



SUNSET H S
ECHS Planning Application
2021-2022

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Background

District Affiliation

DALLAS ISD

CD #: 057905

Region: 10

Mailing Address (Line 1): 9400 N CENTRAL EXPY

Mailing Address (Line 2):

City, State, Zip: DALLAS, TX 75231

School Affiliation

SUNSET H S

CDC #: 057-905-018

Region:

Mailing Address (Line 1): 2120 W JEFFERSON BLVD

Mailing Address (Line 2):

City, State, Zip: DALLAS, TX 75208

Academy Information

What is the academy name?

Sunset Criminal Justice Collegiate Academy at Dallas 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.

Campuses participate in the Planning Year during the 2021-2022 school year and begin serving students under the ECHS model during the 2022-2023 school year. What grade level(s) does your academy plan to serve in the 2022-2023 school year?

9

10

11

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

125

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

51

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

15

Contacts

Applicant

Applicant 1

Job Title

Assistant Principal

Name Prefix

Mr.

First Name

Jorriod

Last Name

Moore

Email

Jormoore@dallasisd.org

Phone

972-502-1549

Principal

Principal 1

Name Prefix

Mrs.

First Name

Claudia

Last Name

Vega

Email

Cgalindo@dallasisd.org

Phone

972-502-1507

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Michael

Last Name

Hinojosa

Email

hinojosam@dallasisd.org

Phone

972-925-3700

IHE

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).

Does the campus have an established partnership with an IHE partner?

Yes

IHE Partner 1

Affiliation

Dallas College Mountain View Campus

Name Prefix

Dr.

First Name

Batriz

Last Name

Joseph

Email

mvcpresident@dcccd.edu

Phone

214-860-8700

Job Title

President

Narratives

Current Designations at DALLAS ISD:

- BRYAN ADAMS H S - P-TECH - 1718
- W H ADAMSON H S - P-TECH - 1718
- MOISES E MOLINA H S - P-TECH - 1718
- HILLCREST H S - P-TECH - 1718
- THOMAS JEFFERSON H S - P-TECH - 1718
- JUSTIN F KIMBALL H S - P-TECH - 1718
- LINCOLN HUMANITIES/COMMUNICATIONS MAGNET HIGH SCH - P-TECH - 1718
- L G PINKSTON H S - P-TECH - 1718
- FRANKLIN D ROOSEVELT H S - P-TECH - 1718
- W W SAMUELL H S - ECHS - 1415
- SEAGOVILLE H S - P-TECH - 1617
- SOUTH OAK CLIFF H S - P-TECH - 1718
- H GRADY SPRUCE H S - ECHS - 1516
- SUNSET H S - P-TECH - 1718
- W T WHITE H S - ECHS - 2020
- W T WHITE H S - P-TECH - 1718
- DAVID W CARTER H S - P-TECH - 1718
- NORTH DALLAS H S - P-TECH - 1718
- SKYLINE H S - ECHS - 2021
- EMMETT J CONRAD H S - P-TECH - 1718
- JAMES MADISON H S - P-TECH - 1718
- KATHLYN JOY GILLIAM COLLEGIATE ACADEMY - ECHS - 0809
- TRINIDAD GARZA EARLY COLLEGE AT MT VIEW - ECHS - 0607
- DR WRIGHT L LASSITER JR EARLY COLLEGE H S - ECHS - 0910
- WILMER-HUTCHINS H S - ECHS - 2020
- WILMER-HUTCHINS H S - P-TECH - 1718
- North Lake Collegiate - ECHS - 2020

Previous Planning Year Applications at DALLAS ISD:

CCRSN Network Affiliation

Describe how and why your campus made the decision to apply for a Planning Year. Include the stakeholders that were involved in the decision process.

