

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

FY 2016 TIF Competition 84.374A

CFDA # 84.374A

PR/Award # U374A160039

Grants.gov Tracking#: GRANT12215651

OMB No. , Expiration Date:

Closing Date: Jul 15, 2016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: 07/15/2016	4. Applicant Identifier: Harmony Public Schools
-----------------------------------	--

5a. Federal Entity Identifier: U.S. Department of Education	5b. Federal Award Identifier: Teacher Incentive Fund
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: Harmony Public Schools
--

* b. Employer/Taxpayer Identification Number (EIN/TIN): 760615245	* c. Organizational DUNS: 0851874380000
--	--

d. Address:

* Street1: 9321 W. Sam Houston Pkwy S.	
Street2:	
* City: Houston	
County/Parish:	
* State: TX: Texas	
Province:	
* Country: USA: UNITED STATES	
* Zip / Postal Code: 77099-1849	

e. Organizational Unit:

Department Name: Development	Division Name: <input type="text"/>
---------------------------------	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mr.	* First Name: Mark
Middle Name:	
* Last Name: Namver	
Suffix:	

Title: Director of Development

Organizational Affiliation: Harmony Public Schools

* Telephone Number: <input type="text"/>	Fax Number: (713) 777-8555
--	----------------------------

* Email: <input type="text"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.374

CFDA Title:

Teacher Incentive Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-053116-002

* Title:

Office of Innovation and Improvement (OII): Teacher Incentive Fund (TIF) CFDA Number 84.374A

13. Competition Identification Number:

84-374A2016-2

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Harmony_Areas_Affected.pdf

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Harmony Supporting Top Educators Program(H-STEP)

Attach supporting documents as specified in agency instructions.

Add Attachments Delete Attachments View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant TX-009

* b. Program/Project TX-009

Attach an additional list of Program/Project Congressional Districts if needed.

Harmony_Areas_Affected.pdf

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2016

* b. End Date: 10/01/2021

18. Estimated Funding (\$):

* a. Federal	29,957,488.00
* b. Applicant	13,719,665.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	43,677,153.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	Dr.	* First Name:	Soner
Middle Name:			
* Last Name:	Tarim		
Suffix:			

* Title: CEO

* Telephone Number: (713) 343-3333 ext.2051 Fax Number: (713) 777-8555

* Email: starim@harmonytx.org

* Signature of Authorized Representative: Mark Namver

* Date Signed: 07/15/2016

HARMONY SUPPORTING TOP EDUCATORS PROGRAM (H-STEP)

AREAS AFFECTED by PROJECT

Harmony Public Schools will use grant funds to implement Harmony Supporting Top Educators Program (H-STEP) in 36 Harmony open enrollment public charter schools in Texas in the following congressional districts:

TX-002

TX-003

TX-004

TX-005

TX-006

TX-007

TX-008

TX-009

TX-010

TX-012

TX-013

TX-016

TX-017

TX-018

TX-021

TX-023

TX-024

TX-025

TX-026

TX-027

TX-029

TX-030

TX-031

TX-032

TX-033

TX-035

TX-036

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TX-007

TX-008

TX-009

TX-010

TX-012

TX-013

TX-016

TX-017

TX-018

TX-021

TX-023

TX-024

TX-025

TX-026

TX-027

TX-029

TX-030

TX-031

TX-032

TX-033

TX-035

TX-036

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Mark Namver</p>	<p>TITLE</p> <p>CEO</p>
<p>APPLICANT ORGANIZATION</p> <p>Harmony Public Schools</p>	<p>DATE SUBMITTED</p> <p>07/15/2016</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Harmony Public Schools

* Street 1: 9321 W. Sam Houston Pkwy S. Street 2: _____

* City: Houston State: TX: Texas Zip: 77099

Congressional District, if known: TX-009

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Teacher Incentive Fund CFDA Number, if applicable: 84.374
--	---

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1: N/A Street 2: _____

* City: N/A State: _____ Zip: _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1: N/A Street 2: _____

* City: N/A State: _____ Zip: _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Mark Namver

* Name: Prefix Dr. * First Name Soner Middle Name _____
* Last Name Tarim Suffix _____

Title: CEO Telephone No.: (713) 343-3333 ext.2051 Date: 07/15/2016

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PR/Award # U374A160039

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Harmony_GEPA_Statement.pdf

Add Attachment

Delete Attachment

View Attachment

HARMONY SUPPORTING TOP EDUCATORS PROGRAM (H-STEP)

GEPA STATEMENT

Harmony Public Schools ensures that there are no barriers that impede equitable access to Teacher Incentive Fund Program funds or participation in Teacher Incentive Fund Program-funded activities, based on gender, race, national origin, color, disability, or age.

All information disseminated by this program will be made available in a variety of formats for participants with varying disabilities and learning needs. All web-based information will be fully accessible. Current and future teachers will learn how to diversify teaching strategies for students with disabilities.

Harmony Public Schools does not discriminate in admissions based on gender, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="Harmony Public Schools"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 50px;" type="text" value="Dr."/>	* First Name: <input style="width: 200px;" type="text" value="Soner"/> Middle Name: <input style="width: 100px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Tarim"/>	Suffix: <input style="width: 50px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="CEO"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Mark Namver"/>	* DATE: <input style="width: 150px;" type="text" value="07/15/2016"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Harmony_TIF_Abstract.pdf

Add Attachment

Delete Attachment

View Attachment

ABSTRACT: HARMONY SUPPORTING TOP EDUCATORS PROGRAM

Harmony Public Schools (Harmony) is applying for the FY16 Teacher Incentive Fund (TIF), in alignment with **Requirements 1 and 2** of the **Absolute Priority**. Harmony also hopes to be considered for **Competitive Priority 2** and the **Invitational Priority**.

Harmony is a high-performing, nonprofit Charter Management Organization with a network of **46 K-12 schools**, serving ~30K students across **seven Local Education Agencies** in Texas: **Harmony Science Academy-Austin, Harmony Science Academy-Waco, Harmony Science Academy-El Paso, Harmony School of Science-Houston, Harmony School of Excellence, Harmony Science Academy, and Harmony Science Academy-San Antonio. 36 of the schools are high-need** and eligible to be served by the proposed TIF-funded PBCS.

Harmony believes that all students, regardless of race or income level, can achieve outstanding academic results, and strives to prepare each student for higher education by providing a safe, caring, and collaborative atmosphere featuring a quality, student-centered educational program with a strong emphasis on STEM. 50 percent of students are Hispanic/ Latino, 20 percent are African American, and 62 percent receive free or reduced-price meals.

Harmony's Human Capital Management System is designed to equitably support, grow, and reward educators across the system, as a critical enabler of excellent teaching and outcomes. A key challenge (and **objective for this project**) is supporting its large number of educators to become *more* effective and remain at Harmony, recognizing varying needs and ~700 new teachers entering the system each year. Harmony has identified **four focus levers/ activities for this project**, building on its strong existing platform: (1) and (2) Deepening and differentiating professional development for teachers and administrators, (3) Enhancing consistency in career pathways across the system, and (4) Rewarding teaching and leading with financial incentives.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

Harmony Supporting Top Educators Program (H-STEP)

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I. SIGNIFICANCE & RESPONSE TO ABSOLUTE PRIORITY

An LEA-wide Human Capital Management System (HCMS) with Educator Evaluation and Support Systems at the Center

Harmony Public Schools' HCMS is aligned with its vision of instructional improvement

Founded in 2000, Harmony Public Schools (Harmony) is a high-performing, nonprofit Charter Management Organization (CMO) with a network of 46 K-12 schools and ~2100 teachers, serving a diverse student population of nearly 30,000 across seven Local Education Agencies (LEAs) in Texas. 50% of students are Hispanic/Latino, 20% are African American, and 62% receive free or reduced-price meals. Harmony also serves a large English Language Learner (ELL) population of 22%, higher than the overall Texas population by 4%, and a Special Education population of 6%. Harmony believes that all students, regardless of race or income level, can achieve outstanding academic results, and strives to prepare each student for higher education by providing a safe, caring, and collaborative atmosphere featuring a student-centered educational program with emphasis on science, technology, engineering, and math (STEM).

Harmony schools have transformed the way Texas students, especially traditionally underserved populations, engage in learning. Harmony has developed a student-centered educational model that recognizes each child as an individual with unique interests, needs, and abilities, while building a shared foundation that emphasizes and values instructional rigor, real-world relevance, and relationships between teachers and students, campus personnel and parents, and the school and its local community. This combination of personalized and project-based learning and structured curriculum grounded in core academics and 21st century skills (e.g., critical thinking, collaboration, creativity) has resulted in a long track record of success. Harmony schools have consistently earned national recognition for their performance, with

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multiple schools appearing on lists such as U.S. News & World Report’s “Best High Schools in the Nation” and The Washington Post’s Challenge Index. Furthermore, compared to state and local district averages, a higher percentage of Harmony students pass state accountability exams across nearly all grade levels and subjects, as well as by sub-group. As a result, demand for a Harmony education is very strong, with a statewide waiting list of more than 21,000 students.

To ensure quality instruction across the system, Harmony has invested in developing, and continuing to refine, a robust Human Capital Management System (HCMS) to attract, retain, and grow strong educators. Research is clear – and Harmony agrees – that the single most important school-related factor affecting student outcomes is teacher quality, with the quality of the school leader the second most important determinant.¹ Harmony’s HCMS is designed to enable educators to understand and grow in the “Harmony way” of instruction and to be differentially supported and rewarded according to their needs and outcomes, with positive impact on retention. Harmony therefore thinks carefully about its approach to compensation, professional development, and career pathways. All educators are eligible for a comprehensive, equitable compensation package including base salary, benefits, bonuses, and stipends. Bonuses recognize and reward exceptional student results, and stipends recognize and reward additional commitments and contributions that enable broader system impact along with enabling career growth, such as supporting curriculum development or mentorship of colleagues.

¹ Numerous organizations and research institutions have highlighted the importance of quality educators on academic achievement: of teachers, including [Editorial Projects in Education Research Center](#), [Carnegie Corporation](#), and [Public Impact](#); and of school leaders, including the [Wallace Foundation](#) and [American Institutes for Research](#).

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A core component of the HCMS is performance development, with educator evaluation informing differentiated professional development and supports. Harmony communicates and implements its instructional approach in a cohesive and unified way, with guidelines for how lesson planning and grading, professional development, evaluation systems, and coaching practices are put in place in each school. At the same time, it believes in providing educators with sufficient autonomy within these guidelines to personalize instruction for their students and works with its educators in deepening their skills. In determining where individual educators are in their practice, and what supports and autonomies they would most benefit from, Harmony values a transparent, clearly communicated evaluation system, so that all educators understand what factors determine individual rewards and development opportunities. Its structured evaluation process ties closely to unique career pathways, growth goals, and leadership roles that encourage staff to stretch themselves or to take advantage of additional scaffolding when needed.

The key challenge for Harmony (and objective for this project) is effectively supporting its large number of educators to become *more* effective and remain at Harmony, recognizing varying levels of experience and skills and ~700 new teachers entering the system each year (due to growth, attrition *and* significant educator mobility through the Harmony system). The challenge compounds given Harmony's unique instructional requirements: Harmony's model is grounded in many advanced or "second order" teaching skills that require support and training for even experienced educators. For example, two centerpieces of Harmony's 2012 successful Race to the Top-District (RTT-D) initiative – interdisciplinary, project-based learning that ties together student work across subjects, and "custom day" student scheduling that flexibly groups students based on their mastery of content – go beyond basic classroom management and data-driven instruction. Harmony's HCMS has been designed with this in mind: to enable a diverse

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group of teachers to effectively deliver 21st century instruction to students, they themselves need to experience 21st century learning. Adult learning platforms and mechanisms aspire to be just as personalized, flexible, and learner-centered as those for students, with training and coaching provided on both foundational and “second order” skills.

Harmony also believes that its teachers cannot be “in it” alone, and appreciates the critical role that principals, assistant principals, and other instructional support staff play in the work. Harmony asks a great deal of this group, to directly support the instructional model, provide feedback and formal professional development to teachers and other educators in the system, create and cultivate a learning culture that enables teachers to be successful, and engage parents and the community in student learning. School leaders are responsible for retaining and growing Harmony teachers, and need to be able to receive and provide differentiated support in the same way teachers are asked to provide differentiated support to their students.

In sum, Harmony’s HCMS is designed to equitably support, grow, and reward educators across the system, as a critical enabler of excellent teaching and, ultimately, excellent outcomes: preparing each student to be productive and successful in college and career.

Information generated by Harmony’s Evaluation and Support System informs a variety of human capital decisions

In its winning Race to the Top-District (RTT-D) bid, Harmony articulated a plan to redesign its evaluation and support systems to better align with personalized learning approaches, include frequent feedback intervals, and incorporate multiple measures of student achievement. Harmony’s objective was to make a meaningful shift toward defining what great instruction looks like and prioritizing educator growth and continuous improvement, and away from the compliance culture that had helped ensure consistency in teaching in Harmony’s early days of high-paced growth. The plan called for system-wide roll-out in the 2014-15 school year

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following a pilot year in 2013-14. Harmony has successfully implemented the plan, with robust evaluation systems for both teachers and principals in place for the last two full school years.

The Harmony Teacher Evaluation and Support System (H-TESS) evaluates teachers based on three domains of performance: (1) Instructional Quality, (2) Student Growth and Achievement, and (3) Professional Roles and Responsibilities.

To assess the first domain, (1) Instructional Quality, Harmony collaborated with The Danielson Group, a group of education consultants, to focus on five of the components found in Charlotte Danielson's research-supported Framework for Teaching, which has been adopted as the single model, or one of several approved models, in over 20 states.² Harmony's standards prioritize instructional quality through identifying good practices, pinpointing areas of need, and providing tools to address those areas (see Appendix F). Feedback and observations are an essential component. All teachers receive at least two full observations per year from an administrator and coach, as well as at least eight walkthroughs per year; new and emerging teachers receive at least three full observations. Through observations enabled by a simple yet robust rubric, teachers are given specific areas to focus on, support from the observer, and performance level descriptors from the framework. Principals are trained and certified using Teachscape Focus, a platform that provides training and calibration on the Danielson rubric, so that they can accurately evaluate teaching practice and provide meaningful feedback. Teachscape Reflect provides administrators a reporting platform to reflect on teacher needs and make decisions on teacher placement (or promotion) and professional development.

² Numerous studies including MET and Chicago's Excellence in Teaching Pilot have independently validated Danielson's Framework for Teaching.

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Today, assessment of (2) Student Growth and Achievement consists of objective assessment measures tied to the Texas accountability system (see Appendix F, Student Growth and Achievement). For teachers in tested subjects, goals are set on both overall student proficiency and closing the achievement gap between sub-groups on the State of Texas Assessments of Academic Readiness (STAAR), on student growth as measured by percent of students meeting or exceeding individual growth targets on the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), and participation and achievement on Advanced Placement (AP) exams. Teachers with strong performance in this domain are eligible for performance bonuses of up to \$1,750 in Harmony's Performance-Based Compensation System (PBCS) (see p.24). Harmony feels most confident in providing financial incentives for objective goals, and therefore those teaching non-tested subjects or special populations are only individually evaluated on the Instructional Quality and Professional Roles and Responsibilities domains today and are limited to smaller bonuses of \$250 focused on school-wide performance on Texas state measures. Through this TIF project, Harmony plans to innovate to further assess and reward effectiveness of more of its teachers through piloting measures to better track student achievement outside tested subjects.

The (3) Professional Roles and Responsibilities domain is assessed by principals based on a simple, Harmony-developed rubric (see Appendix F) that includes aspects of adherence to Harmony's instructional model (e.g., following scope and sequence), as well as maintaining practice and credentials to teach effectively (e.g., participating in professional development activities, keeping up with requirements for certification) and supporting the broader school and team (e.g., collaborating with colleagues). Taken together with the above two domains, school

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leaders have a holistic assessment of teacher effectiveness that combines their observations of instructional and professional contributions with objective measures of student performance.

Harmony took a similar approach to principal evaluation, identifying a well-researched evaluation framework that was set up to flexibly support different school models. The rubric addresses proven inadequacies of previous evaluation systems and practices,³ and stresses principal competencies recognized by national leadership standards and shown to have a statistically significant link between principal leadership and student achievement⁴.

During the 2014-15 school year, the Texas Education Agency (TEA) planned the development and pilot of the Texas Principal Evaluation and Support System (T-PESS) based on new principal standards set by the state. According to TEA, these standards “will also inform and support state-wide educator preparation, mentorship, professional development, and career pathway programs and systems that strengthen the educational leadership workforce in the state of Texas.”⁵ Harmony is collaborating alongside other Texas school systems in piloting this system, to great reception from Harmony’s regional (“district”) superintendents and principals.

The resulting system has three measures of principal effectiveness: (1) a rubric capturing effective practices, (2) progress in achieving goals, and (3) student growth. The rubric is composed of five standards: (1) Instructional Leadership, (2) Human Capital, (3) Executive Leadership, (4) School Culture, and (5) Strategic Operations. Along with the rubric, Harmony has an artifact list and guidelines (see Appendix F) to collect evidence aligned to each standard

³ Weisberg, Sexton, Mulhern, & Keeling, 2009; and Marzano, Waters, & McNulty, 2005.

⁴ ISLLC, 2008; Waters & Cameron, 2007; Waters, Marzano, & McNulty, 2003.

⁵ TEA: Texas Principal Evaluation and Support System FAQ, October 17, 2014.

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to connect the evaluation system closely to Harmony’s instructional approach and HCMS overall. At the beginning of the year, principals complete a self-evaluation, and then meet with their area superintendent to review and discuss strengths and areas of improvement. The principal designs an individual professional growth plan and is evaluated twice each year on progress toward and attainment of goals. Evaluation on T-PESS today impacts retention and dismissal of principals, potential promotion of principals into further leadership roles in Harmony’s growing system, and suggested supports or professional development opportunities (see p. 27-29 for examples). Harmony expects that a principal who performs well on all five evaluation standards will see strong student outcomes at his or her school. Therefore, Harmony’s PBCS is focused on school-wide outcomes for its administrators, with a bonus for every Texas state distinction awarded.

Taken together, H-TESS and T-PESS drive decisions around many aspects of Harmony’s HCMS, including offers to return, placement and mobility decisions that encourage high-quality educators to move to high-need schools, professional development offerings aligned to co-developed goals, performance bonuses, and invitations to Harmony’s Aspiring Leaders Academy (see p.14) and other supports to pursue different pathways in school and system leadership, instructional leadership, or classroom mastery.

Harmony focuses on human capital strategies that ensure high-need schools are able to attract and retain effective educators

Harmony has developed a range of human capital strategies to ensure that high-need schools are able to attract and retain effective educators, with the belief that a mix of additional supports, professional development, and incentives will positively impact educators and help them, and their students, accelerate their growth. These include (1) a “Priority Schools program”

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for the highest-risk, highest-need schools and (2) stipends for teaching hard-to-staff subjects and transferring to new and hard-to-staff schools.

Harmony’s (1) “Priority Schools program” identifies the 8-9 highest-risk schools (generally based on STAAR achievement over a period of time) and provides more intensive supports and services, such as additional visits from coaches and additional interventionists to support teachers in

Figure 1: Priority Schools 2015-16

differentiating instruction, as well as incentives through a bonus program. Each priority campus

School	% Free and reduced-price lunch	2014-15 Texas State Accountability Results	Enrollment
Harmony Science Academy – Austin	86.7%	Met Standard	564
Harmony Science Academy – Houston	85.1%	Met Standard	347
Harmony School of Excellence – Endeavor	82.6%	Met Standard	523
Harmony School of Innovation – San Antonio	77.7%	Met Standard	587
Harmony School of Innovation – Austin	76.9%	Needs Improvement	463
Harmony School of Innovation – Laredo	76.2%	Met Standard	534
Harmony Science Academy – Lubbock	71.7%	Met Standard	290
Harmony Science Academy – Odessa	60.9%	Met Standard	432

receives a \$50,000 allocation for distribution (see Appendix F, Figure 2. Distribution Table for Priority Schools Bonus) across the entire *retained* school team and the District Administrators (see operating structure on p.32) supporting that school if the school meets Texas state standards. This program has been highly successful, with only one of the current eight priority schools (see Figure 1 above)—and only one of the 46 schools in the system—not meeting Texas state standards in the most recent school year. Supporting and expanding this Priority Schools program is one way Harmony hopes to attract and retain effective educators at its highest-need schools (see p. 19).

Harmony uses (2) stipends to help attract teachers to the hardest-to-staff subject areas and locations. STEM instructors (e.g., Math, Science, Computer and Technology Applications) and educators supporting special populations (e.g., bilingual, gifted and talented, ESL, and Special Education Teachers) receive an additional \$2,000 annually, while experienced Harmony

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educators moving at least 50 miles to fill hard-to-staff openings receive a one-time moving stipend. If the move is requested by the District Superintendent to fill a need at a Priority School, Harmony provides an additional \$2,000 alongside the moving stipend.

II. QUALITY OF PROJECT DESIGN

(1) Project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards

Harmony is an organization devoted to continuous improvement. One of its priorities has been to increase the effectiveness of its educator team to support the multi-faceted and rigorous standards to which it holds its students. Two years ago, Harmony initiated a comprehensive planning process assessing all aspects of the organization, including student outcomes and human capital systems, culminating in the development of a 2020 Strategic Plan that has since been guiding the system's growth. Two of the five major priorities in the strategic plan are (1) Goal 1: Maximize academic achievement of every child and (2) Goal 2: Recruit, develop, and retain a talented workforce, each achieved through four strategies and nine sub-initiatives. These goals, and the strategies and initiatives to achieve them, were developed with a deep level of stakeholder input on Harmony's direction and needs (see p. 36 for details).

Harmony has been successfully implementing the strategies related to Goals 1 and 2 (see Appendix F: Figures 2 and 3) over the last two years. These two goals are highly interdependent. All four strategies in Goal 2 enable Harmony's efforts to maximize academic achievement, and Goal 1 includes the strategy to develop and implement a comprehensive teacher evaluation and professional development program (see p.27-28). Goal 2 strategies include:

- Strategy 1: Reorient the human capital department to focus on strategic human capital needs.

In 2014, Harmony brought on a Chief Talent Officer, who has led the shift from compliance

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toward a more strategic, talent-centered, performance orientation. In partnership with the Academic team, the department has led several detailed needs assessments to enable strategic revisions to professional development, compensation, and staffing practices, and will lead much of the work described in this application.

- Strategy 2: Build a pipeline of high-quality teachers and administrators that reflect and support the “Harmony way.” Harmony expanded its team and adopted software to design and implement a system-wide recruitment approach, with greater structure around branding and marketing, partnerships with universities, a teacher referral program, and training to improve consistency. Harmony has also built a system-wide teacher and principal selection model and is currently building out the professional development for administrators and hiring managers to improve consistency.
- Strategy 3: Increase staff satisfaction and retention by recognizing and rewarding highly effective teachers and administrators. Harmony conducted a compensation study in the 2015-16 school year to clarify and refine its compensation design, starting with a re-articulation of its compensation philosophy. The core values grounding the philosophy—equity, transparency, excellence, and commitment—are the foundation for all Harmony compensation structures and practices. Harmony refined its salary scales and processes, increasing compensation for 25% of teachers and 14% of principals to better align to external market benchmarks, and honed its performance-based bonus system as a means to reward highly effective teachers and administrators. In addition, Harmony broadened its leadership role offerings for high-performing teachers to enable career progression through unique career pathways and growth and development opportunities, and looks to further clarify and integrate those with the rest of its HCMS. Harmony is still early in the

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process, but is building out three pathways for teachers: (1) school and system administration, (2) curricular leadership (e.g., curriculum coaches and directors), and (3) instructional coaching and development (e.g., department chair or mentor teacher).

- Strategy 4: Strengthen organizational management practices by investing in administrator development and evaluation. Harmony refined its administrator onboarding, adopted the Texas principal evaluation system, and is now in the process of adapting the principal evaluation for its assistant principals and other administrators.

Harmony's work to strengthen its human capital foundation has resulted in positive feedback from educators, in part due to its engagement efforts throughout each initiative planning and implementation cycle. In a recent teacher survey conducted by Harmony's board, 42% of teachers said that the recent compensation work would "make a big difference in a positive way" regarding retention, with another 37% commending the changes.

Harmony has invested in significant human capital initiatives over the past several years, and is committed to continuing to build on that foundation. However, Harmony sees the need to invest further to (1) improve instruction of *all* educators, building both foundational skills and second-order instructional skills through differentiated supports; and (2) support career progression, meaningfully increasing educator engagement and retention as well as enhancing system flexibility to align career progression goals with school system needs (see Current Situation/Need in logic model on page 15). By addressing both needs simultaneously, our aspiration is to retain educators in the system as we invest to make them more effective.

Harmony's application for the TIF Program builds on recent efforts to strengthen the entire Harmony system, including Harmony's RTT-D grant, its Strategic Plan 2020, and

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significant investments in educator professional development, and is rooted in a desire to accelerate and deepen that progress.

(2) Services provided by the proposed project involve collaboration of appropriate partners for maximizing effectiveness

Harmony has an excellent track record of engaging with appropriate partners to maximize the effectiveness of its HCMS. Harmony partnered with Gallup and the Haberman Educational Foundation to establish a system-wide approach to talent acquisition and recruitment. Haberman trains principals on teacher selection through a program called “Star Teacher Interview” and Gallup’s TeacherInsight Assessment provides a consistent source of information across Harmony districts and schools. Harmony partnered with several organizations to develop a research-based evaluation approach and support systems for educators and to establish a common platform to improve instructional practices. Since Harmony adopted the Framework for Teaching by Charlotte Danielson, The Danielson Group has trained Harmony administrators, instructional coaches, and teachers on topics ranging from observation skills to eliminating bias during evaluations to learning-focused conversations. Danielson training is also a major component of new teacher onboarding. Harmony partnered with Teachscape, which has developed several systems to support professional development, to develop an online management platform that has further enabled Harmony to implement and manage all aspects of H-TESS, from observer certification and calibration to personalized professional development plans. Finally, Harmony has leveraged partnerships to enable a more differentiated approach to teacher professional development, including a partnership with National Math and Science Initiative (NMSI) and Lead4ward to provide intense professional development training for emerging teacher-leaders. 180 teachers across disciplines have completed the 14-day program.

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In addition to the partners named above, Harmony has identified several high-quality organizations who could support its work through the proposed TIF project, subject to further conversations. To deepen and differentiate professional development for teachers (see Lever 1 in the logic model, below), Harmony is exploring partnerships with Getting Smart, a nationally recognized education design firm; with The Buck Institute for Education, which developed a gold-standard project-based learning framework that inspired aspects of Harmony's instructional model, to train its teachers on project design and implementation via Project-Based Learning World and Leadership Academies; and with Rice University STEM Center to bring professional development modules to STEM teachers tailored to their individual needs and interests.

To deepen and differentiate professional development for administrators (see Lever 2), Harmony proposes to expand several existing relationships: with The Texas Education Agency's (TEA) Education Service Centers, which have helped to provide principal evaluation training as well as direct coaching to principals connected to adoption of T-PESS and which plan to expand related professional development; with the Association for Supervision and Curriculum Development (ASCD), which currently supports Harmony leadership development programs including the Aspiring Leaders Academy and summer professional development for school leaders, to provide additional training throughout the school year; and with local universities such as University of Houston-Clear Lake and Lamar University to provide coaching supports to more Harmony educators in high-need schools.

To enhance consistency in career pathways (see Lever 3), Harmony is exploring partnerships with BloomBoard, the leading professional development platform for empowering educator growth, and Digital Promise, a nonprofit organization dedicated to accelerating innovation in education. BloomBoard and Digital Promise have teamed to provide a catalogue of

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professional development micro-credentials for K-12 educators, which Harmony seeks to leverage to recognize and reward educators for their accomplishments and enable them to steer their own professional and career development.

(3) Extent to which the proposed project is supported by a strong theory

Harmony sees educator effectiveness as the most important school-related factor affecting student outcomes, and has identified two foundational human capital needs to raising outcomes across the

system: (1)

improving

instructional quality

of both new and

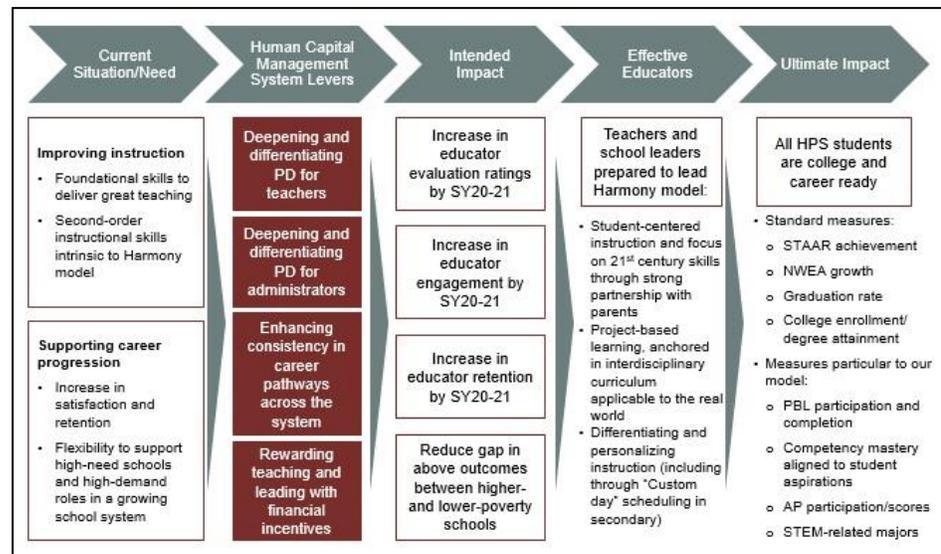
veteran educators,

and (2) supporting

career progression of

its effective

Figure 2: Harmony's TIF Project Logic Model



educators (see p. 14 and model below). Harmony has thereby identified four key levers to drive system-wide change, all informed by stakeholder feedback and comprehensive efforts to date:

(1) Deepening and differentiating professional development for teachers, (2) Deepening and differentiating professional development for administrators, (3) Enhancing consistency in career pathways across the system, and (4) Rewarding teaching and leading with financial incentives.

Harmony looks to these levers to increase educator evaluation ratings, educator engagement, and retention, and the approach taken is intended to particularly impact higher-need schools, reducing gaps between lower- and higher-poverty schools for each of these outcomes.

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HCMS Lever 1: Deepening and differentiating professional development for teachers

Per Harmony's Educator Support Framework (see p.28), Harmony has identified a significant opportunity to improve both content and delivery of its professional development curriculum and coaching supports to better address foundational and "second-order" instructional skill-building differentiated to teacher skills and context. The three aspects of its instructional approach that would most benefit from differentiation, reflecting the varying experience and skill levels across the educator group, are:

- Student-centered instruction and focus on 21st century skills, both academic and social-emotional, through strong partnership with parents
- "Custom day" scheduling, anchored in differentiating and personalizing instruction (e.g., flipped classrooms, assessing and intervening real-time with dynamic response)
- Project-based learning, anchored in interdisciplinary curriculum applicable to the real world, and requiring tight integration across English Language Arts, Math, Science, and Social Studies programming

This TIF project work involves (1) deepening and differentiating content and (2) enabling broader access to the content. For (1), Harmony plans to mobilize its teacher leaders and external partners to develop a series of content modules that build on each other through a competency-based progression, differentiated by elementary and secondary school needs. For example, project-based learning for secondary grades "101" focuses on building foundational skills and implementing short-term projects within a discipline; "201" focuses on designing and implementing longer-term, interdisciplinary projects; "301" focuses on designing and facilitating student-led, semester-long, multi-faceted projects that span in-school and out-of school time.

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These modules will be integrated into existing development options and made available to educators (see Lever 3 below for detail on integration with evaluation and career pathways).

To enable system-wide access (2) to differentiated content, and especially to connect teachers at different stages to each other across schools (e.g., there may only be one educator on a given campus exploring “301-level” differentiation techniques), Harmony plans to develop a 24/7, easily accessible resource hub with video examples and project artifacts, as well as online professional development modules and collaboration platforms. Harmony has already begun to develop an online hub for its special education content, and aims to use TIF resources to dramatically escalate the speed at which schools will be able to access a greater depth and breadth of resources, allowing for access to new content by the 2017-18 school year.

Educator support for this investment is strong. TIF project input from teachers highlighted particular interest in (1) increased differentiation based on teacher skill and context (e.g., different, yet aligned, video articles and artifacts for project-based learning for elementary and secondary grades) and (2) real-time access to real examples and artifacts. In the words of one teacher, “Video examples, project artifacts, and a professional development resource hub would create practical and useful curricular supports for teachers”; and of another, “Sometimes ideas seem abstract, so if we can see these in action in real classrooms across Harmony, I believe that would serve as a beneficial tool to better serving our students.”

HCMS Lever 2: Deepening and differentiating professional development for administrators

“The success of the students depends greatly on the impact of the teacher. The success of the teacher can greatly depend on the impact of the principal. I believe that, ultimately, the principal is the most important factor in the success of the students. IF the principal is able to bring a

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positive culture to the teachers and help foster an environment of growth and passion in his or her teachers, then that will directly trickle down to the students.” – Harmony teacher

Harmony’s model asks a great deal from administrators, to be strong instructional leaders and models as well as executives, culture-builders, operators, and people leaders (see T-PESS on p.6-8). As with teachers, Harmony’s growth as a school system has led to a large number of administrators new to their role alongside more experienced ones, necessitating deeper and differentiated development for this group as well. To note, investment in administrator professional development received the strongest support from both teachers *and* administrators of all proposed TIF investments.

Harmony’s proposed TIF project therefore includes two primary components: (1) a coaching program for new administrators as well as those identified as needing greater support and (2) an expansion of professional development offerings on three of the five T-PESS domains: Instructional Leadership (e.g., providing feedback, sharing advanced techniques), School Culture (e.g., extending learning environment beyond the classroom), and Human Capital (e.g., creating a culture where teachers are motivated, retained, and can focus on instruction). Harmony plans to have its Director of Leadership Development work closely with outside partners (see p.13-15) for initial content development, delivery, and coaching, leveraging school leadership expertise from the field.

HCMS Lever 3: Enhancing consistency in career pathways across the system

Harmony deeply believes that investments made in improving educator effectiveness compound if those educators extend their careers in Harmony schools. This area of work, therefore, is focused on enabling the adults in the Harmony system to take ownership of their development and careers. Today, teachers and principals have a set of standards to assess

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performance within their roles, and a growing set of professional development opportunities aligned to those standards. However, teachers' and administrators' systems and opportunities do not yet link together, and career pathways are difficult to track. Per Harmony's Educator Support Framework (see p.28), Harmony sees the need to develop a system for "assigning" development opportunities connected to both evaluation and career pathways and integrating it into the HCMS. As teachers noted, "There should be a tracking system to determine the needs and completions of professional development," and "It is important for those with aspirations to know 'how' to move upward."

Developing this system as part of the TIF project will require: (1) aligning competency systems across all educators to enable greater transparency in career pathway connections between evaluation systems, and (2) building out Harmony's technical platforms to better support learner-centered assignment and tracking of educator development. Harmony will first need to finalize evaluation approaches for its assistant principals and counselors, and then identify links across the evaluation systems and flesh out connections to specific career pathways based on best practices. Harmony plans to draw on both an internal educator design team and an external partner with deep experience in competency design and career pathways to build out requirements for an integrated learning management platform (that may incorporate a micro-badging approach), ultimately driving platform selection and implementation.

HCMS Lever 4: Rewarding teaching and leading with financial incentives

While Levers 1-3 *enable* educators to continuously improve teaching and leading, Lever 4 focuses on *recognizing and rewarding* efforts to do so. Harmony has a PBCS and Priority Schools program already in place, along with a stipend fund reflecting the extra contributions and commitments that educators make—all valued and appreciated by educators. As described in

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more detail on page 27, Harmony's proposed TIF project aims to improve its approach in three ways, all strongly supported by educators: (1) Piloting opportunities to expand definitions of student achievement and growth to better recognize and reward teachers outside of traditionally tested classrooms, (2) Assessing its goal-setting approach for standardized tests to balance aspiration and feasibility, and (3) Developing a sustainable long-term funding strategy that provides for an expanded rewards system.

