



Trini Garza Early College High School At Mountain View College

ECHS Renewal Application

2018-2019

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Background

District Affiliation

DALLAS ISD

DC #: 057905

Region: 10

Mailing Address (Line 1): 9400 N CENTRAL EXPY

Mailing Address (Line 2):

City, State, Zip: DALLAS, TX 75231

School Affiliation

TRINIDAD GARZA EARLY COLLEGE AT MT VIEW

CDC #: 057-905-088

Region:

Mailing Address (Line 1): 4849 ILLINOIS AVE STE W53A

Mailing Address (Line 2):

City, State, Zip: DALLAS, TX 75211

Academy Information

ECHS Academy Name:

Trini Garza Early College High School At Mountain View College

What grade level range will your academy serve in the 2018-2019 school year?

9-12

Grade Level	Number of Students
9	120
10	109
11	111
12	109

Contacts

Superintendent

Job Title: Superintendent
Full Name: Dr. Michael Hinojosa
Email: Hinojosam@dallasisd.org
Phone Number: 972-925-3700

Applicant

Job Title: Principal
Full Name: Mr. Macario Hernandez
Email: machernandez@dallasisd.org
Phone Number: 214-860-3680

IHE Liaison

Affiliation: Mountain View College
Job Title: Dual Credit Advisor
Full Name: Mrs. Gilda Carterson
Email: gnunez@dcccd.edu
Phone Number: 214-860-8849

Narratives

ECHS Model

Which ECHS model does the district intend to implement at this time? Within these models, there are variations. For this purpose campus is defined as a CDC number not a physical location.

Stand Alone Academy - All students on the campus are enrolled in the ECHS academy

Evaluation

Would your campus would like to be considered for distinguished recognition? All ECHS seeking distinguished recognition will be measured against the highest OMBs.

No

Products

Please provide links to the following products' locations on the ECHS's website: *If the ECHS has all these documents on one webpage, provide the hyperlink here.

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

<https://www.dallasisd.org/garza>

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.dallasisd.org/garza>

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

<https://www.dallasisd.org/garza>

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

<https://www.dallasisd.org/garza>

Provide a link to the final, signed, and executed MOU.

<https://www.dallasisd.org/garza>

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

<https://www.dallasisd.org/garza>

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

<https://www.dallasisd.org/garza>

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

<https://www.dallasisd.org/garza>

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

<https://www.dallasisd.org/garza>

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

<https://www.dallasisd.org/garza>

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

<https://www.dallasisd.org/garza>

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

<https://www.dallasisd.org/garza>

Provide a link to the academy's master schedules.

<https://www.dallasisd.org/garza>

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

<https://www.dallasisd.org/garza>

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

<https://www.dallasisd.org/garza>

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

<https://www.dallasisd.org/garza>

Provide a link to the academy's Bridge Program curricula.

<https://www.dallasisd.org/garza>

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

<https://www.dallasisd.org/garza>

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

<https://www.dallasisd.org/garza>

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

<https://www.dallasisd.org/garza>

Provide a link to the academy's leadership team member bios.

<https://www.dallasisd.org/garza>

Free-Response

If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff turnover, please describe those structures here.

At Garza ECHS, we have developed a positive school culture of teacher empowerment and collective leadership. This approach of sharing decision-making power with teachers and staff has translated to high retention rates. We currently have a 90% retention rate of teachers from the previous the school year. The structures that have sustained this level of retention include tailored professional developments created by teacher leaders and veteran teacher mentorships for new teachers. Another important initiative are the multiple teacher celebrations and recognitions conducted throughout the school year. We value the work and input from our teachers bring to a variety of committees such as the campus leadership team, student support team, the Professional Learning Communities, and grade level teams. Furthermore, we attempt to compensate teachers for any additional duties such as Saturday school and after school tutoring. These strategies and initiatives have kept teacher turnover low and student success high.

Describe the processes that the dual credit provider and the ECHS campuses monitor student progress, and determine when interventions are needed. How is this ECHS going to share data and monitor student progress and ensure student success?

The dual credit provider and Garza ECHS collaborate to monitor student progress. Our academic action plan plays a vital role in guiding our students to earn their high school diploma and associate degree. This is accomplished with coordination between the college advisor and school counselor. All students meet with the high school counselor to discuss the classes necessary to earn their high school diploma. The school counselor and administrators are intentional in offering support by scheduling informational meetings and offering classroom guidance lessons, small groups, and individual counseling to ensure that students are equipped with the knowledge and skills to navigate through their four years of high school.

A great tool that was incorporated this school year was the college progress monitoring form that included various checkpoints. Throughout the course of the semester, students check their progress and document their grades. The progress monitoring form is reviewed with the counselor every three weeks and an action plan is created. Students are then empowered to communicate with their college professor in person or via email to address any questions or concerns that they might have, leading to increased agency and a sense of ownership over their learning.

The college advisor also plays a pivotal role in supporting our students. Workshops are set to ensure that our students are aware of the various resources that the Institution of Higher Education (IHE) makes available to them free of charge: the Writing Lab, Library Resources, Texas Success Initiative (TSI) workshops, and tutors. In addition, individualized meetings are held with the college advisor during the start of their junior year to discuss in detail the program of study, academic standing, GPA, and remaining college courses.

The high school administrators, counselors, and college advisors are continuously reviewing the students' educational plan to ensure that they are on track. The collaboration with the IHE is crucial as we are working towards the same goal in different capacities. Academic planning between the high school and college allows us to help our students earn their associate degree.

Garza ECHS staff also monitors student academic progress and social well-being through the Garza Intervention Team. The Garza Intervention Team meets weekly and is composed of teachers, counselors, administrators, a nurse, an instructional coach, and the campus testing coordinator. The purpose of this committee is to address the academic, social, and emotional needs that can impede certain students from being successful. Students are referred to this committee by teachers. The interventions range from round table meetings with the student and parent, after-school tutoring, or guidance by the counselors. In addition to the services offered through the Garza Intervention Team, the school counselor offers bi-monthly guidance lessons on topics such as suicide awareness, stress and coping skills, bullying, time management, positive self-esteem, and digital citizenship.

Endorsements

Identify the current endorsements that are offered:

- Multi-disciplinary Studies

Certificates

Identify all associate degrees offered to students.

Degree	Description
Associates of Arts	Degree requires a minimum of 60 credit hours. Student must earn a grade of "C" or better in English 1301 and a college-level math course; Receive a GPA (2) of 2.00 ("C"); Meet all TSI
Associate of Science	The Associate of Science differs from the Associate of Arts by requiring 6 additional credit hours from BCIS, BIOL, CHEM, COSC, ENGR, ENVR, FORS, GEOL, MATH, PHYS or ANTH 2401

Identify all level one certificates offered to students.

Certification	Description

Identify all level two certificates offered to students.

Certification	Description

TSI + IHE

Is this ECHS a TSI testing site?

No

Is the IHE liaison working with other ECHS campuses?

Yes
