# HARMONY SCIENCE ACADEMY - DALLAS

## T-STEM Renewal Application

## 2021-2022

# Contents

# Background

## District Affiliation

### HARMONY SCIENCE ACAD (WACO)

**CD #**: 161807
**Region:** 12
**Mailing Address (Line 1):** 9321 W SAM HOUSTON PKWAY S
**Mailing Address (Line 2):**
**City, State, Zip:** HOUSTON, TX 77099

## School Affiliation

### HARMONY SCIENCE ACADEMY - DALLAS

**CDC #:** 161-807-003
**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 Science Academy Dallas

**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 2021-2022 school year?**

9
10
11
12

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

100

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

93

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

82

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

90

# Contacts

## Applicant

### Applicant 1

**Job Title**

Dean of College & Career Success

**Name Prefix**

Mrs.

**First Name**

Brenda

**Last Name**

Cano

**Email**

bcano@harmonytx.org

**Phone**

972-234-9993

## Principal

### Principal 1

**Name Prefix**

Mr.

**First Name**

Ali

**Last Name**

Erenkol

**Email**

aerenkol@harmonytx.org

**Phone**

713-530-4390

# Superintendent

## Superintendent 1

### Name Prefix

Mr.

### First Name

Harun

### Last Name

Karan

### Email

hkaran@harmonytx.org

### Phone

214-570-1606

# Narratives

## Current Designations at HARMONY SCIENCE ACAD (WACO):

- HARMONY SCIENCE ACADEMY - DALLAS - ECHS - 2020
- HARMONY SCIENCE ACADEMY - DALLAS - T-STEM - 0607

- HARMONY SCHOOL OF INNOVATION - DALLAS - ECHS - 2020
- HARMONY SCHOOL OF INNOVATION - DALLAS - T-STEM - 1213

- HARMONY SCHOOL OF INNOVATION - GARLAND - ECHS - 2020
- HARMONY SCHOOL OF INNOVATION - GARLAND - T-STEM - 0607

- HARMONY SCIENCE ACADEMY - EULESS - T-STEM - 1314

- HARMONY SCHOOL OF EXCELLENCE - DALLAS - ECHS - 2020
- HARMONY SCHOOL OF EXCELLENCE - DALLAS - T-STEM - 0708

- HARMONY SCHOOL OF INNOVATION - FORT WORTH - T-STEM - 0809

- HARMONY SCIENCE ACADEMY - CARROLLTON - ECHS - 2020
- HARMONY SCIENCE ACADEMY - CARROLLTON - T-STEM - 1314

- HARMONY SCHOOL OF INNOVATION - WACO - ECHS - 2020
- HARMONY SCHOOL OF INNOVATION - WACO - T-STEM - 0809

## Previous Planning Year Applications at HARMONY SCIENCE ACAD (WACO):

## 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.**

Arts AV Tech & Communication
Health Science
Information Technology
STEM

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

Graphic Design and Multimedia Arts

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

Bio-Medical Science
Healthcare Diagnostics
Nursing

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

Cybersecurity
Programming and Software Development
Web Development

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

Biomedical Science
Cybersecurity
Engineering
Programming and Software Development

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

AD
PSC
IC

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

Item

Digital Media

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

Item

Web Design & Graphics

## 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) - After Effects

Certified Nurse Aide/Assistant (CNA)

Phlebotomy Technician

Clinical Medical Assistant

Certified EKG/ECG Technician

OSHA 30 Hour General Industry

Autodesk Certified Professional or User in AutoCAD

Autodesk Certified Professional or User in Revit Architecture

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

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

Microsoft Technology Associate (MTA) Introduction to Programming Using Python

Microsoft Technology Associate (MTA) Introduction to Programming Using HTML and CSS

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?

