

ED COMMITTEE #3
July 22, 2013
Briefing

MEMORANDUM

July 18, 2013

TO: Education Committee

FROM: Essie McGuire, Senior Legislative Analyst 

SUBJECT: **Update – Charter School Implementation**

Today the Education Committee will receive an update on the implementation of the first public charter school in Montgomery County. On July 25, 2011, the Board of Education approved the application of Crossway Community, Inc., to open the Crossway Community Montessori Charter School in Kensington.

The following individuals are expected to participate in this discussion:

- Kathleen Guinan, Executive Director, Crossway Community, Inc.
- Donna Hollingshead, Associate Superintendent of Elementary Schools, Montgomery County Public Schools (MCPS)
- Lori-Christina Webb, Executive Director, Office of the Deputy Superintendent for Teaching, Learning, and Programs, MCPS

Background and Overview

Ms. Guinan provided the overview materials attached on circles 1-17 and will present today a brief overview of the Crossway program and the Community Montessori Charter School (CMCS).

Crossway Community, Inc., is a nonprofit that has been operating in the former Pleasant View Elementary School in Kensington for approximately 20 years. Crossway operates a Family Leadership Academy program, which is an educational and residential program for mothers and children; a community Montessori program for children birth through six years of age; and a related Montessori child care component.

In July 2011, the Board of Education approved Crossway Community's application to open the County's first charter school beginning in school year 2012-2013. The Charter school is based on the Montessori model of curriculum and instruction. MCPS has worked closely with Crossway Community since to develop the charter contract and to work through the many

implementation, evaluation, and start-up issues involved. The minutes from the Board's July 25, 2011, meeting summarize the following as the Board's reasons for granting the charter application:

- *Strong academic design including appropriate, experiential learning assessments*
- *Well developed implementation plan with accountability*
- *Montessori model is proven but is unique to MCPS as is the assignment of teachers to follow students across the grades*
- *Cross age instruction beginning at age three years*
- *Interest in this hands-on instructional model and success in improving outcomes for special needs students*
- *Evidence of high expectation for all students and shared commitment to equity and excellence*
- *Correction of financial model included in prior year application that would have resulted in co-mingling of public/private funds*

The Montessori model involves classrooms with a mix of ages. The early classrooms include 3, 4, and 5 year old children. To this point, Crossway Community Montessori has focused on pre-kindergarten programs for 3-4 year olds in addition to its child care and wrap-around services. The charter school application proposed to expand the Montessori services to kindergarten eligible 5 year olds and then include classrooms for children ages 6-9 (through grade 3) as students grow through the program in the coming years.

Status: School years 2012-13 and 2013-14

Crossway Community Montessori Charter School (CMCS) opened in school year 2012-2013 with 67 3 and 4 year olds in 3 pre-kindergarten classrooms. The charter school students were selected for enrollment through a lottery process, as required by the State to ensure equal access to a public school opportunity. These 3 and 4 year olds can then, once in the program through the approved process, age through the school age grades going forward.

The 2012-2013 MCPS "Schools at a Glance" data sheet for Crossway Community Montessori Charter School is attached at circles 18-19. It shows that for the first year there were 67 students enrolled in pre-kindergarten class, and provides demographic information about the students. It notes that much of the academic information generally displayed in this document for other schools is not yet available until school age children are enrolled.

Crossway then conducted a second lottery of 3 and 4 year olds this spring for enrollment in the 2013-2014 school year. A total of 47 new students were enrolled through this process. A "frequently asked questions" summary of the lottery process from the Crossway website is attached at circles 20-22.

When school starts this fall then, CMCS will have 104 students and 4 classrooms, of which 36 students will be kindergarten eligible 5 year olds, 37 will be 4 year olds, and 31 will be 3 year olds. The classroom teachers are MCPS teachers. The classrooms with charter school

children are separate from other Crossway Community Montessori classrooms with children who were not enrolled through the lottery.

One outstanding issue remains that the charter school is in the process of hiring a principal for the upcoming school year. The position description, available on the MCPS human resources website, is attached on circles 23-25. It indicates that candidates must meet relevant Maryland certification requirements as well as demonstrate familiarity and experience with Montessori education. **The Committee may want an update from the representatives on the status of hiring this position.**

Council staff understands that other elements are in place or underway for the upcoming school year. The school does not plan to provide transportation, which is not required by the State. CMCS intends to cater its food program, which is an approved school food option for charter schools. CMCS has also complied with Americans with Disabilities Act (ADA) requirements and is working with MCPS regarding security and other physical plant issues.

Relationship with MCPS

In November 2011, MCPS established a Charter School Implementation Steering Committee. A memorandum describing the charge and membership of the group is attached at circles 26-31. The Committee consisted of MCPS staff from a wide range of MCPS offices and was charged with establishing and implementing a work plan to “complete all processes necessary to open a new school in MCPS”.

Council staff understands that MCPS and Crossway continue to have a close and productive relationship and that MCPS provides significant advisory and technical assistance. MCPS reports that going forward, the relationship will shift from implementation to more direct operation, and that CMCS will have a relationship with MCPS similar to that of any other school. The principal, once on board, will be the point person responsible for connecting to the larger system and for the day to day operations of the charter school.

Evaluation

MCPS provided the summary on circle 32 of the recent charter school evaluation process. MCPS is required to provide an Annual Performance Report to the State, and MCPS enhanced that process by using an evaluation tool that assesses standards in five areas: 1) culture of continuous improvement; 2) innovative practices; 3) student learning and achievement; 4) school and community engagement; and 5) governance, leadership, and organizational structures.

As the summary states, MCPS found that CMCS was succeeding in the first four indicator areas, but was below desired standards in the area of governance, leadership, and organizational structures. Specifically, these included areas such as budgeting policies and procedures and revenue stability. MCPS continues to provide technical assistance in maintaining financial and administrative reporting systems and the CMCS Leadership Team participates in MCPS provided professional development for new administrators.

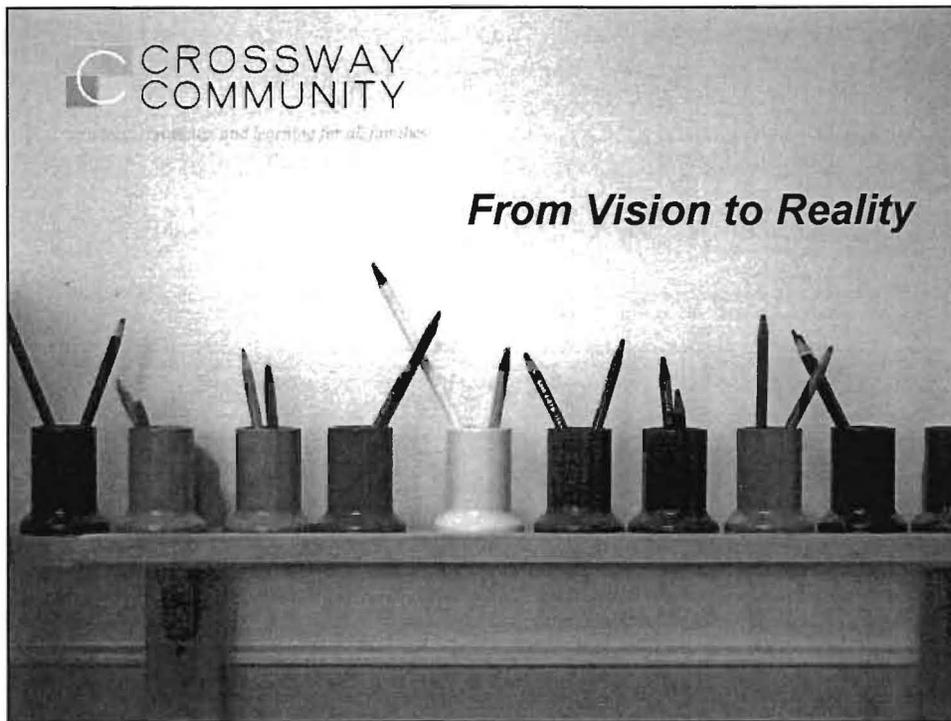
Council staff recommends that going forward the Council receive copies of all compliance or evaluation reports from CMCS or MCPS.

