



Full Application for ECHS Designation

**ECHS Academy: Silsbee Early College High School
(Previously Designated)**

2017-2018

Contents

[Provisions](#)

[Contacts](#)

[Benchmark 1](#)

[Benchmark 2](#)

[Benchmark 3](#)

[Benchmark 4](#)

[Benchmark 5](#)

[Benchmark 6](#)

[Documents](#)

Part 1: Provisions and Assurances

The following benchmarks are the minimum required components that must be demonstrated through this application in order to be designated as an Early College High School. Please check the box by each requirement to indicate that the ECHS understands and will comply with the requirement. Application information that contradicts these assurances, or evaluation information that indicates that the required provisions are not being met, could result in a campus being denied designation.

1.1 Target Population:

The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12 and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college. ☒

1. The ECHS recruitment and enrollment processes and requirements shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, or minimum grade point average (GPA). ☒
2. The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g. first generation college goers, students of low socioeconomic status, African American students, and Hispanic students). ☒
3. The ECHS shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews. ☒
 - a. The ECHS shall make available to TEA their annual recruitment and enrollment policies and data. ☒
 - b. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders; target appropriate student populations; and include regular activities to educate students, counselors, principals, parents, and school board and community members. ☒

1.2 Partnership Agreement:

The ECHS must have a current, signed MOU that: ☒

1. defines the partnership between the school district(s) and the IHE(s) and addresses topics including, but not limited to, the ECHS location; the allocation of costs for tuition, fees, textbooks; and student transportation, ☒
2. states that the school district or charter in which the student is enrolled shall pay for tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE; ☒
3. defines an active partnership between the school district or charter and the IHE, which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and ☒
4. includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS. ☒

1.3 P-16 Leadership Initiatives:

The school district and institute of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly to address issues of design and sustainability. Membership should include the Early College High School principal/director and individuals with decision-making authority from the district(s) and IHE(s). ☒

1. The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics: ☒
 - Identifying the members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS ☒
 - Reviewing the MOU for necessary revisions ☒
 - Sharing responsibility (between the school district and the IHE) for developing annual reports to district and IHE boards that provide data, highlight successes, and outline plan for improvement ☒
2. Meeting minutes and agendas shall be publicly available. ☒

1.4 Curriculum and Support:

The Early College High School (ECHS) shall provide a rigorous course of study that enables a participating student to receive a high school diploma and an associate's degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study. ☒

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associate's degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study. ☒
2. The ECHS shall monitor student progress and report the number of hours completed per student, disaggregated by student groups. ☒
3. The ECHS shall provide students with academic, social, and emotional support in their course of study. ☒

1.5 Academic Rigor and Readiness:

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC §4.53) to all accepted students to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance. ☒

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associate's degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study. ☒
 - The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students, academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test. ☒
 - The ECHS shall report to TEA the dates the TSI is administered. ☒
 - The ECH shall report to TEA the number of students who have currently passed each section of the TSI assessment, including a breakdown of TSI testing data for subpopulations of targeted students. ☒

1.6 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. ☒

1. The ECHS location shall be: ☒
 - 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.
 - 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. ☒
2. ECHS required staffing include:
 - a principal, or program director who 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. ☒
3. The ECHS students shall be enrolled in ECHS-only sections for core classes. ☒
4. ECHS shall implement an annual professional development plan based on needs assessment of student data. ☒

Part 2: Contact Information

2.1 ECHS Academy

ECHS Academy Name:

Silsbee Early College High School

County District Campus Number 2:

County District Campus Number:

100904001

County District Campus Number 3:

This CDC number:

Is shared with a comprehensive campus

What is the 2016-2017 ECHS designation status of your campus?:

Provisional: Operating under the 3 year provisionally designated status.

