



C E KING H S
T-STEM Renewal Application
2021-2022

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Background

District Affiliation

SHELDON ISD

CD #: 101924

Region: 04

Mailing Address (Line 1): 11411 C E KING PKWY

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77044

School Affiliation

C E KING H S

CDC #: 101-924-001

Region:

Mailing Address (Line 1): 11433 E SAM HOUSTON PKWY N

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77044

Academy Information

What is the academy name?

Sheldon ISD 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.

132

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

115

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

116

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

100

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

97

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

94

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

66

Contacts

Applicant

Applicant 1

Job Title

Executive Director of Advanced Academics and CTE

Name Prefix

Mrs.

First Name

Karen

Last Name

Gallow

Email

karengallow@sheldonisd.com

Phone

281-727-2063

Principal

Principal 1

Name Prefix

Dr.

First Name

Raffat

Last Name

Saeed

Email

raffatsaeed@sheldonisd.com

Phone

346-378-7009

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

King

Last Name

Davis

Email

kingdavis@sheldonisd.com

Phone

281-727-2006

Narratives

Current Designations at SHELDON ISD:

- C E KING H S - ECHS - 1213
- C E KING H S - T-STEM - 1819

Previous Planning Year Applications at SHELDON 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.

STEM

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

Biomedical Science

Cybersecurity

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

Autodesk Certified Professional or User in AutoCAD

Microsoft Technology Associate (MTA) Introduction to Programming Using JavaScript

Microsoft Technology Associate (MTA) Introduction to Programming Using Python

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?

Yes

Provide the university name that your IHE partner has an articulation agreement with and the bachelor degree that students could earn using their associate degree and accrued credits. Each row represents a degree.

2-Year Degree	University	4-Year Degree
Associate of Science, Mathematics	Lamar University	Bachelor of Science in Mechanical, Civil, or Chemical Engineering

Associate of Science,
2-Year Degree
MathematicsLamar
University
UniversityBachelor of Science Computer Game Development; Bachelor
4-Year Degree
of Science Computer Science

Recruitment and Enrollment

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

The T-STEM Academy will maintain its open enrollment process for students in Sheldon ISD. The recruitment process will remain the same with a few minor modifications due to the COVID-19 Pandemic. Our STEM program will continue to recruit students during their fifth-grade and 8th grade years. However, instead of meeting with students in person, we will transition to a virtual format. Students will apply online and will be notified of their acceptance. We will hold question and answer sessions online, and we will meet with small groups of students to discuss the program. In addition, we will create a video that highlights the STEM program and provides prospective students information about the different components of the program.

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

Strategic Partnerships: IHE

IHE Partner 1

Affiliation

San Jacinto College

Name Prefix

Dr.

First Name

Brenda

Last Name

Hellyer

Email

brenda.hellyer@sjcd.edu

Phone

281-998-6100

Job Title

Chancellor

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.

Sheldon ISD T-STEM curriculum alignment and courses of study enable a student to combine high school and college courses that support earning an associate degree and/or an industry certification valued in high-wage, high demand STEM fields. The articulation agreement between San Jacinto College and Sheldon ISD provides for annually reviewing and publishing a four-year crosswalk of courses that meets the Texas Education Agency Programs of Study, the TEA Approved Industry-Based Certifications, and the Texas Higher Education Coordinating Board Lower Division Academic Course Guide and Workforce Education Course Manuals. The agreement outlines expectations for students to earn the high school STEM endorsement and Distinguished Level of Achievement, participate in work-based learning, and earn college credit and certifications. The agreement requires the partners to collaboratively develop and refine a clear and coherent academic program across the two institutions for curriculum alignment, as well as intervention plans. In addition, it ensures that a college course taught to T-STEM students will be equivalent with respect to curriculum, materials, instruction, and method/rigor of evaluation to the same course taught on the college campus. T-STEM Academy instructors teaching college level courses must be San Jacinto College faculty members and meet the standards of Southern Association of Colleges and Schools (SACS). Delivery of T-STEM courses can occur at the high school campus, the college campus, or online. Via an advisory committee that regularly reviews data for student progress, higher education, school district, and business partners ensure curriculum alignment between high school, postsecondary, and industry professionals.

