



Cedars International Next Generation
High School At Highland
T-STEM Renewal Application
2018-2019

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Background

District Affiliation

CEDARS INTERNATIONAL ACADEMY

DC #: 227817

Region: 13

Mailing Address (Line 1): 8416 N IH-35

Mailing Address (Line 2):

City, State, Zip: AUSTIN, TX 78753

School Affiliation

CEDARS ACADEMY NEXT GENERATION H S AT HIGHLAND

CDC #: 227-817-001

Region:

Mailing Address (Line 1): 6700 MIDDLE FISKVILLE RD

Mailing Address (Line 2):

City, State, Zip: AUSTIN, TX 78752

Academy Information

T-STEM Academy Name:

Cedars International Next Generation High School At Highland

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

6-12

Grade Level	Number of Students
8	45
9	40
10	54
11	20
12	11

Contacts

Business Partner

Affiliation: Advanced Reasoning In Education
Job Title: Owner/President
Full Name: Mr. Steven Zipkes
Email: szipkes@advancedreasoningined.com
Phone Number: 512-569-1503

Superintendent

Job Title: Superintendent
Full Name: Dr. Mark Diaz
Email: mdiaz@cedars-academy.org
Phone Number: 512-419-1551

Applicant

Job Title: Principal
Full Name: Mr. Steven Zipkes
Email: szipkes@cedars-academy.org
Phone Number: 512-956-4406

IHE Liaison

Affiliation: Austin Community College
Job Title: Director of Early College High Schools
Full Name: Dr. Melissa Biegert
Email: melissa.biegert@austincc.edu
Phone Number: 512-223-7686

Narratives

Model Implementation

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.

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

Endorsements

Identify the current endorsements that are offered:

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

Industry Certificates

Identify all industry certificates offered to students.

Certificate	Description
na	na

Level One Certificates

Identify all level one certificates offered to students.

Certification	Description

Level Two Certificates

Identify all level two certificates offered to students.

Certification	Description

Key Elements for Success

Provide a link to the job description, roles of design team, leadership team, and advisory board.

<https://drive.google.com/file/d/0B83a5s5VQgSqaVhlaW05ZTZNdEo/view?usp=sharing>
<https://cedars-academy.org/sample-page/employment-opportunities/> <https://cedars-academy.org/sample-page/board-of-trustees/>

Provide a link to your mission statement.

<http://cedars-hs.org/about.html>

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

<https://drive.google.com/file/d/0B83a5s5VQgSqVWdSMzVzMzAxTjQ1aFkwN1pSajZqU1lQV3lv/view?usp=sharing>

Provide a link to the academy's master schedules.

https://docs.google.com/spreadsheets/d/1LJfEXnIU4x5eGftVtM_8Werj3kWWHjhWf6ebtZ5KtqA/edit?usp=sharing

Provide a link to the academy's Student IGPs with CCRS and Performance Acknowledgement Plans.

<https://drive.google.com/file/d/19sjeOQtixfwNjZ6ecPtgVbrJ7MbM2t1d/view?usp=sharing>

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

<https://cedars-academy.org/sample-page/enrollment/> <https://cedars-academy.org/wp-content/uploads/2016/10/Students-Charter-Board-Policies.pdf>

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/file/d/1hNhXP558_aWMXfwo4Bb7Dzyo1becSoJZ/view?usp=sharing

Provide a link to the academy's description of instruction practices.

https://drive.google.com/file/d/1lgR__RLdOjLOBIHgBRic8dQifV3UWm6o/view?usp=sharing

Provide a link to the academy's STEM-focused extracurricular activities.

<https://drive.google.com/file/d/1PlUbmND1yayC5LAp1zRpGqnOQMiqnsx7/view?usp=sharing>

Provide a link to the academy's internship and externship opportunities.

https://drive.google.com/file/d/1f9jiXgakaal7WMWsSJlXp_JL_SmUVfB/view?usp=sharing

Provide a link to the academy's Senior Capstone Project description.

https://drive.google.com/file/d/1isLyxa6b_xmxSEl6RvokHDgDxakzMr5n/view?usp=sharing

Provide a link to the academy's Student Portfolio Plans.

https://drive.google.com/file/d/1w7i_xhCsnBnyeuXPOYJNVBLryz1djJWY/view?usp=sharing

Provide a link to the academy's Academic Literacy Plan.

<https://drive.google.com/file/d/1V9Eaxn8ydTfmrHhZdUlhYqzypqbP5Nud/view?usp=sharing>

Provide a link to the academy's Assessment strategy.

