



MISSION H S
T-STEM Renewal Application
2021-2022

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Background

District Affiliation

MISSION CISD

CD #: 108908

Region: 01

Mailing Address (Line 1): 1201 BRYCE DR

Mailing Address (Line 2):

City, State, Zip: MISSION, TX 78572

School Affiliation

MISSION H S

CDC #: 108-908-001

Region:

Mailing Address (Line 1): 1201 BRYCE DR

Mailing Address (Line 2):

City, State, Zip: MISSION, TX 78572

Academy Information

What is the academy name?

Mission High Eagle T-STEM Academy

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

School-Within-School (SWS) - A subset of students on the campus are enrolled in grades 9-12 are enrolled in the academy.

Grade Levels Served

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

9

10

11

12

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

175

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

175

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

175

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

175

Contacts

Applicant

Applicant 1

Job Title

Director for Curriculum

Name Prefix

Mr.

First Name

John

Last Name

Hill

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Principal

Principal 1

Name Prefix

Mrs.

First Name

Sandra

Last Name

Rodriguez

Email

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Phone

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Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Carol

Last Name

Perez

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Phone

(956) 323-5500

Narratives

Current Designations at MISSION CISD:

- MISSION H S - ECHS - 1516
- MISSION H S - T-STEM - 1415
- VETERANS MEMORIAL H S - ECHS - 1819
- MISSION COLLEGIATE H S - ECHS - 1213

Previous Planning Year Applications at MISSION CISD:

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.

Health Science
STEM

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

Health Informatics
Healthcare Diagnostics
Healthcare Therapeutics
Nursing

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

Cybersecurity
Engineering

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

AD
PSC

What associate degree(s) does the academy plan to offer?

Item

Biology

Computer Science

Engineering

Interdisciplinary Studies/General Studies

What level 1 postsecondary certificate(s) provided by an IHE does the academy plan to offer?

Item

Certified Nurse Assistant

Pharmacy Technician

Patient Care Technician

Phlebotomy

Medical Assistant

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
Core Complete, Associate Degree, AAS	Texas A&M University - Kingsville	BA, BS
Associate Degree - General	Texas A&M University - Corpus Christi	BA - Theatre
Core Complete, Associate Degree, AAS	University of Texas - RGV	BA, BS
Associate Degree	University of Texas - San Antonio	BA, BS

Recruitment and Enrollment

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

There have been no changes in recruitment and enrollment plans.

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

Strategic Partnerships: IHE

IHE Partner 1**Affiliation**

South Texas College

Name Prefix

Mr.

First Name

Marco

Last Name

De La Garza

Email

mdelagarza_2633@southtexascollege.edu

Phone

(956) 872-2308

Job Title

Coordinator for Dual Credit Pathways

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.

Section 2 of the Memorandum of Understanding addresses the provision of courses: credit awarded for approved courses with dual-credit course agreements, teaching and evaluation of courses through the college curriculum approval process, and an understanding that policies that apply to regular college coursework is applied to dual-credit coursework. Section 6 of the MOU addresses grading periods and policies. This includes timeliness of grade reporting, academic advisement for struggling students, scholastic probation, and the grading system. Section 7 of the MOU addresses courses of study. The IHE and campus provides a course of study that leads to 60 hours that transfer towards the completion of a baccalaureate degree. Section 8 of the MOU addresses curriculum alignment. The IHE and campus creates a crosswalk of courses ensuring both a high school diploma and associate degree. Section 12b of the MOU, addresses the number of college-level courses a student may take during each of their four years in high school. It also limits the courses that a student takes to those that are on their degree plan and/or declared major, as well as the academic dual credit courses used to satisfy elective requirements. The maximum number of attempted credit hours caps at 68, with the exception of the Associate of Science in Engineering. Section 19 addresses the pathways alignment. The IHE provides a comprehensive guide to alignment of endorsements, courses, pathways, credentials, and industry certifications. Section 22 addresses college credit earned through dual credit.

