



2015-2016

# Annual Report

Submitted by:  
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# I. SCHOOL DESCRIPTION

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## Mission Statement

Mission of Harmony DC PCS is to prepare students for higher learning in a safe, caring, and collaborative atmosphere through a quality learner-centered educational program with a strong emphasis on science, technology, engineering, and mathematics.

## Harmony DC School Program

Harmony DC PCS believes that each child has a natural curiosity and love of learning and that each child has a distinctive intelligence, level of capability, and learning style. Education in Harmony DC PCS helps students develop their essential skills and ethical values and learn how to meet their potential.

Harmony DC PCS place strong emphasis on STEM education (Science, Technology, Engineering, and Mathematics); therefore, several programs have been incorporated into the mainstream curriculum to promote STEM education among the underserved populations. Project Based Learning, Robotics, Engineering, Project Lead the Way, and other programs have been integrated into the campus programs to provide distinct graduation pathways and career opportunities for Harmony DC PCS students.

Harmony DC PCS builds on the powerful programs and college-preparatory focus to create even more personalized learning environments for students that will facilitate deep learning and responsive, targeted instruction required to ensure all of our students graduate college and are career ready. To accomplish this, Harmony implements the following three new key strategies:

- Implement a cross-disciplinary, multi-sensory, technology-enabled blended curriculum that integrates standards-based learning and project-based learning (PBL).
- Institute a “custom day” schedule whereby students receive 2 hours a day of targeted instruction on three flexibly tracked paths: receive remediation and extra support in math and English Language Arts; choose math or ELA enrichment; or pursue electives in areas of interest;
- Develop and build out our data system and dashboards to provide real-time data to inform the first two strategies (and our system more broadly), and to support students in setting goals and creating personal learning plans.

**Blending standards-based and project-based learning:** The Harmony educational model addresses the need we identified for our students to engage even more deeply with content in core subjects. Highlighting the STEM areas, we believe that instituting a cross-disciplinary multi-sensory approach will lead to higher levels of student engagement in core subjects through students being able to determine the focus of their intellectual exploration and the specifics of their products based on their own unique interests. The student-driven projects will align to CCSS and require students to go deep into the content and apply their knowledge using higher-order skills such as analysis and interpretation as they engage in the complex tasks and performance assessments that will be required in this project.

While these projects have been in place in the STEM program, integrating the projects with social studies and ELA components will help students to understand the relationship between science and society and culture now and throughout history. As an example, in a prior STEM project, a student produced demonstrations that explained sound waves and their relationship to each other. This science topic presents an opportunity to explore the relationship between “keys” and sound in general. The student could investigate the impact of sound on a symphony, historical music, or architecture. She could use what she has

learned about sound to explain why a symphony hall looks the way it does. She could even use an example of the qualities of resonance to investigate how and why certain violins are more desirable to professionals than others. Social Studies topics that could be explored through this investigation include: Architecture, Music History, inventors of music instruments, and impact of famous musicians such as John Phillips Susa, and Jim Europe. Students will work with their ELA teachers to develop essays or other genres of writing related to their projects. The student could write an essay about how technological advances in the physical qualities of sound have affected music history.

**Custom Day:** Custom day addresses the need for more differentiation to accelerate the learning of all students in math and English language arts. Harmony currently offers intervention support as well as enrichment after school and on Saturdays. This initiative will strengthen the approaches we are currently using after school and expand access to all students by integrating these programs into the school day. Depending on an individual student's needs, two hours a day will be available for intervention, enrichment, or elective courses. These classes will utilize a variety of instructional approaches to support competency-based progress through an individualized learning plan at a pace specific to each student's needs and abilities.

**Data systems and dashboards:** To support the goals we have set and the project-based learning and custom day initiatives, all stakeholders will need robust data to ensure each student is receiving relevant and timely feedback they will need to make progress toward their goals, and to monitor system-wide progress toward goals. Stakeholders will need access to a variety of data about students, including real-time data and information on students' learning styles and preferences, as well as social-emotional information that may have an impact on an individual's learning. Our current data system, with dashboards customized to each end user, will support students, teachers, and parents to provide personalized content to meet the needs of all students.

### **An Overview of the Educational Program**

The educational program emphasizes the core subjects (Math, Reading/ELA, Science, Social Studies) and Engineering and Technology as part of the STEM efforts in K-12. Students will be given intense and extended instruction especially in Math and ELA/Reading.

