



Mission High School CTE Early College
Academy
ECHS Renewal Application
2018-2019

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Background

District Affiliation

MISSION CISD

DC #: 108908

Region: 01

Mailing Address (Line 1): 1201 BRYCE DR

Mailing Address (Line 2):

City, State, Zip: MISSION, TX 78572

School Affiliation

MISSION H S

CDC #: 108-908-001

Region:

Mailing Address (Line 1): 1201 BRYCE DR

Mailing Address (Line 2):

City, State, Zip: MISSION, TX 78572

Academy Information

ECHS Academy Name:

Mission High School CTE Early College Academy

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

9-12

Grade Level	Number of Students
9	100
10	86
11	106
12	68

Contacts

Superintendent

Job Title: Interim Superintendent

Full Name: Ms. Cris Valdez

Email: ccvald68@mcisd.org

Phone Number: 956-323-5415

Applicant

Job Title: CTE Early College Academy Administrator

Full Name: Ms. Nora Longoria

Email: NLongo37@mcisd.org

Phone Number: 956-323-5477

IHE Liaison

Affiliation: South Texas College

Job Title: Coordinator of Early College High Schools - South Texas College

Full Name: Mr. Aaron Guajardo

Email: aguaja18@southtexascollege.edu

Phone Number: 956-872-7217

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.

School-Within-School (SWS) - A subset of students on the campus are enrolled in grades 9-12 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://mhsearlycollegeacademy.weebly.com/admissions.html>

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://mhsearlycollegeacademy.weebly.com/admissions.html>

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

<https://mhsearlycollegeacademy.weebly.com/meetings--agendas.html>

Provide a link to the academy's written communication plan for targeting identified audiences,

parents, community members, school board, higher education personnel, etc.

<https://mhsearlycollegeacademy.weebly.com/>

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

<https://mhsearlycollegeacademy.weebly.com/memorandum-of-understanding.html>

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

<https://mhsearlycollegeacademy.weebly.com/meetings--agendas.html>

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

<https://mhsearlycollegeacademy.weebly.com/>

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

<https://mhsearlycollegeacademy.weebly.com/>

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

<https://mhsearlycollegeacademy.weebly.com/programs-career-paths.html>

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

<https://mhsearlycollegeacademy.weebly.com/news--events.html>

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

<https://mhsearlycollegeacademy.weebly.com/meetings--agendas.html>

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

<https://mhsearlycollegeacademy.weebly.com/>

Provide a link to the academy's master schedules.

<https://mhsearlycollegeacademy.weebly.com/>

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

<https://mhsearlycollegeacademy.weebly.com/>

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

<https://mhsearlycollegeacademy.weebly.com/>

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

<https://mhsearlycollegeacademy.weebly.com/>

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

<https://mhsearlycollegeacademy.weebly.com/>

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

<https://mhsearlycollegeacademy.weebly.com/>

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

<https://mhsearlycollegeacademy.weebly.com/>

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

<https://mhsearlycollegeacademy.weebly.com/meetings--agendas.html>

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

<https://mhsearlycollegeacademy.weebly.com/leadership-team.html>

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.

The staff at Mission High School and CTE ECA is committed to success for every student, so staff turnover has not been an issue. Most of the teachers are Mission CISD graduates dedicated to remaining at MHS. All teachers work collaboratively as a unit, meeting on a regular basis through Professional Learning Communities (PLC) to discuss the progress of each and every student. They all realize they are a vital component of the success of the comprehensive high school and are dedicated to closing achievement gaps and meeting students' needs.

Due to the nature of the pathways offered at the CTE ECHS and Mission High School being under renovation the past couple of years, 2018-2019 will be the first year that students are in CTE ECHS cohorts within a cluster of content and elective teachers. Teachers are recruited to teach academy students based upon teacher interest in the CTE ECHS pathways. They realize the importance of student engagement and building strong relationships for student success.

The campus has experienced very little staff turnover, and the teachers serving CTE ECHS students will be carefully selected to insure they understand the philosophy of the CTE ECHS as well as its vision and mission. The CTE ECHS administrator will meet regularly with teachers serving the students to insure these teachers understand the culture of CTE ECHS, the targeted population, and the commitment necessary for the CTE ECHS students to be successful. Although commitment and hard work are necessary for student success, the staff will be rewarded when they experience firsthand the academic success of the academy students - many of these students who had not previously experienced academic success! The staff will participate in PLCs specific to the CTE ECHS to strengthen the bond they have and collaborate as a team to insure success for CTE ECHS students. Teachers will participate in professional development such as project-based learning, inquiry-based teaching, and building relationships with students.

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?

All decisions made at MHS are the result of quantitative data, while also taking into consideration individual student needs and personal circumstances. State assessment data, local assessment data, grades, computer-based assessments, TSI-assessments, and college-readiness indicators are a few of the data sources used to develop plans for instructional interventions during the day, after school, and on Saturdays. In 2018-2019, the CTE ECA will implement data walls specific to the CTE Early College Academy, use software, and maintain a data binder to consistently monitor the progress of all students. Struggling students will be monitored through student level reviews to ensure sufficient progress is being made. Data for the academy will be disaggregated by student groups as well as targeted subpopulations such as English Language Learners, students receiving Special Education services, migrant students, and highly at-risk students. In preparing students for college, data collected from the TSI-assessment will be used to target intervention for student success. Grades will continue to be reviewed every three to six weeks to insure students are being successful; dual enrollment course grades are monitored mid-semester to insure students are successful. Teachers and IHE professors review and discuss grades and student progress. Communication between the CTEC ECHS counselor and IHE continue to be ongoing on a regular basis to monitor the academic progress of students taught by the IHE staff.

Endorsements

Identify the current endorsements that are offered:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Services
- Arts and Humanities
- Multi-disciplinary Studies

Certificates

Identify all associate degrees offered to students.

Degree	Description
Associate of Applied Science	Business Management
Associate of Arts	Criminal Justice
Associate of Arts	EC-6 Generalist Teaching
Associate of Applied Science	Business Administration

Identify all level one certificates offered to students.

Certification	Description
Precision Manufacturing Technology	24 hours in Precision Manufacturing - NIMS (National Institute for Metalworking Skills)
Welding - Structural	29 hours in Structural Welding
Business Administration	32 hours in Business Management
Diesel Technology Certificate	38 hours in Diesel Technology and 4 hours in Welding

Identify all level two certificates offered to students.

Certification	Description
Welding - Combination	41 hours in Combination Welding

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TSI + IHE

Is this ECHS a TSI testing site?

Yes

Is the IHE liaison working with other ECHS campuses?

Yes