Per Harmony's logic model, Levers 1-4 will expand, strengthen, and sustain Harmony's approach to human capital development, resulting in a more effective educator base and higher educator engagement and retention levels *across all eligible schools*. More energized educators, better equipped to teach the "Harmony way" and to support themselves and their peers in striving toward instructional excellence, will lead to improved student outcomes across the system. Career pathways that provide increased flexibility to match educator development with system needs, and reward systems that encourage and recognize effectiveness particularly in high-need schools, will lead to a narrowing gap between higher- and lower-poverty schools.

(4) Proposed project will build on efforts to improve outcomes, using existing funding streams

This TIF project builds on and benefits from Harmony's \$30 million RTT-D grant, awarded by the U.S. Department of Education (DOE) in 2013. RTT-D funding enabled Harmony to expand project-based learning and differentiated learning pathways at all middle and high schools across the system (which now also serves as a model for elementary schools); build a world-class, technology-enabled database that powers information-sharing for students, teachers, administrators, and parents; and develop customized data dashboards that draw instructional and non-cognitive student outcomes from multiple sources. As part of RTT-D, Harmony redesigned its teacher and principal evaluation systems to better align with personalized learning

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approaches, include frequent feedback intervals, and incorporate multiple measures of student achievement. Harmony followed this work with a deep assessment of professional development needs in 2014-15, leading to significant investments in its professional development system (see p.27) and a compensation study in 2015-16 (see p.11).

These investments in instructional approach, as well as in educator evaluation, development, and compensation, serve as the bedrock for Harmony's entire TIF program. The shifts in instruction that RTT-D enabled, along with the 2014-15 needs assessment, highlighted areas for additional support and development for teachers (Lever 1) *and* the need to differentiate adult learning through a data-driven, competency-based, personalized learning platform for educators (Levers 1-3). Implementation of the principal evaluation system identified areas for further investment in administrator development (Lever 2). And lessons learned from the development of the PBCS and recent research into and adjustments to compensation design have informed the latest thinking to expand and sustain Harmony's compensation approach (Lever 4).

In sum, the 2013 RTT-D grant and complementary investments made across the Harmony system have laid much of the groundwork for this proposed TIF project, and have helped inform the vision for taking data-driven, differentiated learning to the next level for students and educators.

Requirement 1: Implementation of Performance-based Compensation System (PBCS)

Harmony's current PBCS was developed with deep engagement from its educators, and continues to solicit input for any significant redesign. TIF is no exception: Harmony engaged all teachers and principals in developing this proposal (see p.36 for more detail).

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Harmony explicitly recognizes and rewards exceptional performance and contributions that enable excellent student outcomes through the Performance Bonus program, in which every campus and district

educator has access to a bonus between \$250 and \$1,750, depending on role and achievement of specific goals. Goals are focused on objective student achievement and growth measures aligned with Texas state goals, such as STAAR

Figure 3: Performance Bonus System

Assignment	Category	Description and Bonus Goal	Bonus amount
K-2	NWEA MAP	65% of students who met NWEA MAP Reading & Math growth goal (\$500 per subject)	\$1000 (per person)
3 through 11	STAAR	Teacher goal met - 25% of those who did not pass STAAR last year will pass this year.	\$1000 (per person)
3 through 10	NWEA MAP	65% of students who met NWEA MAP growth goal (Reading and Math Average)	\$500 (per person)
3 through 11	Distinction Designation	When campus earns a distinction designation in a subject area, all teachers in that department will get bonus	\$250 (per person)
Counselor	Distinction Designation	When campus earns a distinction designation in Postsecondary Readiness, all counselors will get bonus	\$500 (per person)
AP Teachers	AP Exams	AP Goal Met per subject (55% passing rate)	\$250 (per person)
AP Teachers	AP Exams	# of students with a score of 3 or higher taught by that teacher in that subject area	\$20 (per student)
Campus Admin	Distinction Designation	Principals and All AP's will get bonus for each Distinction Designation campus earns	\$250 (per distinction)
District Coach	STAAR	District Goal met - 25% of those who did not pass STAAR last year will pass this year	\$1000 (per person)
District Data Analyst / Director of Academics	STAAR	35% of bonus amount when District goal in Reading is met, 35% of bonus amount when District goal in Math is met, 15% of bonus amount when District goal in Science is met, and 15% of bonus amount when District goal in Social Studies is met.	\$1000 (per person)
Non-tested teachers and staff	Designation	When campus earns at least one distinction designation, those who did not get any other bonus will qualify for bonus	\$250 (per person)
Special Ed & ESL	District PBM stage	When district stage for Special Education and ESL is one or zero, all staff in those departments will qualify for bonus.	\$500 (Stage 1) \$1500 (No Stage)

achievement, student growth on NWEA MAP, AP exam scores, and distinctions awarded by the state (see Appendix F: Figure 7). For example, a 4th grade math teacher could earn \$1,000 for working to close the gap in STAAR achievement, plus \$500 for meeting student growth goals on NWEA MAP and \$250 for school distinction designation in her subject area, with a maximum of \$1,750 possible. Similarly, an assistant principal earns \$250 for every campus distinction designation, so with seven possible designations, could earn \$1,750. Four of the TIF-eligible campuses earned all seven designations in 2015, out of 153 total campuses in the entire state achieving this same level of quality. By tying its bonus system to rigorous, objective, holistic, and state-aligned metrics, Harmony rewards its educators for working together to improve their instructional and professional practices and achieve school and system goals for students. And

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the investment is paying off: the bonus system is widely cited by high-performing educators as a key incentive to stay at Harmony (whereas compensation, historically, has been a significant driver of undesired attrition, especially for teachers).

Harmony would like to improve its PBCS in three ways:

- **Pilot opportunities to expand definition of student achievement and growth to better accommodate teachers outside of traditional tested classrooms:** Today, Harmony only measures student achievement and growth of individual teachers in tested subjects, which accounts for only half of its teachers. The maximum other teachers can earn is \$250 for a campus-level performance goal of achieving at least one distinction. Harmony plans to offer three different pilots that high-need schools can opt into to assess feasibility and meaningfulness of a variety of measurement approaches for student achievement and growth: (1) Harmony-created pre-and post-assessments in designated subject area, (2) portfolio assessment against a Harmony-created rubric, and (3) assessment of quantity and quality of project-based learning opportunities. Over the next three years, Harmony will design, pilot, and refine these approaches, and then determine which are viable to scale across the system. Harmony also plans to share its learnings with peer districts across the country, given the dearth of proven practices in this domain today.
- **Assess goal-setting approach for standardized tests to balance aspiration and feasibility:** Teacher feedback suggests that specific goals tied to the STAAR assessment, which is a relatively new standardized test (fully implemented only this past year), can be mis-calibrated (i.e., either impossible to achieve or not as aspirational as they should be) and therefore do not always provide the incentives desired. As part of this project, Harmony proposes conducting a study of its current goal-setting approach on key test-

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based measures to identify improvements that could be made in maximizing meaning and usefulness of performance-based bonuses, drawing on deep analysis of Harmony-wide performance on STAAR and NWEA-MAP and best practices implemented by comparable school systems.

- **Develop a sustainable long-term funding strategy for an expanded PBCS:** In exit surveys, highly effective educators leaving Harmony indicate that compensation is a primary factor in their departure, despite recent system-wide upgrades to compensation. Budget constraints are a factor: Harmony's Priority Schools program has been artificially limited to 8-9 schools, and the Performance Bonus program has capped maximum bonuses at \$1,750, despite data that suggests that \$3,000 would have more impact with top performers. Harmony would like to be able to better reward and retain its effective educators, but recognizes the risk inherent in setting aside any bonus pool and the need to develop a sustainable long-term approach that can better handle shifts in state funding streams. With this in mind, Harmony is exploring an engagement with Dini Spheris, a fundraising consultancy, to create a strategy to bring local communities into supporting its performance-based bonus system, focused on the dual priorities of supporting and rewarding excellent educators in *all* eligible schools and attracting, supporting, and retaining strong educators in highest-need schools through the Priority Schools system.

Requirement 2: Documentation of High-Need Schools

Harmony aims to meet the needs of *all* students across the system, and makes extra effort to meet the needs of historically underserved populations. 36 of Harmony's 46 schools have at least 50% of their student populations receiving free and reduced-price lunch, and 19 schools have at least 70% of students receiving free and reduced-price lunch. While the HCMS

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improvements to professional development and career pathways supports will likely benefit all of Harmony's teachers and students, the Performance-based Compensation System enhancements described in Requirement 1 will focus on schools with at least 50% receiving free and reduced-price lunch, and funds supporting the Priority Schools program will focus on the subset of high-need schools at risk of not meeting Texas standards (see Appendix B).

III. PROFESSIONAL DEVELOPMENT SYSTEMS TO SUPPORT THE NEEDS OF TEACHERS AND PRINCIPALS IDENTIFIED THROUGH THE EVAL. PROCESS

Harmony has developed a comprehensive, research-based professional development framework and tools to support its educators. This Educator Support Framework (see p.28) emphasizes that the right content is effectively delivered to all teachers and administrators, with tight integration into a broader talent management system including evaluation and career pathways, and built-in mechanisms for continuous improvement.

Providing comprehensive and ongoing support to teachers is a priority. Today, all teachers participate in eight days of in-service before school and four days of in-service throughout the year. Harmony aims to include hands-on practice with new technologies and to include time to practice or rehearse new strategies and skills prior to returning to the classroom, and teachers have access to support from campus-based coaches and data analysts who model high-quality learner-centered instructional practices. Harmony's professional development model is built around deep knowledge of content and how to effectively teach that content using the Harmony Instructional Framework, further supported by the Harmony Teacher Evaluation and Support System (H-TESS). Modules are subject-specific and provide links between curriculum, assessment, instruction, and professional learning in the context of a specific content area. Through the lens of content area instruction, the needs of special populations are met through

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collaboration between the content area and special programs departments in the development of professional development modules that will equip teachers with the necessary knowledge and strategies to effectively reach our students with disabilities, English language learners, and gifted student populations.

A recent focus of Harmony is providing more targeted and individualized professional development to teachers based on the components of the teacher evaluation and support system and identified areas of need (see p.4-8). A driver of Levers 1 and 3 of this TIF project (see p.28), this strategy is rooted in personalizing “adult learning” through individualized plans, and includes a variety of supports and opportunities such as online training and videos, external training sessions, access to mentor teachers and instructional coaches, stretch roles, and more.

Professional development is further differentiated through an emerging career pathways system that links stronger teacher-leaders with new and novice teachers, as well as offers them stretch opportunities (that include financial rewards via stipends). Effective teachers can opt into curricular leadership and instructional coaching and development roles to mentor new and developing teachers, write curriculum and lessons plans that other teachers can leverage, design professional development modules to spread effective techniques and strategies, and lead departments. In addition, effective educators have access to the Harmony Employee Education Program (HEEP), which supports employees in continuing their formal education.

Harmony promotes leadership development for rising and current administrators by providing a set of systematic, strategic, and tailored professional development opportunities. Major components of the leadership development program are (1) Harmony Aspiring Leadership Academy (HALA), a cohort-based program focused on expanding leadership and technical skills of educators preparing to take on the assistant principal and principal roles; (2) Leadership

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Academy, a series of quarterly workshops for current principals and assistant principals that cover a variety of adaptive and technical skills based on identified educator needs; (3)

Leadership Summit, a summer program where all administrators gather for both inspiration and cohort-based collaboration time; and (4) New Campus Leader Summit, a summer onboarding and development program for new principals and assistant principals.

Harmony uses disaggregated evaluation information to identify development needs

Harmony prioritizes implementing quality professional development that directly impacts student achievement. Central office, district, and campus administrators analyze student assessment data and data provided by H-TESS to identify student needs—and how educators can better address those needs through collaboration, coaching, and supports. The examples below are indicative of the level of granularity Harmony regularly achieves in its approach to using evaluation data to inform professional development requirements.

As part of its effort to better integrate and automate H-TESS, Harmony has partnered with Teachscape, which provides online, self-paced, grade span supports connected to Harmony's Instructional Quality rubric, and trains and certifies instructional leaders for stronger, better-calibrated observation and evaluation. (94% of principals are certified by Teachscape, all in the past two years.) Harmony is able to cut information by individual teacher, by grade/subject, and by campus, and identify an appropriate response based on areas for improvement. At Harmony Science Academy-Dallas, for example, campus leaders used the summary reporting features in Teachscape Reflect to identify trends in teacher performance, finding consistently low scores in Questioning and Discussion Techniques. In response, campus administrators, with the support of district coaches, developed a training module on this topic and provided that training during a campus professional development day. Similarly, an

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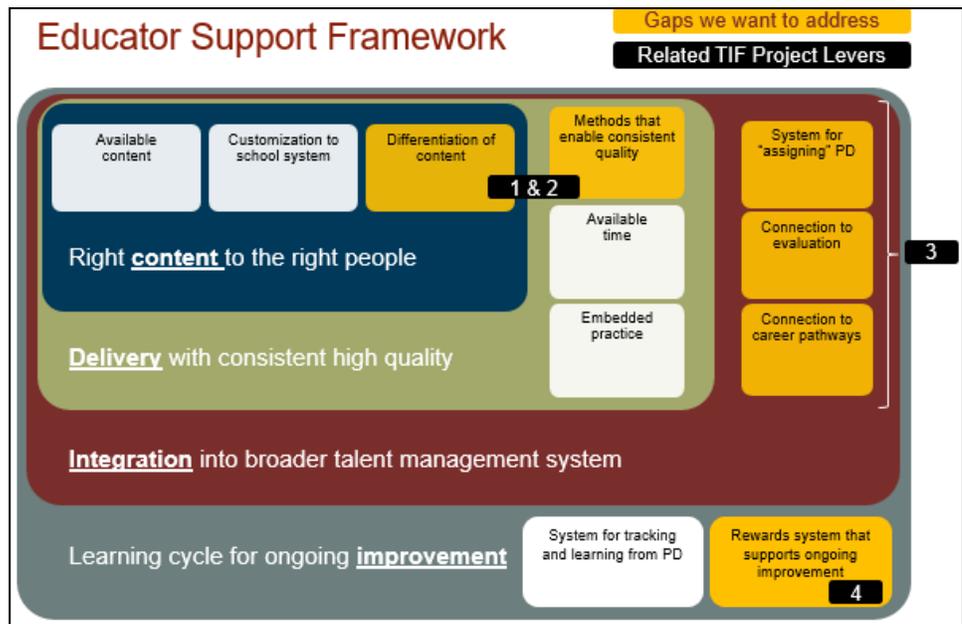
identified need for improved Low English Proficiency (LEP) performance by the Houston South District Academic team led to a comprehensive effort including training for teachers and campus leaders as well as targeted support from instructional coaches. Both efforts led to improved performance from 2014-15 to 2015-16.

Harmony’s proposed TIF project directly works to address remaining needs

Harmony’s instructional model requires a significant shift in traditional roles of teachers and students. Students drive self-regulated learning with teachers acting as learning facilitators and enablers, not simply as providers of information. Teachers must bring not only foundational classroom management and instructional skills, but also more sophisticated techniques to enable student-led, interdisciplinary, and project-based learning, as well as mastery-based adaptive learning in blended environments. As with teachers, Harmony’s growth as a school system has led to a large number of administrators new to their role alongside more experienced ones, necessitating deeper and differentiated development for this group on dimensions of instructional leadership, school culture, and people leadership as well.

Using the Educator Support Framework as

Figure 4: Educator Support Framework and Related Levers



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reference (see Figure 4), Harmony conducted a deep assessment of professional development needs in 2014-15, surveying all educators as well as conducting focus groups of teachers and administrators in multiple regions. This assessment clarified a need for greater differentiation of content for both teachers and administrators, delivery methods that ensure more consistent quality across schools, systems that allow for more personalized and targeted “assignment” to development opportunities and a stronger connection between development, evaluation, and career pathways, and rewards to promote continuous improvement. *As shown in Figure 4 above, each TIF Project Lever directly works to address the needs identified.*

IV. MANAGEMENT PLAN

The TIF Management Plan builds off Harmony’s commitment to innovative excellence and its experience executing against big goals, including: successfully winning and managing a \$30 million RTT-D grant supporting 37 schools across 16 Texas cities; successfully managing a very complex \$14.5 million Texas STEM initiative since 2006 in 14 geographically distributed schools; and opening two or more new charter schools annually since 2006 (with support of a \$5 million Charter Schools Program Replication Grant in 2011). Harmony has learned several lessons from the above efforts and has explicitly incorporated these into its TIF plan, namely: (1) Seasoned executive team and experienced large-grant project manager, (2) Strengthened and strengthening organizational structure ready for next steps, and (3) An ambitious yet achievable timeline with clear project milestones and objectives.

Seasoned executive team and experienced large-grant project manager

Harmony’s executive team has demonstrated experience in successfully managing large human capital projects as well as large federal grants. While the group collectively will be held accountable against the project outcomes outlined in the logic model, each team member holds

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specific oversight and leadership responsibility for at least one Lever. High-level overviews of the executive team involved in the project can be found below (full resumes in Appendix D):

Project Director, Burak Yilmaz: Mr. Yilmaz is an experienced Project Director who will be dedicated to this project, overseeing the entire scope and reporting directly to the Superintendent of Schools. He currently serves as the Director of the RTT-D effort, which will provide a natural transition with the RTT-D project closing this year as the TIF work begins. A former Harmony STEM teacher, principal, and project lead on Harmony's recent professional development assessment, Mr. Yilmaz also brings experience in training, budgeting, stakeholder engagement, implementation, and grant reporting. He completed his undergraduate studies in mathematics, holds a master's degree in education, and will soon be completing his doctorate of education.

Superintendent of Schools, Zekeriya Yuksel: In his role as Superintendent, Mr. Yuksel bears ultimate responsibility for Harmony's academic and financial health. He will guide the success of the TIF project and ensure the activities are streamlined for programmatic and financial efficacy. Mr. Yuksel brings more than 20 years of educational experience in various administrative positions, including Principal, Area Superintendent, Director of Communication, and Chief Talent Officer. He holds a Bachelor's of Science in Physics Education and a Master's of Education degree in Educational Leadership.

Associate Superintendent and Chief Academic Officer, Dr. Ozgur Ozer: Dr. Ozer will play a key role in the design and implementation of all elements of the proposed TIF project, engaging educator stakeholders across the work and providing particular oversight over Lever 1. He is responsible for overseeing academic activities, including curriculum development and implementation, assessment and accountability, high school programs, special education services, and professional development. Dr. Ozer began his career as a science teacher at the first

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Harmony campus in 2000, and became Harmony's first elementary school principal. In 2005. He holds a B.S. degree in Physics, M. Ed. degree, and Ed. D. degree in Curriculum and Instruction.

Chief Talent Officer, Darren Polat: In his current role, Mr. Polat will oversee the HCMS and lead project activities related to Lever 2 in particular, bringing deep expertise in academics and human capital. He is an experienced, award-winning teacher and administrator, with over 20 years in the traditional public and charter school system as a principal, curriculum director, and director for college counseling. Passionate about administrator development, Mr. Polat holds a master's degree in educational leadership, and has presented at conferences, seminars, training, and workshops for new and experienced administrators and principals.

Director of Accountability, Dr. Ahmet Cetinkaya: Dr. Cetinkaya will help evolve and execute Harmony's PBCS (Lever 4), including oversight of performance evaluation of educators, data analysis, and calculation of financial incentives. Dr. Cetinkaya has been an educator for 22 years in both public and private schools as a teacher, principal, and district level administrator. He holds a doctoral degree in educational leadership and holds Superintendent and Principal Certifications along with a Texas Educator Certificate.

Director of Development, Bronwyn Beauchamp: With strong relationships to local Texas funders and a deep understanding of Harmony's unique value to the community, Ms. Beauchamp will focus on ensuring the long-term sustainability of the proposed TIF project. She will lead the development of fundraising streams that will ensure Harmony's expanded PBCS is rewarding educators long after the TIF grant period is over (Lever 4). Ms. Beauchamp was brought on earlier this year as the Director of Development for private philanthropy at Harmony after dedicating the last 7 years to helping organizations such as Habitat for Humanity, Girl Scouts and Asia Society Texas Center achieve their philanthropic goals.

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Budget Management: Burak Yilmaz, the dedicated Project Director, will manage budget tracking, analysis, and implementation with the support of Academics, Talent, and Finance Department staff. This team has worked together on grant management in the past and understands the requirements of large-scale budget management and implementation.

Additional Capacity: Harmony has budgeted for a dedicated, full-time TIF project manager to support Mr. Yilmaz, as well as to oversee Lever 3 in particular given the complexity of that work. This internal or external hire will bring human capital design experience, plus comfort working with third party consultants as needed. Harmony also plans to create additional staff capacity to ensure the high-quality, successful implementation of the proposed project, largely drawing on the in-house expertise of the Talent team and Academics team. Finally, the proposed project budget includes stop-gap capacity and expertise from third party consultants, who will support professional development content creation and delivery, competency and career path alignment, platform integration, and fundraising across all four Levers.

Strengthened and strengthening organizational structure ready for next steps

Harmony's successful growth over the past decade is due, in large part, to a thoughtful and responsive organizational structure. Harmony has mapped and communicated a clear set of roles, responsibilities, and decision rights across Central Office, District Offices, and campuses that ensures efficient and effective management and a deep fidelity to the model. These have been refined over time to ensure that processes, policies, and autonomies are complementary and strengthen overall operations. To this end, Harmony has begun to outline the roles that all three structures will play in the success of the proposed TIF project. A basic breakdown of responsibilities is included below, with a full org chart and responsibilities by function available in Appendix F (see *Harmony Org Structure* and *Figure 8. Functional Operating Model*).

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- **Central Office:** Central Office provides direct support for all seven districts and 46 campuses by setting organization-wide and high-level regional strategy, standardizing policies and procedures, providing approaches, tools, and templates for talent and other functions that districts and campuses can adapt, building district and campus capacity, and holding campuses accountable for academic performance. Central Office will hold primary responsibility for implementation of the TIF project.
- **District Offices:** District Offices serve as a critical bridge between Central Office and campuses. Offices build academics capacity in campus leadership teams and teachers, provide operations and finance services to campuses to reduce administrative responsibilities and free school leaders to focus on student achievement, and manage regional external relations and community outreach. District Offices will ensure that the TIF project is implemented with an eye towards educator needs on their campuses.
- **Campus:** Harmony campuses are ultimately accountable for student outcomes, and are primarily focused on instruction and student achievement. Campus responsibilities include creating an effective learning environment for students, managing teacher recruitment and professional development, budget management, and tailoring approaches, tools, and templates provided by Harmony to specific campus needs. Campus leaders will benefit from TIF project supports as well as enable effective implementation of supports for educators on their campus.

An ambitious yet achievable timeline with clear project milestones and objectives

The activities and milestones for this project, detailed in the figure below, are intended to be both specific and actionable, and to enable Harmony to achieve its project objectives (*note that major activities are *italicized* and milestones are **bolded**).

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Figure 5: Implementation Timeline: Major Activities, Milestones, Owners and Timing*

Major activities and milestones	Owner	Timing
Grant Management		
<i>Finalize project budget with key stakeholders</i>	Project Director	Oct 2016
<i>Determine external technology development partnerships</i>		Oct-Dec 2016
<i>Submit ongoing grant requirements to the U.S. DOE</i>		Oct-Nov 2016
Lever 1: Deepening and differentiating professional development (PD) for teachers		
(1) Deepening and differentiating content		
<i>Develop new professional development content</i>	Dir. of Secondary Curriculum, Dir. of Elementary Curriculum	Oct 2016-Dec 2017
<i>Integrate new professional development content with existing options and make available for educators</i>		Jan 2017-May 2018
Build individualized PD plans through performance reviews tied to H-TESS and expanded PD opportunities		By May 2018
<i>Continue to refine content based on project monitoring</i>		May 2018-Sep 2021
(2) Enabling broader access		
<i>Gather video and project-based learning examples from across Harmony system</i>	Dir. of STEM	Oct 2016-May 2017
<i>Improve & adjust online PD technology platform</i>	Dir. of Instructional Technology	Oct 2016-Feb 2017
<i>Design online item bank</i>		Oct 2016-May 2018
Open online PD hub to subset of pilot schools		By May 2018
Open online PD hub to all eligible schools		By May 2018
<i>Continue to refine platform based on project monitoring</i>		May 2018-Sep 2021
Lever 2: Deepening and differentiating professional development (PD) for administrators		
(1) Coaching program		
<i>Solicit administrator feedback on coaching program</i>	Dir. Of Leadership Development	Dec 2016-Feb 2017
<i>Design new administrator coaching program</i>		Feb-May 2017
<i>Train administrator coaching program coaches</i>		May-Jun 2017
Open new coaching program to new administrators and those identified through performance reviews		By May 2017
(2) Expansion of professional development offerings		
<i>Improve & adjust online PD technology</i>	Dir. Of Instructional Technology	Oct 2016-Dec 2017
<i>Develop new administrator PD content</i>	Dir. Of Leadership Development	Jan 2017-May 2018
Build individualized PD plans through performance reviews tied to T-PESS and expanded PD opportunities		By May 2018
<i>Continue to refine content based on project monitoring</i>		May 2018-Sep 2021
Lever 3: Enhancing consistency in career pathways across the system		
(1) Alignment of competency systems		
<i>Finalize AP and counselor evaluation approaches, building off H-TESS and T-PESS</i>	Project Director and TIF Program Manager	Oct 2016-Feb 2017
<i>Engage consultant to identify opportunities in competency alignment and engage stakeholders</i>		Feb-May 2017
Alignment of competency systems across teachers and administrators		By May 2017
(2) Build-out of technical platforms		
<i>Identify external partner and educator design team for platform design</i>		Oct 2016-Feb 2017

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<i>Outline requirements for platform/s selection</i>	Project Director and TIF Program Manager	Feb-May 2017
Platform selection		By Aug 2017
<i>Implementation and rollout of new platform</i>		Aug 2017-Aug 2018
Platform ready for educator use		By August 2018
(1) Pilot opportunities to expand definition of student achievement and growth		
<i>Research and build out innovative approaches to evaluating student growth and achievement in non-tested subjects</i>	Project Director, Director of Accountability	Oct 2016-May 2017
<i>Pilot innovative bonus measures in high-needs schools</i>	Director of Accountability	Aug 2017-May 2018
<i>Gather pilot feedback from educators and administrators</i>		Feb-Jul 2018
Adjust non-tested bonus approach for scale across Harmony system		By Aug 2018
(2) Assess goal-setting approach of test-based goals		
<i>Analyze internal data and research other system approaches to STAAR and NWEA-MAP goal-setting</i>	Director of Accountability	Oct 2016-May 2017
<i>Propose adjustments and test with stakeholders</i>		May 2017-May 2018
Finalize changes to Performance Bonus goals		By Aug 2018
(3) Develop sustainable long-term funding strategy		
<i>Expand Priority Schools bonus system to include more high-need schools</i>	Project Director, Chief Academic Officer	Oct-Nov 2016
<i>Develop an external fundraising strategy to continue to implement the program after federal funds expire</i>	Director of Development	May 2017-Oct 2018
<i>Execute and refine external fundraising strategy</i>		May 2018-Oct 2021
Full transition of bonuses into non-TIF funds		By Oct 2021

Evaluation

Harmony plans for thoughtful, ongoing monitoring against project objectives, including both analysis of quantitative

data and consistent educator engagement, as shown in Figure 6. In addition to internal monitoring, Harmony will partner with a seasoned external evaluator to build a deeper understanding of

Figure 6: Monitoring Approach

	Metrics reviewed	Frequency	Stakeholder feedback & engagement
Project Management	Budget & spending	Quarterly	• N/A
	Overall TIF progress	Quarterly	<ul style="list-style-type: none"> • Teacher and administrator working group to adjust and problem-solve • Communicate progress to wider harmony system
Project Outputs	PD system data on scale of educator and administrator usage, and frequency of usage	Bi-Annually	• Qualitative interviews with teacher pilot working group
	Educator feedback on online PD systems, working with partners to adjust as needed	Bi-Annually	<ul style="list-style-type: none"> • Qualitative interviews with teacher pilot working group • Survey sent to all online PD participants
	Success and impact of educator PD topics and content	Annually	• Engage teacher working group and adjust as needed
	Success and impact of administrator PD topics and content	Annually	• Engage administrator working group and adjust as needed
Project Outcomes	Educator evaluation data	Annually	• N/A
	Educator engagement data	Annually	• Annual K12 Insight survey
	Educator retention data	Annually	• N/A

the impact of the TIF grant on educators and students. The external evaluation will seek to

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understand the impact of individual investments and the project as a whole on (1) student growth and student success and (2) educator effectiveness, engagement, and retention. Year 1 will be treated as a “baseline year” to collect the information needed (because current teacher retention and engagement data is not nuanced enough for this project) and setting more specific quantitative targets in Year 2

V. ADEQUACY OF RESOURCES

(1) PBCS developed with input of educators in schools to be served by the grant

Harmony believes that major initiatives *must* be designed and supported by the teachers and leaders who are affected by them, and puts great weight on stakeholder engagement. The PBCS outlined in this application was developed with significant educator input from the onset, as part of Harmony’s 2020 strategic planning process that identified “Enhance current salary scales with a compensation system that rewards all staff for performance” as one of nine key initiatives to support its goal to “Recruit, develop, and retain a talented workforce.” This planning process included a system-wide survey with 100% response rate as well as interviews, focus groups, and district meetings that helped Harmony leadership to align on the initiatives and approach. A Strategic Plan Steering Committee, comprised of central office leadership, a district superintendent and school principal, and the Board President, guided the process and unanimously recommended the plan. The following year, as part of a compensation project outlined in the 2020 Strategic Plan, 625 Harmony staff members shared their feedback on compensation, bonuses, career options, and needs.

This TIF grant development process is no exception: Harmony has solicited input from educators to ensure that all proposed investments meet the needs of educators and will positively and meaningfully impact student outcomes. Harmony sent an overview of the TIF program and

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its goals and rationale for submitting an application to all educators, inviting them to submit questions or concerns and allowing them to “opt in” to provide detailed project input over the summer break. The opt-in group of 43 campus educators and all seven district superintendents reviewed detailed elements of the proposed TIF project, including the logic model and full list of potential investments, helping shape the focus of the project as well as project investments and budget. Principals for all 36 eligible schools also had the opportunity to review the project plan, and all have indicated their enthusiastic support (see Appendix E, p.1).

(2) Harmony has a strong plan to sustain financially the activities conducted and systems developed under the grant once grant period has expired

Harmony is committed to lasting impact and success of this grant. The total budget for Harmony’s Teacher Incentive Fund program as described in this proposal is **\$43,677,152**. Of this amount, **\$29,957,488 (69%)** is requested from the **Teacher Incentive Fund**; the remaining **\$13,719,665** will come from **Texas State** sources that currently fund Harmony LEAs on a per-pupil basis. Harmony’s budget captures the investments in educator capacity, rewards, and technology essential to execute its program in a fiscally efficient manner.

Harmony’s **robust financial standing** and **current investments in instructional technology and professional development efforts** establish an ideal incubation environment for this program. Harmony LEAs are open-enrollment public Texas charters and, as such, derive the majority of their funding from the Texas Education Agency on a per-pupil basis. According to Standard & Poor’s financial rating report, **Harmony’s financial status is strong**.⁶ Over the

⁶ https://www.harmonytx.org/Documents/pressreleases/PR_05022016_HarmonyPublicSchoolsSeIlsRecordBreakingLowInterestBonds.pdf

2016 TIF Project Narrative: Harmony Supporting Top Educators Program

years, Harmony has developed a lean financial system, which, coupled with strict fiscal management, has resulted in financially sustainable schools. Per-pupil state funding should remain strong based on past growth and high demand.

Harmony's sustainability plan centers on two critical approaches:

(1) Alignment of State funds: As it has done with other major time-limited grants, Harmony will align its teacher and principal professional development system with TIF program objectives and utilize State funds to continue the program after TIF funds expire.

Harmony leadership team will integrate, share resources from other existing programs and assist participating schools to implement the grant objectives after the program ends.

(2) Private philanthropy: Harmony has a proven record of success in securing additional financial resources for key initiatives, though private philanthropy, by design, has historically contributed only a very small percentage to Harmony's per pupil expenditure (i.e., Harmony schools are largely sustainable on the public dollar). Harmony's T-STEM initiative, for example, has been funded by public and private entities since 2006 and has added over \$14.5M of funding to the system from funders such as The Bill & Melinda Gates Foundation and The Michael & Susan Dell Foundation. Harmony has begun to ramp up its fundraising efforts over the past year, and has already added a Director of Development to its team and engaged with outside fundraising consultant Dini Spheris, a leading national nonprofit fundraising consultant firm with 47 years of experience with premier national, regional and local nonprofit institutions. Harmony plans to develop a systematic fundraising strategy for the continuation of TIF programming into its broader plan, and has built external support into its project approach.

2016 TIF Project Narrative: Harmony Supporting Top Educators Program

COMPETITIVE PRIORITY 2: IMPROVING TEACHER EFFECTIVENESS AND PROMOTING EQUITABLE ACCESS TO EFFECTIVE EDUCATORS

Beginning with the launch of its first STEM-themed school in Houston in 2000, Harmony schools have transformed the way Texas students, especially traditionally underserved populations, engage with math and science. Harmony operated 46 schools across Texas in the 2015-16 school year, serving a diverse student population of nearly 30,000: 50% of students are Hispanic/Latino, 20% are African-American, and 22% are English Language Learners. 36 of Harmony's schools have at least 50% of their student populations receiving free and reduced-price lunch, and 19 schools have at least 70% of students receiving free and reduced-price lunch.

Harmony is committed to ensuring that all of its students, including minority and low-income students, have equitable access to effective teachers. Harmony reviews evaluation data annually to monitor the distribution of effective (and developing) teachers across campuses using a system-wide rubric (see p.5-8 for additional detail). Harmony intentionally provides additional supports to the highest-need, highest-risk schools ("Priority Schools") and has a proactive culture of mobility, with strong administrators and teachers supported in relocating to geographically-dispersed and highest-need schools (both detailed on p.8-10). To date, these strategies have been successful: as an indicator of overall educator effectiveness leading to strong student outcomes, eight of the 19 campuses with 70%+ free and reduced-price lunch earned five or more Texas state distinctions out of a possible seven, and only one of 46 schools is not meeting standards.

Despite these successes, gaps remain in teacher performance and retention between the highest-need schools and the rest of the Harmony system. Harmony still sees a performance and retention gap between its schools with 70%+ free and reduced-priced lunch and its ten schools

2016 TIF Project Narrative: Harmony Supporting Top Educators Program

with lower than 50% free and reduced-priced lunch, with an average of 2.7 distinctions and a staff engagement level of 76% in the former group and an average of 4.2 distinctions and engagement level of 80% in the latter, indicating a need to expand and escalate efforts.⁷ In this TIF project, as described on pages 15-20, Harmony identifies four levers to escalate its efforts to improve educator effectiveness in its high-need schools through improved instruction and retention; the implication of *not* taking this work on is a continued performance gap.

Harmony's current approach and proposed levers are well-aligned to the Texas "State Plan to Ensure Equitable Access to Excellent Educators," developed in 2015. The state plan identified two root causes for gaps seen between high-poverty/high-minority and low-poverty/low-minority schools: (1) Insufficient training and support for teachers and (2) Campus leadership challenges. Two of the levers in the TIF project map to (1): Lever 1 is focused on deepening and differentiating support for teachers, and Lever 4 includes expansion of the Priority Schools program. Harmony is already actively engaging with the state on addressing (2). Harmony is a participant in the state's strategy to "facilitate campus leader training and support," as part of the Texas Principal Evaluation and Support System (T-PESS) pilot, and will be eligible to benefit from further state support for administrator development (Lever 2) as the program expands. Lever 3 focuses on clarifying career pathways for teachers, which the state is actively exploring through its Creating Turnaround Educators Pipelines (CTEP) initiative. Texas is piloting Public Impact's Opportunity Culture model—designed to identify exceptional teachers and expand their reach by flexing classroom time and physical boundaries—in two of Texas's Title I districts, and is looking to expand this pilot as part of the state plan. Harmony is interested in partnering with the CTEP program to extend the reach of excellent teachers.

