

# GRANT PROPOSAL





# EXECUTIVE SUMMARY

- The Montessori School of Englewood's Head Start program is a unique model for teaching Head Start performance standards combining Montessori curriculum and pedagogy.
- The Montessori School of Englewood provides a curriculum geared to meet the needs of students from different backgrounds, including ethnicity, socioeconomic status, language proficiency, and educational background.
- We believe that the best solution to meet the diversity challenge is implementing a proven educational curriculum with a strong commitment to community involvement and ensuring better individual attention via small student-to-teacher ratios.



## OUR OBJECTIVE

A key objective of MSOE is to ensure that all students meet their appropriate standards and goals. Through analysis of TS GOLD data, teacher assessment, and observations, we aim to ensure that students are prepared to move to the next grade level. The Parent Policy Committee and Governing Board will review the information.

# STATEMENT OF NEED



TMSOE will utilize the ISBE grant of approximately \$8,00,000.

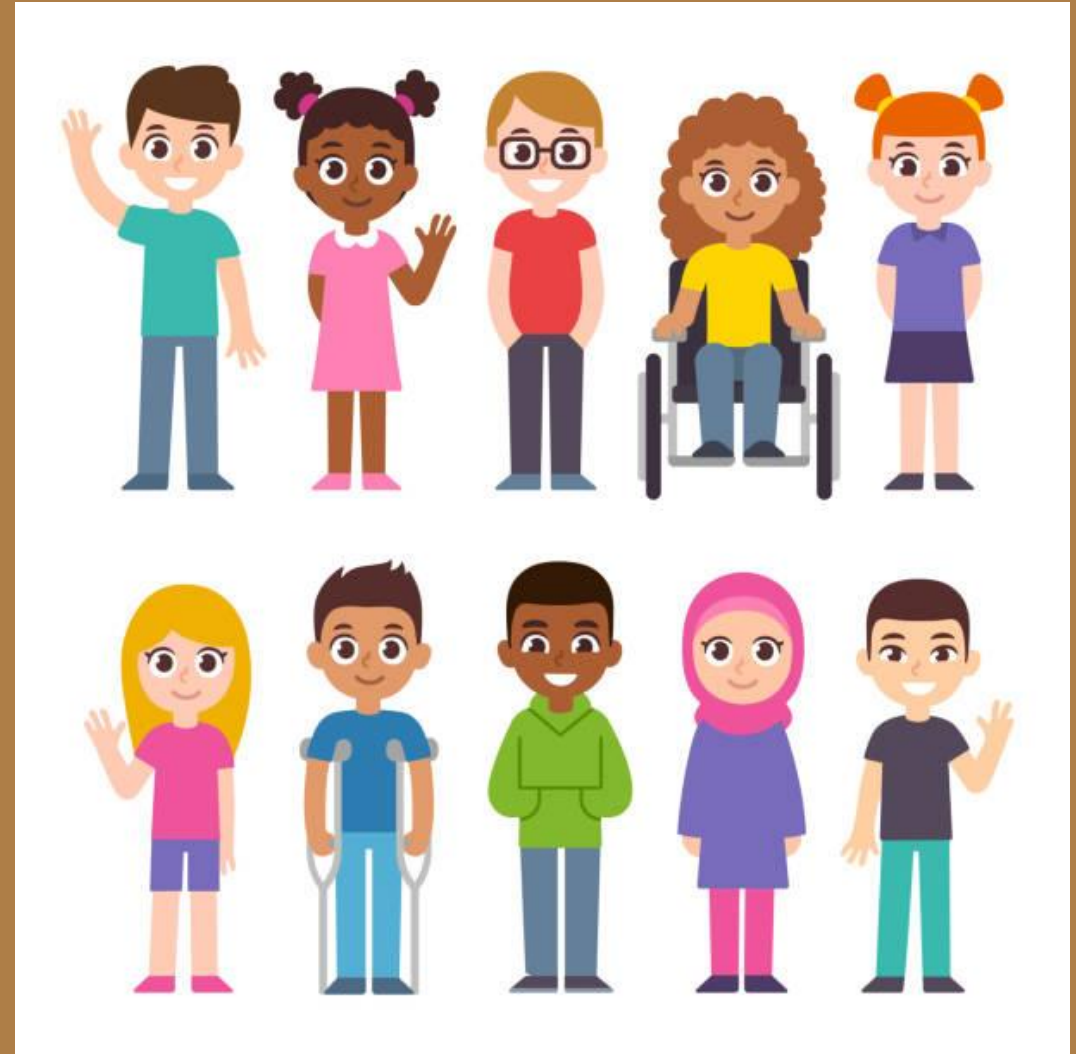
To purchase adjacent Lot, build an Early Childhood Extension Facility, and fund the Land Purchase, Land Development, Architectural Renderings, and Facility Planning.

By improving academic achievement and socioemotional learning skills in elementary and middle school and promoting high school graduation on time, low-income Black children will have a greater chance of attending higher education in adulthood.