Mailing Address - Line 1:

1575 Hwy 96 North

Mailing Address - Line 2:

City:

Silsbee

State:

Tx

Zip Code:

77656

2.2 School District

School District Name

Silsbee ISD

Mailing Address - Line 1:

415 Hwy 327 W

Mailing Address - Line 2:

Mailing City:

Silsbee

State:

Tx

Mailing Zip Code:

77656

2.2.a School District 2

School District Name:

Mailing Address - Line 1:

Mailing Address - Line 2:

Mailing City:

State:

Tx

Mailing Zip Code:

2.2.b School District 3

School District Name:

Mailing Address - Line 1:

Mailing Address - Line 2:

Mailing City:

State:

Tx

Mailing Zip Code:

2.3 Primary Institution of Higher Education (IHE) Partner

Partner Name:	How many ECHS does this IHE partner with?	
Lamar Institute of Technology	2	
Mailing Address - Line 1:	Mailing Address - Line 2:	
PO Box 10043		
Mailing City:	State:	Mailing Zip Code:
Beaumont	Tx	77710

2.3.a Secondary Institution of Higher Education (IHE) Partner

Partner Name:	How many ECHS does this IHE partner with?	
Mailing Address - Line 1:	Mailing Address - Line 2:	
Mailing City:	State:	Mailing Zip Code:
	Tx	

2.3.b Additional Institution of Higher Education (IHE) Partner

Partner Name:	How many ECHS does this IHE partner with?	
Mailing Address - Line 1:	Mailing Address - Line 2:	
Mailing City:	State:	Mailing Zip Code:
	Tx	

2.4 Education Service Center Region

Education Service Center Region: 05

2.5 Person Completing this Application

Title:	
Curriculum Director	
First Name:	Last Name:
Sherrie	Thornhill
Phone:	Email:
4099807823	sherrie.thornhill@silsbeeisd.org

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Paul

Phone:

4099807878

Last Name:

Trevino

Email:

paul.trevino@silsbeeisd.org

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Richard

Phone:

4099807824

Last Name:

Bain

Email:

richard.bain@silsbeeisd.org

2.7.a Superintendent (District 2)

Title:

First Name:

Phone:

Last Name:

Email:

2.7.b Superintendent (District 3)

Title:

First Name:

Phone:

Last Name:

Email:

Part 2.b: Institution of Higher Education Contact Information

2.8 Institution of Higher Education Liaison

Title:

Director Corporate Training

First Name:

Ken

Last Name:

Lamartiniere

Phone Number:

4098392909

Email:

kolamartiniere@lit.edu

2.8.a Institution of Higher Education Liaison (complete when there are two IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

2.8.b Institution of Higher Education Liaison (complete when there are three IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

2.9 Authorized Institution of Higher Education Official

Title:

President

First Name:

Dr. Lonnie

Last Name:

Howard

Phone Number:

4098808596

Email:

llhoward@lit.edu

2.9.a Authorized Institution of Higher Education Official (complete when there are two IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

2.9.b Authorized Institution of Higher Education Official (complete when there are three IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

Part 3: Benchmarks

Benchmark 1 - Target Population

ECHS Projected Enrollment: Show how the school has scaled up or will scale up by filling out the table below to indicate projected enrollment growth by year and grade level. If a grade level is not served, put 0 (zero).

Grades of students to be served	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2016-2017 enrollment	0	0	0	40	0	0	0	40
2017-2018 projected enrollment	0	0	0	40	40	0	0	80

Instructions:

- In the “Percent of High School Students in District” column, use PEIMS data to indicate the percent of students for each demographic category currently enrolled in the district or charter school.
- If the ECHS is not currently in operation, complete the district column and place a zero in each row in the ECHS column. This information will be submitted by provisional designation finalists to TEA in the spring.

Demographics	Percent of High School Students in District (from PEIMS)	Percent of High School Students in District (if multi-district) (from PEIMS)	Percent of High School Students in District (if multi-district) (from PEIMS)	Percent of All Students Enrolled in ECHS
Economically Disadvantaged	51	0	0	47
At-Risk	47	0	0	42
LEP	.002	0	0	0
White	71	0	0	82
Hispanic or Latino	6	0	0	5
Black or African-American	18	0	0	20
First Generation College-Goers	N/A	N/A	N/A	56
Other	0	0	0	0

Please indicate the subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses that your ECHS has identified to recruit and enroll.