Funding

As indicated in the evaluation process, one outstanding issue for the Crossway Community Montessori Charter School is funding. Charter schools receive a per pupil allocation from the local school system. Those funds are available only for school age children. In Crossway's case, because of the Montessori mixed age model, only a portion of the charter school population is eligible for these public funds; in the coming year that will be the 36 5 year olds.

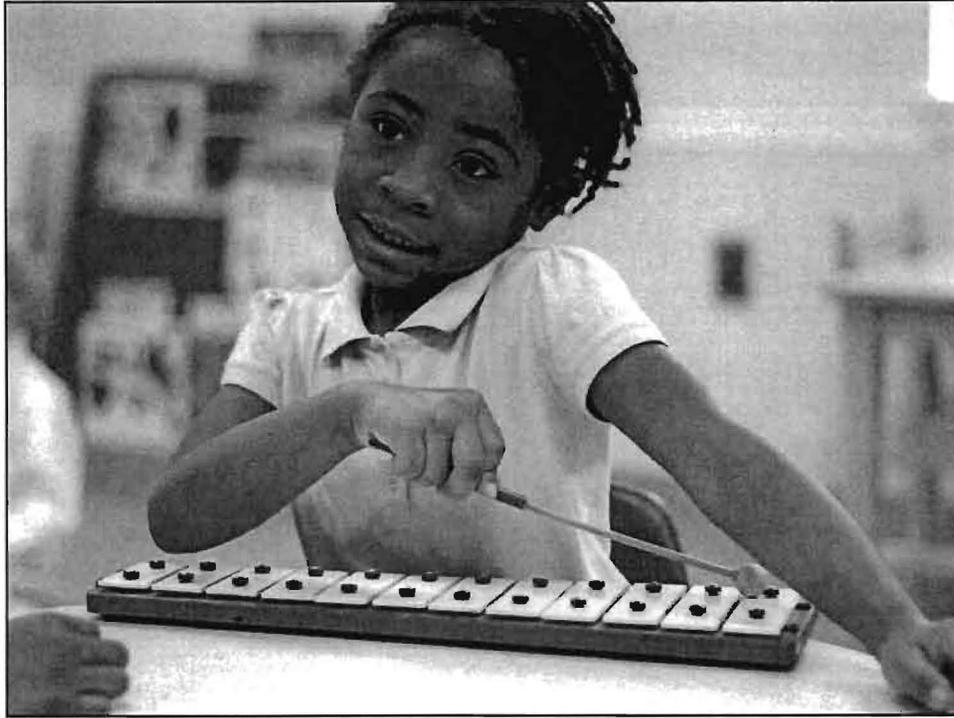
Some public funding is available for pre-kindergarten programs, and CMCS does receive pre-kindergarten funding for income-eligible 4 year olds. It appears that fewer income-eligible 4 year olds were enrolled through the lottery process than projected. In addition, these pre-kindergarten funds are only intended to support half-day services.

In sum, public funding does not at this time support the whole CMCS operational cost. Crossway Community states that it is working to fundraise and secure other revenues where possible to support the endeavor. It is important to note that CMCS maintained continuous operation this past school year and that the evaluation states that the parent nonprofit remains financially healthy. **The Committee may want to discuss with Ms. Guinan the non-profit's overall funding plan for the charter school going forward.**



+GOALS

- Combine Montessori's time-tested, state-recognized educational approach and Crossway Community's family-centered educational development model which has had success for over 20 years
- Provide a rigorous, child centered program that will complement MCPS's efforts to increase expectations and improve outcomes for all students
- Focus on the community's youngest children in order to build a strong pathway of meaningful, responsive, life-long learning



+ Inaugural Year

- **Opened August 27, 2012**
- **Enrolled 70 three and four year-old students**
- **3 Classrooms; 2 Communities**
 - **Traditional Montessori Half-Day**
 - **Montessori All-Day**
- **Distinctive Programming Underway**
 - **Intensive Family Engagement**
 - **Focus on Preventive Support**
 - **State-of-the Art Wrap-Around Services**
 - **Continuous Child Study**

+ Current Status

- **The School year will begin August 26, 2013**
- **Enrolled:**
 - **36 five year olds- dismissed at 3:00PM**
 - **37 four year olds- dismissed at 11:30AM**
 - **31 three year olds- dismissed at 11:30AM**
- **4 Classrooms**
 - **Traditional Montessori Half-Day**
 - **Montessori All-Day**
- **Distinctive Programming**
 - **Intensive Family Engagement**
 - **Focus on Preventive Support**
 - **State-of-the Art Montessori Wrap-Around Services**
 - **Continuous Child Study**



+ Opening Week



Members of MCPS Leadership team visit Crossway



4 year-old discriminating size using "the Pink Tower"



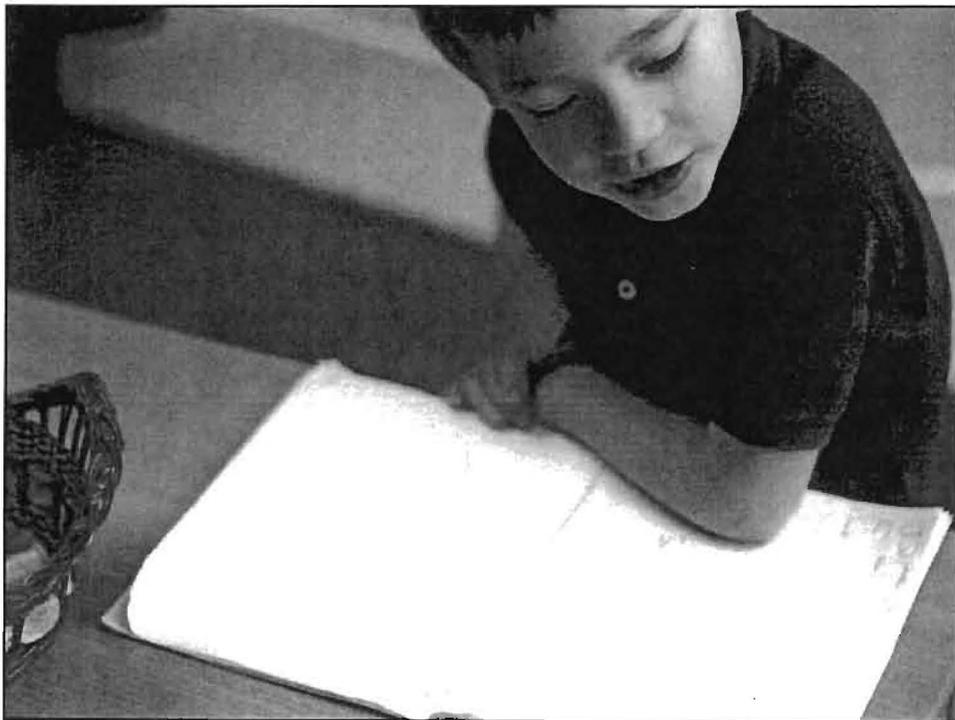
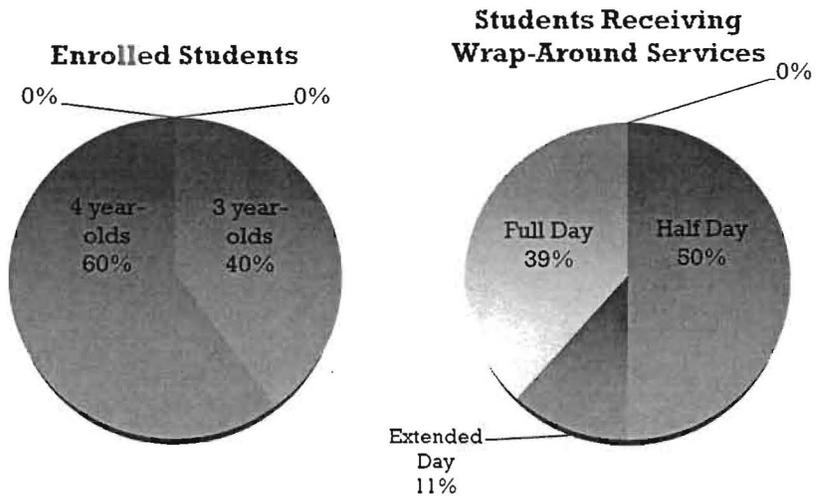
Two members of the half-day community receive a lesson on hammering



