Texas Education Agency

LYTLE H S

P-TECH Renewal Application

2021-2022

Contents

Background

District Affiliation

LYTLE ISD

CD #: 007904
Region: 20
Mailing Address (Line 1): P O BOX 745
Mailing Address (Line 2):
City, State, Zip: LYTLE, TX 78052

School Affiliation

LYTLE H S

CDC #: 007-904-001
Region:
Mailing Address (Line 1): P O BOX 190
Mailing Address (Line 2):
City, State, Zip: LYTLE, TX 78052

Academy Information

What is the academy name?

Lytle High School PTECH

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.

Grade Levels Served

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

9
10
11

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

15

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

10

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

11

Contacts

Applicant

Applicant 1

Job Title

Director of Career and Technical Education

Name Prefix

Mrs.

First Name

Loretta

Last Name

Zavala

Email

loretta.zavala@lytleisd.org

Phone

830-709-5105

Principal

Principal 1

Name Prefix

Mrs.

First Name

Loretta

Last Name

Zavala

Email

loretta.zavala@lytleisd.org

Phone

830-709-5105

Superintendent

Superintendent 1

Name Prefix

Mrs.

First Name

Michelle

Last Name

Smith

Email

michelle.smith@lytleisd.org

Phone

830-709-5100

Narratives

Current Designations at LYTLE ISD:

- LYTLE H S - P-TECH - 1819

Previous Planning Year Applications at LYTLE 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, Recruitment and Enrollment

Degrees and Credentials

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

Manufacturing

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

Manufacturing Technology

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

AD
PSC

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

Item

Advanced Manufacturing and Entreprise engineering

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

Item

Computer Networking Control Machine Operator

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

Recruitment and Enrollment

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

open enrollment requirements.

Recruitment plans will now also include virtual recruitment meetings and a recorded virtual showcase presentation, in addition to the other established plans for recruiting for the next cohort of students.

Narratives: Strategic Partnerships: IHE, Strategic Partnerships: Business Partner, Business Partners: Hiring Priority

Strategic Partnerships: Business Partner

Business/Industry Partner 1

Affiliation/Company

WCW Designs

Job Title

Operations Manager

Name Prefix

Mr.

First Name

Christopher

Last Name

Roberts

Email

christopher.j.roberts@gmail.com

Phone

210-673-1843

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Clear roles and responsibilities for work site supervisors, mentors, teachers, support personnel, and other partners.

WCW Design Co. will ensure that every participating student receives mentoring from an industry professional including an opportunity to communicate in writing or online and face-to-face interaction on at least two occasions per year. WCW Design Co. will identify a dedicated staff person to manage WCW Design Co.'s responsibilities and other appropriate staff to participate in the Leadership Team.

This dedicated staff person will be available to support the relationship with the school. This staff person will, among other duties, coordinate site visits with WCW Design Co. facilities, recruit and match members to students, and identify appropriate internship opportunities.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Support for students' activities, such a clubs, Career and Technical Student Organizations, competitions, and special invitations.

WCW will allow students appropriate access to WCW Design CO. facilities to support program activities. Activities range from "real life" activities to designing projects.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Student access to business and industry partners and work-based learning facilities, services, and resources.

WCW Design Co. will help define and provide opportunities for appropriate workplace experience (e.g. design projects, visits (virtual or in-person), speakers, internships, and apprenticeship) to prepare students for the world of work, based on the curriculum scope and sequence plan. It is anticipated that each student in the school will participate in one to three experiences during his tenure. WCW Design co. will work with the school's staff and other parties to develop workplace experiences that enable students to successfully meet the goals outlined in the program model. WCW Design co. will help identify high-quality occupation-relate projects and curriculum that may be incorporated into the academic program.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Transportation fees and costs.

Lytle ISD will provide regular operating funds to the school in the same manner as other public schools. Lytle ISD will identify additional funding streams that may be available to the school, including but not limited to Federal Perkins grant funding. Except as otherwise expressly provided in the MOU, each party will bear its own costs and expenses (including legal fees and expenses) incurred in connection with the agreement and activities contemplated.

Strategic Partnerships: IHE

The P-TECH shall have strategic partnerships with business and industry partners and IHEs that are formally articulated in writing and clearly define a variety of careers.

IHE Partner 1

Affiliation

St. Philip's College- Alamo Colleges

Name Prefix

Dr.

First Name

Adena

Last Name

Williams Loston

Email

aloston@alamo.edu

Phone

210-486-2900

Job Title

President- St. Philip's College

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 four- year crosswalk developed previously, has been edited to further demonstrate progress toward their selected plan of study, including alignment of high school and college courses. The plan of study outlines the required courses needed for the Level 1 Certificate and the Associate of Applied Science degree. The primary emphasis of the PTECH degree plan is on the Associate of Applied Science degree. An option to earn college-level credit to be applied towards a Computer Numerical Controls Level 1 Operator certificate, prior to earning the A.A.S. degree is available to students.

