



Abbreviated Application for ECHS Designation

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

2017-2018

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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:

Legacy Early College High School

County District Campus Number 2:

County District Campus Number:

246911001

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?:

Full: Operating beyond the 3 year provisional designation status

Mailing Address - Line 1:

516 North Main St.

Mailing Address - Line 2:

City:

Taylor

State:

Tx

Zip Code:

78681

2.2 School District

School District Name

Taylor ISD

Mailing Address - Line 1:

3101 Main St.

Mailing Address - Line 2:

Mailing City:

Taylor

State:

Tx

Mailing Zip Code:

76574

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?	
Temple College	1	
Mailing Address - Line 1:	Mailing Address - Line 2:	
2600 S. First Street		
Mailing City:	State:	Mailing Zip Code:
Temple	Tx	76504

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: 13

2.5 Person Completing this Application

Title:	
Principal	
First Name:	Last Name:
Rosemary	Kelly
Phone:	Email:
512 352 9596	rkelly@taylorisd.org

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Rosemary

Phone:

512 352 9596

Last Name:

Kelly

Email:

rkelly@taylorisd.org

2.7 Superintendent (District 1)

Title:

Interim Superintendent

First Name:

Richard

Phone:

512365 1391

Last Name:

Kolek

Email:

rkolek@taylorisd.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:

Associate Vice President

First Name:

Daniel

Last Name:

Spencer

Phone Number:

512 254 298 8619

Email:

daniel.spencer@templejc.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:

Glenda

Last Name:

Baron

Phone Number:

512 298 8619

Email:

glendabarron@templejc.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	51	60	48	34	193
2017-2018 projected enrollment	0	0	0	50	50	60	48	208

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	56	0	0	53
At-Risk	55	0	0	19
LEP	16	0	0	14
White	26	0	0	36
Hispanic or Latino	61	0	0	57
Black or African-American	10	0	0	7
First Generation College-Goers	N/A	N/A	N/A	83
Other	0	0	0	17

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	<input checked="" type="checkbox"/>
Hispanic or Latino	<input checked="" type="checkbox"/>
Black or African-American	<input checked="" type="checkbox"/>
Economically Disadvantaged	<input checked="" type="checkbox"/>
Other:	We also recruit students who have identified mental health issues such as anxiety disorder, self-harm, etc. We also recruit students who are on 504 plans.

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.

The Legacy recruitment and enrollment process is always on-going in the sense that we take advantage of every opportunity to share information about our program. We have tables at local street fairs, the principal speaks at any and all clubs, churches and organizations, and we volunteer at a multitude of local events.

In January, the principal visits Taylor middle school, Coupland middle school and St. Mary's with a group of Legacy students to do small group presentations. Eighth grade students learn about the program and have the opportunity to ask questions. Paper copies of the interest form are handed out. The Legacy counselor meets with the middle school counselors to develop a list of under-represented students so that the parents can receive a phone call from Legacy to set up a 1 on 1 meeting.

All eighth grade parents receive an invitation to our Legacy information sessions. We offer two evening presentations plus a Saturday morning presentation (English & Spanish). In addition, we do an all-call to all eighth grade parents a few days before our information sessions and the day of the information session.

Legacy interest applications open on-line in January. The middle school counselors meet with the students who are on the list that was created to encourage the student to complete the interest form. All students who complete the form are invited to a meeting with a Legacy staff member. Parents and students have the opportunity to ask questions and we ask questions as we explain our program in depth.

At this point, we call any student/parent who is on our match list who did not complete a form and or did not come for a 1 on 1 meeting. Legacy maintains a spreadsheet of names and numbers of those who have called to ask questions concerning Legacy. Anyone on the list receives a phone call and an email to invite them to an information session.

Part of the enrollment process is disaggregating the data of the in-coming class to be sure that we are meeting the requirements.

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

Legacy interest applications open on-line in January. The middle school counselors meet with the students who are on the list that was created to encourage the student to complete the interest form. All students who complete the form are invited to a meeting with a Legacy staff member. Parents and students have the opportunity to ask questions and we ask questions as we explain our program in depth.

At this point, we call any student/parent who is on our match list who did not complete a form and or did not come for a 1 on 1 meeting. Legacy maintains a spreadsheet of names and numbers of those who have called to ask questions concerning Legacy. Anyone on the list receives a phone call and an email to invite them to an information session.

Part of the enrollment process is disaggregating the data of the in-coming class to be sure that we are meeting the requirements.