⁷ K12 Insight Overall Engagement Index conducted in 2016.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

Appendix A: TIF Optional Application Requirements Checklist

To be considered for funding, applicants must address the following general program application and program requirements that the NIA requires. To ensure the fulfillment of every program requirement and authorized activity listed below, the Department strongly encourages the applicant, to indicate the page number(s) where the specific component is located in the program narrative on the left side of the page for the elements of the Absolute Priority and Requirement 1.

<p>(a) <u>p. 1-10</u></p> <p>(1) <u>p.1-4</u></p> <p>(2) <u>p.4-8</u></p> <p>(3) <u>p. 8-10</u></p> <p>(4) <u>p.10-13 see intro of project, description of levers on p. 15-20, p.28-29 tying to PD needs and management plan p.33-36</u></p>	<p>Absolute Priority: An LEA-wide Human Capital Management System (HCMS) with Educator Evaluation and Support Systems at the Center.</p> <p>(a) To meet this priority, the applicant must include, in its application, a description of its LEA-wide Human Capital Management System (HCMS), as it exists currently and with any modifications proposed for implementation during the project period of the grant.</p> <p>(1) A description of how the HCMS is or will be aligned with the LEA’s vision of instructional improvement;</p> <p>(2) A description of how the LEA uses or will use the information generated by the Evaluation and Support System it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;</p> <p>(3) A description of the human capital strategies the LEA uses or will use to ensure that High-Need Schools are able to attract and retain effective Educators.</p> <p>(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant’s proposed Performance-based Compensation Systems in High-Need Schools begins no later than the third year of the grant’s project period in the High-Need Schools listed in response to paragraph (a) of Requirement 2--Documentation of High-Need Schools.</p>
<p>(b) <u>p.21-25</u></p> <p>(1) <u>p.21-25, and p. 33-36</u></p> <p>(2) <u>p.36-37</u></p>	<p>Requirement 1: Implementation of Performance-based Compensation Systems:</p> <p>Each applicant must describe a plan to develop and implement Performance-based Compensation Systems for teachers, principals, and other personnel in High-Need Schools in LEAs, including charter schools that are LEAs.</p> <p>Applications must: address how applicants will implement Performance-based Compensation Systems as defined in this notice.</p> <p>Applicants also must demonstrate that such Performance-based Compensation Systems are developed with the input of teachers and school leaders in the schools and LEAs to be served by the grant.</p>

APPENDIX B: TIF Optional High-Need School Checklist

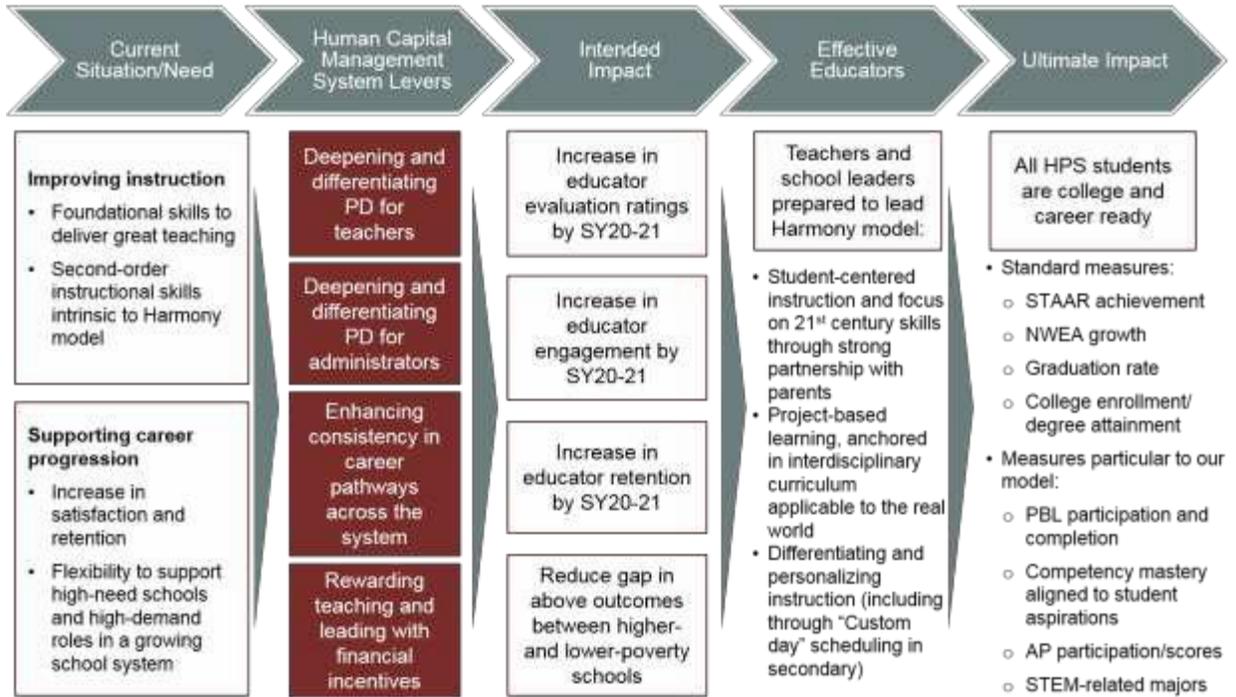
TIF OPTIONAL HIGH- NEED SCHOOL ELIGIBILITY CHECKLIST	
Requirement 2--Documentation of High-Need Schools: Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded Performance-based Compensation Systems are High-Need Schools (as defined in this notice), including High-Poverty Schools, Priority Schools, or Persistently Lowest-Achieving Schools.	
<input checked="" type="checkbox"/> Page 2-3 of this PDF	<p>For determining the eligibility of a “high-need school,” the Department is only aware of data regarding free and reduced price school lunches (FRPSL) as available to schools and LEAs.</p> <p>(a) A list of High-Need Schools in which the proposed TIF-supported Performance-based Compensation Systems would be implemented;</p> <p style="text-align: center;">AND</p>
<input checked="" type="checkbox"/> Page 2-3 of this PDF	<p>(b) For each High-Poverty School listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the ESEA (20 U.S.C. 6313(a)(5))). Data provided to demonstrate eligibility as a High-Poverty School must be school-level data; the Department will not accept LEA- or State-level data for purposes of documenting whether a school is a High-Poverty School;</p> <p style="text-align: center;">AND</p>
<input type="checkbox"/> (pg.) <u>N/A</u>	<p>(c) For any Priority Schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.</p>

(a) A list of High-Need Schools in which the proposed TIF-supported Performance-based Compensation Systems would be implemented; (b) For each High-Poverty School listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies

HIGH-NEED HARMONY SCHOOLS				
School	Texas City	Enrollment	Eligible for FRL	FRL %
Harmony Science Academy-Austin	Austin	564	489	86.7%
Harmony School of Excellence-Austin	Austin	509	376	73.9%
Harmony School of Innovation-Austin	Austin	463	356	76.9%
Harmony Science Academy-North Austin	Pflugerville	691	367	53.1%
Harmony Science Academy-Carrollton	Carrollton	429	218	50.8%
Harmony Science Academy-Dallas	Dallas	1,134	934	82.4%
Harmony School of Business-Dallas	Dallas	826	417	50.5%
Harmony Science Academy-Euless	Euless	520	303	58.3%
Harmony School of Innovation-Euless	Euless	634	345	54.4%
Harmony Science Academy-Fort Worth	Fort Worth	696	370	53.2%
Harmony Science Academy-Garland	Garland	674	388	57.6%
Harmony School of Innovation-Garland	Garland	563	298	52.9%
Harmony Science Academy-Grand Prairie	Grand Prairie	552	379	68.7%
Harmony School of Nature and Athletics	Dallas	1,009	627	62.1%
Harmony Science Academy-Waco	Waco	732	585	79.9%
Harmony Science Academy-El Paso	El Paso	971	738	76.0%
Harmony School of Innovation-El Paso	El Paso	912	611	67.0%
Harmony Science Academy-Lubbock	Lubbock	290	208	71.7%
Harmony Science Academy-Odessa	Odessa	432	263	60.9%
Harmony School of Science-Houston	Sugar Land	767	404	52.7%
Harmony Science Academy-Bryan/College Station	Bryan	377	291	77.2%
Harmony School of Achievement-Houston	Houston	612	330	53.9%
Harmony School of Discovery	Houston	591	333	56.3%
Harmony School of Excellence-Endeavor	Houston	523	432	82.6%
Harmony School of Fine Arts and Technology	Houston	737	492	66.8%
Harmony School of Exploration-Houston	Houston	651	513	78.8%
Harmony Science Academy-Houston High	Houston	557	430	77.2%
Harmony Science Academy-Houston	Houston	347	291	83.9%
Harmony School of Innovation-Houston	Houston	564	418	74.1%
Harmony School of Ingenuity	Houston	587	430	73.3%
Harmony Science Academy-Brownsville	Brownsville	449	382	85.1%
Harmony Science Academy-Laredo	Laredo	603	431	71.5%

Harmony School of Innovation-Laredo	Laredo	534	407	76.2%
Harmony Science Academy-San Antonio	San Antonio	585	418	71.5%
Harmony School of Excellence-San Antonio	San Antonio	528	347	65.7%
Harmony School of Innovation-San Antonio	San Antonio	587	456	77.7%

APPENDIX C: Logic Model



Appendix D: Resumes/Curriculum Vitae

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Ozgur Ozer, Chief Academic Officer.....	13
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ZEKERIYA YUKSEL



EDUCATION

- M.S. in Educational Leadership, North American University, 2015
- B.S. in Physics Education, Middle East Technical University, Turkey, 1999

WORK EXPERIENCE

Harmony Public Schools, Central Office, Houston, TX ***Superintendent of Schools***

Sep 2014-Present

- Oversee the academic performance and operations of 43 campuses across Texas with 28,000 students and 3,000 employees
- Advise the CEO on the need for new and/or revised policies and makes policy recommendations based on data and input from staff and advisory committees
- Submit to the CEO recommendations relative to all matters requiring Board action, together with the materials needed for informed decisions
- Submit staff members' communications to the CEO
- Coordinate the work of all schools and departments
- Direct the employment and assignment of administrative staff and coordinates administrative staff activities
- Advise the CEO regarding the leave, classification, retirement, resignation, promotion, suspension or dismissal of District employees
- Arrange for the evaluation of each staff member and identifies appropriate opportunities for continued professional development
- Maintain appropriate channels of communication within the District and ensures that staff is informed about relevant federal, state, and county laws, District policies, regulations and procedures, and matters related to the improvement and welfare of the schools
- Enforce compulsory attendance laws
- Continuously observe the instructional program in schools and provides the CEO with regular evaluations of District programs and student progress
- Together with staff, study the curriculum and makes recommendations to the CEO regarding the courses of study, major changes in texts and time schedules, and potentially sound innovative programs.
- Apprise the CEO of contemporary educational practices and related legislative issues which he/she discovers by reading, attending professional conferences, and visiting other school systems
- Seek and identify sources of income and funding
- Maintain and update adequate census and scholastic records, business and property records, and personnel records
- Submit to the CEO periodic financial and budgetary reports which identify the District's outstanding obligations
- Annually prepare and submit to the CEO the Districts' budget for the upcoming year; revises this budgets or takes other related action as the Board designates
- Approve all expenditures in accordance with Board policy and within Board-approved appropriation limits.
- Make recommendations to the CEO regarding the maintenance, safety, improvement and/or expansion of school facilities, sites, equipment, and transportation services
- Represent and advocate for the CEO in relationships with city, feeder Districts, county and state governments, private agencies, and the school community
- See that the community is informed about school matters through the school accountability report card and other informational materials
- Participate in appropriate community organizations and functions to obtain support for the attainment of District goals
- Hear complaints against the schools and resolves controversies between employees or between employees and students or parents/guardians

Harmony Public Schools, Central Office, Houston, TX
Chief Personnel Officer

Sep 2013-Sep 2014

- Supervised the functions of personnel, risk management, labor relations, employee relations and information services
- Directed a program of recruitment, initial screening, selection, employment, orientation, assignment, and credential processing
- Directed all phases of contract negotiation and acts as chief negotiator for management bargaining teams
- Coordinated and monitors the employee performance evaluation development process and makes recommendations to the Superintendent regarding renewal of employment
- Conducted or assisted in the process of investigations of employees in disciplinary matters and makes recommendations to the Superintendent regarding disciplinary actions
- Directed wage, salary, and benefit administration
- Ensured that the required FTE, student, and staff reporting systems are current and accurate
- Developed annual contracts and salary placements for all management, certified, and classified personnel
- Managed the process for employee separation from the district, including conducting exit interviews
- Organized and implemented employee recognition programs
- Directed the reporting of all required data to Texas Education Agency
- Maintained the Human Resources section of the district website, including developing content for current and prospective employees
- Performed such other tasks and assumes such other responsibilities as assigned by the Superintendent

Harmony Public Schools, Central Office, Houston, TX
Director of Communications

Sep 2012-Aug 2013

- Coordinated all communications, community outreach, publications, media and government relations functions for 38 schools across Texas
- Oversaw development of new communications policies and procedures
- Provided guidance and training to campus & regional communications coordinators, cluster superintendents and principals
- Promoted internal communications through cultural events
- Developed Harmony's brand identity and oversaw marketing of its success and programs

School of Science and Technology, San Antonio, TX
Superintendent

Jan 2012-Aug 2012

- Oversaw five public charter campuses in San Antonio and Corpus Christi, Texas
- Advised the Board on the need for new and/or revised policies and makes policy recommendations based on data and input from staff and advisory committees
- Submitted to the Board recommendations relative to all matters requiring Board action, together with the materials needed for informed decisions
- Submitted staff members' communications to the Board or to Board committees at regular Board meetings, with or without recommendations
- Provided advice and leadership to the Board and to the District's chief negotiator during the collective bargaining process
- Coordinated the work of all schools and departments
- Directed the employment and assignment of administrative staff and coordinates administrative staff activities
- Advised the Board regarding the leave, classification, retirement, resignation, promotion, suspension or dismissal of District employees
- Arranged for the evaluation of each staff member and identifies appropriate opportunities for continued professional development
- Maintained appropriate channels of communication within the District and ensures that staff is informed about relevant federal, state, and county laws, District policies, regulations and procedures, and matters related to the improvement and welfare of the schools
- Enforced compulsory attendance laws
- Continuously observed the instructional program in schools and provides the Board with regular evaluations of District programs and student progress

- Apprised the Board of contemporary educational practices and related legislative issues which he/she discovers by reading, attending professional conferences, and visiting other school systems
- Sought and identified sources of income and funding
- Maintained and updated adequate census and scholastic records, business and property records, and personnel records
- Submitted to the Board periodic financial and budgetary reports which identify the District's outstanding obligations
- Annually prepared and submitted to the Board the District budget for the upcoming year; revises this budget or takes other related action as the Board designates
- Approved all expenditures in accordance with Board policy and within Board-approved appropriation limits
- Made recommendations to the Board regarding the maintenance, safety, improvement and/or expansion of school facilities, sites, equipment, and transportation services
- Represented and advocated for the Board in relationships with city, feeder Districts, county and state governments, private agencies, and the school community
- Saw that the community is informed about school matters through the school accountability report card and other informational materials
- Participated in appropriate community organizations and functions to obtain support for the attainment of District goals
- Heard complaints against the schools and resolves controversies between employees or between employees and students or parents/guardians

Harmony Science Academy, San Antonio, TX

Aug 2008-Dec 2011

Area Superintendent

- Oversaw 5 public charter campuses in San Antonio
- Supervised and evaluated principals; served as liaison between principals and the Superintendent and Chiefs; worked with principals to resolve school-based concerns and problems; assisted principals and teachers in striving for maximum student achievement
- Supervised and conducted personnel administration duties for principals, including evaluating, assigning special duties, monitoring attendance and travel reports
- Supervised principals in analyzing school achievement data and to discuss implications for curriculum and instructional needs
- Developed and administered the district/cluster budget in cooperation with Finance Department using sound fiscal practices
- Ensured implementation of federal, state, and local mandated programs in relation to school site instructional and operational programs
- Provided professional and leadership development to principals and leadership teams in conjunction with the Human Resources Department
- Hired principals and cluster office personnel
- Held regular meetings with school Principals, cluster directors/coordinators and other administrators to discuss the progress and problems of the cluster
- Directly oversaw the work of cluster office personnel
- Visited campuses regularly to coordinate support services with principals
- Initiated and maintained ongoing and effective communication with community and parents regarding student achievement and school programs; supports school-based parent outreach programs and strategies to engage parents in student learning
- Resolved conflict with administrators, parents, teachers, staff, and community regarding extracurricular activities
- Assisted in determining school plant needs of the district by utilizing pupil projections, demographic studies, educational requirements, facilities requirements, and financial projections
- Served as District resource person in dealing with legal issues regarding staff members
- Implemented policies established by federal and state laws, State Board of Education rule, and local board policies
- Supported the alignment of functions between schools and central office divisions
- Worked with various committees and school administrative teams to review school's staffing allocations and forecasted enrollments

Principal

- Managed the operations and all school programs and activities
- Developed school/community compacts
- Developed, implemented, and assessed the instructional programs and coordinated with District instructional staff in program planning
- Provided training opportunities to personnel
- Participated in developing the District strategic plan, District school calendar, District staffing plan, and manpower plans. Managed and administered school functions relating to these items
- Interviewed and selected qualified personnel for employment
- Conducted performance appraisals and made reappointment recommendations for school personnel
- Managed and administered personnel development through training, in-service and other developmental activities
- Implemented and administered negotiated employee contracts at the school site
- Developed long- and short-range facility needs at the assigned school
- Coordinated facility and support service requirements
- Coordinated plant safety and facility inspections at the assigned school
- Coordinated all maintenance functions at the assigned school
- Coordinated and supervised transportation services at the assigned school
- Managed and supervised the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts
- Established and managed student accounting and attendance procedures at the assigned school
- Coordinated the school food service program, including the free and reduced food service program requirements
- Assigned and supervised school personnel to special projects for the enhancement of the school
- Established guidelines for proper student conduct and implemented disciplinary procedures and policies that ensure a safe and orderly environment
- Established procedures to be used in the event of school crisis and provided leadership in the event of such incidents
- Conducted staff meetings to discuss policy changes, instructional programs, potential problems, and resolution of existing problems
- Communicated, through the proper channels, to keep the Cluster Superintendent informed of impending problems or events of unusual nature
- Participated in cluster-wide management meetings and other meetings appropriate for professional development
- Directed the establishment of adequate property inventory records and ensured the security of school property
- Coordinated the supervision of all extracurricular programs at the assigned school
- Managed and supervised the school's athletic and student activity programs including the selection of club sponsors and coaches, approved all school-sponsored activities, and maintained a calendar of all school events
- Served as a member of the Cluster Superintendent's Cluster-wide management team
- Provided leadership in the school improvement process and implemented the school improvement plan
- Implemented School Board policy, state statutes, and federal regulations as they pertain to the assigned school
- Supervised and monitored the accurate and timely completion of data collection and reporting requirements
- Directed the development of the master schedule and assigned teachers according to identified needs
- Established job assignments for all school-site administrators and assessed the school-site administrator's performance
- Established a professional rapport with students, parents and staff. Displayed the highest ethical and professional behavior and standards when working with students, parents and school personnel

Principal

- Responsible for establishment and management of school programs.
- Recruited students, hired staff, oversaw facilities renovation
- Established PTO and parent/school/community compact
- Oversaw curriculum, budget, and finances
- Led public relations and communications

Dove Science Academy, Tulsa, OK

Sept 2002-Aug 2004

Dean of Students

- Oversaw counsel and discipline of students
- Supervised teacher classroom management
- Trained staff on student code of conduct and implementation of classroom discipline
- Maintained records of disciplinary actions taken to ensure that the student code of conduct is administered properly
- Communicated with parents and key stakeholders regarding student discipline and safety
- Monitored students' attendance
- Maintained a safe and orderly school environment
- Coordinated before and after school programs and clubs
- Monitored the school ground actively for safety checks

Dove Science Academy, Tulsa, OK

Sept 2001-Aug 2002

Dean of Academics

- Assisted with development and implementation of the master schedule and student schedules
- Analyzed and assessed past school performance in order to plan for new programs
- Assisted with evaluation of instructional staff
- Implemented and reviewed data related to common assessments such as district assessments
- Remained abreast of current curriculum trends, instructional strategies, practices, developments, instructional materials and related governmental procedures and guidelines
- Worked collaboratively with parents, school, and community committees on all school related matters
- Assisted in the selection of school personnel
- Coordinated with district personnel, parents and staff planning for an orderly opening of school
- Planned activities for Staff Development
- Developed and implemented teacher orientations
- Participated in workshops, in-services, and other administrative staff development activities
- Planned, coordinated and followed up school academic teams/competitions
- Lesson plans, curriculum/scope and sequence follow up
- Coordinated academic software programs such as Accelerated Reader (AR) and Study Island
- Coordinated Dual Credit, and Advanced Placement programs

Dove Science Academy, Tulsa, OK

2001

Physical Science Teacher

- Planned a program of study that, as much as possible, meets the individual needs, interests, and abilities of the students
- Created a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students
- Prepared lessons that reflect accommodations for individual differences
- Prepared for classes assigned and show written evidence of preparation upon request of immediate supervisor
- Encouraged students to set and maintain standards of classroom behavior
- Guided the learning process toward the achievement of curriculum goals and, in harmony with the goals, established clear objectives for all lessons, units, projects, and the like to communicate these objectives to the students
- Employed a variety of instructional techniques and instructional media consistent with the physical limitations of the location provided, and the needs and capabilities of the individuals or student groups involved
- Strove to implement, by instruction and action, the district's philosophy of education and instructional goals and objectives
- Assessed the accomplishments of the students on a regular basis and provided progress reports as required
- Referred students for evaluation by district specialists as required
- Took necessary and reasonable precautions to protect the students, equipment, materials, and facilities
- Maintained accurate, complete, and correct records as required by law, district policy, and administrative regulations
- Assisted the administration in implementing all policies and rules governing student life and conduct
- Developed reasonable rules of classroom behavior. Maintained order in the classroom in a fair and just manner
- Made provisions for being available to the students and to the parents for education-related purposes when required
- Maintained and improved professional competence

AWARDS & HONORS

- Certificate of Success in the English Seminary in 1993
- Certificate of Excellence in the National Physics Olympiads in Uzbekistan in 1994
- Certificate of Excellence in the National Physics Olympiads in the Republic of Karakalpakstan in Uzbekistan in 1995
- Certificate of Success in the course of the devices of Physics Laboratory in 1995
- Certificate of Excellence in the National Physics Olympiads in the Republic of Karakalpakstan in Uzbekistan in 1996
- Certificate of Honor in the Republic Physics Olympiads of Uzbekistan in 1998
- Certificate of Thanks for my part in developing the educational work of the Uzbek – Turkish High Schools in 1999
- Certificate of Thanks for my part in developing the educational work of the Uzbek – Turkish High Schools in 2000
- Articles in different papers about my successes
- My students earned honorable mention in First Step To Nobel Prize In Physics in Poland in 2001
- My students earned 1st Place in Tulsa Regional Science and Engineering Fair in 2002
- My students earned 4th Place in Oklahoma State Science and Engineering Fair in 2002
- My students and I participated in NSF/BAYER AWARD in 2002
- Leadership “Keeping Everyone In Line” award in 2010 “Keeping Everyone In Line” award in 2010

EDUCATIONAL HIGHLIGHTS, SPECIAL PROJECTS & ACHIEVEMENTS

- Establishing a successful outreach program for Harmony Public Schools
- UT Tyler and Project Lead the Way Training in 2008
- ESC Region 20 “Instructional Leadership Development” in 2012
- Certificate of T-STEM Academies Leadership Conference Attendance in 2008
- Region XIII “Differentiation of Instruction” in 2007
- ESC 20 Charter School “Finance Training” in 2008
- Charter School Board and Administrator Training in 2008
- Charter School Governance and Operations Summit in 2014
- Oklahoma Education Association Convention Training in 2001
- Oklahoma Education Association Convention Training in 2002
- Oklahoma State Department of Education Drug Trends and Inhalants update Training in 2003
- Tulsa Community College “Coaching & Mentoring” in 2005
- Tulsa Community College “Critical Skills for Successful Managers” in 2005
- Tulsa Community College “Negotiation to Win” in 2005
- Tulsa Community College “Managing Employee Performance” in 2005
- SkillPath Seminars “The Essentials of Communicating with Diplomacy and Professionalism” in 2006
- Harmony Science Academy In-Service Program in 2007
- I-SWEEEP Certificate of Appreciation in 2008
- Special Education & ESL Coordinators Training in 2009
- I-SWEEEP Certificate of Appreciation in 2009
- Texas Charter Schools Conference in 2012
- HPS Leadership Retreat in 2014

SKILLS & MEMBERSHIPS

- Member of American Association of School Administrators
- Member of Texas Association of School Administrators
- Member of National School Public Relations Association
- Proficient in Turkish and Uzbek languages

REFERENCES

Available upon request

Ahmet F. Cetinkaya

Administrative & Leadership Experience

Director of Accountability

Harmony Public School, Houston, TX - July 2013 – Current

Provided leadership and coordination for an aligned assessment, accountability, and data analysis program for the district

Coordinated state and federal accountability programs

Provide technical assistance to district and school administrators in the areas of federal and state accountability measures

Principal

Albuquerque School of Excellence, Albuquerque, NM - July 2010 – June 2013

Administered campus activities for 1st through 10th grades

Recruited 250 students and 15 teachers during the set up process of the first year of operation

Evaluated and Mentored teachers by using a campus wide PD program instruments and activities

Principal

Harmony Science Academy Beaumont, Beaumont, TX - July 2007 – June 2010

Supervised curriculum implementation in all subject areas

Earned "Recognized" rating in 2007-08 school year

Organized school wide Science Fairs

Maintained outreach activities including organizing luncheons, parent programs

Education

Ed.D. Educational Leadership

Lamar University, Beaumont, TX - August 2014

Superintendent Certification Program

Lamar University, Beaumont, TX - June 2011

M.Ed. Educational Leadership

Sam Houston State University, Huntsville, TX - May 2009

B.S. Teaching Physics

Bogazici University, Istanbul, Turkey, 1994 - July 1994

Certifications

Superintendent Certificate – Texas

Principal Certificate – Texas

Administrative License Level Three-B Pre K-12 - New Mexico

Teacher Certificate in Special Education – Texas

Teacher Certificate in Physical Science (8-12) – Texas

Teaching License Level 3-A Instructional Leader 7-12 Secondary License with endorsement in Science - New Mexico

Teaching License Level 3-A Instructional Leader Pre K-12, Special Education License - New Mexico

Publications and Presentations

Cetinkaya, A (2016, May) A Phenomenological Narrative Study: Elementary Charter School Principals' Managerial Roles. Education Leadership Review

Cetinkaya, A (2015, August) A Phenomenological Narrative Study: Elementary Charter School Principals' Role as an instructional leader. School Leadership Review

Cetinkaya, A (2013, February). An Equity Audit of Parent Involvement at a Charter School. SERA 2013 Annual meeting, San Antonio, TX

Organizations

Full Member, Sigma Xi, The Scientific Research Society: Rice University-Texas Medical Center Chapter

BURAK YILMAZ

EDUCATION

- Jan. 2012-Recent **University of Missouri – Kansas City**
Currently working towards an EdD degree
- Jan. 2006-Dec. 2008 **University of Central Oklahoma** Edmond, OK
Master's degree in General Education
Emphasis: Math
- Sep. 2000-May 2005 **Bilkent University** Ankara, TURKEY
Bachelor of Science in Mathematics
Minor: English Literature
- Teaching Certificate:**
- | | |
|------------------------------|-----------------------|
| Texas: Mathematics (8-12) | Expiration: 5/31/2018 |
| Missouri: Mathematics (5-12) | Expiration: 8/24/2013 |
| Oklahoma: Mathematics (5-12) | Expiration: 6/30/2014 |

UNIVERSITY INVOLVEMENT

- Civic Involvement Projects – Active Volunteer & President
- Bilkent International Student Club – Vice President
- Student Council – Event Planner / Coordinator

WORK EXPERIENCE

- February 2013 – Present Harmony Public Schools – Central Office
Race to the Top – District Project Director
- Oversee RTT-D budget, benchmarks, reporting, and overall project implementation.
- August 2012 – February 2013 **Harmony Science Academy – Houston High**
Principal
- Oversee day to day charter operations for a high school of 650 students and 70 staff members
- July 2010-July 2012 **Frontier School of Excellence** Kansas City, MO
(Formerly known as Brookside Frontier Math and Science School)
- Principal*
- Plan, control, and direct the overall activities for the middle/high school with 250 students and 35 faculty members
 - Staff Recruitment, Development, and Evaluation
 - Track student and staff attendance
 - Fiscal Management
 - Provide leadership for the planning and development of school's curriculum
 - Develop a student discipline management system
 - Perform safety inspections, review emergency procedures
 - Monitor and maintain a safe and peaceful environment in school

July 2009-June 2010 **Frontier School of Innovation** Kansas City, MO

Vice Principal

- Dean of Academics
- Curriculum Director K-5
- District Testing Coordinator
- Professional Development & Technology Coordinator
- Student and Staff Attendance
- Arranging substitute teachers
- Title I Programs

July 2008-June 2009 **Dove Science Academy** Oklahoma City, OK

Vice Principal

- Dean of Academics
- District Testing Coordinator
- AP Coordinator
- Math Department Chair
- Gifted/Talented Committee Chair
- Alumni Events Coordinator
- Student and Staff Attendance
- Arranging substitute teachers
- Title I Programs

Oct. 2005-June 2008 **Dove Science Academy** Oklahoma City, OK

Math Teacher

- Taught 8th grade math, Algebra I, Algebra II, and PreCalculus
- Tutored high school students for ACT Math
- Used ExamView & Accelerated Math to enrich instruction & assessment
- Targeted and achieved 100% passing rate on state testing for all classes taught 3 years in a row
- Sponsored individual students at regional & state science fairs
- Sponsored students won first place in science fair competitions and qualified for Intel ISEF four years in a row
- Attended INTEL ISEF as the adult-in-charge in Indianapolis (2006), Albuquerque (2007), Atlanta (2008), and Reno (2009).

Bronwyn Beauchamp

WORK EXPERIENCE

Harmony Public Schools – Houston, TX Feb 2016 - Present

Director of Development

- Create and implement a statewide development plan for annual giving and a comprehensive multimillion-dollar campaign
- Manage the development team in various cities throughout the state
- Work with the CEO, Board of Directors and other school leadership to create a culture of philanthropy
- Identify major gift prospects, cultivate meaningful relationships and strategically solicit and steward donors

Dini Spheris – Houston, TX Dec 2014 – Feb 2016

Consulting Projects Manager

- Partnered with 5 teammates to serve 4 to 6 nonprofit clients simultaneously with goals ranging from building new development programs to embarking on multimillion-dollar campaigns
- Client examples: Girl Scouts of San Jacinto, CHI St. Luke's Health, University of Texas at Tyler
- Assessed clients' development programs and created clear plans to help them achieve their goals
- Determined appropriate ask amounts and solicitation strategies for prospects with multi-million dollar giving capacities
- Produced and edited philanthropic proposals, applications, reports and presentations
- Course instructor at University of Houston National Leadership Alliance and Alliance Management Institute Conference

Asia Society Texas Center – Houston, TX Jan 2014 – Dec 2014

Development & Events Manager

Aug 2014 – Dec 2014

- Managed sponsorships and tickets for Tiger Ball Gala, Spotlight Asia Cocktail Party and Huffington Award Luncheon
- Curated donor appreciation events for donors with capacity of \$1,000+, averaging 3 per month
- In addition to the Individual Giving Manager duties listed below

Individual Giving Manager

Jan 2014 – Aug 2014

- Worked with the Executive Director, Deputy Director and Director of Institutional Giving to drive individual giving strategy
- Managed a portfolio of prospects with annual giving capacities between \$1,000 and \$25,000
- Developed organizational calendar for solicitations, submissions, stewardship and cultivation activities
- Strategically engaged donors through personal meetings, calls and direct mail solicitation

Houston Habitat for Humanity – Houston, TX Apr 2011 – Jan 2014

Events & Communications Manager

- Conceptualized and managed philanthropic events, including a 900-person bike ride and a 500-person gala
- Cultivated and solicited philanthropic gifts through personal meetings, direct mail and online giving
- Created and distributed press releases in collaboration with sponsors and donors for print, radio, online & TV features
- Trained and managed Event Logistics Temp and two Special Events Interns
- Project Coordinator for Rice University Campus Chapter's 2012 Rice Centennial House Build

Houston Children's Chorus – Houston, TX Oct 2010 – Mar 2011

Managing Director

- Designed and executed the annual fundraising appeals
- Managed the audition process, rehearsals and performances
- Served as the primary point of contact for the board of directors and chorus volunteers

Macon Area Habitat for Humanity – Macon, GA Sep 2009 – Sep 2010

Office Manager

- Assistant to the Executive Director and Director of Development
- Responsible for accounts payable, mortgage servicing and special events

ExxonMobil Community Summer Jobs Program – Houston, TX May 2007 - Jul 2007

House of Tiny Treasures, Non-Profit Preschool for Children from Homeless Families

EDUCATION Aug 2006 – May 2010

Mercer University – Macon, GA

Bachelor of Arts, Spanish Culture and Language

Minor: Psychology

SKILLS

Microsoft Office, Raiser's Edge, eTapestry, WealthEngine

PR/Award # U374A160039

Page e75

Resume

Ozgur Ozer, EdD

Education/Certification

Mar 2009 Doctor of Education in Curriculum and Instruction - University of Houston

May 2002 Master of Education in Curriculum and Instruction - University of Houston

Aug 1997 Bachelor of Science in Physics - Bogazici University

State Approved Board Training Provider

Holder of Texas Teaching Certificates in Math and Science

Instructional Leadership Development (ILD) certification

Administrative and Leadership Experience

Jun 2012 – current Assoc. Superintendent / Chief Academic Officer in Harmony Public Schools

Sep 2010 – May 2012 Director of Enrollment Management in North American University, a 4-year accredited private university in Houston

- Served as Faculty at Department of Education

- Lead an admission team

- Created an enrollment plan

Feb 2008 – Aug 2010 Director of Education in Texas Gulf Foundation, a non-profit institution

- Providing training, tutoring, and other educational services at elementary, secondary, and post-secondary level

- Acted as compliance officer

- Coordinated marketing efforts

Aug 2006 – Jul 2007 Central Office Administrator at Cosmos Foundation DBA Harmony Schools

- Chaired the High School Counseling Committee for Harmony Schools

- Chaired the Gifted and Talented Coordinators Committee for Harmony Schools

- Chaired the Character Education program at Harmony Schools

- Organized workshops on “Experimental Design and Science Projects”

- Organized workshops on “TAKS and the new accountability requirements”

- Organized workshops on “Classroom Management”

Member of the team that developed the 5-year Harmony Business Plan

Member of Harmony grant-writing committee

Member of team that was awarded many T-STEM academies

Member of team that was awarded Dell Grant

Oct 2005 – Jan 2008 Principal/Chief Executive Officer at Harmony Elementary – Houston (now named Harmony School of Innovation)

Coordinated state assessments such as TAKS, SDAA

Coordinated the ESL program and the LPAC committee.

