

RAPOPORT ACADEMY PUBLIC SCHOOL  
PK-12  
STEM AND EARLY COLLEGE HIGH SCHOOL  
MANUAL

## RAPOPORT ACADEMY PUBLIC SCHOOL

### *Mission Statement*

**Rapoport Academy focuses on serving economically disadvantaged students by providing an exceptional education that prepares all students for college, career, and life.**

### *Vision Statement*

Rapoport Academy Public School fosters learning that exceeds national and state standards through rigorous academics, evidence-based practices, and real-world experiences. We prepare students for college, career, and life by setting high expectations, modeling core values, and involving family and community.

As a premier educational model, we will continue innovating best practices to ensure students develop confidence, character, knowledge, and skills to reach their full potential, discover their passions, embrace diversity, and become independent thinkers.

### *Our Core Values*

Everything we do at Rapoport Academy is guided by six core values: Respect, Responsibility, Integrity, Curiosity, Creativity and Hard Work. Staff and students are committed to these values, and they encourage one another to strive for them. Discipline and correction are carried out in reference to the core values so that students will understand how positive behaviors exemplify the values we hold.

*“The school she envisioned would make the students the priority, built on a foundation of six core values: respect, responsibility, curiosity, creativity, integrity and hard work. Everything thereafter would be trial and error.”*

Under the leadership of Dr. Nancy Grayson, East Waco Innovative School Development, Inc. was awarded a charter by the Texas State Board of Education in March 1998. The academy opened as a public charter school in the fall of 1998 with 16 students in East Waco, an economically depressed area of the city.

Enrollment for the second year was 74, requiring a move to a one-story building on J.J. Flewellen, which grew from the initial enrollment of pre-k – 2<sup>nd</sup> to the current pre-k – 4<sup>th</sup>. Land was donated, foundations were approached, and the building process began so that space could be completed for the fall of 2000, when 122 students would be enrolled. In honor of the support of the Rapoport Foundation, the school was named Audre and Bernard Rapoport Academy. Enrollment for the fall of 2001 (Pre K through 4<sup>th</sup> grade) was 134. After renovating a 17,000 sq ft building on Quinn Campus in 2003, Quinn Middle School was opened - 6<sup>th</sup> through 8<sup>th</sup> grade. Collaboration with the Doris Miller YMCA on Quinn Campus created a partnership that provided students with state-of-the-art exercise and gymnasium facilities.

Because of the success of the students, the Academy was awarded a second charter by the State Board of Education to develop a high school on the Quinn Campus in 2006. The high school was awarded both the T STEM and ECHS designations, as part of the Texas High School Project through the Communities Foundation of Texas funded by Bill and Melinda Gates Foundation and Michael and Susan Dell Foundation. Two additional Quinn Campus buildings were renovated to house high school students (Math & Science and the Annex). The high school was named Meyer High School, in honor of Paul and Jane Meyer for their support of the Academy.

A second elementary school in North Waco (on MacArthur) opened in 2012, creating an additional pathway to serving 68 students per grade level in high school. In 2013, the former Grant Hall building on Quinn Campus was repurposed into a cafeteria and classrooms for middle and high school students, becoming the Vance Dunnam Creative Arts Center. Rapoport's newest addition (2015) is the Bishop Joseph Gomez Administration Bldg. in the center of Quinn Campus. The beautifully renovated building now houses 17 classrooms, a band hall, a small administration wing and the original Paul Quinn College "tigers" on the stairwell wall! With the addition of the Gomez classrooms, the Annex building transformed from a high school building into a fifth-grade center, housing all 4 sections of 5<sup>th</sup>. In 2016, the district enrollment increased to 800+ students.

## *Accolades:*

The elementary campus has been recognized as one of 9 charter schools nationwide for their outstanding literacy program, as well as being two-time recipients of the Texas Educator's Excellence Award for teaching. The middle school was recognized for the Teaching Excellence award in 2007 and the high school was recognized for the same award in 2008. The Academy has also been the recipient of an \$800K grant to disseminate best practices among charter schools (A+ Best Practices Program). And in 2008, R.A. was one of 3 state finalists for H-E-B's Excellence in Education Award.

