Texas Education Agency

MONTWOOD H S

P-TECH Planning Application

2021-2022

Contents

Background

District Affiliation

SOCORRO ISD

CD #: 071909
Region: 19
Mailing Address (Line 1): 12440 ROJAS DR
Mailing Address (Line 2):
City, State, Zip: EL PASO, TX 79928

School Affiliation

MONTWOOD H S

CDC #: 071-909-002
Region:
Mailing Address (Line 1): 12000 MONTWOOD
Mailing Address (Line 2):
City, State, Zip: EL PASO, TX 79936

Academy Information

What is the academy name?

Synergi

Which model does the district intend to implement at this time? Within these models, there are variations.

School-Within-School: Multiple Campuses - A subset of students in grades 6-12 are enrolled in the academy. This model typically spans a middle school and high school.

Do you plan to be a 4, 5 or 6 year academy?

4

Campuses participate in the Planning Year during the 2021-2022 school year and begin serving students under the P-TECH 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
12

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

100

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

100

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.

100

Contacts

Applicant

Applicant 1

Job Title

Advanced Academics Coordinator

Name Prefix

Frank Clark

First Name

Frank

Last Name

Clark

Email

fclark@sisd.net

Phone

915-937-0874

Principal

Principal 1

Name Prefix

Mr.

First Name

Carlos

Last Name

Guerra

Email

cguerra08@sisd.net

Phone

915-937-2400

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Jose

Last Name

Espinoza

Email

jespin01@sisd.net

Phone

915-937-0000

IHE

The P-TECH academy 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

El Paso Community College

Name Prefix

Ms.

First Name

Tonie

Last Name

Badillo

Email

mbadill4@epcc.edu

Phone

915-831-6755

Job Title

Dean of Dual Credit & Early College High Schools

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

Yes

Business/Industry Partner

Does the campus have an established partnership with a business/industry partner?

Yes

Narratives

Current Designations at SOCORRO ISD:

- SOCORRO H S - ECHS - 1516
- MONTWOOD H S - ECHS - 1617
- MONTWOOD H S - T-STEM - 1415
- AMERICAS H S - ECHS - 1718
- EL DORADO H S - ECHS - 1819
- MISSION EARLY COLLEGE H S - ECHS - 0607
- EASTLAKE H S - ECHS - 1819
- EASTLAKE H S - T-STEM - 1819
- PEBBLE HILLS H S - ECHS - 1819

Previous Planning Year Applications at SOCORRO ISD:

CCRSM 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.

The decision to move Synergi's designation from a T-STEM academy to a P-TECH academy to ensure students would not only continue to earn industry certifications in regional high demand STEM fields but also have the ability to earn a transferable associate degree. As a T-STEM academy, students are unable to take college coursework outside of the core academic program. After discussions among stakeholders, including the IHE and district officials, it became apparent that a P-TECH Academy will not only support the current work of the academy and students, but would also enhance the opportunities for them. In a P-TECH academy, students in the Synergi Academy would not only be workforce ready but will also be prepared to complete a 4-year degree withing 2-years of high school graduation.

Narratives: Curriculum and Support

Curriculum and Support

The P-TECH academy will provide wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic, technical, and individual support for students for students to be successful in rigorous academic and work-based learning experiences. Describe how the campus plans to provide students with layered academic support by personalizing their learning environment. Examples include developing individualized student plans, academic support for intervention/remediation/acceleration, tutoring for identified students in need, application/financial aid/college/career counseling, advisory and/or college readiness support time built into program of study, providing bridge programs, and establishing an industry mentorship program.

Synergi's learning community will provide strategies and services to ensure students have the academic and technical support needed and the social and emotional support to ensure success. Parental involvement leads to greater student success and achievement which is why Synergi parents will learn how to support their children through the academy's "Parent University.". Courses will focus on the following big ideas: Social and Emotional, Navigating College, College Financial Literacy. Counselors/advisors will ensure each student's learning path is aligned with the student's interest. Through quarterly advising, students HB5 endorsement will be aligned with a college major to create a 4-year personal graduation plan and an associate degree/industry certification. Students will have access to a district advisor who will provide college and career counseling, assistance with financial aid during the student's senior year. Students will have a daily advisory period for the full year as an intervention period to support students with their studies. All teachers hold before or after school tutoring for students who are struggling. Progress is monitored by the academy director to ensure students are getting support. Students who taking EPCC will have full access to the student success center. Freshman will participate in two bridge camps. During Synergi bridge camps, students will engage in activities to introduce and familiarize them with the expectations for higher level course work and work-based learning. The academy's business partner will also engage with students through already defined activities and events.

