PARKLAND H S

T-STEM Renewal Application

2021-2022

Contents

Background

District Affiliation

YSLETA ISD

CD #: 071905
Region: 19
Mailing Address (Line 1): 9600 SIMS DR
Mailing Address (Line 2):
City, State, Zip: EL PASO, TX 79925

School Affiliation

PARKLAND H S

CDC #: 071-905-003
Region:
Mailing Address (Line 1): 5932 QUAIL AVE
Mailing Address (Line 2):
City, State, Zip: EL PASO, TX 79924

PARKLAND MIDDLE

CDC #: 071-905-042
Region:
Mailing Address (Line 1): 6045 NOVA WAY
Mailing Address (Line 2):
City, State, Zip: EL PASO, TX 79924

Academy Information

What is the academy name?

Parkland T-STEM Academy

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.

Grade Levels Served

What grade level(s) will your academy plan to serve in the 2021-2022 school year?

6
7
8
9
10
11
12

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

48

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

62

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

41

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

47

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

57

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

38

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

24

Contacts

Applicant

Applicant 1

Job Title

TSTEM Coordinator

Name Prefix

Ms.

First Name

Cherie

Last Name

Smith

Email

csmith8@yisd.net

Phone

915-434-6077

Principal

Principal 1

Name Prefix

Ms.

First Name

Penelope

Last Name

Bankston

Email

pbankston@yisd.net

Phone

915-434-6001

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Xavier

Last Name

De La Torre

Email

xdelatorre@yisd.net

Phone

915-434-0000

Narratives

Current Designations at YSLETA ISD:

- BEL AIR H S - T-STEM - 1718

- PARKLAND H S - ECHS - 1718
- PARKLAND H S - T-STEM - 1516

- YSLETA H S - ECHS - 1718
- YSLETA H S - T-STEM - 1617

- RIVERSIDE H S - P-TECH - 1819
- RIVERSIDE H S - T-STEM - 0910

- J M HANKS H S - ECHS - 1920

- DEL VALLE H S - T-STEM - 1516

- VALLE VERDE EARLY COLLEGE H S - ECHS - 0708

Previous Planning Year Applications at YSLETA 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, Recruitment and Enrollment

Degrees and Credentials

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

Manufacturing
STEM

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

Advanced Manufacturing and Machinery Mechanics
Engineering

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

Engineering
Programming and Software Development

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 Python

OSHA 30 Hour General Industry

Autodesk Certified Professional or User in Revit Architecture

Autodesk Certified Professional or User (ACU)- Inventor

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

Recruitment and Enrollment

Describe any changes in established plans for recruitment and enrollment process that meet open enrollment requirements.

Our recruitment plan starts with 5th graders in our feeder pattern. During the spring semester they are given a tour of the T-STEM classrooms at the middle school. During the tour, student ambassadors, counselors, T-STEM students, teachers and the T-STEM coordinator give presentations to the students. Out of district parents interested in the academy are given tours and meet with the T-STEM coordinator and counselor. A spring T-STEM Night is conducted at PMS for the Pre-K-12 grade feeder pattern to showcase their STEM programs. Applications for both the middle and high school T-STEM programs are available at this event. In December, all 8th grade students from the Parkland Middle school will receive a presentation explaining the benefits of joining the T-STEM Academy. In January, another round of T-STEM Academy presentations will be given in the middle school T-STEM classes. Additionally, Parkland T-STEM Academy will host one parent informational nights for all district and El Paso County parents. Information is also shared through the campus and district social media outlets. All 8th grade students from YISD are eligible to apply/enroll into Parkland T-STEM Academy. El Paso County 8th graders are also eligible to enroll into Parkland T-STEM Academy as long as they meet the requirements for transfer students into YISD. Grades, discipline, and test scores are never a consideration for admission the T-STEM Academy.

Narratives: Strategic Partnerships: IHE, Strategic Partnerships: Business Partner

Strategic Partnerships: IHE

IHE Partner 1

Affiliation

El Paso Community College

Name Prefix

Ms.

First Name

Tonie

Last Name

Badillo

Email

mbadill4@epcc.edu

Phone

915-831-6755

Job Title

Dean of Dual Credit and ECHS

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.

