



# HARMONY SCHOOL OF DISCOVERY - HOUSTON

T-STEM Renewal Application

2020-2021

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# Background

## District Affiliation

HARMONY SCHOOL OF EXCELLENCE

**CD #:** 101858

**Region:** 04

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

**Mailing Address (Line 2):**

**City, State, Zip:** HOUSTON, TX 77099

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## School Affiliation

HARMONY SCHOOL OF DISCOVERY - HOUSTON

**CDC #:** 101-858-005

**Region:**

**Mailing Address (Line 1):** 6270 BARKER CYPRESS RD

**Mailing Address (Line 2):**

**City, State, Zip:** HOUSTON, TX 77084

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## Academy Information

**What is the academy name?**

Harmony School of Discovery

**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.**

158

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

154

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

133

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

106

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

84

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

49

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

46

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# Contacts

## Applicant

### Applicant 1

**Job Title**

Dean of Students

**Name Prefix**

Ms.

**First Name**

Jennifer

**Last Name**

Clayton

**Email**

jclayton@harmonytx.org

**Phone**

2818615105

## Principal

### Principal 1

**Name Prefix**

Mr.

**First Name**

Adnan

**Last Name**

Karanci

**Email**

akaranci@harmonytx.org

**Phone**

2818615105

---

## Superintendent

### Superintendent 1

**Name Prefix**

Mr.

**First Name**

Emin

**Last Name**

Cavusoglu

**Email**

ecavusoglu@harmonytx.org

**Phone**

202-440-1412

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# Narratives

Current Designations at HARMONY SCHOOL OF EXCELLENCE:

- HARMONY SCHOOL OF ADVANCEMENT-HOUSTON - T-STEM - 0607
- HARMONY SCHOOL OF DISCOVERY - HOUSTON - T-STEM - 1213

Previous Planning Year Applications at HARMONY SCHOOL OF EXCELLENCE:

## 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.

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# Narratives: Degrees and Credentials

## 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.**

Bio-Medical Science

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

Biomedical Science  
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

Microsoft Office Master - 2016 Track 1 (MOS 2016 Word Expert + MOS 2016 Excel Expert + MOS 2016 PowerPoint + Elective (MOS 2016 Access or MOS 2016 Outlook)

Microsoft Technology Associate (MTA) Introduction to Programming Using JavaScript

**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

Lone Star College System at University Park

#### Name Prefix

Ms.

#### First Name

Jennie

#### Last Name

Do

#### Email

Jenniedo@Lonestar.edu

#### Phone

281-290-3795

#### Job Title

Program Manager

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**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.**

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**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.**

We have strong partnership with Lone Star Community College and UT-Austin to help the students earn the early college credits from Texas core curriculum. We offer following embedded DC courses at our school. HSD ENGL 1301 1302 HSD HIST 1301 1302 HSD MATH 1314 1316 HSD MUSI 1306 HSD HITT 1305 HSD ENGR 1201 HSD BIOL 1406 HSD BIOL 2404 2401 We also offer following OnRamps courses. PHYS 1301 - 1101 CH 301 - 104M MATH 2312 Our students are also working on industrial certification as well. For instance, Ms.Gazala's students are working on Microsoft Technology Associate (MTA) Introduction to Programming Using Java certification during their APCSA class.

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**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**

Our students are meeting with the counselors during the courses selection process in the beginning of the 2nd semester. Grade 8 counselor also meets with all junior high students to build their 4 year graduation plans. They take into account of students' future college/career planning as well. They add appropriate advance academics courses to the plan to cover first two year courses of students. Each semester, they help the students to register to DC courses embedded or at Lone Star. We also encourage and help our students to take DC courses during summer as well. There certain deadlines for students to bring their college transcripts. Based on Dual credit/ OnRamps matrix, we transfer the credits to the right semester they took.If the students took the college credits at summer, they are getting transferred to the 2nd semester of the school year they completed. We have the Dual credit guidelines provided by Lone Star to determine which courses are transferable to the colleges. Plus, we also check the 4 year college degree plans to confirm that they are transferable to avoid the conflicts the students may face in the future. We provide the resources to our students. Plus, Lone Star (OnSite or Online), UT (Online) provides opportunities to have the access as well.