<https://drive.google.com/file/d/1PDLBpLQskgv6NJFnEVrFucN5horVsg3T/view?usp=sharing>

Free-Response

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

Cedars International Next Generation High School has all staff committed to returning next year that will be needed for 150 students grades 8-10. All staff members are highly qualified and they have all taught at a New Tech STEM school that was 100% PBL for 5 plus years. Seven out of eleven teachers have advanced degrees and 5 are qualified to teach college credit courses. Teachers will participate in 90 minutes of PD weekly to collaborate, explore and learn of best practices in STEM, PBL and instruction. Teachers have many outside opportunities with Advanced Reasoning In Education, Think Global PBL Academy, Educate Texas coach, New Tech coach and Region 13 for external PD. Teachers not only participate in PD as learners but also have opportunities to plan and facilitate weekly PD through out the year. The weekly PD will follow a year long PD plan that is cultivated from student data and teacher needs assessment data as well as current research based best practice trends and culturally responsive teaching methods. Success is measured by classroom observations and by using "Looking at Student Work" protocol. Future teacher recruitment efforts will be to look to the UTeach program at UT and a similar PBL in service programs at Texas State for STEM qualified teachers. If novice teachers are hired they attend a Think Global PBL Academy to ensure the understanding of deeper PBL processes we use as well as be given a mentor teacher in their same content who will meet with them weekly, complete observations of other classrooms with them and then conduct observations of them later in the year. The Academic Dean will oversee this novice program and will guide them through a book study using "Teach Like a Champion" by Doug Lemov. Novice teachers will collect evidence of the tools they are using and instruction practices that are working.

Describe the current STEM pathways available at the academy.

Endorsements offered to Cedars International Next Generation HS students are as follows:

STEM

Business and Industry

Public Service

Arts & Humanities

Multidisciplinary Studies.

Describe how strategic alliances with industry partners and IHEs will support the Academy. The description should include details regarding the role of each IHE, business, and/or community partnership; along with parent/family partnerships and communication conventions with the Academy.

As the former Founding Principal of a highly successful TSTEM Academy (Manor New Tech) for the last 11 years I have

developed collaborative partnerships that have expressed a desire to continue partnering with Cedars International Next Generation TSTEM /STEAM Academy

Our primary IHE will be Austin Community College as our campus is directly across the street from their Highland Campus. We are working on our MOU for the 2018/19 school year with ACC that not only accommodates dual credit, but offers industry certifications, as well as other college classes. Our secondary IHE is The University of Texas: On Ramps courses of Computer Science, ELA 3, US History, and Statistics. Both of our IHE's are currently working on MOUs with us.

Our industry partners are unique in themselves as The University of Texas Nascent (Nanotechnology) is a partner with

us to allow student participation in their Nano Summer Camp as well as providing teachers and students paid

fellowship opportunities in their Nano Labs. Another industry partner is The University of Texas UTeach Program. Their

College Students will create and run projects in our classes under the guidance of our PBL Staff. Our students will then

participate in a field experience with UTeach Staff, UTeach Students, and our Staff. We will provide opportunities for

UTeach Student Teaching as well as Internships at our campus. Our Students will get the exposure and benefits of

working with a Tier 1 University and data will be collected for a longitudinal study in closing the achievement gap of

underrepresented students in a PBL STEM environment. We will also partner with Advanced Reasoning In Education

(ARIE): Think Global PBL Academy for all of our deeper PBL process needs and training. ARIE will conduct their Think

Global PBL Academy for the entire charter district (2 campuses) and will provide coaching as a collaborative

partnership between Cedars-International and ARIE. We will be a demonstration site for the deeper PBL process of

Think Global PBL Academy. There are many other partnership opportunities with Tech Industry, Media/Gaming(One Seventeen Media) Industry, Research Universities as well as many others that I have collaborated and worked with in the past.

One of the most important aspects of a successful campus is Parent and Community involvement. We not only

have a SBDM team involving parents and community members, we implemented a Parent Involvement Committee

(PIC)where all parents have an opportunity have a voice in the the school, feel connected to the campus, and really

create an opportunity for ownership and agency in their school. In addition, parents and community have

opportunities to provide authentic problems to create projects around real world problems and

application as well as
opportunities to sit on panels for student presentations, therefore providing another venue for
ownership and pride in
the students, the staff, and the school.

Describe the Academy's work-based and contextual learning in the curriculum.

As a second year campus all our PBL projects are based upon state standards with and industry focus for student engagement. As a 100% PBL campus all students average about 50 projects a year that have societal impact and contextual learning in the each project whether technology classes or core classes. We have professionals come in and sit on panel for the students to present their projects to for real world feedback. Students are then able to see the impact of their project.

Describe the STEM-focused extracurricular activities (field experiences, clubs, and competitions) offered to students.

At CINGHS we use a variety of STEM focused extracurricular activities: The University of Texas UTeach Program. Their

College Students will create and run projects in our classes under the guidance of our PBL Staff. Our students will then

participate in a field experience with UTeach Staff, UTeach Students, and our Staff. We also have one of the largest group of girls in ChicTech in Austin. We also provide our Virtual Reality/Tech club that meets 2x a month from 4:05-9pm where are students compete against other schools in virtual reality games, video games and Esports. As a second year school we are still exploring additional clubs, field experiences and competitions. After running First Robotics for 10 years we have decided to go a different direction and look at possibly Vex Robotics or some other program that is not as expensive and labor intensive.