Older students (4.5 yrs) enjoy a group Botany lesson

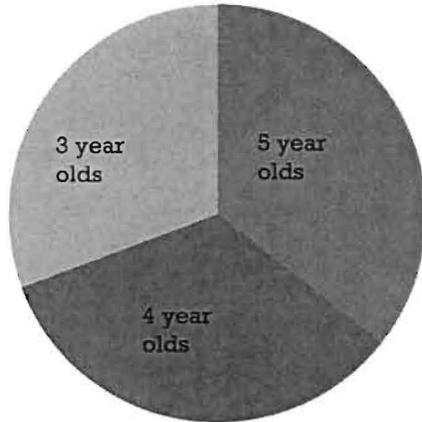


+ Our Student Community 2012-13 School Year

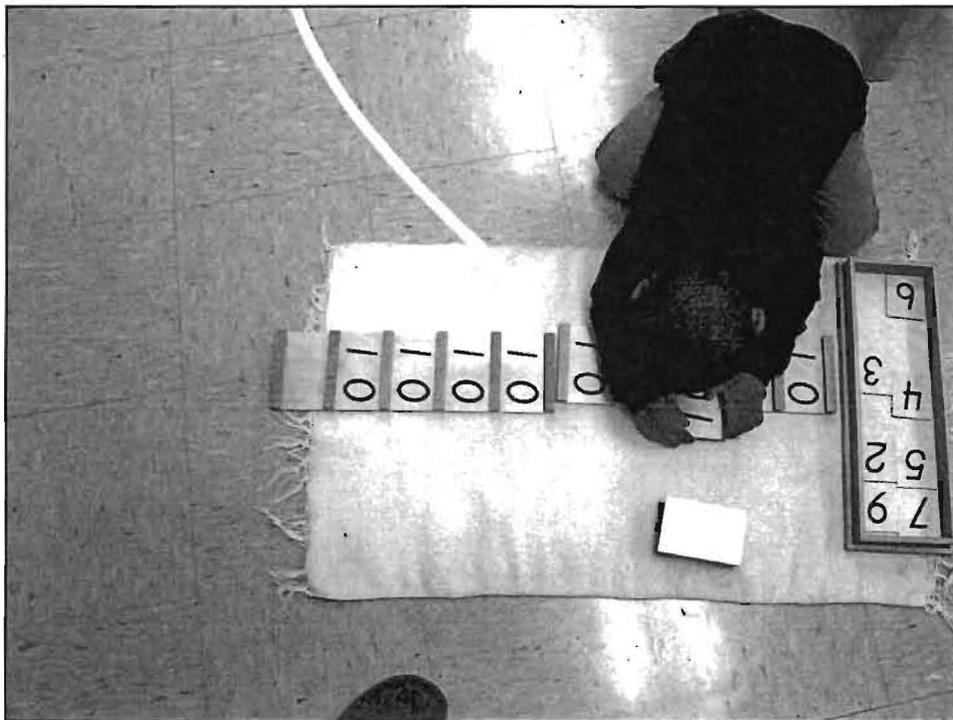


+ Our Student Community 2013-14 School Year

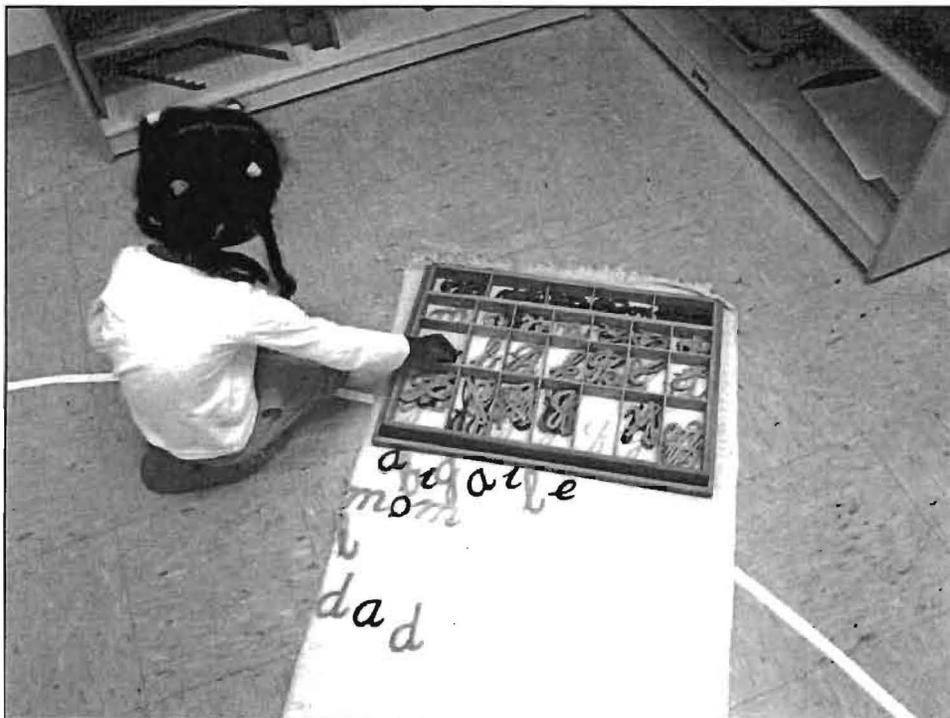
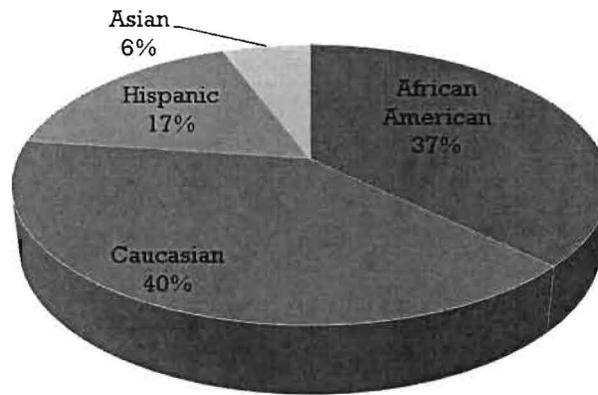
Enrollment