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 Arts | All Texas public universities | Bachelor degrees |
| Associate of Science | All Texas public universities | Bachelor degrees |

## Recruitment and Enrollment

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

Beginning 2020-2021, we hired a new campus-level position, Student Recruitment Coordinator (SRC). Our SRC has the duties and responsibilities of the typical School Registrar, plus takes the lead on outreach and communication with prospective students and families. This includes using Social Media (during these pandemic times) for community outreach. We are keeping the SRC and outreach, marketing, and advertising procedures and systems for the next year 2021-2022. However, due to the pandemic, right now, we are starting outreach and communication with the families of the feeder Elementary & Middle school campuses (Harmony Science Academy Dallas Elementary & Middle). Normally we begin communication and outreach, both digitally and on-campus, from February through May. However, as of January 2021, we are starting digital communication and outreach, to all the families of the 8th-grade students, to prepare them for enrollment for the next year 2021-2022. In addition to that, we formed Enrollment Committee to discuss and come up with better plans to ensure that we will reach all communities surrounding our campus. The goal is to ensure that we will keep the diversity and enrollment numbers for each program we offer at the campus.

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

## Strategic Partnerships: IHE

### IHE Partner 1

**Affiliation**

Richland Community College (DCCCD)

**Name Prefix**

Dr.

**First Name**

LaQuesha

**Last Name**

Foster

**Email**

LaQueshaFoster@dcccd.edu

**Phone**

972-238-6383

**Job Title**

Dean for Richland College

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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 align a course matrix of 60 credits on the Dual Program during the 11th and 12th grades. Our local community college partner, Richland College (RCC) part of Dallas County Comunity College (DCCCD), provides our Dual Credit program, giving students' opportunities to earn college credit while in high school, up to a full Associates Degree (Arts or Science) and level 1 Web Designer-Multimedia Level 1I Certificate (24 credit hours). Starting in the 9th grade Accordingly, we offer 30+ courses to any students who meet RCC's enrollment requirements (TSI requirements; in support, we provide TSI English and TSI Math Prep lab courses to all students, built into our Master Schedule for all students who have not yet passed the TSIs). College courses are all on campus here, with RCC providing professors, our own teachers being credentialed as professors, and online courses are offered to students. The Level 1 Web Designer-Multimedia Level 1I Certificate is part of the Dual Credit offerings.

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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**

The document contains protocols, steps, rules about our program, due dates and regulations, and guidelines. 1. Dallas College states to its students that the credits for the Associate of Arts (AA) and Associate of Science (AS) will transfer to all Texas public colleges and universities (per the State of Texas). Students pursuing these degrees will complete Dallas College's Core Curriculum (for both AA and AS) and electives (as necessary for AA/AS). Dallas College provides to their student's various methods of advising about credit transfer. Students may and are encouraged to review their online

Program of Study (POS) at least semesterly (this is computer generated). Students may request a personalized, human-generated POS but these documents are appropriate for college students and not high school Dual Credit students. High school students are strongly encouraged to communicate with their Harmony Science AcademyDallas counselors for reviewing their POS. 2. The IHE's articulation agreement states that the college course credits (as earned by the dual credit student) will be placed onto the student's IHE transcript immediately at the semester's end. 3. The IHE agreement states that for the AA or AS that the student may use specific degree plans in specific majors ("Fields of Study" or FOS). The purpose is to enable the transfer as a block of courses to all Texas public colleges and universities when the student majors in any FOS. 4. Our HSAC Dual Credit high school students have access to facilities, resources, and services at Dallas College campuses (Richland)

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## 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.

Per the IHE agreement, transportation is not needed for our current Dual Credit format. All HSA Dallas students take all dual credit courses at HSA Dallas campus (either live with our own credentialed teachers, or visiting college professors, or via online INET courses). Normally all HSA Dallas students are not permitted to attend courses on Richland Campus during high school hours; however, students may take Richland courses during non-HSA Dallas hours. Transportation costs and arrangements are the responsibility of the students or their families. In some cases, 12th graders will be permitted to leave the HSA Dallas campus early to travel to Richland. Again, those students are responsible for all transportation arrangements and costs. However, for one-time special events, such as semesterly field trips, HSA Dallas will be responsible for all transportation costs. As a side note, per our IHE agreement, HSA Dallas will pay for students' costs in textbooks, access codes, and course supplies during regular term Fall and Spring semesters ("Sponsorship"). Students retaking courses, or taking courses or Summer, will be responsible for all costs and are not Sponsored.