**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.**

Students at HSD have the choice to attend Lonestar by providing their own transportation or taking the duel credit courses offered here on 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**

We signed the Data sharing agreements with the Lone Star and UT Austin as well. We provide the TSI reports during DC registration process to LS. UT-Austin sends the mid year and final year reports to us an institute.

## Strategic Partnerships: Business Partner

### **Business/Industry Partner 1**

#### **Affiliation/Company**

Harris County Constable Precinct 5

#### **Job Title**

Sergeant

**Name Prefix**

Mr.

**First Name**

Roy

**Last Name**

Gunn

**Email**

Roy.Gunn@CN5.HCTX

**Phone**

832-232-2993

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**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.**

Partnerships are an intricate part of youth education and are a shared responsibility whereby schools and other community agencies and organizations engage families in meaningful ways. Partnerships foster positive relationships that help students achieve at their maximum potential. The collaborative efforts between the school, students, parents, and the community is a cornerstone for families to take initiative to actively supporting their children's development and learning. The partner's function is to support the learning outcome of the student(s). They have a shared vision with HSD where the learning outcomes are aligned to the curriculum. While providing resources and/or opportunities that will enhance learning, real world applicable skills, and opportunities to be involved in the community. Mentors will provide a wide variety of information about their college and career pathways. In addition to providing guidance, support, and motivation to ensure success in the program. The mentor may help with exploring career opportunities, setting goals, developing industry contacts, and identifying resources. Through effective dialogue, they will give guidance on relevant matters to their career that will provide clarity to the student on their Post-secondary education and their future career opportunity. The learning mediator will ensure that they have provided students with access to resources and encourage student(s) to integrate their learning experiences into job force skills.

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**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.**

At HSD we offer many opportunities to students with field trips, hands on experiences, and clubs. Throughout the year each grade level attends 1–2 field trips. HSD offers robotics club to middle and high school which focuses on VEX Robotics. This curriculum highlights interest in science, mathematics, and computers while promoting problem-solving skills, enabling creative thinking and design, providing a domain for the application of scientific concepts. Math Olympiad is a club offered to middles and high school students. Teams are made up of 4 members, they compete in individual and team rounds of competition at the regional and state level. HOSA is a club offered to PLTW students who are pursuing a career in the Medical field. This club is a powerful curricular program of student lead activities designed to develop future leaders for the healthcare system. Science Club is open to all middle school students. Students who join, will be conducting experiments to participate in Science Fair and to explore STEM topics. Students explore different STEM activities from Dissection to Bridge Building

competition and many others. STEAM festival is to stimulate the interest of our students, parents, and the public in STEAM by organizing fascinating, exciting, educational, and entertaining activities in our schools. Local influential people, parents, and the public are invited to STEAM festivals as we celebrate the success and hard work of our students. Students present a variety of STEAM projects in these festivals

**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.**

Harmony School of Discovery (HSD) is using NEPRIS to integrate workforce based learning into the classroom. Nepris provides a vessel for teachers and students to connect with valuable industry experts. NEPRIS virtually provides experiences with industry workers to the students as well as an effective way for companies to extend education outreach and create equity of access. At Discovery, outside the classroom each student is assigned a summer PBL to help them explore, personalize their learning and give them voice and choice in education. At the beginning of each year these projects are presented with their class to promote collaboration and reflection, and innovation. We have added a career exploration project as a choice to provide opportunities for our students to seek their interest. HSD teamed up with Junior achievement and had a career day with multiple industry leaders spoke to the students and provided information about their careers. They also provided resources and opportunities for our students. Six times a year the HCSO comes for the day and teaches the forensic class. Our students have multiple opportunities throughout the year to attend career fairs, symposiums, and volunteering adventures to gain knowledge and skills for their future jobs. Our campus is always looking for new ventures for our students.

