Revised 2008

ARE WE MAKING PROGRESS AS LEADERS?

A Message to Leaders

In today's environment, if you are standing still, you are falling behind. Making the right decisions at the right time is critical. Following through on those decisions is challenging. In a survey of a broad cross section of CEOs, the Malcolm Baldrige Foundation learned that CEOs believed deploying strategy is three times more difficult than developing strategy. If deployment is so challenging, the questions are, Are you making progress? Would your workforce agree? How do you know?

- Are your values, vision, mission, and plans being deployed? How do you know?
- Are they understood and supported by your leadership team? How do you know?
- Are they communicated to, understood by, and supported by all members of your workforce? How do you know?
- Are your communications effective? How do you know?
- Is the message being well received? How do you know?

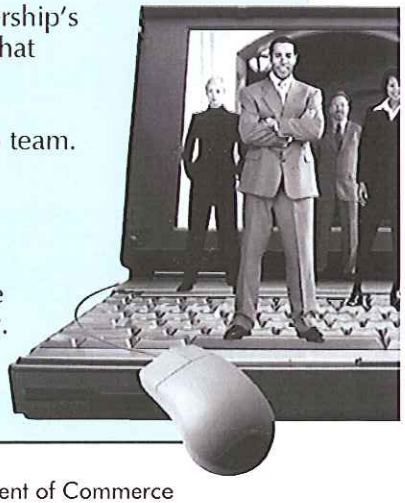
Are We Making Progress As Leaders? and the companion document for employees, *Are We Making Progress?*, are designed to help you know. They provide compatible tools for you to see if your perceptions agree with those of your workforce. They will help you focus your improvement and communication efforts on areas needing the most attention. For organizations that have been using the Baldrige Criteria for Performance Excellence, the questionnaires are conveniently organized by the seven Criteria Categories. For those that have not, these questionnaires identify opportunities for improvement and direct you to more detailed questions in the Criteria. These questions may help you identify some key ideas for making improvements and recognizing opportunities for innovation.

It is never too soon to start improving openness and communication. Ask your leadership team to complete this questionnaire. It will challenge you to address issues critical to your organization's success.

AN ASSESSMENT TOOL FROM THE BALDRIGE NATIONAL QUALITY PROGRAM

... Performance Excellence and Innovation

- This easy-to-use questionnaire, which is designed to reveal your leadership's perspective, can help you assess how you are performing and learn what should be improved or changed.
- We encourage you to photocopy it and distribute it to your leadership team.
- You can modify the questionnaire to address your specific needs (e.g., add questions, use language specific to your organization).
- You can download an electronic version of the questionnaire from the Baldrige National Quality Program Web site at **www.baldrige.nist.gov**. There you can also learn about other Program materials, including the Criteria, which are available to you free of charge.



ARE WE MAKING PROGRESS AS LEADERS?

Your perceptions as a leader are important to our organization. There are 40 statements below. For each statement, check the box that best matches how you feel (strongly disagree, disagree, undecided, agree, strongly agree). How you feel will help us decide where we most need to improve or change. We also have the opportunity (using the *Are We Making Progress?* questionnaire) to compare the perceptions of our leadership team with those of our workforce to see if there are differences. We will not be looking at individual responses but will use the information from our whole leadership team to make decisions. It should take you about 10 to 15 minutes to complete this questionnaire.

Senior leaders, please fill in the following information:

_____

Name of organization or unit being discussed

Note: This refers to what is meant each time the word "organization" is used below. In addition, "employees" is used interchangeably with "workforce," which includes all people performing work for the organization.

CATEGORY 1: LEADERSHIP

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1a	Our workforce knows our organization's mission (what we are trying to accomplish).	❑	❑	❑	❑	❑
1b	Our workforce knows our organization's vision (where it is trying to go in the future).	❑	❑	❑	❑	❑
1c	Our leadership team uses our organization's values to guide our organization and employees.	❑	❑	❑	❑	❑
1d	Our leadership team creates a work environment that helps our employees do their jobs.	❑	❑	❑	❑	❑
1e	Our leadership team shares information about the organization.	❑	❑	❑	❑	❑
1f	Our leadership team asks employees what they think.	❑	❑	❑	❑	❑

CATEGORY 2: STRATEGIC PLANNING

2a	As our leadership team plans for the future, we ask our employees for their ideas.	❑	❑	❑	❑	❑
2b	Our organization encourages totally new ideas (innovation).	❑	❑	❑	❑	❑
2c	Our employees know the parts of our organization's plans that will affect them and their work.	❑	❑	❑	❑	❑
2d	Our employees know how to tell if they are making progress on their work group's part of the plan.	❑	❑	❑	❑	❑
2e	Our organization is flexible and can make changes quickly when needed.	❑	❑	❑	❑	❑

CATEGORY 3: CUSTOMER AND MARKET FOCUS

Note: Your employees' customers are the people who use the products of their personal work.

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
3a	Our employees know who their most important customers are.	❑	❑	❑	❑	❑
3b	Our employees regularly ask their customers what they need and want.	❑	❑	❑	❑	❑
3c	Our employees ask if their customers are satisfied or dissatisfied with their work.	❑	❑	❑	❑	❑
3d	Our employees are allowed to make decisions to solve problems for their customers.	❑	❑	❑	❑	❑
3e	Our employees also know who our organization's most important customers are.	❑	❑	❑	❑	❑

CATEGORY 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

4a	Our employees know how to measure the quality of their work.	❑	❑	❑	❑	❑
4b	Our employees use this information to make changes that will improve their work.	❑	❑	❑	❑	❑
4c	Our employees know how the measures they use in their work fit into our organization's overall measures of improvement.	❑	❑	❑	❑	❑
4d	Our employees get all the information they need to do their work.	❑	❑	❑	❑	❑
4e	Our employees know how our organization as a whole is doing.	❑	❑	❑	❑	❑

CATEGORY 5: WORKFORCE FOCUS

5a	Our employees cooperate and work as a team.	❑	❑	❑	❑	❑
5b	Our leadership team encourages and enables our employees to develop their job skills so they can advance in their careers.	❑	❑	❑	❑	❑
5c	Our employees are recognized for their work.	❑	❑	❑	❑	❑
5d	Our organization has a safe workplace.	❑	❑	❑	❑	❑
5e	Our managers and our organization care about our workforce.	❑	❑	❑	❑	❑
5f	Our workforce is committed to our organization's success.	❑	❑	❑	❑	❑

CATEGORY 6: PROCESS MANAGEMENT

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
6a	Our employees can get everything they need to do their jobs.	❑	❑	❑	❑	❑
6b	Our organization has good processes for doing its work.	❑	❑	❑	❑	❑
6c	Our employees have control over their personal work processes.	❑	❑	❑	❑	❑
6d	Our organization is prepared to handle an emergency.	❑	❑	❑	❑	❑

CATEGORY 7: RESULTS

7a	Our employees' work products meet all requirements.	❑	❑	❑	❑	❑
7b	Our employees' customers are satisfied with their work.	❑	❑	❑	❑	❑
7c	Our workforce knows how well our organization is doing financially.	❑	❑	❑	❑	❑
7d	Our organization has the right people and skills to do its work.	❑	❑	❑	❑	❑
7e	Our organization removes things that get in the way of progress.	❑	❑	❑	❑	❑
7f	Our organization obeys laws and regulations.	❑	❑	❑	❑	❑
7g	Our organization practices high standards and ethics.	❑	❑	❑	❑	❑
7h	Our organization helps our employees help their community.	❑	❑	❑	❑	❑
7i	Our employees believe our organization is a good place to work.	❑	❑	❑	❑	❑

Would you like to give more information about any of your responses? Please include the number of the statement (for example, 2a or 7d) you are discussing.

The Faculty Culture Profile

TO BE COMPLETED BY **TEACHERS** AND **TEACHER ASSISTANTS** ONLY

Site:

- ☐ Monarch
- ☐ Baltimore
- ☐ Chillum
- ☐ Glen Burnie

The Faculty Culture Profile is a non-evaluative instrument used to gauge the prevailing pattern of customs, ideas, and assumptions driving the faculty's collective set of professional attitudes and behaviors.

This instrument is intended for anonymous completion by teaching faculty members. For each item, teachers should circle the number, 1-5 (1 being "absolutely inaccurate" and 5 being "absolutely accurate), best approximating their response.

1. It is demonstrated by the leadership in my school that professional development is aligned with the school's strategic goals and leadership actively particpates in professional development activities.

   1 2 3 4 5

2. It is demonstrated by leadership in my school that setting the highest attainable academic (and other) standards for students is essential, and that this constitutes one of our faculty's most basic values.

   1 2 3 4 5

3. It is demonstrated by leadership in my school that supporting and mentoring teachers to enhance their instructional skillset is a priority.

   1 2 3 4 5

4. It is demonstrated by leadership in my school that "disciplinary steps" and/or confrontations with students must be conducted in ways that leave students' dignity intact and model this behavior.

   1 2 3 4 5

5. It is demonstrated by leadership in my school that rendering (formal or informal) assistance to teachers is of crucial importance and is demonstrated by their presence in the classroom, hallways, cafetaria, gym etc.

   1 2 3 4 5

6. In my school, leadership facilitates dialogue among faculty members that is constructive, data driven, and professional.

   1 2 3 4 5

7. In my school, meetings provide opportunities to share information, participate in problem solving, include exploration of data points and develop mindset around TranZed principles.

   1 2 3 4 5

8. I have trust in my school colleagues and leadership.

   1 2 3 4 5

9. I have great respect for my school leadership and feel they provide active supervision and current research on best practices.

   1 2 3 4 5

10. My school leadership develops, communicates, implements and monitors systems in order to effectively meet the needs of all students.

    1 2 3 4 5

11. My school administration is highly supportive of the school's students.

    1 2 3 4 5

12. My school administration is highly supportive of the school's parents.

    1 2 3 4 5

Monarch Academy Curriculum Map DRAFT 2010

	First Six Weeks	Fall Expedition	Winter Interim	Spring Expedition
K	Monarch 101	* Investigations instead of an expedition **Me and My School** - What is school? How do I act? - Community (my rights and responsibilities) - Getting to know Monarch (what and who is here) - My needs and wants	**Dinosaurs** - Fossils - Early MD - Artifacts as clues to past	**Animals** - Lifecycles - Structure & function, observations - Needs of living things - Habitats and adaptations
1	Monarch 101	**What's in my backyard and beyond?** - Rights and responsibilities - Plants (form & function, lifecycle) - Geographic tools - Natural and physical features - Flow of matter and energy (food webs, predator/prey, decomposition) - Human impact - Properties of soils	**Kitchen Chemistry** - Properties of objects - Structure and states of matter - Physical and chemical changes - Heat/Temp changes - Skills & processes	**Insects** - Form & function, lifecycle - Needs of living things - Habitats and adaptations - Classification or organisms - Flow of matter and energy (food webs, predator/prey, decomposition) - Human impact
2	Monarch 101	**Native Americans** - Early Maryland - Traditions and customs - Elements of culture and cultural diffusion (borrowing and sharing) - Seasons (astronomy) and phases of moon - Human impact on environment - Needs of living things - Food, nutrition, and disease - Agricultural practices (sustainability)	**Light and Sound** - Wave interactions - Vibrations - Mirrors and prisms - Shadows - Skills & processes	**Weather and atmosphere** - States of matter (physical and chemical changes) - Structure of matter - Human impact on environment - Heat and temperature change - Properties of matter (what's in our earth, air, water?) - Tools for observing weather (past versus present)

Monarch Academy Curriculum Map DRAFT 2010

3	Monarch 101	**European Settlement** - Early MD - Consumers and producers - Role of trade, barter systems, money - Needs vs. wants - Elements of culture and cultural diffusion (borrowing and sharing) - Human impact on environment - Carbon footprint (carbon cycle), deforestation - Food, nutrition, and disease - Agricultural practices	**Waste & Recycling** - States of matter - Flow of matter and energy - Physical/chemical changes - Human impact - Skills & processes	**Physics of Structures** - Comparing different types of structures (Native American and European) - Evolution of cities (growth and development) - Change over time (impact of technology) - Forces - Simple machines - Cities and pollution (impact of humans on environment; use of natural resources)
4	Monarch 101	**Immigration and Westward Expansion** - Change over time (compare daily life) - Movement of people and goods - Immigration (why people move) - Natural resources and scarcity - Geography (landforms) - Motion and force	**Electricity & Magnetism** - Circuits - Flow of energy - Transformations - Heat/temp changes - Forces & fields - Skills & processes	**Chesapeake Bay Geology** - Immigration (Port of Baltimore) - Human impact on environment (water quality) - Geography (landforms) - Classifying rocks- physical properties of rocks, minerals, soils - Landforms and plate tectonics - Rock cycle, weathering and erosion, fossils
5	Monarch 101	**American Revolution** - Colonial societies of MD - Simple Machines - Foundations of Government - Rights and responsibilities of citizens/government - Birth of a nation (symbols and significant people)	**Simple Machines** - Force & motion - Energy - Types of machines - Work - Skills & processes	**Chesapeake Bay Ecology** - Habitats and ecosystem interactions - Current environmental issues - Rights and responsibilities of citizens/government - Flow of matter and energy (food webs, predator/prey, decomposition) - Human impact - Properties of water, states of matter
6	Monarch 101	**Ancient Civilizations** (moving from US to global perspectives) - Traditions & customs - Elements of culture - Myths & religious beliefs - Geography - Astronomy (celestial objects, interrelationships, phases of moon)	**Astronomy** - Celestial objects - Properties of objects in space - Interrelationships - Rotation/revolution - Phases of moon - Skills & processes - Tools & history	**Archaeology** - Fossils - Earth History (plate tectonics, landforms) - Geology (classifying rocks, physical properties of rocks and minerals, weathering/erosion, soils, rock cycle) - Artifacts as clues to our past

Monarch Academy Curriculum Map DRAFT 2010

7	Monarch 101	**Civil War** - MD role in slavery - Foundations of government - Conflict, compromise, cooperation - Significant documents and historical events - Cultural diffusion (African American) - Movement of people and good - Heredity & Genetics - Food, nutrition, and disease	**Chemistry** - Periodic table - Properties of objects - States of matter - Physical and chemical changes - Skills & processes - Heat and temp	**Human Body** - Food & nutrition - Health & fitness - Chemical properties - Organ systems (digestive, respiratory, circulatory, muscular, skeletal) - Cells - Diseases (immune system)
8	Monarch 101	**Industry & Equity: Labor & Suffragette Movements** - Rights and responsibilities - Significant events and documents - Contributions of significant Marylanders - Consumers and producers - Conflict, compromise, and cooperation - Human impact on environment (air quality) - Impact of technology, change over time (compare daily life) - Waste and recycling/ energy use- then and now	**Physics** - Speed and motion - Force (Newton's laws) - Energy (potential & kinetic) - Transformations - Skills & processes - Real-world applications	**Contemporary Issues** - Wars (cooperation, compromise, conflict)- case study of US role in past and current wars - Political science- maintaining order, rights (UN human rights study) - Health issues- stem cells, cloning, designer babies - Environmental issues- oil spill (current events), climate change

Review Process:

- **Vertical alignment:** Chronological makes sense? Developmentally appropriate? Scaffolding of skills? Balance of science type? Big ideas?
- **Horizontal alignment:** Best fit? Balance of science and social studies?
- **VSC concerns:** spiraling and dabbling each year versus becoming an expert and going deep

Skills of SS: Thinking Strategies, Map Skills, Analysis, Outlining, Summarizing, Comparing and Contrasting, Determining Point of View or Perspective, Sequencing, Cause and Effect, and Fact and Opinion

Skills of Science: Gather/question/interpret data, design/analyze/carry out investigations, measuring, applying evidence and reasoning, distinguishing fact/opinion, observations, make models, classifying

Reading/Writing

Monarch Academy Curriculum Map Samples Grade Level Kindergarten

	Sample Learning Targets	Content /Standards	Skills	Sample Assessment	PossibleActivities
Reading/Writing	I can tell whether sounds are same or different I can repeat initial sounds I can categorize words as same or different by initial or final sounds I can repeat sentences	1. General Reading Processes: Students will master the ability to hear, identify and manipulate individual sounds in spoken words by end of grade one	A. Phonemic Awareness 1.a-c Discriminate sounds and words 2.a,b Discriminate and produce rhyming words and alliteration	DIBELS	Learning Expeditions
Reading/Writing	I can identify upper and lower case letters of the alphabet I can blend letters in one syllable words I can decode one syllable words	1.0 General Reading Processes: Student will apply their knowledge of letter/sound relationship and word structure to decode unfamiliar words	B. Phonics 1.a-c identifying letters and corresponding sounds 2.a-c Decoding skills of grade level text	DIBELS	Balanced Literacy Program K-8
Reading/Writing	I can recite nursery rhyme I can read with expression I can recognize my name	1.General Reading Processes Students will reading orally with accuracy and expression at a rate that sounds like speech	C. Fluency skills: 2.a reading with expression	Running Records	Daily news in the classroom
Reading/Writing	I can ask questions about what new words mean I can read signs in my school and neighborhood I can play with favorite words from stories I can use a picture dictionary	1.0 General Reading Processes Student will use a variety of strategies and opportunities to Understand word meaning and to increase vocabulary.	D. Vocabulary 1.a-g develop and apply vocabulary 2.a-d identify words such as colors, numbers, seasons	Student portfolios	Balance Literacy Program K-8 Learning Expeditions to explore the school environment/community field trips
Reading/Writing	I can describe information from a book title/cover page I can recognize printed words I can ask question about a book I can draw what a word means I can respond to who, what and where questions	1.0 General Reading Processes Students will use a variety of strategies to understand what they read	E. Comprehension 1.a-j concepts of prints 2. a-d, 3.a-e, 4.a-f Before, during and after reading strategies	Presentations of Learning	Balanced Literacy Program K-8 Learning Expeditions
Reading/Writing	I can follow directions I can tell you about a chart/diagram	2.0 General Reading Processes Students will develop comprehension skills by reading	Comprehension skills: 1.b functional documents 1.a nonfiction materials Text	Student comprehension checks	Balanced Literacy Program K-8 Learning Expeditions

	Sample Learning Targets	Content /Standards	Skills	Sample Assessment	PossibleActivities
Reading/Writing	I can tell you important detail I can tell details about a story fairy tales I can act out a story or use art to illustrate a story I can draw descriptions of words	a variety of informational texts	features, determine important ideas		
Writing	I can dictate words and phrases related to ideas I can contribute to shared writing experiences with my classmates	4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms and selecting language	Prewriting and drafting strategies 2. a-e dictate, draw or write to inform Oral presentations	Writing Rubric	Writing models, shared writing experiences.
Language	I can use correct verbs in speaking I can spell first and last name I can spell high frequency words I can print letters	5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing	A. Grammar 1.a oral language B. Usage 2.a-b subject and verb agreement C. mechanics 2.a. use basic punctuation D. Spelling- identify conventional spelling rules,	Student work samples	Direct Instruction Lessons

Monarch Academy Curriculum Map Samples Grade Level First grade

	Sample Learning Targets	Content /Standards	Skills	Sample Assessment	PossibleActivities
Reading/Writing	I can tell whether sounds are same or different I can repeat initial sounds I can categorize words as same or different by initial or final sounds I can repeat sentences	1. General Reading Processes: Students will master the ability to hear, identify and manipulate individual sounds in spoken words by end of grade one	A. Phonemic Awareness 1.a-c Discriminate sounds and words 4.a-e Discriminate and produce rhyming words and alliteration	DIBELS	Learning Expeditions
Reading/Writing	I can identify upper and lower case letters of the alphabet I can blend letters in one syllable words I can decode one syllable words	1.0 General Reading Processes: Student will apply their knowledge of letter/sound relationship and word structure to decode unfamiliar words	B. Phonics 1.a-b identifying letters and corresponding sounds 2.a-b Decoding skills of grade level text	DIBELS	Balanced Literacy Program K-8
Reading/Writing	I can recite nursery rhyme I can read with expression I can recognize my name	1.General Reading Processes Students will reading orally with accuracy and expression at a rate that sounds like speech	C. Fluency skills: 3.a appropriate phrasing	Running Record	Daily news in the classroom
Reading/Writing	I can ask questions about what new words mean I can read signs in my school and neighborhood I can play with favorite words from stories I can use a picture dictionary	1.0 General Reading Processes Student will use a variety of strategies and opportunities to Understand word meaning and to increase vocabulary.	D. Vocabulary 1.a-f develop and apply vocabulary 2.a-c sort words with pictures	Student Portfolio	Balance Literacy Program K-8 Learning Expeditions to explore the school environment/community field trips
Reading/Writing	I can describe information from a book title/cover page I can recognize printed words I can ask question about a book I can draw what a word means I can respond to who, what and where questions	1.0 General Reading Processes Students will use a variety of strategies to understand what they read	E. Comprehension 1.a-d concepts of prints 2. a-d, 3.a-e, 4.a-f Before, during and after reading strategies	Presentation of Learning	Balanced Literacy Program K-8 Learning Expeditions
Reading/Writing	I can follow directions I can tell you about a chart/diagram	2.0 General Reading Processes Students will develop comprehension skills by reading	Comprehension skills: 1.a- f functional documents 1.a nonfiction materials Text	Student led Conferences	Balanced Literacy Program K-8 Learning Expeditions

	Sample Learning Targets	Content /Standards	Skills	Sample Assessment	PossibleActivities
Reading/Writing	I can tell you important detail I can tell details about a story fairy tales I can act out a story or use art to illustrate a story I can draw descriptions of words	a variety of informational texts	features, determine important ideas		
Writing	I can dictate words and phrases related to ideas I can contribute to shared writing experiences with my classmates	4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms and selecting language	1.a-b prewriting and drafting strategies 2. c-d logs and journals	Writing Rubric	Writing models, shared writing experiences.
Language	I can use parts of speech when speaking I can spell first and last name I can spell high frequency words I can print letters I can use correct word order in my sentences	5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing	A. Grammar 1.a-c part of speech and word order B. Usage 2.a-b subject and verb agreement C. mechanics 2.a. use basic punctuation D. Spelling- identify conventional spelling rules,	Student work samples	Direct Instruction Lessons

