



KAREN WAGNER H S
T-STEM Renewal Application
2020-2021

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Background

District Affiliation

JUDSON ISD

CD #: 015916

Region: 20

Mailing Address (Line 1): 8012 SHIN OAK

Mailing Address (Line 2):

City, State, Zip: LIVE OAK, TX 78233

School Affiliation

KAREN WAGNER H S

CDC #: 015-916-008

Region:

Mailing Address (Line 1): 3000 N FOSTER RD

Mailing Address (Line 2):

City, State, Zip: SAN ANTONIO, TX 78244

Academy Information

What is the academy name?

Karen Wagner TSTEM

Which model does the district intend to implement at this time? Within these models, there are variations.

School-Within-School: Multiple Campuses - A subset of students in grades 6-12 are enrolled in the 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.

Grade Levels Served

What grade level(s) will your academy plan to serve in the 2020-2021 school year?

6
7
8
9
10
11
12

Enter the number of students that you plan to serve in 6th grade.

125

Enter the number of students that you plan to serve in 7th grade.

125

Enter the number of students that you plan to serve in 8th grade.

125

Enter the number of students that you plan to serve in 9th grade.

73

Enter the number of students that you plan to serve in 10th grade.

59

Enter the number of students that you plan to serve in 11th grade.

32

Enter the number of students that you plan to serve in 12th grade.

32

Contacts

Applicant

Applicant 1

Job Title

Director of Post Secondary Education

Name Prefix

Ms.

First Name

Graciela

Last Name

De Anda

Email

gdeanda@judsonisd.org

Phone

210-945-5364

Principal

Principal 1

Name Prefix

Ms.

First Name

Mary

Last Name

Duhart-Toppen

Email

mduhart-toppen@judsonisd.org

Phone

210-662-5000

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Jeanette

Last Name

Ball

Email

jball@judsonisd.org

Phone

210-945-5100

Narratives

Current Designations at JUDSON ISD:

- KAREN WAGNER H S - T-STEM - 1617
- JUDSON EARLY COLLEGE ACADEMY - ECHS - 0910

Previous Planning Year Applications at JUDSON ISD:

Narratives

The majority of the following questions will be narrative response. Narrative responses are limited to a maximum of 250 words. We recommend writing your responses in a text-editing software such as Microsoft Word and then pasting your responses into the website when they are complete. Progress to the next section when you are ready.

Narratives: Degrees and Credentials

Degrees and Credentials

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

Health Science
Information Technology
Manufacturing

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Bio-Medical Science

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Programming and Software Development

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

Engineering

Which of the following credential(s) does the academy plan to offer students in 2021-2022 school year?

IC

What industry certifications does the academy plan to offer?

Item

Microsoft Technology Associate (MTA) Introduction to Programming Using Java

Does the IHE partner currently have an articulation agreement with a four-year IHE detailing how a student's associate degree and accrued credits could lead to a baccalaureate degree?

No

Narratives: Strategic Partnerships: IHE,

Strategic Partnerships: Business Partner

Strategic Partnerships: IHE

IHE Partner 1

Affiliation

St. Philip's College

Name Prefix

Dr.

First Name

Adena

Last Name

Williams Loston

Email

aloston@alamo.edu

Phone

210-486-2900

Job Title

President

IHE Partner 2

Affiliation

The University of Texas-OnRamps

Name Prefix

Mr.

First Name

Kyle

Last Name

Seipp

Email

kyle.seipp@austin.utexas.edu

Phone

512-471-7055

Job Title

Assistant Director Strategic Initiatives

The T-STEM academy shall have strategic partnerships with business and industry partners and Institutions of Higher Education (IHEs) that are formally articulated in writing and clearly define a variety of STEM careers.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirement: Curriculum alignment and courses of study, which enables a student to combine high school courses and college-level courses to earn either an associate degree, postsecondary certificate provided by an IHE, or industry certification.

The St. Philip's College articulation agreement outlines dual credit courses as those in the Texas core curriculum, career and technical education, and workforce courses that apply to any certificate or associate degree. Course Agreements are developed by the College and the School District for each dual credit course taught. The Course Agreements list the high school course that students will receive credit for upon completion of the college course. The College, School District and School will ensure that the dual credit course and the corresponding high school course are equivalent. The UT OnRamps articulation agreement outlines dual enrollment courses in which UT Austin faculty teach the college course via distance education and high school staff teach the high school course equivalent. All OnRamps courses, with the exception of Math 301, are part of the Texas core curriculum and will transfer to any state public education institution. .