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## 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

Our MoU with Richland provides for HSA Dallas and Richland sharing information about HSADallas teachers' qualifications and requirements to teach dual credit courses here at HSA Dallas; we already have 3 HSA Dallas faculty credentialed by Richland for teaching dual credit courses. Three (3) of our teachers are already credentialed. So we are constantly sharing data regarding teachers' qualifications. A few other teachers are working on their Master's degree to be credentialed in the future. Regarding student-level data, Richland provides to HSA Dallas paper and digital copies of students' transcripts every semester plus an Excel spreadsheet with grades. And roster lists of all courses and grades for our students (and students have online access to their own cumulative credit hours, current GPA, etc.). HSADallas provides to Richland the students' qualifications such as TSIA test scores and approval signatures for dual credit courses enrollments. In cases where TSIA scores are unavailable, we provide SAT and other qualifying test scores to demonstrate student eligibility for Dual Credit.

# Strategic Partnerships: Business Partner

## Business/Industry Partner 1

### Affiliation/Company

BB&T Bank

### Job Title

SVP/ Regional Multicultural Banking Officer

### Name Prefix

Mrs.

### First Name

Mei

### Last Name

Miao

### Email

MMiao@bbandt.com

### Phone

469-365-1404 | 972-754-1443 (Best)

## Business/Industry Partner 2

### Affiliation/Company

Team TTMO Texas Team Models

### Job Title

Founder & Editor-In-Chief

### Name Prefix

Mrs.

### First Name

Amy

### Last Name

Stevens

### Email

ttmomagazine@gmail.com

### Phone

913-744-6064

**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.**

We have partnerships with industry partners with BB&T, Go for the Greens, and Richland College. the institution of Higher Education. We work with Richland College to offer dual credit which allows high school students to earn an associate of Science degree as well as a level one Web Design Certificate that can lead to Associate of Applied Science. Headquartered in Orlando, Florida, GFTG is a business development conference for women entrepreneurs that includes educational sessions, panel discussions, and gold game networking opportunities. GFTG has increased the focus on science, math, technology, engineering, art, and STEAM. Our STEM students participated Go for the Greens Conference in Florida and shared their experiences with our students and teachers. BB&T is an industrial partner we work with to support staff, parents, and students with financial guidance and assistance. They visit and give presentations to our staff and parents regarding college savings plans and education costs. We also have a new partnership with TTMO Magazine, Students can develop some skills and strategies for the workforce and edit industry as well as photoshop and graphic design applications just to mention the most important areas.

**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.**

Harmony Science Academy-Dallas career programs participate in work-based programs. Our web design level one certificate allows our students to participate in Richland college's industry building where students experience the workforce. Biomedical pathway get to participate with UTSouthwestern's hands-on programs, they go there every year and are able to communicate with their staff and work together.

**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.**

In the articulation agreement, our Business/Industry partner (BB&T) TTMO indicates they will assist with supporting our students' STEM activities, such as clubs, activities, and organizations for Career and Technical, plus competitions and special invitations, by these supports: 1. They will sponsor our after-school program for students who are interested in the financial classes and the editor magazine blogs. Sponsoring will include some monetary support but mostly providing mentors for students. 2. They will provide frequent input regarding our use of effective strategies for STEM education with STEM-oriented activities and clubs, plus knowledge of career education opportunities for our students. The partnerships will be present in all the school events to support families and students.

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

In our articulation agreement with our Business/Industry partner BB&T, and TTMO we have no items regarding transportation fees and costs. All transportation and costs are the responsibility of the HSADallas campus or students' families. However, after the pandemic is over, we will have field trips and the Bank and to the magazine facitilites. For those, our school will cover all related transportation costs (bus fees, etc). The Business partner will not be responsible for any transportation fees or costs.