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 T-STEM articulation agreement provides counseling and academic support services. It requires that the T-STEM counselor and college dual credit liaison provide students with information regarding degree plans, college majors, FAFSA, financial assistance, and waivers for tuition and fees. The college dual credit office provides academic and career counseling to support the Sheldon ISD T-STEM Academy students and advise students as to the transferability of all industry certifications and college credit earned to a certificate of technology, associate degree, and baccalaureate degree. The

agreement provides for advising on satisfactory academic progress, college admissions, grade point averages, transcripts, degree plans, class registration, and college grading practices. Upon a student's completion of the performance required in a course, credit shall be reflected on the high school and college transcripts within the same semester that credit is earned. The IHE will report a letter or numerical grade for mid-term and semester grades. Per the articulation agreement, T-STEM Academy students will have reasonable access to all San Jacinto College North Campus buildings, including the student center, Center for Academic Student Achievement, tutoring center, disability services, career counseling, computer labs, library, bookstore, extracurricular activities, clubs, organizations, rooms for meetings, socialization, and cultural events. Students receive Sheldon ISD and San Jacinto College identification cards, which provide access to students enrolled at these institutions.

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.

Per the IHE articulation agreement, Sheldon ISD is responsible for and will support the Sheldon ISD TSTEM Academy "day-to-day operational, instructional, and administrative costs, including administrative and staff salaries and benefits for Sheldon ISD T-STEM Academy Principal, counselor, and any other Sheldon ISD employees assigned to the program; transportation costs; professional development costs; and other school-related expenditures." Thus, Sheldon ISD is responsible for transportation to and from the C.E. King High School campus, as well as to and from the IHE campus. Sheldon ISD and San Jacinto college also agree to comply with the agreement's requirements for discontinuing operations of Sheldon ISD T-STEM Academy. During the teach-out period transitioning from full operation to the discontinued program, San Jacinto College and Sheldon ISD will continue to meet all required elements of a T-STEM program and provide full support for all students enrolled in Sheldon ISD T-STEM Academy. During the teach-out period, no new or additional students will be enrolled in Sheldon ISD T-STEM Academy in grades that have been phased out.

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

In accordance with Applicable Law, Sheldon ISD maintains student records pertaining to the Sheldon ISD T-STEM Academy and will provide the IHE with education records, including grades, progress, and other informational data on student assessment, promotion, retention, award of diplomas, and other student data necessary and advisable for the IHE to perform its obligations under the articulation agreement. Data records are those created during the time for which students are enrolled in the Sheldon ISD T-STEM Academy and include, but are not limited to, the number of credit hours attempted and earned, GPAs, state assessment results, SAT, ACT, PSAT scores, TSI readiness by grade level, qualifications of T-STEM staff and SJCCD college instructors, location(s) where courses are taught, articulation data of high school students in four-year colleges/universities, completion rates, enrollment/retention rates, leaver codes, attrition rates, PEIMS and TAPR data, and student participation in activities. Likewise, in accordance with Applicable Law, the IHE will maintain student records pertaining to students enrolled in the Sheldon ISD T-STEM Academy and will provide Sheldon ISD with education records to perform its obligations under the agreement. Each party designates the other as its agent with a legitimate educational interest in students' educational records for purposes of FERPA. Both parties institute policies and procedures reasonably designed to ensure that its employees and agents comply with federal and state laws governing the rights of Sheldon ISD TSTEM Academy students with respect to educational records and shall protect student records against

disclosure to unauthorized persons.

Strategic Partnerships: Business Partner

Business/Industry Partner 1

Affiliation/Company

Mccord Development, Inc.

Job Title

Director

Name Prefix

Mr.

First Name

Richard

Last Name

Yarbrough

Email

ryarbrough@mccord.com

Phone

832-326-6904

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.

T-STEM agreements address the responsibilities for providing various opportunities to our students, including job shadowing, career exploration, and other work-based learning opportunities. The agreement communicates the roles for the school personnel as well as the business partner's role in providing both mentoring and career guidance for students in the STEM program. Specific opportunities include guest speakers, presentations about different job roles, information about careers, career advice and mentoring, and opportunities for internships. Our business partners, including LyondellBasell and Generation Park, commit to supporting students by providing feedback on project-based learning and serving on our advisory council. All T-STEM teachers have access to the software program Nepris, which allows for a virtual connection with industry professionals. Students in the Programming and Software Development and Engineering practicum courses are able to utilize industry-based programs such as Python, Inventor, and Autodesk to gain exposure to professional work environments and to develop skills that provide opportunities for collaboration with workforce partners. Worksite supervisors, mentors, teachers, and all partners comply with Child Labor Laws and the Fair Labor Standards Act, address the Texas Essential Knowledge and Skills through training plans,

and provide safe work habits and environments. Workplace supervisors and coordinating teachers collaborate to develop job/attendance reports, evaluation and safety criteria, work-based learning curricula, work schedules, emergency contacts, and background checks for students assigned to worksites.