Ensured that accountability requirements were met

Supervised the school finances including the budget, grants, and public funds

Supervised all staff including teachers, secretaries and school nurse

Kept student records, staff records, and other public records

Organized open houses for parents

Handled legal and social cases

Trained staff on the following

Curriculum Alignment

Law and Ethics for Teachers

Classroom Management

TAKS and accountability

Safety on campus

Gifted and Talented Education

Character Education

Effective use of technology

Oct 2003 – Oct 2005 Assistant Principal at Harmony Science Academy – Houston

Served as the Dean of Students

Served as Parent Teacher Organization liaison officer

Provided High School Counseling

Recruited staff

Served in School Safety and Discipline Committee

Supervised After-school programs
Coordinated field trips
Ran assemblies
Taught Character Education at middle school level
Coordinated family visits

Teaching Experience

Sep 2010 – May 2012 Lecturer in College of Education at North American University, a 4-year accredited private university in Houston

Courses Taught: Careers in Education, Curriculum and Instruction

Aug 2001 – Jul 2005 Math, Science and Physical Science Teacher in Harmony Science Academy Houston

Taught Grades 7, 8, 9, and 12

Science Olympiad Team Coach

Science projects supervision

Jul 2000 – Jul 2001 Graduate Technology Assistant at University of Houston

Project-based web design for Franz Mayer Collection at Museum of Fine Arts, Houston.

Video Project on classroom management strategies for College of Education at University of Houston.

Developed Student Guide Web Site for WebCT at University of Houston.

Honors, Awards, Recognitions

Fellowship Award at University of Houston College of Education

Professional Memberships

ASCD (formerly Association for Supervision and Curriculum Development)

National Science Teachers Association

University of Houston – Alumni Association

Research/Publications

Ozer, O., Ayyildiz, I. & Esch, N. (2015). Project-based learning in a world focused on standards. In A. Sahin (Ed.), *A practice-based model of STEM teaching: STEM students on the stage (SOS)* (pp. 63-73). Rotterdam, The Netherlands: Sense Publishers.

Ozer,O. (2009). *Investigating the intrinsic and extrinsic work values of 10th grade students in science-oriented charter schools*

Presentations

Panel on Career Day – North American University, December 3, 2015 in Houston, TX

Panel on State of Urban Education – Texas Southern University, April 20, 2015 in Houston, TX

Panel on Cultural Awareness: A Pathway to Peace - Committee on Teaching About United Nations, April 11, 2015 in Houston, TX

Service

GHP Education Advisory Committee

Texas Registered Provider for Board Training

International Sustainable World (Energy, Engineering, Environment) Project Olympiad Judging Coordinator

Computer Skills

Microsoft Word, Excel, PowerPoint, Outlook, Access, Publisher

DOS, Windows 95, 98, 2000, XP

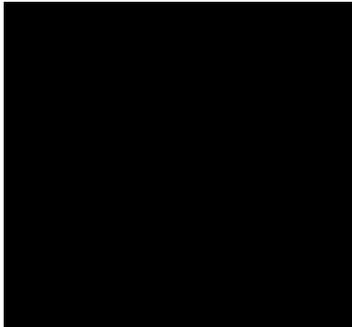
Pascal, FrontPage, Dreamweaver, HTML, Photoshop, ImageReady, Adobe Acrobat, Adobe Premiere, WebCT, Inspiration, Hyperstudio.

Professional References

References available if requested.

Darren Polat, MEd
Chief Talent Officer
Harmony Public Schools

[Redacted]



Formal Preparation

Doctor of Business Administration (ongoing)
Northcentral University

Superintendent Certification Program, 2013
The University of Texas at Tyler, Tyler, TX

Master of Education at Educational Leadership, 2012
The University of Texas at Tyler, Tyler, TX

California Teaching Credential Program, 2006
Patten University, Oakland, CA

Bachelor of Science in Physics Education, 1994
Middle East Technical University, Ankara, Turkey

Related Professional Experience

Chief Talent Officer, Harmony Public Schools, Houston, TX
Director of Accountability, Harmony Public Schools, Houston, TX
Director of Student Assessment and HS Programs, Harmony Public Schools,
Houston, TX
Science Department Chair, Harmony Public Schools, Houston TX
School Principal, Magnolia Science Academy – 2, Los Angeles, CA

Professional Experience In Detail

Chief Talent Officer
Harmony Public Schools, Houston, TX
June 2014 – Present

- Supervises the functions of human resources, personnel, talent management, labor relations, employee relations and HR information services of 46 HPS schools.
- Directs a program of talent acquisition, recruitment, selection, employment, orientation, onboarding, employee assignment, and separation.
- Supervise administration evaluation and leadership development programs for current and aspiring administrators.
- Develop compensation, and benefit programs for all employees.

Director of Accountability
Harmony Public Schools, Houston, TX
September 2012 – December 2013

- Supervise 38 Harmony campuses and 10 districts in accountability issues
- Supervise federal programs and campus improvement plans
- Supervise high school and counseling programs
- Supervise district assessment program
- Supervise state mandated STAAR/TAKS program

Director of Student Assessment and High School Programs
Harmony Public Schools, Houston, TX
August 2010 – August 2012

- Oversee Assessment program
- Manage district tests
- Serve as district testing coordinator for TAKS
- Oversee high school programs
- Oversee college counseling programs
- Mentor academic counselors
- Present workshops on various topics

Science Department Chair
Harmony Public Schools, Houston TX
September 2008 – June 2010

- Develop curriculum for Harmony Schools
- Support and coach science teachers
- Observe and feedback to science teachers in their classrooms
- Provide resources to teachers
- Give and organize workshops to all teachers, and administrators

- Follow up curriculum maps
- Search and implement innovative science tools into curriculum
- Prepare benchmarks and other tests for measurement

School Principal
Magnolia Science Academy – 2, Los Angeles, CA
July 2007 – August 2008

- Start a new charter school
- Oversee and supervise all activities at school
- Recruit, select, and retain school teachers and staff
- Evaluate performance of teacher, provide quality professional development
- Ensure to meet the needs of all students
- Attain the Academic goals at STAR tests at the State of California

Training and Certifications

- Standard Texas Superintendent Certificate K-12
- Standard Texas Principal Certificate K-12
- Standard Texas Teacher Certificate at Science 8-12, Math/Physics 8-12, Special Education K-12, ESL K-12
- Instructional Leadership Training
- District Testing Coordinators Training

Foreign Languages

- Turkish
- Russian

Memberships

- Society of Human Resource Management
- American Association of School Personnel Administrators
- Phi Delta Kappa
- Texas Charter School Association
- College Board
- National Science Teachers Association

References

Upon Request

APPENDIX E: LETTERS OF SUPPORT

School leader letter of support for Harmony’s 2016 teacher incentive fund project

**The letter of support below was digitally signed by 51 school leaders
representing all 36 TIF project schools**

“As a school leader at one of the TIF project schools, I am excited to improve educator effectiveness through the four key strategies outlined in Harmony's TIF proposal:

- Deepening and differentiating professional development for teachers
- Deepening and differentiating professional development for administrators
- Enhancing consistency in career pathways across the Harmony system
- Rewarding teaching and leading with financial incentives

Focusing on these areas will help ensure that Harmony students are college and career ready. As a school leader, I am prepared to support the TIF project and put in place the changes needed to ensure lasting impact.”

Signatories

Cetin Yusuf Demir	Harmony Science Academy - Odessa
Mustafa Ayik	Harmony Science Academy- Laredo
Bilgehan Yasar	Harmony Public Schools San Antonio District
Serif Mercan	Harmony Science Academy Dallas Middle & High School
Angela Knapp	Harmony Science Academy-Grand Prairie
Klediol Murati	Harmony Science Academy - Beaumont
Geraldine Salas	Harmony School of Innovation-Laredo
Atila Akyurek	Harmony School of Fine Arts & Technology
Afreen Merchant	Harmony School of Science,-Sugarland
Nora Morales	Harmony School of exploration
Ali Yilmaz	Harmony School of Innovation-Houston
Clinton Barnes	Harmony School of Innovation, Carrollton
Recep Yilmaz	Harmony School of Ingenuity-Houston
Alpaslan Uzgoren	Harmony School of Science High
Mehmet Subas	Harmony Science Academy Houston High
Muhammed Gecit	Harmony School of Innovation-Garland

Maksat Altiyev	Harmony Science Academy Euless
Ilker Yilmaz	Harmony School of Political Science and Communication
Tiffany Molina	Harmony School of Innovation-Austin
Engin Dogan	Harmony Science Academy North Austin
Jennice Perez	Harmony Science Academy-Dallas Elementary
Samuel Serkan Beyhan	Harmony Science Academy Waco
Agil Sharifov	Harmony School of Excellence-Austin
Mehmet Basoglu	Harmony School of Innovation-Fort Worth
Bilal Ozen	Harmony School of Nature
Serif Mercan	Harmony Science Academy Dallas Middle and High School
Kyle Borel	Harmony Science Academy - Austin
Jennifer Hornsby	Harmony Science Academy-Garland
Allanur Agaberdiyev	Harmony School of Science-Austin
Mert Aykanat	Harmony School of Innovation -San Antonio
Talitha Alexander	Harmony School of Innovation-Austin
Murat Tunca	Harmony School of Business-Dallas
Melissa Knight	Harmony School of Achievement -Houston
Hakan Simsek	Harmony Science Academy-Lubbock
Crystal McAnalley	Harmony School of Innovation-Euless
Riza Gurlek	Harmony School of Innovation-El Paso
Huseyin Sari	Harmony Science Academy-Carrollton
Oguzkaan Torun	Harmony Science Academy Houston
Selcuk Bakir	Harmony Science Academy-El Paso
Jasmeen Kohli	Harmony school of Innovation-Katy
Serena Jackson	Harmony Science Academy-Fort Worth
Mehmet Uguz	Harmony Science Academy -Bryan/College Station
Bambi Teaff	Harmony School of Excellence San Antonio
Bunyamin Bozdogan	Harmony Science Academy North Austin
Fatih Oner	Harmony School of Advancement
Adnan Karanci	Harmony School of Discovery-Houston
Sezgin Aydin	Harmony Science Academy Northwest
Kamil Yilmaz	Harmony School of Excellence-Endeavor
Yasar Cakir	Harmony Science Academy-San Antonio
Hasan Sazci	Harmony School of Excellence-Houston
Mustafa Altindag	Harmony Science Academy-Brownsville



June 24, 2016

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Subject: Letter of Support for Harmony Public Schools

To Whom It May Concern,

Region 4 Education Service Center supports the efforts of Harmony Public Schools in applying for the Teacher Incentive Fund (TIF) grant competition offered by the U.S. Department of Education which is designed to catalyze improvements in a district's human capital management system and thereby increase educators' effectiveness and improve student outcomes.

Region 4 Education Service Center (Region 4) is one of 20 regional education service centers established by the Texas Legislature in 1967 to assist school districts and charter schools in improving efficiencies and student performance. Regional education service centers are nonregulatory, intermediate education units. Texas Education Code, Chapter 8, gives each school district the opportunity to voluntarily be served by and participate with a regional education service center.

Region 4 serves a seven-county area composed of 50 public school districts and 41 open-enrollment charter schools, representing more than 1.1 million students, 91,000 educators, and 1,500 campuses. Harmony Public Schools has thirteen campuses located within this regional area. During the 2015-16 school year, over 773 leaders and teachers engaged in professional learning activities hosted by Region 4. Highlighted participation includes the following activities:

- Instructional Leadership and Coaching
- Small Group Instruction Tools
- Strategies to Increase Mathematics Achievement
- The Writing Teacher's Toolkit
- C³: CTE, Counselors and Collaboration
- Region 4 Science Conference
- Dyslexia Program Basics
- Using Interactive Notebooks with English Language Learners

June 24, 2016

Page 2

Harmony Public Schools also volunteered to participate in the Texas Education Agency's statewide pilot of the new Texas Principal Evaluation and Support System (T-PESS). Beginning in the summer of 2015, Region 4 trained all of the administrators from Harmony Public Schools from throughout the state. Throughout the 2015-16 school year, the Harmony Public School's leaders have participated in numerous meetings, webinars, and refinement updates. Additionally, they have collaborated with leaders from other districts to provide crucial feedback to make final modifications to the new system prior to it being implemented statewide beginning with the 2016-17 school year. Additional technical support, coaching and trainings have resulted from this collaboration as Harmony Public Schools supported their educators through these efforts.

Harmony Public Schools has shared that if awarded this grant opportunity, they would be able to explore exciting strategies such as:

- **Developing an adult-learner-centered micro-credentialing program for all educators.** They will expand differentiated Professional Development opportunities to support educators' basic needs as well as more advanced techniques (e.g., differentiating and personalizing instruction).
- **Enhance emphasis on student-focused learning through family engagement.** They will develop stronger training for all educators on connecting parent engagement with student-focused learning. In addition, they will pilot ways to bring family voice into our understanding of teacher effectiveness.
- **Expand evaluation and performance-based compensation system** to better address teachers in contexts outside of typical tested-subjects (e.g., Special Education, arts, gifted & talented).

Please accept this letter of support for Harmony Public Schools as they continue their stellar efforts on behalf of Texas families and children.



Pam Wells, Ed.D.

PW/ki



June 16, 2016

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Subject: Letter of Support for Harmony Schools

To Whom It May Concern:

We would like to offer this letter of recommendation for Harmony Public Schools (HPS) as they apply for the Teacher Incentive Fund grant.

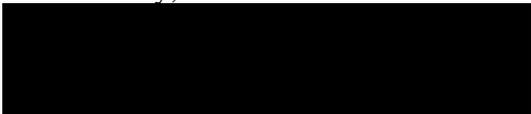
Over the past three years, The Danielson Group has established a close working relationship with Harmony Public Schools. Our administrative team has planned collaboratively with Harmony and our consultants have provided training across the Harmony Public School campuses. Through these relationships, The Danielson Group has knowledge of the capacity and level of commitment provided to Texas families and children by Harmony Schools.

Harmony Schools are committed to high-quality instruction and to supporting both beginning and continuing teachers in understanding what constitutes good teaching and in elevating their practice. HPS administrators are acquiring and honing their skills in observing and collecting observational data, and analyzing and aligning evidence against standards of excellent teaching. Further, HPS administrators have embraced a model for conducting professional conversations with teachers about their teaching. These conversations not only provide observational data, but also encourage teachers to become self-directed (self-monitoring, self-managing, self-modifying). Meaningful conversations promote a community of professional inquiry.

HPS expects both administrators and teachers to refine skills and add new competencies over time, using solid instructional strategies. Such skills and strategies are adapted to subgroups of students through differentiation. In addition to academic subjects, they are also applied in areas like Special Education and non-academic subjects such as physical education and the arts.

We therefore, recommend Harmony Schools for consideration for the Teacher Incentive Fund grant. We believe they will apply resources carefully in the service of teacher and student learning.

Sincerely,



Thomas Emerick, CEO
The Danielson Group



Program Director – Engineering Internships &
Initiatives in Science, Technology, Engineering & Math (STEM)
HCC – Alief Campus
2811 Hayes Road
Houston, TX 77082
713-718-5451

June 24, 2016

U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Subject: Letter of Support for Harmony Public Schools

To Whom It May Concern:

Please accept my full support for the **Harmony Public Schools** (HPS) application for the *Teacher Incentive Fund (TIF) grant competition*.

Houston Community College has had extensive interaction with Harmony Public Schools. We have found the faculty to be extremely committed to their students. They are willing to spend the extra time needed to develop and implement rigorous and investigative project-based curriculum as well as extra-curricular activities. The students have excelled in this creative and exciting environment and are very adequately prepared to succeed in the academic settings of college and also become productive members of society.

I have found the administrators of Harmony Public Schools to be extremely resourceful and innovative. Harmony Public Schools has initiated the Houston STEM Education Day, coordinated the ISWEEEP international competition, and numerous other events and programs that promote excellence not only in the classroom, but also in the community. As a whole, they strive to make a difference and have a very positive impact on all that interact with them, their faculty and their students.

On behalf of Houston Community College, I give my full endorsement and support for the application of the Teacher Incentive Fund (TIF) grant competition which was submitted by Harmony Public Schools, and respectfully request that you give them your highest consideration. Should you need further information, please contact me at

[REDACTED]

Sincerely,

[REDACTED]

Program Director, Engineering Internships and STEM Initiatives
Houston Community College,
Houston, Texas

To Whom It May Concern:

Harmony leaders and teachers have demonstrated a commitment to their students by maintaining the highest standards and expectations with a rigorous STEM-centered curriculum that prepares their diverse population of students to succeed in college, careers and life. In addition to this, they have persisted in planning for and implementing a robust teacher evaluation system that produces the most effective practitioners in each classroom. Frontline Education (formally Teachscape) has had the opportunity to work with Harmony Public Schools (HPS) over the past two years in this important work, providing tools and resources for the Harmony Teacher Evaluation System (H-TESS) implemented in their forty-eight schools.

Applying lessons learned about best practices in improving teaching through participation in the *Measures of Effective Teaching* (MET) project in collaboration with Charlotte Danielson, Frontline Education supports Harmony's work in developing a co-constructive and feedback-rich evaluation process that benefits all practitioners and instructional leaders. Harmony made the extra effort to deeply research and adopt a *validated* evaluation instrument, *The Danielson Framework*, to define, identify and guide improvement of teaching practice. This decision in their evaluation instrument clearly demonstrates Harmony's student-centered focus, as the Danielson instrument looks at the performance of teachers through the lens of student development and success.

HPS uses best-in-class processes and software tools in partnership with Frontline Education to train, certify and calibrate observers to guarantee every teacher a fair, consistent and accurate observer appraisal. Employing a process that is rigorous and demanding, HPS requires each observer to be demonstrating consistency and accuracy in observation, and the ongoing maintenance of that high level of reliability.

Harmony's student-centered education program requires a great deal from each individual educator to deliver its rigorous curriculum. In turn their leadership supports and seeks to even better support each individual educator by using evaluation data to support specific growth areas of individual teachers through professional development directly connected to observed performance, providing a differentiated professional development which serves to best develop and retain the best teachers and instructional leaders.

It is our opinion that the leadership of Harmony Public Schools is clearly committed to seeking significant, sustained and continuous improvement for the benefit of all students. Frontline Education is excited to continue our partnership with Harmony educators and we strongly believe such efforts will continue to make a significant difference in student learning, teacher growth, and system sustainability. In continuing this important work with the aid of TIF grant funds HPS will be able to provide an even stronger approach to developing and retaining quality teachers and exceptional principals, as well as a more comprehensive professional growth

program and human capital management system.

Sincerely,

Annette Logsdon-Rodriguez
Frontline Education



1703 North Beauregard Street
Alexandria, VA 22311-1714 USA
1-703-578-9600 or 1-800-933-2723
1-703-575-5400 (fax)
www.ascd.org

U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Subject: Letter of Support for Harmony Public Schools

To Whom It May Concern:

ASCD is pleased to support the Harmony Public Schools' application for the Teacher Incentive Fund. We have been on the front lines of supporting the district's leadership efforts (for aspiring leaders/teacher leaders) during the past year, and we know that the TIF award will serve to take progress to new heights of success.

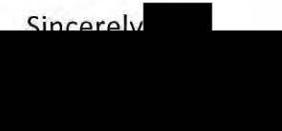
Harmony Public Schools takes a highly innovative and creative approach to student and staff development, with a heavy focus on "capacity-building efforts" (eg: building sustainable skills over time). For staff, this means introducing knowledge and skills relevant to leadership development, to the point that teachers become leaders in their classrooms and aspiring school and district leaders feel supported in efforts to expand knowledge and grow into new positions.

ASCD's highly customized and personalized professional development merges seamlessly with this capacity-building model, as we believe in offering core training, coaching, consultation, and digital supports to introduce, expand, and institutionalize critical skills necessary for growth. To date, we have been impressed with Harmony's belief in developing and growing internal staff for purposes of improved teaching, leading, and learning for the 30,000 students and stakeholders connected to the district.

Harmony is a school district that believes in collaboration, community, and capacity-building efforts for long-term success and achievement. ASCD similarly supports these foci and welcomes the opportunity to promote long-term relationships with HPS.

We strongly support the current grant initiative and believe that HPS will be a strong steward of this funding, while building frameworks and initiatives that could be replicated in other sites. We look forward to the great educator development work to emerge from the current grant funded project.

Sincerely,


Jim Hemgen, Managing Director
Professional Learning Services, ASCD
Alexandria, Virginia



June 24, 2016

U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Subject: Letter of Support for Harmony Public Schools

To Whom It May Concern:

As a mission-driven organization, [Getting Smart®](#), is passionate about accelerating and amplifying innovations in teaching and learning. We design, implement and amplify thought leadership campaigns, education initiatives and forward-leaning strategies with schools, districts and impact-oriented partners. Reaching more than 3 million engaged readers a year, we've maintained the same belief that we had when we launched in 2008. It's that excellence and equity in education are the most important global issues of our time.

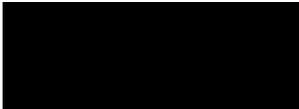
We spent six months in 2016 working with the leadership and staff of Harmony Public Schools on a blog series and culminating publication called "[Getting Smart on Learner-Centered STEM](#)" that highlights Harmony's powerful outcomes achieved through the STEMSOS model. The publication features student, teacher and leader perspectives on student and teacher roles in a learner-centered setting as well as the importance of topics like school culture, distributive leadership, teacher professional learning, STEM partnerships and more.

Through this work, we grew to know Harmony Public Schools as a network that serves as a promising model for deeper learning, project-based learning and STEM learning. At its core, HPS is a network with an eye on the future of teaching and learning.

Our feature on their approach to [learner-centered teaching](#) highlights the HPS commitment to next gen professional learning. Due to the [strong foundation of teacher leadership](#) that Harmony has already built, we believe that receipt of a Teacher Incentive Fund (TIF) grant would enable HPS to accelerate their work by exploring new strategies such as microcredentials, family engagement in teacher effectiveness and performance-based compensation.

Please consider this letter our strong endorsement of Harmony Public Schools and feel free to reach out to us with questions.

Sincerely,
Carri Schneider



Director
Getting Smart
Seattle, Washington



U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Re: Letter of Support, Harmony Public Schools' Teacher Incentive Fund Grant Application

To Whom It May Concern:

BloomBoard, Inc. is writing in support of Harmony Public School's ("HPS") application for a Teacher Incentive Fund (TIF) grant. The requested TIF funds would enable HPS to provide an even stronger approach to developing and retaining the teachers and principals at their 46 high performing K-12 college preparatory charter schools throughout Texas. One of the strategies that HPS proposes to employ is the development of a micro-credentialing program for all of its educators. The TIF funds will enable HPS to engage BloomBoard to provide the desired competency-based program.

BloomBoard, the leading professional development platform for empowering educator growth, and Digital Promise, a nonprofit organization dedicated to accelerating innovation in education, have teamed up to provide a catalogue of professional development micro-credentials ("MC's") for K-12 educators. MC's are an innovative emerging tool for professional development that provides educators with a way to gain recognition for their accomplishments and drive their own professional development.

Over 150 MC's curated by Digital Promise are now accessible on a platform powered by BloomBoard (Visit <https://next.bloomboard.com/>). As a competency-based ecosystem, MC's recognize educators for their ability to apply their learning in practice, inside or outside the classroom. To earn a MC, educators select a specific competency they wish to develop, review the requirements, and gather and upload evidence of their competence for review by an assessor. If successful, the educator receives recognition in the form of a digital badge.

To ensure each MC is high-quality and competency-based, Digital Promise has developed a robust MC framework including:

- Each MC focuses on a single competency
- Each MC includes a "key method," or approach to implementing the competency in their practice
- Each MC is backed by research
- Each MC requires artifacts as evidence of competency
- Each MC includes a published rubric and scoring guide to guide the educator and the assessor

To provide a wide and diverse set of MC's addressing educator needs, Digital Promise has engaged content development partners who create, assess, and issue MC's. Digital Promise works directly with issuers as they develop each MC, ensuring that each one complies with the framework described above. BloomBoard's MC and the onsite and online services we offer in conjunction with the catalogue of MC's offer the following advantages:

Encourage personalized professional learning

Educators identify the specific competencies they wish to develop and browse and review the criteria for that micro-credential. The MC library allows educators to drive their own learning by finding resources that address their personal interests and aspirations. Educators can choose to apply for MC's based on their needs and professional goals, the needs of their students, and the priorities of their schools or districts.

Power autonomy — Educators decide when and how they learn

Educators can access whatever resources and tools they need to build the skills necessary to obtain a MC. When they are ready, educators submit evidence of competence in that skill as required in the micro-credential, such as classroom video, student work, project plans, and reflections. This allows educators to receive recognition regardless of how or where they learned something.

Recognize and validate competency

MC's focus on demonstrations of competence — evidence and artifacts an educator submits. The issuer (an expert in the specific skill area) reviews the evidence, awards or denies the credential, and provides structured feedback to the educator using a publicly available predefined rubric. Issuers include the [Center for Teaching Quality](#), [Relay Graduate School of Education](#), [KQED Mindshift](#), the William and Ida Friday Institute for Educational Innovation at North Carolina State University, among others.

Make sharing easy

Each MC is awarded in the form of a digital badge built on the Open Badges standard, enabling the educator to share their accomplishments publicly through their BloomBoard profile and other profiles designed to include Open Badges, through social media, or privately via email with a principal or coach. By shining a light on these skills and competencies, MC's may help identify educators for increased responsibilities such as coaching, mentoring, or leadership roles.

Ultimately, this MC ecosystem offers a clear route to enhanced recognition for educators as they advance effective teaching practice and improve learning outcomes for students. This competency-based method ensures the focus of professional learning is on the educator and the skills that matter most: the skills they learn, use, and hone in their daily practice. *In addition, BloomBoard is a state-approved Continuing Professional Education (CPE) provider in Texas, and each of our MC's is worth between 5 to 7 CPE hours (depending upon the specific MC).*

A new white paper from our friends at the Center for Teaching Quality and Digital Promise explores how American schools and systems are currently addressing gaps in professional learning and how recent developments have set the stage for a major transformation. The report addresses:

- The current state of professional learning.
- What are micro-credentials?
- Four signs the time for micro-credentials is now.
- Policies and practices to fuel widespread adoption of micro-credentials.

We encourage the DOE to access the paper at the following link to discover more evidence that the requested TIF funds will enable HPS to shift conversations about professional development away from seat time and traditional credit hours and towards proof of competence with micro-credentials:

http://info.bloomboard.com/hubfs/Micro_credentials_Driving_teacher_learning_leadership_3.pdf?t=1461947657208

Similarly, the Friday Institute for Educational Innovation at NC State University worked with Digital Promise to implement a set of micro-credentials related to Learning Differences. Three months and more than 400 submissions later, Friday Institute shared what they learned about the potential for micro-credentials and areas of further need in the white paper accessible via this link:

<http://www.digitalpromise.org/blog/entry/7-lessons-learned-from-implementing-micro-credentials>

In the white paper, the Friday Institute details lessons learned, including the following:

1. Teachers who earn micro-credentials want to earn more of them.
2. Micro-credentials facilitate concrete applications to classroom practice.
3. Micro-credentials scaffold teachers to engage at an increased level of rigor.
4. Teachers can demonstrate competency/mastery in a variety of ways. (“Micro-credentials allow educators to do what works for them to make the most of each learning experience and truly meet their needs.”)
5. Instructional design and online platform matter.
6. Micro-credentials should not have a one-size-fits-all approach.

BloomBoard is excited for the opportunity to incorporate our new micro-credential platform and program into HPS’s progressive approach to PD to enable HPS educators to experience these lessons learned by the Friday Institute, and many more to come. BloomBoard’s competency-based program will also enable HPS to expand their evaluation and performance-based compensation system to better address teachers in contexts outside of typical tested-subjects (e.g., SPED, arts, gifted & talented).

Finally, attached is a letter from Dr. Patricia F. Deklotz, the Superintendent of Kettle Moraine School District (recently named Wisconsin Superintendent of the Year). Dr. Deklotz wrote the attached letter last month in support of BloomBoard and Digital Promise’s application to provide professional development points (PDPs) for MC’s in Massachusetts (the application was successful). The letter details how the micro-credentials have enabled Kettle Moraine’s educators to “gain recognition for their accomplishments, drive their own professional development, satisfy their love of learning, and build collective synergy around the work that [Kettle Moraine] is trying to accomplish.” In addition, I have also attached a copy of an article published on Digital Promise’s website detailing Kettle Moraine’s success. The requested TIF grant would enable HPS schools to enjoy similar success with micro-credentialing.

If you have questions, please do not hesitate to contact me directly at [REDACTED]

Sincerely,



Jason Lange, CEO and Co-Founder
BloomBoard, Inc.



KETTLE MORAIN E SCHOOL DISTRICT

Dr. Patricia F. Deklotz, Ph.D. Superintendent | deklotzp@kmsd.edu
563 A.J. Allen Circle, Wales, WI 53183
P: 262-968-6300 ext.5301 F: 262-968-6390 W: www.kmsd.edu

April 6, 2016

To Whom It May Concern,

As Superintendent at the Kettle Moraine School District I am writing this letter in support of Digital Promise and BloomBoard's application to provide professional development points (PDPs) for their [micro-credential offerings](#). Since beginning our work with micro-credentials in Kettle Moraine School District, this powerful new form of professional learning has enabled our educators to gain recognition for their accomplishments, drive their own professional development, satisfy their love of learning, and build collective synergy around the work that we as a district are trying to accomplish.

I am a strong advocate for micro-credentials because they are having a tremendously positive impact in our district. They have allowed my district to offer personalized professional learning opportunities for our educators, who support each other as they learn new skills and approaches based on their needs, interests, and our district initiatives. After identifying the micro-credential they wish to pursue, our educators access the resources and supports they need to build the skills necessary to obtain the micro-credential. When they are ready, educators submit evidence of their competence in that skill, such as classroom video, student work, project plans, and reflections. Different than our former system, micro-credentials require the application of new knowledge in the classroom setting. This aspect of demonstrated competency within the context of their classroom has allowed educators to receive recognition regardless of how or where their learning takes place, and that flexibility has positively resonated with Kettle Moraine's educators. In addition, as educators experience competency-based learning for themselves, they better understand how they can shape that type of learning for their students.

Micro-credentials are supporting our district's shift to a competency-based professional learning model, providing a clear path for educators to earn recognition for the skills they develop and apply in their classrooms every day. Similarly, they have enabled our educators to take control of their professional learning journeys in ways that were previously not possible and to build informal teams of collegial support to reinforce and perfect their skills. Based on our experience thus far and the future promise of micro-credentials, I encourage the Massachusetts Department of Education to approve Digital Promise and BloomBoard's PDP Provider application.

Please let me know if you have any additional questions.



Patricia F. Deklotz, Ph.D.
Superintendent

- Learning Without Boundaries -



Transforming the Classroom with Micro-credentials

MARCH 16, 2016 | BY DIGITAL PROMISE

Pat Deklotz is Superintendent of the Kettle Moraine School District in Wales, Wisconsin. She was recently named Wisconsin Superintendent of the Year.

Across our nation and our world, new developments are transforming the way students learn. Whether in rural or urban settings, or on small or large campuses, digital tools are enhancing learning and allowing educators to personalize instruction. What isn't as evident is how that same transformation can be replicated in learning opportunities for our educators. Digital Promise is spearheading exciting work, leading a transformation of learning for educators through micro-credentials!

As the Superintendent of Kettle Moraine School District, I interact with educators each and every day. While the vast majority hold the same title of "Teacher," they perform amazingly different jobs, ranging from a Kindergarten teacher to an AP

Physics instructor, from a guidance counselor to a teacher of Mandarin Chinese or automobile repair, from a classroom of eight autistic students to an ensemble of 75 musicians.

Each educator brings a unique perspective and set of experiences, skills, interests, and abilities. Considering the variation in roles and responsibilities across the K-12 system of education, how does one-size-fits-all professional development meet the needs of our profession?

Add into the equation the expectation for educators to understand and implement personalized learning for their students, regardless of their personal experience or difference in responsibility. One might ask, "How do I go about implementing an approach I have never lived?" While it is great to read or hear about a new skill set or understanding, until it is applied one does not fully understand nor appreciate the implications or value of the new approach.

"The goal has changed from getting credits to growing and pursuing passions. It's a total game changer!" – Ms. Scherer, Kettle Moraine educator

When the Wisconsin legislature redefined union bargaining parameters through Act 10 legislation, Kettle Moraine School District had the opportunity to redefine our compensation structure. We took deliberate and thoughtful action, listening to our teachers and aligning their interests with our system's need to attract and retain high quality staff. We wanted to provide opportunities to recognize the differences in the professional development needs of our educators and for them to experience personalized learning themselves, in a competency-based model. We wanted to reward educators with an increase in base compensation as they worked to embrace the district's strategic direction and goals.

“Micro-credentialing has changed, for the positive, how educators are viewing their own professional development and career path — it has enabled educators to personalize what it means to be a career educator for themselves and their classrooms.” – Mr. Anderson, Kettle Moraine educator

Following the work of Digital Promise, I studied their micro-credential framework and began to formulate our plan. Authorized by School Board action to move forward, we began building a compensation system that incorporates micro-credentials to allow educators to personalize the what, where, how, when, and why for their learning, while impacting their base salary. Educators can choose from the multitude of micro-credentials offered through Digital Promise, others offered by our district, or suggest ones of their own making, ensuring that they can meet their various needs.

The system provides unique and personalized pathways to accomplish a specific set of learning outcomes, demonstrated through artifacts of student work and reflection. Not just focused on theoretical knowledge, micro-credentials require application in the classroom, support collaboration, and extend a professional learning community beyond the hours of the school day or the boundaries of a building.

Our educators have embraced micro-credentials and they appreciate the new-found ability to drive their professional development within the constraints of their personal lives. Ms. Scherer, a Kettle Moraine educator, noted, “The goal has changed from getting credits to growing and pursuing passions. It’s a total game changer!” Over 50 percent of our teachers have earned at least one micro-credential, demonstrating their interest. Lessons we have learned as we designed and implemented our micro-credential system include:

1. Communicate, communicate, communicate
2. Go slowly and listen carefully to your teachers to make adjustments
3. Trust their intentions and ability to drive change
4. Celebrate good work

Our teachers appreciate the ability to impact their base wage and increase their lifetime earnings in a manner that aligns with their personal life and family demands. According to Kettle Moraine educator Mr. Anderson, "Micro-credentialing has changed, for the positive, how educators are viewing their own professional development and career path – it has enabled educators to personalize what it means to be a career educator for themselves and their classrooms. One size fits all doesn't work in the 21st century for students or educators. Micro-credentialing is a huge step forward for the profession."

Immediate recognition and compensation for demonstrated competencies builds respect for the arduous work required of educators and helps to generate systemic support in accomplishing the district's goals. Just one more step on the pathway to transformation, micro-credentials are making a difference in our district!

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Category: Blog, Educator Micro-credentials, Educators, League of Innovative Schools

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U.S. Department of Education

400 Maryland Ave, SW

Washington, DC 20202

Subject: Letter of Support for Harmony Public Schools

To Whom It May Concern:

The Haberman Education Foundation has traveled the United States for more than 20 years providing school districts with the unified and single goal to teach and implement research-based models for identifying teachers and principals, particularly educators who serve students at risk and in poverty. In most recent years we have been delighted to work with Harmony Public Schools and the results from their 46 high performing K-12 college preparatory charter schools throughout Texas.

Harmony's student-centered education program requires a great deal from teachers to effectively deliver its rigorous curriculum. Understanding no school is better than its teachers and leaders, Harmony Schools have made a commitment to select the best educators for the student they serve in urban area and have consistently outperformed the state and closed the achievement gap for low-income and minority students.

Recently, the Houston-based nonprofit advocacy group Children at Risk ranked 1,331 public schools in the eight-county Houston region this year based on academic outcomes, using data from the Texas Education Agency. The Elementary, Middle and High Schools run and operated by Harmony Public Schools ranked among the top schools listed with grades ranging from A+ to no lower than B-. Remarkable results, so great for the children and youth of America!

The Haberman Educational Foundation believes that this proposal provides information that success for children and youth is the most important initiative across nations to ensure that children and youth have opportunities to be successful. We believe any gift shared with Harmony Public Schools will be disseminated on a broad scale and serve those who will bring promise to students every day.