In terms of curriculum support and extra-curricular programs, the non-negotiables of the education model include but are not limited to:

**After-School Program (extended days and weeks):** Harmony DC PCS believes that after-school programs and Saturday schools are essential for students' success. Identified low achieving/struggling students are required to receive additional tutorials in small groups. For advanced students, extracurricular activities are designed to satisfy their needs. Many club activities and the sports are also offered for students to attend.

**Tutoring in all grade levels:** The main goal of the program is the academic improvement that yields positive outcomes in reducing dropout rates. Tutoring is offered to students after school and on Saturdays. Students who identified for placement in after-school tutoring are required to attend; Saturday tutoring is invitation-based. Harmony Tutoring program is offered free of charge to students to increase students' attendance. Harmony DC Tutoring Program aims to achieve the following:

- Increase students' mastery of academic skills.
- Improve students' self-esteem and self-confidence.
- Improve students' attitudes toward school: reduces dropout rates, trancies, and tardiness.

- Help students break down social barriers and create new friendships.

Students enrolled for the tutoring program receive the following:

- Individual instruction—lessons are tailored to individual students’ learning styles and levels of understanding.
- Instruction free of competition—students’ progress at their own pace.
- Private instruction, apart from whole class instruction.
- Increased praise, feedback, and encouragement beyond what they might receive from one teacher.
- Closer monitoring (from the teacher and tutor) that maximizes time on task.
- Skills demonstrated instead of just verbalized.

**Lectures by Professionals:** Professors and doctoral students from the area universities and professionals from local companies are invited to support our curriculum by giving lectures to students in class or to teachers on staff development days. A list of people who want to contribute to our school their areas of expertise is given to teachers, who arrange the schedule of these professionals according to the course schedule.

**Field Trips:** In addition to classroom instruction, regular field trips to academic resources in and around DC, such as museums, art galleries, science centers, are planned every year to support our curriculum in science, history, art, and technology.

**School Project Fair:** Through the School Project Fair, students present their projects to the community and the school. Parents, surrounding communities, and professionals from colleges and companies are invited to this annual event. Students are provided the opportunity to practice their public speaking and presentation skills.

**Peer-tutoring and Mentorship Programs:** Successful students are encouraged to be peer tutors for their friends and mentors for the younger students (with their parents’ consent). Students contribute to the success of the school and their friends through these programs.

**Role Model Initiative:** Through this program, Harmony DC PCS brings a distinguished member of the community to school every month for a speech and create a platform for that person to interact with students.

**Student Clubs:** Student clubs such as the drama club, math club, science club, chess club, dance club, photo/film/art club, school newspaper and magazine team, yearbook team, and debate team are encouraged and supported by Harmony DC PCS. Harmony asks our faculty members and parents to donate at least four hours a week to support student club activities. Students learn to work together, take responsibility in a team environment, and compete with other schools as real-world experience.

**Awards and Prizes:** Students who demonstrate good citizenship are recognized with awards and prizes. Good citizenship includes strong work skills and ethics, leadership, and good behavior, such as being respectful to others and others’ opinions. Students are recognized with awards and prizes for their participation in the mentorship program, community service, student clubs, and athletic program.

**Science Fair Projects, Science Demonstrations by Students:** Harmony’s Science curriculum incorporates project-based learning at multiple levels. It requires students to perform self-initiated research using scientific inquiry and experimentation. Through these techniques students are required to produce a science fair project, participate with a science Olympiad team, or prepare a demonstration related to a scientific knowledge. Students who are willing to pursue science fair projects may also participate at regional, state, national, and international levels to compete with other projects. To produce more advanced projects

students are also encouraged attending research groups at local universities and labs. The Harmony Science Department also supports these students working with professors and researchers at local universities with the Scientific Research and Design curriculum. Students may also opt in to prepare a demonstration of a scientific knowledge in the areas of physics, chemistry, biology, or math. These demonstrations are prepared solely by student efforts and are all designed to teach and enrich scientific knowledge through hands-on experience. Students prepare a 5-10 minute video of the demonstration and make a presentation of the subject to their own classroom and other classrooms.

**University Collaboration Program:** To create a college going culture, trips to universities for all students are essentials. During these trips, students interact with academicians, graduate students and participate in academic and non-academic activities. Additionally, students visit laboratories, and learn about college life.