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Definitions -

1. POS- Program of Study, a "Major" subject of study for students in High School
2. House Bill 5 Endorsements- Endorse that are completing by a sequ
3. ECHS - Early College High School designation from TEA
4. STEM - Texas - Science, Technology, Engineering, and Mathematics designation from TEA
5. Coherent Sequence - a sequence of 2 or more courses for 3 or more credits in CTE
6. CTE - Career and Technical Education
7. Code 2 Students - Students who are enrolled or intend to enroll into a Coherent Csequence
8. Carl D Perkins Act- Federal Funding provided to school district based on Code 2 CTE students. Supplements state funding for very specific purposes
9. CTSO - Career and Technical Student Organizations
10. CCMR - College, Career, and Military Readiness as defined by Texas A-F accountability system
11. IHE - Institute of Higher Education

## WHAT IS RAPS STEM?

1. RAPS STEM is systemic approach to working from the inside out of Rapoport Academy Public School to cultivate, foster, and \_\_\_\_\_ confident problem solvers from early childhood to career. The RAPS STEM model seeks to recruit and retain the highest quality talent in the education industry to blah blah co-learning, exploration, and engagement into 21st century learning.

## RAPS STEM PROGRAMS PK-12

### PRE-KINDERGARTEN, KINDER, AND 1ST AT RAPOPORT ELEMENTARY

1. Dedicated Classroom teacher to provide \_\_\_\_\_ to every student at every grade level at Rapoport Elementary.

### 2ND, 3RD, AND 4TH GRADE AT RAPOPORT ELEMENTARY NORTH CAMPUS

1. The North campus boast over \_\_\_\_\_sq ft. of dedicated high \_\_\_\_\_ STEAM learning environment. New Renovated in 2017 the STEAM basement houses three RAPS personnel to teach dedicated sources including Science, STEM, Technology, and Art. This approaches provides planning time for core content teachers crossways and vertical through systemics planning model.
2. ?? Dedicated STEAM education allows classroom teachers to focus on subject areas for the early childhood educations. ... Teachers are better prepared and do less much better?

## 5TH, 6TH, 7TH, AND 8TH AT QUINN MIDDLE SCHOOL

1. Quinn Middle school begins a blended model of STEM and Art education to middle school students, to include classroom STEM Career education, but also dedicated staff. Teachers are engaged in professional learning together, mentoring, and Project based learning that blah blahs classroom to classroom in the middle school.
2. Even with the integrated and woven model of STEM at Quinn Middle school RAPS places systemic education plans with two classroom teachers teaching dedicated 50 minutes of classroom time a day to 5th grade, 7th, and 8th grades.
3. As students grow into the RAPS STEM model 7th grade is the time for learners to be exposed to the vast wilderness?... of Programs of Study and Pathways at Meyer high school the specializing in personal education. Teachers and counselors at Quinn Middle focus to expose and educate students to the excitement of STEM careers through a well plan out.... set Targerred? Projects based learning environments so that students and families can make a more informed and research decision when heading to the Early College High School.
  - a. The 7th grade STEMTech class covers
    - i.
    - ii.
  - b. 8th grade STEM Careers guides students through an array of personal educational projects and soft skill development
    - i. FCC
    - ii. FTC
    - iii. Electronics
    - iv. Robotics
    - v. Blah blah
    - vi. Career exploration and exposure
    - vii. Career COounseling for PGP
    - viii. IHE reps to support growth of Dual-Credit pathways available to students
    - ix. INdustry Partner OSHA training and classroom support

## PAUL AND JANE MEYER HIGH SCHOOL, STEM AND ECHS

1. Meyer High School utilizes elements for STEM, ECHS, and Career and Technical Education to provide students with individual support for the chosen career path, personal graduation plan, and life goals
2. Meyer high school implements a true integrated model of STEM education for students.  
"STEM is not what we do it, it is who we are"
- 3.

## STUDENT PATHWAYS TO GRADUATION AT MEYER HIGH SCHOOL

### Foundational School Graduation

4. Math - 4 Credits
5. Science
6. History
7. English
8. LOTE
1. Arts
2. Elective
3. Technology

### STEM and CTE Programs of Study at Meyer High School

1. STEM and Business and Industry Endorsements
  - a. Food and Service Industry Program of Study
    - i. Intro to Culinary Arts
    - ii. Food Processing
    - iii. Culinary Management
    - iv. Greenhouse Management
  - b. STEM Education and Management
  - c. Modern Media and Design
2. STEM Endorsement Only
  - a. Life Sciences
  - b. Engineering and Mechatronics

