CHARTER SCHOOL CSP SUB-GRANT SCORE REPORT

APPLICATION DETAILS

School Name: Pullman Community Montessori	
Contact Person: Laylah Sullivan	Contact Email: lsullivan@mypcm.org
Application Type: New School	Grant Budget: $1,500,000
Grades Served: K-9	New Seats Created: 214
Total Averaged Score: 89.29	Priority Points Assigned: 7
Application Status: Awarded	

RUBRIC

A. GRANT PROJECT GOALS

Identify 3-5 grant project goals and _justify_ each goal in terms of its value in supporting the planning and implementation of your proposed school.

Be sure to align your budget to your project and ensure that all planned grant spending, including future revisions to your budget, fit clearly within one of your stated project goals.

	TOTAL AVERAGE POINTS: 10.00/12.00

Reviewer Comments – Grant Project Goals

Strengths:
- Clear Montessori focus
- Strong community connections including Land Grant University
- Strong justification for each goal
- Performance measures & timelines presented for each goal & sub-goals
- The applicant listed three grant project goals that support the planning and implementation of the proposed school

Weaknesses:
- Although the goals support the school's mission and vision, the information provided is confusing. First, the goals are too broad and are not specific,measurable, action-oriented, realistic, relevant, time-bound, and include meaningful targets. For example, goal 1 addresses development and implementation of a high quality Montessori curriculum, but the performance measures and targets do not address this. Instead, they are focused on recruitment and development of staff
- Goal 2 seems to encompass everything related to opening a facility and is not specific
- Goal 3 only addresses year 1 and it is not clear why enrollment targets for subsequent years are not addressed
- Although an explicit justification is provided for each goal, there not clear alignment among grant project goals, the justification, and the targets. Given the confusing information, it is not evident that grant measures and metrics are quality goals and appropriately rigorous**.**

B. EDUCATIONAL PHILOSOPHY, KEY DESIGN ELEMENTS, AND SCHOOL CULTURE

Fully _describe and justify_ the design of the academic program in terms of the educational philosophy, key elements of the program, and how school culture is developed.

Be sure to include key design elements, and rationale for why this education model was chosen and how it will produce strong outcomes for the unique community and student population the school will be located within.

	TOTAL AVERAGE POINTS: 10.66/12.00

Reviewer Comments - Educational Philosophy, Key Design Elements, and School Culture

Strengths:
- Research based Montessori methods
- PBE--cite research from 4 schools that are Place Based
- Culture based on clearly-enunciated values and connected as well to parents
- Enrichment includes outdoor experiences, important with this demographic
- PBIS for student behavior, tied in with Montesorri
- Strong combination of Montessori philosophy with the Teton Science Schools place-based practices
- PCM has created a plan to serve Kindergarten-aged students based on the limitations in WA State funding for early childhood education
- PCM has intentionally developed a discipline program and policy aligned with the Montessori philosophy
- The applicant discussed the school philosophy, and described and justified the design of the academic program that will be utilized to meet the school's performance objectives
- Key design elements for the school were clearly articulated and include developmentally appropriate age-grouped classrooms, self-directed learning environment, and learning through action and community
- The applicant listed the school's values and provided specific examples of how the school culture will be established and maintained
- The applicant provided clear information about classroom design and enrichment programs that meet the needs of the school's anticipated demographics
- The applicant included a strong research base to support each stated design element and included references in endnotes

Weaknesses:
- The applicant clearly identified the school's key design elements, but did not explain what they mean for this school or how they will be implemented
- The applicant also stated that the discipline program and policy align with the Montessori philosophy focused on building independent, self-regulating learners early on, but did not provide information about the program and how these skills will be built
- The applicant stated that the school will employ a multi-layered Positive Behavioral Interventions and Supports (PBIS) system featuring restorative justice practices and collaborative problem solving, but also did not discuss how these will be implemented at this school

C. CURRICULUM, INSTRUCTIONAL STRATEGIES, AND TECHNOLOGY

Fully describe and justify the instructional practices and curriculum that will be utilized to meet the school's performance objectives, while also demonstrating alignment to state and Federal requirements. Be sure to include the use of technology and how it will assist with producing strong outcomes for the unique community and student population the school will be located within.

