



SPLENDORA H S
ECHS Renewal Application
2021-2022

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Background

District Affiliation

SPLENDORA ISD

CD #: 170907

Region: 06

Mailing Address (Line 1): 23419 FM 2090

Mailing Address (Line 2):

City, State, Zip: SPLENDORA, TX 77372

School Affiliation

SPLENDORA H S

CDC #: 170-907-001

Region:

Mailing Address (Line 1): 23747 FM 2090

Mailing Address (Line 2):

City, State, Zip: SPLENDORA, TX 77372

Academy Information

What is the academy name?

Splendora 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

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.

115

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

95

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

90

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

65

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Contacts

Applicant

Applicant 1

Job Title

Director of Secondary Curriculum, Instruction and Assessment

Name Prefix

Dr.

First Name

Susan

Last Name

Hoisington

Email

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Phone

(281) 689-4427

Principal

Principal 1

Name Prefix

Ms.

First Name

Dianna

Last Name

Archer

Email

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Phone

(281) 689-4437

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Jeff

Last Name

Burke

Email

jburke@splendoraisd.org

Phone

(281) 689-4433

Narratives

Current Designations at SPLENDORA ISD:

- SPLENDORA H S - ECHS - 0910

Previous Planning Year Applications at SPLENDORA 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, Recruitment and Enrollment

Degrees and Credentials

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

Agriculture
Architecture & Construction
Arts AV Tech & Communication
Business Marketing Finance
Education and Training
Health Science
Hospitality & Tourism
Human Services
Law & Public Service
Manufacturing
STEM

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

Animal Science
Applied Agricultural Engineering

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

Architectural Design
Carpentry

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

Digital Communications
Graphic Design and Multimedia Arts

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

Accounting and Financial Services
Marketing and Sales

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

Engineering

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.

Exercise Science and Wellness

Healthcare Diagnostics

Healthcare Therapeutics

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

Culinary Arts

Lodging and Resort Management

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

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

Law Enforcement

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

Manufacturing Technology

Welding

Which of the following credential(s) does the academy plan to offer students in 2021-2022 school year?

AD

PC

PC2

What associate degree(s) does the academy plan to offer?

Item

Interdisciplinary Studies/General Studies

Liberal Arts

What level 1 postsecondary certificate(s) provided by an IHE does the academy plan to offer?

Item

Accounting Technician

Automotive Maintenance Technician

Business Management

CISCO Networking Certificate

Gas Metal ARC Welding GMAW

Gas Tungsten ARC Welding GTAW

Shielded Metal ARC Welding SMAW

Process Technology

What level 2 postsecondary certificate(s) provided by an IHE does the academy plan to offer?

Item

Accounting Technology/Technician and Bookkeeping

Recruitment and Enrollment

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

We are working with our IHE to create additional marketing materials that highlight programs offered during high school.

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

Please review the following link for a list of four-year partner universities and associated degree plans:
<https://www.lonestar.edu/transfer-degree-maps.htm>

<https://www.lonestar.edu/transfer-degree-maps.htm>

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Lone Star College System

Name Prefix

Ms.

First Name

Suzette

Last Name

Goss

Email

suzette.m.goss@lonestar.edu

Phone

(281) 312-1688

Job Title

Interim Dean of Academic Affairs

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 between Splendora ISD and Lone Star College (LSC) addresses curriculum alignment using the following statements: a) Splendora ISD is responsible for determining that the College course(s) approved for dual course credit meets the essential skills and knowledge required by the Texas Education Agency, b) dual credit courses will be at a more advanced level than the courses taught at the high school, c) a dual credit course and the corresponding course offered at a College campus are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluations, and d) workforce programs offered as dual credit will meet requirements set forth by LSC and its accrediting and oversight bodies and agreed upon using Exhibit E-Dual Credit Program Plan Amendment.