### MCC Pathways

1. 15 hour: Transfer Block
2. 45 hour: Core Complete
3. 60 credit hour : AAS, AS, AA



### TSTC Pathways

1. XXXXX
2. XXXXX
3. XXXXX
4. XXXXX
5. XXXXX

## INSTRUCTIONAL BEST PRACTICES OF RAPS STEM

INSTRUCTION PHILOSOPHY

STRATEGIES

AUTHENTIC CONNECTIONS

STEAM INSTRUCTIONAL STAFF

## WHAT ARE THE DIFFERENT TEAMS INSIDE THE RAPS STEM PROGRAM?

### ADVISORY BOARD

The advisory board acts as the liaison between the school and the community and work to maintain a close relationship with the market demands of education and the RAPS STEM program.

#### BOARD CHAIRPERSON

- The chairperson will be nominated by the past-chairperson and approved by the Board
- Serve as the leader for many of the committee's activities
- Review the quarterly meeting agenda from the STEM Director

#### BOARD MEMBERS

- Be an active participant of the group
- Serve on a Program of Study Team

### STEM LEADERSHIP TEAM

#### STEM and Early College High School Academy Leadership Team

Rapoport Academy's leadership team will meet on a monthly basis to discuss academy operations and activities. The Leadership Team is made up of the Superintendent, Chief Academic Officer, STEM and CTE Director, Secondary Campus Administrator, Dean of Academics for Secondary Education, Dean of Students for Secondary Education.

The leadership team meetings will consist of the following topics.

- **Campus Improvement Plans**
- **District Strategic Plans**
- **Course Offerings**
- **Instructional Strategies**
- **Partnership updates with ECHS and STEM partners**
- **Special Projects**
- **Facilities needs plan**

**Alexis Neumann, Ph.D. - Superintendent**

Dr. Neumann has been in Education for 15 years including positions in administration at both higher education and Rapoport Academy. She joined Rapoport Academy as a business teacher at the high school and completed her alternative certification. She has been Co-Superintendent/Interim Superintendent/Superintendent at Rapoport since January of 2012. Neumann has a Bachelor's degree in Animal Science and Masters of Business Administration from Texas Tech University. She continued her education at Baylor University where she completed her Ph.D. studies in Educational Psychology in December of 2010. Her dissertation focus was on traits that identified college student success. Neumann has also received her Principal and Superintendent certifications through the State Board of Educator Certification (SBEC).

Dr. Neumann is married to Jason Neumann and all three of their children attend Rapoport Academy in kinder, 3rd, and 6th grade.

**Gayle White - Chief Academic Officer**

Mrs. White has been an educator for 16 years. She began her teaching career as a secondary English Language Arts teacher in the Rio Grande Valley teaching Pre-AP ELA, AP English Language and Composition, and junior English. She received a BBA in Accounting and a Masters of Ed. Leadership from Howard Payne University in Brownwood, Texas. Before coming to Rapoport Academy as Chief Academic Officer, Mrs. White served as Asst. Principal for La Feria High School for 2 years and HS Principal for Kerens High School for 4 years. Mrs. White and her husband, Darryl, have been married for 34 years and have four children and eleven grandchildren.

**Clay Springer - District STEM and CTE Director**

Mr. Springer serves as STEM and Career and Technical Education Director for Rapoport Academy. Mr. Springer started his educational career in 2010 at Rapoport as a teaching assistant before becoming a classroom teacher and advocate for STEM education. Mr. Springer has a passion for developing fun hands-on projects for all students. Mr. Springer's love for lifelong learning has taking him to six different colleges including Texas State Technical College, Baylor University, London School of Economics and Texas A&M University. Earning certifications, undergraduate and graduate degrees in Welding Tech, Economics, Film and Digital Media, STEM Education, and Industrial Engineering. His newest course load includes night classes to become an ASE Master Automotive Technician. Clay and his wife, Joi, enjoy spending time on the Brazos River in old boats that Clay boldly claims someday will be as good as new.

### **Jennifer Bankhead - Dean of Academics, Secondary Education**

Mrs. Bankhead has worked in education for ten years. She taught high school English at Amarillo High School in Amarillo, Texas for her first four years, then moved to Waco to teach English at Rapoport Academy. Mrs. Bankhead has a Bachelor's of Arts in English Literature from Baylor University and will graduate in August from West Texas A&M University with a Masters in Educational Leadership. She has served at the counselor for the last two years. Jennifer has an emotional support pet lizard named Sirius Black that travels everywhere with her in her pocket, and often is seen feeding crickets to Mr. Black by mouth to mouth for better adaptation to captivity.

