



HARMONY SCHOOL OF EXCELLENCE - LAREDO

T-STEM Renewal Application

2020-2021

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Background

District Affiliation

HARMONY SCIENCE ACAD (SAN ANTONIO)

CD #: 015828

Region: 20

Mailing Address (Line 1): 9321 W SAM HOUSTON PKWY S

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77099

School Affiliation

HARMONY SCHOOL OF EXCELLENCE - LAREDO

CDC #: 015-828-008

Region:

Mailing Address (Line 1): 9321 W SAM HOUSTON PKWY S

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77099

Academy Information

What is the academy name?

Harmony School of Excellence Laredo

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

Stand Alone Academy - All students on the campus are enrolled in the academy.

Grade Levels Served

What grade level(s) will your academy plan to serve in the 2020-2021 school year?

6

7

8

9

10

11

12

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

205

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

210

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

210

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

165

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

129

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

96

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

102

Contacts

Applicant

Applicant 1

Job Title

counselor

Name Prefix

Mrs.

First Name

Betsy

Last Name

Abastta-Santos

Email

bsantos@harmonytx.org

Phone

956-791-0007

Principal

Principal 1

Name Prefix

Mr.

First Name

Ahmet

Last Name

Cetin

Email

acetin@harmonytx.org

Phone

956-791-0007

Superintendent

Superintendent 1

Name Prefix

Mr.

First Name

Bilgehan

Last Name

Yasar

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byasar@harmonytx.org

Phone

210-267-9954

Narratives

Current Designations at HARMONY SCIENCE ACAD (SAN ANTONIO):

- HARMONY SCIENCE ACAD (SAN ANTONIO) - T-STEM - 0809
- HARMONY SCHOOL OF INNOVATION - BROWNSVILLE - T-STEM - 1314
- HARMONY SCHOOL OF EXCELLENCE - LAREDO - T-STEM - 1415

Previous Planning Year Applications at HARMONY SCIENCE ACAD (SAN ANTONIO):

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

Degrees and Credentials

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

Business Marketing Finance
Law & Public Service
STEM

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

Accounting and Financial Services

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

Law Enforcement

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

Biomedical Science
Engineering

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

Adobe Certified Associate (ACA) - Photoshop (Visual Design using Adobe Photoshop)

Adobe Certified Associate (ACA) - Illustrator (Graphic Design & Illustration using Adobe Illustrator)

Adobe Certified Associate (ACA) - Premiere Pro (Digital Video using Adobe Premiere Pro)

Adobe Certified Associate (ACA) - Flash (Interactive Media using Adobe Flash Professional)

Adobe Certified Associate (ACA) - Animate (Multiplatform Animations using Adobe Animate CC)

Adobe Certified Associate (ACA) - InDesign (Print & Digital Media Publication using Adobe InDesign)

Adobe Certified Associate (ACA) - Creative Cloud (Photoshop, Illustrator, InDesign, Premiere Pro, Animate, and Dreamweaver)

Certified EKG/ECG Technician

Intuit QuickBooks Certified User (QBCU)

Does the IHE partner currently have an articulation agreement with a four-year IHE detailing how a student's associate degree and accrued credits could lead to a baccalaureate degree?

No

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

Strategic Partnerships: IHE

IHE Partner 1

Affiliation

LoneStar College

Name Prefix

Mr.

First Name

Andrew

Last Name

Sanchez

Email

andrew.c.sanchez@lonestar.edu

Phone

281-290-3795

Job Title

Interim Coordinator School Partnership

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.

As stated in the contract, the school is responsible for determining that the approved college courses meet the TEKS. (p. 3). As a result, a course equivalency crosswalk was created to equate high school courses with college courses. The crosswalk identifies the number of credits that may be earned for each dual credit completed courses. The crosswalk shows correlations between the college's student learning outcomes and the TEKS. The alignment between the college's student learning outcomes and the TEKS were examined and an official document was approved to assert that the SLO and the TEKS are aligned. (p. 4). The course crosswalk contains key information, including the core component subject area (communication; component area option; creative arts; government; history; language, philosophy, and culture; life and physical science; mathematics; social/behavioral sciences), the LSC course number, the LSC course title, the ISD subject category, the ISD course title, and the PEIMS number. In addition to the core component areas, the document also includes a crosswalk for available workforce related courses, such as accounting, architectural design technology, automotive technology, business administration, computer information technology, computer science, construction, cosmetology, criminal justice, drafting, electrical technology, emergency medical services professions, engineering, fire science technology, health information technology, HVACR, industrial diesel technology, interpreter training technology, logistics, machining technology, visual communication, vocational nursing, welding technology. (p. 14-24). Academic advisers at the college are available to assist students with admissions, testing, advising, registration, referral of campus and community resources, add/drop/withdrawal process, transfer planning.