Describe how the campus plans to provide students with wrap-around strategies and services. Examples include connections to social services, parent outreach and involvement opportunities, structured program of community services, and skill building instruction for students involving multiple stakeholders (parents, teachers, counselors, community members, IHE partner, Business/Industry partner, etc.). Include the role that each stakeholder will serve within these wrap-around strategies and services.

The Libre Initiative provides mentors for students as well as financial literacy workshops for students and parents. Guest speakers from career fields are scheduled by the Libre Initiative to present. They also provide apprenticeships for teachers. These apprenticeships allow our teachers to receive real world experiences to better prepare our students upon entering the workforce. The Libre Initiative also provides internships for our students in different career fields from engineering to business marketing during the summer before their senior year as well as during their senior year. Students who complete the financial literacy program and/or the internship program are recognized by The Libre Initiative at

our end of the year banquet. Synergi students will have full access to El Paso Community College's Student Support Services Program (SSS). SSS supports students through enrollment, completion of college for students who are low-income, first-generation and students with disabilities. All Synergi students are required to complete community service hours upon graduation. Advisory teachers ensure that the community service hour requirements are met. Academy coordinator and director work with the school's community to identify community services opportunities. Through Synergi's Parent University, counselors provide parents and students with information on available community services. Socorro ISD also has a Communities in Schools (CIS) worker at each campus. CIS workers provide students and parents with emergency resources, crisis counseling and interventions, supportive guidance, and parental involvement which aims to increase the level or parental support in the education and well-being of their students.

Narratives: Advanced Academics, TSIA

TSIA

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?

The achievement outcomes-based measures are used to shape Socorro ECHS TSI intervention and testing schedules. TSI Diagnostic data from those students who do not passed are used to help tailor specific remediation throughout the year. Additionally, diagnostic data is used when planning bridge camp activities since all district 8th graders take the TSI reading. SpringBoard Math is used in all Socorro ECHS non dual credit math courses to ensure that 45% of Algebra I students meet the advanced standard of EOC and are better prepared for the TSI, PSAT and SAT. With the close monitoring and use of the achievement outcomes-based measures, Socorro ECHS is able to design and advise students individually to ensure they are taking the appropriate classes (college-level English and Math in 11th grade) and completing the courses required by HB5 and their college degree plan to graduate with a post-secondary on or before their high school graduation.

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

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.

Recruiting and retaining educators who are credentialed through the Southern Association of Colleges and School Commission on Colleges (SACSCOC) is one of the greatest challenges facing [Campus] Early College. When a credentialed teacher leaves, it is very difficult to find teachers who have the correct SBEC certificate and SACSCOC credentialing. To address these challenges, the district has implemented a dual credit teacher scholarship. Through a partnership with the University of Texas at El Paso (UTEP), SISD has implemented a Dual Credit Scholarship where interested teachers apply for and take graduate level coursework that leads to credentialing in areas of high demand such as biology and economics. To address retention of credentialed staff, teachers who go receive the Dual Credit Scholarship must commit to three years with the district upon credentialing and receive a stipend for each dual credit section they teach. At the campus level, the [Campus] Early College director supports the dual credit scholarship by identifying future courses based on students to recruit teachers to apply for the scholarship. To support current staff, EPCC hosts faculty and online facilitator workshops at the beginning of each college term as well as required discipline meetings that include learning objective and syllabus updates. The [Campus] Early College Director also provides specific professional development for the faculty to enhance classroom instruction and provide TSI workshops. With the combined efforts of the campus, district and IHE, the district continues to recruit, educate and place credentialed teachers in the early college.

Narratives: Work-Based Learning

Work-Based Learning

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

9th Grade Activities

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

10th Grade Activities

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

11th Grade Activities

Add up to three activities offered to 12th grade students.

12th Grade Activities

The P-TECH requires that academies offer work-based learning at every grade level. Work-based learning may include, but is not limited to: facility visits, guest speakers, presentations, career information, career fairs, informational interviewing, job shadowing, internships, mentorships, and apprenticeships.