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Policies for: 1) advising students on the transferability of all college credit offered and earned, 2) ensuring the IHE transcripts college credit earned through dual credit in the same semester that credit is earned, 3) advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associate degree to a bachelor's degree and beyond in their chosen field), 4) students accessing the IHE facilities, services and resources

The St. Philip's College articulation agreement stipulates that designees from the College's Office of High School Programs and the School will be responsible for working to develop and refine a clear and coherent academic course sequence. Staff from the College Student Success will provide students with academic advising on the chosen AlamoINSTITUTE and program of study. All dual credit courses will be transcribed immediately upon a student's completion of the performance required in the course. Students enrolled through the census date will have the courses recorded on their permanent student transcript. In addition, all students enrolled in high school dual credit programs, to include TSTEM, have access to services similar to traditional college students who have graduated from high school. The UT OnRamps articulation agreement states that UT Austin faculty and academic staff develop and refine college-level curriculum and assume primary responsibility for the oversight of distance college courses. Faculty are provided intensive 1:1 professional development and support to learn how to deliver OnRamps courses through distance education. A high school student who is eligible for, successfully completes, and accepts college credit for the distance college course will have her/his course grade recorded in the Office of the Registrar at UT Austin. An official transcript may be requested at the end of the Spring term. Students will have training and access to OnRamps Portal and Canvas LMS as resources for the courses.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Transportation costs and fees including provisions for discontinuing operation while ensuring students previously enrolled will have opportunity to complete their course of study.

The St. Philip's College articulation agreement states that the School District will be responsible for providing student transportation as may be required to and from the College by means meeting the requirements of applicable law pursuant to our School District rules and procedures. Because UT OnRamps courses are delivered via distance education, no student transportation costs are incurred.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Data sharing agreement that includes provisions for teacher data such as qualifications and student level data such as credit hours taken and earned, GPA, formative data to assess if student is on track for college readiness

The St. Philip's College articulation agreement indicates that the College and the School District agree to share data not available to the other to ensure data integrity as both entities use data for enrollment into courses, state reporting, financial matters, and other official business related to the high school dual credit program. The School will also ensure that a School Dual Credit representative works with its dual credit instructors to obtain all hiring materials and timelines; verify their rosters; meet grade posting deadlines; and communicate with students and parents regarding eligibility status, missing paperwork and missing grades. The College will ensure that a College Dual Credit representative works collaboratively with the School Dual Credit representative in completing those responsibilities. UT OnRamps will facilitate the exchange of information among institutions, OnRamps high school teachers, OnRamps faculty and staff, and District contacts pertaining to: 1. students' progress toward earning college credit; 2. to facilitate early intervention to support student success; 3. whether college credit is earned, accepted, and/or declined; 4. to facilitate accurate recordkeeping; 5. to address academic integrity issues; and 6. for use in UT Austin outreach and recruitment. OnRamps high school teachers must attend a summer professional learning institute, attend required monthly virtual conferences, complete academic year professional learning institutes and assignments.

Strategic Partnerships: Business Partner

Business/Industry Partner 1

Affiliation/Company

4M HR Logistics

Job Title

Chief Operating Officer

Name Prefix

Ms.

First Name

Lisa

Last Name

York

Email

lyork0703@gmail.com

Phone

210-820-8645

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Clear roles and responsibilities for work site supervisors, mentors, teachers, support personnel, and other partners.

The business partner will provide TSTEM students with experiences in which teachers and work site supervisors will monitor students to ensure safety. The parameters of this agreement will be a collaborative effort between the TSTEM program and industry partner during meetings in which both parties are present.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Support for students' activities, such a clubs, Career and Technical Student Organizations, competitions, and special invitations.

The business partner will support STEM activities by attending TSTEM showcases, serving as judges on specific student contest panels, assisting in organizing job shadowing and field trips, and by helping to identify guest speakers and internships.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Student access to business and industry partners and work-based learning facilities, services, and resources.

