



MARINE CREEK COLLEGIATE H S

ECHS Renewal Application

2020-2021

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Background

District Affiliation

FORT WORTH ISD

CD #: 220905

Region: 11

Mailing Address (Line 1): 100 N UNIVERSITY DR

Mailing Address (Line 2):

City, State, Zip: FORT WORTH, TX 76107

School Affiliation

MARINE CREEK COLLEGIATE H S

CDC #: 220-905-085

Region:

Mailing Address (Line 1): 100 N UNIVERSITY DR

Mailing Address (Line 2):

City, State, Zip: FORT WORTH, TX 76107

Academy Information

What is the academy name?

Marine Creek Collegiate 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

Would your campus like to be considered for distinguished recognition? All ECHS seeking distinguished recognition will be measured against the highest OBMs.

No

Grade Levels Served

What grade level(s) will your academy plan to serve in the 2020-2021 school year?

9

10

11

12

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

100

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

100

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

91

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

87

Contacts

Applicant

Applicant 1

Job Title

Executive Director of Choice and Enrichment

Name Prefix

Mrs.

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Last Name

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Phone

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Principal

Principal 1

Name Prefix

Mr.

First Name

Tom

Last Name

Fraire

Email

Tom.Fraire@fwisd.org

Phone

817-515-7784

Superintendent

Superintendent 1

Name Prefix

Mr.

First Name

Kent

Last Name

Scribner

Email

Kent.Scribner@fwisd.org

Phone

817-814-2000

Narratives

Current Designations at FORT WORTH ISD:

- DUNBAR H S - ECHS - 1718
- DUNBAR H S - P-TECH - 1920
- EASTERN HILLS H S - P-TECH - 1920
- NORTH SIDE H S - P-TECH - 1920
- POLYTECHNIC H S - P-TECH - 1920
- TRIMBLE TECHNICAL H S - P-TECH - 1920
- SOUTHWEST H S - ECHS - 1920
- O D WYATT H S - ECHS - 1819
- TEXAS ACADEMY OF BIOMEDICAL - ECHS - 1213
- MARINE CREEK COLLEGIATE H S - ECHS - 1011
- TARRANT CO COLLEGE SOUTH/FORT WORTH COLLEGIATE H S - P-TECH - 1819

Previous Planning Year Applications at FORT WORTH ISD:

- WESTERN HILLS H S - P-TECH/ICIA - Planning
- - P-TECH/ICIA - Planning
- Fort Worth ISD Collegiate Academy - ECHS - Planning
- FWISD PTECH ACADEMY - P-TECH/ICIA - Planning
- FWISD Information Technology PTECH Academy - P-TECH/ICIA - Planning
- FWISD Education And Training PTECH Academy - P-TECH/ICIA - Planning
- FWISD Health Science PTECH Academy - P-TECH/ICIA - Planning
- FWISD Construction And Manufacturing P-TECH Academy - P-TECH/ICIA - Planning

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

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

Interdisciplinary Studies/General Studies

Liberal Arts

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?

Yes

Provide the university name that your IHE partner has an articulation agreement with and the bachelor degree that students could earn using their associate degree and accrued credits. Each row represents a degree.

2-Year Degree	University	4-Year Degree
Associate of Arts	University of North Texas	Bachelor of Arts
Associate of Arts	Midwestern State University	Bachelor of Arts
Associate of Arts	Tarleton State University	Bachelor of Arts

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Tarrant County College District

Name Prefix

Ms.

First Name

Cheryl

Last Name

Roberts

Email

Cheryl.Roberts@tccd.edu

Phone

817-515-7764

Job Title

Director of Academic Affairs

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.

MOU continues the Marine Creek Collegiate High School (herein so called, or "MCCHS") through the 2020-2021 academic year, which serves students in grade 9 - 12 and academic dual credit College courses for high school students in accordance with Chapter 4 of the Texas Higher Education Coordinating Board ("THECB") Rules, as codified under Title 19, Part 1, Chapter 4 of the Texas Administrative Code. MCCHS is a small school with an enrollment of less than 400 students who have the potential to earn both a high school diploma and an Associate's Degree, or two years of college credit toward a Bachelor's Degree, the parties agree to follow the intent of the Guiding Principles of the

ECHS, especially in providing dual credit classes with sufficient time for the students to complete an Associate's Degree. The College awards credit for courses for which Course Articulation Agreements have been approved and appear in the Dual Credit Course Articulation Agreement for MCCHS. These courses shall have been evaluated and approved through the official college curriculum approval process in accordance with THECB requirements and TEA requirements for high school graduation and shall be at a more advanced level than courses taught at the high school level.

