



Legacy The School Of Sport Sciences
ECHS Planning Application
2018-2019

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Background

District Affiliation

LEGACY SCHOOL OF SPORT SCIENCES

DC #: 101874

Region: 04

Mailing Address (Line 1): 4301 ROSENEATH DR

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77021

School Affiliation

LEGACY SCHOOL OF SPORT SCIENCES

CDC #: 101-874-001

Region:

Mailing Address (Line 1): 4301 ROSENEATH DR

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77021

Academy Information

ECHS Academy Name:

Legacy The School Of Sport Sciences

What grade level range will your academy serve in the 2019-2020 school year?

6-12

Grade Level	Number of Students
6	200
7	100
8	100
9	100
10	100
11	100
12	50

Contacts

Superintendent

Job Title: Executive Director
Full Name: Mrs. Kerrie Patterson-Brown
Email: kerrie.pbrown@legacymhs.org
Phone Number: 512-203-3747

Applicant

Job Title: Executive Director
Full Name: Mrs. Kerrie Patterson-Brown
Email: kerrie.pbrown@legacymhs.org
Phone Number: 512-203-3747

IHE Liaison

Affiliation: Lone Star College North Harris
Job Title: Interim Director Educational Services & Partnership
Full Name: Dr. Cathleen Tyson-Ferrol
Email: Cathleen.Tyson-Ferrol@lonestar.edu
Phone Number: 281-618-5415

Narratives

Opening Statement

Describe how the decision to apply for a planning year was made. Include the types of individuals that were involved in the decision process.

The Legacy school board president, school counselor, a lead teacher, and the executive director decided that we should apply for the planning year grant for the ECHS programming. We began by familiarizing ourselves with the grant application. We made sure to explore different TEA funding approaches and how our school concept aligns with the funding programs of the ECHS initiative. As a new school, we made sure to understand our organization's internal procedures and then prepared ourselves to write a competitive application.

Model Implementation

Does the district have any designated ECHSs for the current school year?

No

Which ECHS model does the district intend to implement at this time? Within these models, there are variations. For this purpose campus is defined as a CDC number not a physical location.

School-Within-School: Multiple Campuses - A subset of students in grades 6-12 are enrolled in the ECHS academy. This model typically spans a middle school and high school. This may also be applicable if 9th grade is on a separate campus due to physical space issues.

Dual Credit

Identify the type of advanced courses (dual credit/AP/IB) currently implemented on the campus. If this is a brand new campus, identify the type of advanced courses currently implemented at any school in the district. If the district does not currently offer any of the advanced courses below, select "Not Applicable".

- N/A

Describe the advanced courses (dual credit/AP/IB) currently implemented on the campus. If planning to start a brand new campus, describe the advanced courses currently offered in the district.

Planning to start a brand new campus- N/A

Describe the current campus or district partnership with the dual credit provider. If the district does not have a current partnership, please describe the proposed partner for the new campus and how the partnership is currently being developed.

The proposed partner for our campus is Lone Star College-North Harris campus. Currently, we are in working towards finalizing our MOU. We will sign the agreed upon document in January of 2018.

Where are the dual credit courses currently offered?

- High school campus taught by high school teacher
 - High school campus taught by college faculty
-

Does the campus currently have teachers with qualifications to teach dual credit courses?

No

Describe the process that will be used to recruit and hire teachers with qualifications to teach dual credit courses.