Kind regards and great respect to those who are responsible for providing this opportunity for the Harmony Public Schools.

Sincerely,

Delia Stafford, President & CEO
Haberman Educational Foundation

Alan Hooker, Sr. Vice President
Haberman Educational Foundation

4018 Martinshire Houston, TX 77025 • (713) 667-6185 Ph/Fax • www.habermanfoundation.org

Our Simple Vision: "Selecting Principals and Teachers of Excellence for the Children and Youth of America" - Martin Haberman



June 13, 2016

U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Subject: Letter of Support for Harmony Public Schools

Dear Review Panel Members,

As the Director of Rice Office of STEM Engagement (R-STEM) and Faculty Fellow in Chemistry, I strongly support the Harmony Public Schools Teacher Incentive Fund (TIF) proposal. R-STEM has developed and manages numerous programs for primary K-12 students and K-12 teachers including the Schlumberger Energy Explorations Academy, an NSF Research Experience for Teachers in Nanotechnology (EEC-0908968), and the ConocoPhillips Applied Math Program for 8th grade teachers and The Rice Elementary Model STEM lab for 5th teachers. We have been working with numerous Harmony students and teachers in these programs over the last 3 years. However, through this TIF project we will be able to greatly expand our work with Harmony teachers and administration to develop innovative curriculum based on Harmony teachers' and students' needs. This will include providing Harmony teachers with research-based differentiated strategies to engage their students in science, technology, engineering and mathematics (STEM).

R-STEM is housed in the Vice Provost for Research at Rice University where we provide centralized support for faculty and staff in the George R. Brown College of Engineering and Wiess College of Natural Science by strengthening the broader impacts of their research, promoting partnerships that improve the quality STEM education and STEM literacy in Houston, and increasing the pipeline of diverse students in STEM careers. Through internal and external funding, R-STEM provides students and teachers with a variety of STEM enrichment opportunities.

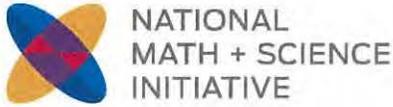
Through this TIF grant, R-STEM will be able to provide Harmony teachers with intensive professional development in STEM and support the goal of Harmony schools, which is to provide high quality education for low-income and minority students, close the achievement gap that plagues our educational system, and prepare diverse students for success in college and their future careers.

I look forward to collaborating on this effort and will facilitate the success of the Harmony Public Schools TIF program.

Sincerely,



Carolyn Nichol, PhD
Director, Rice Office of STEM Engagement
Faculty Fellow in Chemistry



June 20, 2016
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202
Subject: Letter of Support for Harmony Public Schools

To Whom It May Concern:

It is with enthusiasm that I write in support of Harmony Public School's proposal for the U.S. Department of Education's Teacher Incentive Fund (TIF) grant competition. The National Math + Science Initiative (NMSI) is committed to improving the trajectory of students' educational achievement by partnering with Harmony Public Schools to develop high quality, sustainable professional development opportunities to support educators' basic needs as well as more advanced techniques.

Harmony Public School's student-centered education program requires a great deal from teachers to effectively deliver rigorous curriculum. Their model requires more than basic instructional skills, and Harmony's teachers, some new to the classroom, require a variety of support to be able to teach at an advanced level. By investing in teacher and school leader development, Harmony Public Schools is embracing a strong approach to developing and retaining teachers and principals.

NMSI supports the work described in Harmony Public School's proposal—to collaborate closely with administrators and teachers to set ambitious performance goals and help create a culture of achievement for students and teachers. The mission of NMSI is to significantly improve student opportunities and achievement by advancing STEM teaching and learning. We look forward to supporting Harmony Public School's goals through NMSI Laying the Foundation (LTF) teacher training and are encouraged by their innovative approach to broadening access to rigorous coursework and increasing student achievement.

Sincerely,



Debbie Reynolds-Johnsen, Growth and Strategy Director

National Math + Science Initiative

Dallas, Texas



College of Education and Behavioral Sciences
Hinton Bldg. || Third Floor
Office: 281.649.3240 || Fax: 281.649.3361

June 30, 2016

U. S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202

Subject: Letter of Support for Harmony Public Schools

To Whom It May Concern:

It is with great pleasure that I write this letter of support for Harmony Public Schools as an applicant for the Teacher Incentive Fund (TIF) Grant offered by the Department of Education. I have been associated with Harmony Public Schools for the last 10 years and have observed and supported their growth as a high performing school system. As a former public school principal and current college professor, I can attest to Harmony's passion for ensuring that every student succeeds.

My first encounter with Harmony was 10 years ago while working at Sam Houston State University, where I taught and advised Harmony principals in a master's degree cohort program designed for charter school principals. I met Dr. Soner Tarim, current CEO, and asked him to speak to our classes. I was immediately impressed with his passion and unrelenting commitment to student success and support of teachers and principals. This core value has permeated the culture of Harmony to the present day.

As a professor at the University of Houston, I was privileged to work with Harmony as an educational consultant in assessing the needs throughout the district for improved culture and leadership support for principals. After meeting with numerous schools and interviewing teachers and principals, I again observed that the expressed desire to improve student success is still a core value within Harmony Public Schools. The other core value that I noticed was the intentional desire to provide the best support and professional development for both teachers and principals within the Harmony System. This critical belief drives the structures and systems within Harmony Public Schools and is strongly supported by the Central Administration.

Recently, as a professor at Houston Baptist University, I have served as a Principal Coach for new principals and principals who need assistance in increasing student achievement. This gave me a campus level view of how Harmony supports teachers and principals. I was especially impressed with the support and involvement of the Cluster Central Offices and their availability to assist at the campus level. School principal felt supported.

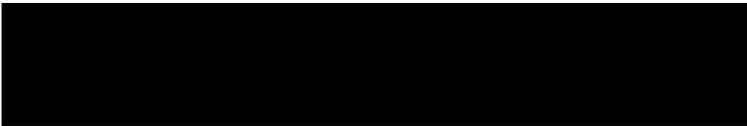
Since its inception, Harmony Public Schools has sought to support teachers and principals to insure that all students succeed. The culture of Harmony Public Schools and the beliefs of its leaders make it an ideal match for the award of the TIF Grant. Harmony's strong instructional focus along with its high level of commitment to grow and support teachers and principals make it the ideal school system to receive this important grant opportunity.



Harmony's successes and awards are prolific as you will see from the grant proposal. But the unrelenting core values that they share to improve student success is at the heart of their success. They are also aware that students perform at higher levels when teachers and principals are supported and valued. The Teacher Incentive Fund (TIF) Grant is a perfect match to be awarded to Harmony Public Schools because they possess the appropriate core values for student success and already have structures and systems in place to effectively utilize the funding from the grant.

From a professional and personal perspective, I consider myself a part of the "Harmony Family" and have the highest regard for their commitment to ensure that every student and teacher succeeds. I enthusiastically recommend them as a grant recipient without question.

Kindest Regards,



Steven Busch, Ed. D.
Associate Professor, Educational Leadership
College of Education and Behavioral Sciences
Houston Baptist University
Houston, TX



June 21, 2016

U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Subject: Letter of Support for Harmony Public Schools

To Whom It May Concern:

I am writing this letter of support on behalf of Harmony Public Schools. Through the last 15 years, I have collaborated with Harmony in multiple capacities. For example, I was a science judge at their first school that open in Houston Texas as well as member of their internal review board for external research projects. Currently, I am also collaborating with Harmony in a survey study that seeks to understand and examine parents, students and teachers perspective on STEM. I am also collaborating on the study and development of a Hispanic STEM network with their school cluster in Dallas, Texas. These wide range of experiences allows me to provide this letter of recommendation with the highest praise for the work that Harmony Public Schools is doing for our children across low-income communities in Texas. I strongly recommend their proposal for the Teacher Incentive Funds (TIF) grant and I am a strong believer that with the funding they will be able to implement great programmatic activities to support educators, children and families. Furthermore, I feel that the proposed project activities are very timely and address the national priorities given the challenges that many districts face across our nation.

I am hopeful that you will consider Harmony Public Schools' application to your Teacher Incentive Funds grant program. Furthermore, I am hopeful that you will give them the opportunity to become one of your award recipients. Please, feel free to contact me if you have any questions in regards to this letter of support. I will be happy to talk with you on behalf of Harmony Public Schools.

Sincerely


Dr. Hector H. Rivera
Assistant Professor,
Department of Educational Psychology,
Texas A&M University
College Station, Texas




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COLLEGE OF EDUCATION
AND PSYCHOLOGY

Department of Educational Leadership
and Policy Studies

July 7, 2016

U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Subject: Letter of Support for Harmony Public Schools

To Whom It May Concern:

I am writing to support Harmony School's application for the Teacher Incentive Fund. The University of Texas at Tyler's Department of Educational Leadership has been involved in increasing the administrative capital in the Harmony Schools for several years, providing educational leadership classes leading to a Master's degree and principal certification, as well as having their principals pursue superintendent certification.

Harmony Schools have been a charter school leader in providing support for continuous improvement of teachers and administrators, and this has been rewarded with increasingly effective academic achievement within their schools.

Harmony Schools have a history supporting their teachers and administrators in reaching new levels of professional effectiveness, and this has led to student success. For this reason, I support their application for the Teacher Incentive Fund without reservation.

Sincerely,

A large black rectangular redaction box covering the signature of the sender.

Wes Hickey
Chair, Department of Educational Leadership
The University of Texas at Tyler
Tyler, Texas

June 28, 2016

U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Subject: Letter of Support for Harmony Public Schools

To Whom It May Concern:

For the past few years, my colleagues and I at the Texas A&M Education Research Center have had the opportunity to work on several research projects with Harmony Public Schools (HPS). First, as part of the statewide evaluation of the Reasoning Minds program, my colleagues and I observed several Harmony schools across the state of Texas and interviewed many teachers and administrators about the program implementation. We were very impressed at how cooperative everyone was and how willing everyone was to share important information with us about the effectiveness of that program. Furthermore, my colleagues and I were quite impressed with the high quality of teaching and learning that we observed in the Harmony schools. More recently, my colleagues and I have been working on a few other projects with HPS. We've just completed the evaluation of the Harmony Teacher Home Visit Program where classroom teachers visit parents at their homes near the beginning of the school year. The results based on nearly 4,000 teacher home visits indicates that home visits have a significant positive effect on students' grades and classroom behavior as well as improves the amount of parent involvement in schools.

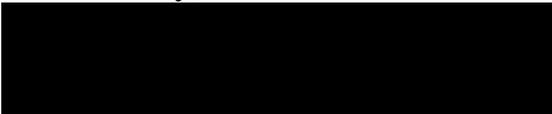
I have also been working with Dr. Alpaslan Sahin, Research Scientist at Harmony Public Schools on a few other research studies. We just completed a study of Harmony high school students who graduated and choose STEM as their major in college. We found that HPS graduates who responded to the survey were more

than twice as likely to choose a STEM field major than the average of students (a) across the state of Texas, and (b) across the U.S. In addition, about four times as many females chose a STEM major than the state and national average. Finally, we saw that Black and Hispanic students were twice as likely to choose STEM majors than other students in the state and national averages. These dramatic findings provide evidence of the strong academic programs that are present in HPS.

As a school district that serves many diverse students, HPS understands (a) the significance of (a) quality professional development programs and performance-based compensation systems for all educators and (b) emphasizing student-focused learning through family engagement. Quality programs like these that HPS are proposing are essential to our success in meeting both the needs of our students and the increasingly demanding standards of our state and nation.

It is for these reasons that I strongly offer my support to Harmony Public Schools as they apply to the Teacher Incentive Fund (TIF) grant competition.

Sincerely,



Hersh C. Waxman, Ph.D.
Director, Texas A&M Education Research Center
Co-Director, Texas A&M Center for Mathematics and Science Education
Professor, Department of Teaching, Learning and Culture
Faculty Fellow in Teacher Education

College of Education and Human Development
Texas A & M University
361 Harrington Tower
College Station, TX 77843-4232





June 24, 2016

U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Subject: Letter of Support for Harmony Public Schools

To Whom It May Concern:

On behalf of the Buck Institute for Education, I would like to express our support of Harmony Public Schools and their application for the Teacher Incentive Fund (TIF) grant.

We agree with and heartily support Harmony Public School's focus on rigorous, sustained professional development for the effective implementation of Project Based Learning (PBL) to catalyze improvements in the human capital management system, increasing educators' effectiveness and improving student outcomes. The Buck Institute for Education trains and coaches more than 10,000 teachers in the U.S. and abroad each year, and is eager to support this initiative.

As leaders in helping to improve the educational opportunities for children and engage them in meaningful learning, we recognize the importance to Harmony of receiving this grant and support the implementation of the proposals and strategies outlined in the grant application.

Our highest priority is to help teachers prepare students for successful lives. Harmony's efforts align with our priorities and the award of this grant would further strengthen their ability to support high quality professional development.

Sincerely,


Executive Director
Buck Institute for Education
Novato, CA

APPENDIX F: Other Documents

Official Documents

State Education Agency letter certifying that Harmony charters are LEAs.....	2
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July 8, 2016

Mark Namver, Director of Development
Harmony Public Schools
9321 W. Sam Houston Pkwy S.
Houston, Texas 77099

RE: Harmony Public Schools

Dear Mr. Namver:

It is my understanding that official documentation is needed to verify that the charters operated by Harmony Public Schools in Texas, are recognized as public schools, or local education agencies (LEAs), in Texas. Title 19, Texas Administrative Code (TAC), §100.1001 defines a charter school as a "Texas public school operated by a charter holder under an open-enrollment charter granted either by the State Board of Education (SBOE) or commissioner of education, whichever is applicable, pursuant to TEC, §12.101, identified with its own county district number." Harmony Public Schools has been awarded the following seven charters by the SBOE:

- 015828 Harmony Science Academy (San Antonio) – 6 Campuses;
- 071806 Harmony Science Academy (El Paso) – 5 Campuses;
- 101846 Harmony Science Academy (Houston) – 6 Campuses;
- 101858 Harmony School of Excellence – 7 Campuses;
- 101862 Harmony School of Science – Houston – 5 Campus;
- 161807 Harmony Science Academy (Waco) – 13 Campuses; and
- 227816 Harmony Science Academy (Austin) – 6 Campuses.

Together, these seven charters operate a total of 48 campuses. (See attached.) Like traditional schools, public open-enrollment charter schools across Texas are evaluated in the state's accountability system each school year. Additionally, school districts and open-enrollment charter schools now receive accreditation statuses annually. Accreditation statuses for 2015-2016 were released in the spring. To learn more about the accreditation system, please visit the Texas Education Agency (TEA) website at <http://tea.texas.gov/accredstatus/>.

If you have any additional questions, please contact me in the TEA Division of Charter School Administration at [REDACTED]

Sincerely,

[REDACTED]
Arnoldo G. Alaniz, Assistant Director
Division of Charter School Administration

Attachment

Harmony Public Schools Operating in Texas

CDN	CHARTER NAME	CDCN	CAMPUS NAME
101858	HARMONY SCHOOL OF EXCELLENCE	101858001	HARMONY SCHOOL OF EXCELLENCE
101858	HARMONY SCHOOL OF EXCELLENCE	101858002	HARMONY SCHOOL OF EXCELLENCE - ENDEAVOR
101858	HARMONY SCHOOL OF EXCELLENCE	101858003	HARMONY SCIENCE ACADEMY - BRYAN/COLLEGE STATION
101858	HARMONY SCHOOL OF EXCELLENCE	101858004	HARMONY SCHOOL OF ADVANCEMENT - HIGH
101858	HARMONY SCHOOL OF EXCELLENCE	101858005	HARMONY SCHOOL OF DISCOVERY - HOUSTON
101858	HARMONY SCHOOL OF EXCELLENCE	101858006	HARMONY SCIENCE ACADEMY - HOUSTON NW
101858	HARMONY SCHOOL OF EXCELLENCE	101858007	HARMONY SCHOOL OF ACHIEVEMENT - HOUSTON
101862	HARMONY SCHOOL OF SCIENCE - HOUSTON	101862001	HARMONY SCHOOL OF SCIENCE - HOUSTON
101862	HARMONY SCHOOL OF SCIENCE - HOUSTON	101862002	HARMONY SCHOOL OF SCIENCE - HOUSTON HIGH
101862	HARMONY SCHOOL OF SCIENCE - HOUSTON	101862003	HARMONY SCIENCE ACADEMY - WEST HOUSTON
101862	HARMONY SCHOOL OF SCIENCE - HOUSTON	101862004	HARMONY SCIENCE ACADEMY- BEAUMONT
101862	HARMONY SCHOOL OF SCIENCE - HOUSTON	101862005	HARMONY SCHOOL OF INNOVATION - KATY
227816	HARMONY SCIENCE ACAD (AUSTIN)	227816001	HARMONY SCIENCE ACADEMY (AUSTIN)
227816	HARMONY SCIENCE ACAD (AUSTIN)	227816002	HARMONY SCIENCE ACADEMY NORTH AUSTIN
227816	HARMONY SCIENCE ACAD (AUSTIN)	227816003	HARMONY SCHOOL OF SCIENCE - AUSTIN
227816	HARMONY SCIENCE ACAD (AUSTIN)	227816004	HARMONY SCHOOL OF POLITICAL SCIENCE AND COMMUNICAT
227816	HARMONY SCIENCE ACAD (AUSTIN)	227816005	HARMONY SCHOOL OF INNOVATION - AUSTIN
227816	HARMONY SCIENCE ACAD (AUSTIN)	227816101	HARMONY SCHOOL OF EXCELLENCE
071806	HARMONY SCIENCE ACAD (EL PASO)	071806001	HARMONY SCIENCE ACAD (EL PASO)
071806	HARMONY SCIENCE ACAD (EL PASO)	071806002	HARMONY SCHOOL OF INNOVATION - EL PASO
071806	HARMONY SCIENCE ACAD (EL PASO)	071806004	HARMONY SCIENCE ACADEMY - LUBBOCK
071806	HARMONY SCIENCE ACAD (EL PASO)	071806005	HARMONY SCIENCE ACADEMY - ODESSA
071806	HARMONY SCIENCE ACAD (EL PASO)	071806006	HARMONY SCHOOL OF EXCELLENCE - EL PASO
101846	HARMONY SCIENCE ACAD (HOUSTON)	101846001	HARMONY SCIENCE ACADEMY
101846	HARMONY SCIENCE ACAD (HOUSTON)	101846002	HARMONY SCHOOL OF INNOVATION - HOUSTON
101846	HARMONY SCIENCE ACAD (HOUSTON)	101846003	HARMONY SCHOOL OF INGENUITY
101846	HARMONY SCIENCE ACAD (HOUSTON)	101846005	HARMONY SCIENCE ACADEMY - HOUSTON
101846	HARMONY SCIENCE ACAD (HOUSTON)	101846006	HARMONY SCHOOL OF FINE ARTS AND TECHNOLOGY
101846	HARMONY SCIENCE ACAD (HOUSTON)	101846102	HARMONY SCHOOL OF EXPLORATION- HOUSTON
015828	HARMONY SCIENCE ACAD (SAN ANTONIO)	015828001	HARMONY SCIENCE ACAD (SAN ANTONIO)
015828	HARMONY SCIENCE ACAD (SAN ANTONIO)	015828002	HARMONY SCHOOL OF INNOVATION - SAN ANTONIO
015828	HARMONY SCIENCE ACAD (SAN ANTONIO)	015828003	HARMONY SCIENCE ACADEMY - LAREDO
015828	HARMONY SCIENCE ACAD (SAN ANTONIO)	015828004	HARMONY SCHOOL OF INNOVATION - LAREDO
015828	HARMONY SCIENCE ACAD (SAN ANTONIO)	015828005	HARMONY SCIENCE ACADEMY - BROWNSVILLE
015828	HARMONY SCIENCE ACAD (SAN ANTONIO)	015828006	HARMONY SCHOOL OF EXCELLENCE - SAN ANTONIO
161807	HARMONY SCIENCE ACAD (WACO)	161807001	HARMONY SCIENCE ACAD (WACO)
161807	HARMONY SCIENCE ACAD (WACO)	161807002	HARMONY SCIENCE ACADEMY - GARLAND
161807	HARMONY SCIENCE ACAD (WACO)	161807003	HARMONY SCIENCE ACADEMY - DALLAS
161807	HARMONY SCIENCE ACAD (WACO)	161807004	HARMONY SCHOOL OF INNOVATION - CARROLLTON
161807	HARMONY SCIENCE ACAD (WACO)	161807005	HARMONY SCHOOL OF BUSINESS - DALLAS
161807	HARMONY SCIENCE ACAD (WACO)	161807006	HARMONY SCHOOL OF INNOVATION - GARLAND
161807	HARMONY SCIENCE ACAD (WACO)	161807007	HARMONY SCIENCE ACADEMY- FORT WORTH
161807	HARMONY SCIENCE ACAD (WACO)	161807008	HARMONY SCIENCE ACADEMY - GRAND PRAIRIE
161807	HARMONY SCIENCE ACAD (WACO)	161807009	HARMONY SCIENCE ACADEMY - EULESS
161807	HARMONY SCIENCE ACAD (WACO)	161807010	HARMONY SCHOOL OF NATURE AND ATHLETICS - DALLAS
161807	HARMONY SCIENCE ACAD (WACO)	161807011	HARMONY SCHOOL OF INNOVATION - FORT WORTH
161807	HARMONY SCIENCE ACAD (WACO)	161807012	HARMONY SCHOOL OF INNOVATION- EULESS
161807	HARMONY SCIENCE ACAD (WACO)	161807013	HARMONY SCIENCE ACADEMY - CARROLLTON

July 5, 2016

The Honorable John B. King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary King,

Harmony Public Schools is a 501(c)(3) non-profit organization and operates seven Harmony charter LEAs in Texas. We are applying for the Teacher Incentive Fund 2016 grant competition on behalf of seven Harmony LEAs.

The LEAs and the eligible schools we are applying on behalf of are provided below for your reference. The letter from the Texas Education Agency verifying LEA status of our charters is provided under a separate cover.

LEA	School
Harmony Science Academy-Austin (CON 227-816)	Harmony Science Academy-Austin
	Harmony School of Excellence-Austin
	Harmony School of Innovation-Austin
	Harmony Science Academy-North Austin
Harmony Science Academy-Waco (CON 161-807)	Harmony Science Academy-Carrollton
	Harmony Science Academy-Dallas
	Harmony School of Business-Dallas
	Harmony Science Academy-Euless
	Harmony School of Innovation-Euless
	Harmony Science Academy-Fort Worth
	Harmony Science Academy-Garland
	Harmony School of Innovation-Garland
	Harmony Science Academy-Grand Prairie
	Harmony School of Nature and Athletics
Harmony Science Academy-El Paso (CON 071-806)	Harmony Science Academy-El Paso
	Harmony School of Innovation-El Paso
	Harmony Science Academy-Lubbock
	Harmony Science Academy-Odessa

Harmony School of Science-Houston (CDN 101-862)	Harmony School of Science-Houston
Harmony School of Excellence (CDN 101-858)	Harmony Science Academy-Bryan/College Station
	Harmony School of Achievement-Houston
	Harmony School of Discovery
	Harmony School of Excellence-Endeavor
Harmony Science Academy (CDN 101-846)	Harmony School of Fine Arts and Technology
	Harmony School of Exploration-Houston
	Harmony Science Academy-Houston High
	Harmony Science Academy-Houston
	Harmony School of Innovation-Houston
Harmony Science Academy-San Antonio (CDN 015-828)	Harmony School of Ingenuity
	Harmony Science Academy-Brownsville
	Harmony Science Academy-Laredo
	Harmony School of Innovation-Laredo
	Harmony Science Academy-San Antonio
	Harmony School of Excellence-San Antonio
	Harmony School of Innovation-San Antonio

CDN: County District Number

Thank you for your leadership and this opportunity to improve educational outcomes of our deserving students.

Yours truly



Soner Tarim, Ph.D.
CEO

Focus Area	#	Performance Indicator	Annual Target	Min	2013-14	2020 Goal	Grades	Subject	Formula	2015	2016	2017	2018	2019	2020		
Student performance	1	% of students who met STAAR standard	25% of students who did not meet last year will meet this year	65	78	96	3 thru 11	All, Math, ELA, Science, SS, Writing	0.25	83.5	87.63	90.72	93.04	94.78	96.08		
	2	% of all students who met advanced performance in STAAR	1% of students who did not meet advanced standard last year will meet this year	N/A	16.3	21	3 thru 11	All, Math, ELA, Science, SS, Writing	0.01	17.137	17.97	18.79	19.6	20.4	21.2		
	3	% of students meeting or exceeding individual growth target in NWEA MAP	Math	meeting 50% min standard	50%	64	50	K thru 10	Math	N/A	50%	50%	50%	50%	50%	50%	
			Reading	meeting 50% min standard	50%	51	50	K thru 10	Reading	N/A	50%	50%	50%	50%	50%	50%	
			Lang. Usage	meeting 50% min standard	50%	54	50	3 thru 10	Lang. Usage	N/A	50%	50%	50%	50%	50%	50%	
	4	% of students at or above grade level based on NWEA MAP	Math	5% of students who did not meet in Fall 2014 will meet in Winter 2015	N/A	58	69	K thru 10	Math	0.05	60.1	62.1	63.99	65.79	67.5	69.13	
			Reading	5% of students who did not meet in Fall 2014 will meet in Winter 2015	N/A	55	67	K thru 10	Reading	0.05	57.25	59.39	61.42	63.35	65.18	66.92	
			Lang. Usage	5% of students who did not meet in Fall 2014 will meet in Winter 2015	N/A	54	66	3 thru 10	Lang. Usage	0.05	56.3	58.49	60.56	62.53	64.41	66.19	
	Reading Colle	5	Avg. SAT score	Combined	2% increase in mean score	N/A	1473	1659	11 and 12	Combined	0.02	1502.46	1533	1563	1594	1626	1659

		Math	1% increase in mean score	N/A	520	552	11 and 12	Math	0.01	525.2	530.5	535.8	541.1	546.5	552
		Reading	2.5% increase in mean score	N/A	477	553	11 and 12	Reading	0.025	488.925	501.1	513.7	526.5	539.7	553.2
		Writing	2.5% increase in mean score	N/A	476	552	11 and 12	Writing	0.025	487.9	500.1	512.6	525.4	538.6	552
		SAT Participation (12th Grade)		min 80%	N/A	74	80	12	N/A	N/A	80	80	80	80	80
6	Avg. PSAT score	Combin ed	2% increase in mean score	N/A	132	148	10 and 11	Combine d	0.02	134.436	137.1	139.9	142.7	145.5	148.4
		Math	2% increase in mean score	N/A	45	51	10 and 11	Math	0.02	46.206	47.13	48.07	49.03	50.01	51.02
		Reading	2% increase in mean score	N/A	44	49	10 and 11	Reading	0.02	44.574	45.47	46.37	47.3	48.25	49.21
		Writing	2% increase in mean score	N/A	43	48	10 and 11	Writing	0.02	43.656	44.53	45.42	46.33	47.25	48.2
		% students college-ready		To be decided	N/A	48	75	9 thru 12	N/A						
7		% of students scoring 3 and above in AP tests	20% increase first year	N/A	46	70	9 thru 12	All	0.2	55.2	TBD	TBD	TBD	TBD	70
8		% of AP participation (12th grade students who took at least one AP)	Min 40%	N/A	86	40	12	All	N/A	40	40	40	40	40	40
9		% of Dual Credit participation (12th grade students who completed at least one Dual Credit course)	Min 45%	N/A	40	45	12	All	N/A	45	45	45	45	45	45
10		Graduation Rate	100%	100	99	100	12	N/A	N/A	100	100	100	100	100	100
11		% of 12 th graders enrolling in 2 or 4 year post-secondary school	Min 90%	N/A	94 (2013)	90	12	N/A	N/A	90	90	90	90	90	90

STEM	1	% 12th graders enrolled in math/science/engineering program in college	6.5% increase	N/A	24	35	12	N/A	0.065	25.56	27.22	28.99	30.88	32.88	35.02
	2														
Closing Gaps	1	Black/white percentage point gap percentage (Reading/Math)	1% decrease	N/A	6 & 11	3	3 thru 11	Math, Reading	0.01	10	9	8	7	6	5
	3														
	1	Hispanic/white percentage point gap percentage (Reading/Math)	1% decrease	N/A	9 & 9	5	3 thru 11	Math, Reading	0.01	8	7	6	5	4	3
	4														

Harmony Public Schools

Teacher Evaluation and Support

9321 W. Sam Houston Pkwy S.

Houston, TX 77099

Tel (713) 343-3333 ext. 2274

Fax (713) 777-8555

www.harmonytx.org



INSTRUCTIONAL QUALITY

EVALUATION TOOL

*Based on Framework for Teaching Proficiency Test Instrument
by Charlotte Danielson*

Overview of Components and Elements

Planning and Preparation

1C SETTING INSTRUCTIONAL OUTCOMES

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

The Classroom Environment

2C MANAGING CLASSROOM PROCEDURES

- Instructional groups
- Transitions
- Materials and supplies
- Non-instructional duties
- Supervision of volunteers and paraprofessionals

Instruction

3B USING QUESTIONING AND DISCUSSION TECHNIQUES

- Quality of questions
- Discussion techniques
- Student Participation

3C ENGAGING STUDENTS IN LEARNING

- Activities and assignments
- Student groups
- Instructional materials and resources
- Structure and pacing

3D USING ASSESSMENT IN INSTRUCTION

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring

1C Setting Instructional Outcomes

PLANNING AND PREPARATION DOMAIN

▯ OBSERVED OUTSIDE OF INSTRUCTIONAL TIME

Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes do not describe what students will *do*, but what they will *learn*. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.

Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only for students to learn to read, but educators also hope that they will *like* to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.

The elements are:

- Value, sequence, and alignment
Students must be able to build their understanding of important ideas from concept to concept
- Clarity
Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment
- Balance
Outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills
- Suitability for diverse students
Outcomes must be appropriate for all students in the class

Indicators include:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Permit assessment of student attainment
- Differentiated for students of varied ability

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
Critical Attributes	<ul style="list-style-type: none"> • Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> • Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> • Outcomes represent high expectations and rigor. • Outcomes are related to “big ideas” of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. • Outcomes are suitable to groups of students in the class, differentiated where necessary. 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing. • Teacher connects outcomes to previous and future learning • Outcomes are differentiated to encourage individual students to take educational risks.
Possible Examples	<ul style="list-style-type: none"> • A learning outcome for a fourth grade class is to make a poster illustrating a poem. • All the outcomes for a ninth grade history class are factual knowledge. • The topic of the social studies unit involves the concept of “revolutions” but the teacher only expects his students to remember the important dates of battles. • Despite having a number of ELL students in the class, the outcomes state that all writing must be grammatically correct. 	<ul style="list-style-type: none"> • Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. • The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower level students struggle. 	<ul style="list-style-type: none"> • One of the learning outcomes is for students to “appreciate the aesthetics of 18th century English poetry.” • The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War. • The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives. 	<ul style="list-style-type: none"> • The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations. • Students will develop a concept map that links previous learning goals to those they are currently working on. • Some students identify additional learning

2C Managing Classroom Procedures

THE CLASSROOM ENVIRONMENT DOMAIN

- OBSERVED DURING THE INSTRUCTION

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”

The elements are:

- Management of instructional groups
Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher.
- Management of transitions
Many lessons engage students in different types of activities – large group, small group, independent work. It’s important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly.
- Management of materials and supplies
Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.
- Performance of non-instructional duties
Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.

Indicators include:

- *Smooth functioning of all routines*
- *Little or no loss of instructional time*
- *Students playing an important role in carrying out the routines*
- *Students know what to do, where to move*

	Ineffective	Effective: Emerging	Effective: Proficient	
2c: Managing Classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	to cedures. ment of d/or the Routines tiated by
Critical Attributes	<p><i>Students not working with the teacher are disruptive to the class.</i></p> <ul style="list-style-type: none"> • There are no established procedures for distributing and collecting materials. • Procedures for other activities are confused or chaotic. 	<ul style="list-style-type: none"> • Small groups are only partially engaged while not working directly with the teacher. • Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. • Classroom routines function unevenly 	<ul style="list-style-type: none"> • The students are productively engaged during small group work. • Transitions between large and small group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly. 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • Students take the initiative with their classmates to ensure that their time is used productively. • Students themselves ensure that transitions and other routines are accomplished smoothly. • Students take initiative in distributing and collecting materials efficiently.
Possible Examples	<ul style="list-style-type: none"> • When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc. • There are long lines for materials and supplies or distributing supplies is time consuming. • Students bump into one another lining up or sharpening pencils. • Roll-taking consumes much time at the beginning of the lesson and students are not working on anything. • Most students ask what they are to do or look around for clues from others. 	<ul style="list-style-type: none"> • Some students not working with the teacher are not productively engaged in learning. • Transitions between large and small group activities are rough but they are accomplished. • Students are not sure what to do when materials are being distributed or collected. • Students ask some clarifying questions about procedures • The attendance or lunch count consumes more time than it would need if the procedure were more routinized. 	<ul style="list-style-type: none"> • Students get started on an activity while the teacher takes attendance. • Students move smoothly between large and small group activities. • The teacher has an established timing device, such as counting down, to signal students to return to their desks. • Teacher has an established attention signal, such as raising a hand, or dimming the lights. • One member of each small group collects materials for the table. • There is an established color-coded system indicating where materials should be stored. • In small group work, students have established roles, they listen to one another, summarize g different views, etc. • Clean-up at the end of a lesson is fast and efficient. 	<p><i>small he eir work. of the the e to the a ndance</i></p>

3B Using Questioning and Discussion Techniques

INSTRUCTION DOMAIN

Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers' practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component.

In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.

The elements are:

- **Quality of questions/prompts**

Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz.

This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students' understanding.

- **Discussion techniques**

Effective teachers promote learning through discussion. Some teachers report that "we discussed x" when what they mean is that "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students' views to be heard, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.

- **Student participation**

In some classes a few students tend to dominate the discussion, other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.

Indicators include:

- *Questions of high cognitive challenge, formulated by both students and teacher*
- *Questions with multiple correct answers, or multiple approaches even when there is a single correct response*
- *Effective use of student responses and ideas*
- *Discussion with the teacher stepping out of the central, mediating role*
- *High levels of student participation in discussion*

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
3b: Using questioning /prompts and discussion	Teacher’s questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	<ul style="list-style-type: none"> • Questions are rapid-fire, and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between teacher and students; students are not invited to speak directly to one another. • A few students dominate the discussion. 	<ul style="list-style-type: none"> • Teacher frames some questions designed to promote student thinking, but only a few students are involved. • The teacher invites students to respond directly to one another’s ideas, but few students respond. • Teacher calls on many students, but only a small number actually participate in the discussion. 	<ul style="list-style-type: none"> • Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. • The teacher makes effective use of wait time. • The teacher builds on uses student responses to questions effectively. • Discussions enable students to talk to one another, without ongoing mediation by the teacher. • The teacher calls on most students, even those who don’t initially volunteer. • Many students actively engage in the discussion. 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • Students initiate higher-order questions. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion
Possible Examples	<ul style="list-style-type: none"> • All questions are of the “recitation” type, such as “What is 3 x 4?” • The teacher asks a question for which the answer is on the board; students respond by reading it. • The teacher only calls on students who have their hands up. • Most students ask what they are to do or look around for clues from others. 	<ul style="list-style-type: none"> • Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?” • The teacher asks: “Who has an idea about this?” but the same three students offer comments. • The teacher asks: “Michael, can you comment on Mary’s idea?” but Michael does not respond, or makes a comment directly to the teacher. 	<ul style="list-style-type: none"> • The teacher asks: “What might have happened if the colonists had not prevailed in the American war for independence?” • The teacher uses plural the form in asking questions, such as: “What are some things you think might contribute to...?” • The teacher asks: “Michael, can you comment on Mary’s idea?” and Michael responds directly to Mary. • The teacher asks a question and asks every student to write a brief response, then share with a partner before inviting a few to offer their ideas to the entire class. • In small group work, students have established roles, they listen to one another, summarize g different views, etc. • Clean-up at the end of a lesson is fast and efficient. 	<ul style="list-style-type: none"> • A student asks “How many ways are there to get this answer?” • A student says to a classmate: “I don’t think I agree with you on this, because...” • A student asks of other students: “Does anyone have another idea as to how we might figure this out?” • A student asks “What if...?”