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

Section 6 of the MOU addresses grading period and policies. The IHE produces grade reports within 72 hours of the end of the academic term. Any corrections are made prior to the next grading period. The ECHS has a weighted system for the final grade posted to the high school transcript. Section 12d of the MOU addresses collaboration and outreach efforts. The IHE provides information sessions to students and parents regarding opportunities, benefits, costs, and resources. These sessions are available throughout the year and at the request of the ECHS. Section 12e of the MOU addresses advising. The types of advising listed are first time student, group enrollment using DegreeWorks, face-to-face advising, and training for high school counselors. Section 16 addresses access to college facilities, services, and resources. Access to the IHE facilities follow the IHE calendar. High school students and staff receive a college ID card and have access to instructional and certain agreed upon noninstructional resources available on the IHE campus. The MOU designates ECHS students as college students, thereby providing them with all resources to support academic success. Section 20 addresses advising students on transfer-ability and applicability. The IHE provides advising opportunities for students as to the transfer-ability and applicability to baccalaureate degree plans of all the college credit offered and earned.

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.

Section 4c of the MOU addresses the payment of the tuition and fees. The IHE waives tuition costs for the district, while the district pays for the transportation cost for any instructors traveling to the ECHS. Section 4d of the MOU addresses the instructor cost. The district pays the expenses to teach college courses on the ECHS campus. Section 4f of the MOU addresses student transportation. The district provides transportation for student taking coursework on the IHE campus, field trips, or any project-based-learning activities. Section 9 of the MOU addresses books and supplemental materials. The ECHS provides all textbooks, equipment, and supplemental materials for each cohort. The IHE will use the textbooks for four years, unless the textbooks are for a technology-based course and there is reasonable justification. The ECHS provides books to the students prior to the first day of instruction. Section 14 of the MOU addresses discontinuation of the ECHS operation. Any discontinuation is communicated immediately to the other party. The last accepted cohort of ECHS students continue as designated until they graduate from the high school. While there are still ECHS students, the campus continues to meet all design elements and provides full support for those students.

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

Section 15 describes the types of data that will be shared. This includes TSI testing data conducted during the Summer Bridge Program and other testing sessions, number of credit hours attempted and

earned, GPAs, state assessment results, national test results (SAT, ACT, PSAT), ECHS staff qualifications, locations courses are taught, six weeks exam results, and benchmark results. Section 18 describes data sharing. FERPA allows the sharing of this data, and if the student is under 18, the parent may review any education record kept by the school district, including those disclosed by the IHE. The IHE provides data reports in a timely manner. There is a primary and secondary contact for the ECHS for the secure sharing of data between the entities. In the case of reports requested outside the scheduled report distribution schedule, as long as the request is made at least three business days prior to the data being needed, it is provided.

Strategic Partnerships: Business Partner

Business/Industry Partner 1

Affiliation/Company

Mission Economic Development Corporation

Job Title

Director of Social Impact

Name Prefix

Ms.

First Name

Cristina

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Business/Industry Partner 2

Affiliation/Company

Javier Hinojosa Engineering

Job Title

Owner

Name Prefix

Mr.

First Name

Javier

Last Name

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Phone

(956) 668-1588

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.

Under the "Business Responsibilities" section, the MOU notes that the business will provide opportunities such as job shadowing, externships, internships, presentations and projects, and field trips for the students. This section goes on to explain how the business will provide positive role models for the students.

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.

Under the "Campus Responsibilities" section of the MOU, the business partner will be involved with events and programs on the campus, including involvement in clubs and activities.

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.

Under the "Business Opportunities" section of the MOU, the partnership will allow students access to the faculties as students expand their learning through career-focused education. The MOU also goes on to focus on maintaining constant communication between the business and campus, as well as involving the business in campus-based events.

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

All transportation fees and costs will be paid by the district,

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

Information Security Analyst

Pharmacy Technicians

Phlebotomist

Medical Technicians

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 9th grade students.

9th Grade Activities

Soft skills training

Field trips

NEPRIS

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

10th Grade Activities

Career exploration/preparation

Field trips

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

11th Grade Activities

Field trips

Job Shadowing Opportunities

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

12th Grade Activities

Internships

Job shadowing opportunities

Clinical hours

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?

WECM

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?

There have not been any challenges finding educators with the correct qualifications. In the cases where the district does not have a qualified instructor, STC provided one with no issues. The district pays for the transportation of this instructor. Also helping this is the districts designation District of Innovation, allowing the campus extra flexibility in finding qualifies instructors. Additionally, for the past five years the district has paid for teachers to get their master's degree, ensuring a pipeline of qualified instructors for the future.