# GOALS of TMSOE

- 1) Our program consists of 70 students. We hope to add additional toddler programming.
- 2) We would like to house our unique accredited Montessori training program in the new building. Our training center has won a coveted award from MACTE for developing an innovative training residency program.
- 3) The new building will allow us to add a new level to our accredited training by adding a toddler program and classrooms to our offerings.
- 4) The new addition would allow us to have more parent/infant programming, which is desperately needed by the community.
- 5) We offer a unique continuity of education that allows students to transition to kindergarten without leaving their classrooms or teachers.
- 6) We will analyze data from the GOLD assessment, internal school readiness metrics, daily attendance, parent involvement, and compliance submissions.



# METHODS AND STRATEGIES

## OUR SCHEDULE

According to the anticipated schedule, the project will take place as follows:

- The purchase of a lot for the ECE center must be completed by March 31, 2023
- The deadline for collecting bids from three different contractors is April 30, 2023.
- The contractor selection should be completed by May 31, 2023.
- In order to comply with the requirements, all necessary permits must be obtained by June 15, 2023.
- Assist with the construction process from July 1, 2023, to June 30, 2024.
- It is expected that programming will begin on July 1, 2024.

## ELIGIBILITY CRITERIA

The following criteria will be used for selecting students for our program:

- Age: 3 to 5 years old
- The program is also available to homeless students in foster care or whose families receive public assistance regardless of their income level.
- Income and age factors will determine eligibility for students with disabilities.
- Children and families on wait lists are to be enrolled according to the enrolment requirements of the federal government and the agency.
- The program prioritizes children three and four from the least privileged families.
- As a whole, MSE serves 22% of students in students in temporary living situations.
- 98% of our students are low-income.



# CONSTITUENTS

## MENTAL HEALTH CONSULTANT

**Michelle Manzano** is the Head Start Mental Health Coordinator at the Illinois Department of Human Services. She is currently a Doctoral Student at The Chicago School of Psychology. She is assigned the following responsibilities:

- Identification and early intervention in problems as they occur that may interfere with optimal development.
- To extend their knowledge and expertise to parents so that they can partner in their children's social and emotional development.
- Provide assistance and intervention to staff in crisis
- Review service delivery to ensure timely feedback and recommendations are provided (e.g., home visits, referrals for additional services, classroom observation reports, etc.) per the DFSS Mental Health Scope of Services
- Assist with clinical/task supervision, case consultation, and guidance on the content and presentation format for Parent workshops.
- Ensure that all her reports are being monitored and provided feedback and that they are included in our Mental Health Binder and our COPA.
- In addition, MSE partners with The Centre for Psychoanalysis and hopes to offer individual and family therapy at the head start level in the future.





# CONSTITUENTS

## Staff Training

- The Director and Education Coordinator provides coaching to our staff based on observation, data analysis, and personal growth plans according to Montessori curriculum metrics and Head Start standards.
- The Chicago Montessori Residency Program of the Montessori Network began operating the school-based, nationally accredited training center in the summer of 2018.
- The program offers a rigorous two-year program with specialized training in practical life, language, sensorial, mathematics, cultural, and conscious discipline.
- All MSE teachers are coached once a morning a week by an experienced Montessori coach, and they participate in a rigorous feedback model.
- MSE is currently working with Lurie's Children's Hospital and the University of North Carolina to train and coach our teachers around trauma-informed practices in Early Childhood.



# CONSTITUENTS

## Student Support Services

A student with a disability will be referred for case referrals and evaluations by the MSE Disabilities Coordinator. Students are identified through a multi-layered process that may include the following:

- i. Development screenings;
  - ii. Social-emotional screenings;
  - iii. Parent and teacher concerns;
  - iv. Pediatricians or another professional referral; and
  - v. Early intervention (EI) transitions (Child and Family Connections are responsible for referral).
- As a result of the Disabilities Coordinator's assistance, students will be supported through teacher coaching, including identifying classroom-level interventions to try as the student goes through the evaluation process.
  - The MSE Head Start Teacher and the Disabilities Coordinator are responsible for participating in all evaluation and IEP meetings at the local education agency (LEA) and assisting the family in understanding communication and placement procedures that may result once the student is found to be eligible. The LEA determines if a child qualifies for IDEA-governed services.





# CONSTITUENTS

## Family Services

- TMSOE developed a parent and community engagement curriculum based on research with Ready Rosie.
- Our previous engagements with parents have included implementing similar workshops by qualified staff certified in specific topics related to parent engagement, so the program is well suited to the school's needs.
- Our staff has completed all Family Partnership Agreements. They are in the process of finishing our family assessments which inform our staff on where to place our resources to support our current family's needs.
- This year, we have celebrated Hispanic Heritage Month with a salsa class for children and parents.
- The students and families participated in the reading of the Paletero Man Book and enjoyed popsicles from their own Paletero man. Every month families will participate in both cultural and family engagement activities.
- We also are very cognizant of ensuring that we have male involvement in our program. In addition, each classroom sends a monthly activity that parents complete at home with their families.