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

The articulation agreement between Splendora ISD and Lone Star College addresses the following IHE Blueprint requirements as follows (wording taken straight from the articulation agreement): Course Crosswalks (1) Course Crosswalks show the correlations between the College's student learning outcomes (SLO) and the Texas Essential Knowledge and Skills (TEKS). (2) School as well as College credit should be transcribed immediately upon a student's completion of the performance required in the course. (3) School and College will establish common advising strategies and terminology related to dual credit and college readiness, provide for the alignment of endorsements described by TEC 28.025(c-1), and identify tools to assist school counselors, students, and families in selecting endorsements offered by LSC. (4) Each campus (LSC) provides a learning center to extend learning beyond the classroom. Those include libraries, study aids, tutoring, and testing centers. Dual credit students will have similar access to services and facilities that College students have on the College's campuses. Dual credit students are eligible to utilize the same or comparable academic and instructional support services that are afforded College students such as counseling, advising, disability services, and library resources (which can be accessed online or in person). Dual credit students are eligible to use the same or comparable support services afforded to all college students includes services (e.g., academic advising and counseling), learning materials (e.g., library resources) and other benefits.

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.

The articulation agreement between Splendora ISD and Lone Star College (LSC) addresses transportation costs and fees using the following statements: Tuition, Fees, Textbooks, and Supplies Dual Credit Financial Agreement describes in detail the tuition waivers, fees, textbooks, and supplies for students receiving dual credit. Textbooks to be used in dual credit courses must be approved by the College. Fees for online dual credit courses will align with Exhibit B-Dual Credit Tuition and Fee Schedule. Additional supplies may be required in some programs and details will be agreed upon in writing using Exhibit E-Dual Credit Program Plan Amendment. Splendora ISD or the student will be responsible for transportation, all textbooks, supplemental materials, supplies and operational equipment required for dual credit courses and programs. If the course is offered on a high school campus with a high school-employed instructor, LSC agrees not to change textbooks for dual credit students for a minimum of three years based on the publisher's availability and restrictions unless otherwise agreed upon in writing. The School and College will consider the use of free or low- cost open educational resources in courses offered under the program.

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

The articulation agreement between Splendora ISD and Lone Star College (LSC) addresses data sharing

using the following statements: Faculty Selection, Supervision, and Evaluation The College shall select instructors of dual credit courses. These instructors must be regularly employed faculty members of the College or must meet the same standards and approval procedures used by the College to select faculty responsible for teaching the same courses at the College's campuses. The College shall provide all instructors for online dual credit courses. Instructors must meet minimal requirements of the Southern Association of Colleges and Schools Commission on Colleges. Transcription of Credit School as well as College credit should be transcribed immediately upon a student's completion of the performance required in the course. Academic and Student Support Services Dual credit students are eligible to utilize the same or comparable academic and instructional support services that are afforded College students such as counseling, advising, disability services, and library resources (which can be assessed online or in person). Dual credit students are eligible to use the same or comparable support services afforded to all College students including services (e.g., academic advising and counseling), learning materials (e.g., library resources) and other benefits. Other services may be available on the campus based on student and community needs.

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?

Our challenge is recruiting and retaining appropriately degreed professionals to teach dual credit classes. A major step to address this need is that we have started encouraging current staff members to attain a masters degree to be eligible to teach dual credit--kind of like a "grow your own" program.

Is the academy a TSIA testing site?

Yes

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
WIN (What I Need) Time	40 minutes, 4 days a week. Students can attend tutoring, study hall, etc. for whatever their academic needs are each semester.
After/before school tutoring	As needed per teacher/course
Online tutoring	As needed per teacher/course
TSI prep	Coordinated with English and/or mathematics teachers

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
WIN (What I Need) Time	Students have the opportunity to sign up for counseling services, social/emotional support, etc.
Parent meetings	Multiple times throughout the school year--addressing topics such as: a) transition to high school, b) advanced academics, c) self-advocacy, d) self-efficacy, and e) transition to college.
Field trip to Lone Star College Kingwood	Campus tour including services offered to dual credit students.

