



VICTORY EARLY COLLEGE H S
ECHS Renewal Application
2021-2022

Contents

[Background](#)

[Contacts](#)

[Narratives](#)

[Narratives: Degrees and Credentials, Recruitment and Enrollment, Degrees and Credentials: IHE Agreements](#)

[Narratives: Strategic Partnerships](#)

[Narratives: Advanced Academics](#)

[Narratives: Curriculum and Support](#)

[Narratives: Leadership Team](#)

[Narratives: Benchmark 1 Products, Benchmark 2 Products, Benchmark 3 Products, Benchmark 4 Products, Benchmark 5 Products, Benchmark Products, Benchmark 6 Products](#)

[Download Assurances Signature Page](#)

Background

District Affiliation

ALDINE ISD

CD #: 101902

Region: 04

Mailing Address (Line 1): 2520 W W THORNE DR

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77073

School Affiliation

VICTORY EARLY COLLEGE H S

CDC #: 101-902-008

Region:

Mailing Address (Line 1): 4141 S VICTORY ST

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77088

Academy Information

What is the academy name?

Victory Early College High School

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

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

Distinguished Recognition

Grade Levels Served

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

9

10

11

12

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

125

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

115

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

109

Enter the number of students that you plan to serve in 12th grade.

106

Contacts

Applicant

Applicant 1

Job Title

Principal

Name Prefix

Dr.

First Name

Phyllis

Last Name

Cormier

Email

pacormier@aldineisd.org

Phone

2818105675

Principal

Principal 1

Name Prefix

Dr.

First Name

Phyllis

Last Name

Cormier

Email

pacormier@aldineisd.org

Phone

2818105675

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

LaTonya

Last Name

Goffney

Email

lmgoffney@aldineisd.org

Phone

281-449-1011

Narratives

Current Designations at ALDINE ISD:

- VICTORY EARLY COLLEGE H S - ECHS - 0708
- AVALOS P-TECH SCHOOL - P-TECH - 1819

Previous Planning Year Applications at ALDINE 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: IHE Agreements, Degrees and Credentials, Recruitment and Enrollment

Degrees and Credentials

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

NA

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

AD

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

Item

Recruitment and Enrollment

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

Virtual meetings will be held with all 13 Aldine ISD Middle Schools followed by parent meetings in both English and Spanish. This provides the opportunity for on campus learners and at home learners to have access to the early college opportunity. Aldine ISD has established a Choice Schools Department and developed a centralized application process that targets all students in Aldine ISD.

Degrees and Credentials: IHE Agreements

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

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Lone Star College

Name Prefix

Dr.

First Name

Quentin

Last Name

Wright

Email

Quentin.A.Wright@lonestar.edu

Phone

832-813-6688

Job Title

President

The Early College High School shall have a current, signed Memorandum of Understanding (MOU) for each school year that defines the partnership between the school district(s) and the institution(s) of higher education (IHE).

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 MOU Article 2 Section 2.2 concerning the Academic plan states: An advisory committee with representatives from both LSC-HN and AISD designated by the LSC-HN President and AISD Superintendent will meet at least annually, to evaluate curriculum, instruction, and program activities and to make recommendations regarding effective coordination between the two parties. Additionally, Article 7 Section 7.2 concerning curriculum states (a) Curricula Verification. The parties shall verify

alignment between college and high school curricula as required by THECB, TEA, and other state, regional, or national agencies. The verification includes an annual review of course crosswalk alignments, co-curriculum changes, and updates to accreditation standards. Students will enter VECHS following the Distinguished Achievement Graduation Plan or HB5 plan as applicable as well as begin with an educational plan reflecting an Associate's Degree or 60+ transferable hours towards a Baccalaureate Degree. As students determine an area of interest, a customized education plan may be established to meet the needs of the student. All high school classes and college courses will consist of relevance and rigor provided with professional relationships ensuring that the curriculum and instructional delivery is meaningful.