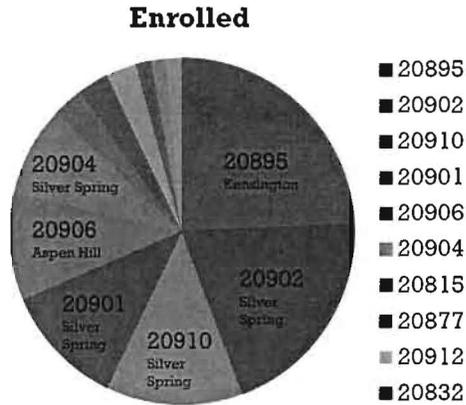
- 5 Year Olds 36 students returning
 - 4 Year Olds 37 students
 - 16 new
 - 21 returning
 - 3 Year Olds 31 new students
- 104 Total students



+ Student Racial Demographics

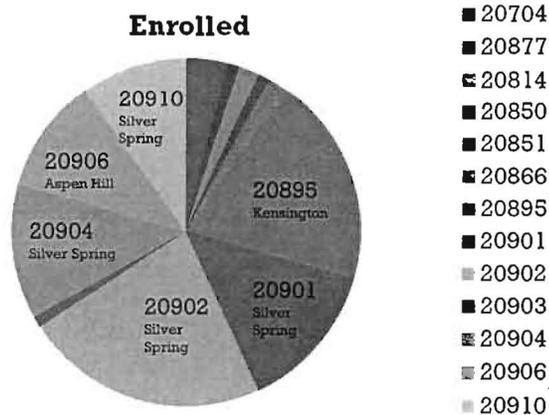


**+ Diversity by Zip Code 2012-13
School Year**



*Crossway's student population is drawn from 34 home schools across the county.
53% of those schools report a FARMS rate of at least 50%.
31% of those schools report a FARMS rate of at least 60%.*

**+ Socio-Economic Diversity by Zip Code
2013-14 School Year**





+ Deep Engagement with Families



Monthly Parent Coffee and Work Session
Cutting Fabric for Place Mats

- Monthly Parent Education Events
- Home Visits for all Families
- Partnership Agreement
- Ongoing Two-way Communication



+ Linking the Home and School The Partnership Agreement

I agree to (please initial each item below):

- Attend all Parent-Teacher Conferences _____
- Attend at least four additional Parent Information Sessions during the year _____
- Ensure that my child attends school every day and arrives on time _____
- Create a home environment that supports my child's development through:
 - Establishing and maintaining regular routines _____
 - Providing work/play and sleeping spaces that are orderly _____
 - Whenever possible allowing my child to practice self-care and independence _____
- Limiting screen time (television, computers, hand-held devices) to no more than two hours per week _____
- Share information with CCMS staff _____



+ Linking Home and School: Two-Way Communication

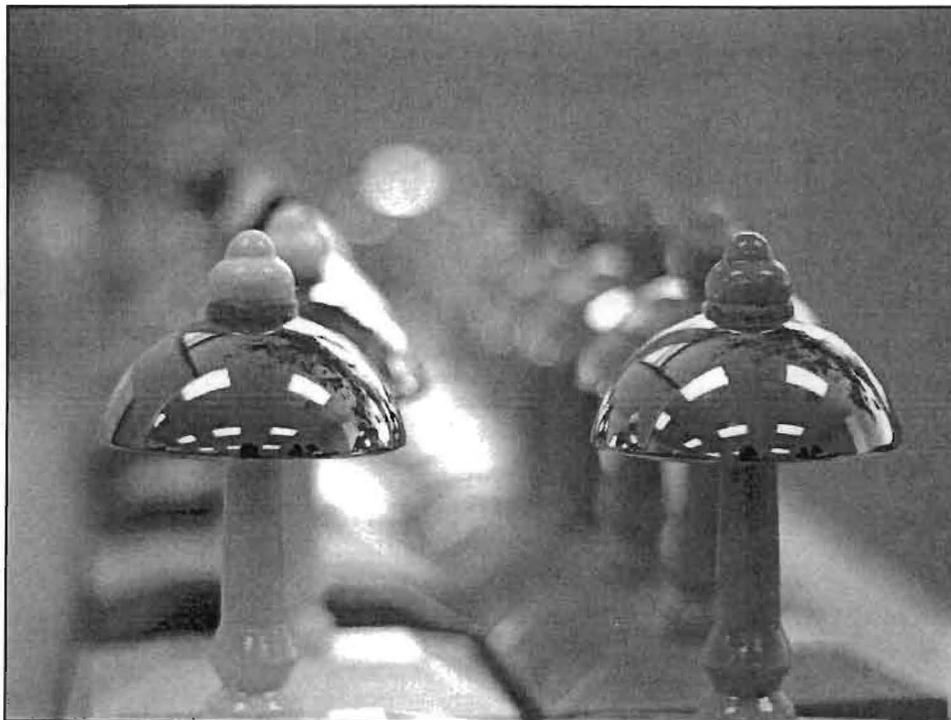
E-mail Correspondence 9/5/12:

■ *Jayden has really been enjoying paper tearing [a sensorial activity that builds fine motor coordination and muscle strength], as well as play dough and blocks. He has also started choosing work with which he's had a lesson. It's great to see him concentrate!*

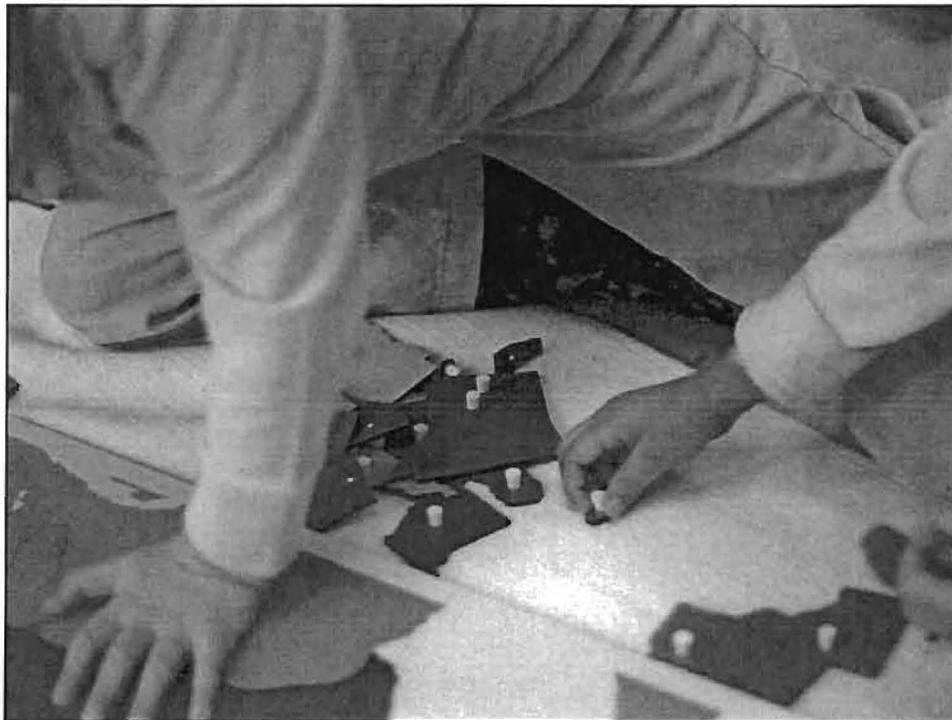
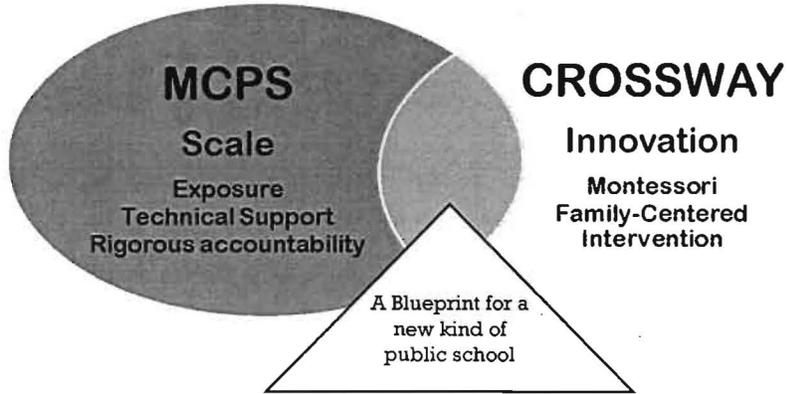
-Mrs. Fraley

