



Legacy ECHS

ECHS Renewal Application

2018-2019

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Background

District Affiliation

TAYLOR ISD

DC #: 246911

Region: 13

Mailing Address (Line 1): 3101 N MAIN ST STE 104

Mailing Address (Line 2):

City, State, Zip: TAYLOR, TX 76574

School Affiliation

TAYLOR H S

CDC #: 246-911-001

Region:

Mailing Address (Line 1): 355 FM 973

Mailing Address (Line 2):

City, State, Zip: TAYLOR, TX 76574

Academy Information

ECHS Academy Name:

Legacy ECHS

What grade level range will your academy serve in the 2018-2019 school year?

9-12

Grade Level	Number of Students
9	50
10	50
11	48
12	52

Contacts

Superintendent

Job Title: Superintendent
Full Name: Mr. Keith Brown
Email: keith.brown@taylorisd.org
Phone Number: 512-352-6361

Applicant

Job Title: Principal
Full Name: Ms. Rosemary Kelly
Email: rkelly@taylorisd.org
Phone Number: 512-352-9596

IHE Liaison

Affiliation: Temple Junior College
Job Title: Associate Vice President
Full Name: Dr. Daniel Spencer
Email: dan.spencer@templejc.edu
Phone Number: 254-298-8619

Narratives

ECHS Model

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.

Stand Alone Academy - All students on the campus are enrolled in the ECHS academy

Evaluation

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

No

Products

Please provide links to the following products' locations on the ECHS's website: *If the ECHS has all these documents on one webpage, provide the hyperlink here.

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

https://drive.google.com/drive/folders/1fZYnQhv_pjQbUD_6r-j0ztoeodngGUsp

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://drive.google.com/drive/folders/1fZYnQhv_pjQbUD_6r-j0ztoeodngGUsp

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

https://drive.google.com/drive/folders/1fZYnQhv_pjQbUD_6r-j0ztoeodngGUsp

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

https://drive.google.com/drive/folders/1fZYnQhv_pjQbUD_6r-j0ztoeodngGUsp

Provide a link to the final, signed, and executed MOU.

https://drive.google.com/drive/folders/1fZYnQhv_pjQbUD_6r-j0ztoeodngGUsp

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

https://drive.google.com/drive/folders/1fZYnQhv_pjQbUD_6r-j0ztoeodngGUsp

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

https://drive.google.com/drive/folders/1fZYnQhv_pjQbUD_6r-j0ztoeodngGUsp

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

https://drive.google.com/drive/folders/1fZYnQhv_pjQbUD_6r-j0ztoeodngGUsp

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

https://drive.google.com/drive/folders/1fZYnQhv_pjQbUD_6r-j0ztoeodngGUsp

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

https://drive.google.com/drive/folders/1fZYnQhv_pjQbUD_6r-j0ztoeodngGUsp

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

https://drive.google.com/drive/folders/1fZYnQhv_pjQbUD_6r-j0ztoeodngGUsp

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

https://drive.google.com/drive/folders/1fZYnQhv_pjQbUD_6r-j0ztoeodngGUsp

Provide a link to the academy's master schedules.

https://drive.google.com/drive/folders/1fZYnQhv_pjQbUD_6r-j0ztoeodngGUsp

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

https://drive.google.com/drive/folders/1fZYnQhv_pjQbUD_6r-j0ztoeodngGUsp

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

https://drive.google.com/drive/folders/1fZYnQhv_pjQbUD_6r-j0ztoeodngGUsp

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

https://drive.google.com/drive/folders/1fZYnQhv_pjQbUD_6r-j0ztoeodngGUsp

Provide a link to the academy's Bridge Program curricula.

https://drive.google.com/drive/folders/1fZYnQhv_pjQbUD_6r-j0ztoeodngGUsp

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

https://drive.google.com/drive/folders/1fZYnQhv_pjQbUD_6r-j0ztoeodngGUsp

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

https://drive.google.com/drive/folders/1fZYnQhv_pjQbUD_6r-j0ztoeodngGUsp

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

https://drive.google.com/drive/folders/1fZYnQhv_pjQbUD_6r-j0ztoeodngGUsp

Provide a link to the academy's leadership team member bios.

https://drive.google.com/drive/folders/1fZYnQhv_pjQbUD_6r-j0ztoeodngGUsp

Free-Response

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

Due to a history of high staff turnover, Legacy ECHS needed to identify sustainability structures. The first step was to change the campus leadership bringing in a principal who had experience on the college level as well as the high school level. Bringing in a strong principal leader who implemented the use of data to drive instruction, provided research-based professional development to grow teacher leaders, and established collaborative meetings with both teachers and principal on a regular basis has positively impacted sustainability. All of these strategies enabled teachers to become proficient in analyzing data to ensure student growth and success. Teachers continued to feel empowered to implement their curriculum and have embraced their roles as teacher-leaders.