Monarch Academy Curriculum Map Samples Grade Level Second grade

	Sample Learning Targets	Content /Standards	Skills	Sample Assessment	Possible Activities
Reading/Writing	I can tell whether sounds are same or different I can repeat initial sounds I can categorize words as same or different by initial or final sounds I can repeat sentences	1. General Reading Processes: Students will master the ability to hear, identify and manipulate individual sounds in spoken words by end of grade one	A. Phonemic Awareness 1.a-b dipthongs and digraphs	DIBELS	Learning Expeditions
Reading/Writing	I can identify upper and lower case letters of the alphabet I can blend letters in one syllable words I can decode one syllable words	1.0 General Reading Processes: Student will apply their knowledge of letter/sound relationship and word structure to decode unfamiliar words	B. Phonics 1.a-b identifying letters and corresponding sounds 2.a-d Decoding skills of grade level text Compound words and vowel patterns	DIBELS	Balanced Literacy Program K-8
Reading/Writing	I can recite nursery rhyme I can read with expression I can recognize my name	1.General Reading Processes Students will reading orally with accuracy and expression at a rate that sounds like speech	C. Fluency skills: 1.a-c models of fluent reading 3.a intonation	Running Records	Daily news in the classroom
Reading/Writing	I can ask questions about what new words mean I can read signs in my school and neighborhood I can play with favorite words from stories I can use a picture dictionary	1.0 General Reading Processes Student will use a variety of strategies and opportunities to Understand word meaning and to increase vocabulary.	D. Vocabulary 1.a-f develop and apply vocabulary: multiple meanings 2.a-c categorize words	Student Portfolios	Balance Literacy Program K-8 Learning Expeditions to explore the school environment/community field trips
Reading/Writing	I can describe information from a book title/cover page I can recognize printed words I can ask question about a book I can draw what a word means I can respond to who, what and where questions	1.0 General Reading Processes Students will use a variety of strategies to understand what they read	E. Comprehension 1.a-d diversity of literature 2. a-b, 3.a-j, 4.a-i Before, during and after reading strategies	Presentations of Learning	Balanced Literacy Program K-8 Learning Expeditions
Reading/Writing	I can follow directions	2.0 General Reading Processes	Comprehension skills:	Student led conferences	Balanced Literacy Program K-8

	Sample Learning Targets	Content /Standards	Skills	Sample Assessment	Possible Activities
Reading/Writing	I can tell you about a chart/diagram I can tell you important detail I can tell details about a story fairy tales I can act out a story or use art to illustrate a story I can draw descriptions of words	Students will develop comprehension skills by reading a variety of informational texts	1.a- f functional documents 1.b nonfiction materials Text features, determine important ideas 3.a-e organizational structure of reading texts, similar and differences	Document	Learning Expeditions
Writing	I can dictate words and phrases related to ideas I can contribute to shared writing experiences with my classmates	4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms and selecting language	2.a-c improve writing skills 4. a-c use colorful language	Writing Rubric	Writing models, shared writing experiences.
Language	I can compare two sentences for understanding I can spell first and last name I can spell high frequency words I can use cursive writing I can use correct word order in my sentences	5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing	A. Grammar 1.a-b compare sentence B. Usage 2.a-b recognize conventional Standard English C. mechanics 2.b apply punctuation in my writing D. Spelling-1. a-g identify high frequency words	Student work samples	Direct Instruction Lessons

Monarch Academy Curriculum Map Samples Grade Level Third grade

	Sample Learning Targets	Content /Standards	Skills	Sample Assessment	Possible Activities
Reading/Writing	I can tell whether sounds are same or different I can repeat initial sounds I can categorize words as same or different by initial or final sounds I can repeat sentences	1. General Reading Processes: Students will master the ability to hear, identify and manipulate individual sounds in spoken words by end of grade one	A. Phonemic Awareness 1.a-b dipthongs and digraphs	Assessment Limits from VSC	Learning Expeditions
Reading/Writing	I can identify upper and lower case letters of the alphabet I can blend letters in one syllable words I can decode one syllable words	1.0 General Reading Processes: Student will apply their knowledge of letter/sound relationship and word structure to decode unfamiliar words	B. Phonics 1.a-b identifying letters and corresponding sounds 2.a-d Decoding skills of grade level text Compound words and vowel patterns	Assessment Limits from VSC	Balanced Literacy Program K-8
Reading/Writing	I can recite nursery rhyme I can read with expression I can recognize my name	1.General Reading Processes Students will reading orally with accuracy and expression at a rate that sounds like speech	C. Fluency skills: 1.a-c models of fluent reading 3.a intonation	Assessment Limits from VSC Running Records	Daily news in the classroom
Reading/Writing	I can ask questions about what new words mean I can read signs in my school and neighborhood I can play with favorite words from stories I can use a picture dictionary	1.0 General Reading Processes Student will use a variety of strategies and opportunities to Understand word meaning and to increase vocabulary.	D. Vocabulary 1.a-f develop and apply vocabulary: multiple meanings 2.a-c categorize words	MAP data	Balance Literacy Program K-8 Learning Expeditions to explore the school environment/community field trips
Reading/Writing	I can describe information from a book title/cover page I can recognize printed words I can ask question about a book I can draw what a word means I can respond to who, what and where questions	1.0 General Reading Processes Students will use a variety of strategies to understand what they read	E. Comprehension 1.a-d diversity of literature 2. a-b, 3.a-j, 4.a-i Before, during and after reading strategies	MAPS reports	Balanced Literacy Program K-8 Learning Expeditions
Reading/Writing	I can follow directions	2.0 General Reading Processes	Comprehension skills:	Student Por	Balanced Literacy Program K-8

	Sample Learning Targets	Content /Standards	Skills	Sample Assessment	Possible Activities
Reading/Writing	I can tell you about a chart/diagram I can tell you important detail I can tell details about a story fairy tales I can act out a story or use art to illustrate a story I can draw descriptions of words	Students will develop comprehension skills by reading a variety of informational texts	1.a- f functional documents 1.b nonfiction materials Text features, determine important ideas 3.a-e organizational structure of reading texts, similar and differences		Learning Expeditions
Writing	I can dictate words and phrases related to ideas I can contribute to shared writing experiences with my classmates	4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms and selecting language	2.a-c improve writing skills 4. a-c use colorful language	Writing Rubric	Writing models, shared writing experiences.
Language	I can compare two sentences for understanding I can spell first and last name I can spell high frequency words I can use cursive writing I can use correct word order in my sentences	5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing	A. Grammar 1.a-b compare sentence B. Usage 2.a-b recognize conventional Standard English C. mechanics 2.b apply punctuation in my writing D. Spelling-1. a-g identify high frequency words	Student work samples	Direct Instruction Lessons

Monarch Academy Curriculum Map Samples Grade Level Fourth

	Sample Learning Targets	Content /Standards	Skills	Sample Assessment	Possible Activities
Reading/Writing	I can use my phonic skills to read unfamiliar words	1. General Reading Processes: Students will apply their knowledge of letter/sound relationship to decode unfamiliar words	VSC B Application of phonic skills 1.1.a use variety of phonics skills Vowels, r- controlled vowels, diphthongs, digraphs,	Assessment limits from VSC considerations	Learning Expeditions
Reading/Writing	I can self correct while reading I can use context clues I can use punctuation marks to read	1.General Reading Processes Students will reading orally with accuracy and expression at a rate that sounds like speech	VSC C Fluency skills: 1.2.a reading with expression	Running Records	Daily news in the classroom
Reading/Writing	I can learn 12-20 new words every week I can connect new words to my conversations with peers and adults I can identify antonyms, synonyms, homoyms I can identify root words, prefixes and suffixes I can use idioms	1.0 General Reading Processes Student will use a variety of strategies and opportunities to Understand word meaning and to increase vocabulary.	Develop and apply vocabulary VSC D> Vocabulary 1.1.c, 1.2.b, 1.3.a Prefix, suffixes, grade appropriate root words and compound word	Student Portfolio MAPS analysis	Balance Literacy Program K-8 Learning Expeditions
Reading/Writing	I can use resources such as dictionary, thesaurus. I can discuss reaction to ideas/information gained from my reading I can explain the main idea I can draw conclusions I can summarize information I can connect information to my prior knowledge	1.0 General Reading Processes Students will use a variety of strategies to understand what they read	VSC C. Comprehension skills 1.1.a, 1.2.a-c, 1.3.ag, 1.4.a-d Before, during and after reading strategies	Presentations of Learning	Balanced Literacy Program K-8 Learning Expedition Read Alouds with theme related selections in a variety of genres Brief Constructed Reponses Writing prompts
Reading/Writing	I can discuss ideas from reading with my peers	1.0 General Reading Processes Students will develop	Comprehension skills: 1.4.d-h Text features,	Student Comprehension Checks	Balanced Literacy Program K-8 Learning Expeditions

	Sample Learning Targets	Content /Standards	Skills	Sample Assessment	Possible Activities
Reading/Writing	I can explain the author's opinion I can summarize events I can explain format or features from my reading	comprehension skills by reading a variety of informational texts	determine important ideas		
Reading/Writing	I can use graphic aides to explain meaning I can distinguish between types of text, such as stories, fables, realistic fiction, biographies I can identify elements of a story I can identify features of poetry such as stanza, chorus, types, rhyme scheme	3.0 Student will read, comprehend, interpret, analyze and evaluate literary texts.	VSC. 3.1.a-b, 3.2.a-b, 3.3.a-c Footnote and captions, story elements, settings, characters, , elements of poetry	MAPS analysis	Balanced Literacy program K-8
Writing	I can write an autobiographical narrative. I can write a summary paragraph I can write a persuasive letter I can write an informational report I can write poetry. I can write a news story	4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms and selecting language	4.1.a, Prewriting and drafting strategies Oral presentations 4.2.c Various types of poetry 4.2.b News story features	Writing Rubric	Writing models, shared writing experiences.
Language	I can use correct verbs in speaking/writing I can use appropriate punctuation in my writing. I can expand my sentence structure.	5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing	VSC B. Usage 5.1..1. correct verbs 5.2.a expand sentence structure C. Mechanics: 5.1, 5.2.a Apply punctuation to writing	Student work samples	Direct Instruction Lessons

Mathematics

Monarch Academy Curriculum Map Samples Grade Level Kindergarten

	Sample Learning Targets	Content /Standards	Skills	Sample Assessment	Possible Activities
Math	I can write addition and subtraction facts with sums to 18 I can solve multiple step problems	Maryland Voluntary State Math Curriculum: Patterns and Functions	Sorting Organizing differences	Curriculum assessment tools	Direct Instruction lessons Math Investigations K Math workshops
Math	I can add multiples of 10 for sums of 100 I can add two digit numbers without regrouping	VSC: Expressions, Equalities and Inequalities	Modeling, comparing relationships. Addition Math Literacy	Curriculum assessment tools	Direct Instruction lessons Math Investigations
Math	I	VSC: Numeric/Graphic Representations	One to one correspondence graphing	Manipulative assessment	Learning Expeditions
		VSC: Plane and Solid Geometric Figures	Sorting, matching, congruency, geometry	Curriculum assessment tools	Learning Expeditions Math Investigations K
Math		VSC: Transformation	Spatial reasoning, problem solving	Curriculum assessment tools	Math stories Math centers Math Investigations K
Math		VSC: Measurement Units/Tools	Measurement : length, height, weight, capacity	Math labs	Math lab activities
Math		VSC: Statistics: Data displays and analysis	Data Analysis tools	Curriculum assessment tools	Math Investigations Learning Expeditions Math workshops
Math		VSC: Number relationships and computation	Cardinality	Math stories and concrete materials to build sets 0-10	Math Investigations Learning Expeditions Math centers

Monarch Academy Curriculum Map Samples Grade Level First

	Sample Learning Targets	Content /Standards	Skills	Sample Assessment	Possible Activities
Math	I can write addition and subtraction facts with sums to 18 (1.0/B1.a) I can solve multiple step problems I can connect patters to real life situations. (1.0/A.2.d)	Maryland Voluntary State Math Curriculum: Patterns and Functions	Sorting Organizing differences	Curriculum assessment tools	Direct Instruction lessons Math Investigations K Math workshops
Math	I can add multiples of 10 for sums of 100 (1.0/A.1.a) I can add two digit numbers without regrouping (1.0/B.2.b)	VSC: Expressions, Equalities and Inequalities	Modeling, comparing relationships. Addition Math Literacy	Curriculum assessment tools	Direct Instruction lessons Math Investigations
Math	I can write numeric expressions for story problems (1.0/C1.a)	VSC: Numeric/Graphic Representations	One to one correspondence graphing	Manipulative assessment	Learning Expeditions
	I can identify geometric solids such as cubes, cones, cylinders in the environment (1.0/B.1.a) I can count flat surfaces and vertices on those solids. (1.0/B.1.a)	VSC: Plane and Solid Geometric Figures	Sorting, matching, congruency, geometry	Curriculum assessment tools	Learning Expeditions Math Investigations K
Math	I solve problem using attributes and logical reasoning I can find patterns in a table I can predict using math concepts.	VSC: Transformation	Spatial reasoning, problem solving	Curriculum assessment tools	Math stories Math centers Math Investigations K
Math	I can compare containers to include gallons (1.0/B.1.b) I can compare weights using a scale (1.0/A.1.e) I can read thermometer to measure temperature (1.0/A.1.d)	VSC: Measurement Units/Tools	Measurement : length, height, weight, capacity	Math labs	Math lab activities
Math	I can make a picture graph (1.0/A.1.c)	VSC: Statistics: Data displays and analysis	Data Analysis tools	Curriculum assessment tools	Math Investigations Learning Expeditions

	Sample Learning Targets	Content /Standards	Skills	Sample Assessment	Possible Activities
Math	I can identify possible outcomes and make predictions (1.0/B.1.a,b,c)	VSC: Statistics: Data displays and analysis	Data Analysis tools	Curriculum assessment tools	Math Investigations Learning Expeditions
Math	I can make a number book 0-10 I can show pictures for one half, one third, one fourth. (1.0/A.2.a) I can tell time to the hour/half hour (3.0/A.1.b) I can count money through $.99 (1.0/A.3.a)	VSC: Number relationships and computation	Cardinality	Math stories and concrete materials to build sets 0-10	Math Investigations Learning Expeditions Math centers

Monarch Academy Curriculum Map Samples Grade Level Second

	Learning Targets	Content /Standards	Skills	Assessment	Activities
Math	I can skip count to 1000 (1.0/A.1.a) I can complete function table using +,- rule (1.0/A.1.d) I can analyze growing and repeating patterns. (1.0/A.2.a)	Maryland Voluntary State Math Curriculum: Patterns and Functions	Sorting Organizing differences	Curriculum assessment tools; assessment limits from VSC	Direct Instruction lessons Math Investigations K Math workshops
Math	I can write numeric expressions using +,-,x,- (1.0/B.1.a) I can find the missing numbers on both side of number sentence (1.0/B.2.b)	VSC: Expressions, Equalities and Inequalities	Modeling, comparing relationships. Addition Math Literacy	Curriculum assessment tools	Direct Instruction lessons Math Investigations
Math	I can locate proper fractions on a number line (1.0/C.1.a) Whole numbers to 100	VSC: Numeric/Graphic Representations	One to one correspondence graphing	Assessment Limits from VSC	Learning Expeditions
Math	I can identify lines, line segments, rays, angles. I can draw right angles. I can identify cubes, rectangular and triangular prisms.	VSC: Plane and Solid Geometric Figures	Sorting, matching, congruency, geometry	Curriculum assessment tools	Learning Expeditions Math Investigations K
Math	I can describe the results of slide, flip and turn I can describe symmetry in geometric pictures	VSC: Transformation	Spatial reasoning, problem solving	Curriculum assessment tools	Math stories Math centers Math Investigations K
Math	I can read metric measurement unit I can measure objects using various tools and units.	VSC: Measurement Units/Tools	Measurement : length, height, weight, capacity	Math labs	Math lab activities
Math	I can display data using a variety of categories and intervals I can interpret data in a line plot	VSC: Statistics: Data displays and analysis	Data Analysis tools	Assessment limits from VSC	Math Investigations Learning Expeditions Math workshops

	Learning Targets	Content /Standards	Skills	Assessment	Activities
Math	I can use expanded form to write whole numbers I can compare whole number I can write fractions I can compare the value of mixed currency I can compare even and odd numbers I can identify the properties of multiplication I can divide one/two digit factors.	VSC: Number relationships and computation	Cardinality\ Multiplication and Division	Assessment limits from VSC	Math Investigations Learning Expeditions Math centers

Monarch Academy Curriculum Map Samples Grade Level Third

	Sample Learning Targets	Content /Standards	Skills	Sample Assessment	PossibleActivities
Math	I can skip count to 1000 (1.0/A.1.a) I can complete function table using +,- rule (1.0/A.1.d) I can analyze growing and repeating patterns. (1.0/A.2.a)	Maryland Voluntary State Math Curriculum: Patterns and Functions	Sorting Organizing differences	Curriculum assessment tools; assessment limits from VSC Start at the beginning, showing at least 3 levels but no more than 5 and ask for the next level). Use 2,5,10 or 100 starting with any whole number 1-1000.	Direct Instruction lessons Math Investigations K Math workshops
Math	I can write numeric expressions using +,-,x,- (1.0/B.1.a) I can find the missing numbers on both side of number sentence (1.0/B.2.c)	VSC: Expressions, Equalities and Inequalities	Modeling, comparing relationships. Addition Math Literacy	Curriculum assessment tools Assessment limits from VSC: Use operational symbols (+ or -) and whole numbers (0-50).	Direct Instruction lessons Math Investigations
Math	I can locate proper fractions on a number line (1.0/C.1.b)	VSC: Numeric/Graphic Representations	One to one correspondence graphing	Assessment Limits from VSC: Use fractions that have denominators of 2,3 or 4.	Learning Expeditions
Math	I can identify lines, line segments, rays, angles. (2.0/A.1.a) I can draw right angles. (2.0/A.2.a) I can identify cubes, rectangular and triangular prisms. (2.0/B.1.a)	VSC: Plane and Solid Geometric Figures	Sorting, matching, congruency, geometry	Curriculum assessment tools Assessment limits from VSC: Use cubes and the number of edges, faces, vertices or shape or each face	Learning Expeditions Math Investigations K
Math	I can describe the results of slide, flip and turn (2.0/E.1/a) I can describe symmetry in geometric pictures (2.0/E.2.a)	VSC: Transformation	Spatial reasoning, problem solving	Curriculum assessment tools Assessment limits VSC: Use horizontal slide,flip over a vertical line or turn of 90 degree clockwise around a given point of a picture. Use no more than 4 lines of symmetry.	Math stories Math centers Math Investigations K

	Sample Learning Targets	Content /Standards	Skills	Sample Assessment	PossibleActivities
Math	I can read metric measurement unit (3.0/A.1.a) I can measure objects using various tools and units. (3.0/B.1.a)	VSC: Measurement Units/Tools	Measurement : length, height, weight, capacity	Math labs Assessment Limits: Use the nearest cm or $\frac{1}{2}$ inch Use a ruler to measure the nearest cm or $\frac{1}{2}$ in.)	Math lab activities
Math	I can display data using a variety of categories and intervals (4.0/A.1.d) I can interpret data in a line plot (4.0/B.1.d)	VSC: Statistics: Data displays and analysis	Data Analysis tools	Assessment limits from VSC Use no more than 4 categories of data with intervals of 1,2,5 or 10 and whole numbers (0-100).	Math Investigations Learning Expeditions Math workshops
Math	I can use expanded form to write whole numbers (6.0/A.1.b) I can compare whole number (6.0/A.1.d) I can write fractions (6.0/A.2.a,b) I can compare the value of mixed currency (6.0/A.3/b) I can compare even and odd numbers I can identify the properties of multiplication (6.0/C.1.g) I can divide one/two digit factors.	VSC: Number relationships and computation	Cardinality\ Multiplication and Division	Assessment limits from VSC Use whole numbers to (0- 1000) Use no more than four whole numbers (0-10000) Use fractions with denominators of 2,3 or 4and use sets of 2,3,4 items respectively Use coins and bills (0-$100.) Use the commutative properties to identify zero and whole numbers (0-20).	Math Investigations Learning Expeditions Math centers

Monarch Academy Curriculum Map Samples Grade Level Fourth

	Sample Learning Targets	Content /Standards	Skills	Sample Assessment	Possible Activities
Math	I can create a function table to solve real word problems. (1.0/A.1.b) I can write a one operation rule (1.0/A.2.0) I can skip count 3,4 6, 7, 8, 9, (1.0/A.2.0)	Maryland Voluntary State Math Curriculum: Patterns and Functions	Addition/subtraction Reading tables Assessment Limits: Use at least 3 levels but no more than 5.	Curriculum assessment tools; assessment limits from VSC	Direct Instruction lessons Math Investigations K Math workshops
Math	I can solve +, -, X, -, problems with no remainders (1.0/B.1.a) I can determine <,>,= (1.0/B.2.a) I can find an unknown with one operation (1.0/B.2.b)	VSC: Expressions, Equalities and Inequalities	Operation problems using whole numbers (0-100) Equivalent expressions	Assessment limits: Use whole numbers (0-100) Use operational symbols (+,-,x) and whole numbers. (1.0/B.2.b) Use multiplication and whole numbers (0-81)	Direct Instruction lessons Math Investigations
Math	I can locate points on a number line.. I can write mixed numbers and proper fraction (1.0/C.1.a) I can place decimals on a number line (1.0/C.1.c)	VSC: Numeric/Graphic Representations	Number lines Fractions/Decimals	Assessment Limits from VSC: Use proper fractions with a denominator of 6,8,10)	Learning Expeditions
Math	I can identify angles using manipulatives /pictures. (2.0/A.1.a) I can compare and classify acute, right and obtuse angles (2.0/A.1.b) I can identify cones, cylinders, prism and pyramids. (2.0/E.1.a)	VSC: Plane and Solid Geometric Figures	Angles, cones, pyramids	Assessment Limits from VSC: Use acute, right or obtuse angles Use cones or cylinders	Learning Expeditions Math Investigations K
Math	I can interpret line plots and line graphs (2.0/E.1.a)	VSC: Transformation		Assessment limits from VSC: Use a horizontal line translation, reflection over a vertical line or rotation of 90 degrees clockwise around a given point of a geometric figure or picture.	Math stories Math centers Math Investigations K

	Sample Learning Targets	Content /Standards	Skills	Sample Assessment	Possible Activities
Math	I can measure objects using various tools and units. (3.0/B.1.a)	VSC: Measurement Units/Tools	Measurement : length, height, weight, capacity	Assessment Limits: Math Labs Use the nearest mm or $\frac{1}{2}$ inch to measure with a ruler	Math lab activities
Math	I can model the mean of a set of data (4.0/B.2.b) I can determine mean, mode, median (4.0/B.2.a)	VSC: Statistics: Data displays and analysis	Data Analysis	Assessment limits from VSC Use no more than 8 pieces of data and whole numbers 0-100	Math Investigations Learning Expeditions Math workshops
Math	I can write whole numbers using words (6.0/A.1.a) I can identify place value (6.0/A.1.c) I can compare two or more whole numbers (6.0/A.1.d) I can write proper fraction and mixed numbers using words, model and symbols (6.0/A.2.a) I can compare fractions (6.0/A.2.g) I can write decimals in expanded form (6.0/A.2.f) I can compare the value of currency. (6.0/A.3.a) I can make change from $100 (6.0/A.3.b) I can use divisibility rule. (6.0/B.1.a) I can identify factors of numbers (0-24). (6.0/B.1.b)	VSC: Number relationships and computation	Place value Fraction- adding and subtracting Addition, Subtraction, Multiplication and Division Decimals- adding and subtracting Estimation	Assessment limits from VSC Use whole numbers (0-1 million) Use no more than four whole numbers with or without using the symbols +,-,>,= and whole numbers 0-1 million With or without +,-,= Use no more than 2 decimal places and numbers 0-100 Use two sets of mixed currency and money 0-100 dollars Use the rules for 2,5 or 10 with whole numbers and 0-1000. Use whole numbers 0-24.	Math Investigations Learning Expeditions Math centers

	Sample Learning Targets	Content /Standards	Skills	Sample Assessment	Possible Activities
	I can use operations to solve whole numbers, fraction and decimals. (6.0/C.1.abcdefg) I can estimate the sum, differences, product and quotient of two numbers (6.0/C.2.ab)			Use no more than two decimal places in each and numbers 0-100. Use a one digit factor with another factor having no more than two digits or one digit divisors and no more than two digits divided and whole numbers 0-1000. Use up to 3 addends with no more than 4 digits in each addend and whole numbers (0-10000) Use a minuend and subtrahend with no more than 4 digits in each and whole numbers (0-999) Use a one digit factor by up to a 3 digit factor using whole numbers (0-1000) Use up to 3 digit dividends by a 1 digit divisor and whole numbers with no remainder (0-999) Use two proper fractions with single digit like denominators, 2 mixed numbers with single digit like denominators or a whole number and a single digit denominator and numbers (0-20) Use the same number of decimal places but no more then 2	

	Sample Learning Targets	Content /Standards	Skills	Sample Assessment	Possible Activities
				decimal places and no more then 4 digits including monetary notation and numbers 0-100.	