■ *Mrs. Fraley, this is good news. Thank you so much for helping him and being a good teacher. Thanks for caring and I look forward to working with you. If there's something I can do to help, please do not hesitate to let me know. Have a great night.*

- Rachel



**+ Constructive Engagement with District:
Defining the Partnership**



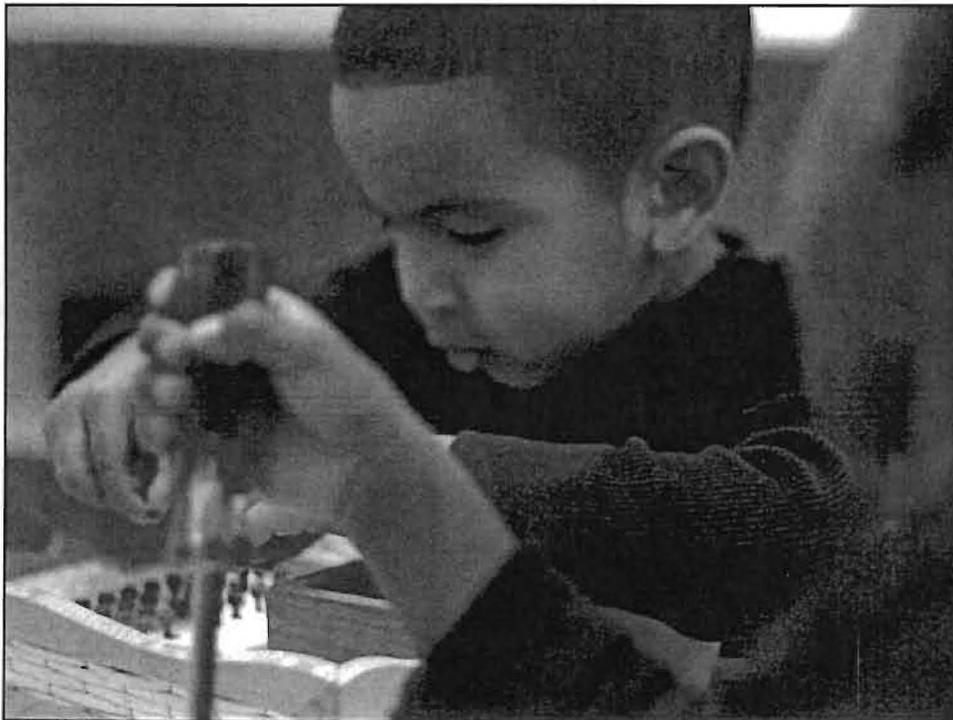
+ Constructive Engagement with District: Defining the partnership

■ Maximizing Resources

- Excellent benefits for staff
- Technology Support
- Family Recruiting
- Professional Growth System

■ Leveraging Capital

- We are the **Senior Partner**
- Take the lead on staff hires
- Defining “look for’s” for teacher and student evaluation
- Link to a national movement of cutting edge school reform



+ MCPS Classroom Look-For's

Standards Adapted for Montessori

Standard I: Commitment to Students & Their Learning

Prepares an environment that is clean, orderly and ready for students to work

Maintains a fresh attitude of renewal each day with self and students

Models respect, collaboration, and teamwork through interactions with adults

Models grace and courtesy in all interactions with children

Maintains ongoing, positive communication with parents, individually and as a group (through e-mail, regular newsletters, interaction at parent education events)

Maintains a warm but neutral stance toward all students

Standard II: Knowledge of Subjects They Teach and How to Teach to Students

Shelves and materials are arranged in sequential order

Environment is free of clutter, extraneous materials and distracting visual stimulation

Environment is kept dynamic through rotation of appropriate materials on shelves and walls



+ Montessori: Making the Most of the Early Years

The Prepared Adult

- Ongoing observation as THE core competency
- Focus on removing obstacles to healthy development
- Rapid response to learning challenges

The Prepared Environment

- Structured, hierarchical curriculum
- Hands-on materials designed to enable the child to develop:
 - Concentration
 - Coordination
 - Independence
 - Respect



+ Focus on PREVENTION

Crossway Model

- **Resolve difficulties Early**
- **Engage family assets to maximize impact**
 - Start early – ideally prior to 3
 - Provide continuity from pre-k – grade 3
 - Build observation and risk assessment into all interactions – *enterprise-wide*
 - Place families at the center of the cycle of assessment and intervention

Response to Intervention

- **Reduce Over Identification for Special Education**
- **Streamline identification process**
 - Employ a team approach
 - Convene a structured process
 - Ground all intervention in data

Community Montessori Charter School - #322

Coordinator: Dr. Jacqueline Cossentino
 Community Supt: Dr. Donna S. Hollingshead

3015 Upton Drive Kensington, MD 20895

Office Phone: (301) 929-2505

Fax Number: (301) 949-4741

www.crossway-community.org/

2012–2013 Enrollment = 67													
	% Total	% Gender		% Racial/Ethnic Composition ^{1 2}							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU	Number	Percent	
All Students		53.7	46.3	≤5.0	≤5.0	28.4	25.4	≤5.0	35.8	6.0	Pre-K	67	100.0
ESOL	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Full-Day K	0	0.0
FARMS	17.9	6.0	11.9	≤5.0	≤5.0	10.4	≤5.0	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	0	0.0
											Grade 3	0	0.0
											Grade 4	0	0.0
											Grade 5	0	0.0
											Grade 6	0	0.0
											Total	67	

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

Students with Disabilities Least Restrictive Environment (LRE) ²			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	--	--	--

Other Participation
Students now or have in the past received FARMS ² = 17.9%
Mobility Rate (Entrants + Withdrawals) ^{2 3} = N/A
Attendance Rate ^{2 3} = N/A
Suspension Rate ^{2 3 4} = N/A

School Programs
Combining Montessori educational practice, Crossway Community's acclaimed model of intergenerational development, and public school access, Crossway Community Montessori School offers a unique option for Montgomery County families.
Community Montessori Charter School's mission is consistent with that of Crossway Community, to: "promote community, creativity and learning for all families." Further, we aim to cultivate curious, compassionate, self-directed, socially responsible citizens who work collaboratively, respectfully, and peacefully as interdependent learners in a diverse intergenerational community. Through the unique combination of empirically validated Montessori principles, comprehensive wraparound services, and open access, Crossway Community Montessori School further aims to provide Montgomery County with a academically excellent and financially accountable public school choice.