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. Through the PTECH counselor(s), each student will receive advising on the five high school endorsements. Students enrolled in the PTECH program will be provided with a college degree plan that will provide the pathway leading to the selected Associate of Applied Science degree. The counselors, College Advising staff, or College Coordinator of High School Programs shall assist the students to take courses that will count toward a degree at the 4- year university of choice or a degree or certificate from the college. Additionally, the Alamo Colleges District Transfer Advising Guides are available resources to provide students with information for transfer pathways while minimizing the loss of credits in transfer. 2. College Credit for each PTECH student appears on the college transcript as students complete each college course. Transcription of college credits are the responsibility of the college and transcription of dual credit and high school credits are the responsibility of the school district. 3. College advising for transferability of credits is undertaken by the liaison for the college and the PTECH program. 4 The PTECH students will have access to student services and facilities as

regular college students, including but not limited to student services, and facilities as regular college students, including but not limited to the use of academic and support facilities including the library, computers, study rooms, student services, bookstore, and food services.

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.

Any transportation and food services required will be provided by the Independent School District. The School District will provide for such transportation as required to and from the college, as required by State law. Additionally, transportation for field trips and work-based learning experiences will be provided by the school district, as pursuant to applicable to School district rules and procedures.

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

All instructors teaching PTECH courses for college credit must meet the College's academic requirements as outlined by SACSCOC Faculty Credentialing requirements, as determined by the college. The school district will provide instructors for all high school courses at the PTECH. College credit for each PTECH student appears on the college transcripts as students complete each college course. Transcription of college credit is the responsibility of the college. PTECH students will be informed by the instructor of academic progress/ grades in the third week and at mid-semester. PTECH students will gain college- readiness skill through a program identified by the School District. The college may provide the school district with resources during the regular school schedule to support the college-readiness preparation. PTECH students must meet the Texas Success Initiative Assessment (TSIA) course and degree plan requirements and abide by the colleges' placement scores, policies, and prerequisite requirements. The school district shall share the results from the TSIA administered via ISD/ college board approved test sites and submit to the college in the required technical format that facilitates official delivery/ receipt.

Business Partners: Hiring Priority

List the business partner(s) that have an agreement with the district that students completing the P-TECH program and otherwise meet hiring requirements have priority interviewing with the employer.

Business Partner

WCW Design Co.

Narratives: Regional Workforce Alignment, Work-Based Learning

Work-Based Learning

Add up to three activities offered to 9th grade students.

9th Grade Activities

Visit to a manufacturing facility (virtual)

Industry partner site visit (virtual)

Resume building

Add up to three activities offered to 10th grade students.

10th Grade Activities

Resume updated

Employment related soft skills training

Continued facility visits to Manufacturing facilities and Industry Partner (Virtual and In- Person when allowed)

Add up to three activities offered to 11th grade students.

11th Grade Activities

Resume updates

Continued soft skills training related to employment

Job shadowing with Industry Partner

Regional Workforce Alignment

List the regional high-demand occupations your academy intends to address through selected program(s) of study and work-based learning.

Regional High-Demand Occupation

Machinist

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

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

WECM

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?

Through the MOU signed with the IHE partner, the school district has agreed to provide transportation to the college where our IHE partner will provide the appropriately credentialed staff to teach each course.

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 |

Activity	Description
Individualized Scheduling	High School Counselor schedules each PTECH students class schedule individually, with input from PTECH director, ensuring tha each student is scheduled into classes that best meets their academic needs and that it allows for the flexible scheduling that is required in PTECH.
Bridging Program	Students accepted into the program participate in a Bridging Program that allows them to begin working on skills needed for the TSI exams. Students also begin to build relationships with other PTECH students, and familiarizing themselves with the college and their requirements.
College Readiness Preparation	Students are provided an Advisory class where individualized TSI remediation is provided to the students.
Academic Tutoring	Tutoring is available to student daily form 8:15am - 8:45 am and again during their PRIDE time 12:31 - 1:37 pm.
Academic Monitoring	PTECH director and Advisory Teacher monitor high school and college grades. Students in danger of failing are notified either through Remind messages or private discussions. Academic issues are discussed and plan to resolve the issues is created.
Academic Counseling	Guidance Counselor meets with students to discuss not only PTECH college grades but high school grades as well. Additionally, she discusses attendance and lost credits as well. She shares with students options for how to recover credit and time management options to get it all done.
College and Career Counseling	College and Career Counselor meets with each PTECH student to discuss progress in college courses, thoughts about the program, their future with CNC certification and future possibilities.