The business partner will provide TSTEM students with access to work-based learning through facility tours and activities that will help them develop STEM qualifications needed for the job market.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Transportation fees and costs.

Judson ISD will be responsible for covering all transportation fees and costs.

Narratives: Regional Workforce Alignment, Work-Based Learning

List the regional high-demand occupations your academy intends to address through selected program(s) of study and work-based learning.

Regional High-Demand Occupation

Engineering

Computer Science

Bio-Medical

Work-Based Learning

Complete the activity tables below illustrating the work-based learning activities that your academy plans to offer students at each grade level. Please ensure the activities are STEM focused.

Add up to three activities offered to 6th grade students.

6th Grade Activities

National Geographic Challenge

FLL Robotics

Odyssey of the Mind

Add up to three activities offered to 7th grade students.

7th Grade Activities

TAME: Texas Alliance of Minority Engineers

FLL and FTC Robotics

PLTW: Design and Modeling, Green Architecture

Add up to three activities offered to 8th grade students.

8th Grade Activities

FTC Robotics

8th Grade Activities

Future City Challenge

Add up to three activities offered to 9th grade students.

9th Grade Activities

STEM Focused Guest Speakers

PLTW: Introduction to Engineering Design

Field Trip- Junior Achievement Finance Park (math focused)

Add up to three activities offered to 10th grade students.

10th Grade Activities

STEM Focused Guest Speakers

Field Trip-NASA

Field Trip-UTSA College of Engineering

Add up to three activities offered to 11th grade students.

11th Grade Activities

Field Trip- San Antonio Museum of Science and Technology STEM (lesson/tour)

Aerospace Company Job Shadow

SA Works Job Shadow Day

Add up to three activities offered to 12th grade students.

12th Grade Activities

STEM Focused Guest Speaker

Job Shadow

Internships

Narratives: Advanced Academics

Advanced Academics

Select the type of advanced courses (dual credit/AP/IB) your campus plans to offer students in 2021-2022.

DC
AP

What type of dual credit courses does your campus plan to offer?

AGCM

Describe any challenges in ensuring your academy has educators with qualification to teach dual credit. What steps did your academy take to address the need?

Currently, Wagner TSTEM does not have a qualified science teacher to teach a dual credit science course. The campus opted to address this challenge by offering dual enrollment via The University of Texas OnRamps (UTOR). UTOR provides courses in which students are enrolled in a high school course and also enrolled in a college course that is delivered via distance education and offered through the University Extension within the Texas Extended Campus. The college course is led by a credentialed college Instructor of Record. The college instructor is responsible for all college coursework, grading, and evaluation. The high school teacher is responsible for all high school coursework, grading, and evaluation. UTOR Physics I and UTOR Physics II are currently available to our TSTEM students.

Is the academy a TSIA testing site?

Yes

Narratives: STEM-Focused Extracurriculars, Student Support

Student Support

Provide examples of how the campus plans to provide students with academic services. List activities and brief descriptions of the activities. Add a new row for each provided service.

Activity	Description
TSI Summer Bridge	Intensive 2 week support for helping students with meeting Texas Success Initiative Readiness Standards. This program helps with TSI/PSAT test preparation, students take the TSI at the conclusion of the program. This is imperative to the STEM blueprint so students are able to engage in a variety of dual credit courses early in their high school career.
STEM Class	Students receive support from teachers based on the subject needed to pass on the TSI, the obtain PSAT preparation, engage in collaborative PBLs and are exposed to a variety of industry guest speakers.
Tutoring	Teachers are available for tutoring services before and after school.

Provide examples of how the campus plans to provide students with wrap-around services. List activities and brief descriptions of the activities. Add a new row for each wrap-around service.

Activity	Description
STEM Activities for Students	Students are able to participate in a wide variety of clubs, competitions, and organizations. This allows students to become well vested members of this program and offer leadership opportunities as they develop.
Provide Advisory/Academic Support	Time is built into the program to provide academic support to students through the STEM Class. Students are able to build a solid foundation, focus on TSI and PSAT test preparation, design PBLs and build relationships through these classes with teachers acting as mentors. Additionally, TSTEM students are granted their own academic counselor who oversees their course selections and addresses any areas of concern. The counselor has built solid relationships with students to address their social emotional needs as they transition into the program and through graduation.