3C Engaging Students in Learning

INSTRUCTION DOMAIN

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.

The Elements are:

- **Activities and assignments**

The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that emphasizes depth over breadth, and that may allow students to exercise some choice.

- **Grouping of students**

How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.

- **Instructional materials and resources**

The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. While some teachers are obliged to use a school or district’s officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies.

- **Structure and pacing**

No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators include:

- *Activities aligned with the goals of the lesson*
- *Student enthusiasm, interest, thinking, problem-solving, etc*
- *Learning tasks that require high-level student thinking and are aligned with lesson objectives*
- *Students highly motivated to work on all tasks and are persistent even when the tasks are challenging*
- *Students actively “working,” rather than watching while their teacher “works.”*
- *Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection*

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Critical Attributes	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks require only recall or have a single correct response or method. • The materials used ask students only to perform rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags, or is rushed. 	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and recall. • Student engagement with the content is largely passive, learning primarily facts or procedures. • Students have no choice in how they complete tasks. • The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. • The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. • The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others. 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. • Students have some choice in how they complete learning tasks. • There is a mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • Virtually all students are highly engaged in the lesson. • Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. • Students suggest modifications to the grouping patterns used. • Students have extensive choice in how they complete tasks. • Students suggest modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
Possible Examples	<ul style="list-style-type: none"> • Students are able to fill out the lesson worksheet without understanding what it’s asking them to do. • The lesson drags, or feels rushed. • Students complete “busy work” activities. 	<ul style="list-style-type: none"> • Students are asked to fill in a worksheet, following an established procedure. • There is a recognizable beginning, middle, and end to the lesson. • Parts of the lesson have a suitable pace; other parts drag or feel rushed. 	<ul style="list-style-type: none"> • Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. • Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table. • There is a clear beginning, middle, and end to the lesson. • The lesson is neither rushed nor drags. 	<ul style="list-style-type: none"> • Students are asked to write an essay “in the style of Hemingway.” • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning from the lesson.

3D Using Assessment in Instruction

INSTRUCTION DOMAIN

Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intend) assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on "the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.

Of course, a teacher's actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. In this component.

But as important as monitoring of student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment."

The Elements are:

- **Assessment Criteria**

It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.

- **Monitoring of student learning**

A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. But even after carefully planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques.

- **Feedback to students**

Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance.

- **Student self-assessment and monitoring of progress**

The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.

Indicators include:

- *Teacher paying close attention to evidence of student understanding*
- *Teacher posing specifically-created questions to elicit evidence of student understanding*
- *Teacher circulating to monitor student learning and to offer feedback*
- *Students assessing their own work against established criteria*
- *Teacher adjusting instruction in response to evidence of student understanding (or lack of it)*

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.
Critical Attributes	<ul style="list-style-type: none"> • The teacher gives no indication of what high quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Feedback is only global. • The teacher does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated. • Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. • Teacher requests global indications of student understanding. • Feedback to students is not uniformly specific, not oriented towards future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer-assessment. • The teacher's attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high quality work. • The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. • Feedback includes specific and timely guidance for at least groups of students. • The teacher attempts to engage students in self- or peer-assessment. • When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • There is evidence that students have helped establish the evaluation criteria. • Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. • Teacher makes frequent use of strategies to elicit information about individual student understanding. • Feedback to students is specific and timely, and is provided from many sources, including other students. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • The teacher's adjustments to the lesson are designed to assist individual students.
Possible Examples	<ul style="list-style-type: none"> • A student asks: "How is this assignment going to be graded?" • A student asks "Does this quiz count towards my grade?" • The teacher forges ahead with a presentation without checking for understanding. • The teacher says: "good job, everyone." 	<ul style="list-style-type: none"> • Teacher asks: "Does anyone have a question?" • When a student completes a problem on the board, the teacher corrects the student's work without explaining why. • The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept. 	<ul style="list-style-type: none"> • The teacher circulates during small group or independent work, offering suggestions to groups of students. • The teacher uses a specifically formulated question to elicit evidence of student understanding. • The teacher asks students to look over their papers to correct their errors. 	<ul style="list-style-type: none"> • The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. • While students are working, the teacher circulates providing substantive feedback to individual students. • The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.

Comments

Component	Discussed (check)	Areas of Strength	Areas for Growth
Following HPS scope and sequence			
Assigning adequate number of grades			
Maintaining student records and sample work			
Participating in professional development activities			
Complying with teacher attendance policies			
Engaging in after school activities, duties			
Following dress code policies			

Texas Principal Evaluation System

Principal Evaluation Rubric

Name:	Date:
TEA ID#:	District E-mail:
School:	School Year:
Position:	Assignment:
Appraiser:	Appraiser Title(s):

Appraisers will use this rubric to complete their assessment of the principals' performance during the year. Likewise, the principal and appraiser will use this rubric as a guide for performance discussions and as a tool to determine the final evaluation rating for the principal. To complete this form, begin in the *Developing* column. If the practices listed in the *Developing* column describes the principal's performance throughout the year, mark the box beside the practice. Continue to work down the column of *Developing* practices. Continue this process through the *Proficient*, *Accomplished*, and *Distinguished* categories for each indicator within the principal evaluation rubric. If no practices can be checked at this time, make a comment in the *Not Demonstrated / Needs Improvement* column. If practices in the *Distinguished* column are marked, provide an explanatory comment.

Standard 1 – *Instructional Leadership*: The principal is responsible for ensuring every student receives high-quality instruction.

Indicator A: The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> ↓ Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based curriculum aligned with state standards 	<ul style="list-style-type: none"> ↓ Monitors the fidelity of curriculum implementation ↓ Collaborates with building leadership team to strengthen implementation of the approved curriculum and the alignment with state standards through accurate analysis of data sources 	<ul style="list-style-type: none"> ↓ Has a clearly defined plan for implementing the district approved curriculum ↓ Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum 	<ul style="list-style-type: none"> ↓ Understands and is knowledgeable about the district approved curriculum and its alignment to the state standards 	Comment Required:
<ul style="list-style-type: none"> ↓ Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based assessments (both formative and summative) that support the approved curriculum and improve student learning outcomes 	<ul style="list-style-type: none"> ↓ Ensures the approved curriculum is assessed using formative and summative assessments that are focused on maximizing learning for all students across all grades and content areas . . . and	<ul style="list-style-type: none"> ↓ Actively initiates activities and opportunities for teachers and staff to provide a comprehensive analysis of formative and summative assessment data and the impact on student achievement. . . and	<ul style="list-style-type: none"> ↓ Understands and is knowledgeable about assessment (formative & summative) practices and issues and their effect on student learning . . . and	
<p>Appraiser Comments:</p>				

Indicator B: The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> ┆ Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning community 	<ul style="list-style-type: none"> ┆ Analyzes instructional implementation data and provides staff with on-going opportunities (e.g. vicarious experience, action research) to master the use of effective instructional strategies 	<ul style="list-style-type: none"> ┆ Provides guidance on the implementation and effective use of research-based instructional strategies in every classroom ┆ Implements a system(s) for monitoring the implementation and effective use of research-based instructional strategies in every classroom 	<ul style="list-style-type: none"> ┆ Understands and articulates the adopted model of instructional planning and delivery 	Comment Required:
<ul style="list-style-type: none"> ┆ Leverages professional development, and research-based strategies to increase the collective efficacy of teachers and staff 	<ul style="list-style-type: none"> ┆ Analyzes and synthesizes teacher performance data to determine school-wide goals for instructional improvement ┆ Develops and executes a specific and targeted plan for instructional professional development informed by teacher evaluation, student achievement, and other applicable data sources <p>... and</p>	<ul style="list-style-type: none"> ┆ Utilizes instructional performance data to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery ┆ Utilizes existing structures within the school to provide and actively participate with teachers in meaningful professional development that incorporates self-reflection and address findings from multiple data sources <p>... and</p>	<ul style="list-style-type: none"> ┆ Is knowledgeable about research on effective instructional practices and their impact on student achievement <p>... and</p>	
Appraiser Comments:				

Indicator C: The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<p>↓ Empowers, challenges, and supports staff to execute approved programs and research-based school and classroom practices with the fidelity needed to ensure the learning, achievement, and complete educational development of all students</p>	<p>↓ Requires and monitors fidelity and consistency in the implementation of research-based practices and monitors their impact on student learning and achievement</p>	<p>↓ Works collaboratively with teachers and staff to assess the impact of effective programs and interventions on student learning and achievement</p>	<p>↓ Understands and articulates the impact of school-level practices on student learning and achievement</p>	<p>Comment Required:</p>
	<p>↓ Actively utilizes leadership teams to analyze data relevant to the fidelity and consistency of implementing research-based school and classroom practices and the impact of those practices on the learning and achievement of all students</p> <p>... and</p>	<p>↓ Utilizes a variety of district-approved student achievement data sources to strategically and intentionally implement effective research-based programs and interventions that improve the achievement of all students</p> <p>... and</p>	<p>↓ Understands and articulates the importance of using multiple data sources to inform program decisions that improve the achievement of all students</p> <p>... and</p>	
<p>Appraiser Comments:</p>				

Indicator D: The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> Develops relationships with parents/guardians and the community to improve good will and trust in the schools ability to close achievement gaps 	<ul style="list-style-type: none"> Utilizes leadership teams to analyze relevant data and optimize work processes, programs, and services that result in closing achievement gaps 	<ul style="list-style-type: none"> Collaboratively develops clear expectations for teachers and staff that emphasize practices consistent with the meaning of equity and result in closing achievement gaps 	<ul style="list-style-type: none"> Understands and articulates a clear meaning of equity within the school community 	Comment Required:
<ul style="list-style-type: none"> Makes significant and consistent progress towards eliminating achievement gaps while maximizing individual student achievement 	<ul style="list-style-type: none"> Analyzes relevant achievement data to inform and prioritize program and instructional improvement efforts that make measureable progress towards eliminating the achievement gaps while maximizing individual student achievement 	<ul style="list-style-type: none"> Continually and systematically assesses the progress towards eliminating achievement gaps among identified sub-groups of students 	<ul style="list-style-type: none"> Models and promotes high expectations for all students student sub-groups and staff 	
	<ul style="list-style-type: none"> Actively identifies and secures the additional resources necessary to eliminate achievement gaps among student groups ... and	<ul style="list-style-type: none"> Analyzes relevant data and ensures that available resources are appropriated and align with school improvement priorities to maximize achievement growth for all students .. and	<ul style="list-style-type: none"> Understands and articulates the learning and social/emotional needs of student groups within the school community ... and	
Appraiser Comments:				

STANDARD 1: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Student achievement and testing data
- Leadership teams
- Use of research-based school and classroom practices
- Campus master schedule
- Formative and summative assessments
- Education plans for identified sub-populations
- Stakeholder surveys



Standard 2 – Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Indicator A: The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> ↓ Capitalizes on the tangible and intangible assets of staff members to optimize student academic growth and development 	<ul style="list-style-type: none"> ↓ Utilizes leadership teams to analyze appropriate data sources and strategically develop processes for recruiting, hiring, supporting, and retaining staff to strengthen the school’s vision and mission 	<ul style="list-style-type: none"> ↓ Has a concise plan and implements processes for recruiting, hiring, supporting, and retaining staff who implement school improvement priorities and support student achievement goals 	<ul style="list-style-type: none"> ↓ Understands and articulates the importance of effective recruiting, hiring, supporting, and retaining teachers and staff members 	Comment Required:
	<ul style="list-style-type: none"> ↓ Establishes a culture of high performance that supports teacher retention 	<ul style="list-style-type: none"> ↓ Uses approved district processes to screen, interview and hire a diverse staff that is representative of the vision of the school and meets students’ needs ↓ Implements and manages district personnel policies in a fair and equitable manner 	<ul style="list-style-type: none"> ↓ Understands and articulates the importance of clear expectations, structures, and procedures for managing human resources 	
	. . . and	<ul style="list-style-type: none"> ↓ Utilizes organizational resources to effectively manage human capital . . . and	<ul style="list-style-type: none"> ↓ Is aware of organizational resources and understands the necessity of managing human capital . . . and	
<p>Appraiser Comments:</p>				

Indicator B: The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> ↓ Leverages observational and hands-on experiences for teachers that meet staff development needs and ensure expected performance improvement outcomes are met 	<ul style="list-style-type: none"> ↓ Uses performance and goal setting data to encourage and challenge staff to reflect on, and define, the knowledge, skills, and concepts are essential to the complete educational development of all students 	<ul style="list-style-type: none"> ↓ Routinely works collaboratively with teachers and staff to assess the impact of research based programs and interventions on student learning and achievement 	<ul style="list-style-type: none"> ↓ Understands and can articulate the professional development needs of teachers and staff as those needs relate to educating a diverse student population 	Comment Required:
<ul style="list-style-type: none"> ↓ Maintains and models a schoolwide culture of professional learning and improvement that supports frequent professional feedback for teachers and staff 	<ul style="list-style-type: none"> ↓ Supports and encourages systematic feedback among teachers and staff ↓ Utilizes leadership teams to accurately analyze teacher performance data to adapt professional development based on the changing needs of the school ... and 	<ul style="list-style-type: none"> ↓ Regularly provides teachers and staff with individual performance feedback and organizes targeted professional development opportunities ... and 	<ul style="list-style-type: none"> ↓ Involves campus committees and/or leadership teams in identifying needs for campus professional development ... and 	
<p>Appraiser Comments:</p>				

Indicator C: The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<p>↓ Supports teachers and staff to accept leadership responsibilities outside of the school building</p>	<p>↓ Incorporates teachers and staff into leadership and decision-making roles in the school in ways that foster their career development</p> <p>... and</p>	<p>↓ Has a defined process for supporting and modeling leadership development and decision-making activities for teachers and staff members</p> <p>↓ Facilitates ongoing support for teachers and staff who are taking on new or additional leadership and decision-making roles</p> <p>... and</p>	<p>↓ Understands and articulates the importance of providing opportunities for teachers to assume leadership and decision-making roles within the school</p> <p>... and</p>	<p>Comment Required:</p>
<p>Appraiser Comments:</p>				

Indicator D: The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> ┆ Maintains a culture where teacher performance evaluations align with student academic growth and development 	<ul style="list-style-type: none"> ┆ Holistically analyzes formative and summative teacher and staff evaluations to strategically plan for professional development to improve instructional practice 	<ul style="list-style-type: none"> ┆ Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve 	<ul style="list-style-type: none"> ┆ Adheres to legal requirements for teacher and staff evaluation 	Comment Required:
	. . . and	<ul style="list-style-type: none"> ┆ Accurately analyzes multiple sources of teacher performance data and makes fair and accurate determinations aligned with state statute and district policy governing teacher evaluation . . and	<ul style="list-style-type: none"> ┆ Implements district and state evaluation policies in a fair and equitable manner Understands and articulates the importance of providing clear expectations of performance for teachers and staff . . . and	
Appraiser Comments:				

STANDARD 2: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Student achievement and testing data
- Teacher retention data
- Teacher professional growth plans
- Site professional development plan
- National Board Certified Teachers
- Stakeholder surveys

Standard 3 – Executive Leadership: The principal models personal responsibility and a relentless focus on improving student outcomes.

Indicator A: The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> ↓ Maintains a culture in which teachers and staff encourage and support each other during challenging times 	<ul style="list-style-type: none"> ↓ Analyzes relevant school productivity and student achievement data to consider new and innovative ways to lead improvement initiatives 	<ul style="list-style-type: none"> ↓ Empowers the school staff to take ownership of the continuous improvement process 	<ul style="list-style-type: none"> ↓ Understands and articulates the necessity for establishing and maintaining a culture of continuous improvement 	Comment Required:
<ul style="list-style-type: none"> ↓ Systematically challenges the status quo by leading change initiatives with potentially beneficial outcomes 	<ul style="list-style-type: none"> ↓ Implements collaborative processes to collect, analyze, and act on relevant data about the school's progress toward accomplishing goals 	<ul style="list-style-type: none"> ↓ Inspires teachers by involving them in the development of a strategic goal setting process ↓ Encourages teachers and staff to accomplish school goals 	<ul style="list-style-type: none"> ↓ Understands and articulates a personal vision for improving the school's ability to serve the needs of all students and the necessity for strategic goal setting 	
<ul style="list-style-type: none"> ↓ Is the driving force behind improvement initiatives that strengthen the collective ability of the school community to adapt to conditions 	<ul style="list-style-type: none"> ↓ Creates and uses a transition team during times of change to assist individuals with new ways of doing things ... and	<ul style="list-style-type: none"> ↓ Adapts leadership style to the needs of individual teachers and staff struggling with change ... and	<ul style="list-style-type: none"> ↓ Understands and articulates how change initiatives can be perceived differently by different stakeholders ... and	
Appraiser Comments:				

Indicator B: The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, changes practice in ways that improves student outcomes.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> ↓ Develops and refines structures to gather feedback and data from educational stakeholders 	<ul style="list-style-type: none"> ↓ Utilizes performance feedback and synthesizes relevant data to adapt professional practice and leadership behaviors that ensure students receive high-quality instruction 	<ul style="list-style-type: none"> ↓ Incorporates performance feedback from supervisors; attends district-mandated professional development and makes changes to practices 	<ul style="list-style-type: none"> ↓ Understands the importance of performance feedback from supervisors in the context of personal and school improvement 	Comment Required:
<ul style="list-style-type: none"> ↓ Serves as a role model for continuous improvement in professional practice among colleagues 	<ul style="list-style-type: none"> ↓ Actively seeks out individual growth and professional development opportunities ... and 	... and	... and	
Appraiser Comments:				

Indicator C: The principal communicates with all audiences and develops productive relationships.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> ┆ Leverages communication among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the school or district 	<ul style="list-style-type: none"> ┆ Monitors the effectiveness of systems and protocols to enable internal and external stakeholder groups to effectively communicate with each other and with the principal and makes adjustments to optimize communication 	<ul style="list-style-type: none"> ┆ Implements and utilizes a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community ┆ Designs and utilizes a system of open communication so that members of diverse interest groups feel welcomed and/or heard within the school community 	<ul style="list-style-type: none"> ┆ Understands and articulates the importance of open and honest communication with stakeholder groups about school priorities, initiatives, and improvement activities 	Comment Required:
	<ul style="list-style-type: none"> ┆ Monitors to improve systems designed to encourage and build community relationships, in a manner that fosters respect, outreach, and community engagement <p>... and</p>	<ul style="list-style-type: none"> ┆ Develops relationships by providing opportunities for the appropriate participation of stakeholder groups in the decision making process of the school <p>... and</p>	<ul style="list-style-type: none"> ┆ Understands and can articulate the importance of developing positive relationships with school and community stakeholder groups ┆ Is accessible to all stakeholder groups <p>... and</p>	
<p>Appraiser Comments:</p>				

Indicator D: The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> ↓ Actively leads in the development of district goals and initiatives for improving achievement of all students 	<ul style="list-style-type: none"> ↓ Models ethical behavior by educating the larger community 	<ul style="list-style-type: none"> ↓ Develops and implements staff trainings on policies and procedures related to ethical behavior ↓ Ensures compliance of state, and local mandates and policies by all faculty and staff 	<ul style="list-style-type: none"> ↓ Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators ↓ Understands and can articulate federal, state, and district mandates and policy regarding the educational services entitled to all students 	Comment Required:
	<ul style="list-style-type: none"> ↓ Develops a systematic approach for the selection of staff members to lead initiatives designed to mitigate differences among student groups and close achievement gaps 	<ul style="list-style-type: none"> ↓ Models cultural awareness and responsiveness to student differences and provides training to faculty and staff 	<ul style="list-style-type: none"> ↓ Understands that cultural awareness and student differences (e.g. race, gender, language, SES) influences student achievement 	
	<ul style="list-style-type: none"> ↓ Collaborates with leadership teams to develop strategies that demonstrate an ethical responsibility for student opportunity and access to the full span of the curriculum ... and	<ul style="list-style-type: none"> ↓ Educates school personnel on the ethical responsibility to respond to all students' academic, social-emotional, and physical needs ... and	<ul style="list-style-type: none"> ↓ Understands the ethical responsibility for responding to the academic, social-emotional, cultural, and physical needs of all students ... and	
Appraiser Comments:				

STANDARD 3: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Campus leadership teams
- Stakeholder surveys
- Visioning documents
- Staff professional development plan
- Teacher retention data

Texas Principal Evaluation System

Principal Evaluation Rubric – Standard 3



Standard 4 – School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Indicator A: The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> ┆ Leverages personal skills and abilities to be a leader of leaders across the district, in the community, and in the field impacting student learning and achievement ┆ Promotes a unified purpose and shared vision for the school to ensure equity of high expectations for all learners 	<ul style="list-style-type: none"> ┆ Is the driving force behind a campus-wide belief that teachers and staff can impact student learning and achievement ┆ Maintains a culture of continuous improvement in the school which guides the interventions/enrichment / outcomes for every student and staff member 	<ul style="list-style-type: none"> ┆ Demonstrates a belief through words and actions that teachers and staff can impact student learning and achievement ┆ Leads the development of clear, concise, and agreed-upon processes to empower routine and systematic decisions, activities, and initiatives for school improvement 	<ul style="list-style-type: none"> ┆ Understands and articulates how unity of purpose, teamwork, and commitment to teaching and learning are interrelated and support the work of the school 	Comment Required:
<ul style="list-style-type: none"> ┆ Engages school community and stakeholders to promote and internalize the Campus Improvement Plan (CIP) as the baseline for how we do business 	<ul style="list-style-type: none"> ┆ Empowers SBDM* to collectively lead and monitor the implementation of the Campus Improvement Plan (CIP) ... and	<ul style="list-style-type: none"> ┆ Regularly uses and applies the Campus Improvement Plan (CIP) to inform and lead campus decisions ... and	<ul style="list-style-type: none"> ┆ Maintains a Campus Improvement Plan (CIP) with a unified purpose and a shared vision for the school ... and	
<p>NOTE: SBDM: Site-based Decision Making</p>				
<p>Appraiser Comments:</p>				

Indicator B: The principal establishes, reinforces and monitors clear expectations for adult, staff and student conduct, including social and emotional supports.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<p>↓ Engage stakeholders to regularly assess the capacity and need for changes in expectations, structures, rules, routines, and interventions to advocate for positive impact in the school community</p>	<p>↓ Collaborates with campus leadership to systematically monitor compliance of clear structures, rules, procedures, routines, and interventions for student and adult behavior that maximize opportunities for all students to learn</p> <p>... and</p>	<p>↓ Communicates clear structures, rules, procedures, routines, and interventions for student and staff behavior that maximize opportunities for all students to learn</p> <p>... and</p>	<p>↓ Understands and can explain the importance of clear expectations, structures, rules, and procedures for students and staff to follow</p> <p>... and</p>	<p>Comment Required:</p>
<p>Appraiser Comments:</p>				

Indicator C: The principal purposefully engages families and community members in meaningful student learning experiences.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<p>↓ Develops and utilizes relationships with parents/guardians and the community to develop good will and garner fiscal, intellectual, and human resources in support of the school's improvement agenda</p>	<p>↓ Implements processes that empower parents/guardians and all community stakeholders to contribute to decisions that positively influence student learning experiences</p>	<p>↓ Creates systems and processes that engage parents/ guardians and all community stakeholders in a shared responsibility for student and school success</p>	<p>↓ Understands and can explain that parents/guardians and community members have a critical role in developing community engagement, support, and ownership of the school</p>	<p>Comment Required:</p>
<p>↓ Leverages the influence and synergy of the school and community stakeholders to work together to support high levels of student achievement</p>	<p>↓ Utilizes the culturally responsive needs and positive traditions of the school and community to drive higher levels of student achievement ... and</p>	<p>↓ Identifies the culturally responsive needs and positive, traditions of the school and community ... and</p>	<p>↓ Understands and can explain the importance of cultural perspective in the school and community ... and</p>	
<p>Appraiser Comments:</p>				

Indicator D: The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<p>↓ Leverages capacity by building teams of community members to participate in and advocate for the school's safe environment</p>	<p>↓ Leverages capacity by building teams of staff to lead and manage components of school safety procedures</p> <p>...and</p>	<p>↓ Reviews, analyzes, and implements school safety initiatives based on school data to ensure an environment conducive to learning</p> <p>...and</p>	<p>↓ Understands and implements district policies and procedures regarding school safety</p> <p>...and</p>	<p>Comment Required:</p>
<p>Appraiser Comments:</p>				

Indicator E: The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<p>↓ Leverages campus and district student support systems including parents/guardians to sustain and strengthen the confidence in the school's ability minimize student discipline issues in order to best serve the educational needs of all students</p>	<p>↓ Provides a comprehensive analysis of school discipline data and engages learning teams to sustain systems that routinely and conscientiously protect instructional time from interruptions in classroom and across the campus</p> <p>...and</p>	<p>↓ Fairly and consistently implements the Student Code of Conduct to ensure an optimal learning environment for all students</p> <p>...and</p>	<p>↓ Understands and implements district policies and procedures regarding student discipline</p> <p>...and</p>	<p>Comment Required:</p>
<p>Appraiser Comments:</p>				

STANDARD 4: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Student discipline data
- Teacher turnover data
- School safety plan
- Stakeholder surveys
- Community partnerships
- Stakeholder engagement activities

Standard 5 – Strategic Operations: The principal is responsible for implementing systems that align with the school’s vision and mission and improve the quality of instruction.

Indicator A: Strategic Planning - The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<p>↓ Leverages high, concrete gain in order to sustain a high performing school culture that creates demand for innovation and improvement</p>	<p>↓ Systematically monitors, evaluates, and refines goals, targets and strategies through data analysis</p>	<p>↓ Implements change initiatives that are aligned with the schools goals, targets, and improvement strategies</p>	<p>↓ Uses a variety of classroom and school data to challenge the status quo and identify necessary change initiatives</p>	<p>Comment Required:</p>
	<p>↓ Systematically and clearly communicate the progress toward achieving goals to all members of the school community ... and</p>	<p>↓ Maintains a consistent focus on the school and classroom influences that effect student learning and systematically communicates successes and shortcomings toward achieving goals and targets within the school ... and</p>	<p>↓ Understands and can explain the importance of open, effective communication in the operation of the school and the progress toward improving student achievement ... and</p>	
<p>Appraiser Comments:</p>				

Indicator B: Maximized Learning Time - The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives student access to diverse and rigorous instructional programs, and builds in time for professional development.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> Ensures ongoing student engagement through instructional programs that provide opportunities for personalized learning 	<ul style="list-style-type: none"> Systematically monitors the effect of the master schedule on teacher planning and student achievement 	<ul style="list-style-type: none"> Establishes systems that minimize or eliminate interruptions and distractions to classroom instruction 	<ul style="list-style-type: none"> Designs school schedules and calendars that address the learning needs of diverse student populations 	Comment Required:
<ul style="list-style-type: none"> Proactively reviews and adjusts schedules and plans to respond to changes in instructional needs 	<ul style="list-style-type: none"> Through a critical analysis of school and classroom data, policies, practices, and procedures are implemented that maximize the use of instructional time ...and 	<ul style="list-style-type: none"> Strategically plans an annual professional development schedule that aligns to school and classroom instructional needs ...and 	<ul style="list-style-type: none"> Ensures adherence to all state and policy requirements for teacher planning and professional development ...and 	
Appraiser Comments:				

Indicator C: Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<p>↓ Designs structures and processes that enable shared responsibility of leadership teams that result in the recommendations and decisions for the allocation of resources that ensure equitable outcomes for all students</p>	<p>↓ Implements processes and procedures that ensure the long-term viability of effective programs and practices</p>	<p>↓ Analyzes relevant data and incorporates feedback in the decisions to allocate resources for professional development of faculty and staff</p>	<p>↓ Understands and can explain the importance to assess and allocate school resources to support the professional development needs of faculty and staff</p>	<p>Comment Required:</p>
	<p>↓ Analyzes school improvement data in to strategically plan for the allocation of human, fiscal and technological resources to maximize outcomes for all students ... and</p>	<p>↓ Seeks human, fiscal and technological resources necessary to perform their duties and maximize outcomes for all students ... and</p>	<p>↓ Is knowledgeable about the school budget and accounting procedures ... and</p>	
<p>Appraiser Comments:</p>				

Indicator D: Policy Implementation and Advocacy - The principal collaborates with district staff to implement district policies and advocate for the needs of district students and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> ↓ Plays an active role in the development of district/regional/state/national goals and initiatives directed at improving student achievement 	<ul style="list-style-type: none"> ↓ Analyzes relevant school data in order to actively collaborate with school leadership teams to plan and execute strategies of the CIP that are aligned with the district initiatives for improving student achievement 	<ul style="list-style-type: none"> ↓ Implements district initiatives directed at improving student achievement 	<ul style="list-style-type: none"> ↓ Understands and can explain district goals and initiatives directed at improving student achievement 	Comment Required:
	...and	<ul style="list-style-type: none"> ↓ Collaborates with administrative colleagues to share best practices related to district goals and initiatives ↓ Seeks internal and external opportunities to secure resources in support of the school's academic program ...and	<ul style="list-style-type: none"> ↓ Openly and effectively communicates between and within school and district administration ↓ Is a strong advocate for the school and the school academic program with school district, parents/guardians, and the school community ...and	
Appraiser Comments:				

STANDARD 5: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- School financial information
- Master school schedule with instructional times
- Visioning documents
- Staff professional development plan
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Harmony-Specific T-PESS Principal Evaluation Artifacts & Guidance

Standard 1 - Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.	
Indicators	Evidence of documentation that may be used to support ratings
<p>a. Rigorous and aligned curriculum and assessment The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.</p>	<p><i>*HPS scope and sequence documents and instructional resources *HPS pacing guide*Lesson Plans*HPS Gradebook guidelines *HPS scheduling guidelines *(For high schools only) College and career readiness counseling, College Readiness Activities, College Engagement Program</i></p>
<p>b. Effective instructional practices The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.</p>	<p><i>*Harmony Instructional Framework (HIF) *Classroom Management *Classroom observations and walkthroughs *Pre/post conferences *Support for teacher growth and mentoring program for new teachers</i></p>
<p>c. Data-driven instruction and interventions The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.</p>	<p><i>*Goal setting for teachers *Intervention rosters and schedules*Intervention during school (AQUA and pull-outs)*Intervention beyond school (after-school and Saturday)*Campus Improvement Plan</i></p>
<p>d. Maximize learning for all students The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.</p>	<p><i>*Scheduling, program implementation, and education plans for ESL, Special Ed, GT *Usage of HPS recommended software/digital resources *PBL implementation</i></p>

Standard 2 — Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.	
Indicators	Evidence of documentation that may be used to support ratings
<p>a. Targeted selection, placement, and retention The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.</p>	<p><i>Recruitment efforts, HQ status of teachers, onboarding programs, teacher retention</i></p>

b. Tailored development, feedback, and coaching The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.	<i>Individual conferences with staff, individual professional growth plans, teacher certification status, site-based professional developments</i>
c. Staff collaboration and leadership The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.	<i>Teacher team meetings (dept, grade, etc.), HEEP participation, teacher leadership opportunities, participation in Aspiring Leadership Academy, staff teambuilding activities</i>
d. Systematic evaluation and supervision The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources.	<i>H-TESS implementation, Teachscape certification, walk-thrus, classroom observations</i>

Standard 3 - Executive Leadership: The principal models personal responsibility and a relentless focus on improving student outcomes.	
Indicators	Evidence of documentation that may be used to support ratings
a. Resiliency and change management The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement.	<i>Problem solving, crisis management, managing personnel grievances, parent complaints, New district programs implementation, campus initiatives</i>
b. Commitment to ongoing learning The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, changes practice in ways that improves student outcomes.	<i>H-TESS Certification, Principial certification, Principal's professional growth plan, T-PESS goals</i>
c. Communication and interpersonal skills The principal communicates with all audiences and develops productive relationships.	<i>Emails, written communication, leadership team meeting, staff meeting, "Let's talk" management, teacher retention</i>
d. Ethical Behavior The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.	<i>Implementation of Harmony policies, complience with federal and state laws, professionalism in relations with staff, parents, students and Central Office personnel</i>

Standard 4 — School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

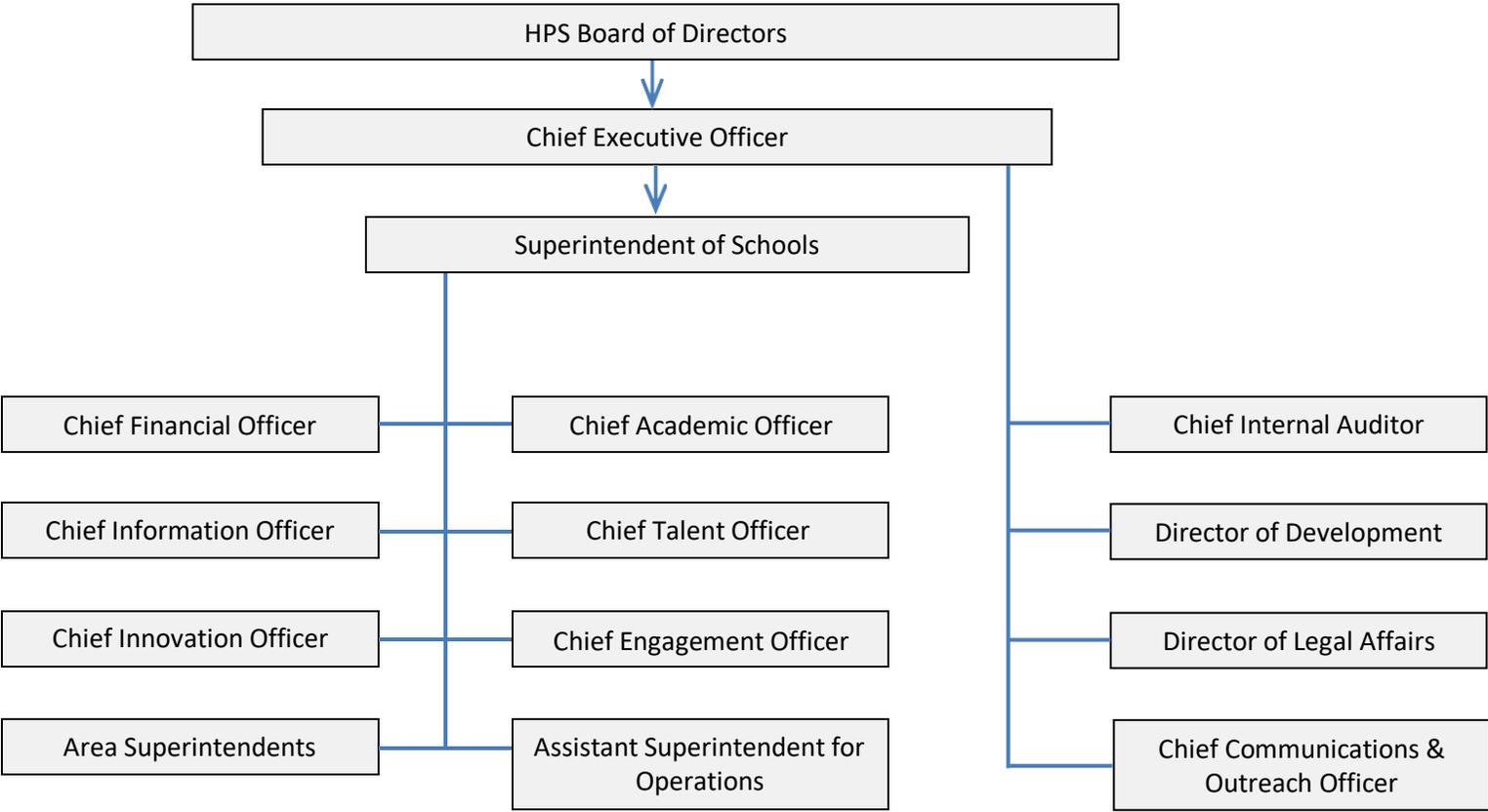
Indicators	Evidence of documentation that may be used to support ratings
<p>a. Shared vision of high achievement The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.</p>	<p><i>Harmony' mission, core values, 2020 goals, and campus's vision, CIP, College Readiness and Leadership Program</i></p>
<p>b. Culture of high expectations The principal establishes, reinforces and monitors clear expectations for adult, staff and student conduct, including social and emotional supports.</p>	<p><i>Character education, setting teacher goals and expectations, student goal setting(emails, meeting minutes, assemblies, celebration events</i></p>
<p>c. Intentional family and community engagement The principal purposefully engages families and community members in meaningful student learning experiences.</p>	<p><i>Parent Activities, home visit, multicultural programs, campus community outreach goals</i></p>
<p>d. Safe school environment The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.</p>	<p><i>Harmony school safety guideline, school safety plan, emergency preparedness plan, safety assemnlies</i></p>
<p>e. Discipline The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.</p>	<p><i>Discipline data, behavioral plan for students, discipline committee</i></p>

Standard 5 - Strategic Operations: The principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction.