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
Meet the Director	PTECH parents are invited to the HS Meet the Teacher Night to meet the PTECH director to hear information about the initial class and have their questions answered. Students are given supplies including items that would be needed for their college class.
Field trips/ Speak with Manufacturing workers	Students will continue to take virtual and in- person field trips (as allowed) to see the different applications that are available to them through their certification/ Associates Degree.
Remind App for Students	Students are required to enroll in the Cohort class of Remind to receive group and personalized messages and reminders concerning last minute changes, upcoming events, and grade information as it is received from the college
Remind App for Parents	Parents are asked to enroll in the appropriate Cohort class for Parents. Messages are sent to parents for meeting reminders, changes to the normal schedule, and

Activity	Description
	grade updates for their child. The app is also used to communicate with parents and enlist their assistance at home with issues both academic and behavioral that their child is facing.
PLATO coursework	Students will utilize this online program to take some courses in non-tested areas. This allows students to be able to focus more on their college coursework, without missing additional core High School courses.

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

Lytle PTECH is in Year 2 of implementation and is only receiving Access data at this time. Outcome-Based Measures Access criteria have been met for the first year of the school's existence. We will continue to utilize this data in Advisory and Leadership meetings. This data will drive any corrective actions needed that will ensure that we are continuously improving and progressing towards meeting all Outcome-Based Measures that align with a school Designated with Excellence.

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: School Design	We would like to continue to be innovative in our scheduling of students in their high school courses. As the number of college courses for PTECH student's increases, it limits the amount of time students will spend on the high school campus in traditional high school courses. Creative scheduling for each student will allow him or her the opportunity to work toward his or her high school diploma, degree or certificate, and participate in Work- Based Learning simultaneously.
Benchmark 2: Target Population	We have decided that we want to work on our Recruitment of Traditionally Under-represented students, specifically females. We have been able to meet our OBMs in all recruitment areas but would like to boost female participation in our cohorts for this traditionally, male dominated field. We feel increased female participation will create a well-rounded program and allow us to demonstrate the equitable opportunities that are available for all in the field of manufacturing and machining.
Benchmark 6: Student Support	Parent Outreach and Involvement is an area of Student Support that we will continue to work on. By providing parents strategies on ways to help their child and resources they can reach out to, we feel that our PTECH students will have a sense of continuity in their support system, even when they are away from school.

Benchmark   Description

Narratives: Benchmark 1 Products, Benchmark 2 Products, Benchmark 3 Products, Benchmark 4 Products, Benchmark 5 Products, Benchmark 6 Products, Benchmark Products

Benchmark Products

Benchmark 1 Products

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

https://www.lytleisd.org/domain/111

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

https://www.lytleisd.org/domain/111

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

https://www.lytleisd.org/domain/111

Benchmark 2 Products

Provide a link to the academy's written admission policy and enrollment application

https://www.lytleisd.org/domain/111

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.lytleisd.org/domain/111

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

https://www.lytleisd.org/domain/111

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.lytleisd.org/domain/111

Benchmark 3 Products

Provide a link to the academy's meeting agendas and minutes, with action items and decision logs.

https://www.lytleisd.org/domain/111

Provide a link to the academy's final, signed, and executed MOU with their industry partner/business.

https://www.lytleisd.org/domain/111

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

https://www.lytleisd.org/domain/111

Provide a link to the academy's list of strategic partners with each member's organization, title and role in providing work-based learning for students by grade level.

https://www.lytleisd.org/domain/111

Benchmark 4 Products

Provide a link to the academy's four-year crosswalk document

https://www.lytleisd.org/domain/111

Provide a link to the academy's master schedule.

https://www.lytleisd.org/domain/111

Provide a link to the academy's curriculum alignment documents.

https://www.lytleisd.org/domain/111

Provide a link to the academy's testing calendar and schedule for TSI, ACT, SAT or other assessments.

https://www.lytleisd.org/domain/111

Provide a link to the academy's documentation detailing a minimum of three course of study examples that outline student pathways from high school, to associate degrees, to work credential and beyond.

https://www.lytleisd.org/domain/111

Benchmark 5 Products

Provide a link to the academy's documentation of appropriate work-based learning expereinces for students at all grade levels.

https://www.lytleisd.org/domain/111

Provide a link to the academy's current dated regional high demand occupation list.

https://www.lytleisd.org/domain/111

Provide a link to the academy's aggregate data describing student participation in work-based learning experiences as well as percentage of students earning industry certification and credentials by type.

https://www.lytleisd.org/domain/111

Provide a link to the academy's samples of student artifacts such as writing, portfolios, presentations, or links to digital content.

https://www.lytleisd.org/domain/111

Benchmark 6 Products

Provide a link to the academy's bridge program calendar and curricula.

https://www.lytleisd.org/domain/111

Provide a link the academy's tutoring and other intervention/remediation program schedules,

https://www.lytleisd.org/domain/111

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

https://www.lytleisd.org/domain/111