TSTEM students will apply for and be admitted to EPCC. They will take the appropriate placement exam and meet all prerequisites for core classes. Parkland HS is also an Early College Campus. Parkland TSTEM students can take any core curriculum dual credit college course that they have met the required prerequisites for that is offered on our campus as long as it applies to their chosen postsecondary career pathway or major. TSTEM students are encouraged to participate in multiple industry certification opportunities and take dual enrollment UT OnRamps courses.

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

1) PHS counselors will advise students on the transferability of all college credit offered and earned. 2) EPCC will give college credit to the student for any credit earned during the same semester that the TSTEM student is enrolled in dual credit classes. 3) PHS counselors will advise students on the transferability and applicability to baccalaureate degree plans for all college credit offered and earned. 4) TSTEM students can access the IHE facilities, services and resources.

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.

TSTEM students will not be transported to EPCC for classes.

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

EPCC and PHS will collect data required for reporting purposes. They will share the data with the appropriate agencies as needed.

Strategic Partnerships: Business Partner

Business/Industry Partner 1

Affiliation/Company

Stanton Street

Job Title

Partner - Creative Director

Name Prefix

Mr.

First Name

Tony

Last Name

Casas

Email

tony@stantonstreet.com

Phone

915-351-8440

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.

Our business partner, Tony Casas, is willing to participate in Parkland's T-STEM advisory board meetings. He is willing to mentor students, provide on-site tours (when the pandemic is over), provide job shadowing opportunities, and to allow access for both students and faculty to ask any questions to professional personnel as needed.

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.

Our business partner is willing to support students' activities by mentoring and/or offering assistance/knowledge to complete projects for technical clubs, organizations and competitions. He is also willing to help judge projects in competitions.

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.

Our business partner is willing to work on proposals to allow students to have access to some of his employees and other advertising/development/design/marketing agencies in El Paso too.

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

Transportation cost is not addressed in the MOU.

Narratives: Regional Workforce Alignment, Work-Based Learning

Regional Workforce Alignment

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
Civil Engineering
Software Developer, Applications
Electrical Engineering
Computer Programer

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

Field Trips

Guest Speakers

Community Service Projects

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

7th Grade Activities

Career Presentations

Community Service Projects

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

8th Grade Activities

College Career Exploration

Community Service Projects

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

9th Grade Activities

Nepris Videos containing Interviews with working professionals geared towards answering high school student questions about industry

Presentations from Engineers/Computer Programmers to students

OSHA 30 Hour Training

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

10th Grade Activities

Career Investigation Research and Report

Presentations from Engineers/Computer Programmers to students

OSHA 30 Hour Training
10th Grade Activities

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

11th Grade Activities

Nepris Videos containing Interviews with working professionals geared towards answering high school student questions about industry

Presentations from Engineers/Computer Programmers to students

OSHA 30 Hour Training

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

12th Grade Activities

Nepris Videos containing Interviews with working professionals geared towards answering high school student questions about industry

Presentations from Engineers/Computer Programmers to students

OSHA 30 Hour Training

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?

An ongoing challenge for Parkland High School is the hiring and retention of teachers with the required

master's degree and credentials to teach dual credit courses face to face on our campus. The Ysleta Independent School District has created a program that encourages teachers to complete their master's degree at the University of Texas at El Paso. Under this program, the teacher's tuition and fees are covered by the district in order to increase the number of teachers who can teach dual credit classes. Parkland HS administration works in collaboration with EPCC to credential teachers who meet requirements. Also, Parkland HS is working with YISD and EPCC to increase the number of dual credit sections needed for our students. Finally, Parkland HS hires only educators that meet requirements to be credentialed or are credentialed for certain positions.

Is the academy a TSIA testing site?