Social Studies

Monarch Academy Social Studies Curriculum Frameworks

Kindergarten	First Grade
What are roles and responsibilities at home and in school?	**How am I an active member at home, school and in my community?**
Standard 1.0 Political Science: a) identify reasons for classroom and school rules b) Recognize rules help promote fairness, privacy and responsible behavior Standard 2.0 Peoples of the Nation/World a) identify and discuss social skills.. Standard 3.0 Geography : a) identify ways that people travel b) explain how transportation is use to moves goods and people Standard 4.0 Economics: recognize that natural resources are used to make products Standard 5.0 History: tell about people in the past	Standards 1.0 Political Science; a) describe the roles, rights and responsibilities of family members b) demonstrate way to work together to maintain clean and safe environment Standard 2.0 Peoples of the Nation/World: a) identify leadership positions in school and community and recognize authority; b) recognize common symbols such as American flag; b) recognize that saying the Pledge of Allegiance and singing the "Start Spangled Banner" are practices of being a citizen Standard 3.0 Geography: a) locate the continents and oceans using maps and globes; b) define map elements Standard 5.0 History: classify events as belonging to the past or present
How do we manage our feelings?	**How can jobs help us to meet our needs and wants?**
Standard 1.0 Political Science: a) demonstrate appropriate social skills Such as listening, taking turns, reaching compromise	Standards3.0 Geography: a) define map elements; b) describe where places are located on a map; c) identify how transportation links people/goods between places Standards 4.0 Economics a) describe how people earn money by working a job; b) Explain how getting something one wants may mean giving up something in return; c) describe skills people need for their work; d) give examples of natural and human resources used in production
How do we identify and use maps?	**How have people and event shaped the United States?**
Standards 3.0 Geography: a) recognize physical features as landforms and bodies of water; b) describe how maps are models ;c) describe a globes as model of Earth	Standards 1.0: Political Science: a) identify common symbols such as bald eagle, White House; b) explain how contributions of people may be associated with holidays

d) identify a locating using terms such as near, far, above- below	such as President's Day; c) identify the rights, responsibilities and choices students have in family, school, neighborhood. d) identify how families share and borrow traditions from other cultures; e) describe people important to the American political system Standard3.0 Geography: describe places by how people make a living and where they live Standard 5.0 History : a)construct meaning from information test and text features about the past; b) use terms related to time to order events that occurred in school
How are people in my community connected?	**How are people around the World Alike and Different?**
Standard 2.0 Peoples of the Nation/World: a) identify and discuss appropriate social skills, Standard 3.0 Geography: a) identify human made features such as sidewalks, streets etc. b) identify pictures and photographs that represent places on a map b) identify ways that people communicate messages Standard 4.0 Economics: recognize workers as human resources	Standard 1.0 Political Science: a) describe the contributions of people past and present such as George Washington, Abraham Lincoln, Martin Luther King, Jr. and current president Standard 2.0 People of the Nation/World: a) discuss and respect traditions and customs of families in the community Standards 3.0 Geography; a) identify a place using bird's eye view; b) locate continents and oceans using maps and globe Standard 4.0 Economics: a) identify how good and services are provided in community; b) explain how markets operate; c) describe how tools and products have affected the way people live, work and play
Standards 6.0 Skills and Processes: a) make and explain connections using prior knowledge; b) acquire new vocabulary through listening to reading a variety of grade appropriate print and non print sources.	
What is needed to make a community work well? **What kinds of work do people choose to provide for their families?**	**What is my responsibility to the Earth?**
Standards 2.0 Peoples of the Nation/World:	Standard 1.0 Political Science: a) identify

a) use experiences to give examples of choices people make in meeting their human needs. b) give example of customs, interests, skills etc. that environments/individuals unique Standards 4.0 Economics: a) explain that money is one way to acquire goods b)explain that trading is another way; c) recognize that good have different values d) identify where people make choices e) explain how buys and sellers make exchanges at market f) Standards 5.0 History: a) describe daily events;b) observe and discuss photographs of the past and compare to similar today	leadership positions Standard 3.0 Geography: a) describe physical characteristics of a place; b) describe how people protect the environment; c) explain how people adapt to changes in the environment Standard 5.0 History ; a) use terms related to time to order events b) construct meaning from text

Second Grade	**Third Grade**
How do I describe where I live?	**How does geography determine where we live?**
Standard 3.0 Geography: a) use geographic tools to locate and describe places on Earth; b) classify places and regions in an environment using geographic characteristics; c) explain how important transportation/communication link places; d) explain how people modify, protect and adapt to their environment	Standard 3.0 Geography: a) describe the purpose of a variety of maps and atlases;) identify and describe location of communities and major cities in Maryland: nterpret maps using elements such as compass rose, simple grid system, scale; d) compare places and regions using geographic features; e)identify natural and human made features of a place /region; f) define population distribtion
How do our economic decisions contribute to the community, nation and world?	**How do cultures create a community identity?**
Standard 4.0 Economics: a)xplain why people have economic choices about goods and services; b) explain the production process; c) examine how technology affects the way people live, work , play; d) describe different types of markets; e) describe how consumers acquire goods and services.	Standard 2.0 Peoples of the Nation/World: a) use fiction and nonfiction to compare the elements of several cultures, how they meet their human needs; b) use non-fiction texts to discuss examples of how communities borrow and share from other cultures; c) describe practices such a voting, following rules and other practices associated with democratic principles Standard 3.0 Geography: a) identify reasons for the movement of people from one community to another
How do we show we are a nation of	**How does technology affect the lives of**

many cultures? How do events and artifacts from the past explain what we know today?	**people and the community?**
Standard 2.0 Peoples of the Nation/World; analyze elements of two different cultures; b) explain how individuals/groups share and borrow from the other culture to form a community ;c) analyze way people interact Standard 5.0 History: a) examine differences between past and present; b) describe people, places and artifacts of today and long ago	Standard 3.0 Geography: a) describe how people modify their environment to meet their changing needs; b) explain how transportation and communication networks connect, places, people and ideas Standard 4.0 Economics: a) describe how changes in technology have affected the lives of consumers; b) identify markets that are not face to face meetings such as Internet and catalogue shopping Standard 5.0History: a) compare family life in the community; b) develop a timeline of events in the community; c) collect and examine information about places and people of the past using maps, audio/visual tapes etc.
What is the best way to be a citizen?	**How do economic choices impact my community?**
Standard 1.0 Political Science: a) explain how rules and laws are made and necessary to protect citizens; b) explain how democratic skills and attitudes are associated with being a responsible citizen; c) explain how contributions/events are important to the political system	Standard 4.0 Economics: a) explain why people must make economic choices; b) identify and apply steps in the decision-making process; c) identify the opportunity cost of a choice; d) classify good and services according to who produces them; e) describe how consumers acquire goods and services through a budget indicating income and expenses f) explain how specialized work results in increased production g) describe how countries trade in the global market
	What is the role of government in my community?
	Standard 1.0 Political systems: a) explain democratic principles; b) identify local government leaders; c) describe the contributions of local leaders; d) describe the selection process and duties of local off

Fourth Grade	Fifth Grade
How does geography impact a place?	**How did European exploration affect North America?**
Standard 3.0 Geography: a) use geographic tools to local physical places; b) describe human and physical characteristics of those places; c) describe similarities and differences of regions by using geographic characteristics Standard 4.0 Economics; a) describe regional economic specialization in Maryland and the ways people live and work	Standard 2.0 People of the Nation/World: a) analyze how native societies were influenced by the cultures of explorers and settlers Standard 3.0 Geography: use map elements to interpret and construct maps; Standard 5.0 History: analyze the chronology and significance of key historical events during European exploration.
How have the beliefs, ideas and events in Maryland 's history changed over time?	**How did competing goals for colonizing influence the growth of European settlements in North America?**
Standard 1.0 Political System: a) describe how the colony of Maryland was established and governed Standard 2.0 People of the Nation/World: a) example and describe the early Native American societies; b) describe cultural characteristics of various groups of people in Maryland Standard 3.0 Geography: a) describe how geometric characteristics of a place or region change over time Standard 4.0 Economics: a) provide examples of tradition in the Maryland economy and describe regional economic specializations. Standard 5.0 History: a) analyze the chronology and significance of key historical events leading to early settlement in Maryland; b) compare the Native American societies in Maryland before and after European colonization; c) describe the establishment of slavery and how it shaped life in Maryland	Standard 1.0 Political Systems: a) analyze the historic events, documents, etc.that are the foundations of our political system b) describe the roles of colonial government regarding public policy and issues Standard 2.0 Peoples of the Nation/World: a) analyze factors that affected relationship in the colonial period b) analyze how increased diversity resulted from immigration, settlement patterns and economic development ; c) describe various cultures of the colonies and how the environment influenced them Standard 3.0 Geography: use geographic tools to local place and describe human and physical characteristics in colonial America b) describe and analyze population growth, migration and settlement patterns in colonial America Standard 4.0 Economics: a) analyze the consequences of specialized work on trade and economic growth: b) explain that people make choices because resources were limited ; c) describe the types of economic systems in colonial America

Science

Monarch Academy Science Curriculum Frameworks

Kindergarten	First Grade
What is science safety? What is weather? How does the sky look?	**How are all living things alike and different?**
Standard 1.0 Skills and process: A. 1.a) ask " how do you know?' in appropriate situations; A.1.b) use tools to extend senses and gather data Standard 2.0 Earth Science/ Space: A. 1.d.2) gather input about changes in weather,;A.l.a) identify sun, moon, stars; A.1.a-c) describe how the Earth's surface changes	Standard 1.0 Skills and Processes: A.1.b) seek information through reading, observing, exploring and investigations; A.1.b) suggest something that you could do to find answers. Standard 3.0 Life Science; A.1.b) compare features of animals and humans and explain How each satisfies basic need for food; A.l.d) classify organisms based on one selected feature; B.1.a) use magnifying instruments to observe a variety of living things;B.2.a-d) gather information about humans and animals.
What is Earth, our home made of?	**How is the earth and your life affected by the weather?**
Standard 2.0 Earth Science/Space: A.1.b) observe and describe variety of natural and man made objects: A.1.c) examine earth's materials. Standard 1.0 Skills and Process: A.1.c) describe changes using tools to extend sense, such as temperature change	Standard 1.0 Skills and Processes; B.1.a)observe multiple investigations and how science works; B.1.b) draw picture of the event observed; C.1.d) work together as a team Standard 2.0 Earth Science/Space: D.2.a) cite examples of the sun's effect on the earth; D.2.b) observe day to day, month to month weather changes; D.2.c-d) compare temperatures and the affect on our daily lives; D.2.e) describe how the sun changes water on the Earth's surface
How do objects move?	**How do magnets work?**
Standard 4. Physical Science: A.1.a) describe how objects move; A.2.a-b) identify what caused the change in motion	Standard 5.0 Physics; C.3.) describe effect of magnets on various materials; C.3.a) classify materials based on their behavior in presence of magnets;C.3.bc) describe how magnet affect various groups of materials
How are plants and animals alike and different? What are their life cycles like?	**How we can care for the earth? How does pollution harm the earth?**
Standard 4.0 Life Science: C.1.a) observe	Standard 6.0 Environmental Science:

the life cycles of plants and animals; C.1.b) draw pictures that show the features of plants and animals in their life cycles; C.1.c) describe the changes which occur; D.1.a) observe living things found in places in Maryland	B.1.a) describe how actions such as recycling help the environment; B.1.b) describe actions which harm the environment; B.1.c) give reason why people must care for the earth
Standard 1.0 Skills and Processes: C.1.a-d)develop reasonable explanations for observation made in an investigation	Standard 1.0 Skills and Processes:) develop reasonable explanation for information gain or observations made; b) explain why important to make fresh observations when different description is given

Second Grade	**Third Grade**
What is matter?	**How do objects move?**
Standard 4.0 Chemistry: A.1..a)examine objects and how they work together; A.1.b) describe materials that have been changed by actions; A.1.c) observe the properties of objects before and after; A.1.c) ask and seek "what if" questions to these actions.	Standard 5.0 Physics; A.1 a) compare speed of objects as they travel;A.2. a) observe the way motion occurs in variety of objects; A.2.c) observe gravity; B.1.a) recognize how temperature increase affects objects; D.2.a) identify sound and vibration; D.2.b) pose questions about pitch and speed
How do heat and electricity help us in our daily lives?	**How do the properties of matter support energy transformations?**
Standard 4.0 Physics: B.1) describe methods to produce heat; B.1.a) identify fuels to produce electricity; B.1.c) describe sources and uses of heat in our daily lives	Standard 4.0 Chemistry: A.1. a) classify objects based on observable properties; A.2.a) describe minute features of objects; C.1.a-c) describe changes that occur when degree of heat is applied. Standard 1.0 Skills and Processes: A.1.c) judge whether measurement/computation of quantities is fair.
How can we care for our natural resources?	**What are cells?**
Standard 6.0 Environmental Science; A.1.a) identify water, soil, minerals etc as basic natural resources; A.1.b) explain that food, fuel, fibers are produced from natural resources;A.1.d) identify actions which can extend our resources; A.1.e) identify ways human use natural resources to meet their needs.	Standard 3.0 Life Science; B.1.a) use magnifying instrument to draw minute organisms; B.1.b) describe observable activity that these organisms are alive; B.1.c) record changes to plant and animals that die and decay; E.1.c-d) describe how material is recycled
How do the sun and moon change?	**How do nutrition and physical activity help our bodies?**

Standard 2.0 Earth Science/Space: D.1.a) compare patterns that occur in the sun/moon; D.1.c) record changes in moon over 2 months; E.1.a) identify the many locations of water; E.1.b) describe the changes that occurs to water to the Earth	Standard 1.0 Exercise Physiology: a) describe how components of cardiovascular system responds to exercise; b) participate in health related fitness components, c) describe how balancing food nutrition affects energy.
How are life cycles similar for plants, animals and humans? Why are animals habitats important?	
Standard 3.0 Life Science;C.1 a) investigate that seeds change and grow into plants; C.1.b) compare stages that occur in the life cycles of human; C.1.c) determine stages in life cycles :D.1.a) observe familiar animal populations; D.1.c) examine pictures of dinosaurs and compare to animal today; F.1.a) investigate habitats of familiar animals; F.1.c) explain how animals cause changes in their environment.	

Fourth Grade	**Fifth Grade**
How does the sky look in different seasons?	**How does weathering and other conditions affect the Earth's surface?**
Standard 2.0 Earth Science/Space: D.1.a) observe stars/planets; D.1.b) recognize patterns of star although their location appears to change with the seasons; E.1.a) describe weather conditions; E.1.b-d) use weather instruments to describe different seasonal conditions	Standard 2.0 Earth Science/Space; A.3.b) identify weather events and their effects on the Earth's surface; A.2.c) cite examples that demonstrate how natural agents produce snow changes; A.3.a) observe and collect minerals;A.3.b) describe ways that processes such as erosion affect the surface; D.1.b)identify properties of Planet Earth that make it possible for survival of life
Standard 1.0 Skills and Processes:A.1.a) support investigations based on data and readings.	Standard 1.0 Skills and Process: B.1.a-d) use tools to augment observations of objects and events.
How are organisms classified?	**How does energy change? How does light affect materials?**
Standard 3.0 Life Science: A.1 a) classify variety of animals/plants according to	Standard 5.0 Physics: A.1. a) compare types of motion;A.1.b) use measurement

Learning Expedition Overview

Expedition Title: All About Astrodon	Discipline and Specific Topic: History, Life and Earth Science
Grade level: Kindergarten	Timeframe: 12 weeks
Date created or revised: July 2010	Authors & Email of main contact: Kate Rishar- rishark@monarchcharter.org
School name: Monarch Academy	City/ State: Glen Burnie, MD

Learning Expedition Summary
In this learning expedition students will study how fossils help us to learn about our past. We study the job of a paleontologist as well as the Astrodon to illustrate how fossilized remains help us know about an animals characteristics. This expedition includes extensive fieldwork, research supported by experts, scientific observation, and observational drawing leading to the creation of a class book that teaches others about the little known Astrodon.

Guiding Questions
What did Maryland look like in the past and how do we know? **How can fossils be clues to the past?**

Case Study/Studies	
1. Finding Fossils	Key content standards that drive the case study Standard 2.0- Earth Science - Examine and describe Earth materials. Standard 4.0- Economics - Describe some jobs and what is needed to perform them. Standard 5.0- History - Change over time.
We will study how fossils are formed. We will study the types of fossils. We will study the job of a paleontologist and tools that they use.	Big Ideas/ Broader Concepts Fossils give us clues to life in the past. Scientist can learn about the past .

1. All About Astrodon	Key content standards that drive the case study Standard 3.0- Life Science - Observe plants and animals and discover patterns of similarity and difference among them.
We will study physical characteristics of Astrodon (known and hypothesized). We will study Astrodon's place in the food chain to include predators and food sources (known and hypothesized). We will study the environment where Astrodon lived and criteria that made it good for him. We will study how scientists use fossil clues and known information about other Sauropods to make hypothesis about Astrodon.	Big Ideas/ Broader Concepts All living things have characteristics that help them to survive. Animals interact with living and non living parts of their habitat/ environment to meet their basic needs.

Content and Skill Standards Assessed in the Learning Expedition	
Science and Technology	Standard 3.0- Life Science- Animal Characteristics; classification/categorization Standard 2.0- Earth Science- Earth features (rock, soil, water)
Social Studies	Standard 4.0- Economics- Jobs and tools Standard 5.0- History- Change over time
Reading	Standard 2.0- Informational text Develop comprehension skills by reading a variety of informational texts Standard 1.0- Comprehension Ask questions to clarify meaning about objects and words related to topics discussed
Writing	Standard 4.0 Compose oral, written, and visual presentations that express personal ideas and inform

	Prepare writing for display by revising and editing using rules, such as capital letters and periods
Math	Standard 3.0- Measurement Measure lengths of objects and pictures of objects Order, compare, and describe objects by attributes such as: length/height, weight, capacity
Visual and Performing Arts	Standard 1.0- Music Experience performance through singing, playing instruments, and listening to performances of others Standard 3.0- Visual Arts Create images and forms from observation, memory, imagination, and feelings
Health and Wellness	Standard 6.0- Physical Education Imitate socially acceptable behaviors of cooperation, respect, and responsibility to interact positively with others.
Character	Craftsmanship

Projects		
Project title	Project summary	Final product/ performance and audience
Finding Fossils	Students will study fossils, how they are formed and what they tell us about the world through observations, fieldwork, and work with experts. In their paleontologists' notebooks, they will collect observations, hypotheses, and data on their observations of fossils. This information will be used to create the final product, the fossil song.	Fossil Song
All About Astrodon	Students will study the common characteristics of frogs through observations of fossils during fieldwork, small group work with experts, and research on Astrodon and other sauropods. In their paleontologist notebooks, they will collect notes and information from observations and group work about their expert area of Astrodon's life. This information will be used to create the final product, a class non-fiction book about Astrodon.	Astrodon nonfiction book

Connections to the Community and the Larger World	

Fieldwork	Visits to Dinosaur Park- Laurel, MD Maryland Science Center- Dinosaur Mysteries Exhibit Smithsonian Museum of Natural History
Experts	Peter Kranz- paleontologist with "The Dinosar Fund"
Service learning	N/A
Expedition kick-off	"Dinosaur!" presentation from the MD Science Center travelling program
Expedition culmination	Wingspan event Sharing of our book with others to teach them about Astrodon (families, 5th grade buddy class)

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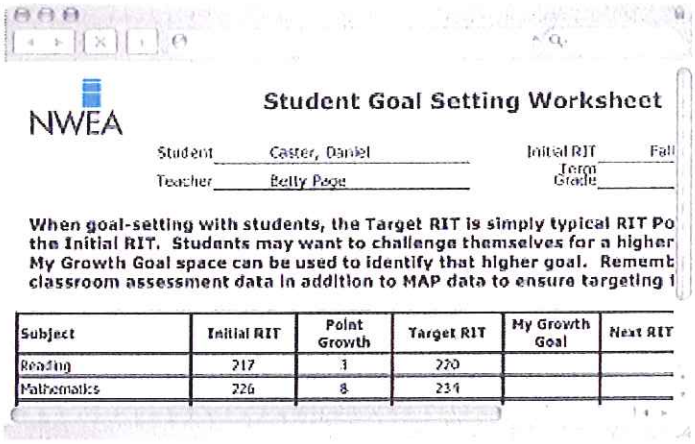
Facilitate Student Goal-Setting

Students take an active role in defining their learning goals using NWEA classroom resources.

WHEN STUDENTS ARE INVOLVED in planning their learning goals, they become more accountable for achieving academic growth. Several individual student reports can be used to guide conversations among teachers, students, and their parents.

The Goal Setting Worksheet engages students in planning and measuring their academic goals.



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Student Goal Setting Worksheet

Student Caster, Daniel — Initial RIT Fall
Teacher Betty Page — Term Grade

When goal-setting with students, the Target RIT is simply typical RIT Po the Initial RIT. Students may want to challenge themselves for a higher My Growth Goal space can be used to identify that higher goal. Rememt classroom assessment data in addition to MAP data to ensure targeting t

Subject	Initial RIT	Point Growth	Target RIT	My Growth Goal	Next RIT
Reading	217	3	220		
Mathematics	226	8	234		

By looking at their growth over time, students and teachers can celebrate the learning that has occurred. This view allows students to acknowledge the progress they have made, and begin to think about what they will try to achieve in the future.

Conversations about future learning objectives are guided by reports that automatically display a student's most recent test score and the typical growth for a student in that grade and at that performance level. Using this report, teachers, students, and parents can create a contract for the year ahead that includes achievement goals and a plan to reach them.

Learn how to:

Guide appropriate instruction using classroom resources. Group students with similar instructional levels. Help students become more responsible for setting their own academic goals.

NWEA Student Goal Setting Worksheet

Student: _____ Term Range: **Spring 08 - Spring 09**

Initial Grade: **7**

Students may want to challenge themselves for higher RIT growth than what is typical. The My Goal space can be used to identify that higher goal. Classroom assessment data should also be considered to ensure targeting the correct skill.