Mrs. Bankhead and her husband, Michael, have three children, Ian, who seven years old, Ezra who is four years old, and Samantha who is one year old.

### **Tyler Ellis - Secondary Campus Administrator**

Mr. Ellis has been teaching and working in schools for 9 years. He has taught middle school English Language Arts in 6th and 8th grades at Rapoport Academy and also in Arkadelphia, Arkansas. Mr. Ellis has his Bachelor's of Arts in Middle School Education from Ouachita Baptist University and his Master's of Science in Education from Baylor University. He is currently a doctoral candidate in Curriculum and Teaching at Baylor University. His research and teaching interests relate to multicultural education, urban education and teacher preparation. For the last three years, Mr. Ellis has been the Dean of Academics at Quinn Middle School at Rapoport Academy. He and his wife, Erin, have two children, Emma, who is three, Caleb, who is one; and they are expecting their third son Walter.

Mr. Ellis has a passion for roller coasters and loves singing karaoke on the weekends. He is currently breeding a new form of golden retriever and pit bull called a golden bull. Mr. Ellis is also an avid collector of Milky Way candy bars - but only the marshmallow edition.

### **Terri Bukowski - Dean of Students, Secondary Education**

#### Other responsibilities of the STEM / ECHS Leadership Team

- Keep records of attendance of members at meetings
- Keep a record of discussion and recommendations
- Maintain a permanent record file of Advisory Board activities
- Distribute minutes of Committee meetings and copies of other Committee documents to committee members, teachers, and others who may be concerned. He/she shall have the assistance of the school's staff and the use of the school facilities in performing these functions.
- Notify members and guests of meeting time/location
- Prepare and mail information to committee members and others associated with the program
- Prepare and forward necessary correspondence to IHE and Industry Partners
- Provide statistical information about the school and prepare progress reports
- Accompany the committee chairperson to visit school personnel and explain committee actions

#### CTE COORDINATOR

- Assist College and Career Counselor to liaison TSTC to insure Personal Graduation Plans are being met for those students selecting technical or STEM careers
- Maintain Facilities in working order for students usage
- Inventory and Ordering

#### STEM DESIGN TEAM

This group will be the main source of student voice to the Advisory Board and Leadership team through data collection, student meetings and

The leadership team in whole or digitally will meet at least quarterly.

This team will be made up of the STEM and CTE Director, CTE Coordinator, STEAM Teachers pk-8th, POS chairs

- The design team will meet quarterly and the meetings will typically follow this schedule
  - o Fall - Review of student enrollment in STEM courses, make plans for large community needs and calendar support, set dates for next 3 meetings.
  - o Winter - Facilities needs and big item budgeting
  - o Spring - Review POS,s, budgets per POS for the next school year, possible bridge programs and internships
  - o Summer - Facilities tour and needs

#### STEM PROGRAM OF STUDY TEAM

- This team will be made up of the Director of Secondary Education, STEM and CTE Director, Dean of Academics for secondary educations, POS Team lead, Advisory Board member

## WHAT IS AN ADVISORY BOARD?

An advisory board is a representative group of individuals whose experience and abilities to represent a cross section of a particular occupational area. The primary purpose of the local advisory board is to assist educators in establishing, operating, and evaluating programs which serve the needs of students, business and industry, and to provide expertise pertaining to technological change.

### ADVISORY BOARD MEETINGS

All meetings should be well organized, with an atmosphere of open participation.

Parliamentary procedures for decisions; otherwise, encourage open and informal discussion. The majority rules, but the minority must be heard.

A Teacher representative , student representative will be presente..

Make assignments and work tasks clear and specific; explain expectations, timelines and products. Discuss background of issues so that everyone shares a common understanding.

A suggested agenda for the first meeting might include:

1. Welcome and remarks by the chief school administrative officer
2. Introduction of members
3. Purpose and role of the committee
4. Basic school/institution information
5. Explanation of STEM philosophy and objectives
6. Selection of one or more topics/needs to be discussed at the next meeting
7. Reports from any POS team meetings member
8. Determine procedures to develop by-laws
9. Adjourn