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

Articles 7 addresses Degrees and Curriculum and Article 8 address grading and transcribing. In the agreement Student Support VECHS will have advising staff that consists of both the high school counselor and access to LSCS-HN Student Services staff, including academic advisors. Academic policies and instructional support services that are normally offered to students at College will be offered to the students enrolled at VECHS. Students in dual credit courses shall be eligible to utilize the same or comparable academic and instructional support services that are afforded College students. TRANSCRIPTION COLLEGE CREDIT College credit for each VECHS student will appear on the College transcript as students complete a course. Transcription of college credit will be the responsibility of LSC-HN and transcription of high school credit will be the responsibility of VECHS. AISD will determine how the college grades will be recorded in the high school transcript for GPA and ranking purposes as outlined in AISD board policy. AISD will ensure parents are aware and knowledgeable of the decision made by the district concerning this matter. USE OF FACILITIES VECHS will be located on the Lone Star College- Houston North Victory Center campus whereby students will have access to all facilities in accordance with the separate facilities use agreement between the College and AISD (in the form of Exhibit A) and at no cost or expense to the students.

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.

Both parties will collaborate on student use of parking and agree to set parking limits for students based on parking availability and number of college students. Bus transportation will be provided students in accordance with AISD policy. Additionally, AISD will provide transportation during the school day for students to travel to other Lone Star College locations. The College and the AISD will bear their own costs. All textbooks and supplemental materials required for College classes will be the responsibility of AISD. College textbooks purchased by AISD may be used for multiple semesters from the date of purchase and will be issued to students for temporary use through the duration of the course or semester; Article 11 it states: If the TEA does not grant VECHS renewal authority to the parties, then either party may promptly terminate this Agreement. Either party may terminate this Agreement for convenience at any time and for any reasons, except the terminating party must provide the other party a written termination notice 60 days before the end of any Academic Year. The

termination shall be effective at the end of the Academic Year. Reasonable efforts to comply with all of the following until the termination is effective: (1) continue to adhere to the TEA ECHS Design (2) suspend new student enrollment; (3) transition the VECHS freshmen, sophomore, and junior cohorts at the time of termination to high schools AISD designates; and (4) continue to serve the VECHS until the VECHS

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

LSC-NH will provide data requested from AISD to evaluate VECHS's effectiveness. VECHS will collaborate with LSC-NH leadership team in interpretation and application of research evaluation findings, both student outcomes and process evaluation data, for improvement of the VECHS program. All VECHS instructors must meet state certification requirements in their subject area to teach in the State of Texas. VECHS faculty will be selected by AISD based upon their previous experience and success in teaching. In addition, instructors who meet the necessary SACS qualifications may be granted "Adjunct Instructor" status by the College, and may be permitted to teach college level dual credit courses. They must adhere to the College academic course requirements. AISD will collaborate with the College to fulfill all SACS and THECB requirements regarding instructors' credentials. VECHS faculty will be evaluated annually by AISD and by the College, if also serving as an adjunct instructor, in accordance with AISD and the College policies and procedures. The College will pay the salary of any adjuncts supplied to teach college courses at VECHS. AISD will pay the salary and benefits of the instructors employed by VECHS. LSC-NH is responsible for collaborating with VECHS to assign faculty VICTORY EARLY COLLEGE H S // ECHS // Renewal // pacormier@aldineisd.org for the dual credit courses. In some cases, dual credit courses may be taught by the high school teacher meeting the College's eligibility requirements to teach. All VECHS staff will be employees of AISD. Each year, VECHS will assess staffing needs.

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
AP

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

AGCM

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?

Victory has encountered hiring teachers to teach dual credit. When advertising a vacancy we seek to employ teachers that are credentialed to teach dual credit classes. Victory Early College High School encourages teachers to acquire over a two year period credentials to teach dual credit classes.

Is the academy a TSIA testing site?

No

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
CS I- College Planning	All 9th graders take this class during their freshman year. This class helps prepare them for college classes, TSi and organization. It also offers student support and accountability
CS IV- College Planning	This class creates a space for seniors to meet, collaborate and prepare for college life. Scholarships are prepared and support for college classes are offered,
College Visits	The Early College offers college visits to all students during both the fall and spring semester. Students travel to colleges throughout the year to better understand and experience the college environment and college life.
Grad Prep	Students can receive support in TSI Reading and Math.
Enrichment	This is a study hall where teachers monitor and support students in high school and college classes

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
Student	Victory Early College students are afforded the opportunity to be an integral part of all

Life Activity Services	student life Description
and Activities	activities including student organizations such as Brother for Brother, SAGE, Latino Voices, etc..... They also have access to tutors in Math and English in the Learning Center. Lone Star provides a dual credit advisor specifically for the early college students in addition to regular advisers as they transition to higher ed institutions

