



IDEA Riverview College Preparatory

T-STEM Planning Application

2018-2019

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Background

District Affiliation

IDEA PUBLIC SCHOOLS

DC #: 108807

Region: 01

Mailing Address (Line 1): 2115 W PIKE BLVD

Mailing Address (Line 2):

City, State, Zip: WESLACO, TX 78596

School Affiliation

IDEA COLLEGE PREPARATORY ALAMO

CDC #: 108-807-007

Region:

Mailing Address (Line 1): 325 E SH 495

Mailing Address (Line 2):

City, State, Zip: ALAMO, TX 78516

IDEA COLLEGE PREPARATORY SAN BENITO

CDC #: 108-807-005

Region:

Mailing Address (Line 1): 2151 RUSSELL LN

Mailing Address (Line 2):

City, State, Zip: SAN BENITO, TX 78586

Academy Information

T-STEM Academy Name:

IDEA Riverview College Preparatory

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

6-12

Grade Level	Number of Students
6	120
7	120
8	120
9	120

Contacts

Business Partner

Affiliation: Futura Technology

Job Title: Owner

Full Name: Mr. Edgar Sibaja

Email: alma.sibaja@furatechauto.com

Phone Number: 956-504-1083

Superintendent

Job Title: President & Superintendent

Full Name: Mrs. Jo Ann Gama

Email: joanngama@ideapublicschools.org

Phone Number: 956-463-9407

Applicant

Job Title: Assistant Principal of Instruction

Full Name: Mr. Stephen Lopez

Email: stephen.lopez@ideapublicschools.org

Phone Number: 956-442-6035

IHE Liaison

Affiliation: The University of Texas at Rio Grande Valley

Job Title: President

Full Name: Dr. Guy Bailey

Email: president@utrgv.edu

Phone Number: 956-882-8201

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.

When thinking about the decisions students make about their future after high school, they are guided by the experiences and opportunities they were given in their primary and secondary education. In the end, students will normally major in only the familiar. IDEA Riverview's decision to become a "T-STEM Academy" began in its first year as a new school in 2015-2016 school year. When we were looking at our population demographics—55% at-risk, 99% Hispanic, 47% ELL, 20% 1st year to the U.S.—we knew that the goal of getting our students to and through college is not enough. As a team, we discussed and analyzed the skills and knowledge our students will need in order to compete in the 21st century job market. Overwhelmingly the data showed that employers are seeking individuals with a STEM background. According to the U.S. Bureau of Labor Statistics, "the computer occupational group [largest group] is projected to yield over 1 million jobs...and the engineering group [second largest] is projected to add 65,000 new jobs each year from 2014-2024." Even more shocking, most of the individuals filling these jobs are white, affluent individuals. In addition, to minorities and women being marginalized from these perspective jobs, most school models reserve a STEM education for only the "top performers." At IDEA Riverview we aspire to expose our 100% of our students to some these subjects, regardless of their academic and economic profile. We believe that if students are given an incredible support system and excellent teachers they can rise up to the challenges inherent in these subjects.

Next, we understand that a STEM education is a one-dimensional approach towards providing our students with an excellent education, but exposing students early on in their educational career towards these subjects can spark their interest and allow them to take agency over their learning. Currently, our school serves students from 6th through 8th grade (next year we will serve 6th-9th) and already 100% of our 8th grade students are taking an intro level course in Computer Science using the Scratch learning platform. Next year, 100% of our students will be taking an intro level course in engineering. Ultimately, our decision to become a T-STEM Academy is for IDEA Riverview to be the largest charter school pipelining the highest percentage of Latinos and women into STEM related fields.

The individuals that were involved in this decision process are the following:

Adriana Ramos - Principal

Juana Ibarra- Principal-in-Residence

Stephen Lopez - Assistant Principal of Instruction

Carla Rios - Academic Counselor

Rolando Salas - Assistant Principal of Operations

Model Implementation

Does the district have any designated T-STEM acadmies for the current school year?

Yes

Which T-STEM 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 T-STEM 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 advanaced courses below, select "Not Applicable".

- AP

Describe the advanced courses (dual credit/AP/IB) are currently implemented on the campus?

At IDEA Public Schools our model is "AP for All." Currently, we do not offer any AP courses since our campus only serves students from 6th through 8th. But, 100% of our students are taking Pre-AP in all core-content subjects and next year (2018-2019 school year), 100% of our 9th graders will be taking AP Human Geography. In addition to AP Human Geography, 100% of our students will take up to 12 AP courses throughout their high school career (9th-12th). They will be required to take: AP Human Geography, AP World History, AP US History, AP Government/Economics, AP Spanish Language, AP Physics 1, AP English Language, AP English Literature, AP Calculus AB, and AP Computer Science Principles. Furthermore, students will be given the options to take the following AP courses as electives: AP Chemistry, AP Biology, AP Physics 2, AP Statistics, AP Calculus BC, and AP Computer Science 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.

Initially we plan on using the existing district partnership with the University of Texas Rio Grande Valley. In the future we plan on following our sister school, IDEA San Benito's footsteps with a partnership with The University of Tyler and offer dual-enrollment classes such as: Introduction to Engineering Design and Engineering Sciences.

Where are the dual credit courses currently offered?

