



2019-2020

# Annual Report

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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 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.

## COVID-19 Response

Harmony DC operated with online-only instruction after school closures on March 13, 2020. Initially, students were provided with work packages to complete at home with teacher check-in twice a week. At the end of March, all students were provided with a technology item to connect their daily live sessions on Zoom. School used Zoom platform to deliver daily live sessions to all of its students. School used formative and internal assessments to gauge student learning. School also offered online summer school for 4 weeks in June and July. 25% of school students attended summer school. We used summer school to make up lost instruction during the first part of the pandemic.

Harmony DC also reached out all of the parents to ensure wellbeing of its students and parents. We provided wifi hotpots, school supplies, and connected parents with welfare agencies for housing, food, and etc. Our counseling department provided counseling services to the students.

## **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 DC engages its students with a robust STEM program, including engineering and coding.

#### **MET**

- **Evidence:** 100 percent of Harmony students are provided a STEM program that involves engineering and coding instruction.

## Progress Towards Meeting Charter Goals

As its tenth-year charter review, Harmony DC will earn 50% of the possible PMF points in two of the most recent three years and not under 45% in any of the past five. Harmony DC achieved 45.4% PMF in school year 2017-2018 and 53.5% PMF in school year 2018-2019. State assessments have not been administered in school year 2019-2020 due to current public health crisis.

Harmony DC created a robust academic program that includes a high-quality Tier-1 instruction and intensive intervention and student support system. Students receive standards-aligned instruction daily while also given unique opportunities to learn at their own pace.

All of Harmony DC's students are either in an academic enrichment or intervention program. In addition to high-quality instruction, students meet with their teachers in small groups for extra support to work on above grade level material or to close achievement gaps.

Based on the interim assessment results students were given in winter 2020, 62% of Harmony DC students showed improvement on their Beginning of Year assessment data. School continuously track student achievement and progress through NWEA assessments, ANET assessments, running records, and weekly assessments. Students mostly take assessments either in small groups or one-on-one with the teacher for more reliable data.

## Unique Accomplishments

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

- In March 16, 2019, Harmony DC PCS organized DC wide Math Contest for 4<sup>th</sup> and 5<sup>th</sup> grade students. More than 90 students from DC public, charter and private schools participated in the math contest.
- In February 15, 2019, 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.
- A second grader at Harmony placed first in the Congressional App Challenge in November 2017.
- In December 2017, Harmony DC PCS organized its 4<sup>th</sup> Annual Science and Engineering Fair at its campus. About 75 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, 2018.

## List of Donors

| <b>Amount (Total \$)</b> | <b>Donor</b>                 |
|--------------------------|------------------------------|
| 75,000                   | Harmony Education Foundation |
| 8,848.42                 | Foulger-Pratt                |

## DATA REPORT

| <b>GENERAL INFORMATION</b>  |                                       |
|---|---------------------------------------|
| LEA ID  | 180                                   |
| LEA Name  | Harmony DC PCS                        |
| Campus Name   | Harmony DC PCS - School of Excellence |
| Grades Served   | K-5                                   |
| Overall Audited Enrollment  | 118                                   |
| <b>STUDENT DATA POINTS</b>  |                                       |
| PK3   | 0                                     |
| PK4   | 0                                     |
| KG  | 16                                    |
| Grade 1   | 13                                    |
| Grade 2   | 23                                    |
| Grade 3   | 20                                    |
| Grade 4   | 24                                    |
| Grade 5   | 22                                    |
| 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   | 4.2%                                  |
| Student Expulsion Rate  | 0%                                    |
| Instruction Time Lost to Discipline   | 0.32%                                 |
| In-Seat Attendance  | 89.9%                                 |
| Average Daily Attendance  | NA - Intentionally blank              |
| Midyear Withdrawals   | 7.6%                                  |
| Midyear Entries   | 0%                                    |
| Promotion Rate  | 100%                                  |
| College Acceptance Rates (SY 16-17)   | NA                                    |
| College Admission Test Scores (SY 16-17)  | NA                                    |
| Graduation Rates (SY 16-17)   | NA                                    |
| <b>FACULTY AND STAFF DATA POINTS</b>  |                                       |
| Teacher Attrition Rate  | 45.4%                                 |
| Number of Teachers  | 11                                    |
| Average Teacher Salary  | \$63,138                              |
| Minimum Teacher Salary  | \$57,277                              |
| Maximum Teacher Salary  | \$68,950                              |
| School has one (1) staff member who earned more than \$100,000. The salary of that employee is \$103,000. |                                       |

## APPENDICES

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- A. Staff Roster for 2019-2020 SY**
- B. Board Roster for 2019-2020 SY**
- C. Unaudited Year-end 2019-2020 SY Financial Statement**
- D. Approved 2020-2021 SY Budget**