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

1. FWISD assigns 2 counselors to the MCCHS. The counselors provide academic and counseling support to the MCCHS students and parents and work with IHE student service personnel assigned to the MCCHS in the areas of test preparation, remediation, and the development of an integrated support system for the two institutions. Respective duties: individual counseling (including crisis counseling); assisting with classroom management issues; developing and providing student development programs; and, presenting programs in the annual counselor calendar, to the extent permitted by, and in accordance with, ISO policy and procedure. In addition to the counselors, FWISD assigns a CCR Coordinator and Coach to assist, support, and refer to the counselors as needed. 2. College credit for each MCCHS student appears on the College transcript as each course is completed. The transcription of College credit is the responsibility of the College, and transcription of high school credit is the responsibility of MCCHS. FWISD determines how the College grade will be recorded in the high school transcript for GPA and ranking purposes. FWISD ensures the student handbook provided to MCCHS parents and students clearly sets forth the process and FWISD's authority in this matter. 3. In addition to the responsibilities listed above, assigned counselors, CCR Coordinator and Coach also provide course and skill applicability to baccalaureate degree plans. 4. The MOU indicates MCCHS students are integrated into campus facilities and College co-curricular activities. MCCHS students have access to TCCD facilities and resources in the same manner as other TCCD 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.

FWISD transports MCCHS students to the College campus via FWISD vehicles. It is expressly agreed that all such transportation by FWISD, as well as the acts and omissions of all transportation personnel, are the sole and exclusive responsibility of FWISD. To the extent permitted by Texas law, and without waiving any defenses including governmental immunity, FWISD agrees to be solely responsible for its own acts of negligence and solely responsible for all liabilities, obligations, damages, penalties, claims, actions, costs, charges, and expenses, including reasonable attorney's fees and other professional fees that may be imposed upon, incurred by or asserted against the College, its trustees, officers, employees, and agents, that arise out of or in connection with the transportation of the MCCHS students. Moreover, throughout the term the MOU, FWISD shall maintain the insurance coverage agreed by the College and FWISD. The provisions in the paragraph are solely for the benefit of the College, its trustees, officers, employees, and agents, and are not intended to create or grant any rights, contractually or otherwise, to any third party. While the ECHS is in the process of discontinuing

operation, it will continue to meet all of the required design elements and provide full support for all students enrolled in the ECHS.

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

IHE and FWISD function on the following principles: A Establishment of a mutually beneficial partnership between the IHE and FWISD allows a flexible and creative response to the organizational, mission, fiscal, and data needs of all institutions. Management of school and student data for MCCHS students with permission from the IHE and adherence to the Family Educational Rights and Privacy Act ("FERPA"). IHE directs the MCCHS administrative assistant or designee in entering attendance, grades and other data into the FWISD student accounting system. The parties collect data on the MCCHS program and students as required by state and federal law and their respective policies and procedures and will share that data with one another upon request. Neither party is required to collect data except as provided in the MOU, but a party may request that the other party collect additional data, and the requested party shall use good faith efforts to comply with reasonable requests, to the extent that compliance would not create an undue burden on the financial and human resources of the requested party. The MCCHS Administrator leads the annual review and completion of the annual report of the evaluation data collected by the parties.

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

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?

Dual credit instructors are recruited and credentialed by IHE. MCCHS hiring practices recognize the need for instructors that fit both the IHE and MCCHS. Retention challenges include a mindset that a student in ECHS should be able to perform without typical high school supports like parent phone calls, scaffolding in tier 1 instruction, guided study/tutoring, and relationship building that promotes student motivation. As steps to improve relationships and motivation, practices include strong curriculum background, growth mindset, embrace the AVID way, as well as, an understanding that they

will contribute to the school community and culture beyond the classroom through sponsorship of clubs, organizations, grade levels, and accompanying their designated grade level on two yearly college visits. To improve dual credit faculty and the student experience, study habits, SE and educational progress is monitored. All MCCHS teachers lead an advisory and study skills class to review student needs, serve as an advisor by looking at student high school and college grades, attendance... Report to counselors with concern. MCCHS attracts qualified educators through 1. Size- We are a small campus that fosters a sense of family. 2. Safety/Security- We are a safe campus with few distractions and disciplinary incidents. 3. Administrative Support- Administration allows staff to attend innovative training relevant to both direct and indirect instruction to include AVID Summer Institute that will result in 100% of staff being AVID certified. Teachers are also certified in Gifted and Talented and each attend AP training in their content areas.

Is the academy a TSIA testing site?

No

Narratives: Student Support

Student 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
Test Prep	TSIA, test prep time provided through Advisory and Study Skills (45 minutes) Tuesdays and Thursdays. Students are assigned Advisory based on whether and which they have met TSIA requirements. On-line applications and in-class lessons are available.
AVID	AVID is campus-wide and supports student academic success by developing the students skills in planning, questioning, collaboration, exploration of academic stumbling blocks/difficult content, etc. Student tutors are available for additional support.
In School Tutoring	In school tutoring is regularly scheduled twice weekly (45 minutes) on Mondays and Wednesdays. Additional tutoring is available after school, during the school day with teachers by appointment, and during Friday supervisory periods and by appointment.
TCC Writing, Science, Math, Language Labs	Tarrant County College provides tutorial labs that are open to MCCHS students during school and after hours.