The recruitment and enrollment process is examined every year on our January teacher work day. We review all of our disaggregated data and discuss as a team what we want to keep and what we would like to refine. As part of the review we:

- Review attendance at open house events
- Discuss attendance at our 1 on 1 meetings
- Discuss what to keep and what to change in terms of open house and 1 on 1 meetings
- Review attendance at our individual Spanish presentations
- Discuss how to improve attendance
- Make changes to our presentations
- Make changes to all of our print materials
- Put our media plan together
- Ask current 9th grade parents their feedback on the process
- Ask current 9th graders their feedback on the process
- Get input from our Campus Education Improvement Committee (CEIC)

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: Exemplar

Please provide a brief description of how your ECHS program meets the criteria for Exemplar recognition for this benchmark. (300 word maximum)

The Legacy recruitment and enrollment process is exemplar because we meet the needs of our community. Two years ago, based on discussions with parents, students and community members we removed any wording that indicates that Legacy is for students who might not go to college or who need assistance to be college ready. The feedback was that parents and students found the wording insulting, demeaning and embarrassing. Students and parents were ashamed to claim Legacy as their high school.

Taylor is a small town where everyone knows everyone's business. Attending Legacy was seen as admitting that the student was not "good enough" for college and if the student went to the regular high school the student would not be successful in Advanced Placement classes.

It takes more time, effort and vigilance to meet the philosophical recruitment goals of early college high school but we are willing to do so since it removed the stigma from attending our campus.

- Review our recruitment and acceptance procedures every year
- Continue to use longitudinal data to insure that we are on target
- Update and make changes to recruitment process based upon data from previous year
- Legacy admission policy and enrollment application are available on our website in English and Spanish
- Paper copies are available to all eighth grades
- Timeline for recruitment and enrollment events is posted at the middle school and is available on our website
- Applications, brochures, timelines are available at churches and public library.
- Longitudinal student enrollment data is available for all 10 years
- Sign-in sheets from parent events
- Survey data
- Needs assessment
- We are an open access system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance; Legacy has accepted students who have never passed a STAAR exam)

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

All Legacy ECHS students graduate with the following endorsements:

STEM Math

STEM Science

Arts & Humanities

Multi-Disciplinary (through Option 2 and/or Option 3)

In addition, Legacy students may receive a Performance Acknowledgement for Dual Credit and Advanced Placement

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

Legacy ECHS receive an Associate of Arts Degree from Temple College

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

At this time, Legacy students are not offered certificates.

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

Legacy ECHS data is consistently reviewed and used to drive instruction. Legacy ECHS has PLC every Friday. Students have early release on Friday so that PLC can be embedded into the day. Every 6 weeks, every teacher analyzes individual student Curriculum Based Assessment data. The principal meets one on one with every teacher and together they review the data for every student (document provided). This is followed up with a general data review at the weekly PLC.

Legacy also has a data driven RTI process and we progress monitor. Teacher leaders meet as a group and review the data from students who are part of the RTI process. We have common progress monitoring forms for our students so that teachers can add data and comments. In addition, students monitor their own academic growth.

Legacy uses several digital platforms that provide detailed data that we analyze to make sound instructional decisions (ReadSmart, PEG Writing, ALEX, LearnBop, Read Theory, Actively Learn).

Prior to the start of the school year the Legacy staff analyzes the data (STAAR, Grades etc.) available on incoming freshmen prior to setting the agenda for summer bridge program.

At Legacy ECHS we also track data from year to year (example provided) on a continuous Scorecard document. In regards to STAAR scores, we track passing scores as well as Level III.

As part of the early college charter, we follow our data on First Generation, At-Risk, as well as data disaggregated by ethnic origin.

Legacy 9th graders take the TSI assessment in March. Individualized interventions are put in place based upon the assessment data provided by the TSI assessment.

All 11th graders have SAT/ACT prep through College Readiness class four days a week. We pair a Math teacher and an English teacher together to co-teach this class. The teachers monitor progress and assist students using the analytics and data points from Khan Academy. Our PSAT scores improved significantly over the PSAT scores from last year so we are looking forward to SAT and ACT scores.

Additional data that we use is a breakdown of college grades by class and professor. (example included).

Testing Data Points (all are disaggregated by ethnic origin as well as gender)

- TSI
- STAAR
- PSAT
- SAT/ACT
- College Acceptances

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

Legacy ECHS provides academic support through tutoring, summer school now, digital platforms and tutoring, progress monitoring and other interventions.

College readiness teachers review high school and college grades on a weekly basis. Teachers email the parents whenever a student has below a 75 in any high school or college course. We provide after school tutoring Monday through Thursday.

We do not wait for students to fail. Students with failing grades at the 6-week period have mandatory "summer school now." The subject area teacher meets with the summer school now teacher to create an individualized plan for each student based on the learning gaps and TEKS. As soon as the student with a 6-week failing grade is able to close the learning gaps and show mastery, the grade is changed. Legacy teachers work together on progress monitoring. Forms are in googledocs and teachers add CBA scores and notes that are shared with all teachers.

A current example of academic support is how we are assisting our seniors. Our senior class has struggled since freshmen year. During college readiness, our math teacher is tutoring in Dual Credit College Algebra and Dual Credit Statistics. Our social studies teachers are providing tutoring in Dual Credit Economics and Dual Credit Government. We are able to intervene because we progress monitor dual credit courses on a weekly basis.