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

Students may receive campus and college support regarding the transferability of college credit offered and earned. The school's counseling department informs students and parents on important dual credit related information. The counseling team provides students with which dual credit courses are offered at the school by qualified staff members and online, and information to students regarding the common core and its completion requirements. In order to assure that the IHE transcripts college credit earned through dual credit in the same semester that credit is earned, the school and college transcribe credit immediately upon a student's completion of the performance required in the course. To better advise students, certain school personnel will serve as student mentors, to receive student performance e-mail notifications, and any other reasonably necessary duties. (p. 3). Additionally, the school and college have outlined advising strategies and terminology related to dual credit and college readiness, and provide for the alignment of endorsements described by the Texas Education Code 28.025 (c-1). At the school level, a designated 9th grade counselor meets with rising 9th grade students to create a graduation plan for the high school years. Furthermore, the counseling department informs students about dual credit opportunities, including a program overview, benefits, requirements, program information, considerations, college course offerings taught at the school, college course offerings taught online, information on the common core, transferability to associates and baccalaureate's degree, and how to register. The college provides a learning center, including libraries, study aids, tutoring, and testing centers on site.

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.

Neither Harmony School of Excellence-Laredo or its students pay for dual-credit related transportation fees because such courses are taught either online or at the campus. Therefore, there is no current need to transport students to institutions of higher education for dual-credit purposes. However, we have transported scholars to TAMU free of charge for non-dual credit related events.

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

Students can earn dual credit by successfully completing online dual credit courses or taking dual credit courses at the school that are taught by qualified staff members. Therefore, the MOU between our school and Lone Star College states that the school must send official transcripts of the school instructor within 30 days of the start of the academic term, along with other pertinent employee documents before the initial teaching term if a teacher is to teach a course. The college Human Resources Office is responsible for filing the information. These instructors must meet the same standards and approval procedures used by the college to select responsible faculty to teach dual credit courses. All instructors must meet the minimal requirements set forth by the Southern Association of Colleges and Schools Commission, and will be evaluated using the college's evaluation process for adjunct instructors. In order to better share student level data, such as credit hours taken and earned, GPA, formative data to assess if a student is on track for college readiness, the agreement states that an employee at the school will serve as a mentor to students. The point of contact may receive student performance e-mail notifications, and any other reasonably necessary duties to facilitate the agreement set forth in the memorandum of understanding. Furthermore, If the student is enrolled in dual credit courses, the parties may disclose an education record regarding the student in accordance with United States Code, 34 CFR 99.34.

Strategic Partnerships: Business Partner

Business/Industry Partner 1

Affiliation/Company

Monica Hurtado Photography

Job Title

CEO-photographer

Name Prefix

Mrs.

First Name

Monica

Last Name

Hurtado

Email

monica@monicahurtado.com

Phone

956-753-5333

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.

For teachers and support personnel: In meeting a requirement, we work side by side with administration, teachers, and staff to make decisions that lead to improvement. We hold weekly meetings with administration, coordinators, and counselors to plan accordingly, measure program effectiveness and assess instructional effectiveness. Data is gathered to understand if our school is meeting the Outcomes Based Measures (OBMs). For worksite supervisors and partners: Industry professionals collaborate by making classroom presentations throughout the school year and also allowing our scholars to make facility visits. Business partners along with Harmony School of Excellence-Laredo CTE teachers formulate contracts to maintain clear roles and responsibilities for each of our students when they participate in work based activities.

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.

It allows our scholars to experience real-world application in various fields. For example, the HOSA club empowers HOSA-future health professionals to become leaders in the global health community through education, collaboration, and experience. Without the agreement with business partners this wouldn't be possible. The HOSA sophomore scholars are working toward becoming certified as an EKG Technician (Industry Based Certification). On the other hand, the scholars in the Criminal Justice Association (CJA) Club learn about the criminal justice profession via community involvement and participation in different law enforcement related events throughout our community. For instance, the CJA club have been invited to participate at the municipal courts. Professionals in the field serve as guest speakers to educate our scholars in the field.

