



VANGUARD MOZART ECHS
ECHS Renewal Application
2019-2020

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Background

District Affiliation

VANGUARD ACADEMY

CD #: 108808

Region: 01

Mailing Address (Line 1): 1200 E KELLY

Mailing Address (Line 2):

City, State, Zip: PHARR, TX 78577

School Affiliation

VANGUARD MOZART

CDC #: 108-808-104

Region:

Mailing Address (Line 1): P O BOX 730

Mailing Address (Line 2):

City, State, Zip: PHARR, TX 78577

Academy Information

ECHS Academy Name:

VANGUARD MOZART ECHS

Are you currently in the 2018-2019 planning year or are a 2018-2019 planning grantee?

Yes

What grade level range will your academy serve in the 2019-2020 school year?

9

Grade Level	Number of Students
9	25

Contacts

Superintendent

Job Title: Superintendent

Full Name: Dr. Narciso Garcia

Email: n_garcia@vanguardac.net

Phone Number: 956-781-1701

Applicant

Job Title: Principal

Full Name: Mrs. Sandra Cabrera

Email: s_cabrera@vanguardac.net

Phone Number: 956-223-2030

IHE Liaison

Affiliation: South Texas College

Job Title: Director of Early College High School

Full Name: Mr. Antonio De La Cruz

Email: adelacruz_4846@southtexascollege.edu

Phone Number: 956-872-2148

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.

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

<http://mozart-secondary.vanguardacademy.education>

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

<http://mozart-secondary.vanguardacademy.education>

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

<http://mozart-secondary.vanguardacademy.education>

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

<http://mozart-secondary.vanguardacademy.education>

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

<http://mozart-secondary.vanguardacademy.education>

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

<http://mozart-secondary.vanguardacademy.education>

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

<http://mozart-secondary.vanguardacademy.education>

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

<http://mozart-secondary.vanguardacademy.education>

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

<http://mozart-secondary.vanguardacademy.education>

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

<http://mozart-secondary.vanguardacademy.education>

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

<http://mozart-secondary.vanguardacademy.education>

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

<http://mozart-secondary.vanguardacademy.education>

Provide a link to the academy's master schedules.

<http://mozart-secondary.vanguardacademy.education>

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

<http://mozart-secondary.vanguardacademy.education>

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

<http://mozart-secondary.vanguardacademy.education>

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

<http://mozart-secondary.vanguardacademy.education>

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

<http://mozart-secondary.vanguardacademy.education>

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

<http://mozart-secondary.vanguardacademy.education>

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

<http://mozart-secondary.vanguardacademy.education>

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

<http://mozart-secondary.vanguardacademy.education>

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

<http://mozart-secondary.vanguardacademy.education>

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.

According to the Texas Academic Progress Report [TAPRI] for Vanguard Academy Charter School, the teacher turnover rate for the 2017 – 2018 school year was at 8.8%, one of the lowest rates in the region. The state of Texas has a teacher turnover rate of 16.6% while the Region One average is 9.7%. Throughout the last three years, Vanguard Academy has decreased its teacher turnover rate by at least 2% every year. In 2015 – 2016 the district had a 13.9% turnover rate, in 2016 – 2017, the turnover rate dropped to 10.7%, while the latest report shows another drop in the teacher turnover rate to 9.8%. Vanguard Academy has incorporated several sustainability structures to minimize teacher turnover. As a new teacher is hired, our district Human Resource Director holds a New Teacher Orientation. During this presentation, district expectations, culture, and code of ethics are shared with all new employees. All novice teachers are assigned a mentor teacher to assist with all campus protocols and procedures. Teachers with 0-3 years of experience are selected to participate in Vanguard Academy's New Teacher Institute [NTI] allowing them to participate in activities, which support them in the areas of lesson planning, TEKS overview, collaborative strategies, such as the Common Instructional Framework [CIF] and other teaching strategies, as well as networking with other teachers in the district for additional support. The district Instructional Coach who leads these NTI meetings also conducts walk-throughs to engage in debriefing sessions for feedback on findings for teachers to refine or reinforce their delivery of instruction. Campus teachers also collaborate in Professional Learning Communities [PLCs] by content across grade levels. Once a week, teachers are able to discuss curriculum and instruction, share best practices, evaluate student work, and vertically align curriculum to better enhance students' academic needs. Each content area has experienced and seasoned teachers who take on leadership roles beyond the classroom and PLC meetings. Teachers are given every opportunity to be part of the school decision-making team and also have an opportunity to serve on the Superintendent's Advisory Council, where teachers are able to share any and all concerns with our Superintendent. Teacher certifications are reviewed to ensure teachers are properly assigned to their teaching assignments and placed accordingly. Teachers with Master's Degrees and certifications to teach dual credit courses are provided the opportunity to teach these higher-level courses, and are provided monetary stipends. Administration collaborates with teachers through PLCs and classroom visitations, making administration accessible to teachers for support and guidance throughout the school year. Together we are able to create the best teaching and learning environment for our students and staff. We soon plan to implement "Group Me" a networking application in which teachers can network beyond school hours for support and informational assistance. The working environment of Vanguard Academy is best described as "family oriented". We all treat each other with great respect and we work together on a daily basis to ensure that we provide students with "A purpose in life, A reason for learning."