All incoming freshmen have 90 minutes of English/Writing/Reading daily. Our data showed that students who passed the TSI still struggled in their college classes due to "adequate" reading and writing skills. Our students needed more comprehensive reading and writing skills to be successful in college level work.

Students who continued to have gaps in reading and writing after freshmen year continue to receive academic support. These students remain in Practical Writing for an additional year to support them in their dual credit courses as well as improve their comprehension and writing skills.

Academic support is also provided through a variety of digital platforms all of which provide metrics and data on individual progress: ALEX, ESL Read Smart, Read Theory, Actively Learn Plus, PEG Writing, Noodle Tools, Khan Academy and Study Island.

All Legacy students start the day in a college readiness class. Our students receive assistance with college applications. In junior college readiness, students create resumes and begin their college essays. In August, prior to the start of school, we meet with seniors for 2 days and we complete ApplyTexas. Our seniors do the NEFE finance curriculum that covers checking, savings, credits, loans interest etc. In addition, we walk our students and parents through the FAFSA and or TAFSA application.

In regards to college and career counseling, we use Career Cruising that has learning style and career inventories. All juniors take and receive detailed results from the ASVAB. There are parent meetings on the college application process, scholarships and financial aid. Seniors receive assistance in completing their scholarship applications through the college readiness class. In 3 years we have increased our scholarship offerings from less than 0,000 to over 0,000.

A very successful component of our college and career-counseling program is the 1 on 1 meeting. Our school counselor meets with every student and his/her parent every year to review graduation plans (both high school and college), career interests, possible college majors and creating a transition plan.

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

Legacy students receive social/emotional support prior to their first day of freshmen year. In-coming students attend a 3-day summer academy. The purpose of the summer academy is to bring the incoming freshmen who come from different towns and different middle schools together so that they can bond not only as a class but also as a Legacy student. Ninth graders are placed in small groups with upper class-men mentors. The summer academy is an all school project. Fears and anxieties are greatly eased as students get to know one another, get to know our staff and the upper class-men. It creates a culture of support.

Upper class-men work with the principal in June and July to develop presentations such as time management, organizational skills, netiquette, expectations etc. In between the presentations the Legacy upper classroom lead team building games. One of the highlights of the 3 days is the low ropes course conducted by certified instructors from Texas State. Every year, we hear from freshmen parents regarding how meaningful these 3 days are for their children in terms of social/emotional support.

Social/emotional support is also provided by our school counselor, a social worker as well as through our college readiness class. The Legacy college readiness teachers receive training in the areas of social/emotional support since they see their students every day and are encouraged to develop strong relationships.

All students have access to the school counselors as well as the social worker. Students are referred to the social worker by the counselor or the principal. In addition, the principal is a certified counselor and has Level I and Level II trauma training.

The Legacy college readiness teachers also assist with social/emotional support through presentations on difficult topics that our students face. We use researched based curriculums for the following: drug awareness, bullying, self-harm, dating violence, suicide, sexual harassment, cyberbullying, abuse. We talk about the tough topics so that students know that they can come to us when and if help is needed.

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: Exemplar

Please provide a brief description of how your ECHS program meets the criteria for Exemplar recognition for this benchmark. (300 word maximum)

Legacy ECHS provides an extremely rigorous course of study that includes Advanced Placement courses as well as Dual Credit courses through the University of Texas. Legacy offers the following Advanced Placement courses: AP World History, AP Thriving in our Digital World, AP Statistics, AP Environmental Science, AP Spanish Language and Culture, AP Spanish Literature, AP Research. Legacy students take 2 Engineering courses and Physics through the University of Texas.

Data drives instruction. Every 6 weeks, teachers analyze individual student CBA data. The principal meets 1 on 1 for professional conversations on the data. We examine data over time to track growth and identify areas of need. Interventions are discussed, agreed upon and implemented as a team: administrators, teachers, students and parents. PLC is used to grow strong teacher-leaders who know how to impact learning through researched based methods. The focus this year is Hattie's visible learning and teaching.

Legacy has a structured leadership /community service program. Our Interact Club is extremely active in Taylor and surrounding communities. Legacy juniors receive mentor training and then are placed as mentors on the elementary campuses. Another leadership/community service program is our literacy mentorship program. AP Spanish students received the same training as district teachers on how to teach reading to ELL students. Legacy AP Spanish students are working 1 on 1 with struggling ELL elementary students and providing reading interventions.

All Legacy seniors participate in a structured community service program. Seniors spend 4 hours at a designated site (Taylor Thrift Store, Scott & White Hospital, Food Bank, Switzer Senior Center, Meals on Wheels etc.). On average, seniors provide between 7,500-8,500 documented community service hours a year. The after school tutoring/intervention program runs Monday through Thursday. This time is used to recapture 6 week failing grades and provide interventions to close learning gaps.

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	Draft	02/25/2017

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

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