Subject	RIT Score	Spring 08 - Spring 09			
	Spring 2008	Typical Growth	RIT Target	My Goal	RIT Growth
Mathematics	157	9	166		-
Language Usage	156	10	166		-

Mathematics

RIT ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

Goal Strand	RIT Range
	Spring 2008
Algebra & Functions	**161-175**
Geometry	159-172
Measurement	139-161
Statistics & Probability	*111-144*
Number & Computation	150-164

Student Action Plan: _____

_____

Language Usage

RIT ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

Goal Strand	RIT Range
	Spring 2008
Writing: Composing	**161-173**
Writing: Lang Devices / Info	*132-161*
Grammar & Usage	144-159
Mechanics & Spelling	143-159

Student Action Plan: _____

_____

Student Signature: _____

Teacher Signature: _____

Parent Signature: _____ Date: _____

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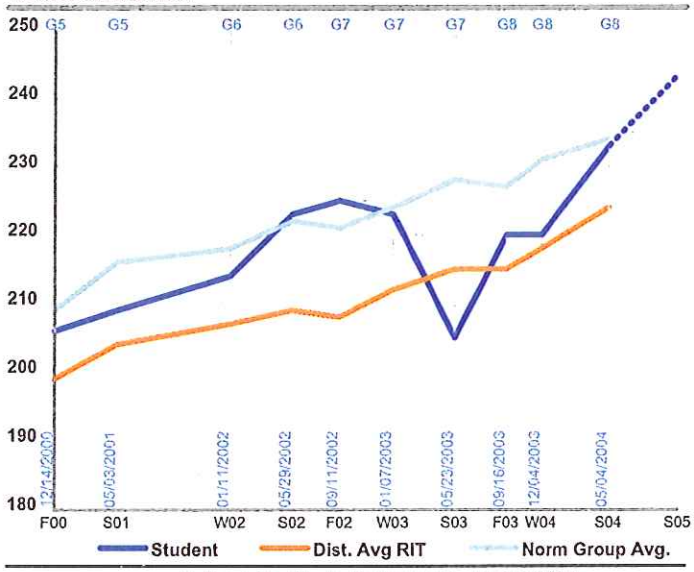
NWEA Sample District

Student Progress Report for Emily, N. S.

Johnson Elementary School

Student ID: 12340810

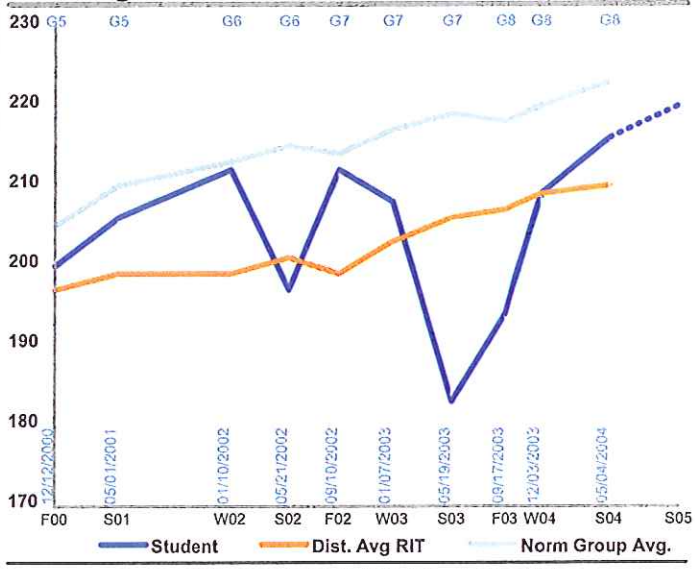
Mathematics



Mathematics Goals Performance - Spring 2004

Number Sense	Avg
Algebraic Methods	Avg
Data Collection & Analysis,	LoAvg
Geometry	Avg
Measurement	LoAvg
Computational Techniques	Avg

Reading

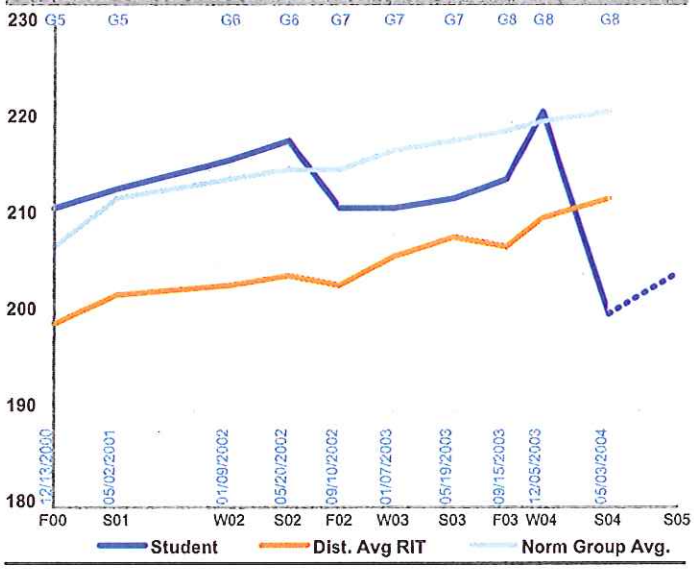


Reading Goals Performance - Spring 2004

Word Meaning & Recognition	Avg
Literal comprehension	Low
Application of Thinking Skills	Low
Literary Expression	HiAvg

Lexile Range: 796-946

Language Usage



Language Usage Goals Performance - Spring 2004

Writing Process (Colo. Reading	Low
Basic Grammar / Usage (Colo. Rea	Low
Mechanics (Colo. Reading & Wri	Low

Explanatory Notes:

Season/Year
The text below each vertical line on the graph represents the season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.

Gx
The text above each vertical line on the graph represents the student's grade at the time the test event occurred.

Event Date
The date along the vertical lines represent the date the test event occurred.

TimeLine
Test events are plotted on the "x" axis of the graph using the time interval between test event dates to reflect elapsed time between test events accurately.

Student RIT Score Line
The RIT score your child received on each test. This line will contain a dashed portion following the most recent test event to represent projected target growth over the next year. This is the mean fall-to-fall or spring-to-spring RIT growth that was observed in the latest norming study for students who had the same starting RIT score.

Dist. Avg RIT
This line represents the average score for all students in the school district in the grade who were tested at the same time as your child.

Norm Group Avg
This line represents the average score observed for students in the 2005 NWEA Norming Study, who were in the same grade and tested in the same season (e.g., fall or spring).

Goal Performance
Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (<21 percentile), LoAvg (21-40 percentile), Avg (41-60 percentile), HiAvg (61-80 percentile), and High (>80 percentile).

Lexile Range
The difficulty range of text that can be understood by the student 75% of the time.

NWEA Sample District

Student Progress Report for Emily, N. S.

Johnson Elementary School

Growth is measured from Fall to Spring

Student ID: 12340810

Mathematics

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S04	8	230- 233 -236	224	234	13	7.7	40- 46 -51
W04	8	217- 220 -223	218	231			23- 28 -33
F03	8	217- 220 -223	215	227			26- 33 -39
S03	7	202- 205 -208	215	228	-20	7.4	8- 12 -15
W03	7	220- 223 -226	212	224			39- 46 -53
F02	7	222- 225 -228	208	221			52- 59 -66
S02	6	220- 223 -226	209	222			45- 52 -59
W02	6	211- 214 -217	207	218			31- 38 -45
S01	5	206- 209 -212	204	216	3	8.7	23- 31 -38
F00	5	203- 206 -209	199	209			31- 40 -50

Mathematics Goals Performance - Spring 2004

Number Sense	Avg
Algebraic Methods	Avg
Data Collection & Analysis,	LoAvg
Geometry	Avg
Measurement	LoAvg
Computational Techniques	Avg

Reading

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S04	8	212- 216 -220	210	223	22	7.3	22- 28 -37
W04	8	206- 209 -212	209	220			15- 19 -24
F03	8	190- 194 -198	207	218			4- 7 -9
S03	7	179- 183 -187	206	219	-29	4.9	1- 2 -3
W03	7	205- 208 -211	203	217			18- 24 -31
F02	7	209- 212 -215	199	214			30- 39 -47
S02	6	194- 197 -200	201	215			8- 11 -14
W02	6	209- 212 -215	199	213			35- 43 -52
S01	5	203- 206 -209	199	210	6	6.7	26- 35 -42
F00	5	197- 200 -203	197	205			25- 31 -41

Reading Goals Performance - Spring 2004

Word Meaning & Recognition	Avg
Literal comprehension	Low
Application of Thinking Skills	Low
Literary Expression	HiAvg

Lexile Range: 796-946

Language Usage

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S04	8	197- 200 -203	212	221	-14	4	5- 6 -9
W04	8	218- 221 -224	210	220			39- 49 -59
F03	8	211- 214 -217	207	219			25- 32 -40
S03	7	209- 212 -215	208	218	1	3.8	22- 28 -36
W03	7	208- 211 -214	206	217			22- 29 -36
F02	7	208- 211 -214	203	215			26- 33 -42
S02	6	215- 218 -221	204	215			45- 55 -64
W02	6	213- 216 -219	203	214			42- 52 -58
S01	5	210- 213 -216	202	212	2	5	41- 51 -60
F00	5	208- 211 -214	199	207			48- 57 -67

Language Usage Goals Performance - Spring 2004

Writing Process (Colo. Reading	Low
Basic Grammar / Usage (Colo. Rea	Low
Mechanics (Colo. Reading & Wri	Low

Explanatory Notes:

Season/Year
The season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.

Student Score Range
The middle number is the RIT score your child received. The numbers on either side of the RIT score define the score range. If retested, your child would score within this range most of the time.

District Average RIT
The average score for all students in the school district in the grade who were tested at the same time as your child.

Norm Group Avg.
The average score observed for students in the 2005 NWEA Norming Study, who were in the same grade and tested in the same season (e.g., fall or spring).

Student Growth
Presents the growth in RITs your child made from the previous fall to the spring of the year in which growth is reported.

Typical Growth
The average growth of students in the 2005 NWEA Norming study who were in the same grade and began the growth comparison period at a similar achievement level.

Student %ile Range
The number in the middle is your child's percentile rank - the percentage of students in the 2005 NWEA Norming study that had a RIT score less than or equal to your child's score. The number on either side of the percentile rank define the percentile range. If retested, your child's percentile rank would be within this range most of the time.

Goal Performance
Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (<21 percentile), LoAvg (21-40 percentile), Avg (41-60 percentile), HiAvg (61-80 percentile), and High (>80 percentile).

Lexile Range
The difficulty range of text that can be understood by the student 75% of the time.

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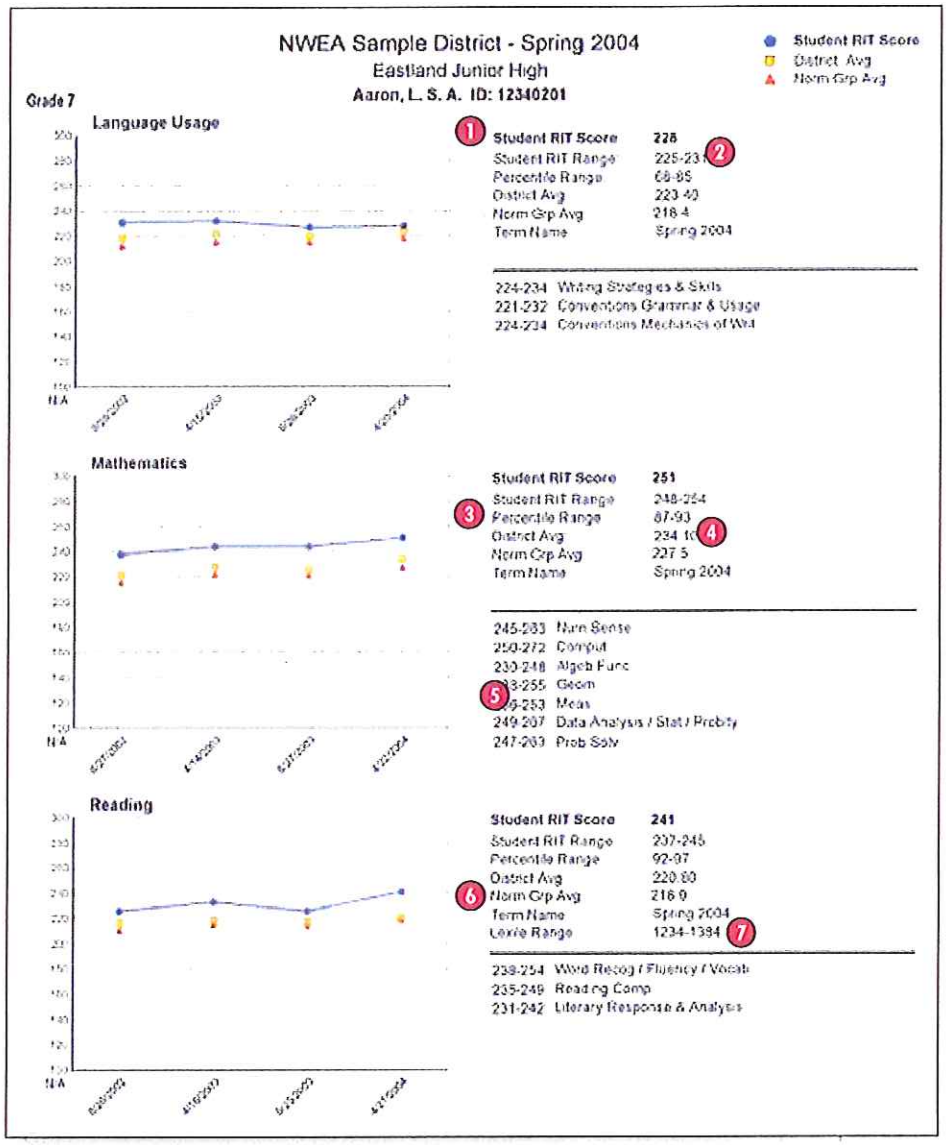
MAP™ Reports
Individual Student Report

Plotted on the graph are the student's RIT score, the District Average, and the NWEA Norms Group* Average for the subject in which a student was tested.



1. **RIT Score:** This is the student's overall score on the test. This is one of the most important pieces of information on the entire report. This score is unrelated to the age or grade of the student, but reflects the level at which the student is currently performing. RIT stands for Rasch Unit, which is used to measure a child's achievement growth similar to how inches are used to measure a child's height.
2. **RIT Range:** No score is absolute. We would expect that if a student took the test again relatively soon, that his or her score would fall within this range most of the time.
3. **Percentile Range:** Percentiles are used to compare one student's performance to that of a larger group (norms group*). Percentile means the student scored as well as or better than that percent of students taking the test in his/her grade. There is about a 68% chance that a student's percentile ranking would fall within this range if the student tested again relatively soon.
4. **District Average:** The average RIT score for all students in the school district in the same grade who were tested at the same time as this student.
5. **Goal Performance:** The column(s) to the right of the graph show the student's performance in the goal strands (subtests) tested in this subject. Data will only show up in these columns if a student took a Goals Survey test.
   - Goal performance scores may be listed as descriptors (LO, AV, HI). LO means that the student is performing at the 33rd percentile or lower. Goal performance of AV means that the student is performing between the 34th and 66th percentile. Goal performance of HI means that the student is performing at or above the 67th percentile.
   - They also may be listed as RIT ranges. The RIT ranges, used alongside the NWEA Learning Continuum, provide a snapshot of the skills in each goal area at the student's instructional level.
6. **Norms Group* Average:** The average score observed for students its in the norms group.*
7. **Lexile:** Some districts have chosen to subscribe to MetaMetrics Lexile Framework. This information can help in choosing appropriate reading materials based on a student's RIT score.

*Norm Group: Approximately 1,050,000 NWEA test scores from students across the United States.

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Class Breakdown By Goal for Language Usage
- Spring 2008

The following table shows how the class is broken down by RIT and goal.

	< 171	171-180	181-190	191-200	201-210	211 +
Grammar & Usage	M. R. (167)	S. K. (174) M. K. (176) D. L. (181)	K. K. (181)	J. K. (191)	R. T. (201) B. M. (204) A. J. (205)	K. D. (217)
Mechanics & Spelling		M. R. (167) K. K. (181)	S. K. (174) M. K. (176) D. L. (181)	R. T. (201) B. M. (204)	J. K. (191) A. J. (205)	K. D. (217)
Writing: Composing	M. R. (167) S. K. (174)	M. K. (176)	D. L. (181) K. K. (181) J. K. (191)		R. T. (201) A. J. (205)	B. M. (204) K. D. (217)
Writing: Lang Devices / Info	M. R. (167) S. K. (174)	M. K. (176) D. L. (181) K. K. (181)	J. K. (191)	R. T. (201) B. M. (204) A. J. (205)		K. D. (217)

Invalid tests, plus survey, practice and decision test types are not shown on this report.
Consult the class report for information on students who have tested but are not shown on this report.

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Class Breakdown by Goal for Language Usage Spring 2008

Goal: Grammar & Usage

School: The Childrens Guild - Chillum Campus
Teacher:
Class:

Student	Student ID	Overall RIT	Goal RIT Range
[redacted] Marquita R.	3806	167	159-171
[redacted], Shomari K.	3932	174	171-184
[redacted], Micheal K.	4142	176	168-181
[redacted], Diamond L.	4428	181	174-185
[redacted] Kevin K.	3842	181	177-190
[redacted] Javonte K.	4552	191	188-200
[redacted], Ronnell T.	4222	201	202-214
[redacted] Brittani M.	4476	204	203-215
[redacted], Adriana J.	3911	205	203-215
[redacted], Karee D.	4101	217	212-224

10 Students

Monarch Academy

2006-2007 Report Card

Student Name:
Grade Level: 6
Trimester: 2

Math — Teacher: Ms. C. Regan

Trimester Learning Targets
(4= Exceeds target, 3= Meets target, 2= Partially meets target, 1=Does not meet target)

3 I can read, write, and represent integers.
3 I can graph ordered pairs, identify polygons, and analyze linear relationships on a coordinate grid.
3 I can interpret and create numeric patterns and functions.
3 I can write and solve numeric and algebraic expressions and equations.

Trimester Learning Target Average:

T1	T2	T3	Average
2.5	3.0		

Trimester Grade:

T1	T2	T3	Final
C+	B		

Student is currently meeting promotion criteria: Yes
Parent/Teacher Conference requested: No

Comments:
[redacted] *is successful when she is focused and asking for help when needed.*

Science — Teacher: Ms. C. Regan

Trimester Learning Targets
(4= Exceeds target, 3= Meets target, 2= Partially meets target, 1=Does not meet target)

2 I can design, analyze, carry out simple investigations and formulate appropriate conclusions based on data obtained.
3 I can organize and analyze data using frequency tables, stem and leaf plots, line plots and calculating measures of central tendencies.

Trimester Learning Target Average:

T1	T2	T3	Average
3.5	2.5		

Trimester Grade:

T1	T2	T3	Final
A-	C+		

Student is currently meeting promotion criteria: Yes
Parent/Teacher Conference requested: No

Comments:

2006-2007 Report Card

Monarch Academy

Student Name:
Grade Level: 6
Trimester: 2

Translating from Performance Levels to Grades

Based on BCPSS policy, students at The Crossroads School are required to receive grades in all subjects including language arts, mathematics, social studies, science, and enrichment classes. Although instruction in many of these areas is integrated, students have regular opportunities to practice, master and apply specific content area skills that are assessed and graded separately. For the purpose of report cards, we use the following grading scale in all subject areas:

A = Exemplary performance – exceeds expectations (90% - 100%)
B = Strong performance – meets expectations (80% - 89%)
C = Satisfactory performance – some areas for improvement (70% - 79%)
N = Not yet acceptable, needs more time and effort to produce acceptable work.

To determine a student's grade, a teacher averages all of the student's performance levels from a given trimester on all learning targets. For each target the teacher begins with the most recent and reliable evidence of student performance (0-4). The totals for each target are combined and averaged by dividing by the total number of targets. The averages are then converted using the following scale:

3.9 – 4.0 = A+
3.6 – 3.8 = A
3.4 – 3.5 = A-
3.2 – 3.3 = B+
2.9 – 3.1 = B
2.6 – 2.8 = B-
2.5 – 2.6 = C+
2.2 – 2.4 = C
2.0 – 2.1 = C-
0 – 1.9 = N

Assessing Work Habits and the Five Promises

(4= Exceeds target, 3= Meets target, 2= Partially meets target, 1=Does not meet target)

Commitment to Quality		Score
T1	I prepare adequately for class.	2
T2	I use established criteria to improve my work.	3
T3	I work up to potential and set challenging goals for myself.	

Perseverance		Score
T1	I ask for help and support when I need it.	3
T2	I learn from my mistakes and accept feedback from others.	3
T3	I am willing to try new things and take necessary risks.	

No Excuses		Score
T1	I use my time in class effectively and responsibly.	3
T2	I meet deadlines and make up missed work.	4
T3	I overcome obstacles and barriers to success.	

Contribution		Score
T1	I work actively and cooperatively with others to achieve group goals.	3
T2	I contribute positively to class discussion.	3
T3	I perform a variety of roles within a group.	

Honor and Integrity		Score
T1	I treat others with respect.	4
T2	I accept responsibility for my personal decisions and actions.	4
T3	I demonstrate positive leadership in a variety of settings.	

Work Habits Trimester Averages		
	T1	3
	T2	3.4
	T3	

Monarch Academy

2005-2006 Report Card

Student Name:
Grade Level: 7
Trimester: 2

Art

Teacher: Ms. L. MacCuaig

My 7th grade artists have been learning how to use observation to describe ways in which artists create emphasis, unity and balance in a composition. This happened through drawing fruit. They have also been studying color relationships, and in the process developing skills and technique with paint. They are now learning how to use observation to describe the physical qualities of an observed form as they are drawing a picture of their face in profile view to create a portfolio cover. This assignment involves combining imaginative, memory- based drawing as well as drawing from observation, a hard task to accomplish.

Trimester Grades:

Trimester				Enrichment
Class:	Computers	Art	Fitness	Average
Grade	60	100		

Comments
(1 – Rarely 2 – Sometimes 3 – Always)

	Art	Fitness	Computers
Completes homework and class-work on time.	3		2
Actively participates in classroom activities and discussions.	3		2
Seeks out help when needed by asking questions or requesting help.	3		2
Stays focused and on-task during instruction.	3		2
Works well in small groups with classmates.	3		

Parent/Teacher Conference requested:

Advisory

Teacher: Staff

The students are divided into 4 different Advisory groups. Advisories meet four times per week and provide the students with an opportunity to interact socially and help ease the transition to middle school. The seventh grade Advisory classes focus on teaching the students organizational skills. Students in Ms. Sams' Advisory are assigned mentors from Comcast and Constellation Energy Group. Students in Mrs. DeBolt's/Kickbush's Advisory are participating in Stocks in the Future, a program developed by Johns Hopkins University.

Trimester Grades:

T1	T2	T3	Final
Pass	Pass		

Please Note: Advisory is graded pass/fail.

Turning the Corner Achievement Program (TCAP)

TCAP extended school day programming focused on developing student leadership abilities through following The Five Promises during extended school day programming. Students had opportunities to develop as leaders through many projects including, quilting, Art on Purpose, woodworking, pottery, hip-hop, the book project, and world explorers. Student evaluation in TCAP is based on students giving their best efforts in class and learning from their mistakes.

