HARMONY SCHOOL OF INNOVATION - GARLAND

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 SCHOOL OF INNOVATION - GARLAND

CDC #: 161-807-006
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 Innovation Garland

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

School-Within-School: Multiple Campuses - A subset of students in grades 6-12 are enrolled in the academy. This model typically spans a middle school and high school.

Grade Levels Served

What grade level(s) will your academy plan to serve in the 2021-2022 school year?

7
8
9
10
11
12

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

150

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

130

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

120

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

100

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

100

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

80

Contacts

Applicant

Applicant 1

Job Title

Dean of Academics

Name Prefix

Mrs.

First Name

Annie

Last Name

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Phone

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Principal

Principal 1

Name Prefix

Dr.

First Name

Ibrahim

Last Name

Soykan

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Phone

7136285476

Superintendent

Superintendent 1

Name Prefix

Mr.

First Name

Harun

Last Name

Karan

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Phone

2145701606

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
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

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?

AD
IC

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

Item

What industry certifications does the academy plan to offer?

Item

Autodesk Certified Professional or User in AutoCAD

Clinical Medical Assistant

Microsoft Technology Associate (MTA) Introduction to Programming Using Python

FAA (Federal Aviation Administration) Part 107 Remote Drone Pilot

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

Yes

Provide the university name that your IHE partner has an articulation agreement with and the bachelor degree that students could earn using their associate degree and accrued credits. Each row represents a degree.

2-Year Degree	University	4-Year Degree
Associate of Art Degree	University of Texas at Dallas	Liberal Arts
Associate of Science Degree	University of Texas at Dallas	Engineering

Recruitment and Enrollment

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

The recruitment strategy that HSI Garland is focused on this year is to recruit students from our sister feeder school and highlight our STEM program, dual credit, and Advanced Placement opportunities. For middle school students, HSI Garland began offering PLTW Gateway classes to all students, as well as numerous after school clubs. HSI Garland began offering AP Biology and AP English Literature, as well as a structured Associate degree plan for high school students to begin pursuing as soon as 9th grade. HSI Garland also began offering Industry-Based Certifications in each high school pathway.

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

Strategic Partnerships: IHE

IHE Partner 1

Affiliation

Dallas County Community College (Richland Community College)

Name Prefix

Dr.

First Name

Shawnda

Last Name

Floyd

Email

ShawndaFloyd@dcccd.edu

Phone

2143781857

Job Title

Provost

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.

Through our continued partnership with Dallas College's Richland location, we are able to offer our high school students a plan to complete an Associate of Science degree before high school graduation. All dual credit courses offered through HSI Garland have been approved by Dallas College and aligned with HPS high school courses (ex. Govt 2305/ US Government). In the future, we plan on aligning several of our pathway courses with Dallas College courses in order to allow our students to earn industry certifications through dual credit courses.

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

According to the MOU Harmony Public Schools, DFW has with Dallas College: 1) Each student meets yearly with an HSI Garland Counselor to discuss their course selections, including dual credit courses, for the following year. If a student chooses to select a dual credit course for the following year, the

student and parent are made aware of the transferability of college credit earned as well as other policies around taking a dual credit course. 2) College Counselors are in contact with the Senior Academic Advisor at the Richland location to ensure that students who received credit for dual credit classes are awarded the high school and college credits on their transcripts. 3) Throughout the school year, any high school student taking dual credit courses has the option to speak with an Academic Advisor from Dallas college regarding their courses and their transferability towards a baccalaureate degree of their choice. Students are also encouraged by their high school Counselor to contact admission counselors from prospective Universities in regards to the transferability of dual credit classes taken. 4) At the beginning of the school year, all Dual credit students were given information on how to access their Richland location Academic Advisor and the online resources through Econnect and Ecampus by their high school Counselor. Each of HSI Garlan's high school Counselor maintains frequent contact and communication logs with their dual credit students to provide assistance on accessing dual credit services and resources as needed.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Transportation costs and fees including provisions for discontinuing operation while ensuring students previously enrolled will have opportunity to complete their course of study.

All HSI Garland's dual credit courses are offered on-site at the HSI Garland campus or online. This school year, due to virtual learning, all dual credit classes offered from Dallas College are online. Transportation to and from the Dallas College Richland location is not needed. According to our MOU with Dallas College, High school students are not charged tuition for their first attempt at any dual credit course offered through HSI Garland. Students also are not responsible for the payment of their dual credit textbooks or other resources needed (ex. access codes, lab kits).