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

We calculate the OBM data for current 9th and 10th graders to determine if we are track to meet each OBM when calculated. Plans are implemented as needed to support OBM achievement. For example, our TSI Reading passing rate percentage for current 9th graders is lower than expected. Many students are not able to stay after school for TSI testing due to transportation constraints so we have made arrangements for students to test during the school day.

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	Targeted recruitment of students labeled at-risk
Benchmark 5	TSI college readiness in reading
Benchmark 5	TSI college readiness in all 3 subjects

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://docs.google.com/document/d/1GcssllohjpVI44xoff4z7lByd84hJfJxP7Uh1GYDpo/edit>
https://docs.google.com/forms/d/1KmWdiNCMHZ_EcuZb__-uenvX1-FwYvE2lx55WWhJujo/edit

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://docs.google.com/document/d/13nGNssOJlmnAKi2IRayJRIud-THw6ioCufRTS4ZhAkM/edit>

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

https://drive.google.com/file/d/1qCfq0617X0qGbgdsLzJlam7EfiJ_2ruC/view

https://drive.google.com/file/d/1M-ITjieXBh_o3GMP2MhLYCL2YDab_HPJ/view

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

https://docs.google.com/document/d/1b7Ztl_3Z17T5tRxuvEBi_p8JEPHdDtbT8PxT4-URQYo/edit

Benchmark 2 Products

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

<https://drive.google.com/file/d/oB9o79nN1bwcqQkdBRnM4SWJMR1JzYlFmYjA3WUNVOFpqOHAw/view>

Benchmark 3 Products

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

<https://docs.google.com/document/d/1BGj2A1MwDR7x6xTutFP3XvIWv-v2i8QUJr3zCBcTjDY/edit>

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

<https://drive.google.com/file/d/112NHBTYm18E-xPnBKuO4izEHs7Nfiou5/view>

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

https://docs.google.com/document/d/1l2rgFG_5aOigTBqtcUvXIL25iRa6C1KsCAgiWUQs6nQ/edit

Benchmark 4 Products

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

<https://docs.google.com/spreadsheets/d/102A4rzeeo177eJBEW49U2gK2-39zAblBfRpufCMnw6E/edit#gid=2063247215>

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

https://docs.google.com/document/d/1lGzrZ_nwAsTjFBtMSqEj9Aw5Qi23ZoUoh-Rm-SkQFtl/edit

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

<https://docs.google.com/document/d/1TrMhEroLKYSrv3ALiNnp6VtqX6-a1WYehBwygLWWTlo/edit>

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

https://docs.google.com/document/d/14Ry_nXEltTYQmLJC8pmv7vWkzRk6XSD_GoovyFoTefs/edit

Provide a link to the academy's Master Schedules

<https://docs.google.com/spreadsheets/d/1PCSBYxKjPWg60tLJS3oFdZU4VkbpyoSKBoIPRTelMY/edit?usp=sharing>

Benchmark 5 Products

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

<https://docs.google.com/document/d/1HgCj8qj-KpsV-kFv9Tki6CyRCNyKds1hhtaaWLYRXqA/edit>

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

https://docs.google.com/spreadsheets/d/1MMjb5AB6f_8W-16zfCaRvUH1v9El3PdZZ1-wAAAVMcM/edit#gid=0

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

https://docs.google.com/spreadsheets/d/1fiX1ZOJUHVzIEHKP_p3lltGRRyWGLaktujwVlaoBdhk/edit#gid=0

Provide a link to the academy's Bridge program curricula

<https://docs.google.com/document/d/1horgkpMvY2GKaKFq1NjeRMHs-Tvq4J8iPp247OhENTk/edit>

Benchmark 6 Products

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

<https://drive.google.com/file/d/1jVxLLK5pa0de7V7vUcabmDficjrowq1B/view>

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

https://docs.google.com/document/d/1peQdEtdR1cu_6dp8Ongkx6iX5V1oiDkBfQayRLSfPOo/edit

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

<https://docs.google.com/document/d/1TpzdJlhZ8tNpj6HhfoB8G1R-MLeEhwZ1CkIlAjeghnM/edit>