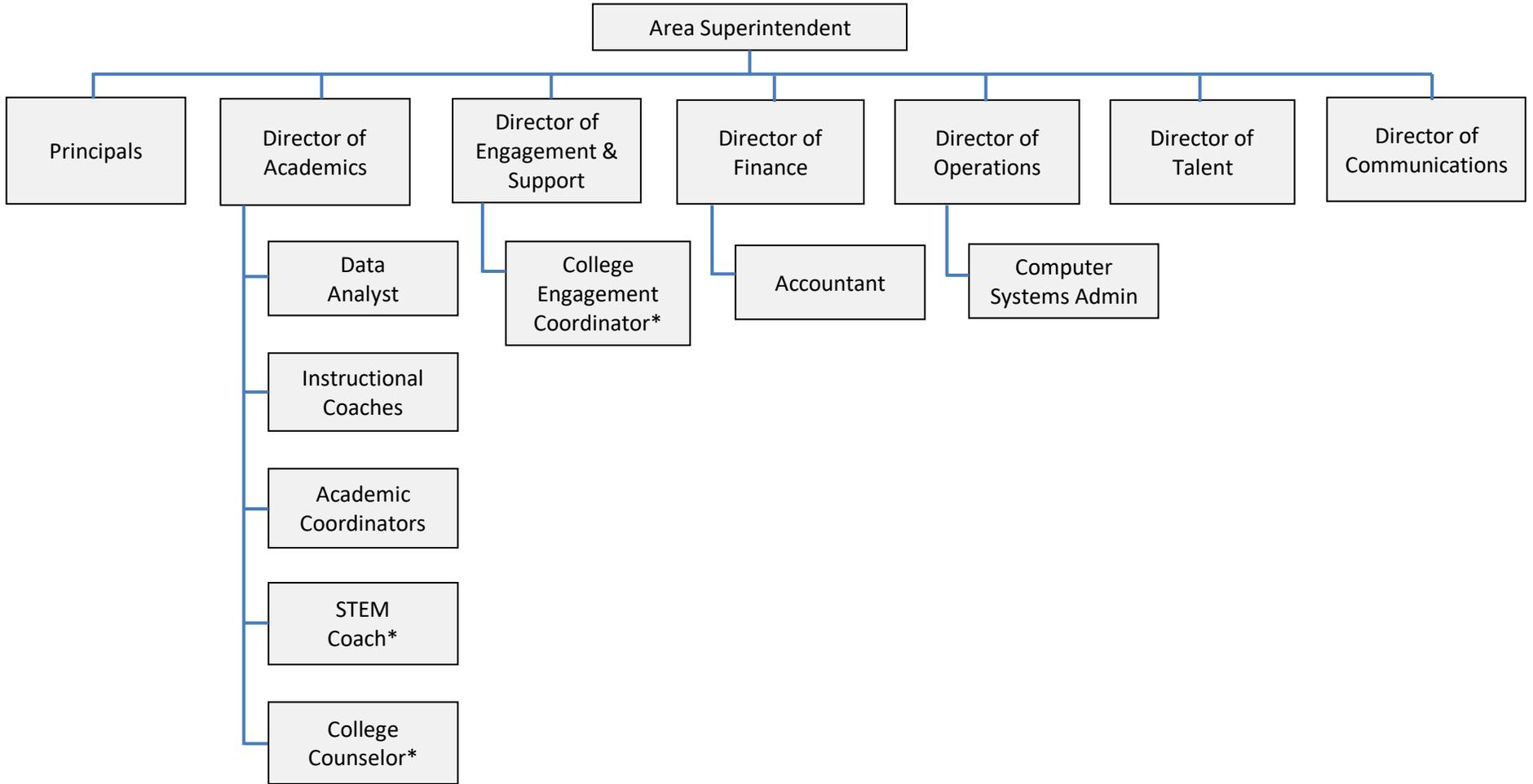
Indicators	Evidence of documentation that may be used to support ratings
<p>a. Strategic Planning The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.</p>	<p><i>Staff tracking system, monitoring student progress, teacher evaluation meetings, admin meeting minutes</i></p>
<p>b. Maximized Learning Time The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives student access to diverse and rigorous instructional programs, and builds in time for professional development.</p>	<p><i>Master schedule, effective field trip planning, staff and student attendance, tardiness, procedures for minimizing disruptions during instructions</i></p>

<p>c. Tactical Resource Management The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.</p>	<p><i>Expenditure, inventory, implementation of finance policy and procedures (budget, payroll, accounts payable, purchasing, activity fund, and grants), student recruitment and retention, attendance</i></p>
<p>d. Policy Implementation and Advocacy The principal collaborates -with district staff to implement district policies and advocate for the needs of district students and staff.</p>	<p><i>Implementation of Harmony policies and procedures Plays an active role in decision making process Collaboration with Central Office</i></p>

LEADERSHIP TEAM STRUCTURE

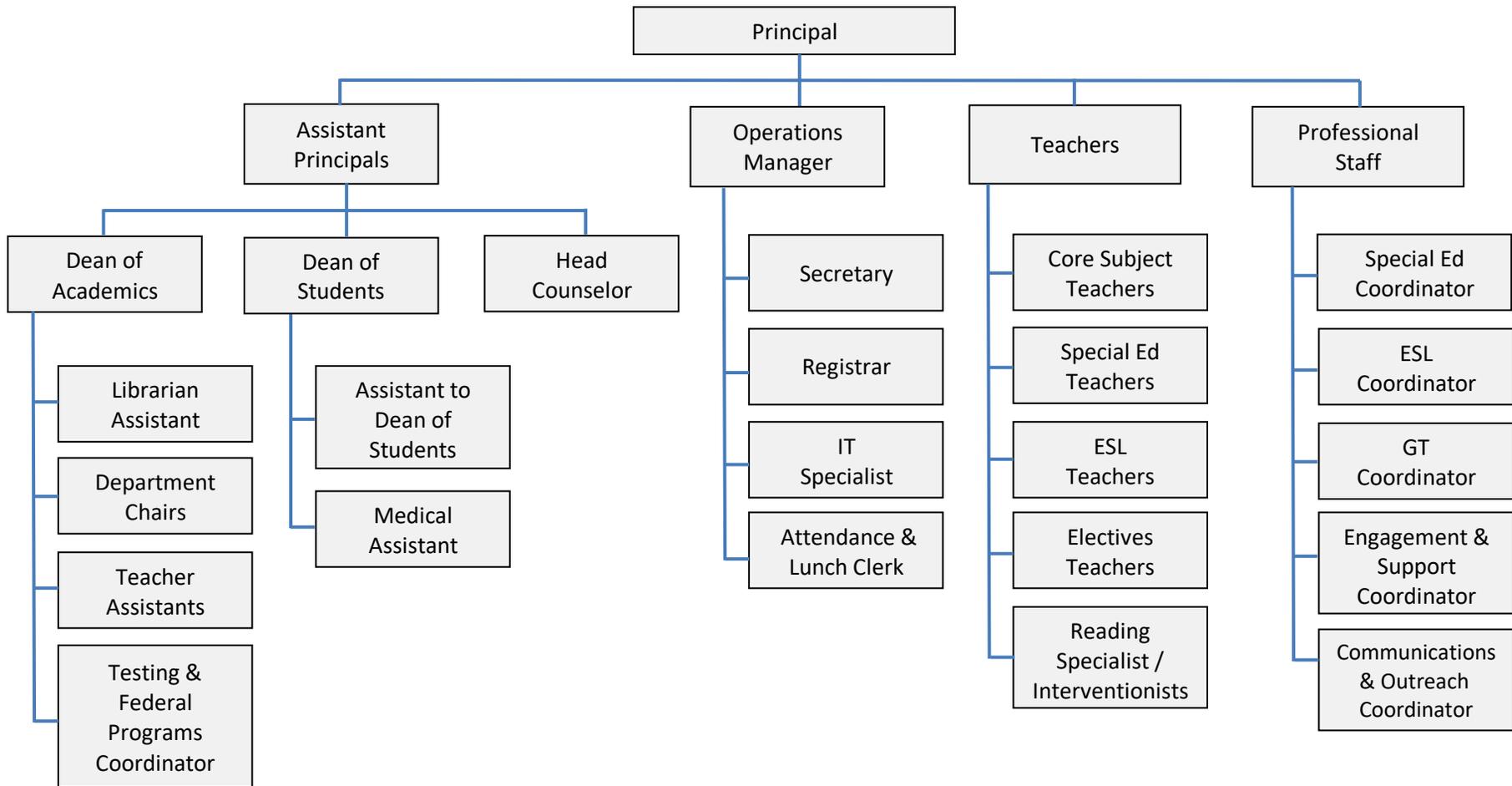


(CLUSTER STRUCTURE)



** Activities led by a campus coordinator; not a cluster-level position*

[CAMPUS STRUCTURE]



The chart above is designed to show administrative functions rather than individual positions. Multiple tasks may be performed by the same person.

Figure 1. List of Current Priority Schools

School	% Free and reduced-price lunch	2014-15 Texas State Accountability Results	Enrollment
Harmony Science Academy – Austin	86.7%	Met Standard	564
Harmony Science Academy – Houston	85.1%	Met Standard	347
Harmony School of Excellence – Endeavor	82.6%	Met Standard	523
Harmony School of Innovation – San Antonio	77.7%	Met Standard	587
Harmony School of Innovation – Austin	76.9%	Needs Improvement	463
Harmony School of Innovation – Laredo	76.2%	Met Standard	534
Harmony Science Academy – Lubbock	71.7%	Met Standard	290
Harmony Science Academy – Odessa	60.9%	Met Standard	432

Figure 2. Distribution Table for Priority Schools Bonus

Assignment	Share % (out of \$50,000)	Share Amount
State-tested Teachers	60%	\$30,000
Campus Administrators	10%	\$5,000
District Administrators	10%	\$5,000
Non-tested Teachers	15%	\$7,500
Other Staff	5%	\$2,500

Figure 3. List of Harmony 2020 Plan, Goal 1 Strategies and Sub-initiatives

Strategy	Initiative	Q4 FY14	FY15	FY16
(1) Clarify, codify, and fully implement a unified approach to CAI	Continue to invest in development of high-quality CAI tools and resources			
	Ensure instructional leaders are equipped to support implementation of standard CAI practices			
(2) Develop and implement a comprehensive teacher evaluation and professional development program	Implement redesigned teacher evaluation system			
	Develop a comprehensive PD plan aligned to modified Danielson-rubric			
	Create a standard onboarding and induction program			
(3) Continue to personalize the learning experience by fully implementing the RTT-D grant programs across all schools	Implement and refine PBL and +5 Custom Day across all schools			
	Develop a Data Dashboard to improve data availability for students, teachers, and parents			
(4) Improve ability of Central and Cluster Offices to effectively target school supports	Design and implement a school performance scorecard			
	Develop a multi-tiered system of school supports			

- Comprehensive compensation packages for all staff, including base salary, benefits, bonuses, and stipends
- A dynamic culture and vibrant community of colleagues united by shared dedication to students, a commitment to innovation, and a strong growth mindset
- Unique career pathways, growth and development opportunities, and leadership roles that encourage staff to stretch themselves
- Equitable compensation, regardless of gender, race / ethnicity, national origin, sexual orientation, religion, or disability
- A transparent and clearly communicated compensation system, so that staff understand what factors determine individual compensation and how and when potential changes to compensation will be effected

We recognize and reward...

- exceptional performance and contributions that enable excellent student outcomes
- commitment of staff who contribute to the long-term success of our students and our organization

For teachers...

Given the role they play in classrooms, teachers are particularly critical to the success of our mission. As such, we offer teacher compensation to attract and retain talented educators, and we specially recognize and reward:

- Exceptional teacher performance that leads to growth and excellence for students
- Commitment of teachers who develop deep, high-quality classroom experience (within or outside of harmony) and assume critical leadership responsibilities

Figure 7. List of Possible Texas State Distinctions

Assignment	Category	Description and Bonus Goal	Bonus amount
K-2	NWEA MAP	65% of students who met NWEA MAP Reading & Math growth goal (\$500 per subject)	\$1000 (per person)
3 through 11	STAAR	Teacher goal met - 25% of those who did not pass STAAR last year will pass this year.	\$1000 (per person)
3 through 10	NWEA MAP	65% of students who met NWEA MAP growth goal (Reading and Math Average)	\$500 (per person)
3 through 11	Distinction Designation	When campus earns a distinction designation in a subject area, all teachers in that department will get bonus	\$250 (per person)
Counselor	Distinction Designation	When campus earns a distinction designation in Postsecondary Readiness, all counselors will get bonus	\$500 (per person)
AP Teachers	AP Exams	AP Goal Met per subject (55% passing rate)	\$250 (per person)
AP Teachers	AP Exams	# of students with a score of 3 or higher taught by that teacher in that subject area	\$20 (per student)
Campus Admin	Distinction Designation	Principals and All AP's will get bonus for each Distinction Designation campus earns	\$250 (per distinction)
District Coach	STAAR	District Goal met - 25% of those who did not pass STAAR last year will pass this year	\$1000 (per person)
District Data Analyst / Director of Academics	STAAR	35% of bonus amount when District goal in Reading is met, 35% of bonus amount when District goal in Math is met, 15% of bonus amount when District goal in Science is met, and 15% of bonus amount when District goal in Social Studies is met.	\$1000 (per person)
Non-tested teachers and staff	Designation	When campus earns at least one distinction designation, those who did not get any other bonus will qualify for bonus	\$250 (per person)

Special Ed & ESL	District PBM stage	When district stage for Special Education and ESL is one or zero, all staff in those departments will qualify for bonus.	\$500 (Stage 1) \$1500 (No Stage)
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Figure 8. Functional Operating Model

	<i>Core to proposed TIF project</i>			<i>Ancillary to proposed TIF project</i>	
	Instructional Management	Human Resources Management	External relations	Financial Management	Operations
Central office	<ul style="list-style-type: none"> • Core curriculum • Interim assessment • Annual teacher PD • Selection model • Teacher onboarding program 	<ul style="list-style-type: none"> • Compensation • Career pathways • Staffing structure • Recruiting strategy 	<ul style="list-style-type: none"> • Branding and marketing • Media relations • Development 	<ul style="list-style-type: none"> • Financial ratios and requirements • Audit • Tools and templates 	<ul style="list-style-type: none"> • Services with economies of scale • Facilities • Enrollment goals
Clusters	<ul style="list-style-type: none"> • PD during the school year 	<ul style="list-style-type: none"> • Teacher selection support 	<ul style="list-style-type: none"> • Partnership strategy and implementation • Local media relations • Community outreach 	<ul style="list-style-type: none"> • Campus budget development and approval 	<ul style="list-style-type: none"> • Building maintenance vendors • Health/ food services • Contractor selection
Campuses	<ul style="list-style-type: none"> • Formative assessments • Supplemental resources 	<ul style="list-style-type: none"> • Teacher selection and hiring 	<ul style="list-style-type: none"> • Family outreach 	<ul style="list-style-type: none"> • Budget development 	<ul style="list-style-type: none"> • Clerical operations • Contractor management

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

TIF Grant Funds Budget Narrative

Introduction

Harmony Public Schools is requesting \$29,957,488 for the five year project described in the Project Narrative. This request amounts to 69% of the total budget needed for the proposed TIF project—the remaining 31% of funds will be provided by Harmony Public Schools.

TIF Budget Request Correlation with Logic Model Levers

Harmony plans to track spend by Lever, as detailed in the Project Narrative. Below is the breakdown of funding by TIF Budget (roughly \$30M), Match Budget (roughly \$14M), and Total Budget (roughly \$44M). Lever 4 is over-indexed in the TIF Budget request to ensure adequate runway for Harmony to deepen its fundraising capabilities and make operating budget adjustments in years 4-5 and beyond.

Lever		TIF Funds	Match	Total (TIF + Match)
1	Deepening and differentiating PD for teachers	18%	46%	27%
2	Deepening and differentiating PD for administrators	6%	19%	10%
3	Enhancing consistency in career pathways	14%	18%	15%
4	Rewarding teaching and leading with financial incentives	62%	18%	48%

1. **Personnel**

Harmony is requesting \$2,600,750 in personnel costs, including personnel allocated specifically to this project, as well as stipends to engage educators in the work.

Harmony Supporting Top Educators Program – Budget Narratives

Allocated Personnel

The following requested personnel will all be allocated as employees of the project:

- **TIF Project Director:** Current RTT-D Project Director **Burak Yilmaz** will be responsible for the overall leadership and management of the Performance-Based Teacher and Principal Compensation Program, and will support the proposed project over the entire 5 years. His qualifications are described in detail in the project on page 30 of the Project Narrative and in Appendix B: Resumes & Curriculum Vitae.
- **TIF Project Manager:** A qualified staff member will focus specifically on the competency and career pathways alignment work described on page 32 of the Project Narrative. A qualified staff member (e.g., a current Harmony Principal or member of the Human Capital team) will be reallocated to support the project only for Years 1-3, after which her/her work will be complete and he/she will be reallocated to other human capital work.

	%	Base	Year 1	Year2	Year 3	Year 4	Year 5	Total \$
TIF Project Dir.	1.0 FTE	91,000	91,000	93,000	95,000	97,000	99,000	475,000
TIF Project Mgr.	1.0 FTE	85,000	85,000	87,000	89,000	-	-	261,000
Total	2.0		176,000	180,000	184,000	97,000	99,000	736,000

Educator Stipends

Harmony is requesting \$1,864,750 in stipends to engage educators deeply in this work. Outreach to Harmony teachers and school leaders indicated a strong appetite for opportunities to create content and co-design professional development opportunities.

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Stipend	Year 1	Year2	Year 3	Year 4	Year 5	Total \$
A.	140,000	128,000	120,000	108,000	100,000	596,000
B.	14,000	6,000	-	-	-	20,000
C.	18,750	-	-	-	-	18,750
D.	210,000	210,000	210,000			630,000
E.	200,000	200,000	200,000	-	-	600,000
Total	582,750	544,000	530,000	108,000	100,000	1,864,750

A. Stipends to teachers to develop differentiated professional development content and trainer teachers’ stipends: To support Lever 1, Harmony is requesting \$596,000 in content writing stipends for Harmony teachers to contribute to the professional development of their fellow educators. As part of this project, up to 40 teachers will be identified from the 36 TIF project schools annually who can engage in supporting design professional development content for other educators as a leadership activity. Stipends for this work will amount to \$50/hour. The biggest workloads for this work will be in Year 1, with decreasing number of hours following years work shifts from design to implementation. Thus, Harmony is requesting a decreasing amount of support for these stipends.

Year 1	Year 2	Year3	Year 4	Year 5
70 hours per teacher	64 hours per teacher	60 hours per teacher	54 hours per teacher	50 hours per teacher

B. Teacher stipends to produce professional development videos: To support Levers 1 and 3, Harmony is requesting \$20,000 to create professional development videos designed by Harmony educators, for Harmony educators, to be hosted on the platform detailed under Contractual Costs. This work will engage 200 Harmony teachers from across the 36 TIF project schools to create 200 videos. Harmony educators will create 140 videos during Year 1, at a cost of \$14,000 in stipends, assuming a stipends of \$25 an hour with 4 hours per

Harmony Supporting Top Educators Program – Budget Narratives

video. Harmony educators will create 60 videos during Year 2 at a cost of \$6,000 in stipends, assuming stipends of \$25 an hour with 4 hours per video.

C. **Design team stipends**: To support Levers 1 and 3, Harmony is requesting \$18,750 to engage educators as part of design teams. These design teams will work in Year 1 of the grant to help build Harmony’s micro-credentialing/badging work and work under the support and guidance of the consultants mentioned above. This work is core to the change management of Harmony career pathways, evaluation, and professional development investments proposed in the grant narrative. Several dozen educators have shared their interest in being part of these design teams. ~25 teachers from across the 36 TIF project schools will be chosen to be part of two design teams. The total work will amount to 30 hours per teacher of the course of the year, with training stipends of \$25/hour for their time.

D. **System Course Leader training stipends**: To support Levers 1 3, and 4, Harmony is requesting \$630,000 to engage System Course Leaders (SLCs) to write curriculum, write lesson plans, and provides support to curriculum throughout the year. System Course Leadership is one of Harmony’s career pathways. Leveraging its human capital management system, Harmony anticipates identifying up to 60 teachers from the 36 TIF project schools to take on this work, with an annual stipend of \$3,500.

E. **Curriculum writer stipends**: To support Lever 1, 3 and 4, Harmony is requesting \$600,000 in curriculum writing stipends for Harmony teachers to support curriculum writing. Curriculum leadership is one of Harmony’s career pathways. Leveraging its human capital management system, Harmony anticipates identifying up to 100 teachers from the 36 TIF project schools to take on this work, with a stipend of \$200 per curriculum writing day. It is

Harmony Supporting Top Educators Program – Budget Narratives

expected that these teachers will spend 10 days each year (typically in the spring) on course writing. Harmony requests support for first three years of this stipend are requested.

Harmony commits to providing funds for the final two years of the grant period, as well as continued to support after the project ends.

2. Fringe Benefits

Due fringe benefits (FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits) are budgeted for the personnel reported above at the rate of 23% of base salary.

	Base	Year 1	Year2	Year 3	Year 4	Year 5	Total \$
TIF Project Dir.	91,000	20,930	21,390	21,850	22,310	22,770	109,250
TIF Project Mgr.	85,000	19,550	20,010	20,470	-	-	60,030
Total		40,480	41,400	42,320	22,310	22,770	169,280

3. Travel

Harmony is requesting a total of **\$114,000** in travel costs for the entire 5-year project. This cost is split into two categories:

- A. \$76,500 for in-state travel for the TIF Project Director to each of the 36 TIF project schools annually.**
- B. \$37,500 for travel for Harmony staff members to attend two required annual TIF meetings**

(A) Travel to 36 Harmony TIF schools throughout Texas

These visits are crucial to the success of the project. Project Director Burak Yilmaz will engage with project stakeholders, support teacher and school leader design teams, and monitor the progress and success of project initiatives.

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The \$76,500 total is based on an average 1-day trip cost of \$425, consistent with travel to campuses incurred under Race to the Top grant. Harmony’s 36 TIF project schools are spread throughout Texas, the costs listed are based on an actual travel cost of double what is listed here, assuming that it will be incurred only half the time (e.g. some schools will not require airfare).

Item	Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total \$
Roundtrip airfare from Houston	\$200	36 x 200 = \$7,200	\$36,000				
1 Night lodging	\$125	36 x \$125 = \$4,500	22,500				
Other Transportation	\$50	36 x \$50 = \$1,800	\$9,000				
1 Day per diem	\$50	36 x \$50 = \$1,800	26 x \$50 = \$1,800	26 x \$50 = \$1,800	26 x \$50 = \$1,800	26 x \$50 = \$1,800	\$9,000
Total	\$425	\$15,300	\$15,300	\$15,300	\$15,300	\$15,300	\$76,500

(B) Travel to the Teacher Incentive Fund Grantee Meeting and the Teacher Incentive Fund

Topical Meeting

The \$37,500 requested in addition to the above costs will cover the two mandatory, annual TIF meetings in a major U.S. city.

It is expected that the TIF Project Director, along with two key Harmony staff members will attend the ~1.5 day Teacher Incentive Fund Grantee Meeting annually (for 3 years). This meeting will provide participants with key information needed to manage and implement a discretionary grant awarded by ED and technical assistance from experts. Expenses for this meeting reflect TIF application guidelines:

- Round-trip airfare for three participants to a major U.S. city
- Lodging expenses for three participants for up to four nights in a major U.S. city

Harmony Supporting Top Educators Program – Budget Narratives

- Per diem expenses for three participants for up to five days in a major U.S. city
- Funds for local ground transportation

It is expected that the TIF Project Director, along with one key Harmony staff member will attend the ~1.5 day Teacher Incentive Fund Topical Meeting annually (for 3 years). This meeting will provide participants with in depth information on a topic related to implementing PBCSs.

Expenses for this meeting reflect TIF application guidelines:

- Round-trip airfare for two participants to a major U.S. city
- Lodging expenses for two participants for up to four nights in a major U.S. city
- Per diem expenses for two participants for up to five days in a major U.S. city
- Funds for local ground transportation

Detailed TIF Meeting Travel Costs	# Staff	# Trips	\$ Per Trip	Total \$
<i>Teacher Incentive Fund Grantee Meeting:</i> Average airfare of \$500 each, in addition to a hotel room at \$150/night for four nights, local transportation of \$50 for five days, and per diem of \$50 for five days	3	3	\$4,500	\$22,500
<i>Teacher Incentive Fund Topical Meeting:</i> Average airfare of \$500 each, in addition to a hotel room at \$150/night for four nights, local transportation of \$50 for five days, and per diem of \$50 for five days	2	3	\$1,500	\$15,000
Total				\$37,500

4. **Equipment**

Not applicable – no Equipment costs are requested for this project.

5. **Supplies**

Harmony is requesting a total of \$180,000 for supplies to be used over the 5-year project timeline. These supplies will be purchased by each of the 36 TIF project schools and used for all investments outlined in the grant narrative. In particular they will be used by educators taking

Harmony Supporting Top Educators Program – Budget Narratives

part in designing and piloting professional development programming for teachers and administrators.

Harmony is requesting \$1,000 for each of the 36 TIF project schools, per year. This \$1,000 will ensure teachers have ample: instructional materials, pens, markers, flip charts, paper, printing & copy services for TIF project work. The \$1,000 cost is based on previous supplies costs from other major Harmony human capital projects.

Cost per	#of schools	Year 1	Year 2	Year 4	Year 5	Total
\$1,000	36	\$36,000	\$36,000	\$36,000	\$36,000	\$180,000

6. Contractual

Harmony is requesting a total of \$ 9,062,000 in contractual costs for the entirety of the 5-year project, approximately ~30% of the total budget request. These contractual costs enable Harmony to bring on cover stop-gap capacity for systems alignment, content creation, training, technology improvements, fundraising/sustainability, and impact assessment. The rationale and cost assumptions for each contractual are detailed after the table below.

Strategic System Alignment

- A. **Consultant to develop competency system alignment:** To support Lever 3, Harmony is requesting \$200,000 (going market rate, based on exploratory conversations with several potential contractors and comparable reference points from Harmony experience) to work with a qualified consultant(s) to align Harmony’s competency systems for teachers and principals. This is a one-time project that will happen during year 1 of the grant. Aligning competency systems across teachers and administrators will enable clarity in career lattices, while investing in technical

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platforms will expand connection points between evaluation, professional development, and career pathways.

Content Development

B. Consultants to develop additional content for teachers, differentiated

professional development: To support Levers 1 and 3, Harmony is requesting a total of \$300,000 for a 1-1.5 year project with an external consultant(s) to *create* differentiated professional development content for teachers. This content will focus on project-based learning, STEM instruction, and other areas identified by educators as needed. The \$300,000 is estimated based on preliminary outreach to content specialists, and will be designed with Harmony teacher input and reflect their differentiated needs.

C. Consultants to develop additional content for APs/Principals, differentiated

professional development: To support Lever 2, Harmony is requesting a total of \$200,000 for a one-year project with an external consultant(s) to create differentiated professional development content for Assistant Principals and Principals. This content will be used to provide differentiated support to Harmony school leaders going forward. The \$200,000 is estimated based on outreach to content specialists, and will be designed with Harmony school leader input.

D. Consultants to develop micro-credentialing/badging: To support Lever 3, Harmony is requesting \$200,000 (going market rate) to engage qualified consultants to accelerate the mapping of career pathways, evaluation, and professional development. While teachers and principals have a set of standards and competencies to assess performance within their roles and a growing set of professional

Harmony Supporting Top Educators Program – Budget Narratives

development opportunities aligned to those standards, the different systems and opportunities do not yet clearly link together in a learner-centered way that can support educators in building a long-term career at Harmony.

Training

- E. **Consultants to train teachers, differentiated PD:** To support Lever 1, Harmony is requesting \$500,000 for consultant support to *train* educators through the delivery of differentiated professional development, a core part of the proposed project. Working with experienced consultants, at a cost of \$100,000 a year for nine months of work (based on going market rate)¹, Harmony will build the instructional and leadership capacity of Harmony teachers by focusing on their specific needs. This is a TIF project-only cost. By the end of the five years, there will be a cadre of strong educators who can in turn train new generations of teachers, through a “train the trainer” model; and the focus of the last 1-2 years of the project will be on training the trainers, at a lower cost of \$50,000 for Year 4 and Year 5.
- F. **Consultants to train APs/Principals, differentiated professional development:** To support Lever 2, Harmony is requesting \$500,000 for consultant support to train Assistant Principals (APs) and Principals through differentiated professional development. A core part of the proposed project is increasing the effectiveness of APs and Principals, so that they in turn can support educators in their schools. Working with experienced consultants, at a cost of \$100,000 a year, Harmony will build the management capacity of school leaders by focusing on their specific needs.

¹ Throughout the narrative, we refer to “going market rate” that is based on preliminary conversations with potential partners

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This is a project-only cost, and will include a “train-the-trainer” element. By the end of the 5 years, there will be a cadre of strong leaders who can in turn train new APs and Principals.

- G. **Partner for ongoing training for emerging educator leaders:** To support Lever 1, Harmony is requesting a total of \$990,000 for educator training provided by an outside partner. An annual cost of \$330,000 is requested for the first three years of the project, with Harmony providing the necessary funds for the remaining two years of the project. An experienced external partner will provide content-based, pedagogy-driven, teacher-to-teacher training with a focus on-STEM education, available to emerging educator leaders.

Technology Improvements

- H. **Evaluation Platform:** To support Lever 3, Harmony is requesting a total of \$900,000 to partner with an innovative technology company that focuses on educator excellence. This partner will develop an online management platform that will further enabled Harmony to implement and manage all aspects of H-TESS, from observer certification and calibration to personalized professional development plans. In addition to the platform, that partner will support the TIF project with teacher and principal training in how to use this platform. Market rates indicate an estimate of \$300,000 a year for this work, which will take place over the first 3 years of the proposed TIF project.
- I. **Production of professional development videos:** To support Lever 1, Harmony is requesting \$1,000,000 to partner with an outside production firm to create 200 educator professional development videos (largely examples of teaching samples

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- aligned to the Harmony professional development rubric, across all major disciplines – math, ELA, social studies, science, and interdisciplinary – and with emphasis on project-based learning) over Year 1 and Year 2 of the TIF project. Going market rate is \$5,000 per professional development video. With educator support (see G. below) 140 videos will be created in Year 1 (\$700,000 in production costs) and 60 videos will be created in Year 2 (\$300,000 in production costs).
- J. **Platform to host professional development videos**: To support Lever 1, Harmony is requesting \$600,000 to build a customized platform which educators can use to access professional development videos. A customized platform will ensure alignment and compatibility with existing systems. This platform will be built in partnership with an outside technology company, using Harmony educators' input to ensure it meets their needs. Going market rates suggest a \$200,000 annual investment to design, run, and adjust. This will be an ongoing cost, supported by Harmony fundraising beginning in year four of the project.
- K. **Online professional development delivery platform**: To support Levers 1-2, Harmony is requesting \$250,000 for an online platform that meets the professional development needs of Harmony educators. Going market rate to run and maintain the professional development platform is \$50,000 per year. This will be an ongoing cost, supported by Harmony fundraising after the project timeline ends.
- L. **Micro-credentials & badging**: To support Levers 1-3, Harmony is requesting \$1.8 million for catalogue of professional development micro-credentials and badging for K-12 educators, as well as support to implement these new approaches. With micro-credentialing and badging, Harmony seeks recognize and reward educators for their

Harmony Supporting Top Educators Program – Budget Narratives

accomplishments and enable them to steer their own professional development. Based on market rates, it will cost each of the 36 TIF project schools \$10,000 a year each to access existing catalogues of micro-credentials and badges, as well as make any necessary customized adjustments to them.

Fundraising/Sustainability

M. **Fundraising Consultant:** Building a strong base of local funding to cover the cost of new human-capital management system components is a core part of the proposed TIF plan. To support Lever 4, Harmony is requesting \$122,000 for fundraising expenses, with the expectation that the fundraising professional Harmony brings on will help raise millions of dollars in matched funds. Harmony plans to pay \$20,000 to the fundraising consultant to develop a fundraising plan focused solely on raising funds for TIF. Then that fundraising consultant will continue to provide us with support to execute the plan they develop, at a cost of \$1,700 a month (\$20,400 a year). These rates are based on current estimates from Dini Spheris, a TX nonprofit with whom Harmony has worked on fundraising strategy.

Impact Evaluation

N. **Independent evaluator:** To support Levers 1-4, Harmony is requesting a total of \$1,500,000 for an independent evaluator. Harmony will partner with a seasoned external evaluator to build a deeper understanding of the impact of the TIF grant on educators and students. The external evaluation will seek to understand the impact of individual investments as well as the project as a whole on (1) student growth and student success and (2) educator effectiveness, educator engagement, and retention. Partnership costs of \$300,000 annually reflect market rates.

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Contractual Costs Budget by Year

Contractual Cost Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total \$
A.	200,000	-	-	-	-	200,000
B.	200,000	100,000	-	-	-	300,000
D.	200,000	-	-	-	-	200,000
E.	100,000	100,000	100,000	100,000	100,000	500,000
F.	100,000	100,000	100,000	100,000	100,000	500,000
G.	330,000	330,000	330,000	-	-	990,000
H.	330,000	330,000	330,000	-	-	990,000
I.	700,000	300,000	-	-	-	1,000,000
J.	200,000	200,000	200,000	-	-	600,000
K.	50,000	50,000	50,000	50,000	50,000	250,000
L.	360,000	360,000	360,000	360,000	360,000	1,800,000
M.	40,000	20,400	20,400	20,400	20,400	122,000
N.	300,000	300,000	300,000	300,000	300,000	1,500,000
Total	3,280,400	2,160,400	1,760,400	930,400	930,400	9,062,000

7. Construction

Not applicable.

8. Other

Harmony is requesting \$17,831,458 in “Other” costs, which cover performance-based compensation (bonuses). Performance-based compensation (bonuses) have been placed in the “other” category as fringe benefits will not be applied. Harmony plans to provide 9 different types of performance-based bonuses to support and reward and incentivize excellent educators. These bonus costs shift to from the requested TIF dollars to Harmony’s budget over time, to ensure sustainability. The bonuses numbers grow over time, as more teachers are qualified due to increasing effectiveness.

An overview of costs and details for all bonus categories are provided in the tables below.