Trimester Grades:

T1	T2	T3	Final
Pass	Pass		

Please Note: Advisory is graded pass/fail.

Monarch Academy

2005-2006 Report Card

Student Name:
Grade Level: 7
Trimester: 2

Language Arts — Teacher: Mr. J. Fishbein

Trimester Learning Targets
(ES – Exceeding Standard, MS – Meeting Standard, NYS – Not Yet Meeting Standard)

MS The student can identify and analyze the literary elements of poetry.
MS The student can identify and analyze the literary elements of narrative fiction.
MS The student can identify an author's purpose.
MS The student can draw inferences, conclusions and generalizations based on implied or stated information.
MS The student can read non-fiction text to gain new information on a specific subject.

Trimester Grade:

T1	T2	T3	Final
88	84		

Comments
(1 – Rarely 2 – Sometimes 3 – Always)

	T1	T2	T3
Completes homework and class-work on time.	2	2	
Actively participates in classroom activities and discussions.	2	2	
Seeks out help when needed by asking questions or requesting help.	2	2	
Stays focused and on-task during instruction.	2	2	
Works well in small groups with classmates.	2	2	

Student is currently meeting promotion criteria: YES

Parent/Teacher Conference requested: NO

Social Studies — Teacher: Mr. J. Fishbein

This trimester, students have been studying the ways that children around the world cope with conflict. Students have learned that people of all races, religions, and ethnic groups face similar problems. In order to gain expert knowledge, students created educational posters about child soldiers, read personal accounts written by children in war zones, and closely researched the history and consequences of the Balkan war. Students have shown that they can conduct research, utilize chloropleth maps, read and create time-lines and produce outstanding displays.

Trimester Grade:

T1	T2	T3	Final
83	95		

Comments
(1 – Rarely 2 – Sometimes 3 – Always)

	T1	T2	T3
Completes homework and class-work on time.	2	2	
Actively participates in classroom activities and discussions.	2	2	
Seeks out help when needed by asking questions or requesting help.	2	2	
Stays focused and on-task during instruction.	2	2	
Works well in small groups with classmates.	2	2	

Student is currently meeting promotion criteria: YES

Parent/Teacher Conference requested: NO

4-13

Monarch Academy

Report Card

Monarch Academy

Student:

Trimester 1 2 3-Final

Final Grades

Class	1st Trimester	2nd Trimester	3rd-Final Trimester		Comments				
Language Arts	72	79	82	*78*	13				
Social Studies	72	75	73	*73*	13				
Science	98	91	71	*84*	1	5	7		
Mathematics	70	70	72	*71*	1	5	7		
Enrichment P.E. /Art / Computer	100	87	90	*92*					
Acceleration Math / Rdg. / Writing	78	85	90	*84*					
Extended Day T-CAP Program	70	95	95	*87*					

Number of Absences: ___12___

Comment Key

1	A pleasure to have in class	10	Completes assignments accurately
2	Works well with others	11	Does not complete homework assignments
3	Behavior interferes with learning	12	Inconsistent effort in class
4	Needs to focus during instruction	13	Follows directions well
5	Treats others with respect	14	Needs to improve basic skills
6	Makes important contributions	15	Does not participate in class
7	Consistently follows the Five Promises	16	Coach class recommended
8	Parent conference requested	17	Absences too frequent
9	Consistently well prepared	18	Showing Improvement

Grading Scale:

93%-100%	A	90%-92%	A-
87%-89%	B+	83%-86%	B
80%-82%	B-	77%-79%	C+
73%-76%	C	70%-72%	C-

Sixth Grade Team

Gwelan Sheridan – Humanities
Casie Regan – Science/Math
Franz Cadet – Physical Education
Steve Glickman – Computer Studies
Lindsay McQuiag – Visual Arts
Susan Hammond – Reading/Inclusion Specialist

4-16

Class	1st Trimester	2nd Trimester	3rd-Final Trimester		Co			nts	
Language Arts	72	79	82	*78*	13				
Social Studies	72	75	73	*73*	13				
Science	98	91	71	*84*	1	5	7		
Mathematics	70	70	72	*71*	1	5	7		
Enrichment P.E. /Art / Computer	100	87	90	*92*					
Acceleration Math / Rdg. / Writing	78	85	90	*84*					
Extended Day T-CAP Program	70	95	95	*87*					

Number of Absences: ___12____

Comment Key

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8	Parent conference requested	17	Absences too frequent
9	Consistently well prepared	18	Showing Improvement

Grading Scale:

93%-100%	A	90%-92%	A-
87%-89%	B+	83%-86%	B
80%-82%	B-	77%-79%	C+
73%-76%	C	70%-72%	C-

Sixth Grade Team

Gwelan Sheridan – Humanities
Casie Regan – Science/Math
Franz Cadet – Physical Education
Steve Glickman – Computer Studies
Lindsay McQuiag – Visual Arts
Susan Hammond – Reading/Inclusion Specialist

WORKSHOP TOPICS

Brain Matters: An Introduction to Brain-based Learning

This seminar, the foundational workshop in the series, introduces participants to the anatomy of the brain and identifies which structures most heavily influence human learning.

My Awesome Brain (For Middle School and High School Students)

This 12-session series introduces students to the structure, function and development of the brain. Students learn to love and take care of their brains through a series of interactive, multimedia lessons.

Secrets of the Teenage Brain: How Neuroscience Changes Understanding of Adolescent Behavior

This workshop reveals why teens are especially vulnerable to drug use, high-risk peer influences and depression, and provides proactive measures adults can take to minimize a teen's exposure to these dangers.

Jack's Brain, Jill's Brain

This workshop introduces participants to rapidly emerging research on how the brains of females and males are developmentally, structurally and functionally different.

A New View of AD/HD: A Toolbox for Childcare Professionals, Teachers and Helping Professionals

This workshop uses brain scanning technology to illustrate the physiological differences in the development of brains with and without AD/HD.

Poverty and the Brain: The Impact of Deprived Environments and What We Can Do About It

In this workshop participants will learn the specific damage that occurs in the developing brain that's been exposed to poverty, the impact of that damage in the classroom and the community, and the interventions that can be used to overcome poverty's effects.

Different Brains, Different Behaviors: Parenting and Teaching the Nontraditional Learner

In this workshop, participants explore the inner workings of the brains of children who do not learn in a traditional fashion; children with depression, anxiety and learned helplessness; and students with aggressive, violent and explosive behavior. This seminar introduces a three-tiered model for addressing the learning and behavioral needs of nontraditional learners.

Secrets of the Stressed-out Brain: What Really Happens and What You Can Do To Conquer Stress!

This presentation will explore new research on the brain and how that research has dramatically improved our understanding of stress and how it impacts our thinking and behavior.

STRESS: Just an Acronym - Students and Teachers Relieving Environmental Stress Successfully

In this workshop you will use laughter, movement and music to explore research on the brain and how our brains respond to stress.

Suicide and the Developing Brain

This workshop introduces participants to the implications of rapidly emerging research that shows how the adolescent brain develops and functions in regard to depression and suicidal behavior.

Monarch Academy Charter School
DAY SCHOOL PARENT SATISFACTION SURVEY

** To be completed by phone or in person*

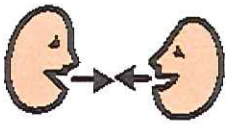
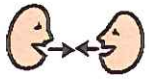
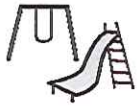
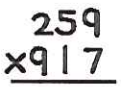
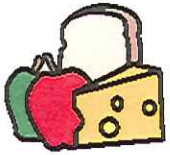
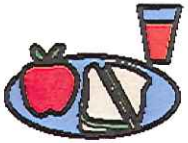
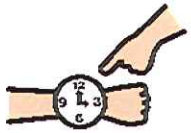
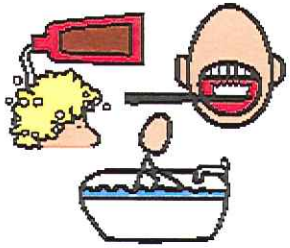
	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Do Not Know 0	Comments
My child's educational program meets his/her needs.						
In academics, I approve of the things my child is learning.						
In social and emotional areas, I approve of the things my child is learning.						
I am satisfied with the education my child is getting.						
I am satisfied with my child's teacher.						
I am satisfied with my child's unselor.						
I am pleased with my child's happiness in school.						
I am satisfied with my child's feeling of safety at school.						
My child is treated with fairness at school.						
I feel welcomed at my child's school.						
I am satisfied with the behavior of the students at my child's school.						
I am satisfied with my level of involvement in my child's school.						
I support the programs being offered at my child's school.						
' am satisfied with my child's hool.						

BA3 6/9/08

Monarch Academy Charter School
DAY SCHOOL STUDENT SATISFACTION SURVEY

	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Do Not Know 0	Comments
I like school.						
I am learning important things.						
People at my school care about me.						
I am treated fairly at school.						
My schoolwork is too hard.						
My schoolwork is too easy.						
My class has done new and fun things this year.						
I have a good teacher.						
I feel safe at school.						
The other students in my class follow the rules.						
I follow school rules.						
I am glad I go to this school.						

THE CHILDREN'S GUILD
PBIS TEACHING MATRIX

	CLASSROOM	CAFETERIA	BUS	PLAYGROUND	HALLWAY	BATHROOM
WORK HARD	Strive to complete assignments and homework	Eat your own food	Keep your hands, feet, and objects to yourself.	Play and have fun. Play safely.	WALK!! Stay in line	Wash your hands. Put trash in trash can.
BE RESPECTFUL	 Use appropriate language	Practice good table manners Pick up and clean around your table.	Use appropriate language  Follow bus rules.	Follow adult's directions.  Respect neighbors' property and pets.	Use inside voice. Respect art work on the walls.	Respect others' privacy. Ask permission and go with an adult.
BELIEVE IN YOURSELF	Attempt challenging tasks.  Make good choices. Ask for help.	Try new foods.  Eat healthy foods. 	Be on time.  Accept responsibility.	Be careful and stay safe. Display good sportsmanship.	Accept responsibility.	Practice good hygiene. 

PROPOSED SCHEDULE

Proposed Schedule PreK

Time	Activity	Duration
8:00- 8:15	Morning meeting	15 minutes
8:15- 9:00	Morning Centers: free choice	45 minutes
9:00- 9:45	Literacy Workshop	45 minutes
9:45- 10:00	Brain Break Time	15 minutes
10:00- 10:45	Math Workshop	45 minutes
10:45- 11:45	Enrichment (Creative arts, Music, Physical motor)	60 minutes
11:45- 12:15	Lunch	30 minutes
12:15- 1:15	Integrated project time(science inquiry or social studies)	60 minutes
1:15- 1:30	Brain break time	15 minutes
1:30 – 2:15	Afternoon Centers	45 minutes
2:15- 3:00	Sensory Play activities	45 minutes
3:00- 3:45	Social skill development time	45 minutes
3:45- 4:00	Dismissal routines	15 minutes
	Instructional Day for students	**480 minutes (8 hrs.)**

Proposed Schedule Grades K-4

Time	Activity	Duration
8:00 – 8:15	Morning Meeting	15 minutes
8:15 – 9:45	Literacy Workshop	90 minutes
9:45- 10:30	Enrichment (Visual Arts, Music, Computer, P.E/Health)	45 minutes
10:30-12:00	Math Workshop	90 minutes
12:00—12:30	Lunch	30 minutes
12:30-12:50	Recess	20 minutes
12:50-2:05	Science Interdisciplinary Block	75 minutes
2:05-2:45	Acceleration	40 minutes
2:45: 4:00	Humanities Interdisciplinary Block	75 minutes
	Instructional day for students	**480 minutes**

		(8hrs)

Proposed Schedule Grades 5-8

Time	Activity	Duration
8:00 – 9:30	Humanities (Literacy and Social Studies) Block	90 minutes
9:30 -10:45	Enrichment (Visual Arts, Music, Computer, PE/Health)	75 minutes
10:45-12:00	Acceleration	75 minutes
12:00-12:30	Advisory	30 minutes
12:30-1:00	Lunch	30 minutes
1:00-2:30	Math Workshop	90 minutes
2:30- 4:00	Science interdisciplinary block	90 minutes
	Instructional day for students	**480 minutes (8 hrs.)**

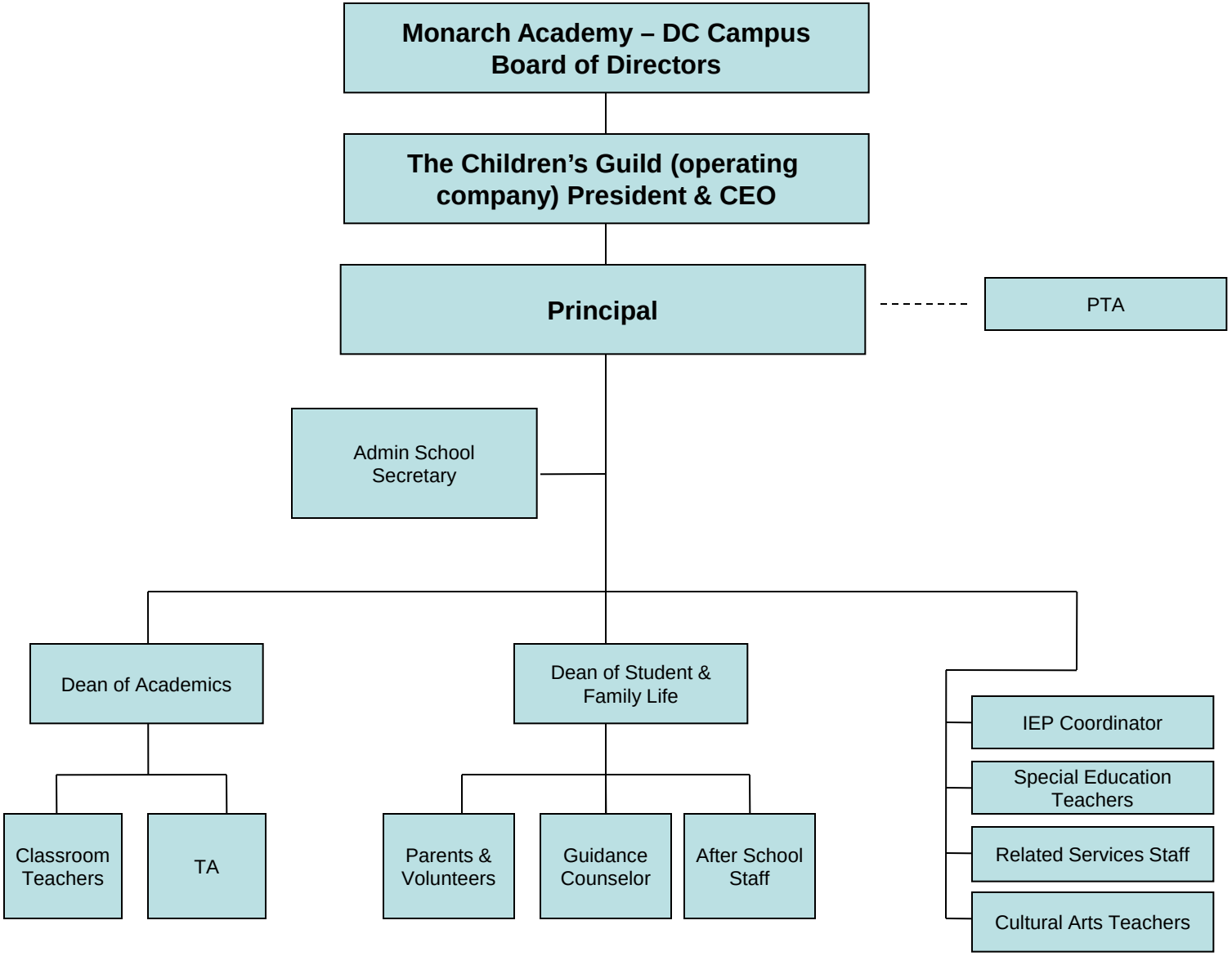
It is our intent to offer a before and after school program for the families of Monarch Academy on a sliding scale. Fees will be calculated according to prevailing guidelines.

Before School Programming

Time	Activity	Duration
7:00- 7:30	Arrival/Preparation Activities: Busy Hands station Brain station School day prep station Current event station	30 minutes
7:30-7:45	Sensorcises	15 minutes
7:45-8:00	Breakfast	15 minutes

After School Programming

Time	Activity	Duration
4:00- 4:30	Project Adventure activities	30 minutes
4:30 -4:45	Snack	15 minutes
4:45- 5:15	Homework	30 minutes
5:15- 6:00	Structured Enrichment (literacy and math based)	45 minutes


Monarch Academy – DC Campus
Board of Directors
The Children's Guild (operating company) President & CEO
Principal
PTA
Admin School Secretary
Dean of Academics
Dean of Student & Family Life
IEP Coordinator
Special Education Teachers
Related Services Staff
Cultural Arts Teachers
Classroom Teachers
TA
Parents & Volunteers
Guidance Counselor
After School Staff

Monarch Academy - DC Campus

Accounting Procedures

Monarch Academy Public Charter School
Accounting Procedures
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Monarch Academy Public Charter School
Accounting Procedures

All financial transactions must be documented to properly account for all receipts and expenditures, and to fulfill the Monarch Academy's fiduciary responsibilities to funding agencies. The Monarch Academy Board of Directors sets policies insuring that the organization's assets are protected and properly accounted for. These policies and procedures apply to all Monarch Academy employees and extend to employees of the school operator where they are acting on the Monarch Academy's behalf.

The Monarch Academy will adhere to policies and practices dictated by generally accepted accounting principals (GAAP accounting), State or District of Columbia Educational Law, State or District of Columbia Regulations, and standards required by the State Financial Reporting Manual.

I. Internal Control

Monarch Academy has responsibility to design and implement a system of internal control that safeguards its assets, checks the accuracy and reliability of its accounting data, promotes operational efficiency, and encourages adherence to the prescribed managerial policies.

The Board of Directors delegates the authority for developing internal control procedures to the management team of Monarch Academy. The Board retains the authority to engage an auditing firm to perform an annual financial audit of the organization and to produce audited financial statements. The Board retains the authority to authorize other audits to review activities not included within the scope of a financial audit.

II. FINANCIAL MANAGEMENT AND ACCOUNTING PRACTICES

A. Budget

The budget is prepared annually. The first draft is prepared by the school management team in cooperation with the school operator and is based on historical data, a conservative estimate of enrollment, and planned activities for the new year, including growth plans. The completed budget is submitted to the Board of Directors for approval.

B. Cash

For the purpose of this accounting procedure, cash is defined as currency, coin, credit cards, and checks received for any program or purpose at Monarch Academy, regardless of the source of funding or the collected monies' intended use.

The duties of receipt, recording, and disbursement of cash are segregated for internal control purposes.

Any Monarch Academy department or activity needing to collect cash for any reason must receive approval from the Administrative School Secretary before collecting any money. The Administrative School Secretary will assure that appropriate controls are in place, including the segregation of access to cash from the responsibility of

recordkeeping.

1. Deposits

Monarch Academy deposits all revenue and other cash receipts in bank deposit accounts by the end of the day of receipt. No school personnel or activity of the school is to open a bank account without prior written approval from the Chairman of the Board of Directors.

2. Petty Cash

The Monarch Academy maintains an imprest petty cash fund. Cash may only be disbursed according to Petty Cash Disbursement procedures and is not to be disbursed in any other fashion.

The purpose of petty cash is to permit the use of cash for occasional purchases of insignificant amounts when payment by check is impractical. The fund is secured in the Administrative School Secretary's (or his or her designee's) office in a locked box. The person receiving the cash and the person disbursing the cash must sign a petty cash voucher in ink. The person receiving the cash must provide written authorization for reimbursement from the supervisor responsible for the area to which the expenditure will be charged, along with original receipts documenting the expenditure.

In an emergency, petty cash may be advanced, on written approval from the supervisor responsible for the area to which the expenditure will be charged. The person receiving the cash must return original receipts and any change to the Administrative School Secretary's (or his or her designee's) office within three business days of the advance.

The petty cash fund will be reconciled and replenished at least monthly. The Administrative School Secretary must reconcile petty cash and submit it to the Principal, who will authorize reimbursement.

3. Disbursements

Vendors providing goods and services to Monarch Academy must issue an invoice. The Administrative School Secretary (or his or her designee) is responsible for assuring that the invoice is charged against the proper line item and funding source, and that the invoice is valid.

All invoices and other requests for check disbursements must be original, not photocopies or faxes, to avoid duplicate payment, and must include original documentation verifying the legitimacy of the request, acknowledgement of receipt of the goods or services, and appropriate authorization by the supervisor responsible for the area to which the expenditure will be charged.

a) <u>Cash advances to employees for business purchases</u>

Petty cash and cash advances are the least favorable option for paying business expenses. Vendor invoices are the most preferred, followed by

store accounts, employee reimbursement, and company credit cards, all with advance appropriate authorization.

Monarch Academy may issue cash advances on occasion to facilitate making purchases that are not easily paid for using the other methods.

b) Credit card usage and vendor accounts

The primary use of credit cards is to purchase goods or services from vendors who will not accept a company check or agree to bill Monarch Academy.

Vendor accounts facilitate purchasing and billing and may include discounts and other benefits. The Monarch Academy management team should pursue setting up vendor accounts when it identifies vendors whom Monarch Academy expects to use more than once a year.

Both the Principal and the Administrative School Secretary must authorize all credit card and vendor accounts.

Monarch Academy credit and store credit cards are to be secured in a locked drawer or safe in the Administrative School Secretary's office. Staff requests to purchase on credit must be accompanied by a completed expenditure request specifying the purpose of the purchase and the estimated dollar amount. The completed request must include appropriate authorization.

The staff member must sign the credit card log before receiving the card and again when it is returned. Original receipt(s) for purchase(s) must be returned with the card. If the receipt is not returned, the purchaser will be required to pay for the item(s) personally.

Monarch Academy employees who are assigned a credit card which they will keep in their possession are required to sign an acknowledgment prior to receipt of the card. This acknowledgement indicates that the card will be used solely for purchases for Monarch Academy.

Gasoline, home improvement store, and grocery store receipts are to be turned in as expenses are incurred.

Employees who maintain all-purpose credit cards (e.g., American Express, Visa) are required to complete an expense report for each month any item is charged to that account and to return the signed expense report, approved by her/his supervisor, together with all receipts and the credit card statement, to the Administrative School Secretary (or his or her designee) within seven (7) days of the statement's receipt by that employee. A receipt is required for every charge.

c) Travel and Expense Reimbursement

It is Monarch Academy's policy to reimburse staff for travel and related expenses incurred while on school business, with advance approval. Employees will not be reimbursed for transportation, lodging, meal expenses, or any other expenses incurred by a spouse, child, or other person not essential to the business mission who accompanies the employee on an official business trip

(1) Mileage

Mileage incurred when using the employee's personal vehicle while on travel status is reimbursable at the designated rate. This rate also applies when traveling to and from the airport or train station or when otherwise incurred while conducting official business. If not using a personal vehicle, employees shall use the mode of public transportation that results in the lowest logical cost and will be reimbursed the actual cost of the transportation.