TOTAL AVERAGE POINTS: 4.66/8.00

Reviewer Comments – Curriculum, Instructional Strategies, and Technology

Strengths:
- Goal is to meet or exceed WA state standards
- Extensive curriculum mapping
- Place-based projects
- Clear 3 components to instructional strategies--p.13
- Balanced approach with Montessori scope and sequence & TSS place-based projects utilizing research done with Montessori's scope and sequence alignment to the Common Core State Standards as well as Next Generation Science Standards
- The applicant explicitly identified each curriculum area along with key curriculum materials and the school's approach to curriculum development
- Justifications were provided for each curricular choice and explained how the plan for each content area meets or exceeds state and federal requirements in ELA and math
- The applicant discussed instructional methods and how instructional methods align with curriculum decisions and the school's education program design
- A strong research base was cited for the school's curriculum choices
- The applicant described the provision of 1:1 technology to support the development of 21st century skills, and practice for state testing
- The technology plan will also allow for a quick response in the event of school closures

Weaknesses:
- Use of technology portion lacks depth - not really a plan
- It is noted that PCM has also budgeted for a 1:1 student to computer ratio but there is little information on how computers will be used by students or teachers beyond state testing
- Although the applicant met the criteria in many respects, additional information was needed for the technology plan
- The technology narrative stated that students will be provided with computers for 1:1 technology, but the applicant did not discuss how this technology will be used regularly in the classrooms
- It is not clear that the technology plan is suitable for the educational model, academic program, curricular choices and student demographic

D. ASSESSMENT AND DATA

Fully describe and justify how your school will have rigorous goals and adequate performance management to ensure students' academic success. Describe your assessment choices, data collection and analysis, and use of data to inform instruction, differentiate and evaluate the school as a whole.

TOTAL AVERAGE POINTS: 4.00/6.00

Reviewer Comments – Assessment and Data

Strengths:
- Extensive range of assessments used
- Internally developed assessments will allow Montessori element to thrive

- PCM's assessment system will use a combination of metrics, that rely on internally designed and norm-referenced evaluations to measure and guide student proficiency and progress
- The applicant clearly identified sound assessment practices that effectively monitor student performance that include diagnostic, formative, interim, and summative assessments; and explained the plan for data analysis
- The applicant included a table that addressed assessment in each curriculum area, including character and leadership, place-based learning, and target achievement goals

Weaknesses:
- Not a lot of information about academic goals for 9th grade students beyond MAP data & science portfolio / rubric
- The applicant did not discuss how data will be utilized to inform policy and management decisions; did not identify interim benchmarks to ensure progress toward performance goals for all student subgroups, or present a plan to adjust these benchmarks annually
- The applicant addressed the Multi-Tiered System of Supports (MTSS) table in Section E; however, the information provided does not explain how teachers will use these systems to respond to the needs of individual students, or include specific differentiation and intervention strategies

E. EFFECTIVELY SERVING ALL STUDENTS

Charter schools are obligated to take specific actions to ensure an open, fair, non-selective method of attracting and enrolling students, and all charter schools need to be ready to serve the group of students that choose to attend. Fully describe and justify your plan to offer a continuum of services for all types of students, including those that are educationally disadvantaged (such as low-income, special education, English learners, homeless, migrant and other at-risk students) and gifted and talented.