College and Career Activity	College and Career Readiness Coordinator and Coach meet with students relative to academic success strategies and planning their futures.
Advisement Sessions	
Test Prep Summer	MCCHS provides a summer camp for students to prepare and strengthen skills and knowledge for the TSIA

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
Counseling and Outreach	MCCHS employs two full time grade-level counselors who are equipped to provide student support beyond academic counseling. These counselors take the lead in staff and student training and support. Services are provided for stress, grief, depression, suicidal ideation, and making connections to outside agencies when needed. Additionally, counselors connect students with outside support services as needed.
Intervention Services	MCCHS counselors provide intervention services. The counselors provide one-on-one support for students with mental, emotional, or physical/material needs. Risk assessments are performed when needed and referrals.
FWISD Emergency response teams	FWISD provides a response team to help staff and students process and get through the situation when tragedy, loss, or an emergency impacts the school. This team is typically made up of counselors from other FWISD schools but may include emergency response professionals as well.
Advisory teachers	In addition to academic support the Advisory teacher is tasked with forming positive relationships with students and to act as an advocate beyond the classroom. It is an MCCHS goal for every student to have a caring adult they can rely on for support.
On Campus High School Nurse	The nurse provides district authorized medical services to students.
College and Career Readiness Coordinator and Coach	These individuals provide college and career advisory services for students throughout the four years. Students are provided guidance on testing, post-secondary applications and financial aid.
Inclusion	MCCHS employs an inclusion teacher to work with special needs students and to provide tutorials every Friday.

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

Benchmark, TSIA, and PSAT data are reviewed throughout the year by staff for instructional planning,

development, and test prep. Access data is referred to regularly in order to create and modify the recruitment plan for the coming year(s). For example, MCCHS recruitment targets FWISD middle schools with the highest at-risk populations. MCCHS also partners with outside organizations that cater to at-risk and low-income students, like Breakthrough, to increase program awareness and recruit students. Achievement and attainment data are used to guide future initiatives and inform school frameworks including the master schedule, Campus Improvement Plan, Advisory and support plan, student tutoring schedules, and General/Title 1 budgets. Data from Outcome-Based Measures is shared internally and with stakeholder groups in order to effect necessary changes and increase targeted collaboration through SBDM, PLCs, department meetings, faculty trainings, IHE Leadership Team and parent meetings.

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 1: Target Population	MCCHS will focus on targeted recruiting at Middle Schools with the highest at-risk: Target populations within Fort Worth ISD. This includes school-based meetings with students Population and parents, avid class visits, and students Expos. This will include application assistance at target schools as well as social media and a mail campaign in Spanish and English.
Benchmark 4: Curriculum and Support	MCCHS will to continue to be above the distinguished percentage of 40% for post-secondary degrees for completion of a college level English course.
Benchmark 5: Academic Rigor And Readiness	MCCHS will focus on TSIA College Readiness standards in Reading, Writing and Math through the Advisory and Study Skills class by developing and implementing prep session access and materials, as well as, tier 1 instruction that support readiness on the TSIA 2.0 to result in TSIA readiness in Reading/Writing and Math both to 50% by end of 9th grade

Narratives: Benchmark 1 Products,

Benchmark 2 Products, Benchmark 3 Products, Benchmark 4 Products, Benchmark 5 Products, Benchmark Products, Benchmark 6 Products

Benchmark Products

Benchmark 1 Products

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

<https://www.fwisd.org/domain/4461>

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://www.fwisd.org/domain/4461>

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

<https://www.fwisd.org/domain/4461>

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

<https://www.fwisd.org/domain/4461>

Benchmark 2 Products

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

<https://www.fwisd.org/domain/4461>

Benchmark 3 Products

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

<https://www.fwisd.org/domain/4461>

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

<https://www.fwisd.org/domain/4461>

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

<https://www.fwisd.org/domain/4461>

Benchmark 4 Products

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

<https://www.fwisd.org/domain/4461>

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

<https://www.fwisd.org/domain/4461>

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

<https://www.fwisd.org/domain/4461>

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

<https://www.fwisd.org/domain/4461>

Provide a link to the academy's Master Schedules

<https://www.fwisd.org/domain/4461>

Benchmark 5 Products

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

<https://www.fwisd.org/domain/4461>

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

<https://www.fwisd.org/domain/4461>

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

<https://www.fwisd.org/domain/4461>

Provide a link to the academy's Bridge program curricula

<https://www.fwisd.org/domain/4461>

Benchmark 6 Products

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

<https://www.fwisd.org/domain/4461>

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

<https://www.fwisd.org/domain/4461>

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

<https://www.fwisd.org/domain/4461>
