



THE Montessori School
of Englewood | A Chicago Public
Charter School

Head Start Performance Improvement Plan 2021-2022

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Contact Information

Main Office	773.535.9255
Executive Director: Rita Nolan	rnolan@tmsoe.org
Principal: Dr. Nyela Wells	nwells@tmsoe.org
Montessori Director: Daniel Blanco	dblanco@tmsoe.org
Director of Operations: Maggie Mikuzis	mmikuzis@tmsoe.org
Mental Health Specialist: Mr. Daubney	
Family Support Worker: Jonathan Howell	jhowell@tmsoe.org
ESSR Coordinator: Victoria Bowen	vbowens@tmsoe.org
Family Service Worker and Disability Coordinator: Tanya Williamson	twilliamson@tmsoe.org
Paraprofessional: Karen Johnson	kjohnson@tmsoe.org
Teacher: Owen Monroe	omonroe@tmsoe.org
Teacher: McCall Long	mlong@tmose.org
Teacher: Ethel Nelson	enelson@tmose.org
Teacher: Kilmaha Burgess	kburgess@tmsoe.org
Teacher: Tawana Rush	trush@tmsoe.org
Teaching Assistant: Yolanda Jackson	yjackson@tmsoe.org
Teaching Assistant: Cynthia Estes	cestes@tmsoe.org

Vision

To educate for life-long learning through the implementation of an authentic Montessori model.

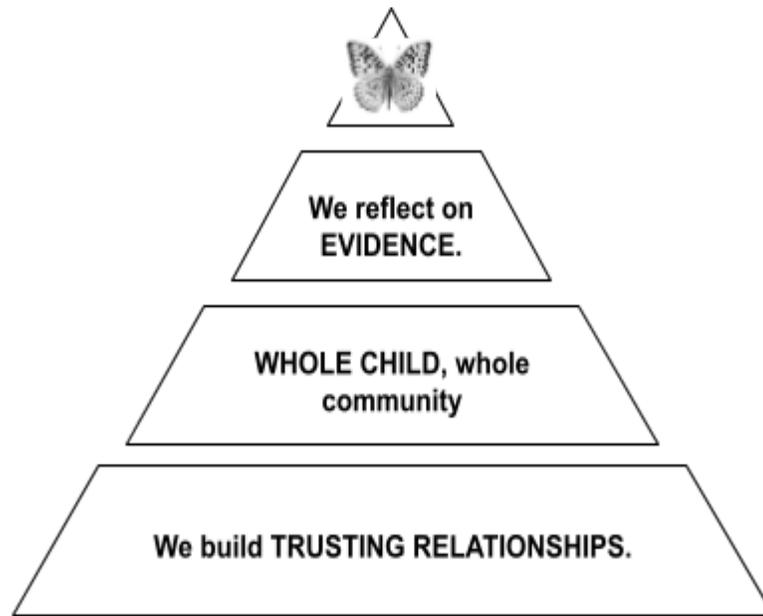
Mission

Our mission is to create a learning community where members trust one another to use our heads, hearts, and hands to commit to a life of growth and fulfillment. At TMSOE, we believe that all students can achieve greatness and learn best when they are interested in what they are learning. Children are active learners with an innate desire and ability to learn. By giving our students hands-on learning experiences, we allow them to explore and discover their interests. The Montessori method has proven children thrive when they feel a sense of choice and control. TMOSE focuses on each student's progression at their own pace and does not place extrinsic rewards on learning. Our students develop a sense of positive self-esteem, inner awareness, and a sense of security that propels their ability to cultivate their education through intrinsic reward.

Cornerstone Values

Central to the MSE mission are three cornerstones:

1. We will build trusting relationships at the Montessori School of Englewood.
2. We will grow the whole person within our Montessori community.
3. We will reflect on evidence to shape our practices around how best to grow the members of our community.



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Cornerstone One: We build trusting relationships.

Above all else, our goal is to build trusting relationships. Every decision you make individually and as a community should be filtered through this cornerstone first. We continually ask ourselves, “Is the decision I am about to make one that strengthens or weakens trust in this relationship?”

We build trusting relationships by...