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.

Collaborating with business and industry partners has benefitted our students. They are able to apply what they are learning in the classroom. Not only do they hear the instruction from teachers, but also from professionals in the field. For example, the Biomedical pathway 9th grade class visited the Crime Lab during first semester. They were fascinated by this facility visit. The Business and Marketing Club and Media pathway scholars are working collaboratively with a professional photographer where they

will learn hands-on experiences such as taking professional photos, editing, soft skills, and marketing. Moreover, NEPRIS is a program used by our teachers. This program connects industry and classrooms to bring real world relevance and career exploration to students.

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

Harmony School of Excellence-Laredo pays transportation fees for facility visits and academic field trips during school hours. On the other hand, when scholars are given internship opportunities after school hours, the parent is responsible for transporting his/her child to the work based learning facility. Parents and students are given WBL contracts stating clear expectations and responsibilities. for both child and parent.

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

Accountants & Auditors

Registered Nurses

Licensed Practical & Licensed Vocational Nurses

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

First Legal Leagues

Academic Field trip: Toyota factory

Project Based Learning

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

7th Grade Activities

First Tech Challenge

Academic Field Trip: Shoe Factory

Project Based Learning

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

8th Grade Activities

8th grade Pathway Presentations

First Tech Challenge

Project Based Learning

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

9th Grade Activities

Career fair and college field trip

NEPRIS presentation(s)

Facility Visits

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

10th Grade Activities

Career Fair

Nepris Presentation(s)

Facility Visits

Guest speaker presentations
10th Grade Activities

College field trip

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

11th Grade Activities

Career Fair

Nepris presentation(s)

Guest speaker presentations

college field trip

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

12th Grade Activities

Career Fair

Nepris presentation(s)

Capstone Projects/Internships

Guest speaker presentations

college field trip

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?

The challenge is finding qualified educators who meet the requirements to teach dual credit courses such as obtaining a master's degree in the assigned subject. Our campus posts job positions as needed in order to find the adequate personnel that meet the needs of the school.

Is the academy a TSIA testing site?

Yes

Narratives: Student Support, STEM-Focused Extracurriculars

Student 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
TSI camps	TSI camps are scheduled during school days to prepare them for the administration.
8th grade pathway presentations	High school pathway courses consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. Students must select a pathway in the ninth grade

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
PTO	Is a formal organization composed of parents, teachers, and staff. The goals include parent volunteer in fundraising money for the school and coordinate school events, community involvement, and welfare of students and families. Moreover, parents meeting are held 2-4 a year to discuss dual credit, pathway courses , High School core credits, and other academic items.
family picnic	Is an event welcoming all families to the new school year held at the beginning of the year. It's a great opportunity to meet other families, teachers and staff and become part of the Harmony School of Excellence-Laredo high school community. Everyone

Activity	Description
	gets to enjoy music, food, refreshment, and performances. During this time, there is a gallery walk of student STEM projects to showcase.
Meet the teacher night	It is held during the first quarter where parents get to meet their child's teacher to discuss their academics.. Furthermore, parents also meet their child's counselor to discuss important topics such as dual credit courses, high school pathways, and AP courses offered at our campus. TSI is another topic discussed during these meetings.
16 de Septiembre	The LOTE Department along with other school clubs celebrate 16 de Septiembre extending the invitation to parents and students. They are invited to be part of "El Grito" as they eat elotes desgranados, tamales, taquitos al vapor and drink agua frescas. Parents, teachers, and staff enjoy performances and music. Students showcase their 16 de Septiembre work as well as STEM related projects during this event.
Fall festival	An outdoor event where families, teachers, and staff socialize. There's great food, music, game booths, and activities. This is a great opportunity for scholars to create a STEM project to showcase at this event.
Guest Speaker	Teachers bring in guest speakers from the community to relate what they are learning in class into the real world. Scholars experience learn from a professional in that field.