First generation college-goer	☒
Hispanic or Latino	
Black or African-American	
Economically Disadvantaged	☒
Other:	

Please describe the recruitment and enrollment processes and requirements used by the ECHS. Please address how these processes and requirements facilitate the recruitment and enrollment of students who are at risk (as defined by PEIMS) or who are in the identified under-represented subpopulations.

Recruitment information will be published on the district website and high school associated Facebook pages. At the same time, details for the ECHS will be published in the local newspapers. Flyers will be provided to the community in English and Spanish. Silsbee ECHS will focus on giving at-risk and economically disadvantaged students first consideration in the application process, as defined by PEIMS. All students from all backgrounds will be encouraged to apply and will be considered for admission.

Silsbee ECHS will meet with students and parents through open forum meetings beginning in January 2017. 8th grade students and parents will be provided with an introduction to ECHS, benefits and goals of the designation, and an ECHS application. ECHS counselor, student coordinator, and administration will conduct 8th grade class visits beginning in January 2017.

A rubric has been designed to evaluate the student essay responses in the application. An assurance of parent commitment is part of the application process. The commitment necessary for student success will be emphasized in the parent meetings.

Silsbee ISD's recruitment and enrollment process and requirements shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students. The enrollment decisions of the district shall not be based on state assessment scores, discipline history, teacher recommendations, or minimum grade point average. Each step of the recruitment and enrollment process will include key stakeholders, encompassing students, counselors, principals, parents, school board and community members. The planned implementation will be followed.

Students will be selected by an ECHS selection committee prior to the end of the current school year and awarded a "scholarship" to be presented by Lamar Institute of Technology and Silsbee ISD at a regular school board meeting.

Please describe the how the recruitment and enrollment processes and requirements were developed and how they are analyzed, reviewed, and refined.

The recruitment and enrollment processes and requirements were developed by the ECHS committee, comprised of teachers, counselors, and administration. Additionally, in analyzing, reviewing, and refining these processes and requirements, the ECHS devised an ECHS Advisory Committee that is comprised of parents, students, community members, teachers, counselors, and administrators as a way to gather input from all stakeholders with this new initiative in the school district.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

Attention has been given to not exclude or discourage any student from enrolling into SECHS. The selection process gives priority to at-risk students and students historically underrepresented in college courses. In addition to the Leadership Team, a Campus ECHS Team comprising of campus administrator and teachers and an ECHS Advisory Team comprising of parents, community members, counselors and teachers have been established. These teams have been utilized to review current recruitment and enrollment practices and procedures and provide input on the improvement of these procedures.

As this is our first year as a ECHS, we will seek to strength and broaden our recruitment and enrollment practices as we work toward meeting the criteria for Exemplar.

Benchmark 2: P-16 Partnership Agreement

Required MOU Topics	Page number in MOU where it is referenced
The location of the ECHS, allocation of costs and fees, and transportation	1, 3
Administration of statewide instruments under Subchapter B, Chapter 39	3
Grading periods and policies	4
Courses of study	2
Curriculum alignment	2
Instructional materials	3
Instructional calendar	2
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	3
Student enrollment and attendance policies	3
Provisions for discontinuing ECHS operation (see next section for details)	1
Provisions for collecting and reviewing the following disaggregated data: • Number of credit hours taken and earned • GPAs • State assessment results • SAT/ACT, PSAT scores • TSI readiness by grade level • Qualifications of ECHS staff • Location(s) where courses are taught	1

Highly Recommended MOU Topics	Page number in MOU where it is referenced
Access to IHE facilities, services, and resources for ECHS students	2, 3, 4
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	2
Procedures for collecting and sharing student and teacher data	4
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.	4
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned.	4
Provisions for implementing program improvements based on the collection and review of the following data: • Articulation of high school students in four-year colleges/universities and level of entry • Enrollment/retention rates, leaver codes, and attrition rates, by grade level • Student participation in activities at IHE	4

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Initiating

Please provide a brief description of how your ECHS program plans to develop beyond Initiating in this benchmark. (300 word maximum)

For the first year of operation, the Leadership Team feels there is a solid foundation on which to build. Through data disaggregation, input from stakeholders, and review of practices a plan for improvement and expansion can take place.