### Parent Involvement Efforts

Harmony communicates with parents often for curricular and assessment expectations, school wide requirements in relation to the delivery of instruction, the techniques utilized to evaluate student work, and individual classroom rituals and routines pertinent to the academic success of our students. Harmony uses a variety of communicative techniques such as our School Handbook, Weekly Newsletters, School Website, Teachers Websites, School Reach (phone call system), Parent/Teacher Conferences, School Council Meetings, individual notes/calls home, Family Fun Nights, Surveys, Harmony Parent web sites, parent workshops, Open House, Back to School Night, Report Cards, benchmark results, etc. to solicit parent participation and deliver important information in hopes of creating productive dialogue between home and school concerning improved student achievement.

## II. SCHOOL PERFORMANCE

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### Performance and Progress

Harmony DC has goals that connect to its mission in terms of preparing students for college. Putting Math, ELA, and STEM subjects in focus, Harmony set the following goals throughout the operation of its new charter in Washington, DC.

**Goal #1:** Harmony creates an environment where the students will develop the academic skills, intellectual habits, and character traits necessary to maximize their potential in school, college, and the world beyond. **MET**

- **Evidence:** Implementation of STEM curriculum, implementation of Second Step Program for charter education classes in grades K-5, organizing school-wide science fair and STEM festival, participation in regional Robotics competition, home visit program performed by faculty, organizing summer camps for Robotics and Engineering programs, and organizing education field trips.

**Goal #2:** Harmony teachers will be recognized as professional educators committed to continuous learning and professional development. **MET**

- **Evidence:** 100 percent of Harmony teachers are highly qualified and completed 60 hours of professional development.

**Goal #3:** Students at Harmony will be consistently reminded and encouraged that they are on the path to college. **MET**

- **Evidence:** At least once a year, students in upper elementary grades participated in a school organized college preparatory high school visit. Harmony DC Students visited McKinley Tech high school during 2015-16 SY.

## 2015-16 SY PARCC Performance and Progress

Improvement for Grades 3-8 in ELA and Math Meeting Expectations and Above					
School Name	Ward	ELA		Math	
		Met Expectations and Above (4+)	Improvement in Met Expectations and Above (4+)	Met Expectations and Above (4+)	Improvement in Met Expectations and Above (4+)
Harmony DC PCS School of Excellence	5	20%	↑ 10%	27%	↑ 12%

Harmony DC PCS was among other 16 citywide most improved public charter schools in which the percentage of students scoring a 4 or 5 on the ELA and Math assessments, improved by 5 or more percentage points compared to last year. Harmony DC PCS has made 10% improvement in Met Expectations and above (4+) in ELA, and 12% improvement in Met Expectations and above (4+) in Math.

Harmony DC PCS have adopted the Performance Management Framework (PMF) as its goals and academic achievement expectations. PCSB will publish Harmony Dc PCS's performance and progress in its annual publication of the PMF results.

## Lessons Learned and Actions Taken

The 2015-2016 school year was the Harmony DC PCS's second year of operation. There were several lessons learned and taken following sections. Prior the school start day and during school year, teacher and administrators were trained to set high goals and expectations for their students and kept them accountable. High expectations and excellence became a common theme among faculty, staff and students with daily conversation and activities.

Cooperation, collaboration, and total commitment to team work are common values that Harmony. Additionally, access to opportunities for professional development will make our teachers and staff stronger and even more prepared to meet all the needs of the students including students with disabilities and ELLs. Teachers worked together and with administration to create a warm, student-centered environment at Harmony campus, supported by strong parental involvement and a family-like setting that extends from the front office secretary to the principal.

Furthermore, all students were required to exhibit a caring, responsible, accountable, and value-creating attitude and outlook throughout their journey at Harmony. Positive reinforcement and incentives were used to create pleasant environment for all students to observe positive examples of behavior as well as allow them the opportunity to excel. Character Education classes played an important role in equipping students with necessary tools, values and skills for acquiring and maintaining a positive outlook. We believe that possessing a positive attitude drives all to success.

Providing a safe and healthy environment to its students, parents and employees is a top priority for Harmony. Harmony does everything to ensure that every campus without exception is bully, drug and weapon free. A safe and healthy environment is one where all students can experience the joy of learning, free from any threat. The success of our students at Harmony is based on a program which emphasizes academic excellence while motivating student achievement. Harmony has fully implemented its Three R's

Model of Rigor (prepares students for college), Relevance (reinforces math and science skills) which in turn are underpinned by a tight web of Relationships (a strong culture reinforced by teachers and parents).