# 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 |
| --- |
| BIOMEDICAL SCIENCE |
| NURSING/DIAGNOSTIC |
| PROGRAMMING AND SOFTWARE |
| CYBERSECURITY |
| ENGINEERING |
| DIGITAL ART, AUDIO,VIDEO |

## Work-Based Learning

Complete the activity tables below illustrating the work-based learning activities that your academy plans to offer students at each grade level. Please ensure the activities are STEM focused.

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

| 9th Grade Activities |
| --- |
| Student Run Career related Clubs such as Engineering or Video Editing for the School YouTube Chanel |
| eSPORTS, HOSA Competitions |
| NEPRIS live & recorded mentor support |

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

### 10th Grade Activities

Student Run Career related Clubs such as Engineering or Video Editing for the School YouTube Chanel

eSPORTS, HOSA Competitions

NEPRIS live & recorded mentor support

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

### 11th Grade Activities

Student Run Career related Clubs such as Engineering or Video Editing for the School YouTube Chanel

eSPORTS, HOSA Competitions

NEPRIS live & recorded mentor support

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

### 12th Grade Activities

Student Run Career related Clubs such as Engineering or Video Editing for the School YouTube Chanel

eSPORTS, HOSA Competitions

NEPRIS live & recorded mentor support

# Narratives: Advanced Academics

## Advanced Academics

**Select the type of advanced courses (dual credit/AP/IB) your campus plans to offer students in 2021-2022.**

DC
AP

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

WECM
AGCM

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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?**

We have been offering dual credit on-campus for more than 10 years. Our challenges are always as follows: 1. Recruit and retain our own campus teachers who have Master's degrees and who can be credentialed by our IHE (Richland College) to teach dual credit courses here on-campus). Solution: We advertise heavily on jobs websites; we work closely with our teachers regarding their schedules. 2. IHE credentialing is a slow process, and we usually have to wait 2-4 semesters per teacher to be credentialed and confirmed by the IHE. Solution: While we wait, we have our proposed teachers serve as classroom facilitators while those students take the online version of the courses.

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**Is the academy a TSIA testing site?**

Yes

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# 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 |
| --- | --- |
| Advisory/college readiness & support time | For 12th graders, we provide dedicated class time (5 hrs weekly) to college preparation, including applications, financial aid, researching and choosing and applying, dorm and roommate preparation, and other college-oriented topics |
| Advanced courses | Dual Credit and Advanced Placement courses to all students upon eligibility. About half of all high school students have 4 or more courses by graduation. |
| High School preparation for College/University/postsecondary | All students are encouraged to take (if they are eligible) dual credit and AP courses in grades 9-12. 10% or more all HS graduates earn Associate degrees; 50% earn some college credits via DC/AP. |

| Activity | Description |
|---|---|
| Developing individualized student graduation plans | Counselors and students meet to develop individualized STEM-focused student graduation plans; we review plans every year. |
| Providing academic support for intervention | Our RTI program (Reponse to Intervention) is based in Math, Reading, and Writing; interventions are in-classroom and intutoring. 6-10 as needed; individual student-level and wholeclass. |
| Accelerated gifted/talented (GATE) | Students who are eligible are placed into our G/T "Ivy Road" program, accelerated access, HS graduation within 3 years (6 total MS and HS), including dual credit, advanced placement, and PLTW courses. |
| Tutoring (before-classes; afterclasses; Saturdays); STAAR preparation in Summers | Tutoring (before-classes; after-classes; Saturdays); STAAR preparation in Summers |

**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 |
|---|---|
| Social Emotional Support Services | Students are supported with the services provided with school counselor. In addition to that, teachers provide SEL services. School is following Character School model to ensure that student voice is heard. |
| Student-run organizations | There are many organizations such as Student Council, National Honor Society, Active Minds, and etc. Students support each other while they are supported by the club facilitators. |
| Character School related programs | Our school received honorable mention by the nationwide organization of Character Schools. There are many activities that support students in social and emotional aspects. |