School Progress Index ³				
Achievement	Gap Reduction	Growth	SPI	Strand
The Community Montessori Charter School opened in the 2012–2013 school year and is currently serving prekindergarten students only, therefore there is no school progress to be shown.				
The School Progress Index (SPI) is a new accountability system that helps educators gauge how well a school is progressing in its quest to improve performance for all students. The yardstick for every school is set against its own ability to reduce by half in six years the portion of students not achieving proficiency, with annual improvement targets set for every school and every subgroup individually. For more information, see the Introduction (page iii).				

Maryland School Assessment Proficiency Rate ^{2 3 4}								
	Grade 3		Grade 4		Grade 5		Grade 6	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	The Community Montessori Charter School opened in the 2012–2013 school year and is currently serving prekindergarten students only, therefore the school has no MSA scores.							
Asian								
Black or African American								
Hispanic/Latino								
White								
Two or More Races								
FARMS								
LEP								
SPED								

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% (3% for suspensions) will be noted as ≥95.0 or ≤5.0 (≤3.0 for suspensions), respectively.

³ Outcome data reflect 2011–2012 school year.

⁴ Results are not reported (–) for groups with fewer than ten students enrolled.



Community Montessori Charter School - #322

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition ^{2 3 4}						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	The Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition is not given to students in special schools.					
Asian						
Black or African American						
Hispanic/Latino						
White						
Two or More Races						
ESOL						
FARMS						
SPED						

	Staff Diversity					Classes Taught by Highly Qualified (HQ) Teachers ³				
	% Racial/Ethnic Composition ¹					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	25.0	0.0	0.0	75.0	0.0	100.0	0.0			
Supporting Services	50.0	50.0	0.0	0.0	0.0	100.0	0.0			

Class Size/Staff Ratio	
Student/Instructional Staff Ratio =	
Average Class Size	Kindergarten = N/A Grades 1 to 3 = N/A Grades 4 to 5 = N/A

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5-15 Years	% More Than 15 Years

Staff Positions	
Professional	Supporting Services
Administrative	Instructional Support
Principal	Paraeducators
Assistant Principal	Regular
Principal Trainee	Special Education
Administrative Total	Teacher Assistant
Teachers	Media Assistant
Prekindergarten	Instructional Data Assistant
Classroom	Instructional Support Total
Staff Development	Other Support
ESOL	Administrative Secretary
Reading/Literacy	Secretary
Physical Education	Parent/Community Coord
Art	Lunch Hour Aide
Music	Other Support Total
Instrumental Music	Building Services
Preschool	Manager
Special Education:	Leader
Classroom	Worker
Resource Program	Plant Equipment Operator
Teachers Total	Building Services Total
Other Professional	Food Services
Counselor	
Media Specialist	
Spec Ed Related Services	
Other Professional Total	
Total Professional	Total Supporting Services

Facilities Data and Core Facility Teaching Stations
The Community Montessori Charter School is not an MCPS facility and MCPS is not responsible for the capital investments in this facility.

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2013 -2014	2014 -2015	2015 -2016	2016 -2017	2017 -2018	2018 -2019

School Personnel Costs
Professional Salaries
Supporting Services Salaries
Employee Benefits
Total Allocated Cost

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

² To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0 or ≤5.0, respectively.

³ Outcome data reflect 2011-2012 school year.

⁴ Results are not reported (-) for groups with fewer than ten students enrolled.





CROSSWAY
COMMUNITY
MONTESSORI



School Year 2013-2014

1. What is Crossway Community Montessori Charter School (CCMCS)?

As Montgomery County's first charter school, Crossway Community Montessori Charter School combines Montessori educational practice, Crossway Community's acclaimed model of intergenerational development, and public school access. Now authorized by the State of Maryland and the Montgomery County Board of Education, we opened August 2012 with classrooms of three and four-year-olds, CCMCS will grow over the next few years to serve up to 180 students between the ages of three and nine. *(This is not a conversion of the existing Montessori programs at Crossway Community but a new and separate entity.)*

2. What is the relationship between CCMCS and Crossway Community and Montgomery County Public Schools?

Crossway Community is the sponsoring organization of Crossway Community Montessori Charter School. CCMCS is one of several Montessori programs managed by Crossway, some of which are tuition-based. As a public charter school, CCMCS is accountable to the Montgomery County Board of Education and the State of Maryland, without tuition and/or admission fees. CCMCS benefits from the outreach, adult education, and wrap-around services already in place at Crossway, Current Crossway students in our tuition based programs are not given preference in the lottery.

3. Who is eligible to attend CCMCS?

Any Montgomery County resident who will be three (3) years old by September 1, 2013 is eligible to participate in the lottery.

4. Why does CCMCS starting with three-year-olds?

Montessori education is a developmental approach to teaching and learning that serves children from birth to adulthood. As a Montessori school, we regard the years from birth to age six as a critical period of development, one that can be optimally supported in a highly enriched learning environment that features mixed age grouping. Montessori classrooms are typically organized to include three age levels: birth-3, 3-6, 6-9, 9-12, and so on. [*] Students remain with their community for three years and benefit intellectually, socially, and emotionally from being both the youngest and the oldest in the class. Likewise, children

benefit most when they enter the community at the beginning of a three-year cycle. Therefore, CCMCS begins at age three (3).

5. Will siblings of current CCMCS students be given preference in the lottery?

Younger siblings of currently enrolled CCMCS (as distinct from other Crossway Montessori Programs) students will be given preference. For the upcoming lottery, four-year-old seats will be drawn first, and any three-year-old or same-age sibling whose older sibling has already been drawn will be given preference. All children must submit separate applications. The only other students who receive preference are the children of staff.

6. How can I participate in the lottery?

All eligible students who submit applications by **Friday, March 1, 2013** will be entered into a random lottery. Applications are currently available at Crossway Community, Inc, and on the web at www.crossway-community.org. Completed applications are due by **Friday, March 1, 2013** and must be returned via mail, fax, or hand-delivery by 3:00 PM to CMCS, 3015 Upton Drive, Kensington, MD 20895. Every child must complete an individual application.

7. What factors are considered in the lottery?

We anticipate opening approximately 28 seats for three-year-olds and 10 seats for four-year-olds. In addition to preference for younger (or same-age) siblings, CCMCS gives preference to children of CCMCS Staff and Founders' children. All other assignments are made by random lottery.

8. How can I learn more about CCMCS? When are the Open Houses and information meetings for the program?

Visit the CCMCS website for a more complete description of the Montessori program, the school's relationship to Crossway Community, as well as updates on the planning process currently underway. Open houses occur on the first Friday of the month.

Upcoming Open Houses:

Open House- Friday, February 1, 2013 at 9:30am

Open House- Friday, February 15, 2013 at 9:30am

Open House- Saturday, February 16, 2013 at 10:00am

Open House- Monday, February 18, 2013 at 6:00pm

CCMCS staff will be available at all events to answer questions about program features, the application process, and student eligibility.