- High school campus taught by high school teacher
-

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

No

Industry/Business Partner

Describe what STEM pathways are being considered for this T-STEM academy? If applicable, please describe any current STEM pathways offered at this campus.

The two pathways that are being considered are Technology (Computer Science) and Engineering and the curriculum we plan on using is "Project Lead the Way." To start the scope and sequence for Computer Science will be as follows: in 9th grade 100% of students will take an "Intro to Computer Science (Computer Science Essentials); in 10th grade 100% of students will take AP Computer Science Principles; in 11th/12th grade students will be able to take AP Computer Science A and Cybersecurity. Next, the scope and sequence for Engineering will be as follows: in 9th grade, 100% will take Intro to Engineering and Design; 10th/11th/12th students will be able to take Principles of Engineering, Digital Electronics, and Computer Integrated Manufacturing; in 12th grade students will complete an Engineering (Engineering and Design and Development) Senior Project.

Describe plans for creating strategic alliances with industry partners and IHEs. What is the anticipated role for each IHE, business, and/or community partnership?

This team will guide and support our career pathways, student internships and student/community outreach programs. They will assist our campus execution of the STEM program and assist campus personnel with training, resources, compliance and alignment to STEM protocol. Working within our community, business partners will be enlisted for the purposes of cultivating our vision of STEM educated scholars here at IDEA Riverview College Prep. In partnering with these businesses we will create internship opportunities for students. IDEA Riverview College Prep will provide faculty members to serve as mentors for these service learning projects, community service opportunities, and mentorships. During our career days, student, and parent meetings, our business partners will provide guest speakers and field trip opportunities. Our cohort of students will be able to utilize real world and academic knowledge of fields like mathematics, physics, chemistry, engineering, and computer programming. Within these partnerships, students can identify and interact with possible college major options prior to graduating high school therefore minimizing the need to submit college applications with undeclared majors and in some cases opening opportunities for additional scholarship opportunities.

Describe how business partners can support work-based and contextual learning for this academy (i.e. through internships, externships, capstone projects, etc.).

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Describe any planned STEM-focused extracurricular activities (field experiences, clubs, and competitions) that will be offered to students.

Next year, we plan on offering an array of opportunities to immerse our students in the STEM culture. For field experiences, we will continue sending 100% of our 8th (and 9th) grade students to the HESTEC (Hispanic in Engineering, Science, Technology Conference) offered by the University of Texas Rio Grande Valley that promotes science, technology, engineering and math careers to students. For competitions, as part of the HESTEC conference we plan on enrolling our 9th grade students in their "GreenPower USA South Texas Electric Car Competition." Similarly, we will compete in UIL Academics such as: Number Sense, Calculator Applications, Mathematics, Science, Computer Science, and Robotics that will be available for all high school students. Lastly, for clubs, we plan on offering a Robotics club for our high school students and Coding Club for all grade levels.

Describe how the Academy will recruit, support, and retain highly qualified teachers.

IDEA Public Schools has developed a comprehensive program to recruit, support and retain highly qualified teachers. Our Recruitment and Staffing Team specialize in selecting and attaining the best candidates possible. They administer a rigorous application process where candidates are selected based on skill, will, endorsements, credentials, experience, etc. Talent partners (recruiters) take an active role with principals and campus staff in screening, interviewing and selecting the best candidates possible.

IDEA continues to support all new teachers by having them attend a two week training called the New Teacher Institute. This training is not only available for new teachers, but for all teachers. This comprehensive training provides teachers the opportunity to develop instructional practices, acquire resources, initiates networking and facilitates collaboration with peers.

During the course of the year, teachers and managers participate in professional development rounds. Round 1 - Goal Setting Meetings: This is the time that teachers and managers work together to discuss and determine the goals they will drive for throughout the course of the year. Teachers record their goals and write in their tactics and strategies as to how they will meet goals. Managers provide feedback and clarity to goals and tactics. Once goals and tactics have been finalized and approved, they are then submitted onto Cornerstone. Round 2 - 2 x 2 Conversations: 2 x 2 conversations consists of both managers and teachers providing each other feedback on their performance and their progress towards goals. Glows and grows are revealed and both provide and receive feedback as to how they may improve. Teachers utilize the Leadership Levers rubric to provide feedback to their manager and managers use the GET rubric (Guideposts for Excellent Teaching) to provide feedback to teachers. Feedback is recorded onto Cornerstone and correlates towards goals. Round 3 - Progress Towards Goals (PTG): During PTG meetings, goals and performance are once again visited. Data is presented, interventions are developed, performance ratings are shared and goals are set once more. Round 4- Annual Performance Review: The teacher evaluation is based on final student data and goals met.

In addition to our professional development cycles, our teachers participate in the Teacher Career Pathway. The TCP is a differentiated reward, recognition and retention program for teachers at IDEA Public Schools. The TCP program synthesizes multiple components of teacher performance in order to place them on a five-tier pathway. Each level on this pathway has its own set of supports, rewards and recognition. Pathway evaluations and placements are conducted annually.

IDEA has designated three full days within our school calendar for district training (Course Collaboration) throughout the school year. Teachers review areas of growth, Interim Assessments, share best practices and align instruction. Besides these full days of training, IDEA has set two 1/2 days for campus professional development training. Teachers also participate on bi-weekly subject course collaboration session/webinars every Wednesday with their peers around the district.