Narratives: Regional Workforce Alignment

Regional Workforce Alignment

The P-TECH academy shall collaborate with the local workforce development board, local chamber of commerce, and local workforce industry representatives to define local workforce needs. Have you worked with a regional workforce board or other relevant organization to establish regional workforce needs that the P-TECH academy could serve?

Yes

List the regional high demand occupations your campus would propose to align with program offerings.

Computer Systems Analysts Medical and Clinical Laboratory Technologists Civil Engineers Mechanical Engineers Registered Nurses

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Describe how the regional high demand occupations align with the associate degree(s) and/or industry certification(s) your academy plans to offer.

Item
AS Biological Sciences
AS Civil Engineering
AS Mechanical Engineering

Narratives: Degrees and Credentials

Degrees and Credentials

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

Health Science
Information Technology
STEM

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

Bio-Medical Science
Nursing

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

Cybersecurity

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

Biomedical Science
Cybersecurity

Engineering

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

STEM
Public Service

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

AD
IC

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

Item

Biology

Computer and Informational Sciences

Engineering

What industry certifications does the academy plan to offer?

Item

Autodesk Certified Professional or User in AutoCAD

Medical Laboratory Technician

Narratives: Recruitment and Enrollment, Leadership Team

Leadership Team

The P-TECH academy shall establish a leadership team that includes high-level personnel from the school district, campus, industry/business partners, and IHE with decision-making authority who meet regularly and report to each organization.

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
Orlando Hairston	Assistant Principal/T-STEM Administrator	Montwood High School
Cynthia Hernandez	Academy Coordinator	Montwood High School
Veronica De Avila	CTE Facilitator	Socorro ISD
Karla Sierra	Senior Field Director	Libre Institute
Tonie Badillo	Dean of Dual Credit & Early Colleges	El Paso Community College
Frank Clark	Advanced Academics	Socorro ISD

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

Date	Topics to be discussed
August 2021	IHE MOU discussion, OBM Planning
September 2021	Determine likely pathways and crosswalk, identify additional industry partners for all pathways
October 2021	Industry MOU revisions, Review and refine IHE MOU draft and pathways
November 2021	Review and Refine industry MOU, Recruitment for following year
December 2021	Continue recruitment
January 2022	Complete recruitment, Finalize all MOUs
February 2022	Review and Refine SEL supports in conjunction with stakeholders. Hold open blind lottery
March 2022	Hold first P-TECH advisory board meeting. Complete designation. Spring Bridge Camp
April 2022	Continue with monthly board advisory meetings. Parent meetings and outreach (begin Parent University)

Date	Topics to be discussed
May 2022	Review and begin tracking OBM data with leadership/advisory team
June 2022	Plan preserivce teacher PD, establish intervention strategies, host second bridge camp, review budgetary needs for campus CIP,

Recruitment and Enrollment

The P-TECH academy shall be open enrollment for all students. Recruitment and enrollment processes shall identify, recruit, and enroll subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. In addition to those who are at risk as defined by PEIMS, the P-TECH shall identify, recruit and enroll subpopulations that are historically underrepresented in college courses. 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 parter will serve throughout the recruitment, community/student outreach, and enrollment process.

Synergi recruitment begins in October with recruitment presentations to all 8th grade students. Synergi tours for 8th graders are organized by counselors and take place during this time. The Academy Director and Coordinator host several parent informational nights along with an open house at which time a representative from the industry partner and IHE are in attendance to answer questions and share details of the partnership both have with the academy. Additional, targeted recruitment takes place in through 8th grade AVID classes as well as through WIN academy classes (classes for students who are at-risk ELL students). Members of Synergi's student leadership team lead the recruitment efforts at middle schools and are comprised of students who participate in various clubs, fine arts and athletics. Students complete a common application which does not require any supplemental documentation beyond which academy or early college the student is wishing to apply for. This is ensuring students are not filtered for grades, attendance or discipline. Students are encouraged to apply for academies based on their interest and post-secondary goals. Student applications are submitted in January for lottery selection. The academy lottery is an open blind lottery. IHE and the business industry partner attend and participate in the lottery process. Community members and feeder pattern principals are also invited to the lotter selection to ensure transparency.