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

According to the MOU with Dallas College, HSI Garland will provide the Academic Advisors with all student admission documentation, including college readiness data, and an updated high school transcript, as well as faculty transcripts if an HSI Garland staff member will be teaching a dual credit course. For Dual Credit: HSI Garland college counselors track student's college readiness and eligibility for DCCCD classes, their credits, grades, and GPA. Relevant information is available to the DCCCD representatives if needed. DCCCD professors provide HSI Garland administration with individual Student Advising Reports at the end of each semester. For House Bill 5: The teachers teaching College Prep courses are required to attend TCC's HB5 training that covers curriculum and expectations for the College Prep Courses (pre-post assessments, when to give assessments, etc.). The courses must be transcripted in accordance with the HB5 MOU, and final grades and test scores sent after completing the course. During the school year, college counselors meet with the students to help emphasize their understanding and importance of the course, to review their scores, and to help identify areas of weakness.

Strategic Partnerships: Business Partner

Business/Industry Partner 1

Affiliation/Company

H.O.P.E Village Inc

Job Title

CO Founder

Name Prefix

Mrs.

First Name

Milkeisha

Last Name

Taylor

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Phone

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Business/Industry Partner 2

Affiliation/Company

University of Texas-Southwestern Medical Center

Job Title

Assistant Director, STARS

Name Prefix

Mrs.

First Name

Lynn

Last Name

Tam

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Phone

214-648-9506

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.

Our Business/Industry articulation agreement with HOPE company (additional partner UT Southwestern,) addresses the clear roles and responsibilities for these partners: 1. worksite supervisors: will participate in the planning and development of the academy by serving on the T-STEM Advisory board; as appropriate, provide guidance and assistance for stakeholder evaluation of programs; participate in design teams or advisory meetings, and in the planning of STEM programs to be implemented and tested. 2. mentors: provide students some input regarding effective strategies for competitions in the STEM fields; participate in design teams or advisory meetings; participate in the planning of model STEM programs to be implemented and tested; sponsor an afterschool program for students 3. teachers: as appropriate, provide guidance and assistance for stakeholder evaluation of programs; participate in design teams or advisory meetings; participate in the planning of STEM programs to be implemented and tested 4. support personnel: will participate in the planning and development of the academy by serving on the T-STEM Advisory board; provide input regarding effective strategies for STEM; participate in design teams or advisory meetings. 5. other partners: will participate in the planning and development of the academy by serving on the T-STEM Advisory board; provide input regarding effective strategies for STEM education; as appropriate, provide guidance and assistance for stakeholder evaluation of programs; participate in design teams or advisory meetings; sponsor an afterschool program for students who are interested.

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.

H.O.P.E Village agrees to partner with our school during the 2020/2021 and 2021/2022 school years by offering HSI Garland students and staff an occasional speaker on mentoring programs and youth empowerment. It also offers exhibit boots at school events, speakers for students and staff, arrange and facilitate presentations for students and the community participants. In the articulation agreement, our Business/Industry partner HOPE(additional partner UT Southwestern,) 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 coding (CyberPatriot club; Robotics FIRST, and Drone Club FTC). Sponsoring will include some monetary and equipment 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.

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 HOPE (additional partner UT Southwestern,) indicates they will provide our students with access to their facilities, services, and resources in these ways: A. When appropriate, provide guidance and assistance for stakeholder evaluation (including students) of programs on regular basis. B. Sponsor an afterschool program for students. Offer volunteer opportunities onsite for our students to participate (for all 9-12 grades) D. Offer job shadowing opportunities onsite for 11-12 grade students (this is age-dependent). "

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

Transportation fees and costs. In our articulation agreement with our Business/Industry partner HOPE (additional partner UT Southwestern,), we have no items regarding transportation fees and costs. All transportation and costs are the responsibility of the HSI Garland campus or students' families. However, after the pandemic is over, we will have field trips to the HOPE, UT Southwestern, facilities, and sites. 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
Software Engineer
Graphic Designer
Medical Assistant
Computer Scientist

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 7th grade students.

7th Grade Activities
PLTW Gateway Courses (Medical Detectives, Flight and Space)
Project Based Learning Club ,Engineering, VEX Robotics Club. E Sports Club

7th Grade Activities STEM , PBL Activities, Academic Competitions (Math Counts)

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

8th Grade Activities

College & Career Activities and Programs

PLTW Gateway Courses (App Creators, Computer Science Innovators and Makers)

Solar Car Team, Drone Competition Team

Science Fair and STEM , PBL Activities, Academic Competitions (Math Counts)

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

9th Grade Activities

IBC Certifications (HOSA , Digital Arts , Computer Science & Engineering Certifications)

Career Talks (Nebris, Schoolinks Career, alumni, and community members)

PBL Projects Level 2, Level 3,

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

10th Grade Activities

IBC Certifications (HOSA , Digital Arts , Computer Science & Engineering Certifications)

Career Talks (Nebris, Schoolinks Career, alumni, and community members)

PBL Projects Level 2, Level 3

University Admissions Officer information sessions, Medical Assistant Certification opportunity

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

11th Grade Activities

College Trips

College and Career Readiness classes- year long

IBC Certifications (HOSA , Digital Arts , Computer Science & Engineering Certifications)

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

12th Grade Activities

IBC Certifications (HOSA , Digital Arts , Computer Science & Engineering Certifications)

College and Career Readiness classes- year long

Volunteer Programs

University Field Trips (in person and virtual),

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

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?