- setting clear expectations about what we can offer and what we need.
- Remaining curious about and seek understanding of each other's truths.
- I am assuming that each person's truth is rooted in their reality and experience.
- Working toward a decision that supports a common understanding of the excellent work we share and the results we hope for.

Powerful Practices

Students

Among our students, we will build trust by modeling the Head, Heart, and Hand strengths and granting them freedom with limits.

1.1 Students are treated with respect and dignity, and the consequences are vital.

- 1.1a: Faculty and staff use private conversations to give individual students feedback (Measured by support team observations. See MSE Culture walk-through rubric.)
- 1.1b: Students use the peace table/safe space to resolve interpersonal conflict 100% of the time. (Measured by support team observations. See Conscious Discipline Rubric)

- 1.1c: Teachers communicate and positively reinforce clear expectations for classroom norms, procedures, and assignments. (Measured by support team observations. See MSE Culture walk-through rubric.)

1.2 Students' strengths and interests are honored and valued.

- 1.2a: Teachers develop individualized lesson plans for every student. (Checked by 3-6 Director on Sunday at 6 pm.)

Faculty and Staff

We will build trust among staff and faculty *by motivating, supporting, and challenging our teammates to strive to be better teachers, learners, and community members.*

1.3 Faculty and staff are supported by a strong team through feedback, mentoring, coaching, and professional development to continuously improve performance.

- 1.3a - MSE executes a deliberate coaching and feedback cycle for all faculty and staff and will maintain an open-door policy as a conduit for informal feedback. (All faculty and staff receive feedback at least twice a month.)
- 1.3b - DoSS provides opportunities for therapeutic coaching and support.

1.4 Faculty and staff meet regularly to become invested in sharing best practices and building trust and respect.

- MSE provides weekly professional development opportunities to collaborate on best practices. (Track PD agendas. 90% of participants rate sessions as worth their time.)
- Staff will have a schedule that allows for significant teacher collaboration. (2 hrs per week for the grade level and specialized support collaboration.)

Family and Community

We will partner with our families *to educate the children entrusted to us to the best of our abilities by sharing our classrooms and pedagogy and seeking their input on community matters and decisions that impact our children.*

1.5 Families will feel welcomed and respected, have their concerns responded to, and be actively involved in the school.

- A non-staff parent will be present at all Board meetings.
- Needs assessments are conducted and analyzed, and results are used to develop family programming. (FACE will conduct a needs assessment interview with 70% of incoming families.)
- VAC meetings are held monthly (1/3 of our non-HS families attend at least one VAC meeting.)
- MSE has a touch-point (phone calls, f2f, or email) with every family once a month. (Tracked via parent communication grid.)

- MSE’s specialized support referral protocols actively engage parents throughout the process. (Executing MSE protocols with fidelity.)
- Head Start staff will solicit family goals and support families as they reach those goals.

1.6 Parents will be informed of monthly learning expectations, their child’s progress, and specific ways to support their child's learning.

- Teachers send out classroom newsletters once a month.
- School sends out a monthly newsletter once a month.
- Positive Behavior Trackers are sent to parents (Every student receives one at least once per month.)

1.7 Families will be offered effective programs and support through daytime and evening events, workshops, and regular, ongoing communication with the school.

- MSE will have up-to-date contact information for every family. (Contact info is collected at every event, and family information update protocol is followed with fidelity.)
- Every child will have one engaged adult supporting them at all student performances and presentations. (Track adult attendance.)
- Parent education events are provided, e.g., Dinner Meetings, Moving-up, Literacy, MLK, Montessori in the Home (x2). (75% of our non-HS families attend at least one of these events.)

Cornerstone Two: Whole person, the whole community.

We grow the whole person within our Montessori community. We strive to serve the needs of every child every day, and while we are committed to our student’s academic growth, we are equally committed to their social and emotional growth. Developing character strengths within all of those areas is critical to leading a fulfilling life, one in which we positively contribute to a healthy community. We’ve organized the strengths we will focus on within our community in our Head, Heart, and Hand (HHH) Model.

