



FRUITVALE H S
T-STEM Renewal Application
2021-2022

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Background

District Affiliation

FRUITVALE ISD

CD #: 234909

Region: 07

Mailing Address (Line 1): P O BOX 77

Mailing Address (Line 2):

City, State, Zip: FRUITVALE, TX 75127

School Affiliation

FRUITVALE H S

CDC #: 234-909-001

Region:

Mailing Address (Line 1): P O BOX 77

Mailing Address (Line 2):

City, State, Zip: FRUITVALE, TX 75127

FRUITVALE MIDDLE

CDC #: 234-909-041

Region:

Mailing Address (Line 1): P O BOX 77

Mailing Address (Line 2):

City, State, Zip: FRUITVALE, TX 75127

Academy Information

What is the academy name?

Fruitvale 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.

29

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

33

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

37

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

32

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

39

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

24

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

28

Contacts

Applicant

Applicant 1

Job Title

Curriculum Director

Name Prefix

Ms.

First Name

Angela

Last Name

Clark

Email

clarka@fruitvaleisd.com

Phone

903-896-4363

Principal

Principal 1

Name Prefix

Mr.

First Name

Charles

Last Name

Harford

Email

harfordc@fruitvaleisd.com

Phone

903-896-4466

Superintendent

Superintendent 1

Name Prefix

Mrs.

First Name

Rebecca

Last Name

Bain

Email

bainr@fruitvaleisd.com

Phone

903-896-1191

Narratives

Current Designations at FRUITVALE ISD:

- FRUITVALE H S - P-TECH - 1819
- FRUITVALE H S - T-STEM - 0809

Previous Planning Year Applications at FRUITVALE 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.

Agriculture
Health Science
Manufacturing
STEM

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

Animal Science
Applied Agricultural Engineering
Plant Science

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

Healthcare Therapeutics

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

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

Texas State Floral Association Floral Skills Knowledge Based Certification

Texas State Floral Association Level One Floral Certification

Texas State Floral Association Level Two Certification

Certified Veterinarian Assistant, Level 1

Microsoft Office Specialist Excel

NCCER Core Curriculum

Microsoft Office Specialist Word

FAA (Federal Aviation Administration) Part 107 Remote Drone Pilot

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 Nursing	UT Tyler	Bachelor of Science in Nursing

Recruitment and Enrollment

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

Our academy reviews data throughout the year to determine new ways to enhance the recruitment process for our TSTEM academy and programs of study offered. We will continue to offer informational sessions to our students regarding our offered pathways. We hope that by the end of the 2020-2021 school year and summer of 2021, we will be able to offer these in face-to-face sessions as much as possible. We also hope to be able to offer opportunities to our students through summer camps and Mobile STEM lab opportunities that we were unable to do this past summer due to COVID.

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

Strategic Partnerships: IHE

IHE Partner 1

Affiliation

Trinity Valley Community College

Name Prefix

Ms.

First Name

Mary

Last Name

Kelm

Email

mary.kelm@tvcc.edu

Phone

903-675-6338

Job Title

Director of Dual Credit

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.

Our students can earn up to 30 hours of college credit at no-cost to the student or their family. In regards to curriculum alignment, an articulated curriculum has been developed that meets and exceeds the TEKS to provide a seamless transition from grade level to grade level and allow students to transition from high school classwork in grades 9 and 10 to full integration in TVCC Dual credit classes. I'd take that out, as some students start with dual credit at 9th, in some places. The curriculum represents advanced level coursework. Within this framework, students will be able to earn a high school diploma within a four-year period and up to 30 credit hours towards an associate's degree and/or technical certification. A defined sequence of courses for pathways within our T-STEM Academy have been defined for the certifications that students will be eligible for when completing the sequences. For our Health Occupations Pathway, after taking Principles of Health Science and Health Science I during their 9th and 10th grade year, students will proceed to dual credit courses Medical Terminology and Medical Ethics (11th grade year) and Anatomy & Physiology I and II (12th grade year). Students will then be able to take their NHA Certified Clinical Medical Assistant (CCMA) exam to earn an

industry-based certification. This is our first year to offer a Computer Science pathway. We have an established pathway for students to complete for high school credit, but are currently evaluating how we can incorporate dual credit opportunities.

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

Fruitvale ISD students taking college classes for dual credit are entitled to the same services that are available to other TVCC students. TVCC provides timely and efficient academic advising and counseling for dual credit high school students regarding the collegiate curriculum. Dual credit high school students participate in the TVCC procedures regarding resolving written student complaints, orientation regarding their rights and responsibilities and the security of personal information. Dual credit students have access to appropriate library resources, through the high school resource center and the TVCC Learning Resource Center and the online Learning Resource Center. On our campus, high school counselors complete academic counseling with students on an individual basis to facilitate course selections and also to meet periodically with students to measure their progress toward their goals. They also conference with students every four weeks if they are failing or in danger of failing. The IHE advisor also meets with dual credit students throughout the year to ensure that they are progressing toward their goals and monitoring their performance and transferability of credits 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.