## A. STAFF ROSTER FOR 2019-20 SY

| Name       | Position                        | Qualifications                              |
|------------|---------------------------------|---|
| Briggs     | Dedicated Aide                  | High School Diploma                         |
| Crawford   | Assistant Principal             | M.S. in School Leadership                   |
| Culha      | Principal                       | M.Ed. in School Leadership                  |
| Dedo       | 2nd Grade Teacher               | B.A. in Political Science                   |
| Duggard    | Kindergarten Teacher            | B.A. in Political Science                   |
| Freeman    | Math Interventionist            | B.S. in Computer Science                    |
| Garris     | Administrative Assistant        | High School Diploma                         |
| Johnson    | 4th-5th Grade Math Teacher      | M.A. in Elementary Education                |
| Jones      | Special Ed. Teacher             | M.A. in Teaching                            |
| Lampley    | 4th-5th Grade ELA Teacher       | M.Ed. in Curriculum and Instruction         |
| Lee        | 1 <sup>st</sup> Grade Teacher   | M.Ed. in Special Education                  |
| Loving     | Counselor                       | M.S. in School Counseling                   |
| Madyun     | PE/Health Education Teacher     | B.A. in Sociology                           |
| Martin     | Dean of Students                | B.S. in Business                            |
| Montgomery | Reading Interventionist         | B.A. in Sociology                           |
| Moten      | Teacher Aide                    | B.A. in Sociology                           |
| Nelson     | Teacher Aide                    | High School Diploma                         |
| Pien       | 3rd Grade Teacher               | B.S. in Elementary & Kindergarten Education |
| Pipkin     | Special Ed. Teacher/Coordinator | B.A. in History                             |
| Schools    | Operations Assistant            | Associate Degree                            |
| Shambry    | Reading Interventionist         | M.Ed. in Curriculum and Instruction         |
| Shepherd   | Math Interventionist            | M.Ed. in Special Education                  |
| Smith      | Enrollment Coordinator          | High School Diploma                         |
| Zabun      | Computer Teacher                | M.Ed. in Instructional Technology           |

## B. BOARD ROSTER FOR 2019-2020 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.

| <b>Name</b>           | <b>Role</b> | <b>Date of Appointment</b> |
|-----------------------|-------------|----------------------------|
| Yalcin Akyildiz       | President   | 11/10/2018                 |
| Charles Lincoln IV*   | Treasurer   | 6/13/2019                  |
| Julia Irving*         | Secretary   | 3/20/2018                  |
| Brian Sylvester*      | Member      | 4/29/2018                  |
| Vanessa Mendoza       | Outgoing    |                            |
| Ted Eismeier          | Outgoing    |                            |
| Charlene Roach-Glymph | Outgoing    |                            |

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

## C.UNAUDITED YEAR-END 2019-2020 SY FINANCIAL STATEMENT

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### Income Statement

Harmony DC PCS

July 2019 through June 2020

### Income Statement

Actual

#### Revenue

|                              |              |
|------------------------------|--------------|
| State and Local Revenue      | 2,426,554.90 |
| Federal Revenue              | 467,700.56   |
| Private Grants and Donations | 75,007.12    |
| Earned Fees                  | 1,208.33     |
| Donated Revenue              | 73,114.05    |
| Total Revenue                | 3,043,584.96 |

#### Expenses

|                           |              |
|---------------------------|--------------|
| Salaries                  | 1,511,011.41 |
| Benefits and Taxes        | 352,869.55   |
| Contracted Staff          | 91,817.16    |
| Staff-Related Costs       | 12,052.70    |
| Rent                      | 355,401.00   |
| Occupancy Service         | 100,468.15   |
| Direct Student Expense    | 262,960.24   |
| Office & Business Expense | 232,202.28   |
| Donated Expense           | 0.00         |
| Total Expenses            | 2,918,782.49 |

#### Operating Income

124,802.47

#### Extraordinary Expenses

|                               |           |
|-------------------------------|-----------|
| Interest                      | 14,500.84 |
| Depreciation and Amortization | 14,893.99 |
| Total Extraordinary Expenses  | 29,394.83 |

#### Net Income

95,407.64

## D. APPROVED 2020-2021 SY BUDGET

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### HARMONY DC PCS FY21 BUDGET

#### Revenue

|                              |              |
|------------------------------|--------------|
| State and Local Revenue      | 2,265,315.78 |
| Federal Revenue              | 295,960.66   |
| Private Grants and Donations | 650,000.00   |
| Earned Fees                  | 2,027.03     |
| Donated Revenue              | 75,025.87    |
| Revenue Total                | 3,288,329.33 |

#### Expenses

|                           |              |
|---------------------------|--------------|
| Salaries                  | 1,549,733.45 |
| Benefits and Taxes        | 357,831.89   |
| Contracted Staff          | 70,000.00    |
| Staff-Related Costs       | 16,665.92    |
| Rent                      | 357,602.82   |
| Occupancy Service         | 113,118.00   |
| Direct Student Expense    | 331,206.14   |
| Office & Business Expense | 334,003.56   |
| Contingency               | 32,883.29    |
| Expenses Total            | 3,163,045.08 |

Net Ordinary Income 125,284.25

#### Extraordinary Expenses

|                               |           |
|-------------------------------|-----------|
| Depreciation and Amortization | 17,680.89 |
| Interest                      | 14,536.50 |
| Extraordinary Expenses Total  | 32,217.39 |

Total Expenses 3,195,262.46

Net Income 93,066.87