Richland has the rule to have a teacher to have a min of 12 credits for a certain subject or have a master's degree to teach dual credit at the high school. We ask our teachers who have met the criteria to teach the dual credit courses at our school. HPS provides financial support for teachers to do master's program and teach dual credit courses.

Is the academy a TSIA testing site?

Yes

Narratives: STEM-Focused

Extracurriculars, Curriculum and Support

Curriculum and Support

Provide examples of how the campus plans to provide students with academic services. List activities and brief descriptions of the activities. Add a new row for each provided service.

Activity	Description
Counselor meetings	Students meet with counselors one on one to discuss academic progress, pathway progress, graduation plan
Tutoring Opportunities	Students receive after school and/or Saturday tutorials
Bridge program	Students transferring form elementary have an opportunity to attend the bridge program
RTI program	Students receive Tier 2 and 3 interventions in areas of need throughout the year.
College and Career readiness curriculum	Students receive college and career readiness classes year-long
Gifted and Talented Program	Explicit STEM Courses through PLTW Gateway courses.
Junior Achievement High School Heroes Program	Our high school scholars get training on teaching elementary level and they teach one full day at our elementary campus.
Middle School/High School Transition Programs	Middle School/High School Transition Programs: Students transitioniong to middle school or high school have an opportunity to atend a transition information session.

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
Emotional Counseling	Students are given the opportiunity to visit with a licensed Counselor through the Talk Time link on our school webpage. Families are informed through email and social media about this service.
Life skills	We provide life skills classes for students with certain needs.Students in Special Education who qualify for the Life Skills program are able to receive individualized education.

Activity	Description
Parent Academy	Parent Academies are held to give short information sessions to families on a variety of topics ranging from "Taxes" and "Real Estate" to "FAFSA" and "College Applications" .We conduct parent academies and information nights, send a newsletter with information

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

HSI Garland uses the access, achievement, and attainment data to improve the programs on our campus and ensure equal access to all students. Campus leaders and teachers use local data to reach all students in the classroom and develop plans for reteaching, small groups, and interventions.

STEM-Focused Extracurriculars

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

HSI Garland has a variety of STEM-focused extracurricular events. Due to the pandemic this year, all events take place virtually. For Middle School students, students are invited to join clubs including Project-Based Learning, VEX Robotics, Solar Car, Science Fair, Drone, and Java. High school students are invited to join clubs such as HOSA, Rocketry, Graphic Design, and VEX Robotics.

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 3:Strategic Alliances	Increase our strategic alliances with business partners,
Benchmark 4: Curriculum, Instruction, and Assessment	Increase number of students receiveing industry-based certifications and the range of the certifications
Benchmark 6: Student Support	Strengthen the academic and technical skills needed for college readiness.

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://hsigarland.harmonytx.org/tstem/

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

https://hsigarland.harmonytx.org/tstem/

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

https://hsigarland.harmonytx.org/tstem/

Benchmark 2 Products

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

https://hsigarland.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://hsigarland.harmonytx.org/tstem/

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

https://hsigarland.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://hsigarland.harmonytx.org/tstem/

Benchmark 3 Products

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

https://hsigarland.harmonytx.org/tstem/

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

https://hsigarland.harmonytx.org/tstem/

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

https://hsigarland.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://hsigarland.harmonytx.org/tstem/

Benchmark 4 Products

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

https://hsigarland.harmonytx.org/tstem/

Provide a link to the academy's master schedule.

https://hsigarland.harmonytx.org/tstem/

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

https://hsigarland.harmonytx.org/tstem/

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

https://hsigarland.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://hsigarland.harmonytx.org/tstem/

Benchmark 5 Products

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

https://hsigarland.harmonytx.org/tstem/

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

https://hsigarland.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://hsigarland.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://hsigarland.harmonytx.org/tstem/

Benchmark 6 Products

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

https://hsigarland.harmonytx.org/tstem/

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

https://hsigarland.harmonytx.org/tstem/

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

https://hsigarland.harmonytx.org/tstem/