How does your academy use the access, achievement, and attainment data for program improvement?

We have used our access data to target specific student sub-populations for recruitment purposes. For example, based on our access data, we did not meet in the area of economically disadvantage and have increased our recruitment efforts at our economically disadvantaged feeder schools.

STEM-Focused Extracurriculars

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

There are numerous opportunities for students to participate in STEM-focused extracurricular activities. Students will engage in activities such as Robotics, Business Professionals of America, Distributive Education Clubs of America, Academic Decathlon, Java programming state competition, National Society of Black Engineers, UIL, TriMATHalon competition and Girls Who Code. During the school year, students are provided field experiences which are coupled with project-based learning in order to directly apply classroom learning with field learning. Students will visit industry partner locations and meet with experts regarding their research.

Narratives: Leadership Team

Leadership Team

List the Leadership Team's three priorities for the next year and describe how the selected priority contributes to the academy's success. Each priority should be a benchmark from the ECHS/T-STEM/P-TECH Blueprint.

Benchmark	Description
Curriculum & Instruction & Assessment	Provide students Industry Certification opportunities
Strategic Alliances	Provide students opportunities to earn 15 College Credits by Graduation
Strategic Alliances	Provide students with work-based learning opportunities

Narratives: Benchmark 1 Products, Benchmark 2 Products, Benchmark 3 Products, Benchmark 4 Products, Benchmark 5 Products, Benchmark 6 Products, Benchmark Products

Benchmark Products

Benchmark 1 Products

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

<https://www.judsonisd.org/Domain/4576>

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

<https://www.judsonisd.org/Domain/4576>

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

<https://www.judsonisd.org/Domain/4576>

Benchmark 2 Products

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

<https://www.judsonisd.org/Domain/4576>

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://www.judsonisd.org/Domain/4576>

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

<https://www.judsonisd.org/Domain/4576>

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://www.judsonisd.org/Domain/4576>

Benchmark 3 Products

Provide a link to the academy's meeting agendas and minutes, with action items and decision logs.

<https://www.judsonisd.org/Domain/4576>

Provide a link to the academy's final, signed, and executed MOU with their industry partner/business.

<https://www.judsonisd.org/Domain/4576>

Provide a link to the academy's final, signed, and executed MOU with their IHE

<https://www.judsonisd.org/Domain/4576>

Provide a link to the academy's list of strategic partners with each member's organization, title and role in providing work-based learning for students by grade level.

<https://www.judsonisd.org/Domain/4576>

Benchmark 4 Products

Provide a link to the academy's four-year crosswalk document

<https://www.judsonisd.org/Domain/4576>

Provide a link to the academy's master schedule.

<https://www.judsonisd.org/Domain/4576>

Provide a link to the academy's curriculum alignment documents.

<https://www.judsonisd.org/Domain/4576>

Provide a link to the academy's testing calendar and schedule for TSI, ACT, SAT or other assessments.

<https://www.judsonisd.org/Domain/4576>

Provide a link to the academy's documentation detailing a minimum of three course of study examples that outline student pathways from high school, to associate degrees, to work credential and beyond.

<https://www.judsonisd.org/Domain/4576>

Benchmark 5 Products

Provide a link to the academy's documentation of appropriate work-based learning experiences for students at all grade levels.

<https://www.judsonisd.org/Domain/4576>

Provide a link to the academy's current dated regional high demand occupation list.

<https://www.judsonisd.org/Domain/4576>

Provide a link to the academy's aggregate data describing student participation in work-based learning experiences as well as percentage of students earning industry certification and credentials by type.

<https://www.judsonisd.org/Domain/4576>

Provide a link to the academy's samples of student artifacts such as writing, portfolios, presentations, or links to digital content.

<https://www.judsonisd.org/Domain/4576>

Benchmark 6 Products

Provide a link to the academy's bridge program calendar and curricula.

<https://www.judsonisd.org/Domain/4576>

Provide a link the academy's tutoring and other intervention/remediation program schedules,

<https://www.judsonisd.org/Domain/4576>

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

<https://www.judsonisd.org/Domain/4576>