TOTAL AVERAGE POINTS: 8.66/12.00

Reviewer Comments – Effectively Serving All Students

Strengths:
- UDL approach--research based
- Use of MTSS for student supports--support for all students
- Contract with experienced provider (district) for food services
- Evidence of high expectations for all students
- The applicant described the plan to identify students with special needs by effectively using a Response to Intervention model
- The applicant provided clear and realistic information about the school's plans for meals and transportation, including transportation for students with special needs and compliance withthe McKinney-Vento Homeless Assistance Act

Weaknesses:
- While it is mentioned in the Curriculum section, there is no additional mention of ELL student identification or programming in this section
- Seems as if there is little distinction between economically at-risk students & students with disabilities

- The applicant did not provide evidence that the needs of the school's current and/or prospective educationally disadvantaged students or ELL students are well understood
- There is no evidence that a comprehensive academic and behavioral intervention strategy is in place to identify and support these students
- The applicant did not describe how staff is appropriately trained on effective intervention strategies and corresponding support tools, or demonstrate that the school has practices that promote student retention and reduction in the overuse of discipline practices that remove students from the classroom
- There is no evidence that a comprehensive academic and behavioral intervention strategy is in place
- The applicant did not describe how the school will ensure appropriately trained staff for special education students

F. STAFFING AND PROFESSIONAL DEVELOPMENT PLAN

Fully describe and justify your approach to staffing, inclusive of ratios, positions, etc. required for effective implementation of the chosen education model. Further, describe the process in which all staff will be supported in their ongoing professional development.

TOTAL AVERAGE POINTS: 7.33/8.00

Reviewer Comments – Staffing and Professional Development Plan

Strengths:
- Early recruitment
- Salary schedule comparable to rural districts
- Trainings to aim for diversity in hiring
- Personalized PD
- Teachers create own annual growth portfolios
- 3 week summer institute for teachers
- Individual observation and coaching for each teacher
- DERs to support classroom environment
- PLC, Data Dives
- Long-term plan for staffing needs as evidenced in the organizational charts through Year 9
- Variety of PD offered - individualized and group oriented - with a focus on coaching and peer support
- PD is responsive to teachers' needs
- The applicant fully described the approach to staffing required for effective implementation of the chosen education model
- A feasible staffing structure that can reasonably deliver the educational model and associated support services was provided as an attachment
- The table specified staff positions and FTE for each position for each of the school's first five years
- The positions in the table were aligned with all staff positions mentioned previously in the application and indicated in the budget
- The applicant identified the plan for recruitment and selection of outstanding staff and appears to be sufficient to achieve the school's opening and growth plan and attract, recruit, develop, and retain top instructional talent

- The applicant provided a comprehensive summary of the school's plan for all staff development, evaluation, and retention that will provide support to all staff through a variety of opportunities including coaching and feedback, professional learning communities, and regular staff meetings

Weaknesses:
- Minimal information about staff retention
- Minimal information on recruiting Montessori-certificated teachers & Montessori-trained non-teaching classroom assistants

G. FINANCIAL MANAGEMENT AND MONITORING PLAN

As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial stability. Fully describe your school's plan to be compliant, strategic, and responsible with finances and business services.

TOTAL AVERAGE POINTS: 11.33/12.00

Reviewer Comments – Financial Management and Monitoring Plan

Strengths:
- Reasonable facilities cost--12% of budget
- Year one space secured already
- The applicant has provided evidence of the ability to manage the successful and sustainable implementation of the proposed activities
- The applicant provided a multi-year operating budget that aligns with the application and budget narratives
- The applicant provided an implementation plan in the attachment that includes key personnel and target dates for completion of activities and purchasing
- Budget projections align closely with the school's programmatic and staffing plans
- A plan is in place to mitigate risk associated with projected enrollment and underestimated the financial resources necessary to adequately serve the population of students enrolled
- The applicant provided a viable, well-conceived facilities plan that included the school's specific location, future plans for development, and letters of support for the plan
- Projected facility costs are feasible and below 20 percent of the school's annual budget
- A clear description of the facility was provided with thoughtful planning for all needed spaces, and included photos and floor plans