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
Summer Bridge	Summer program for incoming 9th graders. It provides an overview of the program.
AVID	Provides college success strategies and college/career exploration.
Tutoring - After school/Saturdays	Core content areas and TSI
Graduation Plan Meetings	Counselors meet with students
IHE Tutoring	Dual program students have access to all STC tutoring services.

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
Parent Nights	Parents are provided information about dual-enrollment in the STEM fields
Career Day	Students are provided additional opportunities to interact with employers in STEM
Guest Speakers	These speakers share their own experiences with students to help them navigate their education and career.

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

Data is used guide to ensure the programs and the support services are available for student success. This data comes from the IHE as well as campus data sources, allowing the campus to target resources for maximum success. Data is also used to recruit the appropriate demographics in order to attain the OBMs. Among the data sources used are STAAR, TSI, attendance data, and data reports provided through STC. If the campus requires any additional data STC and central office are quick to provide that data. Student course selection is used to build the master schedule and ensure maximum placement of students into course requests, especially with the T-STEM students. Another way data is used is to recruit students for the AVID program.

STEM-Focused Extracurriculars

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

Students in the TSTEM Academy not only compete in FIRST Robotics Competition (FRC) and FIRST Technical Challenge (FTC) competition, but they compete at HESTEC in robotics and underwater robotics, UIL, and participate in the NASA Aerospace Scholars Program and HOSA (Health Occupations Students of America). TSTEM Academy students prepare and present at the Student by Student Technology Leadership Conference, the CREW (Career Readiness and Empowerment of Women) Internship, and the Mission EDC Innovation Summit. Each year, students take field trips to NASA, United Launch Alliance, the TSTC Challenger Center, and the USS Lexington, while visiting colleges and universities such as UTRGV, UT-Austin, Texas A&M Corpus Christi, and South Texas College.

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 3	Continue to Establish Business and Industry Partnerships
Benchmark 2	Targeting Enrollment of At-Risk Students
Benchmark 3	Advisory and Long Term Strategic Plans

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://mhseagletstemacademy.wordpress.com/mentor-induction-program-plans/>

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

<https://mhseagletstemacademy.wordpress.com/professional-development-training-plan/>

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

<https://mhseagletstemacademy.wordpress.com/t-stem-leadership-meeting-minutes/>

Benchmark 2 Products

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

<https://mhseagletstemacademy.wordpress.com/admission-policy/>

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://mhseagletstemacademy.wordpress.com/recruitment-plan/>

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

<https://mhseagletstemacademy.wordpress.com/brochures-and-marketing/>

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://mhseagletstemacademy.wordpress.com/recruitment-plan/>

Benchmark 3 Products

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

<https://mhseagletstemacademy.wordpress.com/meeting-agendas-minutes/>

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

<https://mhseagletstemacademy.wordpress.com/mou-with-business-industry-partners/>

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

<https://mhseagletstemacademy.wordpress.com/mou-with-ihe/>

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://mhseagletstemacademy.wordpress.com/list-of-strategic-partners/>

Benchmark 4 Products

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

<https://mhseagletstemacademy.wordpress.com/four-year-crosswalk/>

Provide a link to the academy's master schedule.

<https://mhseagletstemacademy.wordpress.com/master-schedule-2/>

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

<https://mhseagletstemacademy.wordpress.com/curriculum-alignment-documents/>

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

<https://mhseagletstemacademy.wordpress.com/testing-calendar/>

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://mhseagletstemacademy.wordpress.com/course-of-study-examples/>

Benchmark 5 Products

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

<https://mhseagletstemacademy.wordpress.com/work-based-opportunities/>

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

<https://mhseagletstemacademy.wordpress.com/regional-stem-occupation-list/>

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://mhseagletstemacademy.wordpress.com/student-participation/>

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

<https://mhseagletstemacademy.wordpress.com/student-portfolio-plans/>

Benchmark 6 Products

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

<https://mhseagletstemacademy.wordpress.com/bridge-program/>

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

<https://mhseagletstemacademy.wordpress.com/tutoring-intervention-schedule/>

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

<https://mhseagletstemacademy.wordpress.com/family-outreach-event-calendar/>