9. When will I be notified of lottery results for the 2013-2014 school year?

Families who participate in the lottery process will receive notification by mail by March 30, 2013. Invited students will have one (1) week from the postdate on letter to accept the seat and must attend a mandatory orientation session in early April, 2013. If a student is invited and declines, a seat will open up and a student will be drawn from the waiting list in the order of his or her assigned number. The waiting list will remain active through January, 2014, at which time all lists will be purged in preparation for the next year's lottery process.

Montgomery County Public Schools

**OFFICE OF HUMAN RESOURCES AND DEVELOPMENT → CLASSIFICATION → PRINCIPAL,
COMMUNITY MONTESSORI CHARTER SCHOOL**

Sorted by job title: [A - C](#) | [D - H](#) | [I - Q](#) | [R - Z](#)

Principal, Community Montessori Charter School

MONTGOMERY COUNTY PUBLIC SCHOOLS CLASS DESCRIPTION		
OFFICIAL TITLE: Principal Elementary	CODE: 0500	SQ/OQ: Not applicable
WORKING TITLE: Principal, Community Montessori Charter School	GRADE: O	MONTHS: 12
<p>SUMMARY DESCRIPTION OF CLASSIFICATION: Under direction, is responsible for administering and supervising the total Community Montessori Charter School (CMCS) program and providing educational leadership for the students and staff members consistent with the educational goals of the community. Cultivates an environment that fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of excellence in teaching and learning which is firmly grounded in Montessori philosophy. Functions of positions in the classification vary and include establishing a climate conducive to learning, defining roles, planning and coordinating programs, effecting change, and decision-making which are guided by Montessori principles. While the principal is responsible for the total school program, many of the duties listed below may be delegated to assistants for implementation.</p>		
MINIMUM QUALIFICATION STANDARDS		
<p>KNOWLEDGE, SKILLS, AND ABILITIES: Thorough knowledge of public school systems, general understanding of policies and procedures, and Montgomery County Public Schools (MCPS), state and federal regulations and laws. Thorough knowledge and understanding of the goals of Montessori education, curriculum, instruction, organizational patterns, school operations, and pupil services. Ability to articulate to staff, students, and community the vision of CMCS and the essence of Montessori education. Ability to stimulate community support of the school. Demonstrated competence in staff selection, training, supervision and evaluation. Demonstrated problem-solving skills and demonstrated ability to act effectively under stress. Ability to motivate, encourage, and work with staff to ensure outstanding performance as well as good morale. Excellent oral and written communication skills. Excellent interpersonal skills.</p>		
<p>EDUCATION, TRAINING, AND EXPERIENCE: Masters degree from an accredited college or university with an emphasis in supervision, educational leadership and early education, or elementary school curriculum. Doctorate desirable. Experience leading a Montessori school or program, and a track record of successfully motivating staff and managing resources toward shared goals serving diverse learners, and student assessment strategies. Human resources experience, especially staff management, including but not limited to the recruitment, evaluation, and professional development of teaching faculty and support professionals. Minimum of 5 years in teaching, administration or leading a Montessori school or program, and a track record of successfully motivating staff and managing resources toward shared goals. Experience working with teachers, parents, and community organizations, as well as strong</p>		

partnership-building skills. 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.

CERTIFICATE AND LICENSE REQUIREMENTS: Meet Maryland certification requirements for Administrator II or elementary or special education principal/supervisor.

PHYSICAL DEMANDS: (Special requirements such as lifting heavy objects and frequent climbing.) NA

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) Work beyond a 40-hour week and attendance at evening and weekend meetings, as required. Ability to respond to school requirements at any time.

OVERTIME ELIGIBLE: No

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Ensure the effective and efficient implementation of the educational and instructional programs in compliance with the Montessori philosophy, the school's charter, and applicable local, state, and federal regulations.

Monitor curriculum implementation to ensure that the appropriate content and sequence are followed.

Ensure that MCPS policies and procedures, as well as state and federal laws are followed.

Develop a master schedule and related duty assignments.

Establish a safe and positive and collaborative school climate, maintaining staff harmony and being an advocate for the children.

Coordinate the development and implementation of a school discipline policy that is consistent with the MCPS policy on Student Rights and Responsibilities and Maryland State law.

Work with teachers, parents, the parent organization, Crossway Community, Inc., to ensure appropriate integration of programming for all students and families.

Identify instructional and support staff training needs; develop and implement a training plan to meet those needs.

Provide professional development consistent with program instructional outcomes and student learning needs.

Manage the school's fiscal resources responsibly, including the development, implementation, monitoring, and timely reporting of both revenues and expenses as required.

Ensure content alignment with the Maryland State Department of Education Common Core standards.

Supervise and evaluate staff based on the MCPS established professional growth systems and Montessori pedagogical standard.

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Develop requests for staffing and resources.

Prepare a variety of written reports and correspondence.

Establish and maintain relationships with the Crossway Community Board of Directors, Parent Teacher Association, and other community organizations to ensure ongoing, two-way communication and initiate activities which foster productive parent and community involvement.

Serve on MCPS, Crossway Community, and other local task forces and committees.

Perform related work as required.

Class Established: 12/2011

Date(s) Revised:

Last Reviewed:

This description may be changed at any time.

OHRD

Human Resources and Development

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This e-mail message has been approved for distribution by Mr. Larry A. Bowers, chief operating officer, and Dr. Frieda K. Lacey, deputy superintendent of schools. No hard copy will be provided.

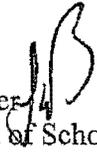
INFORMATION

Office of the Chief Operating Officer
Office of the Deputy Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

November 4, 2011

MEMORANDUM

To: Selected Staff Members

From: Larry A. Bowers, Chief Operating Officer 
Frieda K. Lacey, Deputy Superintendent of Schools 

Subject: INFORMATION: Charter Schools Implementation Steering Committee

On July 25, 2011, the Montgomery County Board of Education approved the application of Crossway Community, Inc., to open Montgomery County Public Schools' (MCPS) first charter school. Contract negotiations are ongoing and it is anticipated that the contract will be signed in November 2011. It is anticipated that the Community Montessori Charter School in Kensington, Maryland will open for the 2012-2013 school year.

The contract is only the first step of the implementation process; there will be many milestones before the goal of opening the first charter school in MCPS in August 2012 is reached. To support that goal and assist in monitoring those milestones, a Charter School Implementation Steering Committee is being constituted.

You have been identified to participate on the Charter School Implementation Steering Committee. You were selected because of your content expertise, decision-making authority, and/or ongoing relationship with the charter school process. A list of Charter School Implementation Steering Committee members is attached (Attachment A).

A tentative meeting schedule is attached for committee members' review (Attachment B). Discussion of the schedule and participation expectations will be part of the first committee meeting on December 2, 2011, from 2:30-4:00 p.m., Carver Educational Services Center, Room 127. Committee members may not be required to attend all meetings, although all members are always welcome. The charge for this committee also is attached for your review (Attachment C).

If you have any questions, please contact Ms. Lori-Christina Webb, executive director, Office of the Deputy Superintendent of Schools, at 301-279-3126 or via e-mail.