## Unique Accomplishments

In its second year of operation, Harmony DC PCS accomplished following noteworthy achievements:

- Harmony DC PCS was among other 16 citywide most improved public charter schools in which the percentage of students scoring a 4 or 5 on the ELA and Math assessments, improved by 5 or more percentage points compared to last year. Harmony DC PCS has made 10% improvement in Met Expectations and above (4+) in ELA, and 12% improvement in Met Expectations and above (4+) in Math.
- Harmony DC PCS participated in Virginia/DC First Lego League 2015 TRASH TREK Challenge sponsored by James Madison University. They placed 7<sup>th</sup> among 25 teams participating from Virginia and DC public, private, and charter schools.
- In February 2016, Harmony DC PCS organized its 2<sup>nd</sup> Annual Science and Engineering Fair at its campus. More than 100 students from Kindergarten to 5<sup>th</sup> Grade prepared science fair projects and presented to the judges, parents, and community members.
- Harmony DC PCS students participated and received awards in DC STEM Network's STEM Fair held on June 4, 2016.
- In April 9, 2016, Harmony DC PCS organized district-wide STEM festival. More than 35 students participated in the festival and demonstrated STEM projects such as Wimshurst Machine, Surface Air Tension, Single Cartesian Diver, Reversible Thermoelectric Demonstrator, Bed of Nails, Mini Hovercraft, etc. to the judges, parents, and community members. The Mayor of the District of Columbia, Muriel Bowser issued a proclamation of April 9, 2016 in Washington, DC as 'STEM DAY'.
- A group of Harmony DC PCS students participated in Loudon County STEM Festival held in October 2016.
- Harmony DC PCS is being represented are being represented in the USA Science & Engineering Festival held in April 16 & 17, 2016 in Washington, DC.
- Harmony DC PCS hosted one-week Black Girls Code camp. Black Girls code camp provided a hands-on, project-based approach to engage young black girls with technology. At the end of the camp, the Mayor of the District of Columbia, Muriel Bowser spoke to a group of approximately 25 girls attending camp at Harmony DC PCS.
- During 2015-2016 school year, Harmony DC PCS teachers and staff have visited about 50% of its families at their home as a part of its Home Visit program.

## List of Donors

Amount (Total \$)	Donor Type
33,175	Corporation
2,000	Individual

## DATA REPORT

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GENERAL INFORMATION	
LEA ID	180
LEA Name	Harmony DC PCS
Campus Name	Harmony DC PCS - School of Excellence
Grades Served	K-5
Overall Audited Enrollment	105
STUDENT DATA POINTS	
PK3	0
PK4	0
KG	19
Grade 1	13
Grade 2	17
Grade 3	22
Grade 4	22
Grade 5	12
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total Number of Instructional Days	180
Student Suspension Rate	17.1%
Student Expulsion Rate	0%
Instruction Time Lost to Discipline	0.3%
Average Daily Attendance	NA - Intentionally blank
Midyear Withdrawals	9.5%
Midyear Entries	0%
Promotion Rate	100%
College Acceptance Rates (SY 14-15)	NA
College Admission Test Scores (SY 14-15)	NA
Graduation Rates (SY 14-15)	NA
FACULTY AND STAFF DATA POINTS	
Teacher Attrition Rate	44.40%
Number of Teachers	9
Average Teacher Salary	\$51,800
Minimum Teacher Salary	\$47,500
Maximum Teacher Salary	\$56,500

## APPENDICES

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- A. Staff Roster for 2015-2016 SY**
- B. Board Roster for 2015-2016 SY**
- C. Unaudited Year-end 2015-2016 SY Financial Statement**
- D. Approved 2016-2016 SY Budget**

## STAFF ROSTER FOR 2015-2016 SY

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<b>Name</b>	<b>Position</b>	<b>Qualifications</b>	<b>Date of Employment</b>
Cavusoglu	Principal	M. Ed. in School Leadership	8/1/2015-Present
Yarborough	Assistant Principal	MA in School Leadership	7/1/2014-Present
Culha	Assistant Principal	M. Ed. in School Leadership	7/1/2014-Present
Lee	Kindergarten Teacher	BA in Elementary Education	8/1/2014-Present
Stoker	1st Grade Teacher	MA in Public Administration	8/1/2014-6/10/2016
Nelson	2nd Grade Teacher	MA in Elementary and Special Education	8/1/2014-6/10/2016
Lakemacher	3rd Grade Teacher	B.A. in Humanities	8/10/2015-Present
Harvest	4th-5th Grade ELA/SS Teacher	B.S. in Elementary & Special Education	8/10/2015-Present
Truesdell	4th-5th Grade Math/Science Teacher	M. Ed. in General and Special Education	8/10/2015-1/22/2016
Harrison	4th-5th Grade Math/Science Teacher	B.S. in Criminal Justice	2/1/2016-8/16/2016
Williams	Special Education Teacher	MD in Theology	3/9/2015-Present
Pugh	PE/Health Teacher	BS in Sport Management	8/1/2014-8/18/2016
Aras	Computer Teacher	BS in Instructional Technology	8/1/2014-Present
Liu	Foreign Language Teacher	B.A. in Elementary Education	8/10/2015-6/10/2016
Dedo	Teacher Aide	B.A. in Political Science	8/10/2015-Present
Najera	Administrative Assistant	B.S. in Human Science	8/10/2015-Present