Benchmark 3: P-16 Leadership Initiative

P-16 Coordination & Communication

The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization.

Please list the dates that this group met during the past school year.

November 30, 2016

Please list the names and titles of the group members. Fill all fields. Write "NA" if someone of a specified title is not a member of the leadership team.

Title	Name
Superintendent	Richard Bain
Curriculum & Instruction or equivalent	Sherrie Thornhill
ECHS principal or director	Paul Trevino
IHE President	NA
IHE Provost	NA
Dean of college of Education	NA
ECHS Liaison	Ken Lamartiniere
ECHS Student Coordinator	Mona Harrell-Bodle
Executive Director of Workforce Education	Patrick Calhoun
Vice President of Student & Academic Success	Melissa Armentor

What are the functions of the group? Briefly summarize the role each member plays in the ECHS, topics/issues the group has addressed, decisions it has made, and accomplishments it is most proud of.

Each member has a shared role on the Leadership Team. Topics addressed by this team are:

- logisitics of crosswalk completion for students based on the updates of the IHE
- MOU details-textbooks, access to learning labs/student center, site visits and classroom visits by students and staff, students to meet professors prior to course
- Texas Success Initiative student preparations.
- Professional development for ISD staff with the IHE
- ISD counselor professional development with the IHE

Accomplishments it is most proud of:

- IHE agrees to provide FREE professional development for teachers and counselors.
- IHE agrees to provide a full-time academic advisor to be housed at the high school at NO-COST to the ISD.
- IHE Liaision is accessible to the ISD on a monthly basis
- ISD committment to offering stipends to ECHS teachers.

If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff turnover, please describe those structures here.

Sustainability structures to address and minimize the challenges of staff turnover:
-ISD has implemented stipends to pay district personnel for being ECHS instructor
-IHE offers FREE professional development by the IHE for ECHS teachers and counselors.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

A Partnership Team made up of both IHE and high school personnel meet monthly to review and address ECHS operations and data. This team reports to the Leadership Team which meets at least once a semester to review the MOU and all other aspects of the ECHS operation. Meeting minutes and agenda are posted on the District website.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

Silsbee ISD is able to offer students a course of student in each of the endorsements. The student will be able to select high school course from the following endorsements: STEM, Business and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies.

Please indicate the associate's degrees that will be offered to students.

Associate of Art in General Studies

Please indicate the Level I and Level II certificates that will be offered to students.

NA

Please indicate how the ECHS will monitor student progress and use student data to support success.

Each ECHS student will have a personal graduation plan completed in the district-wide data management program called DMAC. Students' grades and achievement data will be disaggregated into various reports to enable ECHS staff to interpret and understand student strengths and weaknesses. Students will also work with the counselor to develop a college degree plan. Students will have access to both the ECHS counselor and ECHS student coordinator to receive guidance on their academic goals and plans for the future. Both the ECHS counselor and ECHS student coordinator will monitor student progress through various data sources.

Student progress toward TSI completion and obtaining an associates degree will be monitored on a weekly basis and every grading period. A student's course schedule will be developed according to TSI completion, HS graduation requirements, and IHE requirements for obtaining an associates degree. Flexible scheduling will also allow for students to participate in an endorsement of their choosing.

TSI exam scores will be analyzed in order to fulfill the requirements of the IHE. TSI interventions will be implemented based on student individual score reports as to successfully complete all 3 portions. Additionally, PSAT 8/9 scores will also be utilized to determine areas of need as this is a nationally recognized exam and would provide pertinent data points moving students toward college and career readiness standards. Additionally, coursework assessments will be analyzed to implement interventions, tutorials, and the like, to ensure student success.

Success will be determined as each student fulfills the requirements for high school graduation in conjunction with fulfilling the requirements for obtaining an associates degree as outlined by our IHE partner. Additionally, success will be determined when students can successfully transfer to a 4-year IHE of their choice.

Please indicate how the ECHS will provide academic support to the students by personalizing the learning environment.

Silsbee ISD will continue to sustain a college and career readiness program in grades 6th-10th. All ECHS students will be required to participate in the college and career readiness program prior to beginning college level coursework. This college readiness system is designed to increase school wide learning and performance as teachers and students will be using research based methods to equip students with strategies to be college ready.