- A. **Priority Schools Bonus:** To support Lever 4, Harmony is requesting \$3,750,000 to expand the Priority Schools bonus program to reach 15 high-need schools in the TIF project schools group not currently covered. Harmony’s “Priority Schools program”

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identifies highest-risk (generally based on STAAR achievement over a period of time) schools and provides more intensive supports and services, such as additional visits from coaches and additional interventionists to support teachers in differentiating instruction, as well as incentives through a bonus program. Consistent with the 8-9 schools currently designated as priority, each of the newly added priority campuses will receive a \$50,000 annual allocation for distribution across the entire retained school team and the District Administrators, supporting that school if the school meets Texas state standards

- B. **Non-Tested Teachers Bonus:** To support Lever 4, Harmony is requesting \$1,480,500 in bonuses to reward teaching excellence in non-tested subjects. As a core part of the proposed TIF project involves designing the bonus program for non-tested teachers, no bonuses will be given in Year 1 of the project. It is expected that increasing number of teachers (1,050 over the course of the project) across the 36 TIF project schools will demonstrate teaching excellence and receive a bonus.

	Year 1	Year 2	Year 3	Year 4	Year 5
% of teachers earning bonus	N/A	35%	40%	45%	50%

While these performance bonuses will each amount to \$1,000, Harmony’s budget request takes into account that Harmony will gradually take on more of the costs for this program, ensuring sustainability. Thus, Harmony is requesting \$1,000 per bonus for Years 1-3, \$800 per bonus for Year 4 and \$600 per bonus for Year 5. Harmony’s operating budget and fundraising will make up the differences in Years 4 and 5 and beyond

- C. **Tested Teachers Performance Bonus:** To support Lever 4, Harmony is requesting \$6,933,750 for performance-based bonuses for an estimated 1,075 tested-subject teachers

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over the course of this project. Due to the human capital supports funded by this proposed budget, it is expected that an increasing number of tested subject teachers achieving excellence and being rewarded with bonuses.

	Year 1	Year 2	Year 3	Year 4	Year 5
% of teachers earning bonus	40%	45%	50%	55%	60%

These performance bonuses will each amount to \$3,000, an increase from existing bonuses. Pay is a leading reason for educator turnover at harmony. The budget request takes into account that Harmony will gradually take on more of the costs for this program, ensuring sustainability. Thus, Harmony is requesting \$3,000 per bonus for Years 1-3, \$2,400 per bonus for Year 4 and \$1,800 per bonus for Year 5. Harmony’s operating budget and fundraising will make up the differences in Years 4 and 5 and beyond.

- D. **Principal Performance Bonus**: To support Lever 4, Harmony is requesting \$309,600 for performance-based bonuses for principals at the 36 TIF project schools. Due to the human capital supports funded by this proposed budget, it is expected that an increasing number of principals achieving excellence and being rewarded with bonuses.

	Year 1	Year 2	Year 3	Year 4	Year 5
% of principals earning bonus	40%	45%	50%	55%	60%

Performance bonuses will each amount to \$4,000, an increase from existing bonuses. Pay is a leading reason for educator turnover at harmony. The budget request takes into account that Harmony will gradually take on more of the costs for this program, ensuring sustainability. Thus, Harmony is requesting \$4,000 per bonus for Years 1-3, \$3,200 per bonus for Year 4 and \$2,400 per bonus for Year 5. Harmony’s operating budget and fundraising will make up the differences in Years 4 and 5 and beyond.

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- E. **Assistant Principals Performance Bonus:** To support Lever 4, Harmony is requesting \$645,000 for performance-based bonuses for the 100 assistant principals at the 36 TIF project schools. Due to the human capital supports funded by this proposed budget, it is expected that an increasing number of assistant principals achieving excellence and being rewarded with bonuses.

	Year 1	Year 2	Year 3	Year 4	Year 5
% of assistant principals earning bonus	40%	45%	50%	55%	60%

While these performance bonuses will each amount to \$3,000, Harmony’s budget request takes into account that Harmony will gradually take on more of the costs for this program, ensuring sustainability. Thus, Harmony is requesting \$3,000 per bonus for Years 1-3, \$2,400 per bonus for Year 4 and \$1,800 per bonus for Year 5. Harmony’s operating budget and fundraising will make up the differences in Years 4 and 5 and beyond.

- F. **Coordinator Performance Bonus:** To support Lever 4, Harmony is requesting \$1,199,700 for performance-based bonuses for coordinators at the 36 TIF project schools. Coordinators include ESL Coordinators, Special Ed Coordinators, and other educators. Due to the human capital supports funded by this proposed budget, it is expected that an increasing number of coordinators (out of a total of 186 coordinators) achieving excellence and being rewarded with bonuses.

	Year 1	Year 2	Year 3	Year 4	Year 5
% of coordinators earning bonus	40%	45%	50%	55%	60%

While these performance bonuses will each amount to \$3,000, Harmony’s budget request takes into account that Harmony will gradually take on more of the costs for this

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program, ensuring sustainability. Thus, Harmony is requesting \$3,000 per bonus for Years 1-3, \$2,400 per bonus for Year 4 and \$1,800 per bonus for Year 5. Harmony’s operating budget and fundraising will make up the differences in Years 4 and 5 and beyond.

G. **Other Staff Performance Bonus:** To support Lever 4, Harmony is requesting \$1,553,720 for performance-based bonuses for other staff at the 36 TIF project schools. These other staff include educators like Math/Reading Interventionists, High School Counselors, Library Assistant, Engagement and Support Coordinators, and Campus Outreach Coordinators. Due to the human capital supports funded by this proposed budget, it is expected that an increasing number of other staff (out of a total of 620 other staff) achieving excellence and being rewarded with bonuses.

	Year 1	Year 2	Year 3	Year 4	Year 5
% of other staff earning bonus	50%	53%	59%	62%	65%

While these performance bonuses will each amount to \$1,000, Harmony’s budget request takes into account that Harmony will gradually take on more of the costs for this program, ensuring sustainability. Thus, Harmony is requesting \$1,000 per bonus for Years 1-3, \$800 per bonus for Year 4 and \$600 per bonus for Year 5. Harmony’s operating budget and fundraising will make up the differences in Years 4 and 5 and beyond.

H. **Project-Based Learning Bonus:** To support Lever 4, Harmony is requesting \$1,959,188 for incremental performance-based bonuses based on project-based learning excellence over the course of this project. Due to the human capital supports funded by this proposed

Harmony Supporting Top Educators Program – Budget Narratives

budget, it is expected that an increasing number of the 1,075 TIF project school teachers demonstrating excellence in project-based learning and being recognized with bonuses.

	Year 1	Year 2	Year 3	Year 4	Year 5
% of PBL teachers earning bonus	75%	80%	85%	90%	95%

While these performance bonuses will each amount to \$500, the TIF budget request takes into account that Harmony will gradually take on more of the costs for this program, ensuring sustainability. Thus, Harmony is requesting \$500 per bonus for Years 1-3, \$375 per bonus for Year 4 and \$300 per bonus for Year 5. Harmony’s operating budget and fundraising will make up the differences in Years 4 and 5 and beyond.

Total performance-based compensation costs

Bonus Type	Year 1	Year 2	Year 3	Year 4	Year 5	Total \$
A. Priority Schools Bonus	750,000	750,000	750,000	750,000	750,000	3,750,000
B. Non-Tested Teachers Bonus	-	367,500	420,000	378,000	315,000	1,480,500
C. Performance Bonus: Tested Teachers	1,290,000	1,451,250	1,612,500	1,419,000	1,161,000	6,933,750
D. Performance Bonus: Principals	57,600	64,800	72,000	63,360	51,840	309,600
E. Performance Bonus: Assistant Principals	120,000	135,000	150,000	132,000	108,000	645,000
F. Performance Bonus: Coordinators	223,200	251,100	279,000	245,520	200,880	1,199,700
G. Performance Bonus: Other Staff	310,000	328,600	365,800	307,520	241,800	1,553,720
H. Project-	403,125	430,000	456,875	362,813	306,375	1,959,188

Harmony Supporting Top Educators Program – Budget Narratives

Based Learning Bonus						
Total	3,153,925	3,778,250	4,106,175	3,658,213	3,134,895	17,831,458

9. Total Direct Costs

The sum total of all direct expenditures, per budget category, of lines 1-8 is \$29,957,488

Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$7,292,355	\$6,762,850	\$6,681,695	\$4,874,723	\$4,345,865	\$29,957,488

10. Indirect Costs

N/A - There are no indirect costs requested for this project

11. Training Stipends

N/A - There are no project costs associated with long term training programs and college or university coursework

12. Total Costs

The total costs requested for Harmony's TIF project are \$29,957,488

Total TIF Budget Requests

Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel	758,750	724,000	714,000	205,000	199,000	2,600,750
2. Fringe Benefits	40,480	41,400	42,320	22,310	22,770	169,280
3. Travel	22,800	22,800	22,800	22,800	22,800	114,000
4. Equipment	-	-	-	-	-	-
5. Supplies	36,000	36,000	36,000	36,000	36,000	180,000
6. Contractual	3,280,400	2,160,400	1,760,400	930,400	930,400	9,062,000
7. Construction	-	-	-	-	-	-
8. Other	3,153,925	3,778,250	4,106,175	3,658,213	3,134,895	17,831,458
9. Total Direct Costs (line 1-8)	7,292,355	6,762,850	6,681,695	4,874,723	4,345,865	29,957,488
10. Indirect Costs	-	-	-	-	-	-
11. Training Stipends	-	-	-	-	-	-

Harmony Supporting Top Educators Program – Budget Narratives

12. Total Costs (line 9-11)	7,292,355	6,762,850	6,681,695	4,874,723	4,345,865	29,957,488
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Total Project Cost, including TIF Budget Request & Harmony Contributions

Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total	% TIF *
1. Personnel	905,450	845,800	835,800	736,800	730,800	4,054,650	64%
2. Fringe Benefits	62,721	57,914	58,834	38,824	\$39,284	257,577	66%
3. Travel	700,850	700,850	700,850	700,850	\$700,850	3,504,250	3%
4. Equipment	-	-	-	-	-	-	-
5. Supplies	72,000	72,000	72,000	72,000	72,000	360,000	50%
6. Contractual	4,200,400	3,080,400	2,680,400	2,680,400	2,680,400	15,322,000	59%
7. Construction	-	-	-	-	-	-	-
8. Other	3,153,925	3,778,250	4,106,175	4,415,500	4,724,825	20,178,675	88%
9. Total Direct Costs (line 1-8)	9,095,346	8,535,214	8,454,059	8,644,374	8,948,159	43,677,152	69%
10. Indirect Costs	-	-	-	-	-	-	-
11. Training Stipends	-	-	-	-	-	-	-
12. Total Costs (line 9-11)	9,095,346	8,535,214	8,454,059	8,644,374	8,948,159	43,677,152	69%

***Percent of total project item needs covered by TIF funding request**

Harmony Supporting Top Educators Program – Budget Narratives

Non-Federal and Non-TIF Federal Program Funds Budget Narrative

Introduction

Harmony Public Schools is committed to providing \$13,719,665 for the five year project described in the Project Narrative section. This requests amounts to 31% of the total budget needed for the proposed project—the remaining 69% is requested as part of the TIF grant budget. Many of the funds provided by Harmony kick in during Year 4 and Year 5, as the TIF budget contributions decrease. This gradual cost shift of costs from TIF funds to Harmony is designed to help ensure sustainability, and give Harmony Years 1-3 to fundraise and make adjustments to the operating budget.

7. Personnel

Harmony is will provide \$ \$1,453,900 in personnel costs, including percentages of existing personnel time allocated to this project, stipends to engage educators in the work. These funds are intended to compliment the funds requested in the TIF Budget.

Allocated Personnel

The following requested personnel will have a percentage of their time allocated to the project. More details on their roles in the project can be found in the Project Narrative, starting on page 30.

- A. Chief Academic Officer:** 10% of time dedicated to TIF activities
- B. Director of Accountability:** 15% of time dedicated to TIF activities
- C. Director of Leadership Development:** 10% of time dedicated to TIF activities
- D. Chief Talent Officer:** 5% of time dedicated to TIF activities
- E. Director of Secondary Curriculum:** 20% of time dedicated Year 1, 10% Years 2-5

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F. Director of Elementary Curriculum: 20% of time dedicated Year 1, 10% Years 2-5

G. Budget Accountant: 30% of time dedicated Year 1, 20% Years 2-5

Allocated Personnel Costs per Year

Staff	Base Salary \$	Year 1	Year2	Year 3	Year 4	Year 5	Total \$
A.	\$120,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$60,000
B.	\$13,800	\$13,800	\$13,800	\$13,800	\$13,800	\$69,000	\$13,800
C.	\$9,300	\$9,300	\$9,300	\$9,300	\$9,300	\$46,500	\$9,300
D.	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	\$27,500	\$5,500
E.	\$18,600	\$9,300	\$9,300	\$9,300	\$9,300	\$55,800	\$18,600
F.	\$18,600	\$9,300	\$9,300	\$9,300	\$9,300	\$55,800	\$18,600
G.	\$18,900	\$12,600	\$12,600	\$12,600	\$12,600	\$69,300	\$18,900
Total		\$91,200	\$66,300	\$66,300	\$66,300	\$66,300	\$356,400

Educator Stipends

Harmony plans to commit \$1,070,000 in stipends to engage educators deeply in this work.

Outreach to Harmony teachers and school leaders indicated a strong appetite for opportunities to create content and co-design professional development opportunities. The staggering of the stipend costs (increasing as stipend dollars from the TIF grant decrease) reflect Harmony’s commitment to sustaining the activities and investments detailed in the Project Narrative

A. Mentor Teacher stipends: Harmony plans to provide \$50,000 annually in mentor teacher stipends for educators in across the 36 TIF. These stipends of \$250/teacher are available to educators who demonstrate excellence and wish to grow their skills and abilities by supporting other educators.

B. System Course Leader stipends: Harmony will provide \$420,000 for stipends to engage System Course Leaders (SLCs) to write curriculum, write lesson plans, and provides support to curriculum throughout the year. System Course Leadership is one of Harmony’s career pathways. As part of this project, up to 60 teachers from the 36 TIF project schools will be

Harmony Supporting Top Educators Program – Budget Narratives

identified to engage in course-level curriculum writing as a leadership activity, with an annual stipend of \$3,500. These stipends will be an ongoing cost, with Harmony providing funding starting in Year 4 of the TIF timeline.

C. Curriculum Writer stipends: Harmony will provide \$400,000 in curriculum writing stipends for Harmony teachers to support curriculum writing. Curriculum leadership is one of Harmony’s career pathways. As part of this project, up to 100 teachers from the 36 TIF project schools will be identified to engage in curriculum writing as a leadership activity, with a stipend of \$200 per curriculum writing day. These teachers will spend 10 days each year (typically in the spring) on course writing. The first three years of this stipend are requested in the TIF budget, with Harmony committing to provide funds for the final two years of the grant period, and to continue to support this stipend after the project ends.

Stipend Costs per Year

Stipend Item	Year 1	Year2	Year 3	Year 4	Year 5	Total \$
A.	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$250,000
B.	-	-	-	\$210,000	\$210,000	\$420,000
C.	-	-	-	\$200,000	\$200,000	\$400,000
Total	\$50,000	\$50,000	\$50,000	\$460,000	\$460,000	\$1,070,000

2. **Fringe Benefits**

Due fringe benefits (FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits) are budgeted for the personnel reported above at the rate of 23% of base salary.

Harmony will provide \$88,297 in fringe benefits for the staff listed below.

- A. Chief Academic Officer:** 10% of time dedicated to TIF activities
- B. Director of Accountability:** 15% of time dedicated to TIF activities

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- C. Director of Leadership Development:** 10% of time dedicated to TIF activities
- D. Chief Talent Officer:** 5% of time dedicated to TIF activities
- E. Director of Secondary Curriculum:** 20% of time dedicated Year 1, 10% Years 2-5
- F. Director of Elementary Curriculum:** 20% of time dedicated Year 1, 10% Years 2-5
- G. Budget Accountant:** 30% of time dedicated Year 1, 20% of time Years 2-5

Fringe Benefits per Year

Staff	Base Salary \$	Year 1	Year2	Year 3	Year 4	Year 5	Total \$
A.	\$120,000	\$2,760	\$2,760	\$2,760	\$2,760	\$2,760	\$13,800
B.	\$13,800	\$1,265	\$1,265	\$1,265	\$1,265	\$1,265	\$6,325
C.	\$9,300	\$3,174	\$3,174	\$3,174	\$3,174	\$3,174	\$15,870
D.	\$5,500	\$2,139	\$2,139	\$2,139	\$2,139	\$2,139	\$10,695
E.	\$18,600	\$4,278	\$2,139	\$2,139	\$2,139	\$2,139	\$12,834
F.	\$18,600	\$4,278	\$2,139	\$2,139	\$2,139	\$2,139	\$12,834
G.	\$18,900	\$4,347	\$2,898	\$2,898	\$2,898	\$2,898	\$15,939
Total		\$22,241	\$16,514	\$16,514	\$16,514	\$16,514	\$88,297

8. Travel

Harmony will provide \$3,390,250 in travel costs for the entire 5-year project. This cost contains travel awards that will be available to teachers, principals, assistant principals, district staff, and coordinators. Travel awards are intended to be used by educators to cover the cost of travelling to other Harmony schools to take part in work related to this project. These travel awards are separate from the stipends (detailed in Personnel section above) but intended to make travelling to other Harmony schools more affordable to educators. Costs are in line with existing Harmony travel awards, with details on the number and types of educators covered by these costs detailed below.

Educators: (A) Teachers, (B) Principal, (C) Assistant Principals, (D) District Staff, (E)

Coordinators

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Travel Awards by Educator Role per Year

Role	# of staff	Travel \$	Year 1	Year 2	Year 3	Year 4	Year 5	Total
A.	2,125	250	531,250	531,250	531,250	531,250	531,250	2,656,250
B.	36	1,000	36,000	36,000	36,000	36,000	36,000	180,000
C.	100	400	40,000	\$40,000	40,000	40,000	40,000	200,000
D.	50	300	15,000	15,000	15,000	15,000	15,000	75,000
E.	186	300	55,800	55,800	55,800	55,800	55,800	279,000
Total			678,050	678,050	678,050	678,050	678,050	3,390,250

9. Equipment

Not applicable – no Equipment costs are requested for this project.

10. Supplies

Harmony plans to match the TIF budget request, contributing \$180,000 for supplies to be used over the 5-year project timeline. These supplies will be purchased by each of the 36 TIF project schools and used for all investments outlined in the grant narrative. In particular they will be used by educators taking part in designing and piloting professional development programming for teachers and administrators. Harmony will provide \$1,000 for each of the 36 TIF project schools, per year. This \$1,000 will ensure teachers have ample: instructional materials, pens, markers, flip charts, paper, printing & copy services for TIF project work. The \$1,000 cost is based on previous supplies costs from other major Harmony human capital projects.

Cost per school	#of schools	Year 1	Year 2	Year 4	Year 5	Total
\$1,000	36	\$36,000	\$36,000	\$36,000	\$36,000	\$180,000

11. Contractual

Harmony will provide \$6,260,000 in contractual cost for the entirety of the 5-year project timeline, approximately ~41% of the total project needs for contractor support, with the

Harmony Supporting Top Educators Program – Budget Narratives

remaining \$9,062,000 requested as part of the TIF budget. These funds enable Harmony to bring on stop-gap capacity for technology improvements, continuing education, and administrator development. Some of these costs are new costs for Harmony, while others are included because they provide insight into where Harmony is currently (and will continue) to support educator development. The rationale and cost assumptions for each item are detailed below, with a table summarizing contractual costs at the end of this section.

Technology Improvements

- O. **Evaluation platform**: Harmony will contribute a total of \$300,000 to partner with an innovative technology company that focuses on educator excellence. This partner will develop an online management platform that will further enabled Harmony to implement and manage all aspects of H-TESS, from observer certification and calibration to personalized professional development plans. In addition to the platform, that partner will support the TIF project with teacher and principal training in how to use this platform. Market rates² indicate an estimate of \$300,000 a year for this work, which will take place over the final two years of the proposed TIF project, when TIF funding for this item ends.

- P. **Platform to host professional development videos**: Harmony will contribute \$400,000 to build a customized platform which educators can use to access professional development videos. A customized platform will ensure alignment and compatibility with existing systems. This platform will be built in partnership with an outside technology company, using Harmony educators’ input to ensure it meets their needs. Going market rates suggest a \$200,000 annual investment to design, run, and

² Throughout the narrative, we refer to “going market rate” that is based on preliminary conversations with potential partners

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adjust. This will be an ongoing cost, supported by Harmony fundraising beginning in year four of the project.

Teacher training

- Q. **Partner for ongoing training for emerging educator leaders:** Harmony will provide a total of \$660,000 for educator training provided by an outside partner. An annual cost of \$330,000 will be provided for the last two years of the project, when TIF funding has ended. An experienced external partner will provide content-based, pedagogy-driven, teacher-to-teacher training with a focus on-STEM education, available to emerging educator leaders.

Continuing education

- R. **Mid-management Master's for teachers, Assistant Principals, and Principals:** Harmony will provide \$1,625,000 for mid-management masters for teachers, Assistant Principals, and Principals via outside providers. This cost will be born entirely by Harmony at \$325,000 annually, and reflect costs currently going towards continuing education.

Administrator Development

- S. **Principal coaching:** Harmony will allocate \$250,000 over the course of the project for principal coaching. Coaching will be differentiated, and available based on administrator need (via evaluations). Harmony will partner with a high-quality outside provider for these coaching services, as a cost of \$50,000 a year. These costs are based on market rates.
- T. **HALA Aspiring Leaders Academy:** Harmony will provide \$375,000 over the course of the project, shouldering the whole cost of continuing custom-designed

Harmony Supporting Top Educators Program – Budget Narratives

leadership academy (\$75,000 a year in costs). HALA aims to support Harmony staff as they prepare to take on the assistant principal and principal roles within the Harmony System. HALA is cohort-based and focused on expanding participants' repertoire of leadership skills and essential technical skills. The program provides targeted sessions aligned to the evaluation system.

- U. **HEEP Teacher & Administrator Certificate Program**: Harmony will provide \$750,000 (\$150,000 annually for each year of the project) for the Harmony Employee Education Program (HEEP), without financial support from the TIF budget. HEEP supports employees in continuing their education in their field of employment. It is open to both teachers and current administrators, and includes support for certification (teacher, principal, and superintendent) as well as advanced degrees. HEEP costs \$5,000 per participant, with an average of 30 educators participating annually
- V. **Leadership Summit**: Harmony will provide \$1,000,000 over the course of the project to continue the annual 4-day Leadership Summit (\$200,000 per year in costs), without financial support from the TIF budget. Every summer campus, cluster, and central office administrators gather to celebrate the previous year and get energized for the upcoming school year, with inspirational speakers and collaboration time to tackle challenges together.
- W. **New Leaders Academy**: Harmony will provide \$100,000 to continue to run its New Leaders Academy throughout the course of the project (\$20,000 per year), without financial support from the TIF budget. With external support, this is one of the first and more important training opportunities for first time school leaders.

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X. Leadership Professional Development: Harmony will provide \$500,000 over the course of this project. Harmony will work with an external partner to provide high-quality professional development support to school leaders. This is an ongoing cost of \$100,000 a year that Harmony will without financial support from the TIF budget.

Contractual Costs Budget by Year

Contractual Cost Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total \$
A.	-	-	-	\$300,000	\$300,000	\$600,000
B.	-	-	-	\$200,000	\$200,000	\$400,000
C.	-	-	-	\$330,000	\$330,000	\$660,000
D.	\$325,000	\$325,000	\$325,000	\$325,000	\$325,000	\$1,625,000
E.	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$250,000
F.	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$375,000
G.	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$750,000
H.	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$1,000,000
I.	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000
J.	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$500,000
Total	\$920,000	\$920,000	\$920,000	\$1,750,000	\$1,750,000	\$6,260,000

7. Construction

Not applicable.

8. Other

Harmony will provide \$2,347,218 in “Other” costs, which covers performance-based compensation (bonuses). Performance-based compensation (bonuses) have been placed in the “Other” category as fringe benefits will not be applied. Harmony will support 8 different types of performance-based bonuses to support and reward and incentivize excellent educators. The costs for Years 1-3 of the TIF project timeline have been requested as part of the TIF budget. Bonus costs shift in part to Harmony starting in Year 4. This was set up to ensure sustainability, allowing Harmony to use the first three years of the project for fundraising and operating budget adjustments. After the TIF project is completed, Harmony will cover the full cost of these

Harmony Supporting Top Educators Program – Budget Narratives

bonuses. The bonus numbers grow over time, as more teachers are qualified due to increasing effectiveness.

An overview of costs and details for all bonus categories are provided in the tables below:

- I. Non-Tested Teachers Bonus:** Harmony will provide \$ \$304,500 in bonuses to reward teaching excellence in non-tested subjects in Year 4, Year 5. As a core part of the proposed TIF project involves designing the bonus program for non-tested teachers. It is expected that an increasing number of teachers (1,050 over the course of the project) across the 36 TIF project schools will demonstrate teaching excellence and receive a \$1,000 bonus.

	Year 1	Year 2	Year 3	Year 4	Year 5
% of teachers earning bonus	N/A	35%	40%	45%	50%

Harmony will gradually take on more of the costs for this program, ensuring sustainability. Thus, Harmony will provide \$200 per bonus for Year 4, and \$400 per bonus for Year 5, as TIF funding decreases. Harmony will continue to provide funds for this bonus program after the TIF project timeline has ended.

- J. Performance Bonus: Tested Teachers:** Harmony will provide \$1,128,750 for performance-based bonuses for an estimated 1,075 tested-subject teachers over the course of this project. Due to the human capital supports funded by this proposed budget, it is expected that an increasing number of tested subject teachers achieving excellence and being rewarded with \$3,000 bonuses.

	Year 1	Year 2	Year 3	Year 4	Year 5
% of teachers earning bonus	40%	45%	50%	55%	60%

Harmony Supporting Top Educators Program – Budget Narratives

These performance bonuses will each amount to \$3,000, with initial costs requested as part of the TIF budget. Harmony will gradually take on more of the costs for this program, ensuring sustainability. Harmony will provide \$600 per teacher towards bonus costs in Year 4 and \$1,200 per teacher bonus in Year 5. Harmony’s operating budget and fundraising will enable this program to continue beyond the TIF project timeline.

K. Performance Bonus: Principals: Harmony will provide \$50,400 for performance-based bonuses for principals at the 36 TIF project schools. Due to the human capital supports funded by this proposed budget, it is expected that an increasing number of principals achieving excellence and being rewarded with bonuses.

	Year 1	Year 2	Year 3	Year 4	Year 5
% of principals earning bonus	40%	45%	50%	55%	60%

Performance bonuses will each amount to \$4,000, an increase from existing bonuses. Pay is a leading reason for educator turnover at harmony. With the help of TIF funding, Harmony will gradually take on more of the costs for this program, ensuring sustainability. Thus, Harmony will provide \$800 per bonus for Years 4, and \$1,600 per bonus for Year 5 (to be combined with TIF budget request to total \$4,000). Harmony’s operating budget and fundraising will enable this program to continue beyond the TIF project timeline.

L. Performance Bonuses: Assistant Principals: Harmony will provide \$105,000 for performance-based bonuses for the 100 assistant principals at the 36 TIF project schools. Due to the human capital supports funded by this proposed budget, it is expected that an increasing number of assistant principals will achieving excellence and be rewarded with bonuses.

Harmony Supporting Top Educators Program – Budget Narratives

	Year 1	Year 2	Year 3	Year 4	Year 5
% of assistant principals earning bonus	40%	45%	50%	55%	60%

These performance bonuses will each amount to \$3,000, an increase from the existing bonus structure. With the help of TIF funding, Harmony will gradually take on more of the costs for this program, ensuring sustainability. Thus, Harmony will provide \$600 per bonus for Years 4, and \$1,200 per bonus for Year 5 (to be combined with TIF budget request to total \$3,000). Harmony’s operating budget and fundraising will enable this program to continue beyond the TIF project timeline.

M. Performance Bonuses: Coordinators: Harmony will provide \$195,300 for performance-based bonuses for coordinators at the 36 TIF project schools. Coordinators include ESL Coordinators, Special Ed Coordinators, and other educators. Due to the human capital supports funded by this proposed budget, it is expected that an increasing number of coordinators (out of a total of 186 coordinators) achieving excellence and being rewarded with bonuses.

	Year 1	Year 2	Year 3	Year 4	Year 5
% of coordinators earning bonus	40%	45%	50%	55%	60%

These performance bonuses will each amount to \$3,000. With the help of TIF funding, Harmony will gradually take on more of the costs for this program, ensuring sustainability. Thus, Harmony will provide \$600 per bonus for Years 4, and \$1,200 per bonus for Year 5 (to be combined with TIF budget request to total \$3,000). Harmony’s operating budget and fundraising will enable this program to continue beyond the TIF project timeline.

Harmony Supporting Top Educators Program – Budget Narratives

N. Performance Bonuses: Other Staff: Harmony will provide \$238,080 for performance-based bonuses for other staff at the 36 TIF project schools. These other staff include educators like Math/Reading Interventionists, High School Counselors, Library Assistant, Engagement and Support Coordinators, and Campus Outreach Coordinators. Due to the human capital supports funded by this proposed budget, it is expected that an increasing number of other staff (out of a total of 620 other staff) achieving excellence and being rewarded with bonuses.

	Year 1	Year 2	Year 3	Year 4	Year 5
% of other staff earning bonus	50%	53%	59%	62%	65%

These performance bonuses will each amount to \$1,000. With the help of TIF funding, Harmony will gradually take on more of the costs for this program, ensuring sustainability. Thus, Harmony will provide \$200 per bonus for Years 4, and \$400 per bonus for Year 5 (to be combined with TIF budget request to total \$1,000). Harmony’s operating budget and fundraising will enable this program to continue beyond the TIF project timeline.

O. Project-Based Learning Bonuses: Harmony will provide \$325,188 for incremental performance-based bonuses based on project-based learning excellence over the course of this project. Due to the human capital supports funded by this proposed budget, it is expected that an increasing number of the 1,075 TIF project school teachers demonstrating excellence in project-based learning and being recognized with bonuses.

	Year 1	Year 2	Year 3	Year 4	Year 5
% of PBL teachers earning bonus	75%	80%	85%	90%	95%

These performance bonuses will each amount to \$500. With the help of TIF funding, Harmony will gradually take on more of the costs for this program, ensuring

Harmony Supporting Top Educators Program – Budget Narratives

sustainability. Thus, Harmony will provide \$125 per bonus for Years 4, and \$200 per bonus for Year 5 (to be combined with TIF budget request to total \$500). Harmony’s operating budget and fundraising will enable this program to continue beyond the TIF project timeline.

Total performance-based compensation costs

Bonus Type	Year 1	Year 2	Year 3	Year 4	Year 5	Total \$
A.	-	-	-	\$94,500	\$210,000	\$304,500
B.	-	-	-	\$354,750	\$774,000	\$1,128,750
C.	-	-	-	\$15,840	\$34,560	\$50,400
D.	-	-	-	\$33,000	\$72,000	\$105,000
E.	-	-	-	\$61,380	\$133,920	\$195,300
F.	-	-	-	\$76,880	\$161,200	\$238,080
G.	-	-	-	\$120,938	\$204,250	\$325,188
Total	-	-	-	\$757,288	\$1,589,930	\$2,347,218

9. Total Direct Costs

The sum total of all direct expenditures, per budget category, of lines 1-8 is \$13,719,665

Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$1,802,991	\$1,772,364	\$1,772,364	\$3,769,652	\$4,602,294	\$13,719,665

10. Indirect Costs

N/A - There are no indirect costs requested for this project

11. Training Stipends

N/A - There are no project costs associated with long term training programs and college or university coursework

12. Total Costs

The total costs Harmony will provide as funds to be used in for the proposed project amount to \$13,719,665. These funds, combined with the TIF budget request, are sufficient to implement and ensure the success of the project described in the Project Narrative.

Harmony Supporting Top Educators Program – Budget Narratives

Total Non-TIF, Non-Federal Funds To Be Contributed by Harmony

Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel	146,700	121,800	121,800	531,800	531,800	1,453,900
2. Fringe Benefits	22,241	16,514	16,514	16,514	16,514	88,297
3. Travel	678,050	678,050	678,050	678,050	678,050	3,390,250
4. Equipment	-	-	-	-	-	-
5. Supplies	36,000	36,000	36,000	36,000	36,000	180,000
6. Contractual	920,000	920,000	920,000	1,750,000	1,750,000	6,260,000
7. Construction	-	-	-	-	-	-
8. Other	-	-	-	757,288	1,589,930	2,347,218
9. Total Direct Costs (line-8)	1,802,991	1,772,364	1,772,364	3,769,652	4,602,294	13,719,665
10. Indirect Costs	-	-	-	-	-	-
11. Training Stipends	-	-	-	-	-	-
12. Total Costs (line 9-11)	1,802,991	1,772,364	1,772,364	3,769,652	4,602,294	13,719,665

Total Project Cost, including TIF Budget Request & Harmony Contributions

Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total	% HPS *
1. Personnel	905,450	845,800	835,800	736,800	730,800	4,054,650	36%
2. Fringe Benefits	62,721	57,914	58,834	38,824	\$39,284	257,577	34%
3. Travel	700,850	700,850	700,850	700,850	\$700,850	3,504,250	97%
4. Equipment	-	-	-	-	-	-	-
5. Supplies	72,000	72,000	72,000	72,000	72,000	360,000	50%
6. Contractual	4,200,400	3,080,400	2,680,400	2,680,400	2,680,400	15,322,000	41%

Harmony Supporting Top Educators Program – Budget Narratives

7. Construction	-	-	-	-	-	-	-
8. Other	3,153,925	3,778,250	4,106,175	4,415,500	4,724,825	20,178,675	12%
9. Total Direct Costs (line 1-8)	9,095,346	8,535,214	8,454,059	8,644,374	8,948,159	43,677,153	31%
10. Indirect Costs	-	-	-	-	-	-	-
11. Training Stipends	-	-	-	-	-	-	-
12. Total Costs (line 9-11)	9,095,346	8,535,214	8,454,059	8,644,374	8,948,159	43,677,153	31%

***Percent of total project needs contributed by Harmony (non-TIF, non-Federal)**

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mr.	Burak		Yilmaz	

Address:

Street1:	9321 W. Sam Houston Pkwy S.
Street2:	
City:	Houston
County:	
State:	TX: Texas
Zip Code:	77099
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
[REDACTED]	(713) 777-8555

Email Address:

[REDACTED]

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

[REDACTED]	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Harmony Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	758,750.00	724,000.00	714,000.00	205,000.00	199,000.00	2,600,750.00
2. Fringe Benefits	40,480.00	41,400.00	42,320.00	22,310.00	22,770.00	169,280.00
3. Travel	22,800.00	22,800.00	22,800.00	22,800.00	22,800.00	114,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	36,000.00	36,000.00	36,000.00	36,000.00	36,000.00	180,000.00
6. Contractual	3,280,400.00	2,160,400.00	1,760,400.00	930,400.00	930,400.00	9,062,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	3,153,925.00	3,778,250.00	4,106,175.00	3,658,213.00	3,134,895.00	17,831,458.00
9. Total Direct Costs (lines 1-8)	7,292,355.00	6,762,850.00	6,681,695.00	4,874,723.00	4,345,865.00	29,957,488.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	7,292,355.00	6,762,850.00	6,681,695.00	4,874,723.00	4,345,865.00	29,957,488.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
 PR/Award # U374A160039

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Harmony Public Schools	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	146,700.00	121,800.00	121,800.00	531,800.00	531,800.00	1,453,900.00
2. Fringe Benefits	22,241.00	16,514.00	16,514.00	16,514.00	16,514.00	88,297.00
3. Travel	678,050.00	678,050.00	678,050.00	678,050.00	678,050.00	3,390,250.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	36,000.00	36,000.00	36,000.00	36,000.00	36,000.00	180,000.00
6. Contractual	920,000.00	920,000.00	920,000.00	1,750,000.00	1,750,000.00	6,260,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	757,288.00	1,589,930.00	2,347,218.00
9. Total Direct Costs (lines 1-8)	1,802,991.00	1,772,364.00	1,772,364.00	3,769,652.00	4,602,294.00	13,719,665.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	1,802,991.00	1,772,364.00	1,772,364.00	3,769,652.00	4,602,294.00	13,719,665.00

SECTION C - BUDGET NARRATIVE (see instructions)

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