The administrative staff for Legacy has currently and will continue to recruit potential candidates by expressing interest with program coordinators of Teacher Preparation Programs at the local universities (Rice, University of Houston, Texas Southern University, St. Thomas and Houston Baptist University). The Legacy administrative team will also attend various sponsored school district job fairs to recruit interested and talented teachers. The strategy and plan that Legacy intends to use to evaluate potential hires is a School Selection Model (a formal rubric). Legacy will follow the following attached timeline for hiring the excellent teaching staff, Day 1-Candidate referred, Day 2- Referral reviewed, resume review, candidate contacted for phone interview, Day 4- Phone interview conducted, Phone interview evaluated, Candidate is contacted for school site interview or rejected, Day 7- Candidate completes writing sample, writing sample evaluated, candidate takes school tour, school site interview, Interview is evaluated, Day 8- Candidate is rejected or offered position, Notify staff of decision. Hiring Team contacts team within 2 working days within next steps, candidate gathers necessary documents and waits to hear from Hiring Team- usually 2-3 working days, Hiring Team verifies candidate eligibility for position and contacts candidate to schedule contact signing appointment. Candidate attends appointment and signs contract. The hiring process allows the Hiring Team the opportunity to gather all of the evidence they need to evaluate a candidate and determine if they will offer the candidate a position. It will provide adequate opportunities for a candidate to demonstrate his/her skills and evidence of each competency. The Hiring Team will be able to view the candidate through multiple lenses and determine their areas of strengths and development. It will also offer the candidate the opportunity to learn about the expectations regarding student achievement, their potential colleagues, and the student population. Legacy's Recruitment Teacher selection process is designed to identify applicants with potential to be highly effective. Legacy's procedures for hiring school personnel are as follows: Hiring: Application, Essay and Background Review: Applicants apply online at Legacy Jobs; Recruitment and staffing reviews application, essay and work history; Applicants who pass this phase are invited to conduct a sample lesson. Skills Demonstration: Sample Lesson: Applicants conduct sample lesson in-person or online, evaluated on 1. Critical thinking, 2. Lesson planning and execution, 3. Content knowledge, 4. Student engagement, 5. Professionalism. Mindset: Structured Interview: Applicants who pass the sample lesson take part in a formal interview, evaluated on 1. Persistence, 2. Response to Authority, 3. Generalizations, 4. Approach to At-Risk, 5. Personal and Professional Orientation, 6. Burnout, 7. Fallibility. * Only applicants who pass the above phases, along with a certification and background check, are referred to the position.

TSI

What percentage of 9th grade students currently take the TSI?

100

What percentage of 10th grade students currently take the TSI?

100

What percentage of 11th grade students currently take the TSI?

100

What percentage of 12th grade students currently take the TSI?

100

Identify where the TSI is currently administered (check all that apply).

- 3
- 4

Targets, Readiness, and Focus

Identify the grade levels targeted if designated for the school year after your planning year (check all that apply).

- 9
- 10
- 11
- 12

Describe the current role of counselors regarding college and career.

Legacy the School of Sport Sciences school counseling program and practices will implement the Eight Components of College and Career Readiness from College Board's National Office for School Counselor Advocacy (NOSCA) NOSCA promotes the value of school counselors as leaders in advancing school reform and student achievement as supported through their vision and mission. (College Board, 2010). NOSCA outlines Eight Components of College and Career Readiness Counseling that provide a systemic approach, across grades K-12 and beyond, to ensure equity in both process and results. Please read the following procedures: Eight Components for College and Career Readiness Counseling (College Board, 2010)

1. College Aspirations – Build a college-going culture based on early college awareness by nurturing the confidence to aspire to college and the resilience to overcome challenges along the way. Maintain high expectations by providing adequate supports, building social capital, and conveying with conviction that all students can succeed in college.
2. Academic Planning for College and Career Readiness – Advance students' planning, preparation, participation, and performance in a rigorous academic program that connects to their college and career aspirations and goals.
3. Enrichment and Extracurricular Engagement – Ensure equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.
4. College and Career Exploration and Selection Processes – Provide early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.
5. College and Career Assessments – Promote preparation, participation, and performance in college and career assessments by all students.
6. College Affordability Planning – Provide students and families with comprehensive information about college costs, options for paying for college, and the financial aid and scholarship processes and eligibility requirements, so they are able to plan for and afford a college education.
7. College and Career Admissions Processes – Ensure that students and families have an early and ongoing understanding of the college and career application and admissions processes so they can find the postsecondary options that are the best fit with their aspirations and interests.
8. Transition from High School Graduation to College Enrollment – Connect students to school and community resources to help the students overcome barriers and ensure the successful transition from high school to college.

The Eight Components of College and Career Readiness have only enhanced opportunities for all students – especially students from underrepresented populations. Legacy school counselor plans to depend heavily on the comprehensive program structure of their work and its four program delivery components (guidance curriculum, individual planning, responsive services, and system support) to offer enriching activities, foster rigorous academic preparation, encourage early college planning, and guide students and families through the college admissions and financial aid processes.

Identify the current endorsements that are offered:

- Science, Technology, Engineering, and Mathematics (STEM)
 - Business and Industry
 - Public Services
 - Multi-disciplinary Studies
-

Identify the planned focus of the ECHS.

Academic