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

Articulation agreements indicate that business/industry partners, such as Generation Park, LyondellBasell and C-STEM, support the STEM program through student activities, clubs, competitions and special initiatives. For example, LyondellBasell purchases supplies, trophies, and medals for our district Challenge Day Competition, funds student participation at the annual Women in Industry Conference, and provides bridge camp shirts for all incoming STEM Academy students and teachers each year. Generation Park provides opportunities for students to set up a booth, advertise our program, and interact with the community at their annual Community Day. They also support the Challenge Day event and purchase shirts for our STEM ambassadors. Our C-STEM partner provides us with assistance and support for our district-wide after school STEM program, and they also assist by providing guest speakers and STEM community events for our students in the Houston area. Harris County Public Health (HCPH) has provided student site visits to their Virtual Reality and Innovation labs, as well as a contract to provide a mobile health clinic where students can earn service hours and shadow professionals. HCPH has also committed to providing our district with its own Innovation Lab, including the cost to renovate and equip one of our facilities. This provides opportunities for students to work collaboratively with medical professionals on STEM projects while developing critical thinking, communication skills, and creativity.

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.

Sheldon T-STEM articulation agreements allow students to gain exposure to professional work environments and to develop skills that provide a competitive edge in attaining their college and career goals. The business/industry articulation agreements provide opportunities for industry professionals to support and mentor students during project-based learning (PBL) activities that occur in Sheldon ISD or in the workplace. This includes release time from school to access business/industry facilities. Per the agreements, STEM students regularly engage with industry personnel through summer STEM camps, PBLs, and STEMtastic after school activities. This includes professionals such as scientists, doctors, engineers, computer programmers, and land developers. All T-STEM teachers have access to Nepris, which supports virtual connections with industry professionals. In addition, at Null Middle School and King Middle School, students use industry software, equipment, and simulators via Project Lead the Way modules and Paxton Patterson curriculum stations to experience contextual learning in state-of-the-art STEM labs. Workforce partners correlate what students learn in the lab to real-world experiences. Per the agreements, industry partners host STEM site visits for teacher professional development, as well as for student learning opportunities. The Technology Education and Literacy in Schools (TEALS) agreement also connects students and classroom teachers with industry professionals who provide learning support during computer science courses. The T-STEM Academy maintains and annually reviews agreements that clearly articulate the business/industry requirements outlined in this benchmark so that appropriately sequenced work-based learning activities afford students the opportunity to understand, reflect upon, and demonstrate their learning.

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

Business/Industry articulation agreements state that all transportation fees and costs to and from school and to and from work-based learning sites will be the responsibility of Sheldon ISD.

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

Biomedical Technician

Medical and Clinical Lab Technician

Mechanical Engineer

Computer Programmer

Software/Application Developer

Chemical Engineer

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

Project Lead the Way/Paxton Patterson STEM Lab

6th Grade Activities

STEMtastic after-school activities

Project-based learning

Add up to three activities offered to 7th grade students.**7th Grade Activities**

Project Lead the Way/Paxton Patterson STEM Lab

Interviewing professionals and mentorships

Project-based learning

Add up to three activities offered to 8th grade students.**8th Grade Activities**

Project Lead the Way/Paxton Patterson STEM Lab

Project-based learning

Worksite tours and mentorships

Add up to three activities offered to 9th grade students.**9th Grade Activities**

Microsoft TEALS program

Project-based learning

STEMtastic Events

Add up to three activities offered to 10th grade students.**10th Grade Activities**

Industry credential

Project-based learning

STEMtastic Events

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

11th Grade Activities

 Practicum course

 Certification or license attainment

 Simulated workplace programs

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

12th Grade Activities

 Practicum course

 Certification or license attainment

 Simulated workplace programs

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?