Dallas ISD developed a strategic plan to increase the number of students graduating from high school college and career ready. The district examined the regional workforce needs to determine areas for opportunity to increase the number of students prepared to fill high need vacancies in the region. Specifically, there is a need to recruit and hire more eligible, qualified people for jobs as police officers in the Dallas Police Department (DPD). There were limited advanced academic programs within the Dallas Independent School District focused on students' criminal justice education during their high school years. The Sunset Criminal Justice Collegiate Academy will provide students an advanced opportunity to earn their high school diploma and up to 60 college credit hours or an Associate of Arts Degree in Criminal Justice. The following stakeholders were involved in the decision-making process: (1) Dallas City Mayor, (2) Dallas Chief of Police, (3) Dallas College President, (4) Dallas ISD Superintendent, (5) Sunset High School Principal. After initial collaboration with the stakeholders, it was determined that a year of planning was the best course of action to build an effective and successful criminal justice and early college high school program at Sunset High School.

Narratives: Curriculum and Support

Curriculum and Support

The ECHS shall provide students with academic support to the students by personalizing the learning environment, social and emotional support to the students as needed, and enrichment opportunities. Describe how the campus plans to provide students with academic support by personalizing their learning environment. Include how the ECHS plans to collaborate with their college partner(s) to support students in their course of study.

The ECHS (Sunset High Criminal Justice Academy) and IHE (Dallas College, Mountain View Campus) will work collaboratively to provide ECHS students with up to 60 hours of college credits towards obtaining an Associate of Arts Degree in Criminal Justice. The ECHS and IHE will develop a four-year crosswalk that outlines specific college and high school courses aligned to meet district, state, and collegiate requirements towards obtaining both a high school diploma and associate degree over four years. The ECHS will coordinate with the IHE to develop a summer bridge program that provides ECHS students accelerated learning in college-level math and English. ECHS students will take the Methods of Academic & Personal Success (MAPS) course, which provides students with the soft skills and study skills needed to make a successful transition into high school, college, and their career field. The ECHS will develop an academic tracker that monitors ECHS students' EOC scores, college grades, high school grades, TSIA scores, and attendance every three weeks. ECHS students will also meet with their college advisor and school counselor every three weeks to review their academic progress based on student progress data retrieved from the academic tracker. The ECHS will coordinate with the IHE to develop personalized intervention plans for ECHS students identified as being off track from fulfilling diploma and degree requirements as outlined in the four-year crosswalk. ECHS targeted intervention plans will include but are not limited to personalized before school, after school, and Saturday tutorials with ECHS teachers and IHE professors.

Describe how the campus plans to provide students with social and emotional support to students as needed. Include how the ECHS plans to collaborate with their college partner(s) to support students in their course of study. Examples include connections to social services, layered social and emotional supports to students, parent outreach and involvement opportunities, family engagement to support rigorous course enrollment and college and career planning." Describe how the campus plans to provide enrichment opportunities. Include how the ECHS plans to collaborate with their college partner(s) to support students in their course of study. Examples include structured program of community service to promote community involvement, partnering with community business 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; application assistance, financial aid counseling, college and career counseling.

The ECHS (Sunset Criminal Justice Academy), IHE (Dallas College, Mountain View Campus), and local industry partner (Dallas Police Department) will work collaboratively to provide social and emotional support and enrichment opportunities for ECHS students. The ECHS will establish a mentoring program that will foster constructive relationships and promote positive academic outcomes for ECHS students. The ECHS will establish a parent advisory committee to provide a space to share parental perspective with school administration and assist the ECHS with programs, activities, resources, and services in an

effort to help the ECHS dispense the best education possible to every student. The ECHS will host monthly parent workshops to address topics aimed at supporting first-generation college students and increasing parental involvement and support. The ECHS will participate in the Dallas Police Department Explorer Program, which will engage students in character development and exposes students to leadership opportunities. ECHS students will participate in community service projects that will allow them to become active members of their community. The ECHS will host a college/high school orientation for students and parents. Dallas College will provide an overview of the four-year crosswalk, assist with college application and registration, and make families aware of family support services. The ECHS will host a signing ceremony for students and parents, and the Dallas Police Department will provide an overview of internships and career options available to ECHS students upon successfully graduating from high school and community college.