(2) Rental Cars

Rental cars for employees will be provided while on travel status only when other means of transportation are unavailable, more costly, or impractical. The lowest cost vehicle necessary to achieve the traveler's mission shall be reserved. Upon approval, all car rental reservations shall be made with the goal of achieving the lowest cost possible to Monarch Academy.

In addition to the cost of the rental, the employee shall be reimbursed for necessary and reasonable expenses incurred for the following items:

(a) Gasoline, oil, and emergency repairs
(b) Parking
(c) Toll charges

(3) Lodging

Employees shall make all lodging reservations through the school operator's Director of Organizational Learning. Lodging will be made for the dates necessary for the business trip only. Scheduling of additional nights for personal travel must be made separately by the employee and reserved with a separate means of payment.

Reservations will be made at the least expensive available rate for reasonable accommodations based on single occupancy.

(4) Meals

Meal allowances for employees while in travel status are reimbursable at the standard rate. When an employee is in travel status involving absence from home overnight, all meals are reimbursable. Reimbursement may not be made for the cost of

alcoholic beverages or specialty drinks.

The cost of breakfast is reimbursable when an employee in travel status has to leave home on official business 1 hour or more before the beginning time of the employee's place of business. The cost of dinner is reimbursable when an employee in travel status cannot get home within 2 hours after the employee's normal ending time. In both cases, the hours are in addition to the normal commuting time.

In cases when an employee meets both of the conditions above and is in travel status for the entire day, but not overnight, the employee's lunch also is reimbursable.

Except as provided above, an employee may not be reimbursed for the cost of lunch.

If the registration fee for a conference, convention, seminar, or training meeting includes the cost of meals, Monarch Academy will pay the full registration fee which includes meals. For this meeting, the employee may not request reimbursement for additional meals.

Meal reimbursement above the standard limit is allowable for employees conducting business in high cost areas designated by the school operator's Director of Organizational Learning. Employees shall be reimbursed for actual amounts based on receipts, not to exceed the high-cost-area limit per day for business conducted in the following cities or states:

(a) New York City (30 mile radius)
(b) California
(c) Boston, MA (30 mile radius)

(5) Conference Registration Fees

When a registration fee is charged, participating employees shall register through the school operator's Director of Organizational Learning or be reimbursed upon submission of a receipt. Staff will be responsible for any and all late registration fees as well as other charges, including those for lodging or travel reservations, incurred as a direct result of a late submission of the Training Participation Request Form.

(6) Telephone and Postage Expenses

Telephone and postage expenses incurred in the performance of official duties are will be reimbursed by Monarch Academy – DC Campus.

(7) Expenses for Passports, Visas, and Travelers Checks
If incurred as a result of the performance of the employee's duties, fees for passports, visas, and traveler's checks are reimbursable upon submission of a receipt.

(8) Air-Fare Policy
Employees shall make all airline reservations through the school operator's Director of Organizational Learning. Travel plans will be made to utilize the lowest logical fares based on acceptable times, locations, conditions, and travel regulation. The least expensive routing is to be used.

Delays-in-route (not more than 2 hours) that result in materially lower costs are to be used. Travelers may accept/request longer delays at their option.

Promotional plans are not to be used when this results in obtaining less favorable fare rates.

If the employee makes a special request when booking airline flights, any additional expenses incurred must be paid for by the employee at the time of the booking.

4. Contracts / payment to individuals for services
All payments to individuals for services are processed as payroll except for self-employed contractors. All payments to Monarch Academy employees for services to Monarch Academy (including other than their usual duties) must be paid through the payroll system.

Payments to self-employed contractors may be issued only after receiving a completed W-9 Form. The Administrative School Secretary (or his or her designee) is to make sure that such forms are on file before releasing payment.

5. Payroll
The Administrative School Secretary (or his or her designee) maintains personnel records. When an employee is hired, the Administrative School Secretary (or his or her designee) provides the new hire with appropriate payroll forms. These forms include, but are not limited to:

a) Federal Form W-4 Employee's Withholding Allowance Certificate
b) Federal Form I-9 Employment Eligibility Verification
c) District of Columbia withholding form

Payment towards benefits such as health and disability insurance may be deducted from the participating employee's wages. Written authorization from the employee is mandatory for any amount to be withheld from his or her pay other than Federal Income Tax, FICA, Medicare, and District of Columbia Income Tax.

Time sheets are used to calculate payroll for each pay period. Each employee is responsible for the completeness and accuracy of his or her time sheet. Claiming payment for time not worked constitutes fraud and will result in disciplinary action up to and including termination of employment.

Employees must sign in and out each day. The Administrative School Secretary (or his or her designee) compares completed time sheets to the sign-in data to assure employees are paid accurately.

Monarch Academy payroll is processed by the school operator.

6. Bank Reconciliation

A school operator employee approved by the Principal will reconcile all bank accounts to the financial records monthly, documenting the reconciliation in writing.

C. Fixed Assets

1. Capitalization

All assets costing over $1,000 per unit and having a useful life of more than one year will be capitalized and will be recorded in the fixed asset system at cost. Any asset that does not meet these criteria, such as small tools and equipment, or repairs and maintenance, will be expensed.

The cost basis of furniture and equipment assets will include all charges relating to the purchase, including the purchase price, freight charges, and installation if applicable.

Leasehold improvements are to be capitalized if they relate to the renovation of existing space. Expenditures incurred in connection with maintaining existing space in good working order will be expensed as a repair or routine maintenance.

2. Depreciation

Depreciation is calculated on a straight-line basis over the estimated useful lives of the respective assets. Leasehold improvements are amortized over the remaining term of the lease or the estimated useful life, whichever shorter.

3. Disposition

Capital assets may be sold or traded in for new equipment. An asset disposition form including description, serial number, and reason for disposition request must be approved by the Principal, after which the organization may advertise the property for sale. Once the sale is complete, the asset disposal form will be submitted to the school operator, who will delete the item from the asset records and see that any gain or loss on the disposition is recorded.

Nonfunctioning or obsolete property with no value will be reported to the Administrative School Secretary on the asset disposition form with a description, serial number, and condition. The Administrative School Secretary will inspect

all nonfunctioning or obsolete property before it is removed from the department and discarded. The asset will then be removed from the asset records by the school operator staff.

Any asset that is missing or has been stolen will be reported in writing to the Principal immediately, with a copy to the Administrative School Secretary. The description, serial number, and all other information regarding the lost item and its disappearance will be included in the report.

The Administrative School Secretary will determine the proper course of action and will notify the school's insurance carrier and any outside authorities as appropriate, and will follow through the school operator to with removing the item from asset records if it is not recovered.

D. Inventory Management

1. Fixed Assets (including equipment)

Uniquely numbered inventory tags are affixed to each piece of equipment when Monarch Academy receives it by the Administrative School Secretary (or his or her designee).

The school operator will maintain a detailed listing of each capital asset item along with depreciation records that include the inventory tag number, description, date of acquisition, vendor, cost basis, the source of funds used to purchase the asset, assigned department, depreciation method, asset life, and accumulated depreciation and net book value.

The Administrative School Secretary (or his or her designee) is accountable for all equipment purchased with Monarch Academy funds and/or placed at Monarch Academy.

Physical inventories are taken annually to verify the existence and location of each item of equipment, and these inventories are compared to the detailed fixed assets listing annually. This inventory also identifies surplus or otherwise available equipment, which must be considered before purchasing equipment with sponsored funds. At this time, the adequacy of insurance coverage in force will be assessed.

2. Materials

All materials are expensed at the time of purchase. However, detailed records of books and other materials are maintained as required by COMAR. These records include the source of funds used to purchase said materials. Periodic physical inventories are taken to verify the accuracy of the detailed records.

E. Taxes

Monarch Academy has applied for tax-exempt status under section 501(c)(3) of the Internal Revenue Code. The organization will also apply for exemption from District of Columbia Sales and Use Tax.

F. Loans

All borrowing must be approved by the Board of Trustees. Neither the principal, nor the Administrative School Secretary has the authority to borrow funds in the name of Monarch Academy, nor does any other employee.

Monarch Academy does not make or guarantee loans to employees, Trustees or officers of the Corporation.

G. Insurance

The MADCC Treasurer will review all insurance coverage in force prior to renewal to determine if coverage is adequate. Limits, types of coverage, and deductibles will be considered. The Board Chairman will approve any changes.

Insurance coverage required includes general liability, umbrella coverage, business and personal property, computer equipment, workers compensation (as required by law), personal injury liability, directors and officers liability, educators legal liability, fidelity bond.

H. Legal and Internal Revenue Service matters

It is the policy of the organization that all legal and internal revenue service matters and correspondence, whether verbal or written, shall be directed to the MADCC Treasurer immediately.

III. PROCESS TO TRACK FINANCIAL TRANSACTIONS

A. Reporting

Financial reports comparing budgeted revenue and expenses to actual activity utilizing Budget and Actual Report format are prepared monthly and presented with explanation of significant variances to the Monarch Academy management team and to the Finance Committee of the Board of Directors at least quarterly and submitted to the Charter School Board as required.

Financial records are audited annually by an independent certified public accountant and a complete set of audited financial statements is produced.

B. Payroll

Payroll is processed by the school operator. Payroll expense will be recorded per the payroll journal received from the payroll system reports into the Monarch Academy general ledger.

C. Disbursements

Vendors providing goods and services to Monarch Academy must issue an invoice. The Administrative School Secretary (or his or her designee) is responsible for assuring that the invoice is charged against the proper line item and funding source, and that the invoice is valid. Disbursements are posted to the automated general ledger system as part

of the accounts payable process. The accounts payable and general ledger systems are electronically integrated.

D. Journal entries

Journal entries are prepared by the Administrative School Secretary (or his or her designee), or the appropriate staff members of the school operator. All journal entries include sufficient documentation and explanation and are signed by the preparer's supervisor, indicating approval of the entry. Journal entries are posted by the appropriate members of the school operator's staff.

E. Bank Reconciliation

A qualified school operator employee approved by the Principal will reconcile all bank accounts to the financial records monthly, documenting the reconciliation in writing.

Is MAPCS a match for your family?

INSTRUCTIONS: The following is a voluntary self-assessment. Please read each belief statement, and mark the column that best decribes how closely your beliefs on what make a positive learning environment aligns with ours.

At Monarch Academy Public Charter School we believe:

	(Please Check One)		
	Disagree	Neutral	Agree
1. Educational experiences should help develop life long learners, by creating learning situations that strengthens curiosity about the world, and fosters the confidence to have—and make real—great ideas.			
2. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can, and a student's primary task is to try.			
3. Life is a journey of personal growth towards the enlightenment that comes as a result of the continuous struggle with, and the search for meaningful responses to, life's challenges.			
4. Both children and adults are encouraged to continuously advance the rigor of their learning by becoming increasingly responsible for directing their own personal learning, as well as enhancing the learning opportunities of others.			
5. Learning is fostered best in communities where the ideas of students and teachers are respected, and where there is mutual trust among all of its members.			
6. Everyone is encouraged to take healthy risks, with the understanding that: 1. experiencing success builds the confidence and capacity to meet increasingly difficult challenges; and 2. that we learn valuable information from failures.			
7. Individual development and group development are attended to simultaneously. Students are encouraged to work towards their personal best, while recognizing and appreciating the support and contributions of others.			
8. Diversity and inclusion in the classroom increase the richness of ideas, creative power, problem-solving ability, and respect for others. Classes and learning groups are purposefully heterogeneous.			
9. A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect.			

Is MAPCS a match for your family?

	(Please Check One)		
	Disagree	Neutral	Agree
10. Students and teachers need time to explore their own thoughts, make their own connections, and create their own ideas, alone and through the exchange of their reflections with others.			
11. A primary function of school is to help students to be good citizens by preparing them with the attitudes and skills necessary to learn from and be of service to others. We also encourage families to participate in modelling those attitudes and skills by volunteering in the school community.			
12. Students do well if they can, because doing well is always preferable to not doing well. If a student is not doing well, we work with them to identify and teach the skills they lack. This includes, but is not limited to academic, cognitive flexibility/adaptability, frustration tolerance, and problem-solving skills.			
Total for each column:			

Out of 12 Statements

WHAT YOUR SCORE CAN TELL YOU:

If you find that your family agrees with most or all of the statements, then Monarch Academy may be exactly what your looking for in a school.

If you find that you disagree, or feel neutral about, a majority of statements, than Monarch may not be the right match for you.

Please let a Monarch Academy staff person know if you have questions about this assessment, or any of its statements.

The Children's Guild, Inc.

Interview Questions
Principal

Candidate_____

Time	Questions	Look Fors
3 min	1a. Please review for the panel the training and experience you have had that has prepared you as a founding principal of a charter school	• Leadership experiences • Communication skills • Body language (confident but not intimidating) • Positive enthusiasm • Upwardly mobile
3 min	2. Our agency is looking for a principal who is a skilled leader - someone who has depth of knowledge in curriculum, standards and assessment, data-driven instruction and leadership, good problem solving skills, is a good presenter, has good communication skills, excellent people skills and is able to bring about change. What experience do you have in these areas?	• Leadership skills • Knowledge of student testing programs • Knowledge of state standards • Knowledge of benchmarks and pacing guides • Knowledge of and experience with data driven instruction and leadership • Group problem solving and decision making strategies • Oral communication skills • Body language, eye contact, tone of voice, use of humor • Problem solving skills • Confidence (but not intimidation) • Positive enthusiasm • Insight, introspective skills • Curriculum leadership • Training abilities • Commitment to ongoing education
3 min	3. Monarch Academy embraces technology as a powerful and valuable tool and resource for teaching and learning. Please share with the panel your experience with and knowledge of technology and how you see technology integrated into the curriculum.	• Technology plan • Staff Development • Acquisition of equipment • Knowledge of technology • Integration ideas • Involvement of staff • Familiar w/ applications • Talks about teachers and students USING technology

3 min	4. Budget decisions are critical to the success of programs and the school overall. Please describe an appropriate process you would employ to make budgetary decisions.	• Budget • Site-based decision making • Programs (i.e. GATE, School Improvement) • Plan for monitoring • Identify who is going to be involved • Involve staff, parents, students (as appropriate), district office staff (i.e. business, personnel, instruction) • Establish parameters • Assess site readiness • Establish goals -- know what you want to accomplish • Has big picture
5 min	5. Role Play: <u>Scenario:</u> You have just posted the class assignments for the new school year. An upset couple appears and wants to talk to you regarding the assignment of their son. They are adamant about <u>not</u> having their son in Mr. Masters' class. Another of their children was in this teacher's class and had a very bad experience. The class is a 4/5 combo. They want Miss Summers, the most popular teacher in the school. They are opposed to combos. The combo has 27 students. The other class has 31. The teachers do not support the move. The parents live next door to one of the Board members. The child is present. How would you handle? <u>Players:</u> Interviewee is Principal Mother, Father, Child	• Listen to the parent's concerns • Review how student's are assigned with parents • Explain changes that have occurred in Mr. Master's class since their last child was in class • Base decisions on the basis of what's best for the child and good rationale, rather than who applies the greatest pressure • Explain that because of school size this is only class that their son will be able to be assigned to • Can list the advantages of a combo class • Emphasis on areas of agreement and shared concerns • Plan for follow up • Stays calm • Ask that child leave the room and wait • Notify Superintendent of discussion

3 min	6. A strong instructional program is important. With a focus on meeting the needs of a diverse student population (GATE, Special Ed, English Language Learners, and At Risk students), describe an instructional program you would like to have at your site? Describe what we'd see if we walked into a classroom addressing the diverse needs of students.	• Vision • Assess site strengths and weaknesses • Coaching skills • Aim for rich, meaning centered curriculum • Accountability • Knowledge of sound pedagogy and instructional practices • Culture building • Strategies • Differentiation • Student assessment • Staff development • Small students groups • Learning centers • Print-rich environment • Student work displayed • Involvement of all stakeholders
3 min	7. Please discuss your communication style. How would you assure an open line of communication between students, staff, parents and district?	• Formal/Informal • Written/Oral • MBWA - management by walking around • Staff meetings, PTA, SSC, newsletters • Keep district informed • Email, voicemail • Follow up plan • Inclusive style • Positive tone • Open, honest, integrity • Approachable, accessible, visible • Collaborative • Open door policy • Listens
3 min	8. Your school has just begun to review its strategic plan. Please describe how you would proceed to develop and/or revise the plan. How would you include different stakeholders in your school community in the planning process?	• Demonstrates knowledge of strategic planning • Target setting and action planning • Answer includes stakeholders such as staff, parents, community, students, etc. • Use of plan to determine priorities • Use of plan to foster positive change • Use of vision as decision making tool • Communicating the vision to all stakeholders • Aware of district direction • SWOT
2 min	9. This concludes our formal interview questions. Would you like to ask any questions or make a statement to the panel at this time?	• Thoughtful and appropriate closing or summative statement • Thoughtful and appropriate questions • Apparent knowledge about district and position • Has done" homework"
3 min	10. Share with us your knowledge of special education. What roles does the principal play in understanding special	• Knowledge of FAPE/IDeA • Compliance with COMAR • Understanding of IEP process

	education law and meeting the needs of special education student in schools	• Student access to general ed. • Accommodations for instructional delivery • Least Restrictive Environment models • Related services issues.

Interviewer_____ **Date**_____

The Children's Guild, Inc.

Written Examination - Principal

Name_____ **Date**_____

This examination will consist of two questions or prompts. Please be as concise and complete in your responses as possible. Number all pages. Place your name and date on this sheet only. Clip this sheet to your responses. You will have 30 minutes to complete this examination.

You may word process your responses on the computer (using Word). When finished, please print your finished document. Or, you may hand write your responses. Please be sure your responses are legible and easy to read.

Organize your response sheets, attach this name sheet, insert in the folder provided, and turn the folder in to_____

Best wishes as you demonstrate your expertise today.

Writing Prompts

1. Given the data below, what programs and structures need to be in place to address the needs of the students? What steps would you take to better prepare teachers to meet the needs of these students? What professional development and support do they need? What additional information would you need to complete your assessment and recommendations?

Grade 4
Standardized Testing and Reporting (STAR)
English Language Arts
All Students Tested

Teacher	School Year	Number Tested	CST Word Analysis And Vocabulary	CST Reading Comprehension	CST Literary Response And Analysis	CST Writing Strategies	CST Written & Oral Language Conventions	CST Writing Applications
Pala	2006-2007	25	64.20%	61.10%	60.40%	54.90%	62.40%	50.00%
Lowell	2006-2007	28	68.30%	65.00%	65.10%	57.40%	70.00%	50.00%
Oliver	2006-2007	17	69.30%	64.30%	61.40%	50.20%	66.00%	51.50%

Continue on to next page for second chart

Grade 4
Standardized Testing and Reporting (STAR)
English Language Arts
English Learners Tested

Teacher	School Year	Number Tested	CST Word Analysis And Vocabulary	CST Reading Comprehension	CST Literary Response And Analysis	CST Writing Strategies	CST Written & Oral Language Conventions	CST Writing Applications
Pala	2006-2007	7	53.80%	53.30%	51.40%	47.10%	56.60%	47.50%
Lowell	2006-2007	4	50.50%	46.10%	50.90%	42.20%	56.00%	46.60%
Oliver	2006-2007	12	66.70%	61.40%	60.30%	47.10%	62.30%	50.00%

2. You have a teacher on your staff who has been teaching in the Agency for 5 years. You have determined that this teacher's performance is less than adequate. Please discuss the following:

   a. How would you work with this teacher to improve performance?

   b. What resources would you draw from to help support this teacher?

   c. In the event no improvement is forthcoming, what alternatives would you pursue?

The Children's Guild, Inc

Written Examination - Principal
Look Fors & Scoring Rubric

Candidate Name_____

#1

- Understanding of special support and intervention programs
- Understanding of data analysis and data driven leadership and instruction
- Reference to instructional strategies
- Reference to staff development needs
- Variety of communication strategies to the community
- Importance of other performance indicators

Component	Excellent	Good	Ok	Poor
Content, understanding, look fors				
Mechanics, grammar, punctuation				
Structure, organization, flow				

#2

- Observations
- Coach
- Model
- Team with peers
- Inservices
- Workshops
- Conferences
- Mentor
- Feedback

In the event of no improvement:

- Chance to be evaluated in a different environment
- Conferences with specific directions to the teacher
- Place on coaching plan
- Change assignment, e.g., grade level
- Document

Component	Excellent	Good	Ok	Poor
Content, understanding, look fors				
Mechanics, grammar, punctuation				
Structure, organization, flow				

Comments:

Reader_____

The Children's Guild, Inc.

Oral Presentation Video - Principal

This task will allow you the opportunity to prepare a 5 minute formal persuasive presentation. Your presentation should be persuasive in nature.

You will have 20 minutes to prepare and organize your thoughts and presentation. You may use artificial props (optional).

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Best wishes as you demonstrate your expertise today.

Topic: Persuade parents to choose sending their child to a public charter school like Monarch Academy.

The Children's Guild, Inc.

Oral Presentation Video - Principal
Look Fors & Scoring Rubric

Name_____

- Organized
- Eye contact
- Creative
- Engaging
- Clear speech
- Professional
- Friendly
- Ability to clearly articulate thoughts
- Understanding of topic presented
- Persuasive nature
- Positive, enthusiastic
- Discusses value of project to students, staff, school and community
- Allows for questions

Component	Excellent	Good	Ok	Poor
Content, understanding				
Mechanics, presentation skills, look fors				
Enthusiasm				
Persuasive				
Structure, organization, flow				

Comments:

Observer_____

Procedure to Conduct Enrollment Lottery

In the event that an enrollment lottery is necessary, all parents will be notified of the date, time, and place of the drawing, and will be invited and encouraged to attend. Each applicant will have an index card with his/her name and grade. The cards for each grade level will be placed in a container and randomly drawn one card at a time by the principal until all cards are drawn. As each card is drawn, it will be assigned a lottery number. As cards are pulled, they are assigned a number beginning at 1. For example, students with lottery numbers 1-60 (at kindergarten) will be able to enroll. The 61st student is the first student on the waiting list. All cards will be drawn and assigned a lottery number and parents will be informed of the outcome. Parents who are not present at the lottery will be informed by us mail within 5 school days of the outcome of the lottery. The outcome of the lottery and the official waitlist will be provided to the DC Charter School Authority upon request. Wait lists will be maintained in the school office.

If registrants who are selected for admission decide not to enroll at Monarch Academy - DC Campus the parents of the next child on the Wait List for that grade will be notified immediately. Monarch Academy will follow guidelines for new student enrollment, transfer of student records established by OSSE. The parent has one of two options in how they would like to participate in the lottery. Option "A": The family will be issued one card with all siblings names listed. During the lottery, if the family card is drawn all siblings listed will be placed in the appropriate grade(s), space permitting. If a grade is already full, the sibling will be placed on that grade's Sibling Waiting List. Names on the Sibling Waiting List will take preference over names on the General Waiting List. The Sibling Preference Policy is dependent on available space and does not guarantee enrollment for each sibling. Option "B": Each sibling will have his/her own card. No sibling preference will be provided until the following school year. The waiting lists will be valid through the last day of school for students, with an annual lottery held each spring to develop new lists. A sibling is defined as a biological or legally adopted brother or sister, as well as step-brothers or step-sisters residing full-time in the same household. In order for siblings to be considered for enrollment under the Sibling Preference Policy, the parent or guardian must complete and submit an application for each child they wish to enroll in the Monarch Academy and select

either Option A or Option B for the lottery process. If separate applications are not received for each sibling, then they do not qualify for enrollment under the Sibling Preference Policy. If one child is already enrolled at the Monarch Academy and has siblings that become eligible to attend, the parent or guardian must complete and submit an application for each additional eligible child. Once the application(s) has been verified, siblings of current Monarch students will be placed in the appropriate grade, space permitting. If the grade is full, the sibling will be placed on that grade's Sibling Waiting List.