Sheldon ISD faces the challenge of recruiting and retaining educators who have the credentials to teach dual credit. To address the need, the T-STEM Academy will continue posting jobs that indicate the preferred dual credit credentials and will provide a stipend to dual credit teachers. In addition, Sheldon ISD will continue to collaborate with universities that offer programs and scholarships that allow teachers to earn their master's degree and 18 hours in a content area. The Sheldon ISD Personnel Services Department has also set aside funds to match scholarships received by secondary teachers who pursue an advanced degree that qualifies them to teach dual credit. Applicants who meet the qualification to teach dual credit will be prioritized during the interview process.

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
AVID	Tutoring for advanced courses, college readiness advisory, and organizational skills
Summer Bridge	Introduction to STEM culture, parent engagement opportunities, and TSIA preparation
Personal Graduation Plans	Plans reflect a STEM endorsement, advanced coursework, postsecondary options, and programs of study. Minimum of 15 college credit hours for each student.
Saturday School	Opportunities for college tutoring and TSIA preparation and intervention.
Mentors	Business/industry mentors support students

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 Parent Engagement Nights	Parent outreach, information, and engagement
STEM PBL Showcase	Stakeholders--parents, community, business partners--witness students presenting their PBL products
Engineering Day	Host professional engineers who share their story (background, educational journey, day-to-day work)

Activity	Description
Communication Plan	Includes Advisory Council feedback, website, social media, Remind, campus TV monitors, and Spanish translations
Social Services	Counselors connect students to community services as needed
TSI Plan for Success	Preparation for TSIA2 success prior to 11th grade

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

The T-STEM Academy uses the blueprint's outcome-based measures to guide the decision-making process and design for our program. Access is measured by student recruitment and enrollment. Attainment is measured via course completion, TSIA, PSAT, certification, Advanced Placement, and SAT/ACT exams taken. Achievement is monitored through equitable course grades and exam scores. Academic data is monitored weekly, monthly, and at the end of each grading period to drive instruction, intervention, and assessment. Demographic data is analyzed each school year to drive recruitment for the underrepresented sub-populations of both the academy and in the STEM industry. Our program researches the projected workforce needs in the local area and collaborates with IHE and industry partners to determine course crosswalks and academic pathways. In addition, we work with our partners to implement Project Based Learning that addresses real needs and builds skills that students will use in the workforce. Our program collaborates with various district personnel, including Special Education, Advanced Academics, and Career and Technical Education, to analyze data related to T-STEM outcome-based measures. The data is shared regularly with the T-STEM Advisory Council so that all stakeholders can monitor, evaluate, and contribute to the program's success and improvement.

STEM-Focused Extracurriculars

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

Our T-STEM Academy provides exposure to the STEM fields by offering a variety of extracurricular activities, clubs, and competitions. At various grade levels, students visit colleges such as the University of Houston, Rice University, and Texas A&M through their AVID elective class. Our students are introduced to the STEM opportunities in the oil and gas industry through a career talk given by the Independent Petroleum Association of America. Our ambassador program allows students to participate in a physics demonstration and indoor skydiving experiences at iFly. Our students have represented our program and won awards in competitions through C-STEM and the IPAA PetroChallenge. Twice each month, students interact with guest speakers from various STEM careers, including private industry and the military. At each grade level, students are given opportunities to participate in at least two field experiences that are connected to the curriculum and enhance student learning.

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 4: TSI Achievement	Students must score college ready to enroll in college courses.
Benchmark 5: Work-based Learning	Students will learn real-world skills and be able to present their learning in a variety of formats.
Benchmark 6: Student Support	Provide academic support specifically for Dual Credit students that need intervention and/or remediation.

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://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

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

<https://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

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

<https://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

Benchmark 2 Products

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

<https://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

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://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

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

<https://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

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://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

Benchmark 3 Products

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

<https://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

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

<https://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

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

<https://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

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://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

Benchmark 4 Products

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

<https://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

Provide a link to the academy's master schedule.

<https://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

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

<https://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

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

<https://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

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://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

Benchmark 5 Products

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

<https://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

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

<https://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

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://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

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

<https://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

Benchmark 6 Products

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

<https://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

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

<https://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>

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

<https://sites.google.com/apps.sheldonisd.com/sheldon-isd-stem-academy/home>