All of our students in the T-STEM Academy who are enrolled in dual credit courses do not have to travel to receive their instruction. Classes are either online or embedded with an instructor on our campus.

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

There is ongoing communication between Fruitvale ISD and TVCC. The district will provide TVCC with prospective embedded dual credit teaching candidates by providing their transcripts and resumes for review. Those that are approved for teaching academic transfer courses for dual credit must reflect a master's degree with at least 18 graduate hours successfully earned in the teaching discipline. Those approved for career and technical education courses must hold either a minimum of a bachelor's degree in the teaching discipline, or associate's degree with demonstrated competencies (three years work experience) in the teaching discipline. Letter grades will be given in accordance with TVCC policy and numerical averages will be provided to academic counselors at the end of each semester. Students have access to their transcripts and the academic counselors keep a record of courses completed for dual credit and hours earned. There is ongoing communication between FISD, TVCC,

and the students' parents to ensure that students are on-track to achieve their goals. In addition, we have a process of monitoring dual credit grades on campus. We have a paraprofessional who facilitates students' online dual credit classes. This paraprofessional has the students check in with her weekly to conference about their grades and status of completion on assignments. She monitors this and also is in constant communication with the academic counselors regarding any issues that arise.

Strategic Partnerships: Business Partner

Business/Industry Partner 1

Affiliation/Company

Mitchell Engineering

Job Title

President

Name Prefix

Mr.

First Name

Brian

Last Name

Whitaker

Email

brian.whitaker@mitchellengineering.co

Phone

903-873-4087

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 MOU spells out the clear roles and responsibilities for all participants involved in the business/ISD partnership. The first of those is participation in Advisory Board meetings a minimum of four times per year. This will allow the business partner, ISD, and other involved stakeholders to continue to monitor and adjust such things as plan of courses and workplace experiences that will best enable students to complete the program successfully.

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/Industry partner MOU spells out that the employer will help us identify high-quality occupation-related projects that we can incorporate into the students' learning experience. It is also spelled out in the agreement that the business partner will help define and provide opportunities for design projects.

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/industry partnership agreement states that not only will our partner help plan for work-based learning experiences, and that they will provide a spectrum of varied work-based learning experiences such as visits, speaker, internships, and apprenticeships to prepare students for the work world. It is also spelled out that our business partner will allow our staff and students appropriate access to their facilities to support program activities.

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

The district is responsible for transportation to and from work-based learning experiences with the exception of internships

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

Nursing

Computer Programming

Agriculture

Engineering-Drones

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

STEM Exploration Activities within the classroom

Guest Speakers

Defined STEM PBLs- career exploration

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

7th Grade Activities

STEM Exploration Activities within the classroom

Guest Speakers

Defined STEM PBLs- career exploration

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

8th Grade Activities

Defined STEM PBLs- career exploration

Guest Speakers

Summer Bridge- TSI Camp

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

9th Grade Activities

College and Career Fairs

Interest Inventory Lessons

Guest Speakers

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

10th Grade Activities

Worksite Tours

College and Career Fairs

Interest Inventory

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

11th Grade Activities

Level 1 Certification Opportunities

Competitions

College Fair/Campus Tour

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

12th Grade Activities

Internship Opportunities

Mock Interviews

Level 2 Certification Opportunities

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

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?

As a small 1A rural district, recruiting and retaining highly qualified teachers can be a challenge. We use online job postings on our school website, through the Region VII service center, and also on the TASA job site. FISD provides money toward employees' insurance cost, and we provide free school lunches for employees. To meet our needs, we routinely have Trinity Valley Community College audit transcripts of new employees that we believe may be specially qualified to teach specific dual credit courses to determine if they meet the rigorous standards required to teach a dual credit course. We are also a participant in the Teacher Incentive Allotment (Cohort A) which allows our highly-skilled and talented teachers the opportunity to earn a significant increase in pay for five years if they qualify according to the plan established by Fruitvale ISD and approved by TEA.