Weaknesses:
- Difficult to find head of school with CFO skills-- years 1-4 HOS serves in this role?
- Noted in the Budget Narrative: All employment contracts are at-will, allowing the termination of employees necessary to ensure the organization will be able to provide all necessary resources to students if enrollment does not seem likely to meet projections. What are the other budgetary considerations taken into account beyond terminating employees?
- Although the applicant provided a multi-year operating budget that aligns with the application and budget narratives, the planning year starts with a major infusion of cash. It was explained that funding has

been secured though private grants and donations, but no evidence (such as letters of commitment) have been provided
- The budget format makes it difficult to read, but it seems in the notes that funding from the New Schools Venture Fund and CSGF are unconfirmed. It is risky and unwise to base a budget on unconfirmed financial resources
- The budget includes over$10,000 for board expenses in the first three years, but it is not clear what these funds are allocated for

H. BOARD CAPACITY AND GOVERNANCE STRUCTURE

A competent, trained governing board is essential to the success of a public charter school. Fully describe how your school has developed a strong governing board with a diverse set of skills. Be sure to include how board members understand their roles and responsibilities and have developed a transition plan and ongoing professional development to maintain board strength going forward.

TOTAL AVERAGE POINTS: 8.33/10.00

Reviewer Comments – Board Capacity and Governance Structure

Strengths:
- Plan for board continuity
- Board handbook, in addition to bylaws
- Board PD--Governing for Greatness and BoardonTrack
- Board strategic SMART goals
- COI policies included in Board handbook
- Investment in Board professional development
- Is aware of some gaps in Board capacity and diversity and has plans to address
- The applicant has described the board composition, highlighting areas of expertise
- Resumes in the attachment provide evidence of board expertise
- Gaps in skills are identified and a plan exists to address them through recruiting additional board members
- The board has a clear plan to provide oversight using a tracker tool to set governance and management goals and monitor progress
- All board members will sign a conflict of interest disclosure form
- The school has prioritized board training and provided a list of training topics to be addressed

Weaknesses:
- The applicant did not discuss the plan for recruiting and selecting board members
- The applicant identified six officer positions, which is unusual and appears that every current board member will serve as an officer
- The applicant stated that board terms are two years, but that only 1/3 of the board will turnover each year - it's not clear how this will work
- Board responsibilities are not clearly identified in the application and Bylaws could not be found in the attachments
- Although the applicant stated that the board will comply with Open Meetings and Open Records requirements, no plan for compliance or information about procedures were provided. This raises concerns about the applicant's knowledge and ability to comply with these requirements

- The applicant did not discuss the plan for an annual review of policies or a plan for regular board self- evaluations that help identify areas for continuous improvement

I. SCHOOL LEADERSHIP AND MANAGEMENT

Fully describe and justify the intended leadership structure of your school and demonstrates a strong leadership and staffing plan that ensures high-quality implementation and sustainability of the school.

TOTAL AVERAGE POINTS: 10.00/12.00

Reviewer Comments – School Leadership and Management

Strengths:
- Clear delineation of duties between HOS, Montessori Coordinator, etc
- Commitment to metrics to measure goals of school
- Use of the Montessori Dashboard to share school progress
- The applicant provided a complete organizational and management plan for the school that includes a clear division of roles and management responsibilities
- Organizational charts for school opening and capacity were provided
- The applicant clearly demonstrated how the school has designed its leadership team to ensure sufficient expertise
- Although the head of school's expertise and experience do not appear strong related to this school's focus, a letter in the attachment explained the board's rationale and support for this choice
- The applicant provided a detailed process, along with the evaluation instrument, that will be used by the board to evaluate the performance of the school leadership

Weaknesses:
- What is plan if school can't support cadre of admin--top heavy for such a small school?
- The number of linked documents helped provide clarity, although made for a choppy read of this section
- The applicant did not sufficiently identify potentially material operational challenges or responses
- Thus, there is no evidence that the school is aware of the key risk factors regarding school opening and operation, or prepared to respond appropriately

J. STUDENT DEMAND AND COMMUNITY/LOCAL SUPPORT

Schools funded under the CSP subgrant must ensure they are in tune with their communities' needs and priorities. Describe and justify your school's vitality and long-term sustainability through demonstrating your dedication to developing and maintaining community partnerships and connections.