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

Data is collected and monitored throughout the school year, in order to properly meet the requirements and guidelines of our Early College Blueprint. ACCESS: We consistently refer back to the blueprint when collaborating on ways to solicit the applications of students that meet the demographic requirements. Fortunately (this requirement comes without great challenge. Aldine Independent School District is a title one district that is dominated by both African American and Hispanic students that are economically disadvantaged. ATTAINMENT: Students are monitored very closely during their transition year. We want to ensure that they are prepared and ready to begin college classes as early as the second semester of their 9th grade year. Through careful alignment and by setting prerequisites, students can acquire the credits needed to complete one college level Math and English course. There is a pre-developed plan suggested for each Associates Degree that students can select from. Each plan has a list of classes that support the Associates Degree the student is seeking. ACHIEVEMENT: Every 9th grade student enters Victory Early college taking College Planning Seminar, better known as CSI. This class prepares them for the TSI and all of the required expectations of an Early College student. If the student is successful on their TSI they can begin their college classes. However, if they are not successful initially, they will continue to receive support through CS2 and CS3. This process continues throughout the year, and after proper data collection we can collaboratively access

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 One	Target population is a priority for Victory in support of the blueprint as it relates to target population. Our goal is to become distinguished in targeting the At Risk population and mirror the district in its At Risk population.
Benchmark Four	Curriculum and supports is vital in supporting every student holistically. Special emphasis will be placed on providing intervention via the virtual platform for those at home learners. Specifically, Victory will focus on intervention as oppose to remediation for all academic subjects in the course of a school day as oppose to after school.

Benchmark	Description
Benchmark 5	Victory's goal is to strengthen its processes related to rigor readiness as it relates to preparedness for the TSI test. Our goal is to increase the percentage of students meeting the qualifying scores the first time the test is taken in reading and writing. Additionally, Victory will adapt its college readiness initiatives to coincide with the new TSIA..

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

Benchmark Products

Benchmark 1 Products

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

https://drive.google.com/drive/folders/1a_XoTsJPstJftveA1hgNnOwE5ghwA27-Z

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://drive.google.com/drive/folders/1a_XoTsJPstJftveA1hgNnOwE5ghwA27-Z

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

https://drive.google.com/drive/folders/1a_XoTsJPstJftveA1hgNnOwE5ghwA27-Z

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

https://drive.google.com/drive/folders/1a_XoTsJPsjftveA1hgNnOwE5ghwA27-Z

Benchmark 2 Products

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

https://drive.google.com/drive/folders/1a_XoTsJPsjftveA1hgNnOwE5ghwA27-Z

Benchmark 3 Products

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

https://drive.google.com/drive/folders/1a_XoTsJPsjftveA1hgNnOwE5ghwA27-Z

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

https://drive.google.com/drive/folders/1a_XoTsJPsjftveA1hgNnOwE5ghwA27-Z

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

https://drive.google.com/drive/folders/1a_XoTsJPsjftveA1hgNnOwE5ghwA27-Z

Benchmark 4 Products

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

https://drive.google.com/drive/folders/1a_XoTsJPsjftveA1hgNnOwE5ghwA27-Z

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

https://drive.google.com/drive/folders/1a_XoTsJPsjftveA1hgNnOwE5ghwA27-Z

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

https://drive.google.com/drive/folders/1a_XoTsJPsjftveA1hgNnOwE5ghwA27-Z

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

https://drive.google.com/drive/folders/1a_XoTsJPtJftveA1hgNnOwE59hwA27-Z

Provide a link to the academy's Master Schedules

https://drive.google.com/drive/folders/1a_XoTsJPtJftveA1hgNnOwE59hwA27-Z

Benchmark 5 Products

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

https://drive.google.com/drive/folders/1a_XoTsJPtJftveA1hgNnOwE59hwA27-Z

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

https://drive.google.com/drive/folders/1a_XoTsJPtJftveA1hgNnOwE59hwA27-Z

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

https://drive.google.com/drive/folders/1a_XoTsJPtJftveA1hgNnOwE59hwA27-Z

Provide a link to the academy's Bridge program curricula

https://drive.google.com/drive/folders/1a_XoTsJPtJftveA1hgNnOwE59hwA27-Z

Benchmark 6 Products

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

https://drive.google.com/drive/folders/1a_XoTsJPtJftveA1hgNnOwE59hwA27-Z

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

https://drive.google.com/drive/folders/1a_XoTsJPtJftveA1hgNnOwE59hwA27-Z

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

https://drive.google.com/drive/folders/1a_XoTsJPtveA1hgNnOwE5ghwA27-Z