## BOARD ROSTER FOR 2015-2016 SY

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### Board of Directors

The Board is the policy-making body within the Harmony school system and has overall responsibility for the curriculum, annual budget, and facilities. The Board has complete and final control over school matters, within limits established by state and federal laws and regulations.

Name	Role	Current Employer/Position	Date of Appointment
Dr. Soner Tarim	President	Harmony Public Schools / CEO	2/27/2014
Julie Squire*	Vice President	Bellwether Edu. Partners / Associate Partner	6/23/2014
Cynthia Pascal*	Treasurer	Northern Virginia Com. Col. / Coordinator of Academic Advising	6/23/2014
Kelly Quinney*	Secretary	American Institutes for Research / Senior Test Developer	4/5/2016
Samara Yudof*	Member	GMMB / Strategist	6/23/2014
Kim Tran-Malan*	Member	Parent Representative	2/3/2015
Regina Blake*	Member	Parent Representative	3/1/2016

\*Board member who is D.C. resident.

# UNAUDITED YEAR-END 2015-2016 SY FINANCIAL STATEMENT

## Income and Cash Flow Statements

### Harmony DC Public Charter School

Income Statement		Actual
Revenue		
	State and Local Revenue	1,838,018
	Federal Revenue	245,453
	Private Grants and Donations	2,000
	Earned Fees	4,221
	Total Revenue	2,089,693
Expenses		
	Salaries	820,783
	Benefits and Taxes	173,211
	Contracted Staff	3,792
	Staff-Related Costs	5,933
	Rent	322,673
	Occupancy Service	83,958
	Direct Student Expense	265,020
	Office & Business Expense	125,482
	Contingency	0
	Interest	16,048
	Depreciation and Amortization	69,716
	Total Expenses	1,886,618
Net Income		203,075

# UNAUDITED YEAR-END 2015-2016 SY FINANCIAL STATEMENT

## Balance Sheet

### Harmony DC Public Charter School

Balance Sheet	
Assets	Amount
Assets	
Current Assets	
Cash	194,622
Accounts Receivable	59,802
Other Current Assets	116,539
Total Current Assets	370,963
Noncurrent Assets	
Operating Fixed Assets, Net	156,873
Facilities, Net	68,746
Total Noncurrent Assets	225,619
Total Assets	596,582
Liabilities and Equity	
Liabilities and Equity	Amount
Current Liabilities	
Accounts Payable	20,055
Other Current Liabilities	396,017
Total Current Liabilities	416,072
Long-Term Liabilities	
Other Long-Term Liabilities	9,098
Total Long-Term Liabilities	9,098
Equity	
Unrestricted Net Assets	-31,664
Net Income	203,075
Total Equity	171,412
Total Liabilities and Equity	596,582

## APPROVED 2016-2017 SY BUDGET

Income Statement		SY16-17
Account		Future
Event		-
<b>Revenue</b>		
04 · State and Local Revenue		2,438,404
05 · Federal Revenue		174,065
06 · Private Revenue		5,044
<b>Total Revenue</b>		<b>2,617,513</b>
<b>Operating Expense</b>		
07 · Staff-Related Expense		1,314,256
08 · Occupancy Expense		428,175
09 · Student Expense		344,039
09 · General & Admin		240,561
09 · Contingency		54,892
<b>Total Operating Expense</b>		<b>2,381,925</b>
<b>Net Operating Income</b>		<b>235,589</b>
<b>Interest, Depreciation</b>		
1X · Depreciation, Amortization, & Interest		92,953
<b>Total Expenses</b>		<b>2,474,878</b>
<b>Net Income</b>		<b>142,636</b>
<b>Adjustments To Cash Flow</b>		
<b>Operating Activities</b>		
Net Income		142,636
Cash Flow Adjustments		(224,237)
<b>Net cash increase for year</b>		<b>(81,601)</b>