Yes

Narratives: STEM-Focused Extracurriculars, Curriculum and Support

Curriculum and 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
TSTEM student coordinator counseling	TSTEM coordinator will conference with STEM students to review their interests and respective pathway plan
Saturday Tutoring	Saturday sessions are available for students that need enrichment for high school testing requirements completion
TSTEM Teacher Tutoring	Tutoring for TSTEM classes is provided depending on individual teacher availability
Middle School 10th Period Advisory/Enrichment Classes	Extra support given to students based on individual student needs. This includes counseling services, SEL lessons, academic tutoring and extension lessons.
Bridge Program	Provided during the summer at UTEP for middle school students bridging to high school
TSI Remediation Tutoring	Class designed for students who have not passed the TSI class that covers study skills, organization, and content review.
Online Study Content	Clever, E2020, and other online resources are made available to students for extra content support.

Activity	Description
Parent Meetings	Parent Meetings are held as needed

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
Go Center	Go Center representative works in conjuction with counselors to help provide students with post secondary elgibility and scholarships
Communities in Schools Program	Special counseling is available to students needing connections to social services
Mental Health Workshops	Workshops are provided to parents and students in order for all parties to be aware of warning signs, coping strategies, and available resources.

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

Access data is provided to the high school. The data is used to determine how the TSTEM population at Parkland HS compares with the district population. The TSTEM academy is in the process of creating a master database to track attainment and achievement data. The TSI test data will be used to determine if students need additional services/help to pass TSI tests. It will also be used to determine eligibility for dual credit classes. We are also planning to track work based learning classroom hours, and certifications in our master database.

STEM-Focused Extracurriculars

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

Parkland TSTEM academy students participate in Technology Student Association (TSA). TSA offers various technology and career based projects and competions. We complete regionally, at the state level and at the National level. Middle school students compete in FIRST LEGO League Jr (FLL): This is an international competition. Each year, FIRST LEGO League introduces a scientific and real-world challenge for teams to focus and research on. The robotics part of the competition involves designing and programming LEGO Mindstorms robots to complete tasks. The students work out solutions to the various problems they are given and then meet for regional tournaments to share their knowledge, compare ideas, and display their robots. High school students compete in FIRST Technology Challenge (FTC): participants are challenged to design, build, program, and operate robots to compete in a head-to-head challenge in an alliance format. The robot kit is reusable from year-to-year and can be programmed using a variety of languages, including Java. Five Star Innovation Cup STEM Competition: Students have the opportunity to present their STEM projects to military officials and compete for

prizes, scholarships, and the coveted Five Star Innovation STEM Cup. High school students compete in regional and state VEX Robotics competitions. Teams of students design, build, and code robots each year to play a brand-new challenge.

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
Benchmark 5: Work-Based Learning	Focus on plan to improve Work-Based Learning Opportunities for TSTEM Students. If we can build a stronger relationship with business partners and increase the work-based learning opportunities for our students it will make our academy stronger and give our students a better idea of what to expect in their perspective career fields.
Benchmark 2: Target Population	Develop a better plan to recruit and retain students into the TSTEM Academy. By bringing in students that want to be in the academy and are willing to participate in all of our programs we will build a stronger academy and provide a more meaningful experience for our students.
Benchmark 3: Strategic Alliances	Develop a plan to get all TSTEM students TSI tested by their 10th grade year so that they have the opportunity to take dual credit classes earlier in their high school career.

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.yisd.net/Page/15606

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

https://www.yisd.net/Page/15606

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

https://www.yisd.net/Page/15606

Benchmark 2 Products

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

https://www.yisd.net/Page/15607

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.yisd.net/Page/15607

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

https://www.yisd.net/Page/15607

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.yisd.net/Page/15607

Benchmark 3 Products

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

https://www.yisd.net/Page/15608

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

https://www.yisd.net/Page/15608

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

https://www.yisd.net/Page/15608

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.yisd.net/Page/15608

Benchmark 4 Products

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

https://www.yisd.net/Page/15609

Provide a link to the academy's master schedule.

https://www.yisd.net/Page/15609

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

https://www.yisd.net/Page/15609

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

https://www.yisd.net/Page/15609

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.yisd.net/Page/15609

Benchmark 5 Products

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

https://www.yisd.net/Page/15610

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

https://www.yisd.net/Page/15610

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.yisd.net/Page/15610

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

https://www.yisd.net/Page/15610

Benchmark 6 Products

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

https://www.yisd.net/Page/15611

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

https://www.yisd.net/Page/15611

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

https://www.yisd.net/Page/15611