Monarch Academy - DC Campus (MADCC)
Job Description – Dean of Academics

Role Description:
The role of the dean of academics is to establish a culture consistent with the tenets of Transformation Education (TranZed) as a means of assuring the existence of a milieu that produces students who are prepared for high school by being able to think critically, problem solve creatively, be self disciplined, to learn how to learn and who understands that the goal of life is to serve a cause larger than one's self. This position serves as the chief academic officer for the school. The dean of academics assists the principal in planning, development and implementation of all aspects of the TranZed school program. S/he works alongside the principal and participates in all aspects of the TranZed school design including curriculum development, staff development, evaluation and program documentation and other administrative responsibilities as required by the school district.

This position reports to the MADCC principal.

Qualifications:

A master's degree with emphasis on supervision, educational administration, elementary or secondary school curriculum or a closely related field. It is essential to have a minimum of five years of classroom teaching experience and successful completion of observation and analysis of teaching I and II. Other combinations of applicable education, training, and experience which provide the knowledge, abilities and skills necessary to perform effectively in the position may be considered.

The successful candidate will possess an understanding of and an appreciation for Expeditionary Learning. It is required that this position meet OSSE's certification requirements for Administrator I or elementary principal and supervisor.

Job Responsibilities:

1. **Academic Performance**
    a. Assist teachers with implementing project based learning.
    b. Participates in the development of compelling topics and learning targets that are aligned with the core curriculum.
    c. Support organizational structures and intervention levels for tiered instruction
    d. Lead curriculum development projects.
    e. Design internal writing benchmarks for assessing students writing.

f. Monitor instruction by daily learning walks and observations.
g. Coach and model for staff the student assessment protocols.
h. Model direct instruction techniques which are brain based.
i. Assist in data analysis of MAP results, DC-CAS results and Presentations of Learning.
j. Supervises teachers and teacher assistants and provides feedback for professional growth and instructional delivery.
k. Assist principal with data collection of student achievement and monitors accountability plan.

2. Staff Development

a. Assist individual teachers and teacher teams in developing high quality learning projects (in depth, project-based investigations aligned with standards) as the primary way of organizing curriculum.
b. Motivate teachers to continue to develop their content knowledge and instructional repertoire through modeling effective instructional practices in staff meetings, professional development sessions and crew meetings.
c. Design an effective professional learning community.
d. Organize staff development schedule and monitor effectiveness of professional development activities.

3. **School Culture**

a. The physical environment is linked to the desired learning experience.
b. The physical environment meets the brain's need for contrast, challenge and variety.
c. The physical environment fosters integrated thinking, critical thinking, creative problem solving, connectedness to lifelong learning, portrays application to everyday living and emphasizes respect for nature and the importance of caring for the physical environment.
d. The academic environment promotes and supports learning expeditions.
e. The academic environment promotes and supports active pedagogy.
f. The learning environment emphasizes character development of students and staff.
g. The learning environment fosters a commitment to continuous quality improvement.
h. The learning environment supports the development and expression of the arts.
i. The learning environment is safe for students and staff.
j. The learning environment promotes wellness and physical fitness of students and staff.
k. The learning environment promotes a positive work ethic amongst students and staff.
l. The learning environment reflects the values and beliefs of Transformation Education as expressed on its culture card.

4. Additional Duties

a. Act as principal designee in the principal's absence.
b. Serves as parent/community liaison; point of contact for parent calls, and is responsible for resolving issues or referring parent to appropriate staff.
c. Assists with student support center issues in the absence of the dean of students.
d. Participates in suspension/appeal hearings as appropriate.
e. Assist the principal in marketing the school to the community and meeting enrollment projections.
f. Prepares written reports and correspondence.
g. All other duties as assigned by the principal.

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Monarch Academy - DC Campus (MADCC)
Job Description – Dean of Student & Family Life

Role Description:
The role of the dean of student and family life is to establish a culture consistent with the tenets of Transformation Education (TranZed) as a means of assuring the existence of a milieu that produces students who are prepared for high school by being able to think critically, problem solve creatively, be self disciplined, to learn how to learn and who understands that the goal of life is to serve a cause larger than one's self. The overall responsibility of the dean of student and family life is for the maintenance of a aforementioned culture, emphasizing the values of caring contribution and commitment, and teaching the academic, work, and relationship skills necessary for a successful life.

This responsibility is carried out through overseeing the teaching of self discipline, engaging students in collaborative problem solving, supporting teachers with their morning meetings and advisory meetings in middle school, helping to link support services in the community to students, developing partnerships in the community that support students outside of school hours, working closely with the Parent Teacher Association, overseeing before and after school programming and activities, overseeing the peer mentoring and mediation programs, serving as liaison between the school and the student's family and assisting the principal in his/her recruitment activities to grow and sustain enrollment at MADCC.

This position reports to the MADCC principal.

Qualifications:

Minimum qualifications for the position are a masters degree in education, guidance and counseling, social work or a related field, five years of work experience at the masters level and appropriate certification for their profession.

Job Responsibilities:

1. **School Culture**
   a. The physical environment is linked to the desired learning experience.
   b. The physical environment meets the brain's need for contrast, challenge and variety.
   c. The physical environment fosters integrated thinking, critical thinking, creative problem solving, connectedness to lifelong learning, portrays application to everyday living and emphasizes respect for nature and the

importance of caring for the physical environment.
d. The academic environment promotes and supports learning expeditions.
e. The academic environment promotes and supports active pedagogy.
f. The learning environment emphasizes character development of students and staff.
g. The learning environment fosters a commitment to continuous quality improvement.
h. The learning environment supports the development and expression of the arts.
i. The learning environment is safe for students and staff.
j. The learning environment promotes wellness and physical fitness of students and staff.
k. The learning environment promotes a positive work ethic amongst students and staff.
l. The learning environment reflects the values and beliefs of Transformation Education as expressed on its culture card.

2. Student Support Services

a. Identifies appropriate student behavior motivation strategies and develops individual behavior plans.
b. Serves as parent/community liaison, point of contact for parent calls, and is responsible for resolving issues or referring parents to appropriate staff.
c. Participates in suspension/appeal hearings as appropriate.
d. Monitors student behavior data through accountability systems and takes proactive steps to manage behavior harmful to the student or the learning environment.
e. Oversee the peer mediation program.
f. Coordinate, design and implement parental involvement activities tied to the Transformation Education approach.
g. Manage the Student Support Center, health and wellness programs, extracurricular activities, and volunteers.
h. Coordinates transportation systems and food services.
i. Plan and manages school wide and grade level community meetings.
j. Assists with the development of service learning and community partnerships.

3. Additional Duties

a. Assist the principal in marketing the school to the community and meeting enrollment projections.
b. Participate fully and actively in community service activities with students.
c. Prepares written reports and correspondence.
d. Assumes the responsibility for operation of the school in the principal's absence.
e. Carries out all other additional duties assigned by the principal.

Monarch Academy - DC Campus (MADCC)
Job Description - Principal

Role Description:
The role of the principal is to establish a culture consistent with the tenets of Transformation Education (TranZed) as a means of assuring the existence of a milieu that produces students who are prepared for high school by being able to think critically, problem solve creatively, be self disciplined, to learn how to learn and who understands that the goal of life is to serve a cause larger than one's self. The principal also serves as the school's chief academic officer and instructional leader. The principal serves at the pleasure of the MADCC's board and reports to the President & CEO/designee of the operating company through which the Board contracts with to oversee the work of the principal. All school employees report to the principal and the principal serves as the liaison between the school employees and the President & CEO/designee of the operating company. The principal is responsible for assuring the enrollment of the school meets budget objectives. This position also receives ongoing training, consultation and supervision from the school operator's executive director of education.

Qualifications:

A Master's Degree from an accredited college or university, certification that meets the regulatory requirements of OSSE and five (5) years of teaching experience. It is essential that the principal possess a philosophy that is consistent with the Transformation Education and Project Based Learning approaches and the talent to manage and develop the staff.

Job Responsibilities:

1. **School Management**
    a. Establishes a school culture that is consistent with the tenets of Transformation Education.
    b. Serves as the liaison between the school employees and the operating company's President & CEO.
    c. Works in cooperation with the MADCC board of directors and keeps them informed of the school's operation.
    d. Develops, oversees, and manages the school's budget in accordance with the guidelines established by the MADCC board of directors.
    e. Responsible for hiring, disciplining, evaluating and terminating all employees.
    f. Directly supervises the Dean of Student and Family Life, the Dean of Academics, the related service staff, the cultural art teachers, and the special education staff.
    g. Promotes and markets the school to the community to ensure full enrollment.
    h. Meets weekly with the CEO/designee of the school operator to assure

work in compliance with TranZed model, and the charter is being followed and that the management contract is carried out in an effective and efficient manner.

2. Instructional Leadership

a. Designs, implements and administers student programs and school services, appropriate to the needs of those enrolled and consistent with the values and teaching styles of the TranZed school model.
b. Develops systems of scheduling to accommodate the TranZed school model.
c. Employs a range of effective instructional practices (active pedagogy) to require active student participation and thinking and give students the support they need to complete high quality work and meet standards.
d. Conduct daily walk-through to monitor classroom management, lesson plans to ensure that instruction is paced well, encourages all students to think, engages all students in productive work; and gather instructional data on: the deployment of the UDL principles, active pedagogy practices, integrated instruction, the use of brain based strategies and use of the physical environment to maintain a TranZed culture and to create a context for learning.
e. Monitor assessment criteria to ensure it is aligned with curriculum standards and connected to Passage Portfolios and Presentations of Learning.
f. Articulate learning targets aligned with state and/or district standards, collect data about student progress toward those targets and use that data to shape instruction, give students descriptive feedback and appropriately assign grades.
g. Hold students accountable to school wide behavioral expectations designed by the staff in alignment with the PBIS system and the behavior motivation program.
h. Consistently implement school-wide student accountability systems and other agreements made with the staff and school leadership.
i. Participate fully in student led conferences.
j. Ensure students and families are provided a clear and instructive information about student progress.

3. School Culture

a. The physical environment is linked to the desired learning experience.
b. The physical environment meets the brain's need for contrast, challenge and variety.
c. The physical environment fosters integrated thinking, critical thinking, creative problem solving, connectedness to lifelong learning, portrays application to everyday living and emphasizes respect for nature and the importance of caring for the physical environment.
d. The academic environment promotes and supports learning expeditions.
e. The academic environment promotes and supports active pedagogy.

f. The learning environment emphasizes character development of students and staff.
g. The learning environment fosters a commitment to continuous quality improvement.
h. The learning environment supports the development and expression of the arts.
i. The learning environment is safe for students and staff.
j. The learning environment promotes wellness and physical fitness of students and staff.
k. The learning environment promotes a positive work ethic amongst students and staff.
l. The learning environment reflects the values and beliefs of Transformation Education as expressed on its culture card.

4. Systems integration

a. Create systems to support integrated curriculum
b. Assure that current educational innovations and technology are being implemented i.e. success maker, integrated curriculum, portfolios etc.
c. Coordinate and oversee the implementation of the mental health support services.
d. Oversight of the use and appearance of the Kiosks
e. Assure data collection systems are in place for PBIS and that the staff is using the data to improve existing practices.
f. Develop a School Improvement Plan that integrates the core practices of TranZed with district learning goals and objectives.

5. Regulatory Compliance and Audit

a. Oversight of all compliance issues related to educational activities.
b. Working knowledge of OSSE's regulations and federal law relating to 94-142 and I.D.E.A.
c. Assure all testing and assessment is completed in a timely and compliant manner.
d. Provide trainings to staff as needed.
e. Review and revise as needed MADCC student and parent handbooks, policies and practices.
f. Quality Improvement reports are accurate and submitted to the school operator's Vice President of Organizational Learning and the board of directors.
g. Report cards and IEP's are randomly reviewed on a quarterly basis.
h. Program environment reflects the MADCC.'s designated approach of Transformation Education.

6. Additional Duties

a. All other duties assigned by the school operator's President & CEO/designee.
b. Participate in all required staff development related to Transformation Education and instructional approaches selected by the school operator as benefiting the academic rigor of the school.
c. Participate in all staff development required by the Charter contract.

Hiring Process for Instructional Staff

- An application that includes curriculum vitae, a written component reflecting the applicant's educational beliefs and guiding principles
- A portfolio that includes samples of student work and other instructional artifacts to showcase their skills and experience
- An interview conducted by the principal and project learning specialist
- Follow-up interviews, which may include sample teaching lessons
- A pre-hiring conference at which teachers being offered a position are oriented to the school's charter; the teacher accountability process, salary scale, contract, required forms;
- Pre-hiring workshops, trainings, in alignment to the BCPSS negotiated agreement
- A post-hiring meeting with the grade level team and staff members

Monarch Academy SY 2009-2010
Phone Interview Questions
(after resume and hire packet screening)

Q- Where do you stand with certification?

If certification issue exists thank them for phone call and end interview. Must be certified to teach in projected area.

A. Describe your interest in applying for a position teaching at Monarch Academy?
(push further here to ask about information abut Tranzed and ELS- have they done their homework?)

A. Look For/They have knowledge of (circle and make notes to those that apply)

- Founding staff role, lots of work, lots of opportunity
- Tranzed- a belief in culture being central
- ELS- hands on, interest in creating projects, hard work, creative
- Previous experience will help with their role in the school
- An opportunity to learn and grow as they help open a new school
- Belief in school choice for all children

B. Describe the experiences, work related or life related, that make you a strong candidate for this position as a founding teacher at Monarch Academy?

B. Look For (circle and make notes to those that apply)

- Helped start/open a charter school
- Started something from nothing- understands the struggle
- Worked in an ELS school before
- Is a servant of children and families
- Has been a pioneer in other environments
- Works hard
- Collaborative
- Projects the air of a learner

- Has work with the VSC beyond using it in their classroom- shaping it to work for their school environment
- Designed projects and other forms of authentic assessment
- Believe that culture is as important if not more than academic- one doesn't happen without the other

C. What is the biggest challenge you've faced as a teacher?

C. Look for

- Meaningful struggle focused on self-growth and learning (not students, families, staff or the system presenting the problem)

D. Talk about your experience around curriculum design and collaboration? (follow-up-more direct if needed- How have you used the VSC to teach in your classroom? Have you done any project design work?)

Look for-

- Curriculum integration between content areas
- Collaborative planning with other staff- leading, side by side and following
- Creating projects and products aligned with the VSC

E. What are the "musts" and "must nots" of a founding teacher position?

Look for-

- Musts- hard work, lots of thinking, collaboration, creativity from teacher, teacher input and direction, professional development and support provided, working in a place that loves and respects children and adults, focus on the child
- Must nots- the opposite of above,

Next Steps-

"Thanks for your time- someone will be back in touch with you within 5 business days to let you know the next steps". Confirm the holding (availability) of dates for both the in person and group interviews.

Interviewer _____ Candidate _____ Position _____
Date:_____ Time:_____

Frame with brief overview of process for interview and long-term.

1. **Briefly tell us about yourself and your interest in Monarch Academy.**

Possible Look For- Challenge, leadership and program development, collaboration, alignment with personal philosophy, strong connections to the vision of the position they are applying.

3= fully developed answer 2=developed answer 1=partially developed answer 0=answer is insufficient

2. **A. Share with us what you know about the Expeditionary Learning Model. (allow for answer)**

   B. Make connections between your past or current teaching or other experiences and the ELS model. Based on what you read or know about the model what piece stood out to you most?

Possible Look For- Connections to the benchmarks, core practices and other structures of ELS. Integrated Curriculum, Design Principles, Hands- On , Meaningful mention of a piece of the design that is important and or significant based on their explanation.

3= fully developed answer 2=developed answer 1=partially developed answer 0=answer is insufficient

3. **Tell me about one thing you did professionally that you are really proud of and one thing that maybe seemed like a good idea at the time and didn't work out.**

Possible Look For- Opportunity for learning from mistakes or progress and/or others. Ability to move forward and make changes based off of experience.

3= fully developed answer 2=developed answer 1=partially developed answer 0=answer is insufficient

4a. Share with us a professional or personal experience where you were involved in a real collaboration.

4b. What was your role? (sped, reading, dean- question about coaching style and coaching someone who you struggled with and why- how did you resolve)

4c. Name any barriers that you encountered.

Possible Look For- Team work, collaboration for the start, co-planning, leaning on one another, using strengths, learning from one another- not a divide and conquer opportinuty.

3= fully developed answer 2=developed answer 1=partially developed answer 0=answer is insufficient

4. **Take a few minutes and read through Page 19 of the benchmark book. Be prepared to tell us about how these principles match your teaching philosophy.**

Possible Look For- Connections to practice that are best for students, would improve their teaching the most, maybe not something they are terribly comfortable with but excited about.

3= fully developed answer 2=developed answer 1=partially developed answer 0=answer is insufficient

5. **Take a look at our TranZed Culture Card and pick one workplace expectations and describe how you might model this in your classroom when dealing with student behavior.**

Possible Look For- Looked for ways to work with students to solve problems rather than focusing on punishment; positive reinforcement; not a focus on social control but education

3= fully developed answer 2=developed answer 1=partially developed answer 0=answer is insufficient

6. **The Monarch Academy believes in an organizational philosophy called TranzEd. - where staff mindsets are key in managing and transforming student behavior. Describe for us how you would go about transforming student behavior in this scenario- you have a student who seems to have difficulty focusing his attention, he consistently becomes oppositional when asked to transition to a new task. He won't join morning meeting..**

Possible Look For- flexibility, ownership, creating a responsive classroom setting, involving children in solving their own problems

3= fully developed answer 2=developed answer 1=partially developed answer 0=answer is insufficient

Candidate Specific Questions

7. **SPED-** ELS and Tranzed supports a fully inclusive model? Do you think this is best for all students why or why not?

7. **Teacher-** What does student-centered instruction mean to you?

7. **Media Specialist** – Describe how you integrate technology for both your media center and classrooms

7. **Guidance Counselor** – Describe the components of an effective school-wide guidance program?

3= fully developed answer 2=developed answer 1=partially developed answer 0=answer is insufficient

Follow-Up For All—(add individual questions here as needed)

- How do you feel about camping in the wood with kids?
- What are your time needs? And other needs your considering in your decision that we should be aware of?
- Next steps in the process are a group process interview on Saturday, April 24 – 9am to 11:30am- can you hold this day for us?
- E-mail us three references- A current supervisor, a professional colleague and a parent and/or student

Writing Piece Score _____

3= fully developed answer 2=developed answer 1=partially developed answer 0=answer is insufficient

Overall Score _____ out of 24 points

Recommend as a Finalist Candidate Yes NO

Essay Questions:
Please take approximately 15-20 minutes to write a complete answer to the essay question for the area that you applying for. When you are finished, please make sure your name and date are on the essay and then print 3 copies to bring back to the interview committee.

Primary Teacher (Grade 1 and 2)
Describe a child-centered Balanced Literacy Program. Make sure you include the essential components and how you would implement this program in your classroom.

Grade 5 and 6
You are developing an expedition on the Chesapeake Bay. Describe how you will integrate this into science, humanities, and the arts. Include a possible final product description.

Special Education Writing Question:
The grade 5 team has asked you to help them differentiate the expedition on the Chesapeake Bay. Describe how you would collaborate with this team and specific examples of differentiated strategies that you regularly use in the classroom to ensure your special education students are successful.

Guidance Counselor –
The principal has asked you develop a school-wide comprehensive proactive "Anti-bullying" campaign for grades K-8. Describe the essential components and an implementation plan.

Media Specialist
The First Grade Team asks you help support the Insect Expedition. Describe how you would collaborate with this team and specific examples of media strategies that you regularly use. Include how you would integrate technology.

Monarch Group Process
Final Round Interview

Task 1-

It's the sixth week of school and your grade level is given the opportunity to lead a community meeting (see explanation below). These meetings happen each Wednesday at Monarch and the whole school often attends. The purpose of the whole school meeting is to build community amongst the school. Design a 30- minute whole school meeting that helps build and foster community. Create an agenda and provide information that explains your thinking behind your choices within the agenda. Use the chart paper provided to your team that looks like the table below. Your team has any resources you need to make the day happen. Grades K, 1, 2 all the Monarch staff and about a dozen parents will be in attendance. 5 + 6

A Community Meeting-

A gathering of the school (or sometimes smaller group within the school) in an effort to build community and grow together. At community meetings students may do some form of the following; share learning, perform, work together to solve problems, discuss, reflect, make apologies, and celebrate. At times community meetings are planned by adults, students or in collaboration and students are always at the center.

Model Chart-
Remember to create your table on chart paper.

Times	Process- What are we doing?	Purpose- Why are we doing this?

Monarch Group Process
Final Round Interview

Task 2-
Framing- High quality products are not meant to encompass all content, concept and skill learning from an expedition. The final product is often a work of craftsmanship and/or service and has been created through multiple drafts over many weeks to share learning and offer an assessment around some content, skills, concepts, etc... There are often projects leading up to each product and there are always multiple other forms of student assessment used throughout an expedition.

Review your product together for the information listed below. Capture your thoughts on the chart paper provided in a table similar to the one below. Be ready to present your ideas to your peers.

Possible Standards, Content, Concepts and Skills represented in this product.	**What instructional scaffolding might have been needed to produce this product? Create a list and be as a thorough as possible.**	**What fieldwork experiences and/or experts could have been utilized to enhance this product?**

Individual Reflection--
What are your personal reactions to this product?

Do you think this product is a high quality product based on the framing above?

What would you do to improve this product?

Monarch Academy – Performance Reflection

Name: _____ Position Applying for: _____

What areas do you think you performed well in today?

What were areas in which you were unsatisfied? What would you do differently?

Was there anything you learned or participated in you may consider taking back to incorporate in your classroom?

Was there anyone in your group who particularly enhanced or hampered your or your group's participation/performance/output?