The ECHS will provide academic support to the students by personalizing the learning environment through student engagement and strategies such as: collaborative group work, writing to learn, questioning, scaffolding, literacy groups, and tutorials.

Please indicate how the ECHS will provide social and emotional support to the students.

A counselor will be designated to ECHS students and will conduct individual conferences with students to establish a four year course of study plan. Group sessions will also be held by the counselor to address college-related issues. Additionally, the counselor will be available to address any social or emotional issues experienced by the students.

An ECHS student coordinator will assume the role of monitoring student progress weekly and providing social support as coursework will become more rigorous.

Parent-student conferences and group meetings will be held to foster peer support and gain input for monitoring student engagement and motivation.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Initiating

Please provide a brief description of how your ECHS program plans to develop beyond Initiating in this benchmark. (300 word maximum)

Ongoing monitoring allows collection of data to evaluate student needs. Support efforts are in place to foster student success in our first year of implementation. Plans to expand support the students both socially and emotionally are part of the ECHS Advisory discussions.

Benchmark 5: Academic Rigor and Readiness

Please list TSI administration dates provided during the past school year.

December 2016, January 2017, February 2017, March 2017, April 2017

Please list the dates that the TSI will be administered in the coming school year.

August 2017, September 2017, October 2017, November 2017, December 2017, January 2018, February 2018, March 2018, April 2018, May 2018

Is the ECHS a TSI assessment site or does the IHE administer the TSI?

ECHS is a TSI assessment site

Please describe the ECHS's plan for TSI success, including academic preparation classes for accepted students and/or bridge program(s), academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.

The district will implement a study review for the selected students through tutorials prior to their first TSI testing.

ISD staff members have been trained to be TSI instructors in the area of Math, Reading, and Writing. ALL ECHS students will be enrolled in a full year College Readiness course as to address those areas to become college ready in reading, writing, and math on the TSI. Those students that are not successful on one or more parts of the TSI will be required to attend tutorials outside of the school day for 6 hours prior to retaking the TSI. Additionally, a summer bridge program will be implemented for ECHS accepted students and will be held June 12-15, 9am-11am, and will prepare students for TSI in Reading, Writing, and Math.

TSI support will also be offered as an elective for all students not meeting the TSI requirements.

No student will be required to pay for their TSI assessment as long as they are enrolled in the ECHS.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

The SECHS has built TSI preparation into the master schedule as well as plans for a summer program. Students are able to take the TSI monthly on campus and without cost.

Benchmark 6: School Design

What is the design of the ECHS model for which partners are requesting designation?

Not located on a college campus:

A small learning community (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan) within a larger high school

Please describe when and how the ECHS students will make use of IHE academic and support facilities, such as libraries, labs, advising center, career center, eating facilities, cultural facilities, and sports facilities. If the ECHS is located on a college campus, just write, "ECHS is on a college campus."

Students from the ECHS will be allowed to access all LIT facilities including but not limited to the following: library, learning center and labs, eating facility, career center, computer center. Additionally, students would have access to the LIT Robinson facility in Silsbee, Texas for computer access. Students will have access to these facilities throughout the school year on an as-needed basis. All students will be provided the opportunity to become acquainted with the faculty and facility each semester.

School Design: Staffing

Please describe all duties and responsibilities of the ECHS principal or director. Explain the principal or director's role in scheduling, hiring, and budgeting for the ECHS. If the ECHS principal or director has any duties or responsibilities unrelated or in addition to ECHS leadership, please explain.

The ECHS principal will be expected to supervise and maintain the articulated curriculum plan between Silsbee High School and Lamar Institute of Technology to guarantee the availability of a high school diploma along with 60 college credit hours available to all ECHS students within a 4- year graduation plan. They will foster collaboration between SHS and LIT leadership and faculty for the purposes of improved instruction and curriculum alignment. The principal will promote a college going culture that builds on student behavioral expectations and persistence through high school, as well as developing the skills and awareness to succeed in college.

