

# Benchmark 6: Best Practices Supporting School Design

Dannette Young, Memorial Early College High School <a href="mailto:dannette.young@comalisd.org">dannette.young@comalisd.org</a>

Tia Weidenfeller, Memorial Early College High School <u>tia.weidenfeller@comalisd.org</u>

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	
MOU Staffing plans Job descriptions Professional development and support pla Mentor/induction program plans Schedules Teacher assignments Initiating	Implementing	Principal/liaison meeting agendas and notes Budgets Teacher qualifications Observation data Training agendas, sign-in sheets, and notes  Exemplar	
The initiating campus shall create a cohe	HS shall meet all the Initiating criteria.	CHS shall meet all the Implementing criteria.	
schedule of tasks, activities, and accomplishment of interim benchmarks that culminate in achievement of Exemplar targets within a logical and reasonable timeframe	The ECHS location shall be:	<ol> <li>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 enter, career center, eating facilities, cultural facilities, and sports facilities.</li> </ol>	

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WHERE ARE WE NOW?	WHERE DO WE WANT TO BE?	<b>HOW CAN WE GET THERE?</b>

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#### **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

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

**ECHS** 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 **ECHS** principal/director and teach only **ECHS** students; and counseling staff who report only to the **ECHS** principal/director and serve only **ECHS** students.

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#### **MECHS**

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

- 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.

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#### **MECHS**

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

- 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.

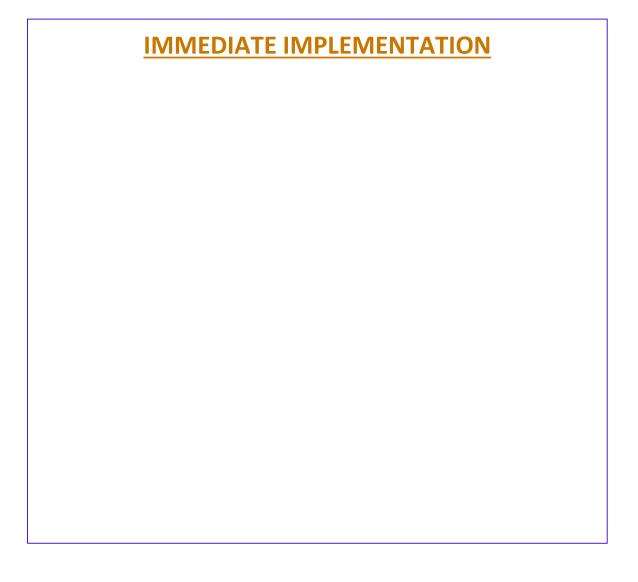
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#### **MECHS**

- 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

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



### **CHANGE IDEAS**

**MORE PLANNING/PREP** 

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