Position Description: Principal

Mission and Vision
The mission of Lillie May Carroll Jackson School, a charter school in Baltimore City serving girls in grades 5-8, is to offer a supportive 21st-century learning environment for scholars to reach their maximum potential through rigorous academic coursework, character development and leadership opportunities. The Lillie May Carroll Jackson School envisions a world where all young women, regardless of their background, have the skills, tools and qualities to develop as leaders in their communities and the world.

Overview
The Principal of Lillie May Carroll Jackson Charter School will collaborate with the Board and Executive Director to build and provide the vision and leadership needed for this progressive, dynamic, and scholar-centered learning community, grounded in EL Education’s school design model. She/he is the instructional leader and holds primary responsibility for ensuring the achievement of all scholars in the mastery of knowledge and skills, development of character, and success in creating high quality work. The Principal will set instructional direction, develop and manage the school’s academic program, and support, cultivate, and evaluate instructional staff. The Principal is the voice and face of the school and is accountable for listening and responding to family and staff concerns and feedback. The Principal reports directly to the Executive Director and is the immediate supervisor of the school’s instructional faculty.

Philosophy
LMCJS provides an experiential learning environment for middle school girls. Our educational philosophy focuses on actively engaging scholars with relevant content to help them develop their skills and broaden their experiences. We partner with EL Education (formerly Expeditionary Learning) to provide structure and develop practices that support this philosophy and have successfully implemented many elements of EL programming. The EL model challenges scholars to think critically and take active roles in their classrooms and communities, resulting in higher achievement and greater engagement in school. At LMCS, learning is active, challenging, meaningful, public, and collaborative.
Background
In 2008, Dr. Andres Alonso, then Baltimore City Schools CEO, invited the heads of Baltimore-area independent schools to "come into" the public-school system to share the expertise and best practices that have made independent schools rigorous, high-expectations educational institutions. Roland Park Country School (RPCS) worked in consultation with leaders of City Schools, based on the pedagogy and philosophy of the school, to put forward an application to open a charter school. The charter was granted in May of 2013, making it the first charter in the nation granted to an independent school. LMCJS opened in August of 2015 and currently is home to 312 scholars in grades 5-8. In 2019, LMCJS moved to its permanent home in Clifton Park where it is poised to be a catalyst for community development in East Baltimore.

Responsibilities
Guide the development, consistent implementation, and continuous revision of a high-quality, rigorous, standards-based academic curriculum.

- Ensure schedules support instructional and curricular goals for academic and special subjects, including special education.
- Directly support teachers in developing clear and consistent classroom expectations and routines through ongoing observation, feedback, and planning.
- Promote school-wide belief that all scholars can learn and achieve at high levels; ensure equity in instructional delivery.

Lead the recruitment, selection, and hiring processes for teachers and non-instructional staff members.

- Evaluate teacher, leader and non-instructional staff performance including but not limited to weekly observation and coaching of lessons and instructional plans both formally and informally.
- Lead the faculty in continually improving the consistency, continuity, and quality of the school's instructional methods and materials.
- Work with the faculty to establish and commit to clear student achievement goals and provide direction and encouragement to all instructional staff in the accomplishment of goals.
- Create and implement school-wide professional development plan that cultivates ongoing reflection, collaboration and constant learning among instructional staff.
Evaluate student learning.

- Supervise the collection and analysis of multiple sources of data and employ the results to continually improve learning and engagement among all scholars.
- Collect and evaluate all relevant scholar achievement data and track individual, class, and grade level data to measure progress and develop individualized interventions with teachers.

Implement and maintain high standards for scholar behavior.

- Directly supervise the Director of Culture and Climate. Ensure that climate/culture data is collected, analyzed and used to drive continuous improvement school-wide.
- Ensure safety and consistent use of our school’s discipline policies and code of conduct.
- Make final decisions regarding suspensions/expulsions/alternative placements for students.

Other responsibilities including:

- Ensure on-time reporting of academic results to Baltimore City Public Schools, Board of Directors other agencies, families, and the broader community.
- Represent LMCJS at community meetings and events.
- Build strong relationships with parents, families, and the community.
- Contribute to the development of extracurricular programs and alignment between school day and out-of-school time, including, potentially, summer programs.

Required Qualifications

- Master’s degree in education or a related field from an accredited college or university.
- MSDE Advanced Professional Certificate with an endorsement as Principal/Supervisor or Administrator II.
- Three to five years of administrative/supervisory experience, including school-based administrative experience in a progressive school setting.
Skills and Traits
- Demonstrated ability to model shared leadership and the ability to inspire a team around a progressive vision.
- Experience working with middle school girls.
- Experience working with historically marginalized and urban communities.
- Experience in inquiry- or project-based learning models, especially Expeditionary Learning, preferred.
- Clear understanding of curriculum design and implementation, instruction, and whole child development.
- Leadership experience in planning and implementing professional development activities.
- A drive for results, including strong planning, data use, and evaluation skills.
- Entrepreneurial spirit and ability/desire to work in a fast-paced, organized, but sometimes unpredictable start-up environment.
- Clear and compelling verbal and written communication.
- A superb ability to build relationships with a diverse group of constituents and productively manage conflict.
- Enthusiasm, flexibility, and a sense of humor.
- Proficiency in technology.
- Demonstrated ability in computerized schedule making.
- Demonstration of effective teaching techniques.
- Experience in school-based budget preparation and management.
- Experience with actively involving parents/community in all phases of the school program.

To Apply
All applicants are asked to submit the following materials via email to Executive Director Laurel Freedman, laurel.freedman@lilliemay.org:

- A current resume or vita (including education, certification, relevant work experience and awards/publications/honors)
- A statement of your Philosophy of Educational Leadership including answers to the following questions:
  - What is it about the Lillie May Carroll Jackson School that motivates and interests you?
  - Why do you choose to work with urban middle school girls?