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?

Within our partnership with our Institution of Higher Education, South Texas College there are set policies and procedures in place when it comes to monitoring student progress. STC provides us with a dual to degree specialist who works alongside our counselor to assist all of our dual enrollment students and aids in educating students and parents. They provide training to students and parents in various areas such as: Dual Credit and Registration through STC, as well as an in-depth review of satisfactory academic progress [SAP]. STC has also implemented the Starfish Early Alert System to assist in the communication between the faculty and students. STC wants to ensure that students are on the right path to successfully completing their courses and graduate. Students will submit a copy of this report to our counselor/ college and career advisor to document this information on our student profile sheets for monitoring. Any student at-risk of failing will be guided to schedule in-house tutoring with our content teachers and a progress report will be provided to the counselor once the student fulfills tutorial sessions and provides proof of academic improvement on courses. The counselor will ask for students to open their Jagnet [blackboard] account to review student's current grades for the courses. This form also monitors student's attendance. Strict STC policies will have a student dropped from a course due to 3 or more absences. Consistently monitoring and training students to follow procedures will help ensure the academic eligibility of our students, and avoid academic probation or suspension. Our campus dual enrollment teachers will be provided with an academic contract that will be signed between the student and teacher. This contract will layout the responsibility of the dual enrollment teacher and the student. Every three weeks, the teachers will conference with the student on grades and attendance. This will allow the teacher to monitor and support the student with any concerns on assignments, attendance, and exams. After these meetings, the dual enrollment teachers will meet with administration during PLCs to discuss student progress. If assistance is needed to support students, administration can conference with students and set up in-house tutorials. A progress report will be sent home to inform parents of student's current academic status. The campus will mirror resources provided by the IHE on Friday for all dual enrollment students. Workshops and advisory sessions will be provided to students on study habits, note taking, and resource assistance. The campus will schedule students to the computer lab and library resources for research and classroom assignment/project completion opportunities. A study hall will be available for individual or group work sessions. Staff will also be available during conference period for tutorial sessions. The teachers will ensure to maintain a high level of rigor like the IHE by providing tutorial sessions. Maintaining this high level of rigor will assure students that the campus personnel is invested 100% in their higher education. Our goal is to ensure all students are successful academically, emotionally, and socially.

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

For a description of level (one or two) certificates, please see:

<http://www.thecb.state.tx.us/reports/PDF/10494.PDF?CFID=75314517&CFTOKEN=13839274>

Identify all associate degrees offered to students.

Degree	Description
Associates of Arts	Focus on Criminal Justice
Associates of Science	Focus on Computer Science
Associate of Arts	Focus on Interdisciplinary Studies
Associates of Applied Science	Focus on Welding Technology

Identify all level one certificates offered to students.

Certification	Description
Computer Applications Specialist	Focus on business productivity software such as word processor, spreadsheet, and data management.
Structural Welding Certificate	Focus in Lay-out and Fabrication as well as blueprint reading, safety, and metallurgy.
Patient Care Assistant Certificate	Focus on acute care and specialized patient care.

Identify all level two certificates offered to students.

Certification	Description
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Combination Welding
Certificate

Focus on four processes Shielded Metal Arc Welding, Gas Tungsten Arc
Welding, Flux Cored Arc Welding

TSIA + IHE

Is this ECHS a TSIA testing site?

Yes

What ID number do students use when taking the TSIA exam?

Unique State Assigned ID

Is the IHE liaison working with other ECHS campuses?

Yes