TOTAL AVERAGE POINTS: 7.33/8.00

Reviewer Comments – Student Demand and Community/Local Support

Strengths:
- Evidence of engaging the community to-date

- The applicant provided a sound strategy for marketing, branding, and community outreach to achieve promised student enrollment that addressed specific strategies for recruiting educationally disadvantaged, at-risk, diverse, and underserved families
- Sufficient funds are dedicated to marketing, recruitment, and outreach
- Enrollment goals for each year through final expansion are reasonable
- The applicant described significant planning and effort to meaningfully engage prospective families and community members on the design of the school

Weaknesses:
- Not a lot of information about ongoing marketing & recruiting efforts presented in narrative - had to go to external document for any details
- The enrollment numbers and the increase in student counts for the upper grades make me wonder how you recruit and onboard students who may not be familiar with a Montessori approach
- The applicant did not address parent, family, and community engagement strategies that will be regularly utilized by the school, or discuss the roles parents and community members may play in the school's decision-making and life on an ongoing basis
- The applicant did not provide assurance that the school will provide information about educational options and the school's state report card on the school's website

OVERALL COMMENTS

- Clear vision--Montessori
- Wide range of assessments--internal and external
- Extensive engagement with community
- Technology plan--how its usage connects to Montessori focus, needs more detail
- Thorough plan that addresses needs of community
- There are A LOT of acronyms throughout this document which is often confusing and adds to a choppy read - this is particularly true in the School Leadership and Management section
- Much of the information that strengthens the school's plans is found in accompanying documents rather than in the narrative itself - this made for a lot of juggling between documents and score changes once additional information was located in attachments
- This application was very well organized with headings aligned to the rubric, which made it very easy to find required information and evidence in the narrative
- The applicant has a well-thought out, research-based educational model to meet the academic and social-emotional needs of the target student population
- A deliberate and detailed plan for staffing and professional development has been presented, which will likely lead to implementation of the school's educational program with fidelity
- The organization of some information was very confusing and difficult to evaluate. For example, information about the school leader evaluation was found in the attachment for board and leader resumes, and school-specific goals were found in the Bylaws attachment, but no bylaws were attached
- Detailed information about the school's plan for serving students with special needs (ELL and students with disabilities), identification of the board's primary responsibilities, policies, and procedures; and identification of potential challenges related to school opening would strengthen this application

APPLICATION TOTAL POINTS		
Rubric Section	(AVERAGE) Points Awarded	Points Possible
A. Grant Project Goals	10.00	12.00
B. Educational Philosophy, Key Design Elements, & School Culture	10.66	12.00
C. Curriculum, Instructional Strategies, and Technology	4.66	8.00
D. Assessment and Data	4.00	6.00
E. Effectively Serving All Students	8.66	12.00
F. Staffing and Professional Development Plan	7.33	8.00
G. Financial Management and Monitoring Plan	11.33	12.00
H. Board Capacity and Governance Structure	8.33	10.00
I. School Leadership and Management	10.00	12.00
J. Student Demand and Community/Local Support	7.33	8.00
STANDARD POINTS AWARDED	82.29*	100.00
Priority Points: 3 Additional Points may be awarded for schools that focus on the development of the whole student (college and career academic readiness and social-emotional development). Applicant must demonstrate a strong instructional and social-emotional focus that supports students toward both educational goals and positive relationship and identity development (including but not limited to mentorship, restorative justice practices, and whole-school college readiness or entry goals).	2	3
Priority Points: 3 Additional Points may be awarded for schools with an explicit focus on diversity, equity, and inclusion. Applicant must demonstrate that its staffing, educational model, community and family engagement strategy, and overall design process are responsive to community input, provide ongoing opportunities for learning for school staff, and have planned evaluative measures to help drive diversity, equity, and inclusion through school culture and climate.	2	3
Priority Points: 3 Additional Points may be awarded for schools that recruit from rural or unincorporated regions. Applicant must demonstrate that it intends to locate in or near rural or unincorporated regions and how it intends to meet the unique needs of the student population that it recruits from there.	3	3
TOTAL POINTS AWARDED	7	109

*Small discrepancy due to rounding errors