

Benchmark 6: Best Practices Supporting School Design



Dannette Young, Memorial Early College High School dannette.young@comalisd.org

Tia Weidenfeller, Memorial Early College High School tia.weidenfeller@comalisd.org

Marsha Alexander, Roscoe Early College High School malexander@roscoe.esc14.net

What Are Your Best Practices With Regard To School Design?



The goal is to improve school design, keeping in mind the key stakeholders within the structures and processes that can be impacted.

Benchmark 6: School Design		
The ECHS must provide a full-day program (i.e., full day as defined in PEIMS) at an autonomous high school (i.e., a high school with a principal or program coordinator assigned 100 percent to ECHS responsibilities who has scheduling, hiring, and budget authority), an IHE liaison with decision-making authority, and a highly qualified staff with support and training.		
Products	Sources of Data	
<ul style="list-style-type: none"> • MOU • Staffing plans • Job descriptions • Professional development and support plans • Mentor/induction program plans • Schedules • Teacher assignments 	<ul style="list-style-type: none"> • Principal/liaison meeting agendas and notes • Budgets • Teacher qualifications • Observation data • Training agendas, sign-in sheets, and notes 	
Initiating	Implementing	Exemplar
<p>The initiating campus shall create a cohesive schedule of tasks, activities, and accomplishment of interim benchmarks that culminate in achievement of Exemplar targets within a logical and reasonable timeframe</p>	<p>ECHS shall meet all the Initiating criteria.</p> <ol style="list-style-type: none"> 2. The ECHS location shall be: <ul style="list-style-type: none"> • on a college or university campus, or • in a stand-alone high school campus or in a smaller learning community within a larger high school. <ul style="list-style-type: none"> ○ ECHS campuses not located on a college or university campus must provide students with regular use (at least six times per school year) of college academic facilities. ○ ECHS campuses located in a smaller learning community within a larger high school must disaggregate required ECHS student data. 3. ECHS staff shall include: <ul style="list-style-type: none"> • a principal, or program director has scheduling, hiring, and budget autonomy; • an IHE liaison with decision-making authority who interacts directly and frequently with ECHS staff and administrators; • highly qualified ECHS teachers who within four years will be reporting only to the ECHS principal/director and teaching only ECHS students in all core courses. 4. The ECHS students shall be enrolled in ECHS-only sections for core classes. 5. ECHS shall implement an annual professional development plan based on needs assessment of student data. 	<p>ECHS shall meet all the Implementing criteria.</p> <ol style="list-style-type: none"> 2. ECHS campuses not located on a college or university campus shall provide students with weekly use of IHE academic and support facilities, such as libraries, labs, advising center, career center, eating facilities, cultural facilities, and sports facilities. 3. ECHS staff shall include: <ul style="list-style-type: none"> • an IHE liaison who meets and/or works directly with the principal/director on, at least, a weekly basis • highly qualified teachers who report only to the ECHS principal/director and teach only ECHS students • counseling staff who report only to the ECHS principal/director and serve only ECHS students. 4. All ECHS students shall enroll in core and elective courses that include only ECHS students and/ or college students. 5. The ECHS shall implement the following staff support structures: <ul style="list-style-type: none"> • a mentoring and induction program for newly hired staff. • opportunities for ECHS teachers and higher-education faculty to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with IHE faculty.

ECHS campuses not located on a college or university campus shall provide students with weekly use of ***IHE*** academic and support facilities, such as libraries, labs, advising centers, career centers, eating facilities, cultural facilities, and sports facilities.

WHERE ARE WE NOW?

WHERE DO WE WANT TO BE?

HOW CAN WE GET THERE?

ECHS campuses not located on a college or university campus shall provide students with weekly use of ***IHE*** academic and support facilities, such as libraries, labs, advising centers, career centers, eating facilities, cultural facilities, and sports facilities.

MECHS

- Eagle camp (summer bridge)
- SPC library
- Online courses
- IHE campus visits
- Byrd sanctuary
- Math lab
- Presidential lecture series
- IHE liaison
- SPC graduation
- Phi Theta Kappa
- Career services

ROSCOE

- Summer bridge
- TAMU library
- First class
- IHE campus visits
- College days
- WTC campus activities
- Degree planning
- Awards
- Graduation

ECCHS staff shall include: an **IHE** liaison who meets and/or works directly with the principal/director on a weekly basis; highly-qualified teachers who report only to the **ECCHS** principal/director and teach only **ECCHS** students; and counseling staff who report only to the **ECCHS** principal/director and serve only **ECCHS** students.

WHERE ARE WE NOW?

WHERE DO WE WANT TO BE?

HOW CAN WE GET THERE?

ECCHS staff shall include: an **IHE** liaison who meets and/or works directly with the principal/director on a weekly basis; highly-qualified teachers who report only to the **ECCHS** principal/director and teach only **ECCHS** students; and counseling staff who report only to the **ECCHS** principal/director and serve only **ECCHS** students.

MECHS

- Dedicated MECHS principal
- MECHS teachers
- MECHS students
- Counselor
- Daily/weekly contact with IHE liaison
- Quarterly Comal ISD/ECCHS/SPC meetings

ROSCOE

- District-wide
- All students
- Courses for all
- Liaison
- Monthly meetings

All ***ECHS*** students shall enroll in core and elective courses that include only ***ECHS*** students and/or college students.

WHERE ARE WE NOW?

WHERE DO WE WANT TO BE?

HOW CAN WE GET THERE?

All ***ECHS*** students shall enroll in core and elective courses that include only ***ECHS*** students and/or college students.

MECHS

- Pre-AP, AP, dual credit on MECHS campus with highly-qualified or adjunct faculty
- Online with peers and SPC students

ROSCOE

- District-wide—all students
- TSI-compliant students
- Non-TSI-compliant students

The ***ECHS*** shall implement the following staff support structures: a mentoring and induction program for newly hired staff and opportunities for ***ECHS*** teachers and higher-education faculty to receive extensive training and support through regularly-scheduled formative peer observations and collaboration opportunities with ***IHE*** faculty.

WHERE ARE WE NOW?

WHERE DO WE WANT TO BE?

HOW CAN WE GET THERE?

The ***ECHS*** shall implement the following staff support structures: a mentoring and induction program for newly hired staff and opportunities for ***ECHS*** teachers and higher-education faculty to receive extensive training and support through regularly-scheduled formative peer observations and collaboration opportunities with ***IHE*** faculty.

MECHS

- Back-to-school PD
- Weekly faculty PD
- Extended campus PD on early release
- Collaborative planning groups
- NTAC
- Instructional coach
- SPC PD each semester
- IHE mentor observation
- Comal U
- Instructional rounds

ROSCOE

- New teacher orientation
- Mentoring—instructional coaches
- Weekly faculty PD
- Adjunct faculty
- Observations
- Instructional rounds

IMMEDIATE IMPLEMENTATION

CHANGE IDEAS

MORE PLANNING/PREP