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

It is of great importance to HSD that transportation arrangements and agreements are made to ensure students are provided the opportunities that arise. Transportation agreements are made during deliberations when arrangements are being made. There are some events where the business partner will provide the cost of the bus, while others HSD pays for the bus transportation. We strongly believe that no student should miss out due to transportation, therefore all arrangements are pre determined.

## 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

Engineering  
Regional High-Demand Occupation

Medical Sciences

Technology- Computer Systems

Robotics

## 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

Biz Town

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

### 7th Grade Activities

Nepris Exploration

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

### 8th Grade Activities

Nepris Exploration

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

### 9th Grade Activities

JA Career Day

100 Hours Volunteer Work

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

### 10th Grade Activities

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JA Career Day

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100 Hours Volunteer Work

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

### 11th Grade Activities

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JA Career Day

---

100 Hours Volunteer Work

---

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

### 12th Grade Activities

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JA Career Day

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100 Hours Volunteer Work

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Internship

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## 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

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What type of dual credit courses does your campus plan to offer?

AGCM

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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?

It was very challenging to find teachers that were qualified with a master's degree and 18 hours in their



subject area. We added the OnRamps courses this year as a result. The teacher attended a two week training in the summer time to obtain the qualifications to facilitate these classes.

Is the academy a TSIA testing site?

Yes

# Narratives: STEM-Focused Extracurriculars, Student Support

## 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
Interventions	Interventions are embeded in our Lab hours. students are pulled out in small groups with specific focuses.
Individualized College Counseling	Our counseling team meets biweekly with the students to address their academic needs.
Saturday Tutorials	we offer Saturday tutorials most weekends
Before/After School Tutorials	each teacher offers tutorials multiple times a week
College Readiness	The high school student are taking a college readiness class that meets weekly
Advisory	Students have advisory daily
6th Grade Bridge	Conducted each summer to bring incoming 6th graders to get acclimated to campus
Bridge to Algebra	We off an algebra bridge for one week each summer

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
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Energy Day Activity	Students Description
Parent Academy	Students volunteer downtown to support the conservation of Energy Sessions for parents, various topics, provided by community leaders, business and organizations
Girl +1	event for moms and daughters
Toys for kids	Students volunteer at the George R Brown
Human Trafficking Awareness	informational session with community leaders and guest speakers from different organizations
STEM and International festival	Celebration on campus with the community involvement

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

We use our data sources (ALEKS, MyOn, No Red Ink, Eduphoria, Power BI, Tracking Tool, StemScopes, Study Island) to guide our instruction, re-teaching, tutorials, interventions/RTI Tiers, and other supports to increase student growth and performance. We conduct team meetings (Grade Level, Department, PLC, Focus Groups, etc.) to discuss and analyze the assessment data so we may target the areas of need or strength.

## STEM-Focused Extracurriculars

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

HSD offers robotics club to middle and high school which focuses on VEX Robotics. This curriculum highlights interest in science, mathematics, and computers while promoting problem-solving skills, enabling creative thinking and design, providing a domain for the application of scientific concepts. Math Olympiad is a club offered to middles and high school students. Teams are made up of 4 members, they compete in individual and team rounds of competition at the regional and state level. HOSA is a club offered to PLTW students who are pursuing a career in the Medical field. This club is a powerful curricular program of student lead activities designed to develop future leaders for the healthcare system. Science Club is open to all middle school students. Students who join, will be conducting experiments to participate in Science Fair and to explore STEM topics. Students explore different STEM activities from Dissection to Bridge Building competition and many others. STEAM festival is to stimulate the interest of our students, parents, and the public in STEAM by organizing fascinating, exciting, educational, and entertaining activities in our schools. Local influential people, parents, and the public are invited to STEAM festivals as we celebrate the success and hard work of our students. Students present a variety of STEAM projects in these festivals