Head, Heart and Hand Model (HHH)

The HHH Model is a list of core character strengths and strategies for encouraging the strengths in the classroom. Throughout history, the strengths have been shown to lead to a fulfilling life and are divided into three categories: the head, the heart, and the hand. The purpose of the HHH Model is to provide:

- 1) specific language about what it means to grow the whole person within our community;
- 2) strategies to use in the classroom and within our community to cultivate these strengths; and
- 3) a list of strengths we will assess when looking for evidence of whole-person growth.

Head	Heart	Hand
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The strengths within the “Head” category are cognitive strengths that entail acquiring and using knowledge. They include:	The strengths within the “Heart” category are emotional and interpersonal strengths that involve tending and befriending others. They include:	The strengths within the “Hand” category underlie healthy community and social life or affect the exercise of will to accomplish goals in the face of opposition. They include:
Curiosity Creativity Critical Thinking	Thankfulness Acceptance Kindness Enthusiasm	Honesty Persistence Citizenship Self-Control
We will focus on Curiosity this school year.	We will focus on Kindness this school year.	We will focus on Self- Control this school year.

We grow the whole person within our Montessori community by:

- We focus on every individual’s holistic growth (the head, heart, and hand) within our community.
- We are viewing our community members’ growth from a strengths-based perspective.
- They are granting our students independence and trusting that their growth within this authentic environment will allow them to find their authentic selves.
- We are supporting and seeking support from our fellow community members.

Powerful Practices

Students

<p>1.1 Students experience an excellent Montessori Education education</p> <ul style="list-style-type: none"> • MSE will contract with an outside auditor to review our Montessori pedagogy and practices once every two years, and the findings will be addressed within six months. <p>1.2 Students with diverse needs receive academic, social, and emotional support tailored to their individual needs.</p> <ul style="list-style-type: none"> • 100% compliance with all student IEPs. • 75% of students will reach their academic and behavioral goals in their IEPs. • Follow Rtl protocols with fidelity. • 5% reduction in the number of behavior trackers for students with the most behavior trackers <p>1.3 Students have the opportunity to develop the character strengths of <i>Kindness</i>, <i>Curiosity</i>, and <i>Self-Control</i> and have their efforts celebrated.</p> <ul style="list-style-type: none"> • One positive behavior tracker will be recorded per student per month. • Peace Table/ Safe Space will be used with 100% fidelity to resolve interpersonal conflicts. • Students will be given daily uninterrupted time to choose their work. <p>1.4 Students have the opportunity to explore the natural world</p>

- MSE students will be working on the urban farm for two hours a week.
 - MSE elementary students will participate in an overnight camp.
- 1.5 Students have the opportunity to develop artistically and creatively
- All MSE students will participate in music, dance, and art.
 - All elementary students will participate in class performance.
- 1.6 Students experience life outside of the classroom
- MSE Kindergarteners and elementary students will attend at least eight field trips.
- 1.7 Students will actively engage in community service
- Every elementary classroom will participate in at least one community service project.
- 1.8 Students will grow academically in math and reading.
- 70% of elementary students meet their NWEA growth targets.
 - 80% of Kindergarteners have mastered everything on the Montessori checklist.
 - 70% of Kindergarteners meet their Reading growth targets.
 - All MSE third graders (except for students with IEP's or those being referred for an evaluation) who started at MSE at the Primary level will be at grade-level in reading and math.

Faculty and Staff

- 1.1 Encourage staff development by supporting professional development.
- Set aside 3 hours per week for professional development.
 - 2% of the budget will be set aside for PD.
 - Summer Institute is provided annually for all staff and faculty.
- 1.2 Provide the structures necessary to enable faculty and staff to be successful in a professional environment
- Teachers will have 3 hours weekly to collaborate with levels and specialized support team members.
 - Each classroom will get one observation per week from a support team administrator.
- 1.3 Teachers will create, utilize, and continuously share best practices across the school
- Each teacher will co-facilitate one professional development session or team meeting.
 - Time will be set aside once a month during PDs for faculty best practices to share.