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

Regarding our use of access, achievement, and attainment data for improving our academic programs: We change our course offering based on these data points. 1. We complete regular data meetings with all faculty; teachers make planning for intervention for each student. Subject dept heads and grade level PLC leaders review these. 2. Parent meetings in groups and individuals are offered based on these data. Intervention options and recommendations are discussed and decided at these meetings. 3. The data points are analyzed by teachers and support staff for multiple PLCs throughout the year (6-8 times annually). 4. The district office and all campus Administrators make action plans based on the data at least quarterly. 5. The data analyses and determinations affect the quality of academic service that is offered in school. All programs are updated each year. 6. All data is used to specifically affect funding allocation. Determinations are yearly regarding which programs need extra support. 7. All

special service programs (GT, ESL, SpEd, and 504) make yearly changes based on these data points, regarding access, achievement, and attainment.

## STEM-Focused Extracurriculars

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

Activity Description Academic Counseling (1 time each semester, at least) Work with students (8th-11th) to develop their individualized high school graduation plans, Plans of Study (TEA), Programs of Study (Dual Credit, if applicable), career-oriented elective courses, and on-level and advanced core course selections for each HS year. Students revisit and revise those plans 1 time each semester (at least). Ongoing class in college/career preparation and applications Our weekly, ongoing classes with our students give them a STEM-focused regular time with Counselors to discuss and learn and plan for high school courses, on-level or advanced, and college and career preparation. Response to Intervention (RTI) We use 3 tiers to determine the support levels that we give our students as soon as they give indications of poor academic performance (using instruments such as NWEA MAP, PSAT, TSI, and the TEA Interim Assessments. Our Core Subjects offer weekly afterschool and Saturday This includes all of our STEM oriented and career-oriented elective courses; they have weekly tutoring as well.

# 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 |
| --- | --- |
| Strategic alliances with local businesses and industry companies | Our top priority for 2021 and 2022 is reaching out to local businesses and area industry companies to discuss forming strategic alliances. Such alliances to be designed to provide our students with education, experience, and opportunities that the businesses and industry partners. |
| Industry Based Certification Goals | Last week we had our first student passed and received his MTA Java certification. As a whole school CTE team we work very hard to align everything to ensure that all students will receive quality education and support to receive |

| Benchmark | their IBCs before they graduate.<br>Description |
|---|---|
| Work Based Learning | We started to offer more student-run clubs and we will offer more CTE related programs to provide better Work Based Learning experiences for our students. |

# 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://hsadallas.harmonytx.org/t-stem/

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

https://hsadallas.harmonytx.org/t-stem/

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

https://hsadallas.harmonytx.org/t-stem/

## Benchmark 2 Products

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

https://hsadallas.harmonytx.org/t-stem/

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**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://hsadallas.harmonytx.org/t-stem/

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

https://hsadallas.harmonytx.org/t-stem/

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**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://hsadallas.harmonytx.org/t-stem/

## Benchmark 3 Products

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

https://hsadallas.harmonytx.org/t-stem/

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

https://hsadallas.harmonytx.org/t-stem/

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

https://hsadallas.harmonytx.org/t-stem/

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**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://hsadallas.harmonytx.org/t-stem/

# Benchmark 4 Products

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

https://hsadallas.harmonytx.org/t-stem/

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

https://hsadallas.harmonytx.org/t-stem/

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

https://hsadallas.harmonytx.org/t-stem/

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

https://hsadallas.harmonytx.org/t-stem/

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**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://hsadallas.harmonytx.org/t-stem/

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# Benchmark 5 Products

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

https://hsadallas.harmonytx.org/t-stem/

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

https://hsadallas.harmonytx.org/t-stem/

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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://hsadallas.harmonytx.org/t-stem/

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

https://hsadallas.harmonytx.org/t-stem/

## Benchmark 6 Products

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

https://hsadallas.harmonytx.org/t-stem/

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

https://hsadallas.harmonytx.org/t-stem/

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

https://hsadallas.harmonytx.org/t-stem/