# 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 5: Work-Based Learning	Appropriate work-based learning for students in the T-STEM academy at every grade level that includes career awareness, career exploration, career preparation, and career experience
Benchmark 4: Curriculum, Instruction, and Assessment	The T-STEM academy shall provide support for students taking STEM courses preparing students to obtain industry certifications, licenses, etc
Benchmark 3: Strategic Alliances	Increase the participation on the Advisory Board

# 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://drive.google.com/drive/search?q=mentor>

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

[https://docs.google.com/spreadsheets/d/1QXY\\_M\\_hMHL-AqFJxfjH1DZeSAgeRyCsHoVGizxou7qY/edit#gid=1947133326](https://docs.google.com/spreadsheets/d/1QXY_M_hMHL-AqFJxfjH1DZeSAgeRyCsHoVGizxou7qY/edit#gid=1947133326)

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

[https://docs.google.com/spreadsheets/d/1FW/hqFZWZQ1Uga6AceVBfXES-DCDh\\_h7cCMBWPOBa5tc/edit#gid=1331476826](https://docs.google.com/spreadsheets/d/1FW/hqFZWZQ1Uga6AceVBfXES-DCDh_h7cCMBWPOBa5tc/edit#gid=1331476826)

## Benchmark 2 Products

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

<https://apply.harmonytx.org/login>

**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://hsdhouston.harmonytx.org/>

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

[https://docs.google.com/document/d/1ej7vb4pEn2PYjZOV4UW-\\_3hIHxqwTGXo/edit](https://docs.google.com/document/d/1ej7vb4pEn2PYjZOV4UW-_3hIHxqwTGXo/edit)

**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://hsdhouston.harmonytx.org/>

## Benchmark 3 Products

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

logs.

<https://hsdhouston.harmonytx.org/>

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

<https://hsdhouston.harmonytx.org/>

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

[https://docs.google.com/document/d/1N4r\\_e\\_LGMxQVraRyOxzKNHeZwaiXXhIkox6ocffl6ZU/edit](https://docs.google.com/document/d/1N4r_e_LGMxQVraRyOxzKNHeZwaiXXhIkox6ocffl6ZU/edit)

**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://hsdhouston.harmonytx.org/>

## Benchmark 4 Products

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

[https://docs.google.com/document/d/1u5yZkeyWMBDb\\_nlerYCUwHpxYSDk-CUPw6SgAe6\\_Fs/edit](https://docs.google.com/document/d/1u5yZkeyWMBDb_nlerYCUwHpxYSDk-CUPw6SgAe6_Fs/edit)

**Provide a link to the academy's master schedule.**

<https://docs.google.com/spreadsheets/d/1pEMrd1uBe8DkBYGNC7NzyHVZzs5Be-8B2YQRX8h-gTE/edit#gid=0>

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

<https://docs.google.com/document/d/1XNOOrTHjxnQitZiMXSVMKQZFL2i8txQ26E8ElbJJxo48/edit>

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

<https://docs.google.com/spreadsheets/d/1xosaBqeW3fedcgSWyg6hHR7zb01pUEinNf4HfxpF8Ao/edit?ts=5cf1391e#gid=0>

**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://docs.google.com/document/d/1jlxPaRZPJixvggTaN3kelfnB9mm6b\\_-jnH93L8-ypU/edit](https://docs.google.com/document/d/1jlxPaRZPJixvggTaN3kelfnB9mm6b_-jnH93L8-ypU/edit)

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## Benchmark 5 Products

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

<https://hsdhouston.harmonytx.org/>

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

<https://hsdhouston.harmonytx.org/>

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**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://hsdhouston.harmonytx.org/>

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

<https://hsdhouston.harmonytx.org/>

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## Benchmark 6 Products

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

<https://hsdhouston.harmonytx.org/calendar/>

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

[https://drive.google.com/drive/folders/1fwPQ\\_7TrjJYiRiQ-Uko88dJnCk3v2pNw](https://drive.google.com/drive/folders/1fwPQ_7TrjJYiRiQ-Uko88dJnCk3v2pNw)

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

<https://hsdhouston.harmonytx.org/calendar/>

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