Family and Community

- 1.1 MSE will conduct outreach to stabilize families with demonstrated needs.
- MSE has set aside \$2500 for outreach.
 - The Director of Family and Community Engagement will develop five partnerships with organizations to add value to our community.
- 1.2 MSE is committed to hiring from the Englewood community.
- MSE will employ at least three community members at all times.

Cornerstone Three: We reflect on evidence.

We rely and reflect on evidence to support our beliefs about how best to grow members of our community. We develop structures and metrics to guide our reflection and analysis. Many metrics have been bulleted within the other two cornerstones, so those won't be repeated here. What you will find in this section is a collection of practices and general metrics that haven't been listed above.

We reflect on evidence by...

- We are setting aside time to measure ourselves against objective goals.
- Using evidence in the stories we tell about growth within our community.
- Examining every evidence stream, we are invested in collecting.
- Respecting the finite resources at our disposal (staff and faculty time and energy, MSE budget, and data storage)

Powerful Practices: Evidence

Students

- 1.1 Student opinions of and attitudes toward their experience at MSE will be solicited, analyzed, and acted upon.
- Student surveys will be administered at least once a year.
 - 90% of MSE elementary students report favorable responses to the survey question "Do you like school?"
- 1.2 Students will engage and reflect upon their academic, social, and emotional data.
- Assessment scores will be shared with students at the elementary level.
 - Discussions with students about their behavior will refer to positive and behavior ladder data.

Faculty and Staff

- 1.1 Faculty and staff will rely on evidence during their reflections on individual and community strengths and weaknesses.
- All faculty and staff complete IPDPs and attend mid-year and end-of-year performance evaluations.
 - Faculty will be involved in an annual analysis of MSEs strengths and weaknesses.
 - Faculty and staff understand and execute the Powerful Practices outlined in this document.
 - Faculty and staff engage their critical friend in reflective analysis at least once per quarter.
 - Support team reviews these powerful practices quarterly.
 - Every powerful practice has a metric that can be measured.

- 1.2 Faculty and staff clearly understand their roles and responsibilities and how they support MSE's mission.
 - Faculty and staff understand the metrics to which they will be held accountable.
 - Head Start staff will work to make our program HS compliant and understand that in becoming compliant, we are collecting evidence that we are serving our HS families effectively.
- 1.3 Support team will regularly elicit feedback from faculty and staff
 - Anonymous support team surveys will be sent twice annually.
- 1.4 Regularly tracks and acts on student, personal, and community progress toward goals
 - Teachers execute the MSE assessment plan.
 - Elementary teachers engage in data cycle quarterly.
 - Support team follows tracking processes and protocols with fidelity.
 - Support team presents Evidence updates to staff and faculty twice a year.
 - MSE attains at least a projected Level Two designation as determined by CPS's new Performance Policy.
 - Head Start staff input data into COPA and run monthly reports to analyze our Head Start data.
- 1.5 Retain a highly qualified professional staff
 - Annually, MSE will retain 90% of the lead teaching staff who have received positive evaluations and whose life circumstances allow them to continue teaching at MSE.

Community and Family

- 1.1 MSE students will have above average attendance
 - MSE's attendance will average above 95% for excused absences and 90% for unexcused absences.
- 1.2 MSE will campaign to enroll a student population that reflects the economic and racial make-up of the local schools.
 - Track zip codes, income, and other demographics of our students.
- 1.3 MSE will be fully enrolled from a vast pool of student applicants and maintain waitlists at every level.
 - MSE will build a waitlist of at least ten students at the preschool, Kindergarten, and elementary levels.
- 1.4 MSE will retain its students
 - MSE aims to retain 95% of students who do not leave school due to a physical move, a DCFS reporting, or a referral by DoSS for an evaluation.
- 1.5 MSE will keep families and the community informed on whether and how we are meeting our goals.
 - Support Team will present to families annually on whether we've hit our metrics.
 - MSE will include parent reps at the following SWOT analysis.
 - MSE will earn positive ratings across the board in the 5 Essentials survey.

Goal	Metric	Grades	2021	2022	2023	2024	2025
Reading % Meet or Exceed							
Math % Meet or Exceed							

Composite % Meet or Exceed							
Head Start Snap Shot							
Attendance							
My Voice My School Survey							