



2017-2018

Annual Report

Submitted by:
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I. SCHOOL DESCRIPTION

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 an intervention/enrichment period whereby students receive 5 hours a week of targeted instruction on two tracked paths: receive remediation and extra support in math and English Language Arts; or choose math or ELA enrichment.
- 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.

Intervention/Enrichment Period: Intervention/enrichment period 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, one hour a day will be available for intervention or enrichment. 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.

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.

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

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 Howard University during 2016-17 SY.

2017-18 SY PARCC Performance and Progress

In 2018 PARCC administration, 55.1% of Harmony DC PCS students scored 3+, and 24.5% scored a 4 or 5 on the ELA assessments. Compared to last year, 46.4% of the students scored 3+ and 10.7% scored 4 or 5 on ELA assessments in 2017 administration.

In 2018 PARCC administration, 59.2% of Harmony DC PCS students scored 3+, and 32.7% scored a 4 or 5 on the Math assessments. Compared to last year, 42.9% of the students scored 3+ and 19.6% scored 4 or 5 on ELA assessments in 2017 administration.

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 2017-2018 school year was the Harmony DC PCS's fourth year of operation. There were several lessons learned and following actions are taken. Prior the school start day and during school year, teacher and administrators were trained to set high goals and expectations for their students. High expectations and excellence has become 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 fourth year of operation, Harmony DS PCS accomplished following noteworthy achievements:

- A second grader at Harmony placed first in the Congressional App Challenge in November 2017.
- In December 2017, Harmony DC PCS organized its 4th Annual Science and Engineering Fair at its campus. About 75 students from Kindergarten to 5th 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, 2018.

- In February 24, 2018, Harmony DC PCS organized DC 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.
- In March 17, 2018, Harmony DC PCS organized DC wide Math Contest for 4th and 5th grade students. More than 90 students from DC public, charter and private schools participated in the math contest.

List of Donors

Amount (Total \$)	Donor
490,000	Charter School Solutions
49,593	Harmony Public Schools
8,000	Julie Squire

DATA REPORT

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	94
STUDENT DATA POINTS	
PK3	0
PK4	0
KG	9
Grade 1	13
Grade 2	22
Grade 3	17
Grade 4	14
Grade 5	19
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	9.6%
Student Expulsion Rate	0%
Instruction Time Lost to Discipline	0.15%
In-Seat Attendance	91.2%
Average Daily Attendance	NA - Intentionally blank
Midyear Withdrawals	4.3%
Midyear Entries	2.1%
Promotion Rate	97.5%
College Acceptance Rates (SY 16-17)	NA
College Admission Test Scores (SY 16-17)	NA
Graduation Rates (SY 16-17)	NA
FACULTY AND STAFF DATA POINTS	
Teacher Attrition Rate	33.3%
Number of Teachers	9
Average Teacher Salary	\$59,257
Minimum Teacher Salary	\$51,500
Maximum Teacher Salary	\$64,925

APPENDICES

- A. Staff Roster for 2017-2018 SY**
- B. Board Roster for 2017-2018 SY**
- C. Unaudited Year-end 2017-2018 SY Financial Statement**
- D. Approved 2018-2019 SY Budget**

A. STAFF ROSTER FOR 2017-18 SY

Name	Position	Qualifications	Date of Employment
Cavusoglu	Principal	M. Ed. in School Leadership	8/1/2015-7/31/2018
Wall	Dean of Students	MA in School Leadership	8/1/2017-7/31/2018
Culha	Assistant Principal	M. Ed. in School Leadership	7/1/2014-Present
Pien	3rd Grade Teacher	B.S. in Elementary & Kindergarten Education	8/1/2017-Present
Lee	Kindergarten Teacher	M. Ed. in Special Education	8/1/2014-Present
Wirtz	2nd Grade Teacher	M. Ed. in School Leadership	8/1/2016-Present
Lakemacher	1st Grade Teacher	B.A. in Humanities	8/10/2015-7/30/2018
Haag	4th-5th Grade ELA Teacher	B.S. in History Education	10/11/2017-Present
Karatas	4th-5th Grade Math/Science Teacher	M. Ed. in School Leadership	8/1/2017-7/31/2018
Williams	Special Education Teacher	MD in Theology	3/9/2015-7/31/2018
Madyun	PE/Health Teacher	B.A. in Sociology	8/1/2016-Present
Zabun	Computer Teacher	M. Ed. in Instructional Technology	8/1/2017-Present
Dedo	Teacher Aide	B.A. in Political Science	8/10/2015-Present
Najera	Administrative Assistant	B.S. in Human Science	8/10/2015-Present
Shepherd	Math Interventionist	M. Ed. in Special Education	3/5/2018-Present
Moten	Teacher Aide	B.A. in Sociology	9/26/2017-Present
Rusten	Teacher Aide	High School Diploma	10/3/2017-7/31/2018

B. BOARD ROSTER FOR 2017-2018 SY

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 /	6/14/2018
Cynthia Pascal*	Vice President / Treasurer	Northern Virginia Com. Col. / Coord. of Acad. Advising	6/23/2014
Kelly Quinney*	Secretary	DCPS / Coordinator	4/5/2016
Vanessa Mendoza*	Member	Teach for America / Chief of Staff to the CAO	4/6/2017
Theodore Eismeier *	Member	Higher Learning Advocates / Strategic Communicator	4/6/2017
Charlene Roach-Glymph*	Member	Relay Graduate School of Education / Associate Dean of Special Education	5/22/2018
Brian Sylvester*	Member	Wiley Rein LLP / Attorney at Law	4/29/2018
Julia Irving*	Member	Parent Representative	3/20/2018

*Board member who is D.C. resident.

C. UNAUDITED YEAR-END 2017-2018 SY FINANCIAL STATEMENT

Income Statement

Harmony DC PCS

July 2017 through June 2018

Forecast		
Income Statement		TOTAL
Revenue		
	State and Local Revenue	1,743,391
	Federal Revenue	129,953
	Private Grants and Donations	498,000
	Earned Fees	9,374
	Total Revenue	2,380,718
Expenses		
	Salaries	1,113,726
	Benefits and Taxes	226,964
	Contracted Staff	36,520
	Staff-Related Costs	14,866
	Rent	316,342
	Occupancy Service	112,896
	Direct Student Expense	268,690
	Office & Business Expense	150,760
	Total Expenses	2,240,765
Operating Income		139,953
Extraordinary Expenses		
	Interest	15,619
	Depreciation and Amortization	87,662
	Total Extraordinary Expenses	103,281
Net Income		36,672

D. APPROVED 2018-2019 SY BUDGET

Harmony DC PCS FY19 Budget

Income Statement		SY18-19
Revenue		
	State and Local Revenue	1,659,401
	Federal Revenue	223,458
	Private Grants and Donations	680,000
	Earned Fees	7,623
	Revenue Total	2,570,482
Expenses		
	Salaries	1,258,736
	Benefits and Taxes	268,498
	Contracted Staff	6,417
	Staff-Related Costs	21,114
	Rent	323,048
	Occupancy Service	97,633
	Direct Student Expense	250,038
	Office & Business Expense	160,216
	Expenses Total	2,385,700
NET ORDINARY INCOME		184,782
Extraordinary Expenses		
	Depreciation and Amortization	88,046
	Interest	12,942
	Extraordinary Expenses Total	100,988
TOTAL EXPENSES		2,486,688
NET INCOME		83,794