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
Academic Counseling	Our high school counselors meet with students on an individual basis to facilitate course selections and meet periodically with students to measure their progress toward their academic goals. They also meet with students every four weeks if they are failing or in danger of failing.
Flexible scheduling	We provide flexible scheduling options to allow students the greatest opportunity to participate in valuable work-based learning activities such as internships
Work-based learning	Our current business/industry partners provide a variety of experiences for our students to learn real-world work skills that give them an advantage when entering their career pathway. They also provide valuable information related to creating and adjusting pathway

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
Blessings in a Backpack	We partner with a local church and a nearby Chamber of Commerce to provide a weekend bag of food items for students in need through the Blessings in a Backpack program
Clothing closet	Our staff has donated clothing for students of all ages so that students with a clothing need can have that met through the clothing closet. We also received a Walmart grant that allowed us to purchase clothing for students in need.
Social-emotional	Our primary high school counselor supports students' social-emotional health by promoting our new program, Character Strong. She also has built relationships with our junior high and high school students and is always available to talk with them. She also has great relationships with teachers, who stay in constant communication with her regarding concerns that arise with their students.

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

Our academy routinely uses the data to find areas for improvement each year both in our leadership and advisory board teams and also through our high school and district improvement teams. We met our Outcomes-Based Measures for last year. Our current focus for Access OBMs is to increase the number of female students choosing STEM pathways including our new computer science pathway. We are targeting our recruitment efforts in that area. In regards to Attainment OBMs, our focus is on increasing the number of students earning a postsecondary degree and/or credential by high school graduation. An important focus for our academy within Achievement OBMs is to increase our student performance on SAT and ACT. We are continually searching for new and improved methods for preparing those students for those assessments.

STEM-Focused Extracurriculars

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

We have several STEM-focused extracurricular activities. Within our Animal Science pathway, our students participate in numerous agriculture shows throughout the year with goats, sheep, and rabbits. Students within the veterinary medical pathway have in the past turned their class into a pet grooming business to get hands on practice with real animals. Through their teacher's facilitation, they had a website where community members could schedule appointments for their pet. However, with COVID, this has been halted this school year. We hope to restart it when it is safe to do so. The Agricultural Mechanics students have had many opportunities this year to create metal projects and present those at a number of shows throughout the state (as allowed by COVID disruptions).

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
Continue to increase the number of female students entering STEM pathways by focusing recruitment efforts on 7th & 8th female students. (Benchmark #2: Target Population)	We recognize the gender gap in STEM career fields and know the important role that schools play in recruiting female students into those pathways. We want to provide our girls the opportunity to see the multitude of different careers that STEM offers and the growth of this opportunity in the future.
Increase number of business and industry partnerships (Benchmark #3: Strategic Alliances)	We recognize the importance of having several business and industry partners in order to provide students with a number of work-based learning options. We know this also increases the number of students that can be served through these experiences. Having several partners also helps to guide our plan of courses and curricular decisions as more business partners are able to provide input and feedback to our program.
Increase options for relevant and impactful work-based learning experiences (Benchmark #5: Work-Based Learning)	This also ties back into increasing the number of business and industry partnerships because it will increase the number and possibly the type of work-based learning opportunities. We also look forward to continuing to network and gain ideas for future work-based learning opportunities. These experiences are invaluable to students in order to truly be prepared for their certification exam and post-secondary plans. Unfortunately the limitations due to COVID have impacted this for this current school year.

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/fruitvaleisd.com/fruitvaleicia/home>

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

<https://sites.google.com/fruitvaleisd.com/fruitvaleicia/home>

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

<https://sites.google.com/fruitvaleisd.com/fruitvaleicia/home>

Benchmark 2 Products

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

<https://sites.google.com/fruitvaleisd.com/fruitvaleicia/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/fruitvaleisd.com/fruitvaleicia/home>

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

<https://sites.google.com/fruitvaleisd.com/fruitvaleicia/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/fruitvaleisd.com/fruitvaleicia/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/fruitvaleisd.com/fruitvaleicia/home>

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

<https://sites.google.com/fruitvaleisd.com/fruitvaleicia/home>

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

<https://sites.google.com/fruitvaleisd.com/fruitvaleicia/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/fruitvaleisd.com/fruitvaleicia/home>

Benchmark 4 Products

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

<https://sites.google.com/fruitvaleisd.com/fruitvaleicia/home>

Provide a link to the academy's master schedule.

<https://sites.google.com/fruitvaleisd.com/fruitvaleicia/home>

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

<https://sites.google.com/fruitvaleisd.com/fruitvaleicia/home>

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

<https://sites.google.com/fruitvaleisd.com/fruitvaleicia/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/fruitvaleisd.com/fruitvaleicia/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/fruitvaleisd.com/fruitvaleicia/home>

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

<https://sites.google.com/fruitvaleisd.com/fruitvaleicia/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/fruitvaleisd.com/fruitvaleicia/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/fruitvaleisd.com/fruitvaleicia/home>

Benchmark 6 Products

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

<https://sites.google.com/fruitvaleisd.com/fruitvaleicia/home>

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

<https://sites.google.com/fruitvaleisd.com/fruitvaleicia/home>

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

<https://sites.google.com/fruitvaleisd.com/fruitvaleicia/home>