# CONSTITUENTS

## Head Start to Kindergarten Transition

- MSE has been granted permission to implement mixed-age classrooms that accommodate 15 Head Start students and five kindergarten students.
- As part of the preparation process, two weeks before the end of the school year, we send students to spend time in their receiving kindergarten classrooms if they are transitioning to a different classroom for kindergarten.
- As a part of the orientation process, receiving teachers provide information about their classrooms to families to better prepare them for the upcoming school year.





# EVALUATION PLAN



To assess and improve the program's quality, the program will be evaluated annually. The director will assess the staff and review Montessori practices to plan professional development through collaboration.

As our current establishment is located within the Montessori School of Englewood, the staff has weekly check-ins with direct reports, a weekly meeting with the Primary team, and a monthly meeting with the leadership team. We will develop a plan to evaluate all aspects of the program for the entire duration of the program, including but not limited to the following:

- Each year, the program is self-assessed. The director evaluates the staff and Montessori practices and develops a collaborative plan for professional development
- Data will be tracked using TS GOLD metrics to ensure all students are prepared to transition to the next grade level. Our center will continue to focus on ensuring all students meet standards.
- In addition to serving 15 head start students, each classroom serves five kindergarten students. Using GOLD and observational notes, the teacher will continue to monitor the student's progress and make necessary adjustments based on the data collected.
- We report the performance of our Head Start program to our Policy Committee monthly. We also report progress to our Governing Board at our quarterly Board meetings and Executive Committee meetings.
- Engaging with families to ensure compliance with student information, attending student and family events, and participating in parent training directly contribute to children's readiness for school.
- A monthly and quarterly meeting of the Policy Committee and the Governing Board provides families with information regarding attendance and the importance of participating in events. The Policy Committee and the Governing Board are updated on progress each month and quarterly.

# BUDGET

Item	Cost	Subtotal
Project Allowance		
Consultants	\$250,000	\$250,000
Architectural & Engineering Fees	\$250,000	\$250,000
Equipment	\$1,000,000	\$1,000,000
Construction	\$6,650,000	\$6,500,000
Total Project Allowance		\$8,000,000



# ABOUT US

- The Montessori School of Englewood prioritises trust as the cornerstone of meaningful education.
- As a result, our students and faculty commit to a life of intellectual curiosity, professional growth, and creative expression every day.
- Located on the South Side of Chicago in the West Englewood neighbourhood, we are an elementary charter school in the Chicago Public Schools system.
- We also offer a full-day Head Start Program. Founded by Rita Nolan (M. Ed.) in 2012, she remains the organization's executive director.
- Our aim at The Montessori School of Englewood is to practice the methodology intended for underserved communities.



# GET IN TOUCH

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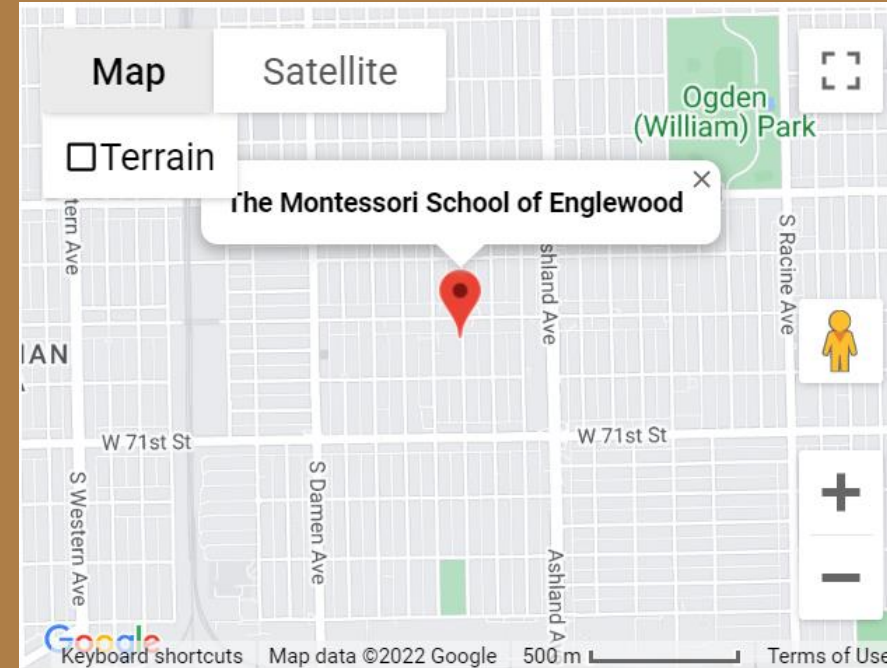
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## Driving

From 90/94: Take exit 57 from I-90 E/I-94 E. Take West Garfield Blvd. to S. Ashland Ave and turn left. Turn right onto W. 69th St. and then turn left onto S. Paulina St. Turn right onto W. 70th St. and then turn right again onto South Hermitage Street. The Montessori School of Englewood Annex Building will be on your left. It is a large red brick building. Nearby CTA stops for buses #9, 67, and X9