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

Data driven decision making is about gathering data to understand if a school is meeting its Outcomes Based Measures (OBMs). In meeting a requirement, we work side by side with administration, teachers, and staff to make decision that lead to improvement. We hold weekly meetings with administration, coordinators, and counselors to plan accordingly, measure program effectiveness and assess instructional effectiveness.

STEM-Focused Extracurriculars

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

Debate club- In this organization, scholars sharpen up their argumentative and public-speaking skills in preparation for UIL Lincoln-Douglas Debate competitions. The Media Club is another STEM-focused extracurricular activity offered at our campus where students write and edit articles to reporting, video and photo editing and design. Marketing Club-The Marketing Club works endlessly in order to serve Harmony's Marketing, Sales, and Service Pathway students to participate in activities. The club aims at keeping members abreast with the latest on marketing ,while integrating the vast experience of its members across functions and industries such as: advertising, research, sales, branding communication and digital marketing to name a few. Capstone- The course emphasizes extensive research, writing, and organizational skills that will prepare students for transition into the collegiate and professional worlds. HOSA Club-The mission of HOSA which is to empower scholars to become leaders in the global health community through education, collaboration, and experience, which goes hand in hand

with HSE's mission, is to prepare each student for higher education by providing a safe, caring and collaborative atmosphere. Harmony School of Excellence-Laredo has formed a FIRST FRC Robotics Team, the exclusive solar car team in all Laredo. Students build robots and cars using basic mechanical and electrical engineering skills. FIRST students have a set structure to follow which include rigorous guidelines, narrow resources, and an intensive six-week time limit. Teams

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 4.6: Curriculum, Instruction, and Assessment	The T-STEM academy shall provide support for students taking STEM courses preparing students to obtain industry certifications, licenses, etc. The academy will have more graduating students who demonstrate mastery in a most up to date skills in a career field that may be rapidly changing. Certification are aligned with postsecondary and employment opportunities and with the competencies and skills that students should acquired through their chosen program of study.
Benchmark 6.2: Student Support	The T-STEM academy shall provide layered social and emotional support to the students as needed such as: connections to social services. Harmony's vision is to lead our students from the classroom into the world as productive and responsible citizens. When they will grow up and become professionals, they will work for the betterment of our country. So, these students should know how to interact socially, and how to understand people's problems.
Benchmark 1.2.B: School Design	T-stem academy staff shall include: qualified t-stem academy teachers who work directly with T-STEM students, which may include adjunct high school faculty capable of teaching college level courses. This way our academy may offer more college courses leading to an associate's degree.

Narratives: Benchmark Products,
 Benchmark 1 Products, Benchmark 2
 Products, Benchmark 3 Products,

Benchmark 4 Products, Benchmark 5 Products, Benchmark 6 Products

Benchmark Products

Benchmark 1 Products

Provide a link to the academy's mentor/induction program plans.

<https://hselaredo.harmonytx.org/tstem/>

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

<https://hselaredo.harmonytx.org/tstem/>

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

<https://hselaredo.harmonytx.org/tstem/>

Benchmark 2 Products

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

<https://hselaredo.harmonytx.org/tstem/>

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://hselaredo.harmonytx.org/tstem/>

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

<https://hselaredo.harmonytx.org/tstem/>

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://hselaredo.harmonytx.org/tstem/>

Benchmark 3 Products

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

<https://hselaredo.harmonytx.org/tstem/>

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

<https://hselaredo.harmonytx.org/tstem/>

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

<https://hselaredo.harmonytx.org/tstem/>

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://hselaredo.harmonytx.org/tstem/>

Benchmark 4 Products

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

<https://hselaredo.harmonytx.org/tstem/>

Provide a link to the academy's master schedule.

<https://hselaredo.harmonytx.org/tstem/>

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

<https://hselaredo.harmonytx.org/tstem/>

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

<https://hselaredo.harmonytx.org/tstem/>

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://hselaredo.harmonytx.org/tstem/>

Benchmark 5 Products

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

<https://hselaredo.harmonytx.org/tstem/>

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

<https://hselaredo.harmonytx.org/tstem/>

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://hselaredo.harmonytx.org/tstem/>

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

<https://hselaredo.harmonytx.org/tstem/>

Benchmark 6 Products

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

<https://hselaredo.harmonytx.org/tstem/>

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

<https://hselaredo.harmonytx.org/tstem/>

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

<https://hselaredo.harmonytx.org/tstem/>