LAB:FKL:cdp

Attachments

Copy to:

Dr. Stetson
Mr. Collette
Mrs. Goodman
Mr. Lang
Mrs. Richardson
Mr. Talley
Mrs. Lazor
Mr. Song
Mr. Stokes
Ms. Webb

Charter School Implementation Steering Committee Members

Member Name	Title	Office/Department
Nancy J. Austin	Management and Budget Specialist	Department of Management, Budget, and Planning
Betsy Brown	Director	Department of Curriculum and Instruction
Susanne G. DeGraba	Chief Financial Officer	Department of Financial Services
Sean J. Gallagher	Assistant Director	Department of Facilities Management
Donna S. Hollingshead	Community Superintendent	Office of School Performance
Moriah A. Martin	Assistant to the Associate Superintendent	Office of Human Resources and Development
Philip J. McGaughey, Jr.	Director	Division of Procurement
Cathy D. Pevey	Project Manager	Office of the Deputy Superintendent of Schools
Felicia Piacente	Director	Division of Prekindergarten, Special Programs and Related Services
Joel S. Smetanka	Supervisor	Department of Information and Application Services
Lori-Christina Webb	Executive Director	Office of the Deputy Superintendent of Schools
Stephanie P. Williams	Director	Department of Policy, Records, and Reporting
Suzanne M. Woertz	Evaluation Specialist	Testing Unit, Office of Shared Accountability

2011–2012 Charter School Implementation Steering Committee

First Meeting

Friday, December 2, 2011

2:30–4:00 p.m., Carver Educational Services Center, Room 127

Tentative Meeting Schedule

Wednesday, January 4, 2012

2:30–4:00 p.m., Carver Educational Services Center, Room 127

Friday, February 3, 2012

2:30–4:00 p.m., Carver Educational Services Center, Room 127

Thursday, April 19, 2012

2:30–4:00 p.m., Carver Educational Services Center, Room 127

Tuesday, June 19, 2012

2:30–4:00 p.m., Carver Educational Services Center, Room 120

Tuesday, July 24, 2012

2:30–4:00 p.m., Carver Educational Services Center, Room 127

Community Montessori Charter School Implementation Steering Committee

<p>Charge Statement: On July 25, 2011, the Montgomery County Board of Education approved the application of Crossway Community, Inc., to open Montgomery County Public Schools' (MCPS) first charter school. It is anticipated that the Community Montessori Charter School in Kensington, Maryland will open for the 2012–2013 school year. The Community Montessori Charter School Implementation Steering Committee will establish the work plan/action plan to complete all processes necessary to open a new school in MCPS, establish the timeframe to accomplish the tasks in the work plan, and monitor implementation of the work plan.</p>
<p>Deliverables:</p> <p>By December 2011—Identify appropriate individuals and communicate the charge to monitor the tasks required to open the Community Montessori Charter School in August 2012.</p> <p>By January 2012—Finalize work plan/action plan to complete all processes necessary to open the Community Montessori Charter School in August 2012.</p> <p>By February 2012—Complete timeframe to accomplish the tasks in the work plan.</p> <p>April 2012—Report on status of completion of tasks in the work plan.</p> <p>June 2012—Update on status of completion of tasks in the work plan.</p>
<p>Project Scope:</p> <p>This committee will monitor implementation of processes necessary to open Community Montessori Charter School in August 2012.</p>
<p>Critical to Quality:</p> <p>Members with content expertise, decision-making authority, and (when possible) ongoing relationship with the charter school process</p> <p>Ability to direct actions that will successfully complete required tasks within established timeframe</p>

<p>Initiative Managers:</p> <p>Mr. Larry A. Bowers, Chief Operating Officer Dr. Frieda K. Lacey, Deputy Superintendent of Schools</p>
<p>Program Managers:</p> <p>Ms. Lori-Christina Webb, executive director, Office of the Deputy Superintendent of Schools Mrs. Stephanie P. Williams, director, Department of Policy, Records, and Reporting</p>
<p>Project Manager:</p> <p>Ms. Cathy D. Pevey, MCPS Administrator, Retired</p>
<p>Members:</p> <p>Mrs. Nancy J. Austin, management and budget specialist, Department of Management, Budget, and Planning Ms. Betsy Brown, director, Department of Curriculum and Instruction Mrs. Susanne G. DeGraba, chief financial officer, Department of Financial Services Mr. Sean J. Gallagher, assistant director, Department of Facilities Management Dr. Donna S. Hollingshead, community superintendent, Office of School Performance Ms. Moriah A. Martin, assistant to the associate superintendent, Office of Human Resources and Development Mr. Philip J. McGaughey, Jr., director, Division of Procurement Mrs. Felicia Piacente, director, Division of Prekindergarten, Special Programs and Related Services Mr. Joel S. Smetanka, supervisor, Department of Information and Application Services Mrs. Suzanne M. Woertz, evaluation specialist, Testing Unit, Office of Shared Accountability</p>

Member	Supervisor
Mrs. Nancy J. Austin	Dr. Marshall C. Spatz
Ms. Betsy Brown	Mr. Erick J. Lang
Mrs. Susanne G. DeGraba	Mr. Larry A. Bowers
Mr. Sean J. Gallagher	Mr. James C. Song
Dr. Donna S. Hollingshead	Dr. Frank H. Stetson
Ms. Moriah A. Martin	Mrs. Carole C. Goodman
Mr. Philip J. McGaughey	Mrs. Kathleen Lazor
Ms. Cathy D. Pevey	Dr. Frieda K. Lacey
Mrs. Felicia Piacente	Mrs. Chrisandra A. Richardson
Mr. Joel S. Smetanka	Mr. Elton Stokes
Ms. Lori-Christina Webb	Dr. Frieda K. Lacey
Mrs. Stephanie P. Williams	Mr. Adrian B. Talley
Mrs. Suzanne M. Woertz	Mr. Adrian B. Talley

CMCS - Charter School Evaluation Summary

Per the Charter Agreement, the effectiveness of the CMCS program was assessed by Ms. Webb, Dr. Hollingshead, and a MCPS team of program directors and specialists on May 24, 2013, using the Maryland Charter School Assessment Framework which delineates the school's progress in each of the 5 standards of quality performance:

- 1) Culture of continuous improvement
 - 2) Innovative practices
 - 3) Student learning and achievement
 - 4) School and community engagement
 - 5) Governance, leadership, and organizational structures
- Each indicator includes standards against which the school is to be measured.

The progress of the CMCS program and organization was reviewed first through a self-assessment conducted by the CMCS staff, coupled with a site visit by the MCPS team on May 24, 2013, during which shared input based on artifacts and evidence of progress was captured in order to jointly complete the assessment framework. The ratings in four of the five indicators ranged from ratings of "approaching" to "exceeds" standard. However, in the area of governance, leadership, and organizational structures, CMCS did not meet standard. More specifically, standard was not met in the performance measure of "Fiscal Management," under "Critical Success Factors" (reference pages 52 – 56):

- E.3 "Effective use of sound budgeting practices is implemented;
- E.4 "Revenue is secured to ensure stable programming
- E.9 "Organizational effectiveness and efficiency is maintained (internal business controls, systemic plan of checks and balances)

In addition to the Charter School Assessment Framework completion, MCPS staff submitted the "Annual Performance Report" to MSDE on May 30, 2013, as required by federal mandate from the USDE Charter School Program. In this report, CMCS was noted for meeting goals in the categories of achievement and governance, but not meeting goals in the categories of management and fiscal. It was noted in the report that MCPS staff had provided technical assistance to CMCS staff to help correct weaknesses in these two areas alone, in excess of 50 times during this school year.