teach ECHS courses in the design and implementation of these courses to assure that course goals enable students to master EOC testing and match the requirements of the THECB to ensure rigor (Section D of MOU). After approval, MOU will be available to TEA prior to the 2020-21 school year.

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

1) Students will be advised on making positive post-graduation plans (Section P of MOU). 2) College credit for each ECHS student should appear on the College transcript as the student completes the course. The transcription of College credit will be the responsibility of the College (Section J of MOU). 3) High school and College student services personnel assigned to the ECHS will offer support in transferability and applicability to baccalaureate degree plans (Section P of MOU). 4) According to MOU, all ECHS students will have access to College resources and services. Such as parking for "appropriate" students for required ECHS activities on the College campus and, as appropriate, parking passes. Students will be given a college identification card. Instructional and non-instructional materials and other resources will be available online and on the campus of the college (Section G of MOU). After approval, MOU will be available to TEA prior to the 2020-21 school year.

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.

FWISD will pay for all ECHS student transportation costs and fees. All such transportation, as well as the acts and omissions for all transportation personnel, are the sole and exclusive responsibility of FWISD (Section M of MOU). After approval, MOU will be available to TEA prior to the 2020-21 school year.

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

FWISD and IHE partner have established a mutually beneficial partnership that allows a flexible and creative response to the organizational, mission, fiscal, and data needs of all institutions (Section 2 of MOU). This allows the transfer of information about students previously and currently enrolled in both organizations. It includes a data transfer schedule for the school year that lists student grades, GPAs, credit hours, and degrees earned in collegiate courses. Student Formative Data is available as students progress in each course to ensure they are making academic progress in the course he or she is enrolled. Teacher data is available through the vetting process that TCC South has established to

credential instructors. This vetting process is shared among the two organizations. After approval, MOU will be available to TEA prior to the 2020-21 school year.

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?

The challenge we face is staffing high need DC courses with instructors who have a Master's degree to teach advanced academic coursework at the college level. To provide additional support to our IHE partner and students, we have identified and recruited highly qualified Southwest staff with a Master's degree in Math, Science, and Art. We also expect new hires with a Master's degree. In addition, we have vetted our current teachers and sent the information to our IHE partner to determine if they are qualified to teach dual credit courses on the high school campus. The campus will recruit qualified teachers with the appropriate credentials to become adjunct professors.

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	College & Career Readiness that will be an elective course in students' schedules. AVID uses a student-centered approach. All AVID teachers are trained annually to close the opportunity gap, so they can prepare all students for college, careers, and life. For college and career inspiration and preparation, students will listen to guest speakers, go on college field trips and participate in test prep sessions. They will also receive college and career support with higher education and scholarship applications. TSI Boot Camps, ongoing prep, intervention, and testing will be provided. Student technology application, instructional training and ongoing support will be given for digital proficiency both at the high school and college course level.
Binder and Planner Checks	For organization and time management, binder and planner checks will be done. For early identification and intervention of low or failing grades, the AVID and Advisory teacher will check student grades weekly. Student will meet with their teachers. As additional support is needed, parents, additional teachers, and counselors will set up an academic contract with At Risk students. For early identification and intervention of attendance issues, attendance checks will be performed. To teach and build academic skills and support, a weekly note-taking check will be done to ensure that students are actively using AVID strategies and taking notes as a comprehension and study tool.
Tutorials	For academic support and intervention, students will prepare for and have in and out of class tutorials. Class tutorials will be conducted with AVID trained tutors. They will use team builders to build unity, increase communication and collaboration within study groups and with tutors. For one period a day, students will receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses. Teachers will have individual tutorial dates and times available for students as needed for academic support. Counseling and the Go Center staff will assist with pathways, college applications and scholarships.

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
District and Campus Counseling	Mentoring programs are available for at risk students
SOAR (Students Organized for Anti-Racism)	It is a multiracial organization dedicated to anti-racism organizing to respond to issues, engage in courageous conversations about race, build community, develop anti-racist leaders, connect and work within the school community to honor everyone's culture.
Academic Advisory	reviewing academic progress, intervention, and goal setting

Intervention Activity Programs-	Description
Just Say Yes	addresses character development and overall motivation
PALS	Peer to peer program that provides student-to-student socialization and study group support
Girl's, Inc.	Healthy relationship building, boundaries, and communication
My Brother's and Sister's Keeper	Empowering in educational pursuits and goals, and acquisition of life skills, and personal development
Helping Hands Community Support Services	HHCSS is a community-based behavioral health agency that strives to create and deliver compassionate solutions that empower, enrich and elevate the community in which they serve. The mission of the agency is to help children promote stability and growth

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

By utilizing a weighted system, our district application and lottery process ensure equal access, opportunity, and acceptance for At-Risk and Economically Disadvantaged populations. At the campus level, we also identify and recruit these populations through middle school visits and presentations. Once ECHS students are identified through the lottery, achievement data will be collected through TSI assessments and other student data. Individual student achievement gaps will be identified and addressed for intervention. Algebra I EOC data will be used to personalize an academic plan for ongoing academic support as needed. Diagnostic and benchmark data will be used. To improve attainment, student data will be analyzed collaboratively with the leadership, data analyst, instructional coach, counselors, and advanced academics coordinator to address attainment which will be closely monitored, and student progress measured on an ongoing basis. Data will be used to identify, understand, and support student population, incorporate researched proven strategies to fill in attendance and academic gaps, and provide the necessary student supports, resources, and tools to help student outcomes.

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 4.2	We will support students in their course of a study. We are passionate about and believe that all student target populations can make academic progress and achieve academic success with strong academic support. At the same time, we will monitor and provide social and emotional support for a healthy, holistic development of our students.
Benchmark 5.2	We will provide frequent on-site testing opportunities using student TSI mastery probability data. Our intervention program provides individual student practice data that indicates completion and mastery of TSI objectives. Once we identify readiness, we will test by appointment as needed so students can begin college courses.
Benchmark 5.3	We will implement and monitor student data for our TSI instructional support plan.. A student's TSI diagnostic test will drive personalized, instructional intervention, prep sessions, and embedded instruction. Ongoing data collection and analysis will be done to identify individual, student progress and mastery.

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.fwisd.org/domain/5697>

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/5697>

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

<https://www.fwisd.org/domain/5697>

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.fwisd.org/domain/5697>

Benchmark 2 Products

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

<https://www.fwisd.org/domain/5697>

Benchmark 3 Products

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

<https://www.fwisd.org/domain/5697>

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

<https://www.fwisd.org/domain/5697>

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

<https://www.fwisd.org/domain/5697>

Benchmark 4 Products

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

<https://www.fwisd.org/domain/5697>

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

<https://www.fwisd.org/domain/5697>

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

<https://www.fwisd.org/domain/5697>

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

<https://www.fwisd.org/domain/5697>

Provide a link to the academy's Master Schedules

<https://www.fwisd.org/domain/5697>

Benchmark 5 Products

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

<https://www.fwisd.org/domain/5697>

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

<https://www.fwisd.org/domain/5697>

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

<https://www.fwisd.org/domain/5697>

Provide a link to the academy's Bridge program curricula

<https://www.fwisd.org/domain/5697>

Benchmark 6 Products

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

<https://www.fwisd.org/domain/5697>

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

<https://www.fwisd.org/domain/5697>

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

<https://www.fwisd.org/domain/5697>
