Texas Education Agency

IMPACT EARLY COLLEGE H S

ECHS Renewal Application

2021-2022

Contents

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 #: 101-911-016
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 Early College High School

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

Grade Levels Served

What grade level(s) will your academy plan to serve in the 2021-2022 school year?

9
10
11
12

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.

115

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

100

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

95

Contacts

Applicant

Applicant 1

Job Title

Principal

Name Prefix

Mrs.

First Name

Laura

Last Name

Reyes

Email

laura.reyes@gccisd.net

Phone

2814204802

Principal

Principal 1

Name Prefix

Mrs.

First Name

Laura

Last Name

Reyes

Email

laura.reyes@gccisd.net

Phone

2814204802

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Randal

Last Name

O'Brien

Email

randal.obrien@gccisd.net

Phone

2814204800

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, Recruitment and Enrollment

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

Recruitment and Enrollment

Describe any changes in established plans for recruitment and enrollment process that meet open enrollment requirements.

Addition of virtual information meetings, virtual building tours

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

281-425-6550

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.

We 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 through 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. Have developed 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. Monitor the quality of instruction in all courses for dual credit to ensure compliance with standards established by all governing bodies. Advisors and

Counselors from IMPACT ECHS and LEE COLLEGE work together to ensure that students have an education plan in place that allows for pursuit of their intended major during their junior and senior year of high school. IMPACT students select a program of study in which to pursue an associate's degree, certificate and/or core completion while completing high school graduation requirements.

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 has a dedicated ECHS Advisor who works directly with our students and the ECHS Counselor to 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. Require all incoming freshmen to complete the pre-assessment activity and TSIA to determine college readiness in a timely manner to allow time for advising and registration for the upcoming semester. We collaborate with Lee College in tracking student success in college courses and require students who do not maintain a 2.0 GPA in college courses to sit out of college courses for one semester or repeat the failed courses. We do not allow IMPACT ECHS students to drop courses without approval from an ECHS administrator and the Lee College Advisor. .
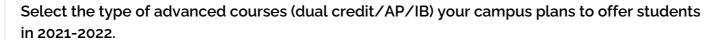
Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Transportation costs and fees including provisions for discontinuing operation while ensuring students previously enrolled will have opportunity to complete their course of study.

This is not specifically addressed in the MOU, but GCCISD provides transportation for enrolled students, and any student previously enrolled in the ECHS has options to continue dual credit courses at the comprehensive high schools.

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

Data is shared seamlessly upon request by both partners.

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?

No specific challenges having educators teach dual credit.

Is the academy a TSIA testing site?

No

Narratives: Curriculum and Support

Curriculum and 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
ECHS Campus Interventions and Support	Through the use of failure reports, teacher reported concerns, and our Save One Spartan (SOS) RTI, we are able to monitor student progress and provide additional support for students, such as mentoring, tutorials, targeted study halls, scheduling to meet students' needs, and regular parent conferences.
Lee College collaborative Interventions and Support	Queries have been created and are run on a regular basis to monitor student progress in college classes. Students go through New Student Orientation before their first college class. During those sessions, students are given guidelines and expectations are clearly communicated. If students fall below a 2.0 GPA, the advisor will call the students in, counsel them, place them on academic probation, and require them to have their instructors complete grade progress forms at set intervals throughout the semester. This continues until grades improve or the student will be required to sit out of college classes for a semester.

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
AVID	We are an AVID campus and utilize WICOR is a campus-wide initiative that guides our academic planning in all subject areas. The components of WICOR are in alignment with the CIF. We also incorporate Writing Across the Curriculum to reinforce writing skills and higher level learning.
Tutorials	Teachers are available every day after school for at least 30 minutes to work with students, and several offer morning assistance before school. We have a built in Study Hall that students and teachers can utilize during the school day for additional academic support. Teachers communicate and "share" students as needed to allow students additional time learning content. We provide computer labs for students to use as needed for academic assignments. Lee College also provides the Writing Center, The Learning Hub, and Math and Science tutorials. College Instructors also offer their own office hours to provide additional support.
SOS Teams (Save One Spartan)	Students identified as at risk due to academic performance, personal situations, or other identified risk factors are put on our SOS list. Teacher teams choose students to mentor and take responsibility for communicating with parents and other teachers, development of goals for improvement with the student, scheduling tutorials, monitoring progress, and any additional support that the student needs. The SOS teacher is the advocate for the student takes responsibility for them during the time they are on the list. The goal is to get the student back on track and teach skills that lead to their successful independence. Grade level teams with at least one administrator included comprise the SOS teams. When parent/student conferences are held, all members are expected to be in attendance.
SST (Student Support Team)	Students in more serious emotional situations are referred to our Student Support Team where they are monitored more closely, the SST meets every week to review student status. During the meetings we may add new students who may be in crisis, remove any students who are no longer "critical" and discuss referral to the SOS team, or continue monitoring students. Parent contact is made, home visits scheduled when needed, referral to the campus Communities in Schools case-worker, schedule sessions with the Student Wellness Interventionist, or refer to outside agencies to meet student needs. The Principal, Academic Dean, Counselor, Nurse, Student Wellness Interventionist, Campus At-Risk Interventionist, and CIS Case Manager are members of SST and teachers are invited when appropriate.

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

Access, achievement, and attainment data is reviewed with the IHE/ECHS Team to identify specific areas for improvement in the areas of recruitment/retention, the number of associates degrees earned, and to increase the number of students matriculating to institutes of higher education.

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	Improve communication and sharing of information on website, social media, and other electronic formats. This should help to more widely publicize information about the opportunities available to students who attend our school.
Benchmark 3: P-16 Leadership Initiatives	Expand opportunities utilizing technology to improve leadership team meetings. Providing the option of virtual participation in meetings would increase the participation of members who have decision-making authority.
Benchmark 4: Curriculum and Support	Provide additional SEL support for students and parents. During this troubling time we have recognized that there is a definite need for students and their families to receive social and emotional support. By providing this, we hope to instill a sense of security that will help them heal and build skills to cope.

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