Teachers have multiple opportunities to contribute to decisions that affect campus cultures, student learning as well as their own learning. Three times a year (BOY/MOY/EPY) the entire staff participates in creating a SWOT (Strengths, Weaknesses, Opportunities, Threats). Everything and anything is up for discussion. The SWOT is done by using the technique of

The list strength are looked at to see how together the staff can address weaknesses and threats and what opportunities could be seized. Teacher's voices are heard, encouraged and valued.

Professional learning on the campuses is based upon teacher need as well as student need. Teachers are supported in their professional growth.

First-year teachers are partnered with an experienced teacher who offers support, training, and mentoring in a collaborative environment. Regularly scheduled informal and formal conferences, non-evaluative observations, and classroom management strategies are part of this mentoring so that the first-year teacher is better able to deal with the demands of the teaching profession.

Also, teachers new to Legacy Early College High School have a "buddy" teacher who provides support and mentoring to better acquaint these teachers with the Early College culture and climate. The role of the buddy teacher is more informal than the mentor teacher for the first-year teacher but is important to facilitate the collaborative spirit so necessary in the Early College High School environment.

There is a strong collaborative culture at Legacy Early College High School between all faculty and staff. This positive collaborative culture has been and continues to be an essential part of the sustainability structure in minimizing staff turnover.

Describe the processes that the dual credit provider and the ECHS campuses monitor student progress, and determine when interventions are needed. How is this ECHS going to share data and monitor student progress and ensure student success?

Students' progress is monitored and communicated on a biweekly basis in the Pathways to College class by the Pathways teacher. All Legacy students are enrolled in this class. Students print out their grade report and discuss their grades with their Pathways teacher. If a student is failing or in danger of failing a class, he/she is placed in tutorials. Tutoring is offered after school Monday through Thursday. Prior to the first day of class a watch list is created and shared via google sheets. The watch list is updated as students complete work or as students need assistance.

The faculty and staff work together on progress monitoring. Parents are notified via email if their student has failed to submit an assignment and/or if their average is 75 or below. Also, students enrolled in dual credit courses are counseled to meet with their college instructor to address their areas of concern.

Furthermore, Legacy ECHS has a data driven RtI process in place to progress monitor students including those enrolled in a dual credit course. Teacher leaders meet as a group to review the data for the identified students in need of intervention. There are common progress monitoring forms available to teachers to add data and comments. Also, students monitor their own academic growth.

One of the Legacy teachers provides extended learning opportunities to students who are in need of an intervention. This includes ESL students, students who are missing assignments, and students who have been absent. Teachers provide a google sheet with the assignment and due date. Upon successful completion of the missing assignments, the classroom teacher will email the parent to notify that the student has received intervention. These extended learning opportunities are offered at various times during the day including after school depending on the teacher's and student's schedules.

The dual credit provider shares with the ECHS a list by course at mid-term of all students enrolled in a dual credit class. The ECHS counselor meets with the students who are failing or in danger of failing to develop a plan for intervention. As schedules allow, ECHS teachers and support staff offer tutoring to these students during their study hall period. The students are able to access their averages as they become available to monitor their progress.

Endorsements

Identify the current endorsements that are offered:

- Science, Technology, Engineering, and Mathematics (STEM)
- Arts and Humanities
- Multi-disciplinary Studies

Certificates

Identify all associate degrees offered to students.

Degree	Description
Associate of Arts	Associate Degrees, Certificates & Fields of Study: AA General Studies can lead to university transfer for Bachelor of Arts in General Studies. AA General Studies is also appropriate for stu

Identify all level one certificates offered to students.

Certification	Description
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Identify all level two certificates offered to students.

Certification	Description
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TSI + IHE

Is this ECHS a TSI testing site?

Yes

Is the IHE liaison working with other ECHS campuses?

No