In order to continuously improve the ECHS experience for all students, the principal will evaluate staff and faculty professional development effectiveness, evaluate and improve the instructional program effectiveness to insure rigor, support and student progress in college coursework, establish sustainable and accurate methods for tracking school and student data for SHS and LIT progress and reporting, and review, interpret and use data to understand and improve school and student success.

For staffing purposes the high school principal will be over all scheduling and hiring of teachers for the first two years. We will transition to an ECHS director.

Staffing will be addressed through the hiring process as we will attempt to hire faculty with master's degrees so they will be able to work as adjunct professors with the college.

Please describe the duties and responsibilities of the IHE liaison for your ECHS, including how frequently he or she meets and/or works with the ECHS principal/director.

The liaison for ECHS will serve as an information resource for the ECHS program, policies, procedures and materials. He/she will maintain a positive relationship between SHS and LIT. The liaison will develop, coordinate, and evaluate ECHS services on the high school campus, and coordinate and deliver on site services such as admissions, testing and academic advising. He/she will develop restricted LIT classes held on the SHS campus and assist with promotion and recruitment of faculty where needed. The liaison will serve as primary contact for LIT faculty teaching on the high school campus and create recruitment and advising materials for SHS. In addition, he/she will assist students with registration problems. The liaison will meet with the principal/director, students and other stakeholders as necessary to ensure the success of this collaborative effort.

Is the IHE liaison working with other ECHS campuses?

Yes ☒

If "Yes," please list the other ECHS campuses the IHE liaison works with.

Beaumont ISD

Which statement best reflects the assignment of the ECHS teachers?

The ECHS will employ highly qualified teachers who within four years will be reporting only to the ECHS principal/director and teaching only ECHS students in all core courses.

Please describe the ECHS's annual professional development plan, teacher mentor programs and/or 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 teachers will participate in LIT mentor programs and training as provided by LIT for their instructors.

Each semester the ECHS teachers and LIT instructors will meet to review course outline. Teachers will also be encouraged to attend appropriate content area staff development workshops and/or conferences during the summer.

Course and instructor evaluation would be conducted for ECHS courses similar to the current practice for LIT instructors.

ECHS counselor will participate in workshops and training sessions with LIT academic advisors as designed by LIT.

Which statement best reflects the enrollment policies regarding ECHS students?

The ECHS students will enroll in core courses that include only ECHS students and/or only college students.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Initiating

Please provide a brief description of how your ECHS program plans to develop beyond Initiating in this benchmark. (300 word maximum)

The district is working to hire IHE qualified staff for the ECHS program and toward having teachers who within four year will be reporting only to the ECHS principal and teaching only ECHS students in all core courses.

Part 4: Supporting Documents

Verify the Academy has the most current versions of each required attachments on file at the campus by checking the boxes below. If a required attachment doesn't cover the 2017-2018 school year, a version covering the 2016-2017 school year must be included in this application.

Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2017-2018 School Year): The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2017 school year.

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Final	N/A

ECHS recruitment and enrolment documents: Written policies, application and evaluation documents, etc.

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Final	N/A

ISD Letter of Support (District 1): The ECHS must have a current, signed letter of support from each partnering ISD.

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Final	N/A

ISD Letter of Support (District 2): The ECHS must have a current, signed letter of support from each partnering ISD.

Attached	Status	Expected Date for Final (if draft)
	Not submitted	N/A

ISD Letter of Support (District 3): The ECHS must have a current, signed letter of support from each partnering ISD.

Attached	Status	Expected Date for Final (if draft)
	Not submitted	N/A

IHE Letter of Support (IHE 1): The ECHS must have a current, signed letter of support from each partnering IHE.

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Final	N/A

IHE Letter of Support (IHE 2): The ECHS must have a current, signed letter of support from each partnering IHE.

Attached	Status	Expected Date for Final (if draft)
----------	--------	------------------------------------



Not submitted

N/A

IHE Letter of Support (IHE 3): The ECHS must have a current, signed letter of support from each partnering IHE.

Attached

Status

Expected Date for Final (if draft)



Not submitted

N/A

Other Supporting Document: The ECHS may upload one additional supporting document.

Attached

Status

Expected Date for Final (if draft)

[View Uploaded Document](#)

Submitted

N/A