Narratives: Advanced Academics, TSIA

TSIA

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC §4.53) to all accepted ECHS students to assess college readiness, design individual instructional support plans, and enable students to begin college courses based on their performance on the exam.

Is the campus planning on becoming a TSIA testing site?

Yes

Describe how the campus plans to continuously monitor and improve implemented plans for TSI success, ensuring the academy is on track to towards meeting the Blueprint "TSI College Readiness Standard" with the Achievement outcomes-based measure?

Each year, the ECHS will host a summer bridge program to provide ECHS students an opportunity to receive accelerated instruction in math and English to prepare for TSIA as early as 9th grade. The ECHS will utilize EdReady, a college preparatory program that helps prepare students to reach TSIA college readiness standards in math and English. ECHS students will register for EdReady and take the math and English diagnostic test. The ECHS teachers will analyze EdReady math and English diagnostic data, help students understand their diagnostic scores, and create individualized support plans that address students' growth areas. Throughout the school year, ECHS students will complete EdReady learning modules. ECHS teachers will use EdReady data and other TSIA materials and resources to prepare ECHS students to meet qualifying TSIA assessment scores successfully. ECHS teachers will prepare study guides aligned to TSIA standards and offer targeted tutoring. The ECHS will be a TSIA administration site, test ECHS students, and create TSIA trackers that monitor students' assessment attempts and scores. ECHS students who do not receive qualifying math or English score(s) on the TSIA will receive intervention plans that focus on remediation of TSIA objectives not met. Throughout the year, the ECHS staff will continuously analyze and monitor TSIA data to ensure that ECHS students meet student outcome-based measures of 80% TSIA passing rate by the 11th grade.

Advanced Academics

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

DC

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

AGCM

Do you anticipate having teachers qualified to teach dual credit courses in English, Math, and in other subject during the 2021-2022 school year?

I anticipate I will have teachers that are qualified to teach dual credit courses in English

Strongly agree

I anticipate I will have teachers that are qualified to teach dual credit courses in Math

Strongly agree

I anticipate I will have teachers that are qualified to teach dual credit courses in other subjects

Strongly agree

List the policies and practices your academy will implement to expand and retain teachers that are qualified to teach dual credit.

The ECHS (Sunset Criminal Justice Academy) and IHE (Dallas College, Mountain View Campus) will expand and retain qualified teachers to teach dual credit courses. The ECHS and IHE will unite to attract and employ highly qualified teachers with a master's degree as dual-credential college instructors based on program needs. The ECHS and IHE will work together to develop professional development plans for ECHS teachers and IHE faculty to address topics focused on supporting ECHS students (e.g., social-emotional support and curriculum). The ECHS will integrate professional learning communities (PLCs) into ECHS teachers and counselors' schedules and invite IHE faculty to participate in PLCs to foster a culture of collaboration and planning. ECHS teachers will attend professional development provided by the NROC Project to prepare students for the TSIA assessment. ECHS teachers will also participate in Methods of Academic & Personal Success (MAPS) professional development, enabling them to successfully prepare students to transition from middle school to high school and college students. ECHS teachers will also join in EdReady's professional development to learn how to pull reports and track and analyze student achievement data. ECHS leaders will identify factors that affect teacher turnover and develop strategic plans to minimize teacher turnover, including

inviting teachers to participate in the decision-making process. The ECHS leaders will assign peer mentors to new teachers to acclimate them to the ECHS learning model. The ECHS will also allow teachers to conduct peer-class observation and provide peer-feedback to better align teaching practices and student support initiatives.

Narratives: Degrees and Credentials

Degrees and Credentials

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

Law & Public Service

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.

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

Law Enforcement

Select the endorsements that your academy plans to offer in 2021-2022.

Public Service

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

Criminal Justice

Narratives: Recruitment and Enrollment, Leadership Team

Leadership Team

The ECHS and institution(s) of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly (e.g., quarterly) to address issues of design, implementation, ongoing implementation, and sustainability. Membership should include the Early College High School leaders and individuals with decision making authority from the district(s) and IHE(s). Does the campus currently have a leadership team?