MISSION ACCOMPLISHMENT PLAN

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Students will demonstrate mastery of the basic skills and content knowledge necessary for success in high school.	By the end of 2012 - 2013, 75% of the students at Monarch Academy in each NCLB student subgroup by the end of grade 2 will read at or above the 4th stanine on the reading total scores as measured by nationally normed assessment By the end of 20013-2014 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the District Assessments.	As part of Monarch Academy's achievement plan, students will be assessed three times a year using the (MAPS) growth reports to determine benchmarks for reading, language, math and science. Tier II and Tier III Intervention services will be created to enhance student mastery of learning DIBELS and student portfolios will be part of the comprehensive assessment package.	Baseline data from previous DC-CAS results will be used to determine student strengths and weaknesses. Fall MAPS assessment provides additional baseline data for PreK- 8 Teacher and student involved assessment tools. DIBELS for Prek-K	95% of eligible students participating in DC-CAS Students in each grade and each disaggregated subgroup meet AYP goal of proficient or above in reading and in writing. In the first year, the target will be 50% of each grade level	60% of 3rd graders who have attended the school for at least 2 years will achieve proficiency on DC-CAS Reading/Math. 70% of students who have attended the school for at least 2 years will be at grade level on school reading assessments. Each subgroup make significant gains toward its AYP goal.	Students will be engaged in 60- 90 minutes of literacy and math inquiry workshop instruction. Interdisciplinary project themes Students will use print rich materials and demonstrate research inquiry skills for the compelling topics. Students will use manipulatives, technology, and problem-solving techniques to explore a wide range of mathematical concepts, within a variety of learning styles. Students will participate in 'real-life' mathematical situations.

MISSION ACCOMPLISHMENT PLAN

Students will demonstrate the ability to apply knowledge and skills when solving complex real world problems	Indicators: By the end of 2013-2014, 50% of all Monarch Academy students in each NCLB student subgroup in grades 3-8 will perform at the Advanced level on Reading and Math District Assessments	As part of the achievement plan, each student will develop passage portfolios at grade 3, 5, 8 which demonstrate that the student has met or exceeded grade level learning targets in each core area	Teacher designed rubrics- measuring quality products from each of projects Learning Target tracking tools demonstrate student prior knowledge and progress towards mastery.	Students will engage in inquiry of the compelling topics and develop high quality products. Students will engage in this research through both individual and small group work.	Students who have been enrolled for at least two years, will demonstrate high quality presentations of learning. Students in grades 3 will create passage portfolio that demonstrate 100% mastery of concepts toward promotion	Student engage in researching a compelling topic of a community problem. Students will work with experts and participate in field work to gather data about the topic. Students will demonstrate their mastery of concepts through the culminating product.
Students will demonstrate the ability to effectively utilize technology, teamwork and leadership skills to reach individual and group goals	By the end of 2015-16, 100% of all eighth grade students will be technology literate as outlined by the Technology Literacy Standards for students	Checklist of technology literacy skills completed for each child Service learning requirements.	Class breakdown report of technology skills Student evaluation of work habits as outlined in Monarch Academy core values of caring, contribution and commitment. will also be used to measure progress toward individual and group goals	Students will participate in two project based units per first year Students will use technology tools including SMART boards, document cameras, netbooks for field work activities.	Students enrolled at least two years will have created high quality products which incorporate at least one or more technology tools	Students will use a variety of technology tools, during their field work Students will participate in service learning as part of their integrated project.

MISSION ACCOMPLISHMENT PLAN

Students will demonstrate regular school attendance.	By the end of 2012-2013, 90% of Monarch' students will demonstrate regular school attendance as evidenced by AYP reporting standards	Attendance tracking system Truancy rate data Monthly attendance data	Survey tools from check and connect system Review of attendance records Check and Connect record keeping.	Students will demonstrate regular attendance with 10 or less absences per year.	90% of Monarch students will maintain regular attendance with 10 or less absences per year.	Students will be engaged as active learners in the learning process, participate in extra curricular activities to connect with the school community. Students will participate in service learning projects aligned with the integrated themes.
Monarch Academy will demonstrate sound fiscal management by meeting or exceeding its budget projections	The board will keep financial records in a timely fashion. School enrollment will be high, and the school will have a wait list. independent audit will indicate sound financial practices and no significant findings.	Monthly financial statements and meeting with principal Quarterly reports to Board. Board meeting records. Annual audit records. Enrollment data and projected data. Waitlist record	Financial records from audit in 2012-2013 Monthly balance sheets showing positive balance.	Quarterly reports on finances to the Board will be up-to-date. Annual audit will have no findings and will indicate positive fiscal outlook. Student enrollment will be within 10% or less of target.	All quarterly reports on finances to the Board will be up-to date for every year. All annual audits will have no findings and will indicate positive fiscal outlook. Student enrollment will be within 5% or less of target every year.	The principal of school will work with the school operator to ensure sound fiscal practices are in place before school opens. Conservative financial estimations are utilized. Training for all staff involved in financial record keeping.

MISSION ACCOMPLISHMENT PLAN

Monarch Academy will recruit and retain the staff necessary to demonstrate 100% compliance with NCLB requirement of "highly qualified	100% of Monarch's teaching staff will be "highly qualified prior to opening.	Highly qualified data Transcript review by HR department prior to selection	Highly qualified licensure requirements.	Monarch interview team will recruit and select content teachers who are highly qualified.	All Teachers will maintain highly qualified status for all content areas	School operator HR department will participate in job fairs, recruiting trips to college campuses, and develop marking strategies to recruit teachers meeting DC licensure requirements.
Monarch Academy will demonstrate 100% compliance with the charter school agreement and OSSE regulations and accountability expectations.	By end of first year, Monarch will implement three tracking systems for monitoring residency, ensuring special education services, and determining attendance rates.	Internal compliance audits conducted by school operator twice a year. Monthly review of special education service hours. School leadership review of attendance date quarterly. On site reviews	Student residency audit prior to school opening. Compilation of related service hours. Initial family contact during admissions mtgs. or home visits.	At end of first year, Monarch will be 100% in compliance with student residency requirements. Students receiving special education will not be in need of any compensatory services	All students at Monarch will be maintain the DC residency requirements. All Special education students will receive their required IEP services.	School leadership team will monitor residency paperwork within the first thirty days of school. School leadership will monitor related services bimonthly. School leadership will monitor attendance data monthly. School operator in conjunction with principal will develop any corrective action plan for deficiencies in compliance areas.

CAPITAL BUDGET - Year One
Monarch Academy DC Campus

Direct Student

Direct Student Capital Assets	
Library Furnature and Fixtures	7,500
81 NetBooks	28,438
15 SmartBoards (board, projector, installation)	60,000
Classroom Furnishings- students	81,250
Classroom Furnishings- teachers	12,500
Totals Direct Student Capital Assets	**189,688 ***

Renovations/Leasehold Improvements

Renovations/Leasehold Improvements

We have budgeted $20 per sq ft to cover all of the building costs asspciated with the Charter School. These funds may be paid as rent, as debt service on borrings used to pay for building purchase and improvements or as rent and debt service on debt used to pay for leasehold improvements. The Children's Guild will work with all available resources to find the best building solution. Our experience creating other shcool environments tells us that if we choose to convert a non- school building into a school the costs on average break out as follows.

	per sq ft.
Labor and Supervision	1.63
Clean-Up	0.14
Waste Removal	0.34
Tools and Equip	0.12
Demolition	1.51
Paving	0.06
Concrete	0.73
Ramps	0.67
Masonry	0.51
Lintels	0.01
Woodwork	0.04
Roof	1.02
Internal Doors	1.98
External Doors	0.04
Drywall & Ceilings	11.51
Paint	1.81
Flooring	2.10
Bathroom work	1.16
Specialties	0.35
Millwork	0.66
Sprinklers	2.10
HVAC	14.66
Plumbing	5.26
Electric	7.98
Steel Work	0.57
Caramic Tile	0.25
Construction Fee	4.60
Total Renovations/Leasehold Improvements	**62**

Office Furnishings

Office Furnishings and Equipment	
furnature and equipment fir Principal, deans and clerical staff	8,500
Telephone installation (system donated)	8,000
Total Office Furnishings and Equipment	**16,500 ***

* included in cluded in Two-Year Operating Budget Worksheet Year One

TOTALS

TOTALS	
Direct Student Capital Assets	**189,688**
Renovations/Leasehold Improvements	**62**
Office Furnishings and Equipment	**16,500**
Totals All Sites	**206,250**

Public Charter Schools Operating Budget *Pre-Operational*

Sources of Funding	Amount	Specific Source
Start-Up Grant		Do not anticipate that opening school will depend on start up grant
Fundraising		Do not anticipate that opening school will depend on fundraising
Lines of Credit	$274,325.00	The Children's Guild Line of Credit- $1,000,000 capacity, 6% interest rate see document
Loans		None
Other		
Total Funding	$274,325.00	
Expenditures	**Amount**	**Assumptions**
Legal Fees	10,000	Create Corporation, file for 501c3 status
Accounting and Consultation Fees	5,000	Consultant to help set up chart of accounts and new entity in not for profit accountinf software
Fundraising Fees		Do not anticipate that opening school will depend on fundraising
Marketing (including postage, printing)	60,000	Contract with PR Firm
Recruitment-Students	5,000	special advertising and events
Recruitment-Staff	5,000	help wanted advertising
Curriculum Development		Children's Guild in kind donation
Staff/Board Development	88,900	Staff Training- EL and UDO contracts
Staff Stipends	93,425	Principal (6 months) w fringes + secretarial support
Equipment and Supplies	2,000	Office and Computer supplies
Information Technology	3,000	Laptops, printers for Principal and recruiter
Rent		Children's Guild in kind donation
Capital		Assume Incubator site will not require capital work. Use of furnature for Principal and secretary in kind donation from Children's Guild
Utilities		Children's Guild in kind donation
Telephone/Fax		Children's Guild in kind donation
Travel	2,000	Local Travel
Other		

Total Expenditures	$274,325.00	

Monthly Cash Flow Projection

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
1. Cash on Hand (start of month)	$0	($0)	$ 751,377	$ 558,042	$ 205,968	$ 911,591	$ 486,983	$ 130,709	$ 836,332	$ 480,058	$ 55,450	$ 761,073	$ 387,248	
2. Cash receipts														
Per Pupil Charter Payments		$ 1,139,232			$ 1,139,232			$ 1,139,232			$ 1,139,232			$ 4,556,928
Federal Entitlements														
Grants and Donations				$ 21,630	$ 21,630	$ 21,630	$ 21,630	$ 21,630	$ 21,630	$ 21,630	$ 21,630	$ 21,630	$ 21,630	$ 216,304
Activities Fees														
Other Income (line of Credit borrowing)	$ 274,325			$ 3,817	$ 3,817	$ 3,817	$ 3,817	$ 3,817	$ 3,817	$ 3,817	$ 3,817	$ 3,817	$ 3,817	$ 38,171
3. Total Receipts	$ 274,325	$ 1,139,232	$ -	$ 25,448	$ 1,164,680	$ 25,448	$ 25,448	$ 1,164,680	$ 25,448	$ 25,448	$ 1,164,680	$ 25,448	$ 25,448	$ 4,811,403
4. Total Cash Available	$ 274,325	$ 1,139,232	$ 751,377	$ 583,490	$ 1,370,648	$ 937,039	$ 512,431	$ 1,295,389	$ 861,779	$ 505,505	$ 1,220,129	$ 786,520	$ 412,696	$ 4,811,403
5. Expenses														
Personnel Salaries and Benefits														
Principal/Executive Salary	$ 55,760	$ 24,887	$ 24,887	$ 24,887	$ 24,887	$ 24,887	$ 24,887	$ 24,887	$ 24,887	$ 24,887	$ 24,887	$ 24,887	$ 24,887	$ 298,643
Teachers Salaries				$ 123,739	$ 123,739	$ 123,739	$ 123,739	$ 123,739	$ 123,739	$ 123,739	$ 123,739	$ 123,739	$ 123,739	$ 1,237,392
Teacher Aides/Assistance Salaries				$ 27,846	$ 27,846	$ 27,846	$ 27,846	$ 27,846	$ 27,846	$ 27,846	$ 27,846	$ 27,846	$ 27,846	$ 278,460
Other Education Professionals Salaries				$ 5,156	$ 5,156	$ 5,156	$ 5,156	$ 5,156	$ 5,156	$ 5,156	$ 5,156	$ 5,156	$ 5,156	$ 51,558
Clerical Salaries	$ 20,818	$ 6,939	$ 6,939	$ 6,939	$ 6,939	$ 6,939	$ 6,939	$ 6,939	$ 6,939	$ 6,939	$ 6,939	$ 6,939	$ 6,939	$ 83,268
Custodial Salaries				$ 4,320	$ 4,320	$ 4,320	$ 4,320	$ 4,320	$ 4,320	$ 4,320	$ 4,320	$ 4,320	$ 4,320	$ 43,200
Other Staff Salaries				$ 13,077	$ 13,077	$ 13,077	$ 13,077	$ 13,077	$ 13,077	$ 13,077	$ 13,077	$ 13,077	$ 13,077	$ 130,773
Employee Benefits	$ 16,847	$ 7,002	$ 7,002	$ 42,435	$ 42,435	$ 42,435	$ 42,435	$ 42,435	$ 42,435	$ 42,435	$ 42,435	$ 42,435	$ 42,436	$ 438,355
Staff Development Costs	$ 88,900	$ 68,333				$ 68,333				$ 68,333				$ 205,000
Direct Student Costs														
Textbooks		$ 12,188	$ 12,188											$ 24,375
Student Supplies and Materials		$ 16,250	$ 16,250											$ 32,500
Library and Media Center Materials		$ 7,500	$ 7,500											$ 15,000
Computers and Materials	$ 3,000	$ 16,769	$ 16,769											$ 33,538
Other Instructional Equipment		$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 60,000
Classroom Furnishings and Supplies		$ 7,813	$ 7,813	$ 7,813	$ 7,813	$ 7,813	$ 7,813	$ 7,813	$ 7,813	$ 7,813	$ 7,813	$ 7,813	$ 7,813	$ 93,750
Student Assessment Materials			$ 4,875											$ 4,875
Contracted Instructional/Student Services				$ 8,249	$ 8,249	$ 8,249	$ 8,249	$ 8,249	$ 8,249	$ 8,249	$ 8,249	$ 8,249	$ 8,249	$ 82,493
Miscellaneous Student Costs				$ 6,500	$ 6,500	$ 6,500	$ 6,500	$ 6,500	$ 6,500	$ 6,500	$ 6,500	$ 6,500	$ 6,500	$ 65,000

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Office Expenses														
Office Supplies and Materials	$ 2,000	$ 667	$ 667	$ 667	$ 667	$ 667	$ 667	$ 667	$ 667	$ 667	$ 667	$ 667	$ 667	$ 8,000
Office Equipment Rental and Maintenance		$ 708	$ 708	$ 708	$ 708	$ 708	$ 708	$ 708	$ 708	$ 708	$ 708	$ 708	$ 708	$ 8,500
Telephone/Telecommunications		$ 8,000	$ 1,091	$ 1,091	$ 1,091	$ 1,091	$ 1,091	$ 1,091	$ 1,091	$ 1,091	$ 1,091	$ 1,091	$ 1,091	$ 20,000
Legal, Accounting and Payroll Services	$ 15,000	$ 7,500											$ 13,423	$ 20,923
Printing and Copying		$ 5,250	$ 477	$ 477	$ 477	$ 477	$ 477	$ 477	$ 477	$ 477	$ 477	$ 477	$ 477	$ 10,500
Postage and Shipping		$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 7,500
Other		$ 1,242	$ 1,242	$ 1,242	$ 1,242	$ 1,242	$ 1,242	$ 1,242	$ 1,242	$ 1,242	$ 1,242	$ 1,242	$ 1,242	$ 14,900
Occupancy Expenses														
Rent		$ 100,000	$ 45,455	$ 45,455	$ 45,455	$ 45,455	$ 45,455	$ 45,455	$ 45,455	$ 45,455	$ 45,455	$ 45,455	$ 45,455	$ 600,000
Mortgage Interest Payments														$ -
Maintenance and Repairs		$ 1,873	$ 1,873	$ 1,873	$ 1,873	$ 1,873	$ 1,873	$ 1,873	$ 1,873	$ 1,873	$ 1,873	$ 1,873	$ 1,873	$ 22,480
Utilities		$ 6,300	$ 6,300	$ 6,300	$ 10,500	$ 10,500	$ 10,500	$ 10,500	$ 10,500	$ 10,500	$ 10,500	$ 6,300	$ 6,300	$ 105,000
Janitorial Supplies		$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 25,000
Equipment Rental and Maintenance		$ 967	$ 967	$ 967	$ 967	$ 967	$ 967	$ 967	$ 967	$ 967	$ 967	$ 967	$ 967	$ 11,602
Contracted Building Services				$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 40,000
General Expenses														
Insurance		$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 15,000
Interest Expense		$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 16,500
Transportation			$ 20,000	$ 8,000	$ 8,000	$ 8,000	$ 8,000	$ 8,000	$ 8,000	$ 8,000	$ 8,000	$ 8,000	$ 8,000	$ 100,000
Food Service				$ 25,448	$ 25,448	$ 25,448	$ 25,448	$ 25,448	$ 25,448	$ 25,448	$ 25,448	$ 25,448	$ 25,448	$ 254,475
Administration Fee		$ 77,335			$ 77,335			$ 77,335			$ 77,335			$ 309,339
Other General Expense	$ 72,000											$ 21,750	$ 21,750	$ 43,500
6. Total Expenses	$ 274,325	$ 387,855	$ 193,335	$ 377,522	$ 459,057	$ 450,055	$ 381,722	$ 459,057	$ 381,722	$ 450,055	$ 459,057	$ 399,272	$ 412,695	$ 4,811,403

Monthly Cash Flow Projection

7. Fund Balance (end of month)	$ (0)	$ 751,377	$ 558,042	$ 205,968	$ 911,591	$ 486,983	$ 130,709	$ 836,332	$ 480,058	$ 55,450	$ 761,073	$ 387,248	$ 0	$ 0

Two-Year Operating Budget Worksheet: Year TWO

	DESCRIPTION	BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
	REVENUES	501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	7,181,983		7,181,983	
2	Per Pupil Facilities Allowance	1,992,000		1,992,000	
3	Federal Entitlements				
4	Other Government Funding/Grants				
	Free and Reduced Lunch Program	455,183		455,183	
5	**Total Public Funding**	9,629,166		9,629,166	
6	Private Grants and Donations				
7	Activity Fees				
8	Loans				
9	Other Income (please describe in footnote)	80,326		80,326	
10	**Total Non-Public Funding**	80,326		80,326	
11	EMO Management Fee (= line 73, col. G)		574,559	574,559	
12					
13					
14	**TOTAL REVENUES**	$9,709,493	$574,559	$10,203,725	
	EXPENSES	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
	Personnel Salaries and Benefits				
15	Principal/Executive Salary	491,148		491,148	5.10%
16	Teachers Salaries	2,549,040		2,549,040	26.47%
17	Teacher Aides/Assistance Salaries	507,780		507,780	5.27%
18	Other Education Professionals Salaries	106,210		106,210	1.10%
19	Business/Operations Salaries		265,859	265,859	2.76%
20	Clerical Salaries	128,649		128,649	1.34%
21	Custodial Salaries	88,992		88,992	0.92%
22	Other Staff Salaries	269,403		269,403	2.80%
23	Employee Benefits	851,800	60,244	912,044	9.47%
24	Contracted Staff				
25	Staff Development Costs	250,000		250,000	2.60%
26					
27	**Subtotal: Personnel Costs**	$5,243,022	$326,103	$5,569,125	57.84%
28					
29	***Direct Student Costs***				
30	Textbooks	25,425		25,425	0.26%
31	Student Supplies and Materials	132,800		132,800	1.38%
32	Library and Media Center Materials	30,000		30,000	0.31%
33	Computers and Materials	215,334		215,334	2.24%
34	Other Instructional Equipment	60,000		60,000	0.62%
35	Classroom Furnishings and Supplies	97,250		97,250	1.01%
36	Student Assessment Materials	9,960		9,960	0.10%
37	Contracted Student Services	169,936		169,936	1.76%
38	Miscellaneous Student Costs	132,800		132,800	1.38%
39					
40	**Subtotal: Direct Student Costs**	$873,505	$0	$873,505	9.07%
41					
42	***Occupancy Expenses***				
43	Rent	1,300,000	135,200	1,435,200	14.90%
44	Mortgage Principal Payments	137,163		137,163	1.42%
45	Mortgage Interest Payments				
46	Building Maintenance and Repairs	44,960	5,371	50,331	0.52%
47	Renovation/Leasehold Improvements	100,000		100,000	1.04%
48	Utilities	234,000	50,050	284,050	2.95%
49	Janitorial Supplies	50,000	5,258	55,258	0.57%
50	Equipment Rental and Maintenance	31,313		31,313	0.33%
51	Contracted Building Services	80,000	12,360	92,360	0.96%
52					
53	**Subtotal: Occupancy Expenses**	$1,977,436	$208,240	$2,185,676	22.70%
54					
55	***Office Expenses***				

Two-Year Operating Budget Worksheet: Year TWO

56	Office Supplies and Materials	8,240	1,550	9,790	0.10%
57	Office Furnishings and Equipment	5,253		5,253	0.05%
58	Office Equipment Rental and Maintenance				
59	Telephone/Telecommunications	12,360		12,360	0.13%
60	Legal, Accounting and Payroll Services	21,551	13,807	35,358	0.37%
61	Printing and Copying	10,815	9,797	20,612	0.21%
62	Postage and Shipping	7,725	1,241	8,966	0.09%
63	Other	15,347		15,347	0.16%
64					
65	**Subtotal: Office Expenses**	$81,291	$26,396	$107,687	1.12%
66					
67	***General Expenses***				
68	Insurance	16,500	8,512	25,012	0.26%
69	Interest Expense	12,345		12,345	0.13%
70	Transportation	300,000		300,000	3.12%
71	Food Service	535,509		535,509	5.56%
72	Administration Fee (to PCSB)	45,870		45,870	0.48%
73	EMO Management Fee	574,559		574,559	5.97%
74	Other General Expense	49,455	5,309	54,764	0.57%
75					
76	**Subtotal: General Expenses**	$1,534,238	$13,821	$1,548,059	16.08%
77					
78	**TOTAL EXPENSES**	$9,709,492	$574,559	$10,284,052	106.80%
79					
80	**EXCESS (OR DEFICIENCY)**				
81	Excess (or deficit) retained by school	$0			
82	Excess (or deficit) retained by EMO		($0)		

ASSUMPTIONS	
Student Enrollment	710
Facility Size (square footage)	65000
Average Teacher Salary	53,105
Student/Teacher Ratio	14
Other Major Assumptions	12% ESOL and 12% SpEd

NOTES:

Estimated 5 year Projectons

Monarch Academy- DC Campus'
5 year Projection

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	4,556,928	9,173,983	9,231,568	9,303,473	9,430,793
Federal Entitlements					
Income from Grants and Donations	216,304	455,183	455,236	468,547	479,196
Activity Fees					
Other Income	38,171	80,326	80,336	82,685	84,564
TOTAL REVENUES	4,811,403	9,709,492	9,767,140	9,854,705	9,994,553
EXPENSES					
Personnel Salaries and Benefits	2,766,654	5,243,022	5,404,185	5,450,807	5,487,908
Direct Student Costs	411,530	873,505	742,987	756,703	799,927
Occupancy	804,082	1,977,436	1,997,759	2,006,719	2,032,805
Office Expenses	90,323	81,291	78,319	79,613	93,541
General Expenses	738,814	1,534,238	1,543,890	1,560,863	1,580,372
TOTAL EXPENSES	4,811,403	9,709,492	9,767,140	9,854,705	9,994,553
EXCESS (DEFICIENCY)	0	0	0	0	0