Yes

Identify the individuals and their job titles who currently serve on this school's leadership team. Individuals should have decision-making authority for the school, IHE, or business partner they represent. Applicants may enter up to eight individuals. Applicants are encouraged to list one Leadership Team member per organization

Name	Title	Organization
Usamah Rodgers	Asst. Superintendent	Post Secondary Partnerships, Dallas ISD
Cheryl Nevels	Executive Director	P-TECH and Early College Programs, Dallas ISD
Salem Hussain	Executive Director	School Leadership, Dallas ISD
Claudia Vega	Principal	Sunset High School, Dallas ISD
Jorriod Moore	Asst. Principal	Sunset High School, Dallas ISD
Angela Shaw	Asst. Chief of Police	Dallas Police Department
Beatriz Joseph	President	Dallas College, Mountain View Campus
Laquesha Foster	District Manager	Dallas College

Provide a timeline for leaderships meetings over the 2021-2022 planning year. Include topics that will be discussed.

Date	Topics to be discussed
July 2021	Convene leadership team to develop roles & responsibilities of partners. Initial conversation about vision and mission statement. Start of MOU discussion. Post all meeting schedules, agendas and minutes on website o Start to develop a plan to meet access OBMs

December Date 2021	Finalize course crosswalk that enables participating students the opportunity to complete high school graduation requirements and earn an associate's degree or at least 60 semester credit hours toward a bachelor's degree.
January 2022	Convene leadership meeting to Identify potential academic and emotional support structure. Revisit plan to meet access OBMs. Develop budget.
March 2022	Convene leadership meeting to develop staff plan for teachers, IHE instructors, counselors, administration, support staff, etc. Discuss teacher professional development. Plan and finalize summer activities for students (e.g., summer bridge program).
June 2022	Convene leadership meeting. Develop data review process. Start to develop intervention strategies for students. Develop master schedule. Plan ongoing leadership convening schedule for upcoming school year.
September 2022	Develop plan for continuous improvement, which should include (but not limited to) regularly reviewing student data, developing evaluation methods to monitor and adjust program accordingly, and keeping track of progress toward OBMs (specifically access OBMs for inaugural cohort of students).

Recruitment and Enrollment

The ECHS recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by Texas Education Code (TEC) §29.081 and PEIMS), including, but not limited to, students who have not passed two or more subjects in the foundation curriculum during a semester in the preceding or current school year, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. In addition to students who are at-risk, the ECHS shall identify, recruit and enroll subpopulations that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, English learners, and students with disabilities). Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.

Describe plans to establish a recruitment, student/community outreach, and enrollment process that will meet open enrollment requirements. When describing these plans, include the role each IHE and/or business industry partner will serve throughout the recruitment, community/student outreach, and enrollment process.

The ECHS will begin recruiting students during the 2020-2021 school year. Recruitment and enrollment will take place in three phases. During Phase I (October to November 2020), ECHS will visit 8th graders attending feeder pattern middle schools (i.e., Greiner, Quintanilla, and Rosemont) and present an overview of the program. The ECHS team will also visit and explain the program overview to the feeder pattern schools' Parent Teacher Association (PTA) and the Site-Based Decision-Making Committee

meetings (SBDM). During Phase II (November and December 2020), the ECHS will visit local churches to discuss the program with church leaders and request announcements in their weekly newsletters. The ECHS will also create public service announcements to run on local community radio, newspapers, and television outlets. The ECHS will also host two virtual open house events in conjunction with industry partner Dallas Police Department. Finally, the ECHS will attend Dallas ISD High School Fair, Discover Dallas ISD Fair, and provide a program overview to students and parents. During Phase III (January to March 2021), the ECHS will host workshops on Saturdays for students and parents to complete applications, finalize their essays, and ask any clarifying questions from the ECHS team. The ECHS, IHE, and feeder pattern staff will prescreen all applications, prioritize at-risk subpopulation applications as defined by the Texas Education Code 29.081 and PEIMS. The ECHS team will interview applicants and their parents, select the incoming class, and notify students and parents of acceptance by the end of March 2021.
